California Community Colleges

Program and Course Approval Handbook, Third Edition

Module 1: Introduction

Module 2: Credit Curriculum

California Community Colleges
Chancellor's Office

Third Edition
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This handbook was first published in May 1985. In July 1987 and then again in September 2001, it was significantly revised. The March 2003 edition incorporated clarifications, corrections, and some improved forms. Title 5 §55000.5 incorporates the 2003 edition and all revisions and addenda into Title 5. The third edition is a major revision, incorporating revisions to Title 5 made in 2007-2008 and guidelines and recommendations from the System Advisory Committee on Curriculum.

This handbook is available on the Chancellor's Office web site at **www.cccco.edu** under the Academic Affairs Division. For comments or questions about this handbook or about program or course approval, please refer to the Staff Directory for the Academic Affairs Division on the web site.

Grateful acknowledgment is made to the representatives of the Academic Senate for California Community Colleges, Chief Instructional Officers of the California Community Colleges, and the California Community Colleges Association for Occupational Education who provided valuable consultation in the preparation of this handbook.

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Module 1: Introduction

This handbook is intended to assist California community college administrators, faculty and staff, who are responsible for designing new programs or courses, and submitting those programs or courses for approval.

The Chancellor is required by law to produce 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. The handbook is primarily oriented toward Chancellor's Office approval requirements, but it contains also information relevant to local curriculum committees and Career Technical Education Regional Consortia (see p. 4). The third edition of the handbook was developed in consultation with the System Advisory Committee on Curriculum.

This third edition of the handbook replaces the *Program and Course Approval Handbook*, second edition, as revised in March 2003, including the supplement published in October 2007, and all other earlier versions. It also replaces the *Course Standards Handbook* published by the Educational Standards and Evaluation Unit of the Chancellor's Office in July 1987.

The complete and current text of all regulations in the California Code of Regulations, including those referred to in this handbook, may be viewed on the World Wide Web at **www.calregs.com**. The complete text of all California statutes, including the Education Code sections referred to herein, may be viewed at **www.leginfo.ca.gov**. The full text of relevant sections of both the California Education Code and Title 5 are contained in Appendix A: Legal Authority.

The organization of the handbook is designed to assist curriculum developers at colleges and districts to:

- Explain Chancellor's Office procedures for monitoring the development of courses and approving programs on a statewide basis;
- Provide a framework for consistent documentation of the content and objectives of programs and courses;
- Determine the correct process to follow in order to expedite the course and program approval process; and
- Foster the use of best 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.

The handbook is organized into Modules:

- **Module 1: Introduction** includes a history of program and course approval, curriculum development criteria, general information about approval procedures for both credit and noncredit programs and courses, and other general curriculum topics.
- **Module 2: Credit Curriculum** describes the standards and criteria for credit course development, approval procedures for credit programs and courses, and instructions for completing applications for approval by the Chancellor's Office.
- **Module 3: Noncredit Curriculum** (under development) will describe the standards and criteria for the development of noncredit programs and courses, including procedures and instructions for completing applications for approval by the Chancellor's Office.

History of Program and Course Approval

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs 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. It is now contained in the California Education Code (CEC) §70901[1].

The Legislature also made the requirement for State approval part of the finance law for community colleges. This provision was part of the CEC for many decades, but in 1991 it was shifted to the California Code of Regulations, Title 5, §58050.

Title 5 §55000(f) defines **course** as "an organized pattern of instruction on a specified subject offered by a community college" and **educational program** 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."

Title 5, Chapter 6. Curriculum and Instruction provides the framework that guides the program and course approval process by the Chancellor's Office of the California Community Colleges. These sections of the code include all areas of instruction, including credit and noncredit, community services and contract education. (See Appendix A.) Subchapter 1 defines the classifications and standards for programs, courses and classes. Subchapter 2 describes the Chancellor's responsibilities to approve credit and noncredit programs and courses.

In 2004, the Chancellor's Office Agency Review recommended the formation of a standing committee to consider curriculum from a statewide perspective. One charge of this committee was to review existing program and course approval procedures, with an ultimate goal of involving faculty and administrators in determining proper procedures for the approval processes. The result is the System Advisory Committee on Curriculum (SACC), which is an advisory committee to the Chancellor on system-wide curriculum issues. The membership and activities of SACC are available on the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Academic Affairs Advisory Committees.

As a model of cooperation for curriculum development, SACC is comprised of the Vice Chancellor of Academic Affairs, six faculty appointees of the Academic Senate for California Community Colleges (ASCCC), four instructional administrators appointed by the California Community Colleges Chief Instructional Officers (CCCCIO), and three non-voting Chancellor's Office staff who serve in an ex officio status and are appointed by the Vice Chancellor. SACC meets monthly, and its two co-chairs are appointed, one by the CCCCIO and one by the Academic Senate.

The Chancellor's Office, in partnership with SACC, is dedicated to providing timely and transparent support to local colleges as they design and implement quality programs for their students. It is with these goals and principles in mind that this third edition of the *Program and Course Approval Handbook* has been developed.

Development Criteria

There are five criteria used by the Chancellor's Office to approve credit and noncredit programs and courses that are subject to Chancellor's Office review. They were 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.

[1] The full text of legal references is available in Appendix A of this document.

These criteria have been endorsed by SACC as an integral part of the best practice for curriculum development, and they should be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office approval.

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Criteria A. Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record, must be consistent with the mission of the community colleges as established by the Legislature in CEC §66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College System offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and fee-based community services. State approval is required for credit programs and for noncredit programs and courses. Some credit courses require approval; detailed information is included in this handbook, starting on p. 22. Contract education curriculum only requires state approval if college credit/units are awarded to students; community services curriculum does not require state approval.

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

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

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

Criteria B. Need

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

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum in a process called "program review" during which the faculty and administrators review the program requirements and course content in consultation with 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 should reflect the fulfillment of this planning.

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

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

For both credit and noncredit career technical education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information within the local service area of the individual college and/or a recent employer survey. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

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

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium[2]. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

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

Evidence of labor market need may be submitted in the form of:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area

[2] The composition of the regions for vocational education, economic development, and workforce preparation purposes may be viewed online at http://www.cccaoe.org/Colleges/consortia.html.

- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Further specifics on labor market need are found in the instructions for completing the application form for approval of a new credit career technical education (CTE) program (p. 51) or of a new noncredit career technical education program (in Module 3: Noncredit Curriculum).

Criteria C. Curriculum Standards

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to Chapter 6, Subchapter *2*, beginning with §55100). Title 5 §55130(b)(8)(E) also requires that credit programs must be reviewed by Career Technical Education Regional Consortia, when applicable. The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The application process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Outlines of Record for all courses meet all the requirements of Title 5 §55002 for credit and noncredit course requirements.

The Academic Senate for California Community Colleges provides additional information about best practices for curriculum development that faculty developers and college curriculum committees will find useful. Links for curriculum resources are available at http://www.ccccurriculum.info/.

Criteria D. Adequate Resources

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

Criteria E. Compliance

It is also required that the design of the program or the course is not in conflict with any law including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the Title 5 sections to note are the following:

- Open course regulations [California Code of Regulations, Title 5 §51006]
- Course repeatability regulations [Title 5 §55040-55046 and 58161]

- Regulations regarding tutoring and learning assistance [Title 5 §58168-58172]
- Regulations regarding open-entry open exit courses [Title 5 §58164]
- Statutes and regulations on student fees [Title 5 Chapter 9, Subchapter 6]
- Prerequisite and enrollment limitation regulations [Title 5 §55003]
- Particular provisions of the Nursing Practice Act [Title 16]

Colleges that have the authority to locally approve stand-alone courses must assure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses. For more information on the approval of stand-alone courses, please refer to p. 23.

What Does Program and Course Approval Authorize?

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

- Offer programs and courses as they were described in the proposal application.
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program. [CEC §70901(b)(10), California Code of Regulations, Title 5 §55130, §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. [CEC §70901(b)(10), §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, which can only occur for approved programs. [Title 5 §55060-55072.]
- Publish the description of a new program in the catalog or publicize a new program in other ways. [Title 5 §55005]
- Collect related and supplemental instruction (RSI) funding if the Division of Apprenticeship Standards (DAS) has also formally approved a proposed apprenticeship program.

Chancellor's Office approval of a credit or noncredit program is formally recognized in two ways: a final letter of approval to the Chief Instructional Officer of the college, providing the unique program code and inclusion of the program in the Inventory of Approved Programs. Colleges should verify that both of these formal recognitions have been accomplished. The Inventory is accessible on the California Community Colleges Chancellor's Office web site at http://misweb.cccco.edu/webproginv/prod/invmenu.htm, which is periodically updated with the latest approvals.

Program Approval Procedures

An "educational program" is defined in Title 5, §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, and all noncredit programs of a specified duration (288 hours or more).

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

Credit Programs

- Associate Degrees
- Certificates of Achievement that require 18 or more semester units or 27 or more quarter units
- Substantial modifications to existing programs
  Note: Non-substantial changes are submitted for informational purposes in order to maintain the Inventory of Approved Programs.

Apprenticeships (credit and noncredit)

Noncredit Programs[3]

- Course sequences/programs in Career Development and College Preparation (CDCP) that lead to Certificates of Completion/Competencies for which enhanced funding is requested (SB 361 –Enhanced Funding)
- Career Technical Education of 288 Hours or More of Instruction (SB 361- Enhanced & Non-enhanced Funding)
- Other Programs of 288 Hours or More of Instruction
- High School Diploma Programs
- Substantial modifications to existing programs
- New options to existing programs

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

- Certificates of Achievement that require fewer than 18 semester units or 27 quarter units, but more than 12 semester units or 18 quarter units. Chancellor's Office approval must be obtained if colleges wish to offer Certificates of Achievement which may be listed on student transcripts.

For more information about the approval of Certificates of Achievement, please refer to p. 12.

Chancellor's Office Procedures

The Chancellor's Office will usually carry out its initial review of applications for approval of new programs within no more than 60 days, subject to the volume of applications received. However, there is no authority for districts to assume that a program is approved if a response is not received within a certain time. Approval requires a positive response. The time that may be necessary to obtain missing information from the college if the original submission was incomplete or to obtain answers to questions relevant to approval is not included in these 60 days.

Applications are reviewed by Chancellor's Office staff members in Academic Affairs, who make recommendations for approval or denial to the Vice Chancellor of Academic Affairs or his/her designee. In addition, the Chancellor's Office may ask a person knowledgeable in the subject matter area of the proposed program to read the application and provide input. If the Chancellor's Office needs to contact the college to request information or discuss some aspect

[3] Noncredit courses and programs will be covered in detail in **Module 3: Noncredit Curriculum**.

of the application, the reviewer will contact the person who is listed on the application as the contact person. However, formal notifications regarding the approval status of the program are sent to the college's chief instructional officer, with copies to the contact person and any other appropriate parties.

An application for program or course approval, which is approved by the Chancellor's Office, is considered to be a public record pursuant to the California Public Records Act (Government Code section 6250 et seq.). Therefore, the Chancellor's Office will be required to provide access to and/or a copy of a college's approved application (including the accompanying curriculum) to another college or any individual or organization that requests the opportunity to review and/or receive a copy of the application or all applications in a particular subject matter area.

The Chancellor's Office may take various actions in response to a credit program application:

- **Approve** – Program is entered into the Inventory of Approved Programs with no expiration date.
- **Request changes before approving** – The staff member will contact the college in order to suggest revisions that could make the program approvable. This step will always occur before a program is denied approval and before limitations are attached to the approval.
- **Approve for a limited duration** – If the Chancellor's Office believes the program requires a trial period, it may approve for a period of time and require a review report before that period expires, in order to decide on extension or permanent approval. Such a trial period might be from one to three years. The program is entered in the inventory with an expiration date. Limited duration approval, for example, may be awarded when a proposed program in an emerging field articulates with only one four-year institution. Full approval of a program intended for transfer requires evidence that courses fulfill lower-division requirements of three four-year institutions, so limited duration gives the community college time to develop additional articulation agreements. Limited duration approval can be given in this case if all other parts of the application are complete.
- **Withdraw** – The college's chief instructional officer may be asked to initiate a formal withdrawal of any application that has been deemed incomplete or incorrect.
- **Deny** – Application indicates major problems which prevent approval. If a program is denied, it is always possible for a college to redesign and resubmit the application as a new proposal.

Similar actions are taken in response to a noncredit program approval application:

- **Approve** – Program is entered into inventory with no expiration date.
- **Request for incomplete information, clarification or changes prior to approval** – Chancellor's Office noncredit staff members in academic planning will contact the college for required information or to suggest revisions that could make the application approvable. This step will always occur before denying a program or placing limitations on the approval.
- **Withdraw** – The chief instructional officer at the college may initiate a formal withdrawal of any application that has been deemed incomplete or incorrect.
- **Deny** – Application indicates problems which prevent approval. If a program is denied, the college may redesign and resubmit as a new proposed application.

It is expected, based on past experience, that the great majority of program approval applications will be approved. The Chancellor's Office believes that colleges have a right to have their new programs approved in a quick and efficient manner, unless they present specific problems affecting system or state interests.

The Taxonomy of Programs (T.O.P.)

The Taxonomy of Programs (T.O.P.) 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 entitled "Mechanized Agriculture." Another college may offer a program called "Agriculture Engineering Technology." A third college may offer a program with the title "Agriculture Equipment Operations & Maintenance." Because all of these programs have similar outcomes, information on all three is collected and reported at the system level under T.O.P. code 0116.00, which carries the standardized title "Agricultural Power Equipment Technology."

Although the T.O.P. was originally designed to aggregate information about programs, the use of T.O.P. codes has been extended to courses as well. Each course must be assigned a T.O.P. code that is consistent with course content.

T.O.P. codes and titles serve a variety of purposes at the system level. For example, they are used in the following:

- the Inventory of Approved Programs, to inform others regarding the colleges that offer programs of particular types throughout the state;
- the Management Information Systems database, to collect and report information on student awards (degrees and certificates) granted for particular types of programs;
- the Management Information Systems database, to collect and report information on enrollment and Full Time Equivalent Students (FTES) in courses within particular curriculum categories;
- career technical education accountability reports on program completions and course success in particular types of occupational programs; and
- the reporting of noncredit programs and courses for each noncredit eligibility category and for determining eligibility for enhanced funding.

The T.O.P. manual includes a list of all the codes currently in use and is available on the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Reference Materials.

Role of CPEC

The California Postsecondary Education Commission (CPEC) is responsible for reviewing and providing a recommendation regarding approval for most new **credit** programs in any segment of public higher education, pursuant to CEC, §66904.

CPEC's response to credit program approval requests is termed "concurrence" or "nonconcurrence." Although the Chancellor's Office has final approval authority, it will not ordinarily approve a credit program without CPEC's concurrence.

When the Chancellor's Office wishes to approve a credit program that falls into one of the categories requiring specific CPEC concurrence, it will notify the chief instructional officer that the Chancellor's Office proposes to approve the program and has forwarded the application and supporting materials to CPEC. When CPEC has responded with concurrence or

nonconcurrence, the Chancellor's Office will send a letter to the chief instructional officer, notifying the college of final approval, or of delay or denial of approval if CPEC's response indicates nonconcurrence. If CPEC has not responded within 60 days, the Chancellor's Office will send a letter of final approval in the absence of CPEC action.

As of December 2002, the Chancellor's Office and CPEC entered into an agreement under which many approval applications will no longer need to be forwarded to CPEC. Under this agreement, Chancellor's Office staff will screen new programs and transmit only the following types of programs for CPEC's review and concurrence:

- Credit programs that are the first of their type in the California Community Colleges;
- Credit programs that involve intersegmental collaboration in the way they are offered;
- Credit programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and State funds for equipment;
- Credit programs that require joint use facilities;
- Credit programs that involve more than one community college district or are considered as having substantial impact on other community college districts; and
- Other credit programs of an exceptional nature as agreed upon by CPEC and Chancellor's Office staff.

Programs that do not fall into any of these categories will be reviewed for final approval or denial within the Chancellor's Office and will not be forwarded to CPEC. Application proposals for noncredit programs, apprenticeship programs, or changes to an existing credit program are not subject to CPEC review.

A statement of CPEC's principles regarding its role in the review of new programs is included in Appendix C.

Credit Programs

Detailed instructions for submitting "CCC-501: Application for Approval – New Credit Program" begin on p. 51. This form is used to request approval for new degrees and certificates of achievement. Under some conditions, the "CCC-510: Substantial Changes to an Approved Credit Program" form may also be used to propose a new certificate of achievement or degree in the same four-digit T.O.P. code as an existing, approved program. Detailed instructions for submitting the CCC-510 form begin on p. 67.

Associate Degrees

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 (referred to as being career technical education, or "CTE"), as a record of academic achievement or to prepare for transfer. Thus, a program that awards an Associate in Science degree in "Electronics Technology" requires approval, as well as an Associate in Arts degree in "English" or "Social Sciences."

All associate degrees in California are one of two general types: Associate in Arts or Associate in Science. There is no difference in current law as to the requirements for the two, and there are no system guidelines regarding which majors should be assigned to Arts or Sciences. However, the Academic Senate for the California Community Colleges passed a resolution in November 2008 to seek a system-wide definition of the "Associate of Science degree" as "an associate degree in the areas of science, technology, engineering, and mathematics or in the area of career technical education, with all other associate degrees given the title of Associate of Arts" and to require "that the two degrees … have the same minimum

general education requirements." This topic requires further discussion among administrators and faculty of the colleges with Chancellor's Office staff. Further information is available on the Academic Senate's web site: http://www.asccc.org.

The key sections of Title 5 regarding associate degree requirements are found in Title 5, Division 6, Chapter 6, Subchapter 1, Article 6, §55060-55064, which describe the criteria and minimum requirements. The associate degree is composed of three parts: 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.

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 §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 Breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion.

For students intending to transfer, students should normally be required to complete the CSU-GE, IGETC pattern or GE pattern for a 4-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 for an associate degree. There may also be additional local graduation requirements at individual colleges, such as a physical education or information competency course. Some students who intend to transfer may 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 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 some 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 four-year institutions may complete fewer units of general education at the community college than the number required in CSU-GE 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 should provide an overview of the knowledge and skills that students who complete the requirements should demonstrate. If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors or areas of emphasis should be identified. If the degree is designed for employment preparation, a list of potential careers should be included. In addition, all prerequisite skills or enrollment limitations should 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 §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 University of California or California State University 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 should 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 four-year 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 four-year institution in order to prepare for a major/area field of study. The requirements for an area of emphasis should specify a number of units that students will select from a list of courses that prepare students for a specific academic or professional goal.

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 should prepare students for a field of study offered at a four-year institution.

Proposed majors or areas of emphasis may meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. These degrees can represent a cohesive packaging of courses that are not accepted for transfer at four-year institutions. When seeking approval for such degrees, the intent must be clearly expressed in the narrative portion of the application. 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 §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. It is appropriate to 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 General Education (CSUGE) Breadth" and "Intersegmental General Education Transfer Curriculum (IGETC)." For more information about the approval process for these certificates, refer to p. 48.

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. It is expected that applications 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 application requires the same narrative and documentation required for all Certificates of Achievement. The instructions for seeking approval of existing certificates of fewer than 18 semester (or 27 quarter) units are detailed on p. 47.

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." Colleges may choose to inform the Chancellor's Office of these low-unit certificates in order for them to be included in the Inventory of Locally Approved Certificates.

Any group of credit courses in the same four-digit T.O.P. code, which total 18 or more semester units and which are linked to one another by prerequisites or corequisites, are defined as an "educational program" that requires Chancellor's Office approval. The college should 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 T.O.P. 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.

Inactive Programs

A program approval is effective until the program is "discontinued," according to Title 5, §55130. To implement this provision, a program that is not currently offered may be retained for a maximum of three years on the Inventory of Approved Programs with an "Inactive" designation, if the college has a specific intention to offer the program again within the near future. For credit programs, the form "CCC-511: Non-Substantial Changes to Approved Program)" (see p. 77) is used to request the inactive status as well as to restore the credit program to active status when applicable. Programs that have not been offered for more than three years will be removed from the inventory.

Apprenticeships (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 with 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.

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, §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 career technical education 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. The application must contain documentation that the apprenticeship has been approved by DAS. This documentation must list the specific campus approved for the RSI, and must be signed by the Chief of the DAS or his or her designee.

This shared responsibility has created a partnership for developing apprenticeship programs that includes the:

- community college
- employer, also known as the program sponsor
- California Community Colleges Chancellor's Office has delegated authority to the:
    - Apprenticeship Program Coordinator who provides support to the college and the program sponsor throughout the development and implementation of the apprenticeship program.
    - Vice Chancellor of Academic Affairs, who approves the programs and courses offered by the community college, utilizing criteria that represent the standards of good practice established in the field of curriculum design (as described on p. 2).

The college and sponsor must also seek approval from the Division of Apprenticeship Standards (DAS), so that agency participates in consultation with the partners.

The procedures for approval of Apprenticeships (credit and noncredit) are described in the **Apprenticeship Approval Handbook** (under development) and will be available on the Chancellor's Office web site.

Noncredit Programs

Historically, the Chancellor's Office has not provided a formal process for noncredit program approval, except for noncredit apprenticeship programs. In August of 2007, Title 5, §55000 and §55151-55155 established provisions for noncredit program approvals. Pursuant to §55000, an educational program is an organized sequence of two or more courses leading to a defined objective, certificate, a diploma, or a license. This definition provides the curriculum framework for noncredit education programs. The Chancellor's Office is developing a procedure for noncredit program approval and instructions will be provided in **Module 3: Noncredit Curriculum**.

Noncredit programs generally fall within the following program areas:

Career Development and College Preparation (CDCP)

In accordance with §55151, the colleges may offer a sequence of noncredit courses or programs that culminate in a certificate of completion or a certificate of competency designed to prepare students to effectively transition to work or college. These course sequences or programs must be from one or more of the following noncredit categories in order to be eligible for enhanced noncredit funding:

- Career technical education (short-term vocational program with high employment potential) (CB22-I)
- Elementary and secondary basic skills (CB22-C)
- Workforce preparation in basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training (CB22-J); and
- English as a Second Language (ESL) and Vocational English as a Second Language (VESL) (CB22-A).

The data element CB22 classifies noncredit programs and courses in accordance to their primary objectives within the ten approved noncredit categories set forth in the CEC §84757 and §84760.5. For more information about course data elements, refer to p. 27.

All CDCP applications for enhanced funding must be submitted electronically on form CCC-457 and all course outlines must be uploaded with the application. Any application missing information or course outlines of record will be rejected. In those instances where the course sequence or program scope or emphasis is changed or when adding new course(s) would substantially change the course sequence/program, a form CCC-457(a): Substantial Modification to An Approved Noncredit CDCP, must be submitted to the Chancellor's Office for approval. CDCP course sequences or programs that provide 288 hours or more of instruction must also submit the form CCC-461: Short-Term Vocational and Other Noncredit Programs Providing 288 Hours or More of Instruction.

The Career Development and College Preparation application forms and instructions are located on the Chancellor's Office web site under Academic Affairs, Instructional Programs and Services. Detailed information on CDCP course sequence/program approval for enhanced funding will be provided in **Module 3: Noncredit Curriculum** when it is available.

Noncredit Career Technical Education (CTE) Programs Providing 288 Hours or More of Instruction

In accordance with §55152 colleges may offer Career Technical Education noncredit programs (i.e., short-term vocational programs with "high employment potential" that provide "288 hours or more of instruction") for either enhanced funding or for the base noncredit funding rate. Noncredit CTE programs are subject to the same standards of good practices established in the field of curriculum design for all programs and courses and require labor market information in accordance with CEC, §78015 and §78016. Colleges that are submitting a career technical education course sequence/program of 288 or more hours for enhanced funding must, in addition to meeting the requirements of CEC, §78015 and §78016, meet the labor market provisions in Title 5, §55151 and §55152 and submit an application for approval to the Chancellor's Office. Once a program is approved pursuant to Title 5 §55151 and §55152, the program may subsequently be modified by the addition of other noncredit courses without obtaining separate approval from the Chancellor's Office. However, in those instances where adding new courses would substantially change the scope or career focus of the program, the courses need to be submitted to the Chancellor's Office for approval on the CCC-457(a): Substantial Modification to an Approved Noncredit Career Development and College Preparation (NCDCP) Program form. Details of the approval process will be included in **Module 3: Noncredit Curriculum** when it is available.

Other Noncredit Programs Providing 288 Hours or More of Instruction

Programs that provide 288 hours or more of instruction in any of the ten areas, either enhanced or non-enhanced funding must submit a program application. Once a program is

approved pursuant to Title 5 §55153, and where appropriate §55151, the program may subsequently be modified by adding other noncredit courses without obtaining separate approval from the Chancellor's Office. In those instances where adding new courses would substantially change the focus or scope of the program, the courses will need to be submitted to the Chancellor's Office for approval. Details of the approval process will be included in **Module 3: Noncredit Curriculum** when it is available.

Adult High School Diploma Programs

This program includes 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, §55154. The course content standards should meet or exceed the standards for high school curriculum established by the California State Board of Education (1997-2001). No student will be granted a high school diploma unless 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, math, biological and physical science, social studies and visual or performing arts or foreign language. 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. (See instructions and guidelines for CCC-459: Application for Approval – Adult High School Diploma Program) on the Chancellor's Office web site. Detailed information on Adult High School Diploma program and course approval will be included in **Module 3: Noncredit Curriculum** when it is available.

Inter-campus Program Development

Conjoint Programs

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

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

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

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

Other combinations and variations may arise, as long as the application is essentially for a single area of study. This implies that all participating colleges will use the same local title for the program, which is also categorized under the same 6-digit T.O.P. code.

When a conjoint program application from more than one college has been approved, an additional college may request to be added to the conjoint approval within one calendar year

from the date when the current application received final approval from the Chancellor's Office. The proposed program that the subsequent college wishes to offer must be essentially the same as the first college's proposal, and the application must include labor market data and analysis relevant to the college's service area.

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

Programs transferred to another college in the same district

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

However, if a district wishes to *transfer* a credit or noncredit program from one of its colleges to another within the same district, the college proposing to offer the program should submit the appropriate application form, with all required signatures and with the planning summary section completed. The Background and Rationale section should explain the reason for the transfer of the program and any anticipated effects on other colleges. In addition, the following approval criteria need to be addressed in the application narrative:

- Statement of Program Goals and Objectives
- Catalog Description
- Program Requirements
- Outlines of Records for Required Courses
- Recommendation of Career Technical Education Regional Consortium (for CTE program)

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

Other Curriculum Topics

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 web site under the Legal Affairs Division. Title 5 §51012 allows the district governing board to establish only mandatory student fees that are expressly authorized by law. In all cases, the district policy should provide for financial assistance or waiver of these fees for qualifying students.

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 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 §1420, covers the regulations concerning the establishment of Schools of Nursing.

Title 16 §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.

Distance Education

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

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

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

The Academic Affairs Division of the Chancellor's Office has prepared a publication, "Distance Education Regulations and Guidelines," which is available on the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Distance Education. This publication was prepared collaboratively with the Education Technologies Advisory Committee (ETAC), which is composed of faculty, administrators, distance education coordinators, and Chancellor's Office staff.

Program Review

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

In addition, CEC §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:

1. Continues to meet a documented labor market demand.
2. Does not represent unnecessary duplication of other manpower training programs in the college's service area.
3. 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 IIA.2(e):

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

A Chancellor's Office report, titled "Instructional Program Review in California Community Colleges" (June 1991), summarizes the results of an analysis of all local program review procedures in place during 1990-91. This report identifies and provides examples of several different "genres" of review policies used in different districts: the "productivity" genre, the "planning" genre, the "directive accreditation" genre, and the "nondirective accreditation" genre.

The Academic Senate for California Community Colleges also has produced documents on program review. An ad-hoc research subcommittee produced a report titled "Toward an Acceptable Program and Services Review" in 1988, which outlines several models of program review. The Senate adopted a paper in Spring 1996 titled "Program Review: Developing a Faculty Driven Process," which emphasizes the governance and procedural aspects of program review. Title 5 §53200 and §53203 require district governing boards to consult collegially with local academic senates regarding “Processes for program review.”

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

Curriculum Approval of New Centers and Colleges

Approving or disapproving plans for new facilities is one of the basic responsibilities of the Board of Governors, according to its original authorizing statute in California Education Code (CEC §70901) and the Community College Construction Act (CEC §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, §51014). The Board has adopted a set of regulations broadly prescribing what information districts must submit in a request for a new college or center (Title 5 §55180-55185), and how the request should be analyzed.

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

As required by the review procedures of the California Postsecondary Education Commission (CPEC), applications for approval of new centers and colleges generally occur in two stages: the "Letter of Intent," and the full "Needs Study." The elements defined below must be addressed in the "Needs Study," which will be used by the Board of Governors for its approval action. However, while not required, any aspects of these standards which are ready to be addressed at the time of the "Letter of Intent" may be included then.

(General authority: CEC §70901, Title 5 §51014. Notations in parentheses provide authority and/or reference to relevant statutes and regulations.)

Curriculum Standards for New Colleges

1. The approval application should describe the categories of coursework (credit and noncredit) to be offered and the programs that the coursework will support. *(CEC 70901, 81821; T.5/ 55182,55183.)*

2. All credit and noncredit programs both at the new college and at the parent college or district should be approved by the Chancellor's Office, as reflected on the Inventory of Approved Programs.
3. The new college should offer the necessary core curriculum (general education and lower-division requirements for the most common majors) to support a viable transfer function. *(CEC 66722, 66730, 66732; T.5/ 51027.)*
4. The determination of both credit and noncredit career technical educational programs to be offered should be based on a recent labor market study or regional economic analysis. *(CEC 78015, 78016; T. 5/ 55130.)*
5. The new college should offer a range of basic skills and ESL that is appropriate for its service area population. *(CEC 66010.4; T.5/ 55182.)*
6. An educational master plan, including projected programs, should be prepared or should be in process of preparation. *(CEC 70901, 70902; T.5/ 51008.)*
7. A policy and procedure for instructional program review should have been adopted. *(T. 5/ 51022.)*

Curriculum Standards for New Educational Centers

1. The approval application should describe the categories of coursework (credit and noncredit) to be offered and the programs that the coursework will support. *(CEC 70901, 81821; T.5/ 55182,55183.)*
2. All the programs both at the center and at the parent college should be approved by the Chancellor's Office, as reflected on the Inventory of Approved Programs.
   Any programs that have not previously been approved, or which are to be started concurrently with, or following the establishment of, the new center, must be submitted for program approval. *(CEC 70901, 70902; T.5/ 51021, 55130.)*
3. The center should offer a distribution of coursework based on the needs of the service area, as documented by surveys, and/or information from K-12 schools and other postsecondary educational providers, employers, and public and private nonprofit agencies. The curriculum should include, as determined to be appropriate:
   a. Courses in each general education category.
   b. Core major coursework for common transfer majors.
   c. Core courses and electives for noncredit programs.
   d. Coursework for short-term job training and/or full career preparation.

   A center, unlike a college, need not always provide all coursework needed for a full transfer function, or the complete range of occupational preparation. Some programs may require that the student take courses at the parent college. *(CEC 66010.4; T.5/ 55182, 55183.)*
4. The determination of career technical educational programs to be offered should be based on a recent labor market study or regional economic analysis. *(CEC 78015, 78016; T. 5/ 55130.)*
5. The center should offer a range of basic skills and ESL that is appropriate for its service area population. *(CEC 66010.4; T.5/ 55182.)*
6. An educational master plan, including projected programs, should be prepared or should be in process of preparation. *(CEC 70901, 70902; T.5/ 51008.)*
7. A policy and procedure for instructional program review should have been adopted. *(T. 5/ 51022.)*

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 should provide a list of all credit and noncredit programs being offered to the Chancellor's Office. An inventory of approved programs for the new college will then be established, based on those programs offered at the new college that had previously been approved for the parent college, plus any new approvals that have been given specifically for the new college.

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

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

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

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

Course Approval Procedures

It is the responsibility of the governing board of each community college district, under CEC §70902, to approve courses offered in that district. Title 5 §55002 further provides that every course must be recommended for approval by a curriculum committee before it goes to the governing board for approval.

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

TITLE 5 §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." §55003 specifically relates to prerequisites, corequisites, and recommended preparation for credit courses.

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

Local approval of degree-applicable credit, nondegree-applicable credit and noncredit courses must include review by the curriculum committee established according to Title 5 §55002. The curriculum committee and the governing board should determine that the course meets the standards of §55002, 55002.5, 55003, 55062 and all other applicable provisions of Title 5. In addition, all courses should be appropriate to the mission of the community college system, as defined in CEC §66010.4 and should 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 some conditions described on the following pages, credit courses may not require Chancellor’s Office approval.

Noncredit Courses

In 2006 the Chancellor’s Office issued a publication called “Noncredit at a Glance” that defines noncredit as one of several educational options offered within the California Community College System. It offers students access to a variety of low cost programs and courses that assist students in reaching their personal and professional goals. Noncredit programs and courses are intended to provide students with lifelong learning, college transfer and career preparation opportunities. Noncredit often serves as a first point of entry for many underserved students as well as a transition point to credit instruction.

Noncredit courses are classified by CEC §84757(a) into ten instructional areas:

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships. (CB22 – F)
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts. (CB22 – C)
3. English as a Second Language. (CB22 – A)
4. Classes and courses for immigrants eligible for educational services in citizenship, English as a Second Language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving

skills and other classes required for preparation to participate in job-specific technical training. (CB22 – B)

5. Education programs for persons with substantial disabilities.(CB22 –E)
6. Short-term vocational programs with high employment potential (includes apprenticeship).(CB22 – I)
7. Education programs for older adults. (CB22 – H)
8. Education programs for home economics (known as Family and Consumer Sciences).(CB22 – G)
9. Health and safety education. (CB22 – D)
10. Workforce Preparation courses in basic skills of speaking, listening, reading, writing, mathematics, decision making, and problem solving that are necessary to participate in job specific training. (CB22 – J)

Four of the ten noncredit categories are eligible for enhanced funding only if they are part of a sequence of courses or program that leads to employment or college level work. The four categories under Career Development and College Preparation for enhanced funding include:

- Career technical education (short-term vocational program with high employment potential) (CB22-I)
- Elementary and secondary basic skills (CB22-C)
- Workforce preparation in basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training (CB22 - J); and
- English as a Second Language (ESL) and Vocational English as a Second Language (VESL) (CB22- A).

In general, noncredit courses must be approved by the Chancellor's Office. The application includes the CCC-456 form and the course outline of record. Substantial changes in course scope, focus, or hours require re-submittal of a noncredit course application. Detailed instructions for completing the noncredit course application process will be provided in **Module 3, Noncredit Curriculum**. When a noncredit course is approved, its unique course control number will be assigned.

Credit Courses

In October 2006, Assembly Bill (AB) 1943 permitted community college districts to locally approve credit courses that are not part of an approved educational program, commonly called "stand-alone" courses. The colleges may approve through their Boards of Trustees and offer these credit courses without submitting them to the Chancellor's Office for approval under conditions authorized by Title 5 §55100.

AB 1943 also specified that the Chancellor's Office monitor the local approval of stand-alone credit courses. In order to comply with this legal requirement, a thorough inventory of all courses offered by all California community colleges was conducted and all courses were assigned unique course control numbers. These numbers are required when submitting enrollment data to the Chancellor's Office Management Information Systems division.

Program-Applicable Courses

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives for a degree, certificate or program approved by the Chancellor's Office. Program-applicable credit courses are approved as part of the credit program approval process,

which requires that colleges submit course outlines of record for all required courses with the program approval application. 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, course outlines for all required courses 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 §55002 and technical assistance on correcting the outlines will be available to the college curriculum committee. Detailed instructions for submitting program applications to the Chancellor's Office begin on p. 41.

Stand-alone Courses

When a credit course is not part of an approved program as defined above, it is referred to as a "stand-alone 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 in Fall 2007, districts were delegated authority to approve stand-alone courses that are offered for credit, if the college where the courses will be offered is certified for local approval pursuant to Title 5 §55100. The approved course must be reported to the Chancellor's Office in order to assign a unique course control number. This number is required when submitting enrollment data to the Chancellor's Office Management Information Systems.

Title 5 §55100 requires the district to annually submit certification 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.

If a college is not certified to locally approve stand-alone credit courses, then approval from the Chancellor's Office is required. The college must submit these courses with the CCC-530: Request for Approval – Credit Course, using instructions that begin on p. 87.

The college may not approve a stand-alone 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 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 trial basis. After an experimental course has been offered more than once in the same year, it should be submitted to the college curriculum committee for approval as a regular course, or the college should 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 should 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 T.O.P. 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 should 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 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 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. Now there is a sequence of 19 units of stand-alone courses that are linked together by prerequisites and corequisites. Approval of all the listed Accounting courses as a program is now required, after which the status of these courses changes to "program-applicable."

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

Community Services Offerings

Community colleges are authorized by CEC §78020 and §78300 and Title 5 §55002 and §55160 to offer a community services offering, which is defined in Title 5 §55000(b) as "fee-supported community services class … for which state apportionment is not claimed and credit is not awarded." There is no restriction against offering avocational, recreational, and personal development subject matters as community services offerings. Community services offerings do not require college curriculum committee or state approval, but must be approved by the district governing board.

Community colleges do not collect any state apportionment for community services offerings. They must charge students an enrollment fee sufficient to cover the cost of maintaining the class but not more than necessary. They may provide community services offerings by contract, or through contributions or donations from individuals or groups.

Community college districts are prohibited from spending state general fund moneys to maintain community service offerings, which must be fully self-supporting. The Board of Governors, pursuant to statute, has adopted guidelines to define the acceptable costs for which a community services fee may be charged (BOG Agenda, May 1985, Item 5).

Contract Education

Community colleges are authorized to conduct contract education offerings, to meet the specific training needs of business/industry or public agencies. This authorization is contained in CEC §78021.

The majority of contract education offerings do not carry community college credit. They are often referred to as "not-for-credit" and as such are not eligible for apportionment. However, contract education classes may carry community college credit when they meet the same quality standards, requirements and approval procedures expected of degree-applicable and/or nondegree-applicable credit courses. Instructors of these courses must meet the minimum qualifications for teaching in the discipline.

Most contract education offerings do not generate State apportionment and offer credit because they are customized offerings paid for by businesses for their employees. When they do not generate apportionment, they are not required to be open to any student admitted to the college.

Standards and Criteria for Course Development

The Academic Senate for California Community Colleges prepared a document in 2008 that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. The document is titled "The Course Outline of Record: A Curriculum Reference Guide" and can be downloaded from the web site of the Academic Senate for California Community Colleges at http://www.asccc.org.

The same standards for development should be applied to all instruction, including all credit and noncredit programs and courses. The overall framework for developing courses is described in Title 5 §55002, which specifies that the college and governing board are responsible for approving both credit and noncredit courses.

Development Criteria

Faculty developers and college curriculum committees are encouraged to use the following criteria throughout the course development process.

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

These are the same five criteria used by the Chancellor's Office for program approval (p. 2). These criteria 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.

Course Outline of Record

Every course is required to have an official course outline of record (COR). The course outline of record, for either credit or noncredit courses, must fully describe the course. Table 1 below lists the required elements for degree-applicable credit courses, nondegree-applicable credit courses, and noncredit courses. Required elements for credit courses, both degree-applicable and nondegree-applicable, are specified in Title 5 §55002 (a) and (b); required elements for noncredit courses are specified in §55002 (c). Current course outlines of record must be maintained in the official college files (paper or electronic database) and made available to each instructor.

The Chancellor's Office also requires copies of current course outlines of record (COR) for the following reporting and approval processes:

- New program approvals require CORs for all courses.

- Substantial changes to existing, approved programs require submittal of CORs for all courses.
- Noncredit courses are approved by the Chancellor's Office only after the COR and CCC-456 form are received with the appropriate original signatures.

Table 1. Comparison of requirements for course outline of record by course type

Degree-applicable Credit	**Nondegree-applicable Credit**	**Noncredit**
Contact hours & units	Contact hours & units	Contact hours (no units)
Any prerequisites, corequisites & any advisories	Any prerequisites, corequisites & any advisories	Advisories or course entry expectations (optional)
Catalog description	Catalog description	Catalog description
Objectives	Objectives	Objectives
Content / specific body of knowledge	Content / specific body of knowledge	Content / specific body of knowledge
Methods of Instruction	Methods of Instruction	Methods of Instruction
Examples of reading, writing & out-of-class assignments	Examples of reading, writing & out-of-class assignments	Examples of assignments and/or activities. Out-of-class work is optional
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation (Grades Optional)

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

Course Data Elements

In addition to Title 5 requirements, each course that is approved must also be identified with proper values for course data elements that are reported to the Chancellor's Office Management Information Systems. Some of the course data elements provide information on the following:

- Taxonomy of Programs (T.O.P.) code (CB03)
- Credit status (CB04)
- Transfer status (CB05)
- Basic skills status (CB08)
- SAM code (occupational status) (CB09)
- Course classification code (CB11)
- Special class status (CB13)
- Prior to college level (CB21)

- Funding agency category (CB23)
- Program status (CB24)

For more information about the data elements, refer to the Data Element Dictionary available on the Chancellor's Office web site under the Technology, Research and Information Systems Division. Table 4 on p. 87 lists the data elements that are used to define courses with appropriate values.

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 together responsible for ensuring that regulatory standards are met for all courses. They must also ensure that courses meet other standards, such as those for university transfer, general education certification, and intersegmental articulation for particular majors.

NOTE: The Program and Course Approval Handbook, 3rd Edition, continues in these modules:

- **Module 2: Credit Curriculum** describes the standards and criteria for credit course development, approval procedures for credit programs and courses, and instructions for completing applications for approval by the Chancellor's Office.
- **Module 3: Noncredit Curriculum** (under development) will describe the standards and criteria for the development of noncredit programs and courses, including approval procedures and instructions for completing applications for approval by the Chancellor's Office

Module 2: Credit Curriculum

This module is a continuation of **Module 1: Introduction**, which includes a history of program and course approval, curriculum development criteria, general information about approval procedures for both credit and noncredit programs and courses, and other general curriculum topics.

Credit Courses

The Academic Senate for California Community Colleges prepared a document in 2008 that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. The document is titled "The Course Outline of Record: A Curriculum Reference Guide "and can be downloaded from the web site of the Academic Senate for California Community Colleges at http://www.asccc.org.

Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5 §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 §55062 of the types of courses that are to be considered degree-applicable. Only courses that are included in these categories may be offered for degree-applicable credit:

- All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer.
- Courses that apply to a major or an area of emphasis in CTE fields. The Chancellor's Office interprets this to mean courses within a T.O.P. code designated as vocational.
- English composition or reading courses not more than one level below the first transfer level course in these areas.
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.

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

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

- Grading policy, based on uniform standards pursuant to Title 5 §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 §55002.5, which requires that a minimum of 48 hours of lecture, laboratory, out-of-class assignments or other types of study for one unit of credit. For each hour of lecture, the course should require 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, the course objectives, assignments, assessments, and reading materials identified in the course outline of record. 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 one hour of lecture.
- Recommended preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with Title 5 §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.
- Difficulty and level, as determined by the curriculum committee, which ensures 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. It should be noted that this type of course is very different from noncredit courses, which are discussed starting on p. 22.

Title 5 §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 as follows:

1. Nondegree-applicable basic skills courses (see subsection (j) of section 55000)
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 credit degree-applicable career technical education 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 §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 §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 course outline of record. 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.
- *Recommended preparation for success in the course*, such as prerequisite or corequisite courses, as determined by the curriculum committee and in compliance with Title 5 §55003.

Relationship of Hours to Units

Title 5 §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, lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in class.

The following examples apply to semester units:

Lecture or Lab Only Courses

- One-unit lecture course = 16 hours (minimum) in-class lecture plus 32 hours (minimum) out of class study
- One-unit laboratory course = 48 hours (minimum) in-class laboratory

Lecture and Lab Combined

- Three-units = 32 hours (minimum) in-class lecture, 48 hours (minimum) in-class laboratory, plus 64 hours (minimum) out-of-class study

In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. For example, a course for which 3 units is awarded may meet 4 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.

When the combination of lecture, study, and/or laboratory work reaches 96 hours on the semester system, 66 hours on the quarter system, or twice the minimum number of hours required for one unit, students should earn at least 2 units of credit. 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. It is not permissible, however, to approve a credit course with zero units of credit.

In the California Community College system, the number of hours per unit is often expressed as slightly higher than the figures cited in the regulation. That is because California finance laws assume that semesters average 17.5 weeks on the semester system and 11 2/3 weeks on the quarter system. For purposes of classroom or laboratory time, an hour is defined by Title 5 §58023 as 50 minutes. However, 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 normally be as follows:

16 hours of classroom time
+32 hours of homework
48 hours total student learning time

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

48 hours of classroom time
+96 hours of homework
144 hours total student learning time

Of course, 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 course outline of record 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:

1.6 hours of lecture each day
+3.2 hours of homework each day
4.8 hours of student learning each day

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 1-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. One couldn't schedule this course 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's 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.

In laboratory or activity courses, 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 of laboratory or activity work performed on campus under the immediate supervision and control of a qualified academic employee. For example, a minimum of 48 hours

of chemistry laboratory (three hours per week over 16 weeks) would grant one semester unit of credit, whereas a minimum of 48 hours of chemistry lecture would grant three units.

However, some community colleges have assigned a unit of credit for fewer than three hours a week of laboratory or 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 which is primarily laboratory, there may be a certain amount of reading or additional practice required outside of class. The college may award one unit of credit for only two hours per week of hands-on computer instruction, 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 four-year institutions.

Credit Course Repetition

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

Title 5 §55041 permits colleges to designate certain courses as "repeatable." Repeatable courses must be clearly identified in the college catalog, and repetition must be limited to not more than three semesters or five quarters. The college curriculum committee must determine whether a course is repeatable when the course outline of record is reviewed for approval. Courses may be identified as repeatable when:

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

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

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

quarters in a single course or in a combination of courses since this set of courses is comprised of a similar activity.

Activity courses in visual or performing arts areas that are part of a sequence of transfer courses may be repeated three times per course. Visual and performing arts activity courses award credit for students who participate in activities like orchestra, theatre productions, and studio art. Each visual or performing arts course in the transfer sequence may be repeated for a maximum of three semesters or five quarters, even when the courses are all in the same field of study or primary educational activity.

Additional information about credit course repetition is in the document "Guiding Principles and Assumptions for Credit Course Repetition and Withdrawal Examples." This document was developed in collaboration with Chancellor's Office staff and Chief Student Services Officers in June 2008 in order to provide guidance on the changes to Title 5 that were approved at that time. The document is available from the Chancellor's Office web site under the Academic Affairs Division.

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 §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 §55003. The situations when enrollment limitation may be allowed are discussed more specifically in Title 5 §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 imposed by statutes, regulations or contracts.

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

- Enroll on a "first-come, first-served" basis or other non-evaluative selection technique;
- Special registration assistance to the handicapped or disadvantaged student;
- Enroll 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;
- Enrollment limited to a cohort of students enrolled in two or more courses;
- 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, or students concurrently enrolled in a neighboring university, or persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for persons in a particular group, for example, persons 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 persons 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 (Title 5, Section 58051[d]) and law enforcement trainees (Penal Code Section 832.3[c]), courses conducted in a jail or federal prison (Title 5, §58051.6), students who are part of a cohort concurrently enrolled in another specified course (Title 5, §58106), and apprentices in "related and supplemental instruction" courses (Labor Code Section 3076.3).

Prerequisites

Title 5, §55002 requires, for degree-applicable credit courses, that the 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 §55003 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. Establishment of prerequisite English and math levels for courses in the content areas (that are not English and mathematics courses) require a process of statistical research validation. The review of prerequisites and corequisites is part of the curriculum review conducted by the college curriculum committee. In accordance with Title 5, §55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate and non-discriminatory, or as required by regulation or statute. Prerequisites that are met by assessment must conform to the Matriculation assessment process as found in Title 5 §55500.

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

Terms used in §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 may require an Introduction to Medical Terminology course as corequisite to a course in Medical Transcription. 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. Completing 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 will achieve skills or knowledge necessary for success in a program or course. For example a course might require completion of an English course (or placement into

English at a specific level) 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.

It is possible that a course may be established as a prerequisite or corequisite. In this event, the student may enroll in the prerequisite or corequisite course either prior to or simultaneously with the "target" course.

The following are links to references and documents pertaining to prerequisite, corequisite and advisory regulations published by the Academic Affairs division, the Matriculation unit within the Student Services division and the Academic Senate. These documents and references offer advice, examples, and proposed answers to questions concerning prerequisites, corequisites and advisories.

- www.cccco.edu/divisions/ss/matriculation/attachments/establishingprereqs.doc
- www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/prerequisites.doc
- www.asccc.org/Events/Curriculum/2005/LocalCuriculumCmte/CurriculumCommittee/ImplementationPrerequisites.pdf

Transferable Courses

Community college courses may be transferable to four-year 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 #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 http://www.assist.org.

The four-year 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 University of California, 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 California State University, 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 595, which is available online at http://www.calstate.edu/EO/EO-595.pdf**.**

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 web site of the Academic Senate of the California Community Colleges at http://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 course outlines 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. Detailed instructions for submitting applications for programs with transfer as a goal begin on p. **Error! Bookmark not defined.**.

Special Courses for Students with Disabilities

Some classes for disabled students are simply class sections of existing courses. In such a case, the class is taught in accordance with the course outline of record, but the teaching methods or materials are supplemented to accommodate stated disabilities.

Special classes may also refer, however, to distinct courses with their own outlines of record, 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" (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 DSP&S program or counselor, nor otherwise violate the open-enrollment provisions of State law (Title 5 §51006).

- Title 5 §56029 allows extended repetitions of DSPS courses under certain circumstances.

The Chancellor's Office recommends that DSP&S course outlines of record should:

- Specify what disability or disabilities the course is designed to address;
- Clarify what objectives the course is to fulfill as they relate to these disabilities;
- Show 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.

Open-Entry / Open-Exit

Title 5 §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.

When an open-entry / open-exit course provides supplemental learning assistance (pursuant to Title 5 §58172) in support of another course or courses, the outline of record 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 should be based on a maximum number of hours which the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline should 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 should 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 do the same and may need greater assistance from faculty and staff. Some students may need fewer hours to complete the course 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.

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 should not be confused with the requirement in Title 5 §55002 that all courses offered for credit should 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 §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.

Cooperative Work Experience Education

Cooperative work experience education is another exception to the usual requirement that state-reimbursed community college education be under the immediate supervision and control of a qualified academic employee. Resources on the Chancellor's Office web site for information about Cooperative Work Experience Education can be found under the Economic Development and Workforce Education division in the section on Career Technical Education. "The Work-Based Learning Handbook" is an online quick reference to areas 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 §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. It need not 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 §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 (T.O.P.) code 4930.10 should be used for general work experience education. Occupational work experience should be reported in the same T.O.P. code as the program of which it is part. For example, occupational work experience in the area of automotive technology should be reported in T.O.P. code 0948.00.

General Instructions for Completing Applications

This section provides step-by-step instructions for completing each of the application forms for new credit programs and substantial changes to approved programs. The forms may be downloaded from the California Community Colleges Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

Tips for Successful Submission of Requests

- Send the correct number of copies. The instructions for each application describe the correct number of copies. This information is also printed on each form.
- Avoid submitting lengthy applications. A bulky application does not increase the prospects for approval and may even cause delay while the reviewer looks for relevant data. Avoid sending detailed printouts of raw data, the contents of web sites, the college's entire program review report, or course articulation agreements. A well-written summary of the relevant data is the most useful resource for the reviewer.
- It is permissible to submit a single application for multiple awards (certificates, majors or areas of emphasis, etc.) in the same four-digit T.O.P. category.
- When a separate labor market or economic study needs to be included to provide evidence of need, the data should be as current as possible and specific to the region that contains the college's service area. The occupational data should be specific to the occupation(s) for which students are being prepared.
- Send the correct course outlines. The instructions for each application specify which course outlines should be submitted. If more than one program requires the same or a similar block of courses, you may submit one set of course outlines and refer to it in two or more application packets.
- Do not use permanent bindings such as tape or spiral bindings. The best format is to submit numbered pages that are clipped or banded together so they can be separated easily, if necessary. The original should not be printed on two sides.
- Ensure that the original signature page is fully completed, with each signature dated, the name of the signer clearly typed or printed, and the date of local board approval.
- College and district officers should realize that they take responsibility for the quality and accuracy of the application when they sign the cover form. Each responsible signer should read the application, and not sign until he or she is satisfied with its contents.

New Credit Programs

CCC-501: Application for Approval-New Credit Program

All associate degrees (described on p. 10) and certificates of achievement (described on p. 12) that may appear by name on a student transcript or diploma require Chancellor's Office approval. A single application is used to request approval of all types of new credit programs except for Apprenticeships (for more information, see p. 13). There are additional responsibilities for submitting documentation for career technical education (CTE) programs (formerly submitted as "Occupational" programs). The same application is used to request

approval of all associate degrees, including those for transfer and degrees in CTE areas, which will require different types of documentation. Detailed instructions for using this form begin on p. 51.

One credit program application can request approval of related certificates of achievement and degrees as long as all the proposed programs are categorized within the **same four-digit T.O.P. code**. Separate applications should be used when the proposed programs are classified with different T.O.P. codes.

Career Technical Education (CTE) Programs

A CTE program is one with the **primary** goal to prepare students for employment immediately upon completing the program, and/or upgrading employment skills. Some proposed programs may fulfill transfer requirements, in which case a single application is submitted with requirements for both CTE and transfer.

In keeping with the intent of the "open course" regulations (Title 5 §51006), CTE programs should not be designed exclusively for persons 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.

The "CCC-501: Application for Approval–New Credit Program" form should be used for new CTE programs. Both degrees and certificates may be classified as CTE. Certificates that require 18 or more semester units or 27 or more quarter units must be submitted for approval. Only one application is required if the program will offer both a certificate and a degree categorized under the same four-digit T.O.P. code. See the detailed instructions for this form on p. 51. This form may also be used to seek approval of 12-18 unit certificates as Certificates of Achievement. For more information about this type of approval, refer to p. 47.

There are certain requirements of the CCC-501 application that are specific to CTE certificate and degree programs. These include: labor market information and analysis, employer survey, and explanation of employer relationship. Justification of the need for new CTE programs is specifically required through a job market study, pursuant to CEC §78015.

In addition, the application for new CTE programs must include a recommendation for approval from the Career Technical Education Regional Consortium. There are seven Career Technical Education Regional Consortia, composed 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, 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, §55130 (b)(8)(A). The Chancellor's Office relies on the advice of the Career Technical Education Regional Consortium 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 developers that the design of their program curriculum is along the lines of current good practice as judged by their professional peers.

However, 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 Regional Consortium, and the college feels the refusal was unjustified or unfair, it

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 application should be approved without a positive recommendation.

Transfer Documentation

A proposed certificate or degree that **primarily** prepares students to continue study in the same or related major area at a baccalaureate-granting institution will require documentation that articulation agreements exist between the community college and four-year institutions to which students may transfer. If the proposed catalog description of a CTE program states that it will prepare students for transfer, then the application for the proposed program must provide transfer documentation in addition to labor market documentation and approval of the Career Technical Education Regional Consortium.

The form "CCC-501: Application for Approval–New Credit Program" is used for these programs. If the program will offer both a certificate of achievement (described on p. 12) and a degree, only one application is required. The appropriateness of these programs for transfer must be documented either according to programmatic articulation, or according to a comparison of the specific coursework required at the community college and three university campuses. Please see the detailed instructions on p. **Error! Bookmark not defined.** for more information.

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, the degree incorporates a well-defined pattern of learning experiences that are designed to develop certain capabilities and requires a minimum of 18 semester units in a major or area of emphasis. Title 5 §55061 describes the completion of **general education** 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 breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion.

For students intending to transfer, students should be required to complete the CSU-GE , IGETC pattern or GE pattern for a 4-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 general education pattern of a minimum of 18 semester or 27 quarter units may be allowed. However, colleges should strongly recommend or require that students select the appropriate general education pattern with advice from a counselor. There are some high-unit baccalaureate majors, such as engineering and architecture that require a large number of lower division major preparation courses. The four-year institution may advise students to complete any remaining general education requirements after they transfer. Students who intend to transfer into such programs at four-year institutions may complete fewer units of

general education at the community college than the number required in CSU-GE and IGETC patterns.

Other Rationale for Need

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. Form CCC-501 is also used to apply for approval of these programs.

This type of program might 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". It is possible that the required courses are not aligned with requirements for transfer, but nevertheless represent a cohesive packaging of courses. If the area of emphasis is designed to prepare students for transfer, all of the required courses should be transferable and should prepare students for a designated field of study at a four-year institution. The intent of such degrees must be clearly expressed in the narrative portion of the application.

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

Modifications to Existing Credit Programs

It is understood that credit programs – in particular CTE programs – are constantly updated and changed in order to maintain currency with industry standards and labor market trends. The Chancellor's Office must be notified of changes to existing programs. There are two categories of changes to existing credit programs—non-substantial and substantial, each with its own unique application form.

CCC-511: Non-substantial changes to approved credit programs

Changes that are made to keep a program current with changing job requirements, evolving applications of technology within the same occupation, or evolving knowledge within a particular field, are usually non-substantial modifications. Reporting of these changes to the Chancellor's Office is required. The following is a list of non-substantial changes that can be reported with the "CCC-511: Non-Substantial Changes to Approved Program" form.

- local title changes
- T.O.P. code changes
- certificate unit changes (adding or removing required courses)
- degree unit changes (adding or removing required courses)
- degree type changes (AA to AS or vice versa)
- delete or inactivate program
- re-activate an inactive program

The CCC-511 form is intended for minor changes that will be entered into the Inventory of Approved Programs. This form is also used to delete programs from the Inventory that are no longer being offered at the college and to request that a program be changed from "active" to "inactive" status or vice versa. Detailed instructions for using this form begin on p. 77. The Non-Substantial Change form may be submitted at any time. However, the Chancellor's Office offers an opportunity for such updates from the colleges, without submitting forms, during the Two-

Year Update of the Inventory of Approved Programs, which is normally conducted in even years.

CCC-510: Substantial changes to approved credit programs

Pursuant to Title 5, §55130(d), a program that has been approved by the Chancellor's Office must be submitted for **re**-approval if it is "modified in any substantial way." There is no specific numerical standard for determining when a program modification is "substantial."It is therefore a qualitative judgment rather than a quantitative one.

Substantial modifications require Chancellor's Office approval before they are offered if they are intended to appear by name on student transcripts, diplomas, or awards. The substantial modification may be a variation to an existing, approved credit program that does not reach the level of a "New Program." The "CCC-510: Substantial Changes to an Approved Credit Program" form may be used for all types of credit programs except Apprenticeships.

A credit program is considered to be substantially modified in any of the following situations:

- The goals and objectives of the program are substantially changed.
- 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 to which students typically transferred in the past.
- The college wishes to add a new award to an existing program, such as a certificate of achievement added to a degree or a degree added to one or more existing certificates of achievement. All existing and proposed awards should be categorized in the **same four-digit T.O.P. code**.
- An existing program is split into two or more tracks, options, emphases, etc. in the **same four-digit T.O.P. code**.

In most cases the proposed changes in a 5-digit T.O.P. sub-discipline may be considered within an existing program classified in the corresponding four-digit T.O.P. discipline. Please check with the Chancellor's Office if you believe that may be appropriate for your circumstances.

If the Chancellor's Office believes the proposed substantial changes should have been submitted as a new program, the specialist may request additional information from the college before making an approval decision. As appropriate, this may include any of the elements on the "CCC-501: Application for Approval–New Credit Program."

CCC-501: Application for Approval-New Credit Program

The substantial modification may be such that a truly new program is created. This requires the submission of "CCC-501: Application for Approval - New Credit Program". Examples of substantial modifications that require a "New Credit Program" application include:

- The student award leads to a separate legally required license.
- The proposed change is within **a different four-digit T.O.P. discipline** than the T.O.P. code of the previously approved programs.
- The program was deleted from the program inventory, but the college would like to begin to offer the certificate or degree again.
- The number of required units for a certificate is increased from fewer than 18 semester units to 18 or more; or from fewer than 27 quarter units to 27 or more.
- The college is seeking approval of a Certificate of Achievement between 12-18 semester units or 18-27 quarter units, pursuant to Title 5 §55070(c). See instructions for Certificate of Achievement Approval on p. 47.

Table 2 below shows some examples that may assist the developer to choose the correct form.

Table 2. Comparison of possible forms used to request modifications to existing programs.

Approved Program	Proposed Change	Correct Form
A.S. Degree in Architecture (transfer) in 0201.00 T.O.P. code	Add a new Certificate of Achievement in CAD Drafting in 0953.00 T.O.P. code	• CCC-501 New Credit Program form; new certificate is in a different T.O.P. code
A.S. Degree with a major in Computer Science (transfer) (No Certificate of Achievement is offered)	Offer a new Certificate of Achievement in Computer Science (with courses that are different than the major courses)	• CCC-510 Substantial Changes to Approved Credit Program form if certificate is in same 4-digit T.O.P. code • CCC-501 New Credit Program form if certificate is in different 4-digit T.O.P. code
Certificate of Achievement in Early Childhood Education	Two new courses added in order to update program; six units added to program	• CCC-511 Non-substantial Changes to Approved Credit Program form or reported during 2-Year Inventory Update process
Certificate of Achievement in Multimedia	New Specialization in Web Graphics	• CCC-510 Substantial Changes to Approved Credit Program form for new certificate that will be offered in addition to existing program and will be printed on transcripts
Certificate of Achievement in Multimedia	Title Change to Certificate in Digital Media Arts	• CCC-511 Non-substantial Changes to Approved Credit Program for changing title, number of units, or assigning new T.O.P. code to all options in the existing program. This change may also be reported during 2-Year Inventory Update process.
Certificate of Achievement in Mass Communications in 0610.00 T.O.P. code	A.A. in Media Arts (with different major courses than the Certificate of Achievement in Mass Communications)	• CCC-501 New Credit Program form if primary focus of option changes from non-transfer to transfer (in a different 4-digit T.O.P. code) • CCC-510 Substantial Changes to Approved Credit Program form if primary focus remains CTE (in the same 4-digit T.O.P. code)

Approved Program	Proposed Change	Correct Form
Certificate of Achievement in Machine Technology in 0956.00 T.O.P. code	Certificate of Achievement in Industrial Technology	• CCC-511 Substantial Changes to Approved Credit Program form if job category targeted by proposed change falls within the 0956.xx T.O.P. codes. • CCC-501 New Credit Program form if job category targeted by proposed change is different, such as 0999.00 (emerging technologies).

Certificate of Achievement Approval

Chancellor's Office approval is required for a Certificate of Achievement consisting of 18 or more semester units of degree-applicable credit coursework in a field of study. It should be noted that designation as a Certificate of Achievement implies that students who complete the program will be guided through a pattern of learning experiences designed to develop certain capabilities that may be oriented to a career field or general education. Title 5 §55070 allows colleges to submit for approval "low-unit" certificates of 12 or more but fewer than 18 semester units as Certificates of Achievement. In order to obtain approval, colleges must demonstrate that the certificate program of 12 to 18 semester units covers a level of preparation and focused knowledge comparable to completion of Certificates of Achievement consisting of 18 or more units.

Since only Certificates of Achievement may be entered on student transcripts, a college may seek approval to convert some low-unit certificates to Certificates of Achievement when the college has already been offering certificates of 12 to 18 semester units. When strong enrollment has been reported, submission of these programs for approval as Certificates of Achievement may reflect existing data.

Colleges will request approval of Certificates of Achievement by submitting the CCC-501 application, which asks for discussion and/or evidence pertaining to 21 critical items. Instructions for completing this form begin on p. 51. For colleges that are seeking approval of low-unit certificates that have been offered in the past, some of the items (marked below with *) on the application will require only brief responses. The following items **are required** when seeking approval from the Chancellor's Office for a 12 to 18 unit certificate as a Certificate of Achievement:

* 1. Statement of Program Goals and Objectives
  2. Catalog Description
  3. Program Requirements
* 4. Background and Rationale
* 5. Enrollment and Completer Projections
* 6. Place of Program in Curriculum/Similar Programs
* 7. Similar Programs at Other Colleges in Service Area
  8. Labor Market Information & Analysis
 11. List of Members of Advisory Committee
 12. Recommendation of Advisory Committee (summary only; minutes are not required)

All appropriate attachments in support of these items are required: labor/job market data or transfer documentation, and course outlines of record for required courses. Items 5, 6 and 7 should reflect existing data for the certificate as it has been offered in the past, such as enrollment data for two or more semesters. Items 8, 11 and 12 may reflect data from the most recent program review, which may have been conducted during the past two years for career technical education programs, or current data if the program has not been reviewed within the past two years.

These items **are not required** for approval of low-unit certificates that have already been offered for two or more semesters:

9. Employer Survey
10. Explanation of Employer Relationship
15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability
19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

If the existing low-unit certificate is in the same four-digit T.O.P. code with another approved program (credit certificate or degree), then the "CCC-510 Substantial Changes to an Approved Credit Program" form may be used. When this form is used, all items numbered from 1-9, including item 4, and appropriate attachments **are required**. The narrative for Item 5 "Enrollment and Completer Projections" should reflect existing data for the certificate as it has been offered in the past, such as enrollment data for two or more semesters. Regardless of which form is used, the college must seek approval of the certificate as it is currently being offered.

It should be noted that all items on the application are required for applications for approval of all **new** Certificates of Achievement, including new certificates of 12 or more but fewer than 18 semester units. If additional requirements have been added, then this is considered to be a new certificate of 12 or more but fewer than 18 semester units. If the goal of the program is career technical education, concurrence regarding approval of the low-unit certificate as Certificate of Achievement must be obtained from the **appropriate regional consortium**. However, it is not necessary for the consortium to review all the materials required on the CCC-501 or CCC-510 application. The consortium should concur that there is no unnecessary duplication of programs and verify that sufficient labor market data **in the service area of the college** justifies approval of the program as a Certificate of Achievement.

Certificates of Achievement in CSU-GE and IGETC

Title 5 §55070 allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU or accredited public four-year institutions in adjacent states which award the baccalaureate degree. Colleges that wish to offer these certificates submit the request on the CCC-520 form. Instructions for using this form begin on p. 83.

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

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

Certificates for public four-year 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.

CCC-501 Rev. March 2009

Application Date

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

PROPOSED PROGRAM TITLE

CONTACT PERSON

COLLEGE

TITLE

DISTRICT

PHONE NUMBER

PROJECTED PROGRAM START DATE

E-MAIL ADDRESS

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

☐ CAREER TECHNICAL EDUCATION (CTE) ☐ TRANSFER ☐ OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):

☐ A.A. DEGREE ☐ A.S. DEGREE CERTIFICATE OF ACHIEVEMENT**:** ○ 18+ semester (or 27+ quarter) units ○ 12-18 semester (or 18-27 quarter) units

PLANNING SUMMARY

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	$
Required Units-Certificate		Cost of New/Remodeled Facility	$
Projected Annual Completers		Est. Cost, Library Acquisitions	$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester_____ Year_____

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

Criteria B. Need

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee (CTE only)
12. Recommendations of Advisory Committee (CTE only)

Attachment: Labor / Job Market Data (CTE only)
Attachment: Employer Survey (CTE only)
Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence
14. Transfer Applicability (if applicable)

Attachment: Outlines of Record for Required Courses
Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

Criteria E. Compliance

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES

Proposed Program Title _____ College _____

LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

DATE	SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER	TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

DATE	SIGNATURE, ADMINISTRATOR OF CTE	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE	TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on _____ (date).

DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME

LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
DATE	SIGNATURE, ARTICULATION OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR PRINTED NAME

COLLEGE PRESIDENT

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

DISTRICT APPROVAL

On _____(date), the governing board of the _____District approved the instructional program attached to this application.

DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENT

CCC-501: Application for Approval – New Credit Program

This application requires one original, with original signatures, and one copy. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

CCC-501 Rev. Nov. 2008

Application Date

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

PROPOSED PROGRAM TITLE

CONTACT PERSON

COLLEGE

TITLE

DISTRICT

PHONE NUMBER

PROJECTED PROGRAM START DATE

E-MAIL ADDRESS

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

☐ CAREER TECHNICAL EDUCATION (CTE) ☐ TRANSFER ☐ OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):

☐ A.A. DEGREE ☐ A.S. DEGREE CERTIFICATE OF ACHIEVEMENT: ○ 18+ semester (or 27+ quarter) units ○ 12-18 semester (or 18-27 quarter) units

Proposed Program Title: Please provide the exact title that is proposed for the catalog. A program title should clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page.

Contact Person: The person designated as contact person for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the dean of CTE, the division or department chair of the originating department, or the originating faculty member who has designed the program.

Title, **Phone Number** and **E-mail Address** are used for interim communications from the Chancellor's Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication regarding the status of program approval applications is sent to the chief instructional officer, with a copy to the contact person.

Projected Program Start Date: Enter the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, if for some reason the program has already started, please indicate "Already started (term) (year)" and explain the reason in the narrative for **4. Background and rationale**.

Primary Goal(s) of Program: Please check all appropriate boxes. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for **Criteria A: Appropriateness to Mission** should include explanations for all choices. For the proposed programs that are categorized by T.O.P. codes that are designated for vocational or career technical education, the proposer must complete all sections required for career technical education.

Type of Program: Please check all appropriate boxes. All new degree majors and areas of emphasis are required to be approved. If the program will offer both a certificate and degree in the same T.O.P. code, please submit a single application for both. Certificates requiring 18 or more semester units, or 27 or more quarter units, are required to be approved and are given the designation "Certificate of Achievement" pursuant to Title 5 §55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation "Certificate of Achievement" may be assigned pursuant to Title 5 §55070(c). Such certificates are then eligible to be listed on student transcripts. For information about the Certificate of Achievement approval process, please refer to p. 47.

Planning Summary

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Major/Area of Emphasis-Degree		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	$
Required Units-Certificate		Cost of New/Remodeled Facility	$
Projected Annual Completers		Est. Cost, Library Acquisitions	$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester_____
			Year_____

Recommended T.O.P. Code: The Taxonomy of Programs code is the category that groups the proposed new program together with degree and certificate programs on other campuses that have similar goals and objectives. The code is used to aggregate system-wide data on awards, program completions, placements, job success and other outcomes and serves as the basis for reporting county and statewide job market supply data. For non-occupational programs, the T.O.P. reflects the main discipline or subject matter.

The T.O.P. code is assigned according to the content and outcomes of the program, and should conform closely to the code given to similar programs in other colleges around the state. The T.O.P. code is not based on local departmental structure, faculty qualifications, or budget groupings. It is not appropriate to list more than one T.O.P. code on a single application.

A college that has difficulty identifying the most appropriate T.O.P. code should contact the Chancellor's Office. The Chancellor's Office may change the T.O.P. code, if necessary, after consulting the college.

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

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

Total Units for Degree: In the space provided, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern and units, any other graduation requirements, and electives to reach a minimum of 60 units.

Required Units–Certificate: The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents. If the application seeks approval of a certificate of less than 18 units, refer to p. 47 for instructions.

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

Projected Net Annual Labor Demand: (for CTE only)

For career technical education programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the same college service area. In most cases, this figure should cover only the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. The figure entered here should be explained in the attached narrative for **7. Similar Programs at Other Colleges in Service Area** and **8. Labor Market Information & Analysis**.

Estimated FTE Faculty Workload: This is the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. It is not the number of FTES (Full Time Equivalent Students) expected to be generated by the program.

Number of New Faculty Positions: Fill in total FTE and indicate the number of separately identified positions, both part and full time. The qualifications for these positions should be discussed in the attached narrative for **18. Faculty Qualifications and Availability**.

Est. Cost, New Equipment: If new equipment will be acquired for this program, estimate total cost from district and State funds. Discuss specifics in the attached narrative for **16. Facilities and Equipment Plan**.

Cost of New/Remodeled Facility: If new or remodeled facilities will be acquired for this program, indicate here. Discuss specifics in the attached narrative for **16. Facilities and Equipment Plan**.

Estimated Cost, Library Acquisitions: Fill in estimated costs for library and learning resources materials. Discuss specifics in the attached narrative for **15. Library and/or Learning Resources Plan**.

When will this program undergo review as part of College's Program Evaluation Plan?
Enter the month or semester and year of the first scheduled review of this program after it has been approved. CEC §78016 requires review of all occupational programs every two years and §55003 requires review of prerequisite, corequisite and advisory courses at least once each six years.

Development Criteria Narrative & Documentation

Describe the development of the proposed program, addressing the five criteria as listed on the application. **Number** the sections of the narrative to match the application form. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated. Some items described below are not required for approval of certificates of 12 or more but fewer than 18 units that have been offered in the past. Refer to p. 47 for further information.

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives

A statement must be submitted that defines the goal(s) of the proposed program. On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

For a CTE program, 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) that the program will prepare students to enter;
- basic occupational competencies students will acquire.

For a transfer program, the stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a four-year institution. These courses may meet the lower division requirements of a major at four-year institutions.

It is possible that the proposed program could be designated as both CTE and transfer. In this case, both goals should be discussed here. Documentation relevant to both goals is required. For example, if the catalog description of the proposed CTE program states that students will be prepared to transfer, then both labor market analysis and transfer documentation must be submitted with the application.

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. It is possible that 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 program reflects a goal other than CTE or transfer, please explain in detail how this program conforms to the community college mission. When describing a proposed degree with a goal other than CTE or transfer, it is important to describe how it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

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

2. Catalog Description

The catalog description of the proposed program should be entered exactly as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description should convey also what students may expect as an outcome.

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

The catalog description represents a commitment to the student. Exaggerated statements should not be included. Assertions of transfer applicability as well as career applicability should be reasonable and capable of being documented. If transfer applicability is included, proper explanation and documentation must be provided in **14. Transfer Applicability**.

Where job market data or other factors as documented in the application suggest some caveats of which students should be aware, these warnings should be as clearly conveyed in the catalog description as possible. It is recommended that the catalog description mention the risks, such as for degrees and certificates in occupations that are inherently competitive, low-salaried, and/or in occupational areas where inexperienced graduates are not generally hired.

3. Program Requirements

The program requirements should be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses should 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 discipline faculty and curriculum committees in regard to the appropriateness of program requirements.

Display a **list of all courses required** for completion of the program, including core requirements, restricted electives, and other requirements. For each course, indicate the course number, course title, and unit values. The total number of units for the proposed program must be shown.

For degree programs, general education requirements must be indicated. These requirements that may include the local general education pattern, CSU-Breadth or IGETC may be described in any of several ways:

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

For degrees that are designed for students who intend to transfer, students should be advised to complete the CSU-GE or IGETC pattern. Unless the major requires a high number of units, students should 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. Colleges may request approval of two degrees: one that is not intended for transfer and that allows students to complete the 18-unit minimum general education requirements, and a second degree that is intended for transfer and requires students to complete the CSU-GE or IGETC pattern. When approved, the two degrees will be assigned separate unique codes by the Chancellor's Office and the college must track whether a student completes the non-transfer or transfer requirements.

The **total units required** for the degree should also be shown, including the major requirements or area of emphasis, general education, and electives. If applicable, include any other graduation requirements for completion of the degree as well.

Collectively, the courses designated for the program must be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses should 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. The set of requirements for a CTE program should reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the application. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college should explain its departure from those recommendations.

4. Background and Rationale

This section explains, at a general conceptual level, what role the proposed program will fulfill in the curriculum, given the stated goals and objectives. It may include some history of how the program proposal came about, what is different about the program and its importance and why the program is especially appropriate for the region and for the college, including reference to appropriate community support. These explanations should be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This item may be used to justify program objectives or the inclusion of a given course as a requirement.

The narrative in this section provides a context for reviewers. This is the section where colleges should describe any special considerations and to make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading or inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the application, as long as the developer includes a cross-reference to a page number or section number. When making reference to minutes, the preparer should highlight relevant section(s) in the minutes.

Criteria B. Need

5. Enrollment and Completer Projections

Enrollment figures may be based upon enrollment in current courses and/or a survey of prospective students. A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, as well as a description of the population surveyed, and survey results should be included in this documentation.

Please provide estimates of the:

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

For CTE programs, the enrollment and completer projections should be compared to the **Net Job Market**, discussed in **8. Discussion of labor market need or job availability**. It is expected that data should demonstrate adequate demand for the estimated completers.

6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm. This section must indicate if the program replaces any existing program(s) on the college's inventory. The proposer should specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

This narrative should address questions, such as:

- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?

Explain how, if at all, this program makes a new or more productive use of existing resources, and/or builds upon existing programs or services and establishes a new direction for the college. The proposer needs to provide relevant details if this program is related to the termination or scaling down of another program(s),

7. Similar Programs at Other Colleges in Service Area

The narrative should 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. Photocopied pages from other colleges' catalogs may be included. Similarities and differences need to be described and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

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

The college needs to provide evidence that program developers have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also should 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.

8. Labor Market Information & Analysis (for CTE only)

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e. those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state

Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at http://www.labormarketinfo.edd.ca.gov/. The Labor Market Information division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the web site to search for labor market projections, choose the "Educators / Schools" link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (T.O.P.) codes. The instructions for accessing the data are subject to change.

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

It is important to highlight the applicable lines for the program being proposed with a marker, or another easily visible method, on the printout of data from the LMI. Target your search for specific data and avoid including unneeded or irrelevant statistical printouts with the application. Title 5 §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 should present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

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

Table 3 below provides some suggested areas of discussion.

Table 3. Suggested areas of discussion for labor market analysis.

Net Job Market	• 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	• What is the average initial salary? • What is the average percentage of salary increase in 2 years? 5 years?
Program Credibility /	• If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards

Career Potential	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 applications? Is it current and of sufficient rigor? Is it of sufficient generality to 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	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 (see instructions for **Employer Survey/Other Evidence of Need**) can elicit documentation demonstrating that employers: • share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees and • recognize the value of the proposed degree or certificate in their hiring or promoting 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, should fit the needs of students likely to be already employed. The course sequence should build on student prior experience and courses should be scheduled to accommodate working students. A program should not 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. An application for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities should include a careful analysis of needs and of the market within which they must compete.

Attachment: Labor/Job Market Data (for CTE only)

It is important to highlight the data that are applicable to the proposed program with a marker (or other visible method) on the printout of data from the LMI. Job Market data may be provided by attaching relevant job announcements and advertisements.

Do not attach full reports from industry associations or the Centers of Excellence. Instead, provide a list of references, especially when source documents are available to the public. If necessary, Chancellor's Office staff may request a copy of a source document that is not readily obtainable.

9. Employer Survey (for CTE only)

Program applications will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff regularly refer to the data mart, available on the Chancellor's Office web site, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment should ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation should be provided as well as other evidence of job availability.

If a survey is conducted, it should address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey should convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:

- When the survey was taken, and by what methodology (mail, telephone);
- How many employers were surveyed and how many responded;
- The specific title(s) of the jobs covered by the survey;
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years;
- Whether the employer believes the program as described would qualify students for the specific positions;
- Whether the employer would preferentially hire students who have completed the program.

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

Letters of support from businesses in the college's service area are sometimes included with an application. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general and are from actual employers who will hire the program completers. An effective letter of support should specify that the employer is familiar with the proposed program, need the program completers, and intends to hire them. If possible, the letter should indicate the approximate number of program completers that the company anticipates hiring per year.

Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or they may be provided in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

Attachment. Employer Survey (for CTE only)

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

10. Explanation of Employer Relationship (for CTE only)

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship should 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 proposer should include an explanation of how the open enrollment requirements for California community college courses (Title 5, §51006 and §58100-58108) will be observed in this context.

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

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

12. Recommendation of Advisory Committee (for CTE only)

Summarize the recommendations of the Advisory Committee and discuss how the proposed program supports them. This description should be provided in addition to meeting minutes. If it was not possible to incorporate all of the recommendations, describe how decisions were made when selecting major topics to be addressed in the program.

Attachment. Minutes of Key Meetings

Minutes of advisory committee meetings should be included. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes should include the date and place of the meeting and names of all who attended.

For CTE programs only, include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed.

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 should be specifically addressed in the application.

Criteria C. Curriculum Standards

13. Display of Proposed Sequence

Include a flowchart, table, or diagram that shows how the required courses should be taken in sequence, including prerequisite courses if applicable. Indicate whether the course sequence is

suggested or mandatory. The sequence should be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is clearly necessary. Students who begin college in need of developmental courses in reading, writing and/or mathematics may need more than two years to complete a two-year program.

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

Attachment: Outlines of Record for Required Courses

Outlines of record must be included for **all** courses required of **all** students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. In these cases, the course outlines of record for all courses in the list must be submitted. Usually, outlines should also be included for all restricted electives. However, if there are more than 10 elective courses, a representative sample of at least three outlines should be included. Do not send outlines for general education courses.

If several related programs are submitted together for approval, do not send duplicate copies of the course outlines. Include the course outlines with one of the applications or narratives, and in all others, refer the reader to the course outlines.

14. Transfer Applicability (if applicable)

When transfer is included as a major goal in the "Statement of Goals and Objectives" or in the catalog description as an intended goal for students completing the program, the proposed program must be approved with "transfer status." This status is recorded in the Inventory of Approved Programs when approval is granted. For these programs, evidence must be submitted that courses fulfill lower-division requirements of a specific baccalaureate major or prepare students in an area of emphasis for a major field of study at a four-year institution.

This section is the single most important section of documentation for a transfer program. It must document that the coursework required for the community college program **substantially** satisfies the lower-division coursework requirements of the corresponding university major or prepares students for a particular area of study. For those degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one four-year institution.

Please indicate to which specific four-year institutions the proposed program may transfer. Documentation for need must be provided or the program will not be approved with transfer status. Programmatic articulation information must be attached, comparing the requirements for the proposed program with the lower-division requirements for the corresponding major, or with lower-division courses that prepare students for the particular area of study. Articulation information from the following must be provided:

- **three** senior institutions to which students would typically transfer upon completion of the proposed transfer program
- **two** senior institutions to which students would typically transfer if the catalog description of the CTE program includes any reference to transferability

If articulation cannot be demonstrated with more than one institution, the application can be submitted with "Other" as a primary goal. However, transfer should not be included in the

proposed catalog description unless the program has provided adequate evidence for "transfer status."

If geographical or programmatic factors limit transfer applicability to fewer senior institutions, a lesser number may be acceptable for articulation purposes. In the case of emerging fields, for example, approval of a program requesting transfer status may receive **Limited Duration Approval** from the Chancellor's Office in order to provide additional time for articulation.

Many CTE programs are in areas that are not offered at the four-year institutions. Examples of such program areas include automotive technology, welding, and woodworking, to name a few. These programs may be approved by the Chancellor's Office with career technical education status.

In other CTE areas that are addressed at the four-year institutions, the community college certificate and/or degree programs may be designed for immediate entry-level employment upon their completion rather than for transfer. Units earned in these courses may not articulate with courses offered at the four-year institutions. These programs may be approved by the Chancellor's Office without transfer status but with career technical education status.

Other community college programs in the same fields of study, however, may be designed to prepare the student to major in these fields at four-year institutions. When completing a program application for these programs, colleges need to include information on course-to-course articulation and provide information regarding transferability in the catalog description. These programs may be approved by the Chancellor's Office with transfer status and career technical education status.

Attachment: Articulation Agreement(s) (if applicable)

Provide documentation of transferability for all programs with a primary goal of transfer and for those CTE programs designed for students intending to transfer. This documentation must show that required courses fulfill the majority of lower-division requirements for the baccalaureate major. The ASSIST web site (http://www.assist.org) provides documentation of transferability from California Community Colleges to California State University and University of California campuses. Printouts from ASSIST may be used in lieu of programmatic articulation agreements, if they do not exist.

The documentation should 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. When programmatic articulation does not exist, evidence that the required courses are accepted for general education and/or elective credit by more than one four-year institution may be acceptable.

Criteria D. Adequate Resources

15. Library and Learning Resources Plan

Explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources should involve a collaboration between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how the acquisition will be accomplished.

16. Facilities and Equipment Plan

Specific needs for facilities and equipment should be detailed in this section. The proposer should note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. An estimate of the total cost of new facilities and equipment should be included.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and State funds for equipment will be subject to additional review by the California Postsecondary Education Commission (CPEC). When a proposed program is subject to CPEC review (see p. 9), additional budget detail is often requested. Normally, this additional information is requested in 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.

17. Financial Support Plan

This section should discuss the adequacy and proposed sources of financial support both for the ordinary costs of instruction and for any special equipment and/or facilities needs as described in the preceding section.

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

Sources of support for facilities and equipment may include State capital outlay funding, instructional equipment grants, donations by industry and funds from private sources/foundations. If the proposed program is subject to approval by CPEC (see p. 9), more detailed information about funding sources is usually requested.

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

18. Faculty Qualifications and Availability

While you should not submit resumes with this application, resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college, clearly indicating that the program will be adequately staffed and managed by faculty who meet State minimum qualifications and who have adequate knowledge and experience in the program area.

Discuss the balance of full-time and part-time instructors in the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided regarding the additional costs and how the training will be provided.

Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the state Academic Senate for the timeline and process to recommend that the new discipline be added to the Disciplines List.

Criteria E. Compliance

19. Based on model curriculum (if applicable)

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

The Chancellor's Office requires that in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the Chancellor's Office, every new program application generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; in California's insurance industry; and in Child Development/Early Childhood Education. For more information, refer to the section on Inter-campus Program Development on p. 16.

20. Licensing or Accreditation Standards

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the application, together with information regarding the organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor's Office. As with model curriculum, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation in CTE is not always mandatory. When transfer accreditation is optional in numerous fields, the application should discuss the college's intentions in this regard.

In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certifies counselors in that field. In these cases, the Chancellor's Office expects that the application will specify whether the program will fully prepare completers for the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

21. Student Selection and Fees

In this item, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed. Program admission or selection procedures should comply with the provisions of Title 5, §55201 and §58106. In addition, all mandatory fees which students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in CEC §76300, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

Signature Page

The proposed program title and name of the college at the top of this page must match the title at the top of the application's first page. If obtaining signatures in sequence is a problem in the time frame provided, photocopies of the signature page may be made, provided each copy shows the name of the proposed program; signatures may then be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Career Technical Education Regional Consortium when that person is at a different college.

Please be sure to provide all signatures required and fill in all blanks. A date must be filled in for each signature, as well as a typed or printed name. Note that the second box of signatures and date of recommendation for approval by the Career Technical Education Regional Consortium must be filled in **for CTE only**. All programs that are categorized in T.O.P. codes

designated as vocational or career technical education must be reviewed by the Career Technical Education Regional Consortium.

In the signature block for the superintendent or chancellor of the district, the date of approval by the district governing board must be entered. Applications missing required signatures, dates or other information will not be reviewed until all parts have been completed.

Applications missing required signatures, dates or other information will not be reviewed until all parts have been completed.

The original CCC-501 application and one copy, with attachments, should be submitted to:

Credit Program Approval
Academic Affairs Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

CCC-510 Rev. March 2009

Application Date

California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

TITLE OF PROPOSED PROGRAM

CONTACT PERSON

TITLE OF EXISTING PROGRAM (IF DIFFERENT)

TITLE

EXISTING PROGRAM **T.O.P.** CODE

EXISTING PROGRAM **UNIQUE** CODE

PHONE NUMBER

COLLEGE

DISTRICT

E-MAIL ADDRESS

PROJECTED START DATE FOR CHANGE

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

☐ CAREER TECHNICAL EDUCATION (CTE) ☐ TRANSFER ☐ OTHER

PLANNING SUMMARY

Type of change requested: Check all that apply.			
Replace Existing Program	☐	Recommended T.O.P. Code	
Add new Certificate of Achievement	☐	Units for Degree Major or Area of Emphasis	
Add Degree to Existing Certificate Program	☐		
Add new Option/Track to Existing Degree	☐	Required Units—Certificate	
Delete Existing Degree Major, Area of Emphasis, Track or Option	☐	Projected Annual Completers	
Delete Existing Certificate	☐		

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New program requirements.
4. **Optional:** Discussion of background and rationale (if needed).

Criteria B. Need

5. Enrollment and Completer Projections
6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.
7. Discussion of impact on other colleges in region (optional for transfer only programs).
8. Analysis of labor market need or job availability (for career technical education only).

Criteria C. Curriculum Standards

9. Transfer applicability to **two** 4-year institutions (if applicable).

Attachment: Course outlines for required courses (required for all applications).
Attachment: Articulation Agreements (if applicable).

If applicable to revised program:

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES

Title of Proposed Program _____ College _____

LOCAL CURRICULUM APPROVAL:
Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, ACADEMIC SENATE PRESIDENT	TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:
Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

DATE	SIGNATURE, ADMINISTRATOR OF CTE	TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on _____ (date).

DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME

COLLEGE PRESIDENT:
All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

DISTRICT APPROVAL (check one):

☐ On _____(date), the governing board of the _____
District approved the proposed changes to this existing program attached to this request.

☐ The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the option or certificate attached to this request.

DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

CCC-510: Substantial Changes to an Approved Credit Program

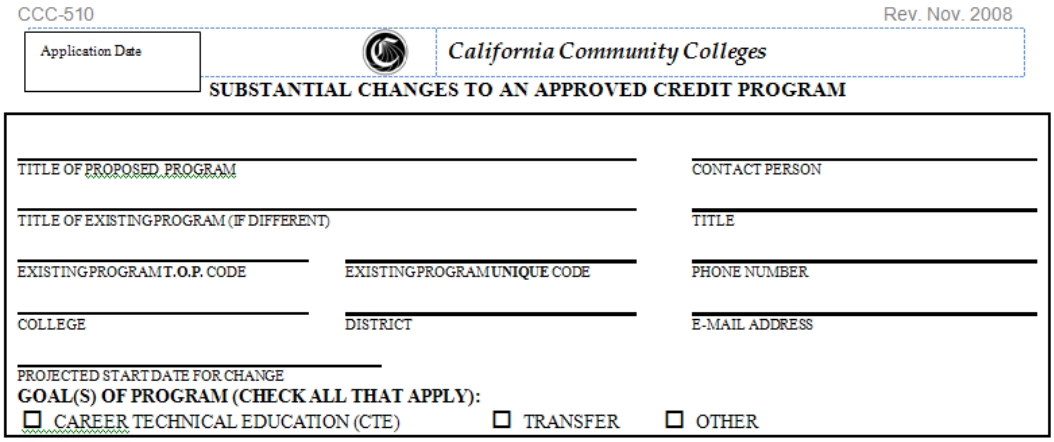
This application requires one original, with original signatures, and one copy. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

When to use this form:

Use this form to request substantial changes to a previously approved program. Typical changes are:

- The goals and objectives of the program are substantially changed.
- 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.
- The college wishes to add a new award to an existing program. It may be used to add a certificate of achievement to an existing degree or add a degree to one or more existing certificates of achievement. All existing and proposed awards should be categorized in the **same four-digit T.O.P. code**.
- An existing program is split into two or more tracks, options, emphases, etc. in the **same four-digit T.O.P. code**. In most cases the proposed changes in a 5-digit T.O.P. sub-discipline may be considered within an existing program classified in the corresponding four-digit T.O.P. discipline.

Refer to the discussion beginning on p. 43 for further information about correctly using this form. If the Chancellor's Office believes the proposed changes should have been submitted as a new program, it may request additional information, which may include any of the elements on the "CCC-501: Application for Approval–New Credit Program" form, as necessary.



CCC-510 Rev. Nov. 2008

Application Date

California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

TITLE OF PROPOSED PROGRAM

CONTACT PERSON

TITLE OF EXISTING PROGRAM (IF DIFFERENT)

TITLE

EXISTING PROGRAM T.O.P. CODE

EXISTING PROGRAM UNIQUE CODE

PHONE NUMBER

COLLEGE

DISTRICT

E-MAIL ADDRESS

PROJECTED START DATE FOR CHANGE

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

☐ CAREER TECHNICAL EDUCATION (CTE) ☐ TRANSFER ☐ OTHER

Title of Proposed Program: Please provide the exact title that is proposed for the catalog. A program title should clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page.

Existing Program Information: Before completing these five fields, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm. Please provide the **title**

of the existing program as it is listed in the Inventory of Approved Programs. Names of the **college** and **district**, along with the **T.O.P.** and **unique** codes, are necessary in order for the reviewer to identify the specific existing program that will be modified.

Contact Person: The person designated as contact person for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the division or department chair of the originating department, or the originating faculty member who has designed the program.

Title, **Phone Number** and **E-mail Address** are used for interim communications from the Chancellor's Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication regarding the status of program approval applications is sent to the chief instructional officer with a copy to the contact person.

Projected Start Date for Change: Enter the month and year when the college plans to offer the first required course in the proposed program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, if for some reason the program has already started, please indicate "Already started (term) (year)" and explain the reason in the narrative for **4. Optional: Discussion of background and rationale**.

Primary Goal(s) of Program: Please check all appropriate boxes. Each choice requires different narrative and documentation as described on the following pages. The narrative for **Criteria A: Appropriateness to Mission** should include explanations for all choices. For the proposed programs that are categorized by T.O.P. codes that are designated for vocational or career technical education, the proposer must complete all sections required for career technical education.

Planning Summary

Type of change requested: Check all that apply.			
Replace Existing Program	☐	Recommended T.O.P. Code	
Add new Certificate of Achievement	☐	Units for Degree Major or Area of Emphasis	
Add Degree to Existing Certificate Program	☐		
Add new Option/Track to Existing Degree	☐	Required Units—Certificate	
Delete Existing Degree Major, Area of Emphasis, Track or Option	☐	Projected Annual Completers	
Delete Existing Certificate	☐		

Type of change requested: Please check the appropriate box or boxes. More than one change to the same existing program can be accomplished with this form. The changes that are marked should then be included in your narrative for **Criteria A. Appropriateness to Mission** as explained below.

Recommended T.O.P. Code: The Taxonomy of Programs code is the category that groups the proposed program together with degree and certificate programs on other campuses that have similar goals and objectives. The code is used to aggregate system-wide data on awards,

program completions, placements, job success and other outcomes and serves as the basis for reporting county and statewide job market supply data. For non-occupational programs, the T.O.P. reflects the main discipline or subject matter.

The T.O.P. code is assigned according to the content and outcomes of the program, and should conform closely to the code assigned to similar programs in other colleges around the state. The T.O.P. code is not based on local departmental structure, faculty qualifications, or budget groupings. It is not appropriate to list more than one T.O.P. code for a single application.

If the appropriate T.O.P. code for the new option or certificate is within a **different** four-digit T.O.P. discipline, the CCC-501: "Application for Approval – New Credit Program" form should be used. A college that has difficulty identifying the most appropriate T.O.P. code should contact the Chancellor's Office. The Chancellor's Office may change the T.O.P. code, if necessary, after consulting the college.

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

When the proposed change 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.

Required Units–Certificate: The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents. If the application seeks approval of a certificate of less than 18 units, refer to p. 47 for instructions.

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

Development Criteria Narrative & Documentation

Describe the development of the proposed program, addressing the five criteria as listed on the form. **Number** the sections of the narrative to match the application form. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated. When this form is used to request approval of a locally approved, low-unit certificate as a Certificate of Achievement, all items numbered from 1-9, including item 4, and appropriate attachments **are required**.

Criteria A. Appropriateness to Mission

1. Statement of goals and objectives

A statement must be submitted that defines the goal(s) of the program, including the proposed changes. On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed revision to the program is appropriate to the mission of the community colleges.

For a CTE program, the objectives of the program must list the main competencies students will have achieved that fulfill the requirements of a specific occupation. This statement must, at a minimum, clearly indicate the:

- specific occupation(s) or field(s) that the program will prepare students to enter;
- basic occupational competencies students will acquire.

For a transfer program, the stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a four-year institution. These courses may meet the lower division requirements of a major at four-year institutions.

It is possible that the proposed program could be designated as both CTE and transfer. In this case, both goals should be discussed here. Documentation relevant to both goals is required. For example, if the catalog description of the proposed CTE program states that students will be prepared to transfer, then both labor market analysis and transfer documentation must be submitted with the application.

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. It is possible that 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 program reflects a goal other than CTE or transfer, please explain in detail how this program conforms to the community college mission. When describing a proposed degree with a goal other than CTE or transfer, it is important to describe how it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

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

2. Catalog description

The catalog description of the proposed program should be entered exactly as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description should convey also what students may expect as an outcome and include both the existing program and the new option.

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

The catalog description represents a commitment to the student. Exaggerated statements should not be included. Assertions of transfer applicability as well as career applicability should be reasonable and capable of being documented. If transfer applicability is included, proper explanation and documentation must be provided in **9. Transfer Applicability**.

Where job market data or other factors as documented in the application suggest some caveats of which students should be aware, these warnings should be as clearly conveyed in the catalog description as possible. It is recommended that the catalog description mention the

risks, such as for degrees and certificates in occupations that are inherently competitive, low-salaried, and/or in occupational areas where inexperienced graduates are not generally hired.

3. New program requirements

The program requirements should be consistent with the catalog description. It should be clear how requirements for the proposed program differ from requirements for the existing program. The number of units, specific course requirements and design of individual courses, and the sequence of the courses should 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 discipline faculty and curriculum committees in regard to the appropriateness of program requirements.

Display a **list of all courses required** for completion of the program, including core requirements, restricted electives, and other requirements. For each course, indicate the course number, course title, and unit values. The total number of units for the new program must be shown.

For degree programs, general education requirements must be indicated. These requirements that may include the local general education pattern, CSU-Breadth or IGETC may be described in any of several ways:

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

For degrees that are designed for students who intend to transfer, students should be advised to complete the CSU-GE or IGETC pattern. Unless the major requires a high number of units, students should 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. Colleges may request approval of two degrees: one that is not intended for transfer and that allows students to complete the 18-unit minimum general education requirements, and a second degree that is intended for transfer and requires students to complete the CSU-GE or IGETC pattern. When approved, the two degrees will be assigned separate unique codes by the Chancellor's Office and the college must track whether a student completes the non-transfer or transfer requirements.

The **total units required** for the degree should also be shown, including the major requirements or area of emphasis, general education, and electives. If applicable, include any other graduation requirements for completion of the degree as well.

Collectively, the courses designated for the program must be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses should 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. The set of requirements for a CTE program should reflect the thinking of the advisory committee, as indicated in the advisory committee minutes that are submitted as part of the application. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college should explain its departure from those recommendations.

4. Optional: Discussion of background and rationale (if needed)

This section is required when the proposal requests approval of a certificate of fewer than 18 semester units as a Certificate of Achievement. Otherwise, this section is only required if there are aspects of the new option that need special explanation. This section may include some history of how the proposed change came about, what is different about the program and its importance and why the program is especially appropriate for the region and for the college, including reference to appropriate community support. These explanations should be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This item may be used to justify program objectives or the inclusion of a given course as a requirement. This is an opportunity for a college to explain special considerations and unusual circumstances.

Criteria B. Need

5. Enrollment and Completer Projections

Enrollment figures should be based upon enrollment in current courses and/or a survey of prospective students. A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, as well as a description of the population surveyed, and survey results should be included in this documentation.

If possible, include enrollment data for at least two recent semesters and provide estimates of the:

- number of sections of core courses to be offered annually
- annual enrollment (student headcount) in the number of sections estimated above. (It is not necessary to break down enrollment estimates by course. A total enrollment estimate is sufficient.)
- number of anticipated program completers per year after the proposed changes go into effect

For CTE programs, the enrollment and completer projections should be compared to the **Net Job Market**, discussed in **8. Labor Market Information & Analysis**. It is expected that data should demonstrate adequate demand for the estimated completers.

6. Place of proposed change in the curriculum

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm. This section must indicate if the proposed program replaces any existing program(s) on the college's inventory. The proposer should specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

This narrative should address questions, such as:

- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?

Explain how, if at all, this program makes a new or more productive use of existing resources, and/or builds upon existing programs or services and establishes a new direction for the college. The proposer needs to provide relevant details if this program is related to the termination or scaling down of another program(s),

7. Discussion of impact on other colleges in region

This item is optional for transfer only programs. The narrative should 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. Photocopied pages from other colleges' catalogs may be included. Similarities and differences need to be described and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

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

The college needs to provide evidence that program developers have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also should 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.

8. Analysis of labor market need or job availability (for CTE only)

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

To use the web site to search for labor market projections, choose the "Educators / Schools" link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (T.O.P.) codes. The instructions for accessing the data are subject to change.

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

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and

Workforce Development Division. Through the web site at http://coeccc.org, individuals can access comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the application, instead 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.

Table 3 on p. 58 lists some suggested areas of discussion to include in the analysis of labor market need or job availability.

Criteria C. Curriculum Standards

9. Transfer applicability to two four-year institutions (if applicable)

When transfer is included as a major goal in the "Statement of Goals and Objectives" or in the catalog description as an intended goal for students completing the program, the proposed program must be approved with "transfer status." This status is recorded in the Inventory of Approved Programs when approval is granted. For these programs, evidence must be submitted that courses fulfill lower-division requirements of a specific baccalaureate major or prepare students in an area of emphasis for a major field of study at a four-year institution.

This section is the single most important section of documentation for a transfer program. It must document that the coursework required for the community college program **substantially** satisfies the lower-division coursework requirements of the corresponding university major or prepares students for a particular major/field of study. For those degrees that do not satisfy lower division major preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one four-year institution.

Please indicate to which specific four-year institutions the proposed program may transfer. Documentation for need must be provided or the program will not be approved with transfer status. Programmatic articulation information must be attached, comparing the requirements for the proposed program with the lower-division requirements for the corresponding major, or with lower-division courses that prepare students for the particular area of study, in **two** senior institutions to which students would typically transfer. If the catalog description of the CTE program includes any reference to transferability in the catalog description, then this section of the application should discuss information on the program's transferability. If such documentation cannot be provided, then the transfer language should be removed from the catalog description.

If articulation cannot be demonstrated with more than one institution, the application can be submitted with "Other" as a primary goal. However, transfer should not be included in the proposed catalog description unless the program has provided adequate evidence for "transfer status."

Some CTE programs in technical fields are approved with "transfer status." A program that is **primarily** for the purpose of preparing students for employment immediately after completion should be considered CTE for purposes of program approval. If the catalog description of the CTE program includes any reference to transferability, then this section should discuss information on the program's transferability. If such documentation cannot be provided, then the transfer language should be removed from the catalog description.

Attachment: Outlines of Record for Required Courses

Outlines of record must be included for **all** courses required of **all** students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. In these cases, the course outlines of record for all courses in the list must be submitted.

Usually, outlines should also be included for all restricted electives. However, if there are more than 10 elective courses, a representative sample of at least three outlines should be included. Do not send outlines for general education courses.

If several related programs are submitted together for approval, do not send duplicate copies of the course outlines. Include the course outlines with one of the applications or narratives, and in all others, refer the reader to the course outlines.

Attachment: Transfer Documentation (if applicable)

Provide documentation of transferability for all programs with a primary goal of transfer and for those CTE programs designed for students intending to transfer. This documentation must show that required courses fulfill lower-division requirements. The ASSIST web site (http://www.assist.org) provides documentation of transferability from California Community Colleges to California State University and University of California campuses. Printouts from ASSIST may be used in lieu of programmatic articulation agreements, if they do not exist.

The documentation should 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. When programmatic articulation does not exist, evidence that the required courses are accepted for general education and/or elective credit by more than one four-year institution may be acceptable.

Criteria D. Adequate Resources

10. Discussion of facilities, additional faculty, and new equipment or library resources

This optional section is only required if the proposed changes to the existing program will require a substantial new investment of facilities, equipment, funding, or faculty. Please discuss how each of these needs will be met, and how the college knows it will be able to provide the resources to continue the option. For guidance in completing this narrative, see instructions for discussion of Criteria D for the CCC-501 form beginning on p. 63.

Criteria E. Compliance

11. Discussion of enrollment restrictions and licensing or accreditation standards

In this optional item, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed. Program admission or selection procedures should comply with the provisions of Title 5, §55201 and §58106. For guidance in completing this narrative, see instructions for discussion of Criteria E for the CCC-501 form on p. 64.

Signature Page

The proposed program title and name of the college at the top of this page must match the title at the top of the application's first page. If obtaining signatures in sequence is a problem in the time frame provided, photocopies of the signature page may be made, provided each copy shows the name of the proposed program. Signatures may then be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Career Technical Education Regional Consortium when that person is at a different college.

Please be sure to provide all signatures required and fill in all blanks. A date must be filled in for each signature, as well as a typed or printed name. Note that the second box of signatures and date of recommendation for approval by the Career Technical Education Regional Consortium must be filled in **for CTE only**. All programs that are categorized in T.O.P. codes designated as vocational or career technical education must be reviewed by the Career Technical Education Regional Consortium.

In the signature block for the superintendent or chancellor of the district, one of the two boxes must be checked. Either approval by the district governing board (with the date of board approval filled in), **or** approval by the superintendent/chancellor who approved the option under a delegation of authority is required.

Applications missing required signatures, dates or other information will not be reviewed until all parts have been completed.

The original CCC-510 application and one copy, with attachments, should be submitted to:

Credit Program Approval
Academic Affairs Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

CCC-511

Rev. March 2009

California Community Colleges

Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

Chancellor's Office Only

Date Processed

College _____ Contact Person _____

District _____ Phone # _____

Date Form Submitted _____ E-mail _____

DATE _____ SIGNATURE, CHIEF INSTRUCTIONAL OFFICER _____ TYPED OR PRINTED NAME _____

Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

☐ **1.** Non-substantial change to previously approved program

☐ **2.** Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach **proposed program description** and **requirements** – catalog description, list of required course titles, units, and other completion requirements.

Date Program Reactivated

If you select Option 3 or 4, complete fields A, B & C below:

☐ **3.** Remove/Delete entry from current college program inventory

☐ **4.** Change from ACTIVE to INACTIVE status.

Date Program Last Offered

Briefly describe change/update:

	FIELDS	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated fields only)
A	Unique Code		N/A – Unique code cannot change.
B	T.O.P. Code		
C	Local Title		
D	Certificate Units		Attach list of required courses.
E	Degree Units		Attach list of required courses.
F	Degree Type		
G	Year Approved		
H	Transfer Status		N/A - Use CCC-510 for Substantial Change.
I	Occupational Status		N/A - Use CCC-510 for Substantial Change.
J	Date Program Change Approved by Curriculum Committee (month/year)		
K	Comments (appear on Inventory of Approved and Projected Programs)		

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.

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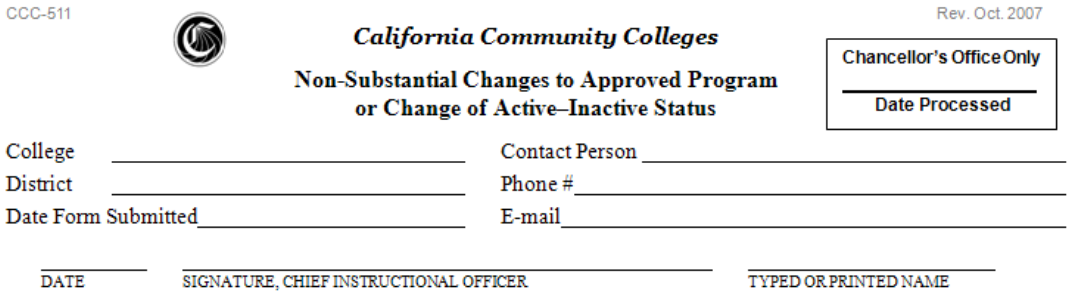
CCC-511: Non-Substantial Changes to Approved Program

This application requires only one copy with original signature of the chief instructional officer. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms. Please attach the new program description and requirements, unless the request is to remove/delete the program from the Inventory or to change the program's status from "Active" to "Inactive."

If the Chancellor's Office believes the requested change should have been submitted as a new or substantially modified program, it may request additional information from the college before making an approval decision, which may include any of the elements on the CCC-501: "Application for Approval–New Credit Program."



CCC-511 Rev. Oct. 2007

California Community Colleges

Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

Chancellor's Office Only
Date Processed

College _____ Contact Person _____
District _____ Phone # _____
Date Form Submitted _____ E-mail _____

DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

College and **District:** These fields help identify the specific program that is being modified.

Contact Person: The person designated as contact person for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the division or department chair of the originating department, or the originating faculty member who has designed the program changes.

Phone Number and **E-mail Address** are used for interim communications from the Chancellor's Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication regarding the status of program approval applications is sent to the chief instructional officer, with a copy to the contact person.

Signature, Chief Instructional Officer: This original signature is required. This person takes responsibility for the quality and accuracy of the application when he/she signs the cover form.

Choose one option: Refer to the section "Substantial modifications to existing programs" starting on p. 44 to determine what kind of change needs to be requested. There are two groups of options in this part of the application.

Note the instruction to complete all rows (**A-K**) in the table at the bottom of the application if you have selected Option 1 or Option 2. All other changes require only rows **A**, **B**, and **C** and the appropriate date when the program status changed from inactive to active, or vice versa, next to the option number and description below.

If you select Option 1 or 2, complete fields A – K below:

☐ **1.** Non-substantial change to previously approved program

☐ **2.** Change from INACTIVE to ACTIVE status. | **Date Program Reactivated**

If you select Option 3 or 4, complete fields A, B & C below:

☐ **3.** Remove/Delete entry from current college program inventory

☐ **4.** Change from ACTIVE to INACTIVE status. | **Date Program Last Offered**

Briefly describe change/update:

Choose Option 1 if you are requesting a non-substantial change, such as:

- local title changes
- T.O.P. code changes
- certificate unit changes
- degree unit changes
- degree type changes

Choose **Option 2** or **Option 4** to change a program status from "Inactive" to "Active" or from "Active" to "Inactive" status and enter the appropriate date in the space provided. When a program is inactive in the Inventory of Approved Programs, the program does not appear in the inventory when it is accessed online, but the program still exists in the inventory for historical reference. The inactive program can be re-activated by submitting another CCC-511 form within three years of the date the program was last offered.

Selecting **Option 3** will permanently delete the program from the inventory. The deleted program cannot be re-activated in the future, but it can be submitted for approval as a new program using the appropriate form.

In the space provided, briefly describe the change that is being requested. If additional space is needed, you may attach an additional page.

Before completing the table at the bottom of the page, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm. Fill in all rows that apply to the existing program, in order for the reviewer to identify the specific existing program that is being modified.

The table is shown on the next page with detailed instructions for each row.

	FIELDS	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated fields only)
A	Unique Code		
B	T.O.P. Code		
C	Local Title		
D	Certificate Units		
E	Degree Units		
F	Degree Type		
G	Year Approved		
H	Transfer Program		
I	Occupational Program		
J	Date Program Revised (month/year)		
K	Comments (as appears on inventory entry)		

Row A: Please enter the **Unique Code** as it is listed in the Inventory of Approved Programs. The unique code of the existing program may include more than one certificate and degree. Use a single form to request all changes to a single unique code. Complete multiple forms only when multiple unique codes need to be revised.

Row B: If a change of T.O.P. code is requested, the college should explain why such a change is appropriate and why making such a change does not constitute a substantial change. Use an attachment or the space available above the table to provide an explanation. Refer to the section "Substantial modifications to existing programs" on p. 43 for more information. Usually, the T.O.P. code should remain the same unless there has been a modification or addition to the available T.O.P. codes that better fits the existing program. If the proposed T.O.P. classification is within a different four-digit T.O.P. discipline, the CCC-501: "Application for Approval – New Credit Program" form should be used. If in doubt, check with the Chancellor's Office to be sure that the correct form is being used.

Row C: The Local Title should be entered as it appears on student records and transcripts. The revised title will be entered in the Inventory of Approved Programs exactly as entered here, if space allows. Notations of "certificate" or "degree," however, will not be entered. For titles, the inventory has a limitation of 68 characters, including spaces and punctuation.

Row D and **Row E:** Changing the number of required units for a certificate or degree does not necessarily mean that the requested change is substantial or non-substantial. If the program goals and objectives are not changed, but the number of courses or specific required courses have been changed, a non-substantial change can be reported using this form. Provide the number of units required for the major or area of emphasis, including core courses and restricted electives. Do not include recommended electives, general education courses, or open electives.

If the number of **certificate units** is changing from less than 18 semester units or 27 quarter units to 18 or more (27 or more) units and the program has not been approved by the Chancellor's Office as a Certificate of Achievement, submittal of the certificate as a new credit program on either the CCC-501 or CCC-510 form is required. If a certificate of 12 or more semester units (18 or more quarter units) has been approved by the Chancellor's Office as a

Certificate of Achievement, increasing the number of required units is non-substantial and can be reported on the CCC-511 form.

Row F: Fill in "A" for the Associate in Arts degree type or "S" for Associate in Science. If you are changing the degree type, please explain the difference in requirements in the space provided. If you are adding a new degree, you should submit the program using the "CCC-510: Substantial Changes to Approved Credit Program" form.

Row G: The Year Approved is listed on the Inventory of Approved Programs. In the "As Revised" column, leave this field blank unless there is an error in the inventory that needs to be corrected. Explain this type of correction in the space provided and attach documentation, such as a page from a college catalog.

Row H: Fill in "yes" if preparation for transfer is one of the primary purposes of the program.

Row I: Make no mark if non-occupational; "1" if occupational and not an apprenticeship; "3" if both apprenticeship and occupational. This form may not be used to revise an apprenticeship. The form "CCC-300: Application for Approval–Credit or Noncredit Apprenticeship Program" is required for all new and revised apprenticeships.

Row J: Enter the month and year when the proposed change or changes were approved by the college curriculum committee. In most districts, revised programs are not subject to approval of the local governing board so the board approval date is not required.

Row K: The Inventory of Approved Programs contains a field for Comments that were entered when the program was approved or last revised. You can add, revise, or delete the comments by entering new text, which will be entered into the Comments for this program in the Inventory of Approved Programs. Attach additional pages, if necessary.

Attachments: Please attach the proposed program description and requirements (i.e., list of required courses, general education and other requirements) unless the request is to remove/delete the program from the Inventory or to change the program's status from "Active" to "Inactive."

If the Chancellor's Office determines that the program changes appear to be substantial, it may request additional information, including any of the elements from the CCC-510: "Substantial Changes to an Approved Credit Program."

Although a college may submit the CCC-511 form at any time, the Chancellor's Office will also conduct a periodic inventory update, offering colleges the opportunity to supply updated information for all programs at once. A college may choose to wait to submit non-substantial changes until the next periodic inventory update; however, if it is desired to report all changes in the inventory immediately, the college should submit this form.

The original CCC-511 application, with attachments, should be submitted to:

Credit Program Approval
Academic Affairs Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

California Community Colleges Chancellor's Office

Credit Certificates fewer than 18 semester or 27 quarter units

College _____ Contact Person _____

District _____ Phone # / Email _____

The certificates listed below require fewer than 18 semester or 27 quarter units and are not subject to System Office approval. By submitting this form, I am requesting that these certificates be recorded for informational purposes only. Completion of these certificates will not be noted on student transcripts.

_____ _____ _____

SIGNATURE, CHIEF INSTRUCTIONAL OFFICER | TYPED/PRINTED NAME, CHIEF INSTRUCTIONAL OFFICER | DATE

Chancellor's Office Use Only

Top Code	Certificate Units	Year of Local Approval	Local Title	Date Processed

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CCC-515: Request To Add Low-Unit Certificate to Inventory

This application is fairly easy to use and only one copy is required. Certificates that include fewer than 18 semester units or 27 quarter units (commonly known as "low-unit" certificates) do not require Chancellor's Office approval. These locally approved certificates may not be listed on transcripts when students complete the requirements. The CCC-515 form is used to inform the Chancellor's Office that certificates with fewer than 18 semester units or 27 quarter units have been locally approved by the college curriculum committee and district governing board.

All certificates that require 18 or more semester units or 27 or more quarter units of coursework, require Chancellor's Office approval as a "Certificate of Achievement." Colleges have the option to submit certificates that require 12 or more but fewer than 18 semester units (18 or more but fewer than 27 quarter units) for approval as "Certificates of Achievement." Requests for approval of both types of Certificate of Achievement are submitted on the "CCC-501: Application for Approval – New Credit Program" or "CCC-510: Substantial Changes to an Approved Credit Program" application. For more information on Certificates of Achievement, please refer to p. 47.

Contact Person: The person designated as contact for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the division or department chair of the originating department, or the originating faculty member who has designed the program.

Phone Number and **E-mail Address** are used for interim communications from the Chancellor's Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication on the status of program approval applications are sent to the chief instructional officer, with a copy to the contact person.

Signature, Chief Instructional Officer: This original signature is required. This person takes responsibility for the quality and accuracy of the application when he/she signs the cover form.

Recommended T.O.P. Code: The Taxonomy of Programs code is the category which groups the proposed new program together with degree and certificate programs on other campuses that have similar goals and objectives. The code is used to aggregate system-wide data on awards, program completions, placements, job success and other outcomes and serves as the basis for reporting county and statewide job market supply data. For non-occupational programs, the T.O.P. code reflects the main discipline or subject matter.

The T.O.P. code is assigned according to the content and outcomes of the program and should conform closely to the code assigned to similar programs in other colleges around the state. The T.O.P. code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate T.O.P. code should contact the Chancellor's Office. The Chancellor's Office may change the T.O.P. code, if necessary, after consulting the college.

The original CCC-515 application should be submitted to:

Credit Program Approval
Academic Affairs Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

California Community Colleges

Request to Convert Non-compliant Degree to Compliant Degree or Certificate of Achievement

Chancellor's Office Only
_____
Date Processed

Date Submitted _____

College _____ Contact Person /Title _____
District _____ Phone #_____
E-mail_____

DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

Check one or more of the boxes below to indicate the type of change(s):

☐ Delete the non-compliant degree.

☐ Create a Certificate of Achievement for completion of a General Education pattern. (See Title 5 §55070.)

☐ Revise the non-compliant degree to include or identify 18 or more semester units (27 or more quarter units) in a major or in an area of emphasis.

Date Program Change Approved: Required for all requests!

Curriculum Committee approved _____ District Board approved_____

Briefly describe change(s) being requested:

FIELDS	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated fields only)
Unique Code		System Office will assign new unique code.
T.O.P. Code		
Local Title		
# Units required for Certificate of Achievement		
# Units required for Degree Major or Area of Emphasis		
Degree Type (AA, AS or both)		
Year Approved by System Office		
Transfer Status		Substantial Change: Use CCC-510 to add or change status.
Occupational Status		

Comments (for college use):

Attach catalog description of new program including list of <u>all</u> requirements for completion.

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.

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CCC-520: Request to Convert Non-compliant Degree to Compliant Degree or Certificate

This application requires only one copy with an original signature. Please attach the proposed program description and requirements. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

The CCC-520 form was created to correct the situation in which a community college offered an associate degree without requiring 18 or more semester units in a major or area of emphasis. Before using this form, refer to **Module 1: Introduction** of this handbook for a discussion on the associate degree requirements beginning on p. 10. Submit one CCC-520 form for each existing degree that is being replaced or revised, regardless of the number of majors or areas of emphasis that are being proposed.

It is assumed that documentation in support of need for the existing, non-compliant degree was provided in order to initially approve the degree. Therefore, the CCC-520 form requires only the revised program description with a list of courses required for the major or courses under an area of emphasis, the general education pattern(s) and any electives or graduation requirements, as documentation in support of this application. The only signature required is the signature of the college's Chief Instructional Officer, who certifies that the revised degree has been reviewed and approved by the college curriculum committee and the district governing board. Approval of the local board is requested because a new unique code (or codes) will be assigned to the revised degree.

As stated below, there are only three options allowed when using form CCC-520, and more than one option may be selected on one application. If none of these options is appropriate to the college's situation, then either the CCC-501 or CCC-510 form must be used instead.

1. **Delete the non-compliant degree.**

This option is appropriate when the existing degree does not require specific coursework in a major or area of emphasis. All non-compliant degrees should have been removed from college catalogs effective in the fall 2008 semester. Selecting this option will delete the existing degree from the Inventory of Approved Programs.

If this option is not selected, then the existing degree as listed in the inventory will be marked inactive. After three years, inactive programs are deleted from the inventory.

2. **Create a Certificate of Achievement for completion of a General Education pattern.** (See Title 5 §55070.)

The second option on the CCC-520 form is appropriate when proposing 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.

This option may be selected when a college wishes to offer one or more certificates in general education patterns. The college is permitted to request approval of a Certificate of Achievement in any or all of the following patterns:

- CSU General Education (CSU-GE)
- Intersegmental General Education Transfer Curriculum (IGETC)
- A transfer pattern established by an accredited public postsecondary institution in an adjacent state

In order to maintain consistency in titling these certificates at community colleges, the titles in the first two bullets above (CSU-GE and IGETC) will be assigned to approved certificates. Title 5 §55070(a) does not allow a certificate of achievement for completion of general education requirements for a private college or university or for a community college's local GE pattern.

The catalog description of each certificate must be attached to the application and must include the number of units that students will be required to complete for the certificate.

3. Revise the non-compliant degree to include or identify 18 or more semester units (27 or more quarter units) in a major or in an area of emphasis.

To illustrate this option, consider an associate degree that is designed to prepare students to transfer to a CSU or UC campus. Prior to 2007, this type of degree often was not in compliance with Title 5 §55063 because it did not require 18 or more semester units specific to a major or in an area of emphasis.

In order to revise such associate degrees, the community college must list courses for a major that are required for all students or the college must list the courses from which the student chooses to complete 18 or more semester units (27 or more quarter units) for an area of emphasis. The courses must have a clear relationship that represents a pattern of learning that will prepare students for a field of study.

Approval Dates

For all three options on the application, you must provide dates when the college curriculum committee and district governing board approved the revised degree or new Certificate of Achievement. Applications without dates will not be processed.

Brief Description

Use the space provided to **briefly** describe the change that is being requested. If more room is needed, attach no more than a single page. In addition, all applications must be submitted with a complete description of the proposed program, including the general education requirements, the major or the area(s) of emphasis, and any electives or other graduation requirements for completion.

Before completing the table in the bottom half of the CCC-520 form, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm. Fill in all rows that apply to the existing program, in order for the reviewer to identify the specific existing program that is being modified.

Notice that some options in the "As Revised" column are not available. The Chancellor's Office will assign a new unique program identifier to the revised program. The options to change Transfer Status and Occupational Status are not available because changing them requires additional documentation. In order to add transfer status to a career technical education program, or to add career technical education status to a transfer program, you must complete the CCC-510 Substantial Changes to an Approved Credit Program application. In order to change transfer status to non-transfer status of a proposed degree, the college must submit written notification of the change from the college's CIO. This enables the college to offer a degree for students who do not plan to transfer.

<u>Attachments:</u>

Attach a complete catalog description of the proposed program, including general education patterns and other graduation requirements. This description should clearly state the number of

units required for the major or area of emphasis, general education requirements and other graduation requirements or electives to reach the minimum of 60 semester units or 90 quarter units.

Include language in your attachment that clarifies which GE pattern students will be directed to complete. Students who intend to transfer should be advised to complete CSU-GE or IGETC patterns, and they should do so in consultation with a counselor. Refer to p. 11 for a discussion of general education requirements for associate degrees.

For each major or area of emphasis, you should include a description of the knowledge and skills that students will gain by completing the courses. You should develop titles naming the areas of emphasis and prepare descriptions for the areas of emphasis that represent the capabilities and insights that students will gain. For example:

> *ARTS & HUMANITIES: These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation.*

Be careful when selecting the title for an area of emphasis, which should reflect the course requirements. A "Mathematics and Science" emphasis, for example, should require that students complete courses in both areas. Include a statement that advises students to meet with a counselor to select courses.

When proposing a major, the requirement will normally consist of a list of courses that all students are required to complete. In addition to a core of required courses there may be a small number of units required from a list of restricted electives. When an associate degree with a major is offered, the college is obligated to offer the courses with sufficient frequency so that students will be able to complete the degree in a timely manner.

A proposed area of emphasis must list courses from which the student chooses to complete a minimum of 18 semester units (27 quarter units). The courses in an area of emphasis must have a clear relationship that represents a pattern of learning (pursuant to Title 5 §55061).

The original CCC-520 application with attachments should be submitted to:

Credit Program Approval
Academic Affairs Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

CCC-530 Rev. March 2009

Application Date

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT COURSE

COLLEGE

DISTRICT

CONTACT PERSON

TITLE

PHONE NUMBER

E-MAIL ADDRESS

THIS COURSE, AS PROPOSED, WILL BE APPROVED AS:
☑ Stand-alone Credit Course [CB24]

Course title [CB02] (limit 68 characters) _____

See instructions for completing this form in the **Program and Course Approval Handbook, 3rd Edition** (March 2009). Incomplete forms will be returned to the college. Items numbered with [CBxx] refer to the Course Data Elements in the Data Element Dictionary. There are limitations on values entered for these elements.

Course department number [CB01] _____

Course units _____ **minimum** [CB07] _____ **maximum** [CB06]

Date approved Curriculum Committee _____

Date approved District Board _____

Course T.O.P. Code [CB03] _____

Course Credit Status [CB04] _____ *Noncredit courses should be submitted using the CCC-456 application.*

Course Transfer Status [CB05] _____

Course Basic Skills Status [CB08] ___ Yes ___ No

Course SAM Priority Code [CB09] _____ *Value entered here affects Perkins funding*.

Is this course part of a cooperative work experience education program? [CB10] ___ Yes ___ No

Course Classification Status [CB11] _____

Is this course an "approved special class" for students with disabilities? [CB13] ___ Yes ___ No

Course Prior to College Level [CB21] _____

Funding Agency Category [CB23] _____

Catalog description: (if additional space is required, attach a sheet)

Justification for Need: (if additional space is required, attach a sheet)

SUBMIT THE ORIGINAL FORM WITH SIGNATURES
AND ATTACH THE COURSE OUTLINE OF RECORD

REQUIRED SIGNATURES

Course Title _____ College _____

LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

DATE	SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER	TYPED OR PRINTED NAME

LOCAL CURRICULUM APPROVAL

Credit course has been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
DATE	SIGNATURE, ARTICULATION OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR PRINTED NAME

DISTRICT APPROVAL

On _____(date), the governing board of the _____District approved the instructional program attached to this application.

DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

Attach the Course Outline of Record and submit original form with all signatures to:

Credit Course Approval
Academic Affairs Division
California Community Colleges, Chancellor's Office
1102 Q Street
Sacramento, CA 95811

CCC-530: Request for Approval - Credit Course

This application requires only one copy with an original signature and must be accompanied by the course outline of record. Please attach the proposed program description and requirements. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

This form is to be used to seek approval of a new credit course. Under the conditions described on page 23, credit courses may not require Chancellor's Office approval. Until December 31, 2012, this form should be used only by community colleges that are not certified to locally approve credit stand-alone courses. The chief instructional officer and curriculum committee chair are responsible for annually certifying that all persons involved in the curriculum approval process have been trained in compliance with Title 5 §55100.

CCC-530 Rev. Nov. 2008

Application Date

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT COURSE

COLLEGE

DISTRICT

CONTACT PERSON

TITLE

PHONE NUMBER

E-MAIL ADDRESS

THIS COURSE, AS PROPOSED, WILL BE APPROVED AS:
☑ Stand-alone Credit Course [CB24]

Contact Person: The person designated as contact for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the dean of CTE, the division or department chair of the originating department, or the originating faculty member who has designed the program.

Title, **Phone Number** and **E-mail Address** are used for interim communications from the Chancellor's Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication regarding the status of program approval applications is sent to the chief instructional officer, with a copy to the contact person.

Course Program Status (CB24) data element indicates whether or not a course is part of an approved educational program. This data is used when reporting data to the Chancellor's Office Management Information Systems. For more information about program-applicable and stand-alone courses, refer to p. 23.

Items on the application that are marked with [CBxx] refer to the Course Data Elements in the Data Element Dictionary. Refer to p. 27 for more information. The Data Element Dictionary is available for download from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Technology, Research & Information Systems » Management Information Systems » Data Element Dictionary. The data elements that are required for the CCC-530 application are listed on the next page in Table 4.

Table 4. Course data elements and appropriate values.

Identifier	Name	Values / Examples
CB01	Course discipline and number	Example: ENGL100
CB02	Course title	Limited to 68 characters, including punctuation and spaces
CB03	Course T.O.P. code	Format: xxxxxx Examples: 010300;490310
CB04	Course Credit Status	D = Credit - Degree Applicable C = Credit - Not Degree Applicable
CB05	Course Transfer Status	A = Transferable to both UC and CSU. B = Transferable to CSU only. C = Not transferable
CB06	Maximum Course Units	The maximum number of units of academic credit a student may earn from enrolling in a single section of this course. Example: 03.50; 04.00
CB07	Minimum Course Units	The minimum number of units of academic credit a student may earn from enrolling in a single section of this course. This value must be greater than zero. Example: 00.50; 01.00
CB08	Course Basic Skills Status	Yes = B No = N
CB09	Course SAM Priority Code	A = Apprenticeship B = Advanced Occupational C = Clearly Occupational D = Possibly Occupational E = Non-occupational
CB10	Course Cooperative Work Experience Education Status	N = is not part of a cooperative work experience education program. C = is part of a cooperative work experience education program.
CB11	Course Classification Status	A = Liberal Arts and Sciences B = Developmental Preparatory C = Adult and Secondary Basic Education D = Personal Development and Survival — Student without a Disability E = Courses for Students with Substantial Disabilities F = Parenting and Family Support G = Community and Civic Development H = General and Cultural I = Career-Technical Education
CB13	Course Special Class Status	Yes = S No = N
CB21	Course Prior to College Level	A = English, writing, ESL, reading or

Identifier	Name	Values / Examples
		mathematics course one level below the transferable level of a corresponding English, writing, ESL, reading or mathematics course. B = English, writing, ESL, reading or mathematics course 2 levels below the transferable level of a corresponding English, writing, ESL, reading or mathematics course. C = English, writing, ESL, reading or mathematics course 3 levels below the transferable level of a corresponding English, writing, ESL, reading or mathematics course. Y = Not applicable.
CB23	Funding Agency Category	A = This course was primarily developed using Economic Development funds B = This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs) Y = Not Applicable
CB24	Course Program Status	1 = Program-applicable 2 = Stand-alone

Catalog Description:

The catalog description briefly conveys the content of the course. The Academic Senate document titled "The Course Outline of Record: A Curriculum Reference Guide" describes the catalog description on p. 20-22 and recommends that it contain:

- An overview of topics covered
- Identification of the target audience in terms of whether the course is required for a specific program, whether the course is transferable, and other information that identifies the appropriateness of the course in relationship to student academic goals
- Prerequisites, corequisites, advisories and/or limitations on enrollments, if applicable.
- Course repeatability, if applicable.
- Lecture/lab/activity/studio hours and units
- Field trip or other requirements that may affect additional cost or resources that students need to consider when choosing to take the course

Justification for Need:

Provide 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. "The Course Outline of Record: A Curriculum Reference Guide" gives several examples of need statements on p. 10-11.

Signature Page

The proposed course title and name of the college at the top of this page must match the title at the top of the application's first page. If obtaining signatures in sequence is a problem in the

time frame provided, photocopies of the signature page may be made, as long as each copy shows the name of the proposed course. Signatures may be then obtained on separate copies as necessary.

Please be sure to provide all signatures required and to fill in all blanks. A date must be entered for each signature, as well as a typed or printed name.

Attach the Course Outline of Record and submit original form with all signatures to:

Credit Course Approval
Academic Affairs Division
California Community Colleges, Chancellor's Office
1102 Q Street
Sacramento, CA 95811

California Community Colleges System Office

Academic Affairs Division

Reporting Credit Courses Approved by District Governing Board

Review instructions before completing this form. If more room is needed, insert additional rows. All columns, except CB00 and SP04, must contain valid data. CB00 may be blank if the course control number has not been previously assigned. SP04 may be blank if CB24=2.

College MIS Code	CB00 Course Control Number (if exists)	CB01 Course Department Number	CB02 Course Title	CB03 Course TOP Code	CB04 Course Credit Status	Date approved Curriculum Committee (YYYYMMDD)	Date approved District Board (YYYYMMDD)	CB24 Course Program Status	SP04 Program Unique Code

This form and instructions are available on the Chancellor's Office web site:
http://www.cccco.edu » System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications & Forms

If you have questions, contact your campus MIS staff.

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CCC-531: Reporting Local Approval of Credit Courses

Please complete the CCC-531 form to notify the Chancellor's Office that a credit course was properly approved by the college curriculum committee and district governing board, pursuant to Title 5 §55100. This form may not be used to report new noncredit courses, which require Chancellor's Office approval if they are not part of an approved noncredit program. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

Enter each course on a separate line of the table. If more room is needed, insert additional rows. All columns, except CB00 and SP04, must contain data or the form cannot be processed. Table 5 below shows appropriate values for columns on this form.

Table 5. Descriptions of columns and appropriate values.

Form Column	Values Allowed for Column
College MIS Code	• ***Limited to 3 numbers***
CB00 - Course Control Number	• Limited to 12 characters • If the course has been previously assigned a control number by the Chancellor's Office, enter it here. Otherwise, this column may be blank.
CB01 - Course Department (Discipline) and Number	• Limited to 12 characters including spaces and punctuation • Composed of department identifier (discipline) followed by the course number, such as ENGL101, ART64.
CB02 - Course Title	• Limited to 68 characters including spaces and punctuation
CB03 - Course T.O.P. Code	• T.O.P. code should be assigned which best indicates the subject matter of the course and may be different than the T.O.P. code of a particular program. • Limited to 6 numbers (without a decimal)
CB04 – Course Credit Status	• Limited to 1 character from this list: D=credit-degree applicable C=credit-not degree applicable [CCC-531 form may not be used to report noncredit courses.]
Date approved by Curriculum Committee	• Enter date in format YYYYMMDD
Date approved by District Board	• Enter date in format YYYYMMDD
CB24 – Course Program Status	• Limited to 1 character from this list: 1 = Program-Applicable 2 = Stand-alone

Form Column	Values Allowed for Column
SP04 - Program Unique Code This column is not relevant to stand-alone courses.	• Limited to 5 numbers, which were assigned by the Chancellor's Office when the program was approved. This code is available from the Inventory of Approved Programs. • If CB24 value is 1, then a valid unique program code must be entered in the SP04 column. When a course is applicable to more than one program, the college should enter the valid program code for any one of the approved programs. • If CB24 value is 2, then this column should be left blank.

The form should be emailed to cb00@cccco.edu as an attachment. The name of the CCC-531 attachment should follow the format: "CCC"-the college MIS code-the date in YYYYMMDD format, and the "doc" extension (e.g., "CCC-111-20080228.doc", where 111 is the college MIS code).

If a course is not in the college's master course file, then also attach a master course file update to the same email message. The CB00 Master Course File Maintenance Process is an existing MIS project in which colleges submit corrections to the master course file by submitting a .DAT file by email to cb00@cccco.edu. Instructions for this process are available from college MIS staff. For each new course, the Chancellor's Office will assign a control number, which will be available to the college through the Master Course File.

APPENDIX A: Legal Authority

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in CEC 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.

Section Number	Regulation
California Education Code (CEC) 70900.	There is hereby created the California Community Colleges, a postsecondary education system consisting of community college districts heretofore and hereafter established pursuant to law and the Board of Governors of the California Community Colleges. The board of governors shall carry out the functions specified in Section 70901 and local districts shall carry out the functions specified in Section 70902.
70901.	(a) The Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state. The work of the board of governors shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local authority and control in the administration of the California Community Colleges. (b) Subject to, and in furtherance of, subdivision (a), and in consultation with community

	college districts and other interested parties as specified in subdivision (e), the board of governors shall provide general supervision over community college districts, and shall, in furtherance thereof, perform the following functions: (1) Establish minimum standards as required by law, including, but not limited to, the following: (A) Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies. (B) Minimum standards for the employment of academic and administrative staff in community colleges. (C) Minimum standards for the formation of community colleges and districts. (D) Minimum standards for credit and noncredit classes. (E) Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (2) Evaluate and issue annual reports on the fiscal and educational effectiveness of community college districts according to outcome measures cooperatively developed with those districts, and provide assistance when districts encounter severe management difficulties. (3) Conduct necessary systemwide research on community colleges and provide appropriate information services, including, but not limited to, definitions for the purpose of uniform reporting, collection, compilation, and analysis of data for effective planning and coordination, and dissemination of information. (4) Provide representation, advocacy, and accountability for the California Community Colleges before state and national legislative and executive agencies. (5) Administer state support programs, both operational and capital outlay, and those federally supported programs for which the board of governors has responsibility pursuant to state or federal law. In so doing, the board of governors shall do the following: (A) (i) Annually prepare and adopt a proposed budget for the California Community Colleges. The proposed budget shall, at a minimum, identify the total revenue needs for serving educational needs within the mission, the amount to be expended for the state general apportionment, the amounts requested for various categorical programs established by law, the amounts requested for new programs and budget improvements, and the amount requested for systemwide administration. (ii) The proposed budget for the California Community Colleges shall be submitted to the Department of Finance in accordance with established timelines for development of the annual Budget Bill. (B) To the extent authorized by law, establish the method for determining and allocating the state general apportionment. (C) Establish space and utilization standards for facility planning in order to determine eligibility for state funds for construction purposes. (6) Establish minimum conditions entitling districts to receive state aid for support of community colleges. In so doing, the board of governors shall establish and carry out a periodic review of each community college district to determine whether it has met the minimum conditions prescribed by the board of governors. (7) Coordinate and encourage interdistrict, regional, and statewide development of community college programs, facilities, and services. (8) Facilitate articulation with other segments of higher education with secondary education. (9) Review and approve comprehensive plans for each community college district. The plans shall be submitted to the board of governors by the governing board of each community college district.

	(10) (A) Review and approve all educational programs offered by community college districts. The board of governors shall adopt regulations defining the conditions under which a community college district may offer, without the need for approval by the board of governors, a credit course that is not part of an approved educational program. Regulations adopted under this paragraph shall ensure that appropriate safeguards involving training and monitoring are in place, and shall ensure that the authority to offer credit courses that are not part of an approved educational program does not have the effect of permitting community college districts to operate educational programs without the approval of the board of governors. (B) In a manner that is consistent with the regulations adopted by the board of governors under this paragraph, the chancellor shall monitor courses approved pursuant to the act that adds this subparagraph. The chancellor shall prepare and submit a report to the chairpersons of the appropriate policy and fiscal committees of the Legislature on or before January 1, 2012. This report shall include, but not necessarily be limited to, a description of the results of the monitoring and the extent to which community college districts have complied with applicable regulations of the board of governors. (11) Exercise general supervision over the formation of new community college districts and the reorganization of existing community college districts, including the approval or disapproval of plans therefor. (12) Notwithstanding any other provision of law, be solely responsible for establishing, maintaining, revising, and updating, as necessary, the uniform budgeting and accounting structures and procedures for the California Community Colleges. (13) Establish policies regarding interdistrict attendance of students. (14) Advise and assist governing boards of community college districts on the implementation and interpretation of state and federal laws affecting community colleges. (15) Contract for the procurement of goods and services, as necessary. (16) Carry out other functions as expressly provided by law. (c) Subject to, and in furtherance of, subdivision (a), the board of governors shall have full authority to adopt rules and regulations necessary and proper to execute the functions specified in this section as well as other functions that the board of governors is expressly authorized by statute to regulate. (d) Wherever in this section or any other statute a power is vested in the board of governors, the board of governors, by a majority vote, may adopt a rule delegating that power to the chancellor, or any officer, employee, or committee of the California Community Colleges, or community college district, as the board of governors may designate. However, the board of governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of delegation. (e) In performing the functions specified in this section, the board of governors shall establish and carry out a process for consultation with institutional representatives of community college districts so as to ensure their participation in the development and review of policy proposals. The consultation process shall also afford community college organizations, as well as interested individuals and parties, an opportunity to review and comment on proposed policy before it is adopted by the board of governors. (f) This section shall remain in effect only until January 1, 2013, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2013, deletes or extends that date.
66055.8.	Notwithstanding any other provision of law, a campus of the California State University or the California Community Colleges that operates a registered nursing program shall not require a student who has been admitted to that registered nursing program and who has already earned a baccalaureate or higher degree from a regionally accredited institution of higher education to undertake any coursework other than the coursework that is unique and exclusively required to earn a nursing degree from that institution.

California Code of Regulations TITLE 5. EDUCATION DIVISION 6. CALIFORNIA COMMUNITY COLLEGES CHAPTER 6. CURRICULUM AND INSTRUCTION 55000.	Definitions. For the purpose of this chapter, the following definitions shall apply: (a) "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. (b) "Community Services Offering" means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded. (c) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course. (d) "Contract Course" means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization. (e) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. (f) "Course" means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002. (g) "Educational program" is 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. (h) "Necessary and appropriate" means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity. (i) "Noncredit basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002. (j) "Nondegree-applicable basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002. (k) "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. (l) "Satisfactory grade" means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55000.5	Handbook; Monitoring and Review of Approved Courses and Programs. (a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by community college districts. The handbook shall contain course approval criteria and procedures for securing course and program approvals. (b) The Board of Governors hereby adopts and incorporates by reference into this section The California Community Colleges Program and Course Approval Handbook issued March 2003, as it may be revised from time to time, along with any addenda thereto. In the event of a conflict between the provisions of the Handbook and the provisions of this chapter, the provisions of this chapter shall control. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.
55002	Standards and Criteria for Courses. (a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has

	been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students. (1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate. (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards: (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students. (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses. (C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. (D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article. (E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively. (F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. (G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course. (3) Course Outline of Record. The 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 the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. (4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record. (5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and

	section 58161. (b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board. (1) Types of Courses. Nondegree-applicable credit courses are: (A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000; (B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills; (C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs; (D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required. (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students. (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses. (C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work. (D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article. (3) Course Outline of Record. The 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 the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives. (4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline

	of record. (5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161. (c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students. (1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division. (2) Course Outline of Record. The 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 the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met. (3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record. (4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161. (d) Community Services Offering. A community services offering must meet the following minimum requirements: (1) is approved by the district governing board; (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein; (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students; (4) is conducted in accordance with a predetermined strategy or plan; (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and (6) may not be claimed for apportionment purposes. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.
55002.5	Credit Hour. (a) One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system. (b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit. (c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments. (d) A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.
55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

	(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). (b) A governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following: (1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in subdivision (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis. (2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite. (3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation. (4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite. (c) Prerequisites or corequisites may be established only for any of the following purposes: (1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or (2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or (3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or (4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others. (d) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed pursuant to subdivision (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to subdivision (b) (3) if: (1) it is required by statute or regulation; or (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

	(3) it is required by four-year institutions. (e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (d) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when: (1) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or (2) the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied: (A) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and (B) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. (f) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established. (g) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis. (h) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with Section 55500) of this chapter. (i) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that nondegree-applicable basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course. (j) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available. (k) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course. (l) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive

	absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct. (m) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are: (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites; (2) The prerequisite or corequisite is in violation of this section; (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner; (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite; (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or (6) Such other grounds for challenge as may be established by the district governing board. (n) In the case of a challenge under subdivision (m)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327. (o) District policies adopted pursuant to this section shall be submitted to the Chancellor as part of the district's matriculation plan pursuant to section 55510. Note: Authority cited: Section 70901, Education Code. Reference: Section 70901, Education Code.
55005	Publication of Course Standards. For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course: (a) The designation of the course as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering. (b) Whether the course is transferable to baccalaureate institutions. (c) Whether the course fulfills a major/area of emphasis or general education requirement. (d) Whether the course is offered on the "pass-no pass" basis. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 70901, Education Code.
55006	Records and Reports. Each community college shall keep and submit such records and reports concerning its courses and offerings as may be required by the Chancellor to fulfill statutory responsibilities. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78401, Education Code.
55040	District Policy for Course Repetition. (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with chapter 2.5 (commencing with section 59020) of division 10 of this part, pertaining to the retention and destruction of student records. (b) For purposes of course repetition, academic renewal, and all other related provisions in this division, the following terms shall have the meanings specified below: (1) "Course repetition" occurs when a student who has previously received a grade as defined in section 55023, in a particular course re-enrolls in that course.

	(2) "Substandard academic work" means course work for which the grading symbols "D," "F," "FW," "NP" or "NC" (as defined in section 55023 and 55030) have been recorded. (c) The policies and procedures adopted pursuant to subdivision (a) may: (1) designate certain types of courses as "repeatable courses" consistent with the requirements of section 55041; (2) allow a student to repeat a course which is not designated as a repeatable course in an effort to alleviate substandard academic work consistent with the requirements of section 55042; (3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043; (4) permit a student to repeat a portion of a variable unit open-entry/open-exit course which the student previously completed only under the circumstances described in section 55044; (5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether or not substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition; (6) permit a student to repeat a course in occupational work experience under the circumstances described in section 55253. When an occupational work experience course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average. (7) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated. (d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55041	Repeatable Courses. (a) The district policy and procedures on course repetition adopted pursuant to section 55040 may designate as repeatable courses only those courses described in this section. (b) If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision. (c) The district policy adopted pursuant to section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions: (1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog. (2) The district must determine and certify that each identified course is one in which either: (A) the course content differs each time it is offered; or (B) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons: (i) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or

	(ii) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained. (3) Activity courses which may qualify as repeatable courses meeting the requirements of paragraph (2)(B) of this subdivision include, but are not limited to the following: (A) Physical education courses; or (B) Visual or performing arts courses in music, fine arts, theater or dance. (4) foreign language courses, ESL courses and nondegree-applicable basic skills courses are not considered "activity courses" for purposes of paragraph (2)(B of this subdivision). (5) The district must develop and implement a mechanism for the proper monitoring of such repetition. (6) Students may repeat a course pursuant to this subdivision for not more than three semesters or five quarters. For purposes of this subdivision, semesters or quarters include summer or intersessions. (7)(A) Except as provided in subparagraph (B) of this paragraph, where a college establishes several levels of courses which consist of similar educational activities, the repetition limitation in paragraph (6) of this subdivision applies to all levels of courses that involve a similar primary educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity. (B) Visual or performing arts courses in music, fine arts, theater or dance which are part of a sequence of transfer courses are not subject to subparagraph (A) of this paragraph. (d) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average. Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.
55042	Course Repetition to Alleviate Substandard Academic Work. (a) The district policies and procedures on course repetition adopted pursuant to section 55040 may permit a student to repeat a course which is not designated as a repeatable course pursuant to section 55041 in an effort to alleviate substandard academic work. If a student repeats the course and receives a satisfactory grade, then he or she may not repeat the course again pursuant to this section and any further repetition of the course must be authorized by another provision of this division. If a student repeats the course and receives another substandard grade, the district policy may permit the student to repeat the course one additional time in an effort to alleviate substandard work. Under no circumstances may a student repeat a course more than two times pursuant to this section. (b) Policies and procedures related to course repetition to alleviate substandard academic work shall: (1) permit repetition of any course which was taken in an accredited college or university and for which substandard academic work is recorded; (2) indicate any specific courses or categories of courses where repetition pursuant to this section is not permitted; and (3) in determining transfer of a student's credits, honor similar, prior course repetition actions by other accredited colleges and universities. (c) The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA each time a course is repeated pursuant to this section. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55060	District Policy. The governing board of each community college district shall adopt policy consistent with the provisions of this article. The policy shall be published in the college catalog under appropriate headings, and filed with the Chancellor's Office as required by section 51004. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.
55061	Philosophy and Criteria for Associate Degree and General Education.

	(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors: The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are 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. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems. (b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education. (c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.
55062	Types of Courses Appropriate to the Associate Degree. The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered as degree-applicable credit courses: (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 area of emphasis in non-baccalaureate career technical fields. (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 subdivisions (c) and (d) above. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.
55063	Minimum Requirements for the Associate Degree. The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in

	mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a). Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section. Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section. The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in 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 Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined. The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student. (a) Requirements for a major or area of emphasis. (1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University. (2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis. (b) General Education Requirements. (1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option: (A) Natural Sciences. Courses in the natural sciences are those which examine the physical

	universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines. (B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines. (C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion. (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include: (i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. (ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines. (2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1). (c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement. (d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55070	Credit Certificates. (a) Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the

	certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education; provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses. For purposes of this subdivision, the term "general education" 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 which award the baccalaureate degree. (b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred to as a certificate of achievement, a certificate of completion, or a certificate of competency, unless approved by the Chancellor pursuant to subdivision (c). Such a certificate may not be listed on a student's transcript, unless approved by the Chancellor pursuant to subdivision (c). (c) A district may submit any sequence of courses consisting of 12 or more semester units or 18 or more quarter units of degree-applicable credit coursework to the Chancellor and request that it be approved as a program leading to a certificate of achievement. The Chancellor may approve such a program if he or she determines that it satisfies the requirements of subdivision (a) despite requiring fewer than 18 semester or 27 quarter units of degree-applicable credit coursework. (d) Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity which may be developed by the Chancellor, the Academic Senate for California Community Colleges or other appropriate statewide bodies. (e) A description of each approved program shall be included in the college catalog. (f) The Chancellor shall develop forms and procedures for submission of applications for approval of a program leading to a certificate of achievement. (g) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55072	Award of Certificates. The governing board, or its designee, shall award the appropriate certificate to any student who has completed the prescribed curriculum leading to that certificate as approved pursuant to section 55070. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55100	Course Approval. (a) The governing board of each community college district shall establish policies for, and may approve individual degree-applicable credit courses which are offered as part of an educational program approved by the Chancellor pursuant to section 55130. Such courses need not be separately approved by the Chancellor. (b) Effective for courses to be offered beginning in Fall 2007, a community college district may, until December 31, 2012, approve and offer nondegree- applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without separate approval by the Chancellor, provided that the district continuously complies with the following requirements: (1) the college curriculum committee and district governing board have approved each such course pursuant to section 55002; (2) the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the

	curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs; (3) no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board; (4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites; (5) no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree; and (6) the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System. (c) The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d). (d) Effective January 1, 2013, or earlier if so required by subdivision (c), the governing board of each community college district shall separately submit for approval by the Chancellor all nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78401, Education Code.
55130	Approval of Credit Programs. (a) Before offering any credit course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor. (b) The application for approval shall contain at least the following: (1) The name of the proposed program. (2) The description of the proposed program. (3) a list of required courses to be included in the program. (4) course outlines of records for all courses in the program. (5) The purposes and specific objectives of the proposed program. (6) The place of the proposed program in the district master plan. (7) An explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning. (8) The need for the proposed program ascertained with regard to at least the following factors: (A) Other community colleges in the area currently offering the program; (B) Other programs closely related to the proposed program offered by the college; (C) Relation of the proposed program to job market analysis, where applicable; (D) Enrollment projection for the proposed program; (E) Recommendations of career technical education regional consortia, when applicable; and (F) The classification of the courses in the program in accordance with section 55001. (9) The need for and present adequacy of the following resources shall be determined in relation to the proposed program: (A) Library and media center resources;

	(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan. (C) Availability of adequate or proposed financial support; and (D) Availability of faculty. (c) The development, establishment and evaluation of an education program shall include representative faculty involvement. (d) An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination. (e) In multicollege districts, program approval is granted for a specific college. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55150	Approval of Noncredit Courses and Programs. (a) Each noncredit course shall be approved by the Chancellor in accordance with this article on forms provided by the Chancellor. (b) Noncredit programs shall be approved by the Chancellor as provided in sections 55152, 55153 and 55154 on forms provided by the Chancellor. An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate a noncredit program, after its approval, on the basis of factors listed in sections 55152, 55153 or 55154, as applicable. If on the basis of such an evaluation the Chancellor determines that the program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination. (c) Course outlines for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course. (d) Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor. (e) In order to be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5, a career development or college preparation noncredit course must be part of a program or sequence of courses approved by the Chancellor pursuant to sections 55151 or 55152. Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.
55151	Career Development and College Preparation. A noncredit course involving career development or college preparation will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5 if it satisfies the requirements set forth in subdivisions (a), (b) and (c) below. (a) The course is approved by the college curriculum committee and the district governing board pursuant to subdivision (c) of section 55002 and by the Chancellor's Office pursuant to section 55150 and is part of either: (1) A short-term vocational program providing less than 288 hours of instruction which the Chancellor, in consultation with the Employment Development Department, has determined to have high employment potential. In making this determination, the Chancellor shall utilize job demand data provided by the Employment Development Department. If current job demand data in the relevant field is not available from the Employment Development Department, the Chancellor and the Employment Development Department may rely upon other data submitted by the college. (2) A sequence of courses involving: (A) Courses in elementary and secondary basic skills; (B) Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training; or

	(C) Courses in English as a second language and vocational English as a second language. (b) The program or sequence of courses is designed to result in either: (1) A noncredit certificate of completion leading to improved employability or job opportunities; or (2) A noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution. A certificate of competency in a recognized career field may be articulated with degree-applicable coursework, an associate degree, or transfer to a baccalaureate institution by means of nondegree-applicable coursework which may be completed prior to or taken concurrently with degree-applicable or transferable coursework. (c) Each program or sequence of courses must be submitted to and approved by the Chancellor. Each application for approval shall include a list of required courses to be included in the program or sequence of courses, course outlines for each course, and an explanation of how the program or sequence of courses is designed to lead students to one of the outcomes described in subdivision (b). For short-term vocational programs, the application shall also include an analysis of labor market need or job availability. (d) The Chancellor shall develop forms and procedures for electronic submission of applications for approval. (e) If the Chancellor approves a sequence of courses or a short-term vocational program pursuant to this section, the sequence of courses or program may not be subsequently modified by the inclusion of additional courses unless the course or courses to be added are of one of the types listed in subdivision (a) and have themselves been individually approved by the Chancellor pursuant to section 55150. (f) Under no circumstances may a district separate an existing noncredit course which provides less than one hundred and ten (110) hours of instruction into two or more courses for the purpose of forming a sequence of courses to satisfy the requirements of this section. (g) Nothing in this section shall be construed to prevent a particular student from taking additional degree-applicable coursework, pursuing an associate degree, or pursuing transfer to a baccalaureate institution in addition to or instead of seeking immediate employment. (h) For purposes of this article, the term "certificate of completion" means a document confirming that a student has completed a program or sequence of noncredit courses that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, identify the goal of the program, and list the courses completed by the student. (i) For purposes of this article, the term "certificate of competency" means a document confirming that a student enrolled in a program or sequence of noncredit courses has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a T.O.P. Code number and program discipline, and list the relevant competencies achieved by the student. (j) Content and assessment standards for certificates shall be defined by the local curriculum committee. The review of noncredit certificate programs by the curriculum committee shall be conducted using the same standards as applied to credit programs with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility. (k) Each noncredit certificate program shall be approved by the governing board of the district. (l) Noncredit certificates may be awarded to students who have earned them on behalf of the governing board of the district by any appropriate district official or by a particular department or division pursuant to a delegation of authority from the governing board. Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code.

	Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.
55152	Short-Term Vocational Programs Providing 288 Hours or More of Instruction. (a) Before offering any noncredit short-term vocational program providing 288 hours or more of instruction on or after June 30, 2008, the governing board of a community college district shall obtain approval of the program pursuant to this section. Each course which is to be part of the program must be approved by the college curriculum committee pursuant to subdivision (c) of section 55002. (b) The Chancellor, in consultation with the Employment Development Department, must determine that the program has high employment potential. In making this determination, the Chancellor shall utilize job demand data provided by the Employment Development Department. If current job demand data in the relevant field is not available from the Employment Development Department, the Chancellor and the Employment Development Department may rely upon other data submitted by the college. (c) If a district seeks to claim enhanced funding for the program pursuant to Education Code sections 84750.5 and 84760.5, the program must also be designed to lead to one of the types of certificates described in subdivision (b) of section 55151. (d) Applications shall include all of the following: (1) a list of required courses to be included in the program; (2) course outlines for all courses in the program; (3) a statement of the goals and objectives of the program; (4) a description of the relationship of the proposed program to other programs; (5) a discussion of the possible impact of the proposed program on nearby community colleges; and (6) an analysis of labor market need or job availability. (e) The Chancellor shall develop forms and procedures for review and approval of such programs. If a program was approved pursuant to section 55151 prior to June 30, 2007, information provided with the prior application need not be resubmitted. (f) If a program is approved by the Chancellor pursuant to this section, the program may be subsequently modified by the addition of other noncredit courses without the necessity to obtain separate approval of such courses from the Chancellor. (g) Nothing in this section shall be construed to require a particular student to complete a certificate or to characterize failure to do so as a negative outcome. (h) Nothing in this section shall be construed to prevent a particular student from taking additional degree-applicable coursework, pursuing an associate degree, or pursuing transfer to a baccalaureate institution in addition to or instead of seeking immediate employment. Note: Authority cited: sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.
55153	Other Noncredit Programs Providing 288 Hours or More of Instruction. (a) Before offering any noncredit program on or after June 30, 2008, which provides 288 hours or more of instruction in any area of noncredit instruction other than those covered by sections 55152 and 55154, the governing board of a community college district shall obtain approval of the program pursuant to this section. Each course which is to be part of the program must be approved by the college curriculum committee pursuant to subdivision (c) of section 55002. (b) Applications shall include all of the following: (1) a list of courses to be included in the program; (2) course outlines for all courses in the program; (3) documentation of the need or demand for the program; (4) a statement of the goals and objectives of the program; (5) a description of the relationship of the proposed program to other programs; and (6) a discussion of the possible impact of the proposed program on nearby colleges. (c) The Chancellor shall develop forms and procedures for review and approval of programs submitted for approval pursuant to this section. (d) A program approved pursuant to this section will only be eligible for enhanced funding

	pursuant to Education Code sections 84750.5 and 84760.5 if it also satisfies the requirements of section 55151 and the application so demonstrates. If an application for approval pursuant to section 55151 was filed prior to application for program approval under this section, materials submitted with the section 55151 application need not be resubmitted. (e) If a program is approved by the Chancellor pursuant to this section, the program may be subsequently modified by the addition of other noncredit courses without the necessity to obtain separate approval of such courses from the Chancellor even if the program is also approved for enhanced funding pursuant to section 55151. (f) A district may, but is not required to, award a noncredit certificate pursuant to section 55155 to students who complete such a program, provided that such a certificate may not be designated or referred to as a certificate of achievement, a certificate of completion or a certificate of competency unless the program is also approved for enhanced funding pursuant to section 55151. Note: Authority cited: sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.
55154	Adult High School Diploma Programs. (a) Before offering any noncredit course as part of a high school diploma program on or after June 30, 2009, the governing board of a community college district shall obtain approval of its high school diploma program as provided in section 55150. (b) For purposes of this section, the term "high school diploma program" means an organized sequence of noncredit courses designed to meet the needs of adult learners which leads to a high school diploma which is awarded by the community college district or jointly by the district and a high school. (c) The application for approval shall include all of the following: (1) A statement that both the local curriculum committee(s) and the district governing board have reviewed and approved the high school diploma program. (2) Information demonstrating that there exists demand for the college to offer a high school diploma program for adult learners in the area. (3) Coursework requirements and content standards that meet or exceed those described in subdivision (e). (4) Comprehensive descriptions of program organization, instructional support services, student services, facilities and ongoing staffing efforts to demonstrate that the district has the resources to maintain the high school diploma program. (5) A copy of the proposed catalog description. (6) 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. (7) A description of the student assessment procedures for academic placement in the program and a description of how the district will evaluate student progress. (d) Once a program is approved by the Chancellor pursuant to this section, the program may be subsequently modified by the addition of other noncredit courses without the necessity to obtain separate approval of such courses from the Chancellor even if the program has also been approved for enhanced funding pursuant to section 55151. (e)(1) The governing board of a community college district shall confer a high school diploma upon a student who has satisfactorily completed at least 160 credits of high school level coursework and who has demonstrated competence in reading, writing, and mathematics at a level generally accepted as appropriate for award of a high school diploma. The required 160 credits of high school level course work must be fulfilled in a core curriculum consisting of courses in the categories described in paragraph (2) and accepted toward the diploma by a college within the district (as shown in its catalog). A college may accept toward satisfaction of this requirement courses that were completed at an accredited high school or college that would reasonably be expected to meet or exceed the standards of this section, provided that at least 20 of the total 160 required high school credits must be

	completed in residence at the college granting the diploma. (2) The curriculum must include the indicated minimum number of high school credits in each of the areas listed below. Each course shall be of a duration sufficient to permit a student to master the content of the course as specified in the content standards described in paragraph (3). (A) Natural Sciences. A minimum of 20 high school credits shall be required in natural sciences, including biological and physical sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the core curriculum requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category may include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines. (B) Social and Behavioral Sciences. A minimum of 30 high school credits shall be required in social and behavioral sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the core curriculum requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. Each student shall be required to complete coursework that addresses United States history and geography; world history, geography, and culture; American government and civics; and economics. This category may also include introductory or integrative survey courses in cultural anthropology, cultural geography, political science, psychology, sociology and related disciplines, as well as additional courses in economics, American government, United States history, and world history. (C) Humanities. A minimum of 10 high school credits shall be required in humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the core curriculum requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Each student shall be required to complete one course in visual or performing arts or foreign language. This category may also include introductory or integrative courses in literature, philosophy, and religion, as well as additional courses in the arts, and foreign languages. For the purposes of satisfying the requirement specified in this paragraph, a course in American Sign Language shall be deemed a course in foreign language. (D) English. A minimum of 30 high school credits shall be required in English. Courses in English are those which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation. To satisfy the core curriculum requirement in English, a course shall be designed to develop reading, writing, and verbal expression skills as applicable to the needs and interests of an adult. Such courses may include introductory or integrative courses in literature and English grammar, writing strategies, and mechanics. (E) Mathematics. A minimum of 20 high school credits shall be required in mathematics. Courses in mathematics develop the ability to reason with and apply mathematical operations and principles. To satisfy the core curriculum requirement in mathematics, a course shall be designed to help a student gain facility in the operations of mathematics as well as its practical applications. Such courses may include algebra, geometry, applied mathematics, and calculus. (3) Course content standards for the coursework described in subdivision (2) must meet or exceed the standards for the high school curriculum established by the California State Board

	of Education. (f) Notwithstanding the requirements of this section, any student enrolled in a high school diploma program prior to June 30, 2009, may receive a high school diploma based on completion of the curriculum required for the program as set forth in the college catalog in effect at the time the student first enrolled in the program; provided the student remains continuously enrolled without a break of more than one primary term subsequent to the Spring 2009 term. (g) In order for a high school diploma program to qualify for enhanced noncredit funding pursuant to Education Code sections 84750.5 and 84760.5, the application for approval must satisfy the requirements of section 55151. (h) For the purposes of this section, a noncredit course awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work. Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 60851, 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.
55155	Noncredit Certificates. (a) Any noncredit program leading to a certificate must be approved by the college curriculum committee and the district governing board and all courses in the program must be individually approved by the Chancellor pursuant to section 55150, except where a course is subsequently added to a program after it is approved by the Chancellor pursuant to sections 55152, 55153 or 55154. (b) All programs or sequences of courses leading to a noncredit certificate of completion or competency are subject to approval by the Chancellor pursuant to sections 55151 or 55152. (c) If a district does not seek enhanced funding for a program or sequence of noncredit courses, or the program or sequence of courses does not qualify for enhanced funding pursuant to section 55151, a noncredit certificate program may be established by the district without approval by the Chancellor except as required in sections 55152, 55153 or 55154. A district may award a noncredit certificate to a student completing such a program, but may not designate or refer to it as a certificate of completion or a certificate of competency. (d) A noncredit certificate may not be referred to as a certificate of achievement regardless of its length or whether or not it has been approved by the Chancellor. (e) A description of each approved program shall be included in the college catalog. (f) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
55160	Approval of Community Service Offerings. (a) Districts are authorized in accordance with the provisions of article 7 (commencing with section 78300) of chapter 2, part 48, division 7, of title 3 of the Education Code to approve and provide community service offerings pursuant to subdivision (d) section 55002. The approval of the Chancellor is not required for community service offerings. (b) Community service offerings shall not be referred to as noncredit courses. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78300, Education Code.
55170	Contract Courses. (a) Any course approved pursuant to section 55002 may be offered by a college through contract education pursuant to Education Code section 78021. Approval of such a contract course may be required by other state agencies, but approval by the Chancellor is not required unless the course is part of a credit educational program subject to approval pursuant to section 55130 or is a noncredit course subject to approval pursuant to article 2 of this subchapter. (b) The approval of the Chancellor is not required for any contract except for vocational education contracts pursuant to subchapter 7. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 8092, 70902 and Article 1.5 (commencing with Section 78020) of Chapter 1, Part 48,

	Education Code.
55180	Definitions. (a) College. As used in this division, "college" means a degree-granting institution intended to provide instruction through the second year of college, including but not limited, to one or more of the following categories: (1) standard collegiate courses for transfer to institutions of higher education; (2) career technical fields leading to employment; or (3) general or liberal arts courses required for the institution to maintain its accreditation. (b) Educational Center. As used in this division, "educational center" means a postsecondary operation established and administered by an existing college or district at a location away from the campus of the parent institution which satisfies the requirements of either subdivision (1) or (2) below: (1) the center: (A) is planned to continue for ten or more years; (B) generates at least 500 full-time equivalent student (FTES) annually. (C) has an on-site administrator; (D) offers programs leading to certificates and/or degrees conferred by the parent institution; and (E) has been approved by the Board of Governors pursuant to this article. (2) the center was identified by the Chancellor's Office as of the 2006-07 fiscal year as a "grandparented center" which: (A) operated prior to April 1974 and was recognized as an approved grandfathered center by the California Postsecondary Education Commission (CPEC) in its December 10, 1984, report to the Legislature; (B) served at least 100 full-time equivalent student (FTES) as reported on the final attendance report for fiscal year 2005-06 or had an average annual FTES for the three prior fiscal years (2003-04 to 2005-06) of at least 100 FTES; (C) operated continuously since 1974; (D) was owned or controlled by the district through a lease agreement; and (E) provided an appropriate level of administrative and student services, relative to its size, at the center. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 66700, Education Code.
55181	Responsibilities. (a) The Chancellor shall maintain an inventory of all off campus programs and facilities in the community colleges. This inventory shall be updated annually, and shall be distributed to each community college district and the California Postsecondary Education Commission for use in planning activities. (b) The Chancellor shall develop procedures to identify and review plans for new colleges and new educational centers within the district's Five-Year Academic and Capital Outlay Master Plans. (c) Community college districts shall develop procedures to identify and review plans for new colleges and new educational centers as defined in this article. These proposals shall contain at least the following elements: (1) Assessment of Needs and Preferences (section 55182), (2) Identification of Objectives (section 55183), and (3) Analysis of Alternative Delivery Systems (section 55184). (d) The Chancellor shall review each proposed new college and new educational center and shall recommend approval or disapproval to the Board of Governors. The Chancellor's analysis of these proposals shall stress inter-district concerns and evaluation of the delivery system proposed. (e) The Chancellor shall notify the community college district initiating the proposal and the California Postsecondary Education Commission of the findings and actions of the Board of Governors on the proposal.

	Note: Authority cited: Section 66700, 70901 and 81805, Education Code. Reference: Section 66700, 81805, Education Code.
55182	Assessment of Needs and Preferences. Applications for approval of new colleges or centers shall do all of the following: (a) describe the community area and characteristics of individuals to be served; (b) provide projections of potential enrollment demand in the service area which demonstrate significant unmet need, taking into account plans of nearby secondary and postsecondary institutions; (c) demonstrate significant community support and identify possible community opposition; (d) identify preferences for community college programs and services on the part of individuals in the service area; (e) insofar as possible, identify present and future labor market requirements for the proposed service area, a broader adjacent region, and the state; and (f) if possible, reconcile projected labor market requirements and community program preferences. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 81810, Education Code.
55183	Identification of Objectives. (a) Proposed college or educational center programs and services must be directed to the identified educational needs and preferences of the community to be served. (b) Objectives of the proposed programs and services must be sufficiently specific that the district board may evaluate the success with which needs and preferences are met. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 81810, Education Code.
55184	Analysis of Alternative Delivery Systems. (a) The proposed operation must be the most effective and equitable of feasible delivery system alternatives for providing intended programs and services. (b) Criteria for selecting the proposed delivery system must include: (1) accessibility of programs and services to individuals in the service area, (2) content and quality of programs and services, and (3) cost of programs and services. (c) Depending on the delivery system proposed, alternatives for providing the proposed programs and services must include, but need not be limited to: (1) increased utilization of existing district resources, (2) forming a new college, educational center, and/or outreach locations, and (3) use of media such as television, computer-assisted instruction or programmed learning packages. Alternative delivery systems considered must be adequately described, generally mutually exclusive, and limited to a manageable number to facilitate analysis and review. (d) Proposed sources of funding for needed resources must be identified for both short and long-term operations. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 81810, Education Code.
55185	Additional Criteria for Approval of Educational Centers. (a) In addition to satisfying the other requirements of this article, in order for a proposed center to be considered for state approval as an educational center after May 1, 2008, the needs assessment required by section 55182 must demonstrate that the proposed educational center meets at least one of the following criteria or those specified in subdivision (b): (1) The proposed educational center will generate at least 500 full-time equivalent student (FTES) in the first full academic year of operation to be used for eligibility to become an educational center by replacing locations other than the main campus of an existing college that have generated at least 500 FTES as reported on the district's most recent final attendance reports. (2) In service areas of proposed educational centers where locations other than an existing college are constrained by site limitations from providing the full range of instruction

	proposed for the educational center, as determined by standards set by the Chancellor, the proposed educational center must be able to generate at least 500 FTES in the first full academic year of operation that is used for eligibility to become an educational center based on both of the following: (A) the total number of FTES currently reported for courses offered at locations other than the main campus of an existing college which reported FTES on the district's most recent final attendance report and are to be replaced by the proposed educational center; and (B) the number of FTES the proposed educational center is projected to generate, based on a thorough analysis of current attendance practices, as a result of students residing in the proposed service area who currently attend courses offered at locations outside the proposed service area and would be expected to attend courses offered at the proposed educational center. (b) If the service area of a proposed educational center has an exceptionally high rate of population growth, as determined by standards set by the Chancellor, the district may obtain conditional approval of the educational center by demonstrating that, by no later than the third consecutive full academic year of operation that is used for eligibility to become an educational center, the proposed center will be able to generate at least 500 FTES in a year. This conclusion must be based on a thorough analysis, which includes but is not limited to, a review of the facility development schedule, population trends and projected demand for the educational programs to be included in the proposed educational center. Once the district demonstrates that the educational center has generated at least 500 FTES as reported on the district's most recent final attendance report, then full state approval for the educational center may be granted. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 66700, Education Code.
55200	Definition and Application. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794d). Note: Authority cited: Section 66700 and 70901, Education Code: References: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d, and title 42 United States Code section 12100 et seq.
55250	Approved Plan Required. Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.
55250.3	"Work Experience Education." Work-experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.
55252	Types of Cooperative Work Experience Education. Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

	(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.
58160	Noncredit Course Funding. (a) In order to be eligible to be claimed for state apportionment, a noncredit course must be approved pursuant to sections 55002 and 55150 and fall into one of the following statutory categories: (1) elementary and secondary basic skills courses and other courses such as remedial academic courses in reading, mathematics, and language arts; (2) courses in English as a second language, including vocational English as a second Language; (3) short-term vocational courses and programs with high employment potential; (4) workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decisionmaking, problem solving skills, and other courses required for preparation to participate in job-specific technical training; (5) courses in citizenship for immigrants; (6) parenting, including parent cooperative preschools, courses in child growth and development and parent-child relationships; (7) courses and programs for persons with substantial disabilities; (8) courses and programs for older adults; (9) courses and programs in home economics; and (10) courses in health and safety education. (b) The provisions of sections 58050, 58051, 58051.5, 58130 and related provisions of this chapter also apply in determining whether a noncredit course is eligible for funding. (c) In order to be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5, a career development or college preparation noncredit course must be part of a program or sequence of courses approved by the Chancellor pursuant to section 55151. (d) Courses of the type described in section 55151 may not be claimed for enhanced funding if they are not part of a program or sequence of courses which is approved by the Chancellor pursuant to that section, but such courses may continue to be offered and be claimed for basic noncredit funding, provided that each individual course has been approved by the Chancellor pursuant to section 55150 and falls into one of the categories described in subdivision (a). Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 84500, 84750.5, 84757 and 84760.5, Education Code.
58161	Apportionment for Course Repetition. A community college district may claim the attendance of students who repeat credit courses for state apportionment only if so authorized by this section and if all other requirements of this chapter are satisfied. (a) Where substandard academic work (as defined in section 55040) has been recorded for the attendance of a student in a credit course, apportionment may be claimed for a maximum of two repetitions of the course to alleviate substandard work pursuant to section 55042. (b) The attendance of students in legally mandated training as provided in section 55041 may be claimed for state apportionment without limitation. (c) The attendance of students in credit activity courses, and other courses described in subdivision (c) of section 55041, may be claimed for state apportionment for a maximum of four semesters or six quarters (the original enrollment and three semesters or five quarters of repeated enrollment). For purposes of this subdivision, semesters and quarters include summer sessions and intersessions. This limitation applies even if the student receives a substandard grade during one or more of the enrollments in such a course or petitions for

	repetition due to special circumstances as provided in section 55045. (d) The attendance of a student with a disability may be claimed for state apportionment each time the student repeats a credit special class as a disability-related accommodation which is justified by one of the circumstances described in section 56029. (e) The attendance of a student repeating a credit course by petition pursuant to section 55045 may be claimed for state apportionment for a maximum of two repetitions. (f) The attendance of a student repeating a credit course because the district determines pursuant to of section 55043 that there has been a significant lapse of time since the student previously took the course may be counted for only one repetition beyond the prior enrollment. (g) State apportionment may be claimed for the attendance of a student repeating a portion of a variable unit open entry/open exit credit course only to the extent that repetition of such courses is permitted pursuant to section 55044. (h) The attendance of a student repeating a cooperative work experience course pursuant to section 55253 may be claimed for state apportionment without limitation. (i) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit repetition of credit courses beyond the limits set forth in this section, but such additional repetitions may not be claimed for state apportionment. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.
58164	Open Entry/Open Exit Courses. (a) The term "open entry/open exit courses" refers to courses in which students enroll at various times, and complete at various times or at varying paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours. (b) For open entry/open exit courses for which credit apportionment is claimed, one unit of credit shall be awarded for approximately 48 hours of recitation, study, or laboratory work. Increments of less than one unit of credit shall be awarded in the same proportion. (c) Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve. (d) Full-time equivalent student computations for enrollment in open entry/open exit courses shall be made pursuant to the provisions of subsection (e) of section 58003.1. (e) The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course. (f) State apportionment shall not be claimed under this section for: (1) optional attendance at artistic or cultural presentations or events (such as, but not limited to, films, concerts, plays, or art exhibitions). (2) activities which are primarily student use of district facilities, equipment, or resources without provision of instruction involving specifically defined learning objectives and educational competencies set forth in the course outline of record. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.
58168	Tutoring. Tutoring, when provided by the college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code section 84757(a)(2).

	Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.
58170	Apportionment for Tutoring. Apportionment may be claimed for individual student tutoring only if all the following conditions are met: (a) The individual student tutoring is conducted through a designated learning center. (b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415. (c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor. (d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring." (e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need. (f) An attendance accounting method is established which accurately and rigorously monitors positive attendance. (g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above. (h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds. Note: Authority cited: Sections 70901 and 84500, Education Code. Reference: Sections 70901, 84500 and 87356, Education Code.
58172	Learning Assistance. Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either: (a) the learning assistance is a required component of another course, for all students in that course; or (b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

APPENDIX B: Guiding Principles for CPEC Review

Statement of "Guiding Principles" for Review of Degree and Certificate Programs[4]

California Postsecondary Education Commission

GUIDING PRINCIPLES

In a system of postsecondary education consisting of a diversity of institutions offering a wide range of programs and services, the review of plans and programs must be guided by a concern for the broad public interest. It must encourage programs that will increase the knowledge and skills of individual citizens and be accessible to everyone with the ability and desire to benefit from them. It must support programs and activities that promise to advance the frontiers of knowledge. And it must seek to foster quality within each segment and institution, preserving institutional identity, initiative, and vitality in the process.

At the same time, it must be alert to possible unnecessary duplication of effort, excessive costs, and inefficiencies in the allocation of resources.

As defined in statute, the Commission's role in the review process is advisory. The Commission's recommendations will be based on criteria which, to varying degrees, should guide the process at all levels. While all of the criteria listed below must be taken into account, they cannot be assigned fixed weight in determining the need for every degree or certificate program. The criteria to be employed by the Commission in defining the public interest as it relates to academic and occupational programs, not necessarily listed in order of importance, are the following:

1. Student Demand

Within reasonable limits, students should have the opportunity to enroll in programs of study in which they are interested and for which they are qualified. Therefore, student demand for programs, indicated primarily by current and projected enrollments, is an important consideration in determining the need for a program.

2. Societal Needs

Postsecondary education institutions bear a responsibility to fulfill societal needs for trained manpower and for an informed citizenry. Even though projecting manpower needs is far from being an exact science, such projections serve as one indication of the need for an existing or proposed program. As a general rule, employment prospects for graduates constitute a more important consideration in those programs oriented toward specialized occupational fields; with certificate or associate degree programs, the local employment market tends to be more significant than in the case of graduate programs where the state and national manpower situation assumes more importance. Recognizing the impossibility of achieving and maintaining a perfect balance between manpower supply and demand in any given career field, it

[4] excerpted from "The Commission's Role in the Review of Degree and Certificate Programs," December 1981

nevertheless is important to both society and the individual student that the number of persons trained in a field and the number of job openings remain in reasonable balance.

3. Appropriateness to Institutional and Segmental Mission

Programs offered by any institution within a given segment must comply with the delineation of function for that segment set forth in the California Master Plan, as well as with its own statement of mission and special emphasis approved by the segmental governing body.

4. The Number of Existing and Proposed Programs in the Field

An inventory of existing and proposed programs, compiled by the Commission staff from the plans of all segments of postsecondary education, provides the initial indication of apparent duplication or undue proliferation of programs, both within and among the segments. The number of programs alone, of course, cannot be regarded as an indication of unnecessary duplication. Programs with similar titles may have varying objectives; the regional distribution of programs in public institutions is a consideration; and the level of instruction is a factor. In general, each program should be evaluated in relation to all other programs in the subject in order to ascertain if the program under review represents a responsible use of public resources.

5. Total Costs of the Program

The relative costs of a program, when compared with other programs in the same or different program areas, constitute another criterion in the program review process. Included in the consideration of costs are the number of new faculty required and the student/faculty ratios; and the equipment, library resources, and facilities necessary to conduct the program. For a new program, it is necessary to know the source of the funds required for its support, both initially and in the long run.

6. The Maintenance and Improvement of Quality

The public interest demands that educational programs at all levels be of the highest possible quality. While primary responsibility for the quality of programs rests with the institution and the segment, the Commission, for its part, is interested in indications that high standards have been established for the operation and evaluation of the program. In the process, it is necessary to recognize that a proper emphasis on quality may require more than a minimal expenditure of resources.

7. The Advancement of Knowledge

The program review process should encourage the growth and development of creative scholarship. When the advancement of knowledge seems to require the continuation of existing programs or the establishment of program in new disciplines or in new combinations of existing disciplines, such considerations as costs, student demand, or employment opportunities may become secondary.