West Los Angeles College

New Program Development and Approval Handbook

Policy and Procedure

2015
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Preface: About this Handbook

The work of the Joint PIE/Budget Committee Meeting to evaluate processes in March 2014 identified the need to clarify the process for initiating new programs. This need also emerged from the Prioritization of Resource Requests by the PIE Committee as well as from the efforts of the FPIP Committee to prioritize faculty requests.

Under the auspices of the Academic Senate, a workgroup was formed to articulate the process for new program development and creation of a handbook. The group drew upon resources from the California Community Colleges State Chancellor’s Office, the Los Angeles Community College District Board Rules, and Administrative Regulations, and regional workforce documents, and integrated all requirements into West’s process and practice.

This Handbook represents a compilation of important references that are helpful in developing a new program, and includes:

- A description of the process for new program development and approval at West
- District resources
  - ‘Narrative Templates’ for new programs
  - Board Rules and Administrative Regulations
- State resources
  - Excerpts from the CCCC0 ‘Program and Course Approval Handbook’
- Regional CTE program approval resources and forms

We hope you find this Handbook useful, and that it strengthens the support all new programs provide in meeting the college mission and supporting student success.

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August, 2015
New Program Development and Approval Process

Educational Program Initiation Process (refers to certificates and majors only)

Overview: the process has 4 major phases:

I. Preliminary planning at West (gathering and presenting the rationale behind the program before the new program begins to move through the Curriculum Committee.)

II. Curriculum Process at West

III. Processes at the District

IV. Processes at the State Chancellor’s Office

The entire process can take two years:
The program has to be approved by the CCCCO before the District will consider any new courses it requires.
The CCCCO backlog runs to about 6 months.
Any courses that need UC articulation have to be approved by October in order to be offered the next fall.

I. Preliminary Planning at West (note that parts A and B can be done in any order)

A. Program Justification
   i. Demonstrate need
      1. CTE
         a. Are there jobs in the field?
         b. Is there unmet need? (If nearby colleges offer the training, are they able to accommodate enough students?)
      2. Transfer
         1. Are four-year colleges accepting transfers in the field?
      3. Any program
         1. Is there a need to replace an outdated program with this one?
         2. Is there other indication of need (e.g., in Program Reviews, Educational Master Plan)?
   ii. Demonstrate Feasibility
      1. Is the program a good fit with what we now offer? (For example, it might make use of facilities we have but do not fully use, or courses we already teach.)
      2. Are there grant opportunities for this program?
      3. Are there community partners ready to support the program? (Note that apprenticeship programs (RSI) require additional State approvals and a long lead time.)
4. Can we afford to offer the courses needed to complete the program in a reasonable time?
5. Will the program fit within our current facilities?
6. Can the College provide all the equipment, library resources and licenses the program needs?
7. Is there any issue with Minimum Qualifications?

B. Preliminary Program Design
   i. SLOs
      1. What skills, knowledge, or attitudes must student attain in the proposed program? (i.e., the Program SLOs)
      2. How will the program ensure students have the best opportunities to attain those outcomes? (How will learning be scaffolded? How do the Program SLOs break down into Course SLOs?)
   ii. Course Sequence
      1. What courses would best provide the learning opportunities?
         1. Does West already offer any of the needed courses?
         2. Is there any conflict with existing courses or programs (e.g., very similar, but not identical, courses needed for existing programs and for the proposed one)?
      2. Is a particular sequence of courses needed? (I.e., will the courses have prerequisites?)
      3. What basic skills will students need to succeed in the program?
   iii. Calendar
      1. How long should it take to complete the program?
      2. With what frequency will each course have to be offered? (I.e., provide a road map through the program.)
   iv. Articulation options
      1. Can the courses be aligned with ADTs?
      2. Are there transfer opportunities at Cal States, UCs or private universities?
      3. How and when will programmatic articulation agreements be set up?

C. Consultation (Note: these are consultations, not official approvals, and thus do not have to be done in order, except that College Council will want to be the last consultation.)
   i. Present to Curriculum Committee Tech Review (for completeness of preliminary planning)
   ii. Present preliminary planning to Divisional Council (information)
   iii. Present preliminary planning to Curriculum Committee (for recommendation to Academic Senate)
   iv. Present preliminary planning to College Council (information)
   v. Consider a Notice of Intent to LAOCRC
II. **New Program Processes at West**

A. Program (Note that all of these steps can be done in parallel with II.A, with the exception of II.A.i, which must be completed before the new program can be approved.)
   i. Present New Program to Curriculum Committee Tech Review on appropriate CCCO Narrative Template (for completeness)
   ii. Present proposed New Program to SLO Committee for recommendation to Curriculum Committee (for review of SLOs)
   iii. Present New Program to Curriculum Committee on appropriate CCCO Narrative Template (for recommendation to Academic Senate; Academic Senate forwards for required campus signatures.)

B. Courses
   i. Update any existing courses (All courses in a proposed program must have been updated within two years.)
      a. Present COR to Curriculum Committee Tech Review (for completeness)
      b. Present COR to SLO Committee for recommendation to Curriculum Committee (for review of SLOs)
      c. Present to Curriculum Committee (for Academic Senate Approval)
      d. Obtain 11 required signatures
   ii. Create all new courses needed
      1. Present COR to Curriculum Committee Tech Review (for completeness)
      2. Present COR to SLO Committee for recommendation to Curriculum Committee (for review of SLOs)
      3. Present to Curriculum Committee (for Academic Senate Approval)
      4. Obtain 11 required signatures

III. **New Program Processes at LACCD**

A. Program (must precede new courses, unless they can be accommodated in an existing program)
   i. Los Angeles Orange County Regional Consortium review and endorsement (for all programs with vocational TOP Codes)
      1. District Curriculum Committee (DCC) approval
      2. Present to LACCD CTE Deans Council (for referral to LAOCRC)
      3. Present to LAOCRC (for endorsement)
   ii. District Educational Support Services technical review and notifications
   iii. 20-day comment period
      a. If challenged, DCC presentation
      b. If rejected at DCC, DAS Exec appeal
   iv. Board of Trustee approval.
B. New Courses for the Program (for courses which can be accommodated in an existing program, e.g., as restricted electives in Liberal Arts degree)
   i. District Educational Support Services technical review and notifications
   ii. 20-day comment period
       1. If challenged, DCC presentation and DCC vote
       2. If rejected at DCC, DAS Exec appeal
   iii. Board of Trustee approval
   iv. Repeat process for any courses that were not accommodated in an existing program once the program has state approval

IV. New Program Processes at CCCC
c. West dean submits Program Narrative for CCCC approval
b. On approval, Educational Support Services enters program into program database.
c. Once the Program has State approval, put forward any courses that are only in the new program
Associate Degrees for Transfer (ADTs)
Revised 7.10.13

Please note well:

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

Item 1. Statement of Program Goals and Objectives
Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program’s goals and objectives. Identify the CSU baccalaureate degree program(s) for which students will be prepared to enter upon successful completion of the ADT. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU; please ensure that the narrative discussion makes references to this primary focus of the law.

If the ADT program goal selected is “Career Technical Education (CTE) and Transfer,” then the objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

Item 2. Catalog Description
The catalog description of the proposed ADT represents a commitment to the student and must be entered exactly as it will appear in the college catalog. Please include an overview of the knowledge and skills students will demonstrate upon completion.

Pursuant to SB1440, section 66746, the description must also include the following completion requirements:

“(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.”

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

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

Items 3-21.
No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

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

The following is a Microsoft Word® version of the Narrative discussed in the Appendix of the Program and Course Approval Handbook, 5th Edition Draft. This template is not to be used for Associate Degree for Transfer (ADT) or Adult High School Diploma (AHSD) Program proposals; separate templates are provided for these proposals (under the Admin > Templates tab) in the CCC Curriculum Inventory.

The following three templates are provided in this document:

1. (Credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)
2. (Credit) Certification of Achievement
3. (Noncredit) Certificate of Competency and Certificate of Completion

(Credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)

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

Item 1. Program Goals and Objectives

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

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

If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a
minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

If the associate degree program goal selected is “Transfer” or “Career Technical Education (CTE) and Transfer,” then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the associate degree program goal selected is “Other – Designed to Meet Community Needs,” then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: If the program is selective, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, specify all mandatory fees (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

**Item 2. Catalog Description**
The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the associate degree's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the description must list the potential careers students may enter upon completion.
• If the associate degree program goal selected includes **Transfer**, then the description must list baccalaureate major or related majors.

• If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion.

• If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

**Item 3. Program Requirements**

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor’s Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

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

**Course Sequence** – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program. Ensure the general education requirement pattern(s) specified does not constrain students’ individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

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

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Course Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Senate**
### A.A. Administration of Justice

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/#</th>
<th>Name</th>
<th>Units</th>
<th>CSU-GE</th>
<th>IGETC</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core (6 units)</td>
<td>ADMJ 50</td>
<td>Introduction to Justice</td>
<td>3</td>
<td>A1</td>
<td>Area 1</td>
<td>Yr 1, Fall</td>
</tr>
<tr>
<td></td>
<td>ADMJ 60</td>
<td>Criminal Law</td>
<td>3</td>
<td>B2</td>
<td>Area 4</td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td>Two courses (6 units)</td>
<td>ADMJ 40</td>
<td>Juvenile Justice Procedures</td>
<td>3</td>
<td></td>
<td>Area 2</td>
<td>Yr 1, Fall</td>
</tr>
<tr>
<td></td>
<td>ADMJ 55</td>
<td>Introduction to Correctional Science</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td></td>
<td>ADMJ 61</td>
<td>Evidence</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 1, Summer</td>
</tr>
<tr>
<td></td>
<td>ADMJ 63</td>
<td>Criminal Investigation</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 1, Spring/Spring</td>
</tr>
<tr>
<td></td>
<td>ADMJ 70</td>
<td>Community Relations</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>ADMJ 80</td>
<td>Criminal Trial Process</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 1, Summer</td>
</tr>
<tr>
<td></td>
<td>ADMJ 85</td>
<td>Introduction to Forensics</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td>Two courses</td>
<td>SOC 1</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>D6</td>
<td>Area 1</td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td>(6 units)</td>
<td>PSY 1</td>
<td>General Psychology</td>
<td>3</td>
<td>A1</td>
<td></td>
<td>Yr 1, Summer</td>
</tr>
<tr>
<td></td>
<td>PSY 5</td>
<td>Behavioral Sciences</td>
<td>4</td>
<td></td>
<td></td>
<td>Yr 1, Fall</td>
</tr>
</tbody>
</table>

**Required Major Total**
18-19 units

**Completion of CSU-GE Breadth or IGETC pattern**
37-39 units

(Possible double counting: 12 units)

**Transferable electives (as needed to reach 60 units)**

**TOTAL UNITS**
60 units

**Proposed Sequence:**
- Year 1, Fall = 15 units
- Year 1, Spring = 12 units
- Year 1, Summer = 3 units
- Year 2, Fall = 14 units
- Year 2, Spring = 16 units

**TOTAL UNITS: 60 units**

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

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.
If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations.

If the associate degree program goal selected is “Transfer,” or Career Technical Education (CTE) and Transfer,” then students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

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

**Item 4. Master Planning**

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

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

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through “program review,” during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.
If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester or 90 quarter units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.). Finally, if the selected program goal is “Other – Designed to meet local community needs,” then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer’s facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

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

**Item 5. Enrollment and Completer Projections**

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

(A) Enrollment Data

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

<table>
<thead>
<tr>
<th>CB01: Course Department Number</th>
<th>&lt;Year 1&gt;</th>
<th>&lt;Year 2&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB02: Course Title</td>
<td>Annual # Sections</td>
<td>Annual Enrollment Total</td>
</tr>
</tbody>
</table>

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

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

(B) Survey

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

Item 6. Place of Program in Curriculum/Similar Programs
Before completing this section, review the college’s existing program inventory in the CCC Curriculum Inventory, then address the following questions:

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

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

c) What related programs are offered by the college?

Item 7. Similar Programs at Other Colleges in Service Area
Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges’ catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

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

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

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

Please adhere to the following format conventions:

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

Item 1. Program Goals and Objectives

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

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

If the certificate program goal selected is “Career Technical Education (CTE),” then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is “Other – Designed to Meet Community Needs,” then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: If the program is selective, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, specify all mandatory fees (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:
- Convey the certificate’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)

- List all prerequisite skills or enrollment limitations

- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

- If the certificate program goal selected is “Career Technical Education (CTE),” then the description must list the potential careers students may enter upon completion.

- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

**Item 3. Program Requirements**

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor’s Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

**Course Sequence** – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing,
and/or mathematics may need more than two years to complete a two-year program. Ensure the general education requirement pattern(s) specified does not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

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

Certificate of Achievement: Administration of Justice

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/ #</th>
<th>Name</th>
<th>Unit(s)</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core (6 units)</td>
<td>ADMJ 50</td>
<td>Introduction to Justice</td>
<td>3</td>
<td>Yr 1/2, Fall</td>
</tr>
<tr>
<td></td>
<td>ADMJ 60</td>
<td>Criminal Law</td>
<td>3</td>
<td>Yr 1, Spring</td>
</tr>
<tr>
<td>Four Electives (12 units)</td>
<td>ADMJ 40</td>
<td>Juvenile Justice Procedures</td>
<td>3</td>
<td>Yr 1, Summer</td>
</tr>
<tr>
<td></td>
<td>ADMJ 55</td>
<td>Introduction to Correctional Science</td>
<td>3</td>
<td>Yr 1, Fall</td>
</tr>
<tr>
<td></td>
<td>ADMJ 61</td>
<td>Evidence</td>
<td>3</td>
<td>Yr 1, Spring</td>
</tr>
<tr>
<td></td>
<td>ADMJ 63</td>
<td>Criminal Investigation</td>
<td>3</td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>ADMJ 70</td>
<td></td>
<td></td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

Required Core Total: 6 units
TOTAL UNITS: 18 units

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

Or

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

If the program goal selected is “Career Technical Education (CTE),” then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory
committee’s recommendation, then the college must explain its departure from those recommendations.

Item 4. Master Planning
Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college’s mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

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

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the certificate. Furthermore, a proposed new certificate must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through “program review,” during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

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

Similarly, for a program with a selected goal of “Career Technical Education (CTE),” whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer’s facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended
Item 5. Enrollment and Completer Projections
This item should justify the number of projected students or “annual completers” to be awarded the certificate each year after the program is fully established as entered into the CCC Curriculum Inventory proposal field (discussed in sub-section one of this Guide). The justification must include either: (A) enrollment (student headcount) data or (B) a survey of prospective students and completer projections information.

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

<table>
<thead>
<tr>
<th>CB01: Course Department Number</th>
<th>&lt;Year 1&gt;</th>
<th>&lt;Year 2&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB02: Course Title</td>
<td>Annual # Sections</td>
<td>Annual Enrollment Total</td>
</tr>
<tr>
<td>Annual Enrollment Total</td>
<td>Annual # Sections</td>
<td>Annual Enrollment Total</td>
</tr>
</tbody>
</table>

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

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

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

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

Item 6. Place of Program in Curriculum/Similar Programs
Before completing this section, review the college's existing program inventory in the CCC Curriculum Inventory, then address the following questions:

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

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

f) What related programs are offered by the college?

Item 7. Similar Programs at Other Colleges in Service Area
Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges’ catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

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

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

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

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.
- Note: Only items #1-4 are required for noncredit certificate proposals.

Item 1. Program Goals and Objectives
Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program’s goals and objectives.

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

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is "Other – Designed to Meet Community Needs," then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: If the program is selective, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, specify all mandatory fees (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description
The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

**Item 3. Program Requirements**
The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

**Display the program requirements in a table format** that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

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

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

**Certificate of Competency: Language Development**

<table>
<thead>
<tr>
<th>Requireme</th>
<th>Dept. Name/ #</th>
<th>Name</th>
<th>Unit</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>ADMJ</td>
<td>Introduction to Language</td>
<td>3</td>
<td>Yr 1, Fall</td>
</tr>
</tbody>
</table>

Academic Senate
<table>
<thead>
<tr>
<th>Core (3 units)</th>
<th>50</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Electives (6 units)</td>
<td></td>
<td>Group Dynamics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversation</td>
</tr>
<tr>
<td>ADJ 40</td>
<td></td>
<td>Formal Settings</td>
</tr>
<tr>
<td>ADJ 55</td>
<td></td>
<td>Motivational Speaking</td>
</tr>
<tr>
<td>ADJ 61</td>
<td></td>
<td>Nonverbal Communication</td>
</tr>
<tr>
<td>ADJ 63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADJ 70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Core Total: 3 units
TOTAL UNITS: 9 units

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

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

**Item 4. Master Planning**
Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college’s mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

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

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

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

6100. Basic Criterion for Curriculum Development. The course of study in the Los Angeles Community Colleges shall be designed to meet the needs of students in the freshman and sophomore years of college.

Adopted 12-09-69
Amended 03-30-71

6101. Formulation and Approval of Courses. Courses of instruction and educational programs shall be approved by the Board of Trustees. Educational programs and courses of instruction which are not offered in approved educational programs shall be submitted to the Board of Governors, California Community Colleges, for approval, in keeping with the State Chancellor’s Office guidelines established pursuant to Title 5, CCR, 55000.5. The Board of Trustees shall establish policies for, and approve, individual courses which are offered in approved educational programs without referral to the Board of Governors.

EC 70902 (b)(2)
Title 5, C.C.R., 55000.5, 55002(a), 55100

Adopted 12-09-69
Amended 03-30-71
Amended 07-12-72
Amended 10-22-97
Amended 03-24-04

6102. Community College Courses of Study. The courses of study may include courses designed to prepare students for admission to the upper division of senior colleges and universities, to prepare students for vocational competence, and to provide civic and liberal education to citizens of the community.

EC 78201
Title 5, C.C.R., 55001
6103. COURSE OUTLINES. The President of each college or his/her appointed representative shall maintain course outlines in either hard copy or electronic format. Course outlines shall be reviewed and updated at least once every six years.

Title 5, C.C.R., 55002
Administrative Regulation: E-15

1. A college may publish new A.A. or A.S. Degrees, Certificates of Achievement, Certificate of Completion, or Certificates of Competency in its catalog after the date of the letter of approval from the State Chancellor’s Office. A college may publish new Skills Certificates (certificates less than 18 units not approved by State) upon completion of local approval through the college’s curriculum approval process.

2. New or “added” credit courses which are part of an approved program may be published in the college catalog and schedule of classes after approval by the Board of Trustees of the Los Angeles Community College District (LACCD).

3. New or “added” credit courses which are not part of an approved program may be published in the college catalog and schedule of classes after approval by the Board of Trustees of the LACCD provided the College is authorized by the State Chancellor’s Office to approve “stand-alone courses.” If the College is not authorized by the State Chancellor’s Office to approve “stand-alone courses,” then the course may be published in the college catalog and schedule of classes after the date of the letter of approval is received from the State Chancellor’s Office.

4. New or “added” noncredit courses may be published in the college catalog and schedule of classes after the date of the letter of approval is received from the State Chancellor’s Office.
1. **BACKGROUND**

Section 70901(b)(10) of the California Education Code requires the Board of Governors to approve all new programs. Section 70902(b) (2) also mandates individual colleges to uphold state standards for programs, based upon curriculum policies each district is mandated to establish. These responsibilities are carried out through a curriculum committee constituted as required by Title 5 California Code of Regulations (C.C.R.) section 55002(a). Title 5, CCR, Sections 55001 and 55006 specify college curriculum reporting obligations. Education Code section 78015 and Title 5C.C.R. sections 55130 and 55150 establish the criteria for the approval of new credit and noncredit programs. Board Rule 6101 establishes District policy on approval of new programs.

Note: 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."

2. **PROGRAM PLANNING AND DEVELOPMENT.**

1. **Program Approval Criteria**

In reviewing and recommending a program, the college curriculum committee shall determine that the proposed program meets the following criteria (California Community College Chancellor's *Program and Course Approval Handbook*, Appendix B):

   1. **Appropriateness to mission.** The stated goals and objectives of the proposed program are consistent with the mission and master plan of the college. The program provides systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

   2. **Need.** There must be a demonstrable need for a program that meets the stated goals and objectives in the region the college proposes to serve with the program.
3. **Quality.** Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

4. **Feasibility.** The college has the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections. Approval of the new program must incorporate a detailing of costs sufficient to determine that this criterion can be fulfilled by the college. The college must make a commitment to offer the required courses 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.

5. **Compliance.** The program complies with all other laws applicable to it, including federal regulations, licensing requirements and any legal requirements that may exist for particular courses or programs.

2. **DEGREES AND CERTIFICATES**

1. Types of Credit Programs
   a. Associate Degrees
      All associate degrees in California are one of two general types, Associate in Arts or Associate in Science. There is no difference in law as to the requirements for the two.
      Associate degrees must require coursework in a major or area of emphasis. There are also requirements for general education and for demonstration of competency in reading, written expression, and mathematics for the associate degree.
      * A **major** is defined as a minimum of 18 units in a field or related fields selected by the college.
      * An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 units in related fields intended to prepare the student for a particular major at the four-year institution or to prepare a student for a particular field as defined by the community college. General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis.
   b. Certificates of Achievement
      A “certificate of achievement” is 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 coursework. System Office approval is required.
      The college may also request approval from the State Chancellor’s Office for certificate programs that consist of 12 or more semester units or 18 or more quarter units. In order to be approved, the certificate must represent a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.
c. Skills Certificates

Colleges may also award un-transcripted certificates for fewer than 18 units (Skills Certificates) without System Office approval.

2. Types of Noncredit Certificates
   a. Noncredit Certificates of Competency

   A program leading to improved employability or job opportunities
   b. Noncredit Certificates of Completion

   A program in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

3. TYPES OF PROGRAMS
   1. Career and Technical Education (CTE) Programs

   A CTE program is one whose primary goal is preparing students for employment immediately upon completing the program, and/or upgrading employment skills. 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 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.

   There are ten Regional CTE Consortia, composed of vocational education and economic development administrators, faculty, and staff from each college in the region. Their purposes are to increase collaboration among colleges, encourage regional planning, offer professional development, and promote marketing of community college CTE programs.

   The State Chancellor's Office requires new CTE programs to be recommended by the Regional CTE Consortium, mainly as a means of carrying out its responsibility for ascertaining the need for the proposed program in regard to other community colleges in the area, as specified by Title 5, Section 55130(b)(8)(E). The State Chancellor’s Office will rely heavily upon the advice of Regional CTE Consortium in regard to the approval criterion of need. If the review of evidence of need is thorough at the regional level, State Chancellor’s Office approval will be expedited. This regional review also serves as a quality check, so colleges can be assured 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 Regional CTE Consortium is not absolute. If a program has been refused a recommendation for approval by a Regional CTE Consortium, and the college feels the refusal was unjustified or unfair, it may submit the program to the State Chancellor’s Office without a positive regional recommendation. But the burden of
justification will be on the college to show why the application should be approved without a positive recommendation.

Justification of the need for new CTE programs is specifically required through a job market study, pursuant to the Education Code. Some CTE programs also have a transfer component. The State application for a new CTE program includes an item for colleges to provide information on the transfer applicability of programs that are primarily CTE

2. Transfer Programs

A transfer program is a degree or degree major, that primarily prepares students to major in a particular university subject matter, or that primarily provides baccalaureate-level general education. The chief differences are that no labor market or employer survey information is necessary, and transfer documentation is required.

The appropriateness of these programs for transfer may be documented either according to a programmatic articulation agreement, or according to a specific comparison of the coursework required at the community college and the university. A recommendation from the Regional CTE Consortium is not required for these programs.

All degree majors, of whatever scope, that may appear by name on a student transcript or diploma, require State Chancellor’s Office approval. Most transfer programs are degree majors; however, it is possible for colleges to offer certificates that are primarily of value to transfer students.

3. Conjoint Programs

A conjoint program is defined by the State Chancellor’s Office as one 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. There are two basic curriculum arrangements:

- Each participating college offers the identical or nearly identical curriculum pattern, and each offer all or nearly all the courses required for the program. The collaboration is in designing a uniform curriculum, and submitting a unified approval application. The colleges may or may not share some resources for the program.
- Participating colleges offer different parts of the curriculum needed to complete the program, and students must take some courses at one college and some courses at another. Colleges share program resources;
there is really only one program, but more than one college is authorized to confer the program award.

When a conjoint program application has been approved for a particular geographical area, another college in the same area may request to be added to the conjoint approval within no more than one year from the date when the original conjoint application received final approval from the State Chancellor’s Office, provided that the program the college wishes to offer is essentially the same (an explanation must be provided if there are differences between the requirements at one participating college and the others in the conjoint application), and evidence has been provided, as part of either the original application or the supplemental request, that the job market is sufficient to justify another college’s offering the same degree or certificate.

4. Apprenticeship Programs

Approval of all apprenticeship programs, credit or noncredit, requires separate approval. Apprenticeship credit and noncredit offerings have some unique elements regarding curriculum approval and funding approval. All apprenticeship credit programs and noncredit courses must obtain State Chancellor’s Office approval for each college responsible for the offerings.

The apprenticeship curriculum offered by community colleges is referred to as related and supplemental instruction (RSI) in the apprenticeship law and in the Budget Act. In apprenticeship circles one sometimes hears reference to “Montoya Funding” when talking about related and supplemental instruction, but in the law there is no mention of the term “Montoya Funding.” Apprenticeship RSI can be described as follows:

An employer who has an apprenticeship RSI program at an adult school or regional CTE program center can apply to move the program to a community college. If the college wants approval to offer the program, it must follow the procedures set forth in this handbook.

Because apprenticeships receive approval from another State agency (the Department of Industrial Relations), they are not sent to the California Postsecondary Education Commission (CPEC) for review.

If the district intends to receive apprenticeship RSI funding, the Budget Act states that the program or courses must have the approval of the State Chancellor’s Office. Thus the district must receive from the State Chancellor’s Office both 1) curriculum approval; and 2) RSI funding approval. For both these approvals, the application must contain documentation that the apprenticeship has been approved by the Division of Apprenticeship Standards within the Department of Industrial Relations. The approval documentation must list the specific campus approved for the RSI, and must be signed by the Chief of the DAS or his designee.
Because funding of apprenticeship programs involves long range planning to provide adequate funding, it is important for college to notify the State Chancellor’s Office apprenticeship coordinator as soon as the district decides to give the employer or program sponsor a letter of intent to be the Local Educational Agency (LEA). This notification is to be used when working with a new apprenticeship program or applying for the transfer of an existing program from another community college, adult school, or regional CTE program center.

3. PROGRAM APPROVAL PROCESS

The following procedures apply to proposals for new degrees and certificates, and substantive changes to existing programs (including additions of new options or tracks, changes to program goals and objectives that are substantially different from those for which the program was originally approved or the addition of a degree to an existing certificate). These procedures do not apply to non-substantial changes to approved programs. These procedures are the recognized educational program procedures of the LACCD as required by Title 5 of the California Code of Regulations.

1. Approval Process for New Degrees, Certificates of Achievement, and Substantial Changes to Programs.

STEP 1) New program proposals or substantial program changes (as defined by the Program and Course Approval Handbook) will be initiated by a faculty member/faculty members; and

STEP 2) Approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval procedures process.

STEP 3) New program proposals or substantial program changes will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college’s curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) New program proposals or substantial program changes will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new program or substantive program changes to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed new program and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President for approval and recommendation to the Board of Trustees.
If the proposed new program has a vocational TOP code, the College President (or designee) will request to have the proposed new program placed on the agenda of the Regional Consortium. Proposals may be placed on the agenda of the Regional Consortium concurrently with Curriculum Committee approval, provided that the Curriculum Committee approves that action.

STEP 7) The College President will forward his/her recommendation to the Educational Support Services Division, which will conduct technical review and electronically notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President. The DAS Vice President will notify the appropriate Discipline Committee Chairs.

STEP 8) Following the notification described in step 7, college have twenty (20) working days to submit a challenge to the program or substantial change as described in STEP 12 below.

If after twenty (20) working days, no challenges are received, the Chair of the District Curriculum Committee will notify the District Senate President and the Vice Chancellor Educational Student Support Services Division, who will place the proposed new program or substantial program change on the next available agenda of the Board of Trustees and forward a copy of the Board agenda to the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President.

STEP 9) The Board of Trustees will review and approve (or disapprove) the proposed new program or substantial program change.

STEP 10) Following Board approval, the Chancellor or designee will sign the Application for Approval – New Credit Program (CCC-501) or Substantial Changes to an Approved Credit Program (CCC-510) form and the Educational Support Services Division will forward the proposal to the college for submission to the State Chancellor's Office for final approval. If the program is not approved by the Board of Trustee, the Educational Support Services Division will notify the college and the Chair of the DCC.

STEP 11) Once the program receives final approval, the Educational Support Services Division will enter the new program(s) into the program database.

STEP 12) Challenges to New Program or Substantial Program Change

The DCC shall employ the following procedures in adjudicating a challenge:

1: Initiating the Challenge

Within the 20 day challenge period, a DCC member forwards his or her objections to a new program and provides written arguments to the District Curriculum Committee Chairperson. These written arguments should directly apply to at least one of the five areas listed in section 2 of this regulation:
2. Presenting the Challenge

Upon receipt of a challenge the DCC Chair shall notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, College Academic Senate Presidents, as well as the District Academic Senate (DAS) President. The DCC Chair shall place the challenge on the next DCC agenda, however, challenges will not be placed on the DCC agenda until at least 10 working days have elapsed from the time the parties listed above were notified.

The DCC representative or his or her designee from the college where the program is being proposed presents and summarizes the new program in question to the DCC.

The challenging DCC member or college representative presents his or her argument(s) opposing the new program to the DCC.

3. Countering the Challenge

The representative from the college introducing the new program reviews the arguments from the contesting college(s) or DCC members and presents its counter arguments at the following DCC meeting.

At the DCC meeting where the counter arguments from the college introducing the new program are presented, the college challenging the program will be provided an opportunity to rebut the counter arguments.

The DCC reviews and discusses both sides of the argument, votes whether or not to endorse the recommended new program.

4. Appeals to DAS

If the DCC denies the request, the college can appeal the decision to the District Academic Senate Executive Committee for a final decision.

B. SKILLS CERTIFICATES

STEP 1) New Skills Certificate proposals will be initiated by a faculty member/faculty members; and

STEP 2) approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval process.
STEP 3) New Skills Certificate proposals will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college’s curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) New Skills Certificate proposals will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new Skills Certificate to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed new Skills Certificate and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President for approval.

STEP 7) The College President will forward his/her recommendation to the Educational Support Services Division, which will conduct technical review and electronically notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President that the Skills Certificate has been received and will be entered into the District’s program database.

C. NONCREDIT CERTIFICATES OF COMPLETION AND CERTIFICATES OF COMPETENCY

STEP 1) New Noncredit Certificate proposals will be initiated by a faculty member/faculty members; and

STEP 2) approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval process.

STEP 3) New Noncredit Certificate proposals will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college’s curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) New Noncredit Certificate proposals will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new Noncredit Certificate to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed new Noncredit Certificate and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President for approval.
STEP 7) The College President will forward his/her recommendation to the Educational Support Services Division, which will conduct technical review and electronically notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President that the Noncredit Certificate proposal has been received and will be placed on the next available agenda of the Board of Trustees.

STEP 8) Following Board approval, the Chancellor or designee will sign the noncredit certificate application and the Educational Support Services Division will forward the proposal to the State Chancellor's Office for final approval.

4. NON-SUBSTANTIAL CHANGES TO EXISTING PROGRAMS

A non-substantial change to an approved program consists of a change to one of the following: TOP code, program title, required units, or degree type.

STEP 1) Non-substantial change proposals will be initiated by a faculty member/faculty members; and

STEP 2) approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval process.

STEP 3) Non-substantial change proposals will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college’s curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) Non-substantial change proposals will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new Non-substantial change to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed Non-substantial change and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will sign the necessary State form and send it to the State Chancellor’s Office. The Vice President will also forward a copy to the Educational Support Services Division, which will input the change into the program database.

5. DELETION/DISCONTINUANCE OF PROGRAMS

Program deletion/discontinuance must follow the procedures contained in the college’s viability review process as required by Board Rule 6803.

6. REVISION OF NEW PROGRAM APPROVAL PROCESS

The procedures described in this regulation may be reviewed, changed, or adjusted subject to the mutual agreement of the District Academic Senate and Chancellor.
7. DEFINITIONS

For the purpose of these procedures, “working day” means a day when the majority of the colleges in the District are in session, excluding Saturdays, Sundays, holidays, with the exception that days occurring between July 1 and August 15 will not be counted as working days.
1. **BACKGROUND FOR CURRICULUM PLANNING AND DEVELOPMENT**

The Board of Governors of the California Community Colleges has adopted regulations establishing distinct sets of standards for courses, which may or may not be applied for credit toward the associate degree. In addition, the Board of Governors requires that noncredit courses be approved through the same local curriculum review and approval process as that required for credit courses. Title 5, sections 55000-55202 provide the regulatory framework for curriculum approval. The college and/or district curriculum committee shall be established by mutual agreement of the college and/or district administration and the academic senate. The committee shall either be a committee of the academic senate, or a committee, which shall include faculty and may otherwise be comprised in any way that is mutually agreeable to the college and/or district and the academic senate. Regulations require that all courses at a community college be reviewed and approved for recommendation by a college curriculum committee, and/or when applicable a district curriculum committee be established in a manner that is acceptable to the local academic senate, as well as the campus or district administration. This means that the academic senate must approve the process and structure of the committee charged with curricular review and approval. Once the process and structure of the curriculum committee have been established, this committee will then serve as the required body to which all course and program changes for the college will be submitted. The curriculum committee will also serve as the body that determines the appropriateness of prerequisites, corequisites and advisories for all courses.

2. **DISTRICT CURRICULUM COMMITTEE**

A District Curriculum Committee shall be established to recommend policies and procedures concerning curriculum development, oversee the curriculum approval process, and to make recommendations to the District Academic Senate on curriculum matters.

The District Curriculum Committee will be a standing committee of the District Academic Senate.
The composition of the Committee is as follows:

* The nine local college faculty chairs of the college curriculum committees (9)
* The President and Vice President of the DAS (2)
* A faculty member representing AFT (Article 32, C Agreement) (1)

Student (1) selected by Student Affairs Committee

An Articulation Officer (1) selected by college Articulation Officers

Academic Affairs Vice President (1)

Educational Support Services Division representative (1)

(* Indicates voting member)

A quorum will consist of 7 voting members. Other Academic Vice Presidents or faculty may serve as resource persons. The committee will be chaired by the Vice President of the District Academic Senate.

3. CURRICULUM PLANNING AND DEVELOPMENT

This regulation applies to all curriculum proposals and provides the curriculum procedures of the Los Angeles Community College District (LACCD) as required by Title 5 of the California Code of Regulations. This is the recognized curriculum development and approval policy for the LACCD.

a. New Courses

1. Approval Criteria

In reviewing and recommending a course, the college curriculum committee shall consider whether the proposed course meets the following criteria:

a. Appropriateness to college mission. The stated goals and objectives of the proposed course are consistent with the mission and master plan of the college. The course provides systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

b. Need. There must be a demonstrable need for a course that meets the stated goals and objectives of the college’s Educational Master Plan.

c. Quality. The course meets the standards and criteria contained in Title 5, section 55002.

d. Feasibility. The college has the resources necessary to support the course at the level of quality presupposed in the course design.
2. Procedures

STEP 1: A new course proposal will be initiated by a faculty member/faculty members and approved by a majority of regular faculty within the discipline at the college. If there are no regular faculty members within a discipline, adjunct faculty members within the discipline may approve the proposal.

STEP 2: The District Office’s Educational Support Services Division will assign a course number and, if necessary, a subject code and abbreviation.

STEP 3: Curricular proposals will be forwarded to the chair of the college Curriculum Committee and the Vice President of Academic Affairs or designee for technical review in keeping with the college’s curriculum approval process. The proposals will then be forwarded to the Curriculum Committee for action.

STEP 4: All proposed new courses will be placed on the agenda of the college Curriculum Committee for action in accordance with the college’s curriculum approval process and the Brown Act. Each proposal, approved by the Curriculum Committee, will be forwarded to the college Academic Senate for consideration. Senate recommendations will be forwarded to the Vice President of Academic Affairs and the College President.

STEP 5: Following all college approvals, the college’s Vice President of Academic Affairs, or designee, will forward the approved Course Outline to the Educational Support Services Division for posting.

STEP 6: The Educational Support Services Division will conduct a technical review and electronically notify the Vice President of Academic Affairs, the Curriculum Committee Chairs, Curriculum Deans, Academic Senate Presidents, District Academic Senate, Senate President and Vice President, and the Articulation Officers at all colleges in the District. The District Academic Senate Vice President will notify the appropriate Discipline Committee Chairs. These parties have twenty (20) working days to forward any comments to the college proposing the course. These parties do not have the authority to prevent the approval of the course, but they may express concerns they would like the initiating college to consider.

STEP 7: A District Discipline Committee or any member of the District Curriculum Committee can request to have a new course proposal reviewed by the District Curriculum Committee prior to recommendation to the Board of Trustees. Concerns will be in writing and will be sent (either electronically or in hard-copy) to the Chair of the DCC, with a copy to the Vice Chancellor of Educational Support Services. Concerns from a
Discipline Committee must be in the form of a letter signed by a majority of the members of the District Discipline Committee or in minutes from a District Discipline Committee meeting, where there was a quorum and a majority of the members present voted for the action.

STEP 8 Upon receipt of the written concerns, the Chair of the DCC will place the matter on the next agenda of the DCC and the clock on the 20-day review period will stop. If the concerns were raised by a District Discipline Committee, the Chair of the DCC will notify the District Discipline Committee Chair, as well as the Curriculum Committee Chair from the proposing college, as to the date when the committee’s concerns will be reviewed by the DCC.

STEP 9: During the DCC meeting when the concerns are discussed, the DCC will review the written concerns, listen to comments from both the college proposing the course and the Chair of the District Discipline Committee or the Curriculum Committee Chair from the college opposing the course. The DCC will discuss the concerns and formulate possible recommendations.

If the DCC has any recommendations, the DCC Chair will forward those recommendations to the Senate President and College President of the college proposing the course (with copies to the Vice President of Academic Affairs and the Curriculum Committee Chair). The DCC will then either take action to restart the clock on the 20-day review process or extend the review process by up to an additional 20 days. If the DCC extends the review period, it will do so with explicit recommendations for actions to be taken by the college, District Discipline Committee or both.

STEP 10: At either the end of the initial 20-day review period (less the time taken for DCC review) or at the end of the extended review period, the new course will be placed on the next available agenda of the Board of Trustees.

STEP 11: If after twenty (20) working days, no requests (see STEP 7) are received for DCC review, the Chair of the District Curriculum Committee will notify the District Academic Senate President and the Vice Chancellor of Educational Support Services, who will place the proposed new course on the next available agenda of the Board of Trustees and electronically forward a copy of the Board item to the DAS President, DAS Vice President, Vice Presidents of Academic Affairs, Curriculum Deans and Curriculum Committee Chairs.

STEP 12: Following Board action, the Educational Support Services Division will enter the new course(s) into the course database.

b. Changes to Existing Courses

   1. Procedures
The procedures in this section apply to changes to course attributes of existing courses with the same subject title and subject number, approved at more than one college. The course attributes subject to these procedures are as follows:

- Course Title
- Units
- TOP Code
- Course Classification (Liberal Arts & Sciences, Occupational, Developmental, etc.)
- CSU Transferability
- Associate Degree Applicable
- Special Class Status (for disabled students)
- Basic Skills Indicator
- Student Accountability Model (SAM) Code

Changes to these attributes, approved through the procedures listed below shall be applied to the course at all colleges in the District where the course is offered. All other changes to existing courses will be made in accordance with established college curriculum approval process and may vary by college.

STEP 1: Changes to the course attributes (data elements) listed above shall be initiated and approved at the college level by the faculty in the discipline.

STEP 2: Proposals for course changes will be forwarded to the chair of the college Curriculum Committee and the Vice President of Academic Affairs for appropriate action, as determined by college curriculum approval process.

STEP 3: The proposed course revisions will be placed on the agenda of the college Curriculum Committee for action. Upon approval by the Curriculum Committee, each proposed course change will be forwarded to the college Academic Senate for consideration, in keeping with college curriculum approval process. Senate recommendations will be forwarded to the Vice President of Academic Affairs.

STEP 4: The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President.

STEP 5: Following all college approvals, the college’s Vice President of Academic Affairs, or designee, will forward the approved Course Change form (electronically or in hardcopy) to the Educational Support Services Division for posting.

STEP 6: The Educational Support Services Division will conduct a technical review and electronically notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Deans, Academic Senate Presidents, District Academic Senate President and Vice President, and the Articulation Officers at all colleges in the District. The District Academic Senate Vice President will notify the appropriate Discipline Committee Chairs. These parties
have twenty (20) working days to forward any comments to the college proposing the change. These parties do not have the authority to prevent the change, but they may express concerns they would like the initiating college to consider.

STEP 7: A District Discipline Committee or any member of the District Curriculum Committee can request to have a course change proposal reviewed by the District Curriculum Committee. Concerns will be in writing and will be sent (either electronically or in hardcopy) to the Chair of the DCC, with a copy to the Vice Chancellor for Educational Support Services. Concerns from a Discipline Committee must be in the form of a letter signed by a majority of the members of the District Discipline Committee or in minutes from a District Discipline Committee meeting, where there was a quorum and a majority of the members present voted for the action.

If, after twenty (20) working days no requests are received, the recommended changes can be made to the course(s). Changes affecting courses with active sections will be effective in the next available semester.

If, after twenty (20) working days, requests are received they will be placed on the agenda of the next DCC meeting and the Vice Chancellor of Educational Support Services Division will be notified. Upon receipt of the concerns, the clock on the 20-day review period will stop. If the concerns were raised by a District Discipline Committee, the Chair of the DCC will notify the District Discipline Committee Chair, as well as the Curriculum Committee Chair from the proposing college, as to the date when the committee’s concerns will be reviewed by the DCC.

STEP 8: During the DCC meeting when the concerns are discussed, the DCC will review the written concerns, and listen to comments from both the college proposing the course change and the Chair of the District Discipline Committee or the Curriculum Committee Chair from the college opposing the course change. The DCC will then accept or deny the requested course change. If the DCC denies the request, the college can appeal the decision to the District Academic Senate Executive Committee for a final decision.

c. Cross-Listing (Course Content Equivalency)

Cross-listed courses are courses that are closely aligned. The following course attributes must be identical Districtwide: course title, units, credit status, degree applicability and CSU transferability. Additionally, the following course attributes must be the same at the college: catalog and schedule description, hours, course content and objectives, prerequisites, corequisites and advisories, general education placement, as well as IGETC and CSU GE Certification area (if applicable). Courses requiring a Master’s Degree to teach may not be cross-listed with courses not requiring a Master’s Degree. Once the courses are cross-listed, a person qualified to teach in either discipline may teach either course. All cross-listings must be approved by the respective district discipline committees and the District Curriculum Committee (DCC).
STEP 1: Requests to cross-list courses shall be initiated and approved at the college level by the faculty in the disciplines.

STEP 2: Proposals to cross-list courses will be forwarded to the chair of the college Curriculum Committee and the Vice President of Academic Affairs for appropriate action, as determined by college curriculum approval process.

STEP 3: The proposal to cross-list courses will be placed on the agenda of the college Curriculum Committee for action. Upon approval by the Curriculum Committee, each proposed course cross-listing will be forwarded to the college Academic Senate for consideration, in keeping with college curriculum approval process. Senate recommendations will be forwarded to the Vice President of Academic Affairs.

STEP 4: The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President.

STEP 5: Following all college approvals, the initiator of the proposal will consult with the appropriate DAS VP to obtain contact information for each District Discipline Committee and will be responsible for obtaining approval from each of the District Discipline Committees. The initiator shall have ninety (90) calendar days (excluding Summer) to gain approval.

STEP 6: Simultaneously with Step 5, the college’s Vice President of Academic Affairs, or designee, will forward an electronic copy of the approved Course Cross-Listing form to the Educational Support Services Division for a twenty (20) working day posting in accordance with the posting schedule.

STEP 7: Within ninety (90) calendar days, the cross-listing proposal, along with the recommendation from the District Discipline Committees, will be sent to the DCC Chairperson and placed on the next available DCC agenda for action. However, unless the request is endorsed by all appropriate District Discipline Committees, it will not be considered for approval. If any of the District Discipline Committees do not respond within ninety (90) calendar days, the cross-listing request will be placed on the next available DCC agenda for review and action. A non-response by a discipline committee will signify tacit approval of the request.

STEP 8: If the DCC approves the proposal to cross-list courses, the DCC Chair will notify the appropriate District Discipline Chairs and the Educational Service Support Division. The cross-listed courses will be entered into the course database and the effective date will be posted. Cross-listings affecting courses with active sections will be effective in the next available semester for which no sections have been scheduled. All approved Cross-listed courses will be identified in the college catalog, even if all courses are not offered on that campus. If the college offers one of the Cross-listed courses then the college must list both of them in the catalog.
NOTE: Colleges have one year from the date of the implementation of these revised procedures to submit lists of courses to be cross-listed in accordance with the requirements above. Only these courses will be listed in the course database as cross-listed courses. All previous cross-listing will be deleted from the course database.

d. Addition of Existing District Courses to a College’s Curriculum

Procedures

STEP 1: A proposal to add an existing District course will be initiated by a faculty member/faculty members and approved by a majority of regular faculty within the discipline at the college. If there are no regular faculty members within a discipline, adjunct faculty members within the discipline may approve the proposal.

STEP 2: Curricular proposals will be forwarded to the chair of the college Curriculum Committee and the Vice President of Academic Affairs or designee for technical review in keeping with the college’s curriculum approval process. The proposals will then be forwarded to the Curriculum Committee for action.

STEP 3: All proposed courses will be placed on the agenda of the college Curriculum Committee for action in accordance with the college’s curriculum approval process and the Brown Act. Each proposal, approved by the Curriculum Committee, will be forwarded to the college Academic Senate for consideration. Senate recommendations will be forwarded to the Vice President of Academic Affairs and the college President.

STEP 4: Following all college approvals, the college’s Vice President of Academic Affairs, or designee, will forward the approved Course Outline to the Educational Support Services Division for informational posting to the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Deans, Academic Senate Presidents, District Academic Senate President and Vice President, and the Articulation Officers at all colleges in the District.

STEP 5: The Educational Support Services Division will conduct a technical review and place the courses on the next available agenda of the Board of Trustees.

e. Experimental/Emergency Courses

Colleges may offer an experimental/emergency course on a provisional basis for one full academic year if the course is approved by the college's curriculum approval process. Courses will be given a “99” number designation.

During the second semester, the college must submit a complete course proposal with a regular course number following the procedures for creating a new course as described in Section 3(a)(2). The “99” course shall be terminated at the end of the second semester.
Procedures

STEP 1: A proposal to add an experimental/emergency course will be initiated by a faculty member/faculty members and approved by a majority of regular faculty within the discipline at the college. If there are no regular faculty members within a discipline, adjunct faculty members within the discipline may approve the proposal.

STEP 2: Curricular proposals will be forwarded to the chair of the college Curriculum Committee and the Vice President of Academic Affairs or designee for technical review in keeping with the college’s curriculum approval process. The proposals will then be forwarded to the Curriculum Committee for action.

STEP 3: All proposed courses will be placed on the agenda of the college Curriculum Committee for action in accordance with the college’s curriculum approval process and the Brown Act. Each proposal, approved by the Curriculum Committee, will be forwarded to the college Academic Senate for consideration. Senate recommendations will be forwarded to the Vice President of Academic Affairs and the college President.

STEP 4: Following all college approvals, the college’s Vice President of Academic Affairs, or designee, will forward the approved Course Outline to the Educational Support Services Division for informational posting to the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Deans, Academic Senate Presidents, District Academic Senate President and Vice President, and the Articulation Officers at all colleges in the District.

STEP 5: The Educational Support Services Division will conduct a technical review and place the courses on the next available agenda of the Board of Trustees.

f. Modules

Modules are defined as courses that are a subset of an existing course (i.e. “Parent Course”) which retain most of the original attributes of the parent course with the exceptions of the course number, which will be appended by a letter, course title, which will also be appended by the same letter appended to the course number, units, and hours. The combined units and hours of the modules must equal those of the parent course.

For example: Math 105: Arithmetic is a 3-unit, 3-hour lecture course. Math 105A: Arithmetic A is a 1-unit, 1-hour lecture course, Math 105B: Arithmetic B is a 1-unit, 1-hour lecture course, and Math 105C: Arithmetic C is a 1-unit, 1-hour lecture course.

Procedures

STEP 1: A proposal to modularize a course will be initiated by a faculty member/faculty members and approved by a majority of regular faculty within
the discipline at the college. If there are no regular faculty members within a discipline, adjunct faculty members within the discipline may approve the proposal.

STEP 2: Curricular proposals will be forwarded to the chair of the college Curriculum Committee and the Vice President of Academic Affairs or designee for technical review in keeping with the college’s curriculum approval process. The proposals will then be forwarded to the Curriculum Committee for action.

STEP 3: All proposed modularized courses will be placed on the agenda of the college Curriculum Committee for action in accordance with the college’s curriculum approval process and the Brown Act. Each proposal, approved by the Curriculum Committee, will be forwarded to the college Academic Senate for consideration. Senate recommendations will be forwarded to the Vice President of Academic Affairs and the college President.

STEP 4: Following all college approvals, the college’s Vice President of Academic Affairs, or designee, will forward the approved Course Outline to the Educational Support Services Division for informational posting to the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Deans, Academic Senate Presidents, District Academic Senate President and Vice President, and the Articulation Officers at all colleges in the District. Page 11 of 11

STEP 5: The Educational Support Services Division will conduct a technical review and place the modularized courses on the next available agenda of the Board of Trustees.

4. DISTRICT DISCIPLINE COMMITTEES

District discipline committees, formed according to District Senate guidelines and/or otherwise approved by the District Academic Senate, may be consulted by Disciplines at a college, by College Curriculum Committees, the Chancellor (or designee), the District Curriculum Committee, and/or by the District Senate, as needed. Topics which may be referred to a discipline committee are those which affect more than one college in the District.

District Discipline Committees may also initiate the discussion of any other curricular issues and make recommendations to the DCC.

5. REVISION OF THE CURRICULUM DEVELOPMENT AND APPROVAL PROCESS

The procedures described in this regulation may be revised subject to the mutual agreement of the DAS and the LACCD Chancellor.

6. DEFINITIONS

a. “Working day”: a day when the majority of the colleges in the District are in session, excluding Saturdays, Sundays, and holidays, with the exception that days occurring between July 1 and August 15 will not be counted as working days.
b. “Subject” is a general title used to describe the content of courses. Courses are placed in subjects and are listed with course identification numbers given by the State Chancellor’s Office.

c. “Discipline” refers to the determination of preparation needed to teach a subject or perform a defined purpose. Discipline relates to State Minimum Qualifications. Faculty qualified for a single discipline may be able to teach multiple subjects. Faculty are qualified to teach in disciplines.
Program and Course Approval Handbook

Fifth Edition
September 2013

California Community College Chancellor’s Office
Brice W. Harris, Chancellor

“Empowering Community College through Leadership, Advocacy, and Support”
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Introduction

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

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

This fifth edition of the *Program and Course Approval Handbook* replaces all previous editions, including any published supplements and addendums prior to September 2013. Additionally, this *Handbook* replaces the *Course Standards Handbook* published by the Educational Standards and Evaluation Division of the Chancellor’s Office in July 1987 as well as the *User Guide for the CCC Curriculum Inventory* published by the Academic Affairs Division of the Chancellor’s Office in September 2010.

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

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

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

This *Handbook* is organized into four sections:

- **Section 1: Chancellor’s Office Curriculum Review** discusses the transition from a form-based to an action-driven CCC Curriculum Inventory system and details how to develop and submit curriculum proposals for Chancellor's Office review.
- **Section 2: Comprehensive Curriculum Topics** provides information relevant to credit and noncredit curriculum development.
- **Section 3: Credit Curriculum** describes standards and criteria procedures for credit programs and courses, and instructions for completing proposals for review by the Chancellor's Office using the CCC Curriculum Inventory.
• **Section 4: Noncredit Curriculum** describes standards and criteria for noncredit programs and courses, including procedures and instructions for completing proposals for review by the Chancellor’s Office using the CCC Curriculum Inventory.

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

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

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

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

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

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

70901. Board of governors; duties; rules and regulations; delegation; consultation

(a) The Board of Governors of the California Community Colleges shall . . . perform the following functions:

. . . (b)(10) Review and approve all educational programs offered by community college districts

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

58050. Conditions for Claiming Attendance.
(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:
(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of Article 2 (commencing with Section 55100) of Subchapter 1, Chapter 6.
(2) The course must meet the criteria and standards for courses prescribed by Section 55002.

The Board of Governors has further adopted a "Minimum Condition" regulation regarding program and course approval. Minimum Conditions are selected areas of regulations that are considered particularly crucial and which may result in denial or reduction of State aid if violated. The Minimum Condition regulation on program and course approval is as follows:

51021. Curriculum.
Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community colleges. All courses shall be approved by the Chancellor in the manner provided in Subchapter 1 (commencing with Section 55000) of Chapter 6.

Pertinent sections to consult include, but are not limited to, the following:

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**Regulation Topic – Continued**

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<td>Associate of Arts</td>
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<tr>
<td>A.A.-T</td>
<td>Associate in Arts for Transfer</td>
</tr>
<tr>
<td>ACCJC</td>
<td>Accreditation Commission for Community and Junior Colleges</td>
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<tr>
<td>ADT</td>
<td>Associate Degree for Transfer</td>
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<td>AHSD</td>
<td>Adult High School Diploma</td>
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<td>A.S.</td>
<td>Associate of Science</td>
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<td>California Community Colleges</td>
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</tr>
<tr>
<td>TMC</td>
<td>Transfer Model Curriculum</td>
</tr>
<tr>
<td>TOP</td>
<td>Taxonomy of Programs</td>
</tr>
<tr>
<td>UC</td>
<td>University of California</td>
</tr>
<tr>
<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
</tr>
</tbody>
</table>
Section 1: Chancellor's Office Curriculum Review

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

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

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

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

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

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

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

The CCC Curriculum Inventory

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

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

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

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

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

These aforementioned actions are actions separated from the historical form classifications of modification and nonsubstantial change in the CCC Curriculum Inventory.
Table 1. Crosswalk from 10 Forms to New CCC Curriculum Inventory System

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

Proposal Status

Each proposal in the CCC Curriculum Inventory system is assigned a corresponding “proposal status” beginning with draft. A draft proposal may be deleted at any time prior to submission to the Chancellor’s Office by selecting the corresponding Delete icon under the far left column in the proposals queue and then completing the final confirmation step (click Yes). Community college proposals are reviewed for completion and content. After submission, a proposal review may result in one of four statuses: Revision Requested (college must provide additional or revised information), Active, Inactive, or Denied. All actions by the Chancellor’s Office and college system users are recorded on a proposal transcript in the CCC Curriculum Inventory. Proposal status definitions are provided in Table Two.

Table 2. Proposal Status Definitions
Proposal Status and Definition

**Draft** – The program or course proposal has been initiated in the CCC Curriculum Inventory but has not been submitted to the Chancellor’s Office for review. The draft proposal may be deleted at any time prior to submission.

**Submitted** – The program or course proposal has been validated and submitted via the CCC Curriculum Inventory to the Chancellor’s Office for review. The submitted proposal may be withdrawn at any time prior to final approval (active) or denial (denied).

**Revision Requested** – After review by Chancellor’s Office staff, revisions to the proposal were requested. Chancellor’s Office staff will provide technical assistance to the community college to ensure a favorable outcome is rendered, if possible. This step will always occur before a proposal is denied.

**Active** – The program or course proposal was approved, a course number was assigned and is entered into the CCC Curriculum Inventory with no expiration date.

**Inactive** – The program or course was rendered inactive by the college in the CCC Curriculum Inventory system.

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

**Denied** – A proposal will be denied if it does not meet the program or course requirements outlined in Title 5. If a proposal is denied, the college can redesign and resubmit the proposal as a new proposal.

In addition to the aforementioned proposal statuses, a college may elect to withdraw a proposal submitted to the Chancellor’s Office for which final action (approval or denial) has not been taken. To withdraw a proposal before final action has been taken, select the corresponding **Withdraw** icon under the far left column in the proposals queue. If final action has already been taken on the proposal and the proposal is active, the proposal may not be withdrawn and will need to be made inactive. Once withdrawn, the proposal will no longer appear in the CCC Curriculum Inventory.

**Program Definition**

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

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

**Credit Programs**

- Associate Degrees – traditional A.A. or A.S. and A.A.-T/A.S.-T
- Certificates of Achievement that require 18 or more semester units (or 27 or more quarter units)
- Certificates of Achievement that require 12 to fewer than 18 or more semester units (or 18 to fewer than 27 quarter units)
Noncredit Programs
All noncredit programs that receive state funding must be submitted to the Chancellor’s Office for approval. These include course sequences in Career Development and College Preparation (CDCP) that lead to:
- Certificates of Competency – in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificates of Completion – leading to improved employability or job opportunities
- Adult High School Diploma

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

<table>
<thead>
<tr>
<th>DED #</th>
<th>Data Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP01</td>
<td>Student Program Identifier</td>
</tr>
<tr>
<td>SP02</td>
<td>Student Program Award</td>
</tr>
<tr>
<td>SP03</td>
<td>Student Program Award Earned</td>
</tr>
<tr>
<td>SP04</td>
<td>Student Program Co-Unique Code</td>
</tr>
</tbody>
</table>

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

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

Although the TOP was originally designed to aggregate information about programs, the use of TOP codes has been extended to courses as well. Each program and course must be assigned a TOP code that is consistent with its content. TOP codes and titles serve a variety of purposes at the system level and are used in the following ways:
- The CCC Curriculum Inventory, to identify the particular types of curriculum throughout the state
• The MIS database, to collect and report information on student awards (degrees and certificates) granted for particular types of programs, enrollment, and full-time equivalent students (FTES) in courses within particular curriculum categories
• Career Technical Education (CTE) accountability reports on program completions and course success in particular types of occupational programs
• The reporting of noncredit programs and courses for each noncredit eligibility category and for determining eligibility for enhanced funding

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

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

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

### Course Definition

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

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

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

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

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

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

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

**Course Outline of Record**

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


**Table 5. Comparison of Requirements by COR Type**

<table>
<thead>
<tr>
<th>Credit Degree-Applicable and Credit Degree NonApplicable</th>
<th>Noncredit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours and Units</td>
<td>Contact Hours (no Units)</td>
</tr>
</tbody>
</table>
Prerequisites, Corequisites, and/or Advisories

Advisories or Course Entry Expectations (optional)

Catalog Description

Catalog Description

Objectives

Objectives

Content / Specific Body of Knowledge

Content / Specific Body of Knowledge

Methods of Instruction

Methods of Instruction

Examples of Required Reading, Writing and Out-of-Class Assignments

Examples of Assignments and/or Activities. Out-of-Class Work is optional

Methods of Evaluation

Methods of Evaluation (Grades Optional)

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

MIS Data Elements – Course Basic Record

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

Table 6. MIS Data Elements – Course Basic Record

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

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

College in Los Angeles and Orange County LAOCRC

Cerritos College
Citrus College
Coastline Community College
Cypress College
East Los Angeles College
El Camino College
Fullerton College
Glendale Community College
Golden West College
Irvine Valley College
Long Beach City College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
Los Angeles Valley College
Mt. San Antonio College
Orange Coast College
Pasadena College
Rio Hondo College
Saddleback College
Santa Ana College
Santa Monica College
Santiago Canyon College
West Los Angeles College
LAOC|RC Summary of Program Approval Process

This information packet is meant for faculty in the California Community College system. The Los Angeles and Orange County Regional Consortia (LAOCRC) is ready to assist you in getting your program approved.

Starting a New Program?
You are reading this because you want to start a new or substantially change an existing program. In order to get approval by the California Community College Chancellor’s Office you must first get approval from the Los Angeles and Orange County Regional Consortia (LAOCRC).

What is LAOCRC?
The LAOCRC is a regional effort funded by the Chancellor’s Office to connect the Community College System to business and industry, educational systems and other stakeholders in the workforce development community of practitioners.
LAOCRC is made up of Career and Technical Education professionals from the California Community College system and other workforce development and economic development system partners. Our partners include Workforce Investment Boards, High Schools, Middle Schools, Regional Occupational Programs, employers, business and industry.

Our goals are to:
1. Unify the Los Angeles and Orange County Region by reconstituting, rebuilding and resetting the framework to implement “Doing what Matters for Jobs and the Economy”
2. Continuously improve the regional program approval process
3. Implement processes to ensure greater regional awareness and participation
4. Connect faculty, staff, administrators and key workforce development leaders
5. Align regional educational and workforce systems
6. Implement professional development opportunities for all of our partners
7. Coordinate and leverage resources
8. Develop resources and tools that provide support to college leadership and other key stakeholders
9. Create a strategic plan of action to close the regional skills gap
10. Promote advocacy locally, statewide, and nationally through professional development

Who are the LAOCRC Voting Members that Review and Approve Programs?
Your college is represented in the Program Approval process by a Voting Member selected by your Chief Instructional Officer. All 27 colleges in Los Angeles and Orange County are represented at LAOCRC. To find out who the Voting Member is for your college, go to our website at www.laoerc.org for a contact list.
The intent for seeking approval of your new or substantially changed program from the LAOCRC is intended to inform and engage our region in creating quality programs for the Los Angeles and Orange County colleges. The approval process is meant to foster a spirit of collaboration and coordination that results in viable choices for Career Technical Education (CTE) programs across the region for our students.

What specifically is LAOCRC looking for?
As directed by the California Community College Chancellor’s Office, LAOCRC will be looking at only two issues; Unnecessary Duplication and Labor Market Information.
- Unnecessary duplication assesses whether your new or substantially changed program could adversely impact enrollment at other colleges in the region. The region is defined as Los Angeles and Orange County.
- Labor Market Information is data that shows that business and industry need your new or substantially changed program graduates to fill jobs. If your proposed program is so new that there is insufficient labor market data, then you must conduct an employer survey.
How does the approval process work?
The voting member for your college has one vote in the program approval process. Voting takes place online, but if the proposed program is unable to clearly communicate unnecessary duplication and provide labor market data, the Program Approval Application will be pulled for discussion at the next Regional Consortia meeting. We work together to reach consensus.

If your application is forwarded to the Regional Consortia meeting to discuss its pending approval, it is strongly suggested that the faculty subject matter expert attend the meeting to answer any questions. It is helpful to the Regional Consortia to have the subject matter expert answer questions about the new or substantially changed program.

If consensus cannot be reached, a Consensus Working Group will be formed of the proposing college, the objecting college(s), and the LAOCCR staff. The next steps include:

- The Consensus Working Group will work to resolve any issues and attempt to come to consensus.
- If no consensus is reached, the proposed program will once again be presented to the Voting Members for voting. A majority vote will be required to approve the program.
- If the Consensus Working Group is able to come to consensus then the proposed program will once again be presented to the Voting Members for approval.

This process provides colleges across the region an opportunity to discuss the “Doing What Matters for Jobs and the Economy” framework initiative of the California Community College Chancellors Office [www.doingwhatmatters.cccco.edu](http://www.doingwhatmatters.cccco.edu). The framework provides colleges an opportunity to take a regional approach to streamline curriculum, create stackable short certificates, identify labor market trends, evaluate how each college or program is responding to market demands and determine how to support each other and align our efforts. As the needs of the labor market and our students change, we must continuously evaluate the effectiveness of our courses and programs of study. Every college wants to deliver to our region and local community, relevant Career Technical Education pathways.

What are the deadlines?
Submission deadlines for Program Approval Applications are monthly and can be found on our website [www.laoocr.org](http://www.laoocr.org).

What is included in this packet?

| 1. Notice of Intent Instructions | Pages 4-5 |
| 2. Notice of Intent Form | Page 6 (Please note that you will need to download the Form from [www.laoocr.org](http://www.laoocr.org)) |
| 3. Program Approval Instructions | Pages 7-9 |
| 4. Submission Deadlines | Page 10 |
| 5. Program Approval Application | Pages 11-12 (Please note that you will need to download the Form from [www.laoocr.org](http://www.laoocr.org)) |
| 6. Blank Signature Page | Page 13 |

Who do I go to with questions?
The voting member at your college is the first place to ask questions and get assistance. You can also contact Dr. Lynn Shaw, Vice Chair of LAOOCR at shaw_lynn@sccollege.edu.
LAOC|RC Instructions for Notice of Intent

INSTRUCTIONS FOR NOTICE OF INTENT

Colleges shall submit a written Notice of Intent to the Los Angeles and Orange County Regional Consortia at laocrc@scccollege.edu at the onset of discussions regarding the development of a new Career Technical Education program. Notices of intent are not required but highly recommended. Notices of intent will alert the colleges in the region of your intent to start a new program. If any college thinks your proposed program will create unnecessary duplication, this discussion can take place early in the development process. This process protects your college from investing in a program that may not get approved by the Los Angeles and Orange County Regional Consortia (LAOCRC).

Submission deadlines for Notice of Intent are monthly. The deadlines are listed on our website. Notices of Intent have the same deadlines as Program Approval Applications. The Notice of Intent will be distributed to all the voting members as an information item. The Notice of Intent is valid for one year, dated from the date of the LAOCRC meeting it appears on the agenda.

General Information

- Submit the Notice of Intent as a one page PDF.
- When you submit your Notice of intent your email subject line should read: Request for Notice of Intent (list the name of the program)
- There is a Notice of Intent form on the laocrc.org website for your convenience.

Instructions for Filling in the Notice of Intent Form

Below are the different sections you will need to fill out in your application with instructions on how to fill each section out.

<table>
<thead>
<tr>
<th>SECTION ON FORM</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top of the Page (Header)</td>
<td>The top of the page should have your college logo or letterhead.</td>
</tr>
<tr>
<td>Title</td>
<td>The Title should say “Notice of Intent” centered.</td>
</tr>
<tr>
<td>College</td>
<td>Give the full name of your college with no abbreviations</td>
</tr>
<tr>
<td>Program</td>
<td>Give the full name of your program with no abbreviations</td>
</tr>
<tr>
<td>Contact person(s), phone number, and email address</td>
<td>List the name of the person who has the subject matter expertise and can answer questions about the program. It also is a good idea to list the contact information for your voting member.</td>
</tr>
<tr>
<td>LAOCRC Voting Member, phone number, and email address</td>
<td>List the name of the LAOCRC Voting Member for your college. A current list can be found on the website or by clicking here.</td>
</tr>
<tr>
<td>List of other Colleges that currently offer the program your college is proposing</td>
<td>List all the community colleges in both Los Angeles County and Orange County that have programs similar to yours, not just the community colleges in your surrounding geographic area. Do not include universities or private schools. Similar program means that another college might call the program a slightly different name but the careers that the program trains for are similar to what your proposed program is doing. For example, your program is called Digital Multimedia and another college calls it Digital Journalism. If there are no colleges that that offer similar programs, put “none” on the chart. Do not leave this chart blank.</td>
</tr>
</tbody>
</table>

Ready to Submit?

- Email your Notice of Intent to your Voting Member for submission.
- The Voting Member will email each Notice of Intent as one PDF to the following:
  1. laocrc@scccollege.edu, LAOCRC Program
  2. Giver.Steven@gmail.com, Steven Giver, LAOCRC Chair
  3. Shaw.Lynn@scccollege.edu, Lynn Shaw, LAOCRC Vice-Chair
- The subject line should read: Request for Notice of Intent (list the name of the program)
- The date of your email constitutes the date by which your request has been received, and will be processed for the next LAOCRC meeting.
After Submission

The LAO CRC staff will:

1. Confirm receipt of your Notice of Intent (if no confirmation is received, contact us as it may mean we did not receive it.)
2. Review it for completeness
3. Your Notice of Intent will appear on the agenda and it will be posted on the LAO CRC website www.lao crc.org following the LAO CRC meeting.

Questions

If you have any questions on this process, please contact us at 714-628-5041 or laocrc@sccollege.edu.
LAOC|RC Notice of Intent

Notice of Intent

College: 

Program: 

Contact Person Name: 

Contact Person Phone & Email: P: E: 

LAOCRC Voting Member Name: 

Voting Member Phone & Email: P: E: 

Other community colleges in Los Angeles and Orange County (see list below) with similar programs:

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos College</td>
<td></td>
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<tr>
<td>Citrus College</td>
<td></td>
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<tr>
<td>Coastline Community College</td>
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<tr>
<td>Cypress College</td>
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<tr>
<td>El Camino College</td>
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<tr>
<td>Fullerton College</td>
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<tr>
<td>Glendale Community College</td>
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<tr>
<td>Golden West College</td>
<td></td>
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<tr>
<td>Irvine Valley College</td>
<td></td>
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<tr>
<td>Long Beach City College</td>
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<tr>
<td>Los Angeles City College</td>
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<tr>
<td>Los Angeles Harbor College</td>
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<tr>
<td>Los Angeles Mission College</td>
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<tr>
<td>Los Angeles Pierce College</td>
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<tr>
<td>Los Angeles Southwest College</td>
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<tr>
<td>Los Angeles Trade-Technical College</td>
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<tr>
<td>Los Angeles Valley College</td>
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<tr>
<td>Mt. San Antonio College</td>
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<tr>
<td>Orange Coast College</td>
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<tr>
<td>Pasadena College</td>
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<tr>
<td>Rio Hondo College</td>
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<tr>
<td>Saddleback College</td>
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<tr>
<td>Santa Ana College</td>
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<tr>
<td>Santa Monica College</td>
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<tr>
<td>Santiago Canyon College</td>
<td></td>
</tr>
<tr>
<td>West Los Angeles College</td>
<td></td>
</tr>
</tbody>
</table>

LAOCRC is supported by the CA Community College Chancellor's Office and Carl D. Perkins IV grant #13-150-003.

Steven Geyer, Chair
Dr. Lynn Shaw, Vice Chair
Revised: 9/16/2014
LAOC|RC Instructions for Program Approval Application

GENERAL INFORMATION

1. Unnecessary Duplication
   Unnecessary Duplication assesses whether your new or substantially changed program could adversely impact
   enrollment at other colleges in the region. All colleges in our region (Los Angeles and Orange County) are listed on the
   previous page.

2. Labor Market Information
   Labor Market Information is data that shows that business and industry needs your new or substantially changed
   program graduates to fill jobs.
   - Submission deadlines for Program Approval Applications are processed monthly; September through June. The deadlines
     are listed on our website: www.laocr.org
   - The Program Approval Applications will be posted on our website for the voting members to review and vote. The public can
     also view proposed programs. Voting takes place online, but if any college asks for discussion, the Program Approval
     Application will be discussed at the next scheduled LAOCR meeting.

INSTRUCTIONS FOR PROGRAM APPROVAL APPLICATION

Need to Know
Colleges shall submit a written Program Approval Application to the Los Angeles and Orange County LAOCR at laocr@sccollege.edu.
The LAOCR will look at two issues;

1. Unnecessary Duplication
   Unnecessary Duplication assesses whether your new or substantially changed program could adversely impact
   enrollment at other colleges in the region. All colleges in our region (Los Angeles and Orange County) are listed on the
   previous page.

2. Labor Market Information
   Labor Market Information is data that shows that business and industry needs your new or substantially changed
   program graduates to fill jobs.
   - Submission deadlines for Program Approval Applications are processed monthly; September through June. The deadlines
     are listed on our website: www.laocr.org
   - The Program Approval Applications will be posted on our website for the voting members to review and vote. The public can
     also view proposed programs. Voting takes place online, but if any college asks for discussion, the Program Approval
     Application will be discussed at the next scheduled LAOCR meeting.

General Information

- Submit the Program Approval Application as a PDF.
- When you submit your Program Application your email subject line should read:
  Request for Program Approval for (list the name of the program)
- Access the Program Approval Application form on the LAOCR website by clicking here. (www.laocr.org)
- Do not leave any questions blank. You must at least put “none”. Remember, most people reading your application
  are not aware of the history or any special issues related to your proposed program. You need to inform the readers
  of your proposed, the voting members.

Instructions for Fill In Form

Below are the different sections you will need to fill out in your application with instructions on how to fill each section out.

<table>
<thead>
<tr>
<th>SECTION ON APPLICATION</th>
<th>INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Program Title</td>
<td>List the name of your program</td>
</tr>
<tr>
<td>College</td>
<td>List the full name of your college, no abbreviations</td>
</tr>
<tr>
<td>District</td>
<td>List the full name of your community college district, no abbreviations</td>
</tr>
<tr>
<td>Voting Member, Title, Phone Number, Email Address</td>
<td>List the LAOCR Voting Member (a list of the Voting Members is on our website, click here).</td>
</tr>
<tr>
<td>Projected Program Start Date</td>
<td>List the date you expect this new or substantially changed program to begin</td>
</tr>
<tr>
<td>Goal(s) of the Program</td>
<td>Check all that apply. In some cases this might be all three goals; Career Technical Education, Transfer, Other. If you do check other, be sure to mention somewhere in the application, what you mean by “other”. Remember if you only check Certificate of Achievement and then later decide you want this to be a degree program, you must go through the program approval process again. Many colleges choose to check both AA Degree and Certificate of Achievement.</td>
</tr>
<tr>
<td>Recommended Taxonomy of Program (TOP) Code</td>
<td>This is a number found in the California Community College Taxonomy of Programs book. <a href="http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf">http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf</a></td>
</tr>
<tr>
<td>Units for Major-Degree</td>
<td>List the number of units required to receive a degree in this new or substantially changed program</td>
</tr>
<tr>
<td>Total Units for Degree</td>
<td>List the total number of units required to receive a degree in this new or substantially changed program. This number may be the same number as you listed in the box above for Units for Major-Degree.</td>
</tr>
<tr>
<td>Required Units-Certificate</td>
<td>List the total number of units required for a certificate. Normally this will be fewer units that the number of units required for the degree.</td>
</tr>
</tbody>
</table>

LAOCR is supported by the CA Community College Chancellor's Office and Carl D. Perkins IV grant #13-150-005.

Revised: 9/16/2014

80 Academic Senate
# Instructions for Written Form

Below are the 6 items you will need to complete on the Program Approval Application. Next to each item is a short description of what should be included in that item.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Insert the description of the program as it will appear in the catalog.</td>
<td>This is usually a few sentences that describe your program to potential students. This answer should be exactly the language you use in your college catalog.</td>
</tr>
<tr>
<td>2. Provide a brief rationale for your program</td>
<td>Generally a program that comes to the LAOCRC is needed by business and industry. Los Angeles and Orange County want to be sure that the programs we offer lead to jobs and do not unnecessarily duplicate and existing program within the colleges of Los Angeles and Orange County.</td>
</tr>
<tr>
<td>3. List all the courses required for program completion, including core requirements, restricted electives and prerequisites.</td>
<td>Complete the chart with the Courses (the full name of the courses), the Course Number (the numbering system used by your college), Course Title (the title as it appears in the schedule) and Units (number of units).</td>
</tr>
<tr>
<td>4. Summarize the Labor Market information and employment outlook (including the source of the data) for students exiting the program.</td>
<td>This may be the most important question on the application. The LAOCRC is charged with verifying that there are enough jobs to warrant the training of students. There are many websites that offer Labor Market Information. You can also request assistance from the Center of Excellence. This is a regional resource that can assist you with gathering data. If your program is so cutting edge that there isn't Labor Market Information available, you must conduct a survey of employers to determine the labor market need. You must include in your survey questions that answer: are they hiring, would they hire your students, how many employees do they expect to hire in the next year, 5 years and other questions that demonstrate the need for your program by business and industry. Please include the source information of your Labor Market Data. This may include website links to your supporting documentation. DO NOT leave this chart blank.</td>
</tr>
<tr>
<td>5. List similar programs at other colleges in the Los Angeles and Orange County Region which may be adversely impacted. (Complete the chart)</td>
<td>This chart is meant to assist in the dialogue between community colleges. Sometimes you may have a similar program, but because it is geographically so far from the other college there is no unnecessary duplication. College, list the full name of the college, no abbreviations; Program, list the full name of the program, no abbreviations; Who you contacted, list the first and last name; Outcome of contact, this could be supports program or has no objection or any short phrase that describes the result of the contact. Do not leave the chart blank. You may also add any other information that will assist the reader in understanding your proposed program.</td>
</tr>
<tr>
<td>6. Include any other information you would like to share.</td>
<td>This is the place for you to add any other information that can help the voting members understand and support your program. The LAOCRC only looks at 2 things; unnecessary duplication and labor market information. Any additional information you can provide that shows how your program will offer students a career is helpful.</td>
</tr>
</tbody>
</table>

# Ready to Submit?

- Email your application to your Voting Member for submission.
- The Voting Member will email each application as one PDF to the following:
  1. laocrc@sccollege.edu, LAOCRC Program
  2. GJyer.Steven@gmail.com, Steven GJyer, LAOCRC Chair
  3. Shaw_Lynn@sccollege.edu, Lynn Shaw, LAOCRC Vice-Chair
- The subject line should read:
  Request for Program Approval (list the name of the program)
- Example: Request for Program Approval Construction Technology
- The date of your email constitutes the date by which your request has been received, and will be processed for the next LAOCRC meeting.

LAOCRC is supported by the CA Community College Chancellor's Office and Carl D. Perkins IV grant #013-150-003.
Stevens GJyer, Chair
Dr. Lynn Shaw, Vice Chair
Revised: 9/16/2014
After Submission

The LAOCR staff will:

1. Confirm receipt of your request (if no confirmation is received, contact us as it may mean we did not receive it.)
2. Review it for completeness
3. Process and post your application on our website for the Voting Members for review and vote

- Your email subject line should read:
  - Request for Program Approval (list the name of the program)
  - Example: Request for Program Approval (Construction Technology)

- The date of your email constitutes the date by which your request has been received, and will be processed for the next LAOCR meeting.

Online Voting Process

- All programs are posted to our website for the Voting Members to view. Voting Members have 2 options when voting, Approve or Send to Discussion.
- If no discussion is requested from a Voting Member during the open voting time, your application is approved and will appear on the LAOCR meeting Agenda and in the minutes as approved.
- If any Voting Member requests discussion, you will be notified before the LAOCR meeting. The Voting Member who requests discussion should contact the applicant college directly in an attempt to resolve their concerns before the LAOCR meeting. It is recommended that your college representatives attend the LAOCR meeting to present their program and answer questions.
- Once your program is approved, the LAOCR staff will sign the signature page. LAOCR staff will forward via email, a PDF of the approved program including the signature page with an electronic signature to the Voting Member. The signed copy of the approved program will be posted on the LAOCR website laocr.org under the Approved Programs Archived tab.

Questions

If you have any questions on this process, please contact us at 714-628-5041 or laocr@sccollege.edu.

Chancellor’s Office Approval

In order to receive Chancellor’s Office approval, additional documentation must be submitted directly to the Chancellor’s Office. As part of your application to the Chancellor’s Office you will need a copy of the minutes from the LAOCR. The minutes are posted on our website at laocr.org.

Complete instructions on the requirements for Chancellor’s Office approval are in the Program and Course Approval Handbook (PCAH- Sept. 2013). You can access the PCAH at http://extranet.ccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf
LAOC|RC Program Approval Application

www.laocrc.org
714.628.5041
laocrc@sccollege.edu

PROGRAM APPROVAL APPLICATION

Overview

The program approval process outlined by the California Community College Chancellor’s Office requires that all requests to add new programs or certificates and/or to make substantial changes to any existing college’s inventory of Career Technical Education (CTE) programs include a recommendation from the Regional Consortia. Instructions and the application form for the regional consortia recommendation are posted on our website at laocrc.org.

The process for obtaining a recommendation from the Regional Consortia is intended to inform and engage our region in creating programs for the Los Angeles and Orange County colleges, and to foster a spirit of collaboration and coordination that results in viable choices for Career Technical Education (CTE) courses/programs across the region.

The Los Angeles and Orange County Voting Members should submit Requests for Program Approval and Notice of Intent (separate template available for Notice of Intent) by the deadlines below:

<table>
<thead>
<tr>
<th>Voting Cycle</th>
<th>Application Deadline</th>
<th>Online Voting Window</th>
<th>LAOCRC Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2014</td>
<td>October 7, 2014</td>
<td>October 14-21, 2014*</td>
<td>October 23, 2014 (at CCCAOE)</td>
</tr>
<tr>
<td>April 2015</td>
<td>March 31, 2015</td>
<td>April 7-14, 2015*</td>
<td>April 16, 2015</td>
</tr>
</tbody>
</table>

*The Online Voting Windows opens at 8:00 a.m. on the first Tuesday of the Online Voting Window cycle and close at 5:00 p.m. on the following Tuesday.
PROGRAM APPROVAL APPLICATION
NEW or SUBSTANTIAL CHANGE or LOCALLY APPROVED
(This application may not exceed 3 pages)

<table>
<thead>
<tr>
<th>Fill In Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Program Title</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td>District</td>
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<tr>
<td>Projected Program Start Date</td>
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<td>Click here to enter text.</td>
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<td>Click here to enter text.</td>
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<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Goal(s) of Program (Check all that apply):</td>
</tr>
<tr>
<td>Career Technical Education (CTE)</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Type of Program (Check all that apply):</td>
</tr>
<tr>
<td>A.S. Degree</td>
</tr>
<tr>
<td>A.A. Degree</td>
</tr>
<tr>
<td>Certificate of Achievement:</td>
</tr>
<tr>
<td>18+ semester (or 27+ quarter) units</td>
</tr>
<tr>
<td>12-18 semester (or 18-27 quarter) units</td>
</tr>
<tr>
<td>Reason for Approval Request: (Check One)</td>
</tr>
<tr>
<td>New Program</td>
</tr>
<tr>
<td>Substantial Change</td>
</tr>
<tr>
<td>Locally Approved</td>
</tr>
<tr>
<td>Program Information</td>
</tr>
<tr>
<td>Recommended Taxonomy of Program (TOP) Code</td>
</tr>
<tr>
<td>Units for Major-Degree</td>
</tr>
<tr>
<td>Total Units for Degree</td>
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<tr>
<td>Required Units-Certificate</td>
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<td>Click here to enter text.</td>
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</tbody>
</table>

LAOCRC is supported by the CA Community College Chancellor’s Office and Carl D. Perkins IV grant #13-180-003.

Steven Geiser, Chair
Dr. Lynn Hsu, Vice Chair
Revised: 8/16/2014

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Academic Senate
Written Form

1. Insert the description of the program as it will appear in the catalog.
   Click here to enter text.

2. Provide a brief rationale for the program.
   Click here to enter text.

3. List all courses required for program completion, including core requirements, restricted electives and prerequisites. (Push Enter after each entry to begin a new line)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

4. Summarize the Labor Market information and employment outlook (including citation of the source of the data) for students exiting the program.
   Click here to enter text.

5. List similar programs at other colleges in the Los Angeles and Orange County Region which may be adversely impacted. (Push Enter after each entry to begin a new line)

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Who you Contacted</th>
<th>Outcome of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

6. Include any other information you would like to share.
   Click here to enter text.
LAOC|RC Signature Page

<table>
<thead>
<tr>
<th>Approved Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>College:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Degree and Certificate Options (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Associate of Science</td>
</tr>
<tr>
<td>□ Certificate of Achievement</td>
</tr>
<tr>
<td>□ New Program</td>
</tr>
<tr>
<td>□ Substantial Change</td>
</tr>
<tr>
<td>□ Locally Approved</td>
</tr>
</tbody>
</table>

**RECOMMENDED FOR APPROVAL BY THE LOS ANGELES/ ORANGE COUNTY REGIONAL CONSORTIA (LAOCRC):**

Date: ___________________________  Lynn Shaw, PhD

**CURRICULUM & INSTRUCTIONAL ADMINISTRATION:**
The program and courses have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Signature, Chair, Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Signature, Articulation Officer</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Signature, Chief Instructional Officer</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Signature, President, Academic Senate</th>
</tr>
</thead>
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</table>

**LIBRARY AND LEARNING RESOURCES:**
Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Signature, Chief Librarian/ Learning Resources Manager</th>
</tr>
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<tbody>
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</tbody>
</table>

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LAOCRC is supported by the CA Community College Chancellor’s Office and Carl D. Perkins IV grant #13-150-003.
Steven Glyer, Chair
Dr. Lynn Shaw, Vice Chair
Revised: 5/16/2014

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