



**California Community Colleges**

# **Program and Course Approval Handbook**

**Chancellor's Office  
California Community Colleges**

**Second Edition  
March 2003**

This handbook was produced under the direction of Dona Boatright, Interim Vice Chancellor for Educational Services, and LeBaron Woodyard, Dean of Academic Affairs and Instructional Resources. The principal author was Charlie Klein, Specialist in Academic Planning. The section on apprenticeships was written by Dr. Barry Noonan. Stephanie Ricks-Albert assisted in the design of one of the forms.

This handbook was first published in its current form in September 2001. The current March 2003 edition incorporates clarifications, corrections, and some improved forms, but is not substantially different in content.

This handbook may also be viewed on the World Wide Web. Go to the Chancellor's Office web site at [www.cccco.edu](http://www.cccco.edu), click on "Agency," then on "Academic Affairs and Instructional Resources," then on "Credit Program and Course Approval," then on "References Materials."

For comments or questions about this handbook or about program or course approval, please contact Charlie Klein at (916) 322-6888, or e-mail to [cklein@cccco.edu](mailto:cklein@cccco.edu). For approval forms, status inquiries, or inventory research, please contact Stephanie Ricks-Albert, Curriculum Analyst, at (916) 323-3093, or e-mail to [sricksal@cccco.edu](mailto:sricksal@cccco.edu).

Grateful acknowledgment is made to the representatives of the Academic Senate for California Community Colleges, Chief Instructional Officers of the California Community Colleges, and California Community Colleges Association for Occupational Education who provided valuable consultation in the preparation of this handbook. Thanks are also offered to Dr. Nancy Glock-Greuneich, principal author of the previous *Curriculum Standards Handbook*.

# Table of Contents

<b>INTRODUCTION</b>	<b>i</b>
<b>I. CREDIT PROGRAM APPROVAL</b>	<b>1</b>
Legal Authority	1
What Programs Need to Be Approved?	3
Degrees and Majors	3
Certificates	6
Substantial Modifications	7
Options	8
Projected Programs	9
Types of Programs	9
Occupational Programs	9
Transfer Programs	10
Conjoint Programs	11
Apprenticeships	12
Special Circumstances	13
Transferred Programs	13
Conversion of Center to New College	14
Inactive Programs	15
Approval Criteria	15
Appropriateness to Mission	15
Need	17
Quality	18
Feasibility	18
Compliance	18
Chancellor's Office Procedures	19
Role of CPEC	21
What Does Program Approval Authorize?	22
<b>II. CREDIT COURSE APPROVAL</b>	<b>25</b>
Local Approval and Chancellor's Office Approval	25
Courses Part of an Approved Program	26
Blanket Approval of Certain Stand-alone Courses	26
Stand-alone Courses That Require Chancellor's Office Approval	28
Standards for All Courses	29
Associate Degree Applicable Courses	29
Nondegree-Applicable Credit Courses	32
Relationship of Hours to Units	33
Course Repetition	36
Open Courses	39
Transferable Courses	41
Prerequisites	43

## Table of Contents, continued

Special Courses for Students with Disabilities	46
------------------------------------------------	----

### **III. OTHER CURRICULUM TOPICS** **49**

Independent Study	49
Distance Education	49
Cooperative Work Experience Education	51
Community Services	52
Contract Education	54
Program Review	55
Curriculum Approval of New Centers and Colleges	57

### **APPENDIX A: FORMS AND INSTRUCTIONS FOR APPROVAL OF NEW PROGRAMS**

• Application for Approval–New Occupational Program	A-1
• Application for Approval–New Transfer Program	A-21
• Request to Add New Option or Certificate Within Existing Program to Inventory	A-37
• Non-Substantial Changes to Approved Program (or Change of Active–Inactive Status)	A-43
• Request to Add Projected Program to Inventory	A-47
• Application for Approval–Credit or Noncredit Apprenticeship Program	A-49

### **APPENDIX B: STATEMENT OF "GUIDING PRINCIPLES" FOR REVIEW OF DEGREE AND CERTIFICATE PROGRAMS, CALIFORNIA POSTSECONDARY EDUCATION COMMISSION**

### **APPENDIX C: APPLICATION FORM FOR APPROVAL OF STAND-ALONE COURSE**

### **APPENDIX D: QUESTIONS AND ANSWERS ON STAND-ALONE COURSES; ADMINISTRATIVE MEMO ON STAND-ALONE COURSES**

### **APPENDIX E: CHANCELLOR'S OFFICE CONTACTS**

## Introduction

This handbook is intended to assist California community college administrators, staff, and faculty who are responsible for designing new programs or courses, and submitting those programs or courses for approval. It is primarily oriented toward Chancellor's Office approval requirements, but also contains information relevant to local curriculum committees and Regional Occupational Consortia.

The Chancellor's Office is required by law to produce and distribute this handbook. The requirement was originally adopted as a statute by the Legislature in 1976. It is now contained in the California Code of Regulations, Title 5 (the regulations adopted by the Board of Governors of the California Community Colleges):

### **55000.5. Handbook; Monitoring and Review of Approved Courses and Programs**

(a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by the local educational agencies. The handbook shall contain course approval criteria, implementation plans for administrative regulations, and procedures for securing course and program approvals.

(b) The Chancellor shall monitor and review courses and programs which were approved under the provisions of section 70901 of the Education Code for compliance with applicable statutes and regulations on a periodic basis.

The present edition of this handbook replaces the *Curriculum Standards Handbook*, second edition, as revised March 1995, and all other earlier versions. It also replaces the *Course Standards Handbook* published by the Educational Standards and Evaluation Unit of the Chancellor's Office in July 1987.

Statements in this handbook are not law, except for the regulations and statutes quoted in it. If there is a conflict between something in this handbook and the language of law, the law prevails. However, colleges are expected to follow the procedures and instructions in this handbook to have curriculum approved by the Chancellor's Office.

Updates to this handbook will be supplied by the Chancellor's Office from time to time. As always, we welcome comments and suggestions from users on ways that the handbook could be improved. Please see the reverse of the title page for where to send such comments and suggestions.

The complete and current text of all regulations in the California Code of Regulations, including those referred to in this handbook, may be viewed on the World Wide Web at **www.calregs.com**. The complete text of all California statutes, including the Education Code sections referred to here, may be viewed at **www.leginfo.ca.gov**.

This handbook may be viewed on the World Wide Web. Go to the Chancellor's Office web site at **www.cccco.edu**, click on "Agency," then on "Academic Affairs and Instructional Resources," then on "Credit Program and Course Approval," then on "Reference Materials."



## I. Credit Program Approval

### ***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, and all courses that are not offered as part of an educational program approved by the board of governors. . . .

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.

The Title 5 subchapter to which reference is made in the Minimum Condition above is titled "Program, Course, and Class Classification and Standards." Article 2 of that subchapter is titled "Approval of Courses, Programs and Classes." Within that article, the most important section for program approval is Section 55130, which sets forth the basic requirements for approval of a credit instructional program:

**55130. Approval of Credit Programs.**

(a) Before offering any course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

(b) The application for approval shall contain at least the following:

(1) The name of the proposed program.

(2) The description of the proposed program.

(3) The purposes and specific objectives of the proposed program.

(4) The place of the proposed program in the district master plan.

(5) An explanation of whether the program is appropriate to the objectives and conditions of higher education and community college education in California and whether it conforms to statewide master planning.

(6) The need for the proposed program ascertained with regard to at least the following factors:

(A) Other community colleges in the area currently offering the program.

(B) Other programs closely related to the proposed program offered by the college.

(C) Relation of the proposed program to job market analysis.

(D) Enrollment projection for the proposed program.

(E) Recommendations of area vocational master plan committees when applicable.

(F) The classification of the courses in the program in accordance with section 55001.

(7) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:

(A) Library and media center resources.

(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.

(C) Availability of adequate or proposed financial support.

(D) Availability of faculty.

(c) The development, establishment and evaluation of an education program shall include representative faculty involvement.

(d) An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(e) In multicollge districts, program approval is granted for a specific college.

This section, which provides the basic framework for Chancellor's Office program approval, has been administratively applied by the Chancellor's Office as will be explained in the following sections.

### ***What Programs Need to Be Approved?***

A "program" is defined by Title 5 as follows:

#### **55000. Definitions.**

For the purpose of this chapter, the following definitions shall apply:

. . . (b) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

In practice, however, the Chancellor's Office only approves certificates and degrees that community colleges wish to award to students. Recommended patterns of coursework for transferring, or achieving any other objective, are not subject to Chancellor's Office approval. Such patterns, although they may be locally referred to as "programs," are not entered into the Chancellor's Office Inventory of Approved and Projected Programs.

This section will discuss the following types of programs that must be submitted to the Chancellor's Office:

- degrees
- certificates
- substantial modifications
- options

### **Degrees and Majors**

All associate degrees and associate degree majors that may appear by name on a student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation or primarily for transfer. Thus, a program called "Associate in Science in Electronics Technology" requires approval, and so does an Associate in Arts degree major called "English" or "Social Sciences." Approval is also required for a program called "Associate in University Studies–English Emphasis," as well as a degree called "Liberal Studies" or "Transfer Major." Each degree that may be separately named on the transcript or diploma requires separate approval.

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, and no State guidelines on which majors should be assigned which type of degree. However, many colleges are guided by the language of a regulation applicable before

1983, which said that the Associate in Science was to be awarded for majors "in the fields of engineering, physical and biological sciences, or occupational curriculum."

Associate degree majors are required to be at least 18 semester units or 27 quarter units of coursework in a single discipline or related disciplines, as listed in the Taxonomy of Programs. However, for degrees intended to provide transfer students with lower-division general education, a distribution of general education coursework according to university requirements may be considered to satisfy this requirement.

There are also requirements in law for general education and for demonstration of competency in reading, written expression, and mathematics for the associate degree. The key sections of Title 5 regarding these requirements are as follows:

**55805. Philosophy and Criteria for Associate Degree and General Education.**

(a) The governing board of a community college district shall adopt policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

**55806. Minimum Requirements for the Associate Degree.**

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must

include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs," shall be required.

(b) General Education Requirements.

(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each part of (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general

education requirement at the California State University, if such course is eligible under the provisions of section 40405 of this title.

(3) Ethnic Studies will be offered in at least one of the required areas.

(c) The provisions of this section shall be applicable to all students who enter a community college on or after July 1, 1983, provided that a governing board may specify an earlier implementation date pursuant to subsection (b) of Section 55810.

## Certificates

All certificates that may appear by name on a student transcript, diploma, or completion award of any sort, and which require 18 or more semester units or 27 or more quarter units of coursework, require Chancellor's Office approval. Each certificate that may be separately named on the transcript or student award requires separate approval.

Certificates that require fewer than 18 semester units or 27 quarter units do not require, and cannot receive, Chancellor's Office approval.

When a college creates a set or sequence of certificates in a particular subject, arranged such that a student must complete one level before taking another, and the set or sequence as a whole requires 18 semester or 27 quarter units or more, then the entire set or sequence requires Chancellor's Office approval. For example, if a college offers the following certificates:

Multimedia, Basic (or Level I) – 16 units

Multimedia, Advanced (or Level II) – requires completion of Level I or equivalent skills and knowledge – 16 units

Then both Multimedia certificates require Chancellor's Office approval, since the program as a whole requires 32 units.

The Title 5 provision authorizing the award of certificates contains no specifics on how they should be structured:

### **55808. Certificate of Achievement.**

The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered.

Despite the use of the term “certificate of achievement” in this section, it is considered that colleges are entitled to use other designations for their certificates. A variety of designations—such as “certificate of competency,” “certificate of specialization,” “certificate of completion,” “skills certificate,” “career certificate” and others—are used throughout the state. There is no statewide standardization as to what such designations mean; definitions vary from district to district.

## Substantial Modifications

Pursuant to Title 5, Section 55130, a program that has been approved by the Chancellor's Office must be submitted for re-approval if it is "modified in any substantial way." A program is considered to be substantially modified in any of the following situations:

- The goals and objectives of the program are substantially changed;
- The job categories for which program completers qualify are substantially different from the job categories program completers previously qualified for; or
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students previously typically transferred to.

If a program that has been primarily transfer-oriented proposes to change to become primarily occupational, or vice versa, that is a substantial modification. However, if a transfer program proposes to add an occupational component, but not change its primary transfer orientation; or an occupational program proposes to add a transfer component, but not change its primary occupational orientation, that is not necessarily a substantial modification for purposes of State approval.

Changes that are made to keep a program current with changing job requirements, evolving applications of technology within the same occupation, or evolving knowledge within a particular field, are not necessarily substantial modifications for this purpose. There is no specific numerical standard for determining when a program modification is "substantial." The fact that the number of required units has increased from 20 to 32 does not necessarily mean a program has been "substantially modified" so as to require re-approval; and the fact that only two new courses have been added does not necessarily mean that a program has *not* been "substantially modified." Rather, the determination must be made according to the criteria mentioned above.

The Chancellor's Office has adopted a form for reporting non-substantial changes to existing programs that colleges wish to have reflected on the Inventory of Approved and Projected Programs, such as name changes, changes in number of units required, and even T.O.P. code changes when they do not represent substantial changes in the nature of the program. It is called "Non-Substantial Changes to Approved Program or Change of Active–Inactive Status." (See Appendix A.) Although a college may submit this form at any time, the Chancellor's Office will also conduct a periodic inventory update, offering colleges the opportunity to supply such update information for all their programs at once.

## Options

New options, emphases, concentrations, specializations, strands, tracks and so forth also require Chancellor's Office review before they are offered, if they are intended to appear by name on student transcripts, diplomas, or awards. Again, this is true for both occupational and transfer programs. Some options, etc., represent "substantial modifications" of a program that must be approved as if they were new programs, under the language of Title 5, Section 55130. Others represent minor variations on existing programs that do not require thorough Chancellor's Office review such as is given to a genuinely new program.

In the past, it has proven impossible to draw a clear defining line to tell which options are actually new programs for approval purposes, and which are not. For example, at one extreme it has been claimed that massive new programs in computer animation and multimedia are merely "options" under an existing computer science program approved in the 1970s. Such a claim is not based on curriculum reality, but on a desire to avoid Chancellor's Office program approval. At the other extreme, sometimes a college may wish to divide an existing high-unit certificate into smaller certificates representing levels through which a student can advance gradually, without changing the overall required coursework at all. This sort of "modularization" has occurred in industrial fields such as welding, in business fields such as office technology, and in other areas. Certainly the new certificates resulting from such a re-sequencing are not "new programs" in the usual sense.

To avoid futile debates about whether or not a particular new award is a "new program," the Chancellor's Office has adopted a form to be used for all options, concentrations, specializations, tracks, etc. that a college believes *do not* represent truly new, or substantially modified, programs. It is called "Request to Add New Option Or Certificate Within Existing Program To Inventory." (See Appendix A.) This form, which requires a minimal amount of information, may also be used for requesting the addition of new certificates in a program area where a college already has at least one approved certificate, or for requesting addition of a certificate in a program area where the college already has an approved degree, or for requesting addition of a degree major where the college already has an approved certificate.

If, after reviewing the "Request to Add New Option Or Certificate Within Existing Program To Inventory," the Chancellor's Office believes the additional option, certificate, or degree is actually a new or substantially modified program, it may request additional information from the college before making an approval decision. Such additional information may include any of the elements on the "Application for Approval–New Occupational Program," or the "Application for Approval–New Transfer Program," as applicable.

If an option, specialization, track, etc. is not intended to appear by name on a student transcript or award, then Chancellor's Office review is not required and the option will not be entered in the Inventory of Approved and Projected Programs.

## Projected Programs

Reporting projected programs for inclusion on the inventory, while not required by law, will assist the Chancellor's Office in planning and will make more complete information available to the public. A program's having been listed as projected does not change any requirement of Chancellor's Office approval before it is offered; however, it may facilitate concurrence by the California Postsecondary Education Commission (CPEC). A form to add projected programs to the inventory is included in Appendix A.

## ***Types of Programs***

### Occupational Programs

An occupational program is one whose primary goal is preparing students for employment immediately upon completing the program, and/or upgrading employment skills. In keeping with the intent of the "open course" regulations (see p.36), occupational 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.

The "Application for Approval–New Occupational Program" form should be used for these programs. The chief differences from the transfer program application are that more detail and justification regarding program need are required, and a recommendation for approval from the Regional Occupational Consortium is required.

There are ten Regional Occupational Consortia, composed of vocational education and economic development administrators, faculty, and staff from each college in the region. Their activities are funded by the Chancellor's Office from federal Vocational and Technical Education Act (VTEA) and Economic Development funds, and among their purposes are to increase collaboration among colleges, encourage regional planning, offer professional development, and promote marketing of community college occupational programs.

The Chancellor's Office requires the recommendation of the Regional Occupational 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)(6)(A). The Chancellor's Office will rely heavily upon the advice of Regional Occupational Consortium in regard to the approval criterion of need. If the review of evidence of need is thorough at the regional level, 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 Occupational Consortium is not absolute. If a program has been refused a recommendation for approval by a Regional Occupational Consortium, and the college feels the refusal was unjustified or unfair, it may submit the program to the 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 occupational programs is specifically required through a job market study, pursuant to the Education Code:

**78015. Job market study; area; scope**

- (a) (1) The governing board of a community college district, prior to establishing a vocational or occupational training program, shall conduct a job market study of the labor market area, as those terms are defined in Section 52301.5, in which it proposes to establish the program. The study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational and occupational education or training programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed courses of instruction.
- (2) The governing board of the community college district shall make copies of each job market study available to the public.
- (b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.
- (c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall determine, by resolution, whether the program shall be offered through the district's own facilities or through a contract with an approved private postsecondary school pursuant to Section 8092.

Some occupational programs also have a transfer component. An item is included on the "Application for Approval–New Occupational Program" for colleges to provide information on the transfer applicability of programs that are primarily occupational.

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 form "Application for Approval–New Transfer Program" should be used for these programs. 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. Please see the instructions for the application form. A recommendation from the Regional Occupational Consortium is not required for these programs.

Transfer programs range widely in scope, from narrow specialty majors (for instance, Microbiology) to broad general education programs. All degree majors, of whatever scope, that may appear by name on a student transcript or diploma, require 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.

### Conjoint Programs

In the past, a conjoint program was defined as one offered in a multi-college district, where one college offered the advanced major coursework and other colleges in the district offered only introductory coursework. This definition is no longer used.

A conjoint program is now defined by the 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 offers 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.

Other combinations and variations may arise, as long as the application is essentially for a single curriculum. A conjoint application may not be used for more than one college to file a single application for approval of significantly different programs. The Chancellor's Office welcomes reasonable innovations within a conjoint framework, so as to make better use of our system's overall resources, especially in specialized occupational fields or geographically contiguous areas.

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 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.

### ***Apprenticeships***

A separate form is provided in this handbook for approval of all apprenticeship programs, credit or noncredit. Apprenticeship credit and noncredit offerings have some unique elements regarding curriculum approval and funding approval. All apprenticeship credit programs and noncredit courses must obtain Chancellor's Office approval for each college responsible for the offerings. This is specifically required by the annual Budget Act.

The apprenticeship curriculum offered by community colleges, adult schools, and regional occupational program centers 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:

The Apprenticeship related and supplemental instruction (RSI) supplements the on the job training with classroom and laboratory instruction which is intended to provide the apprentice with an understanding of the theoretical bases of the trade or craft and/or develop the ancillary skills that enable the apprentice to successfully practice the trade in the world at large.

An employer who has an apprenticeship RSI program at an adult school or regional occupational 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. While this may expedite curriculum approval, the RSI approval may take additional time.

If the district intends to receive apprenticeship RSI funding, the Budget Act states that the program or courses must have the approval of the Chancellor's Office. Thus the district must receive from the 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 the community college district to notify the 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 occupational program center.

### ***Special Circumstances***

#### Transferred Programs

As stated in Title 5 regulations, in a multi-college district, approval is granted only for the individual college. There is no difference in new program approval requirements resulting from the fact that another similar or identical program may already exist at another college of the same district.

However, if a district wishes to *transfer* a program from one of its colleges to another, all of the approval criteria required for a new program will not need to be addressed. In this case, the college proposing to offer the program should submit the appropriate application form (for a vocational or transfer program), with all required signatures and with the planning summary section completed. However, only the following approval criteria need to be addressed:

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

In addition, the college should supply an explanation of the reason for the transfer of the program, and of any anticipated effects on other colleges.

This simplified approval procedure does not apply to the transfer of a program from one district to another. Such a case requires a regular new program approval application.

## Conversion of Center to New College

It is anticipated that in the coming years a number of districts will apply to the Board of Governors for authorization to convert an existing educational center into a full community college. In such a case, it is necessary to establish a new inventory of approved programs for the new college.

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

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

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

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

At the time of converting a center to a new college, the approved status of all programs at both sites will be reviewed, and any degrees or certificates that have not been properly approved, at either location, will have to obtain approval before the Academic Affairs unit will recommend approval of the new college.

The approval status of courses when a center becomes a new college will be determined in a manner similar to that of programs. All courses that are appropriately authorized, either as part of a State-approved program, by a Chancellor's Office stand-alone approval action, or through a delegation or blanket approval that was in effect when the course was established, will retain their authorized status, but only at the institution(s) where they are actually offered. (This also applies to a course that may not be scheduled during the particular term or academic year when the new college is established, but which is part of a planned cycle by which it has been offered at regular intervals; e.g., an advanced course in a technical discipline that is scheduled once every two years.) The separation of program approvals could result in some changes in the status of courses as being "part of an approved program" for one or the other institution, so if there are any doubts, district or college personnel should check with the Chancellor's Office.

### Inactive Programs

A program approval is effective until the program is "discontinued," according to Title 5, Section 55130. To implement this provision, a program that is not currently offered may be retained for a maximum of three years on the Inventory of Approved and Projected Programs with an "Inactive" designation, if the college has a specific intention to offer the program again within the near future. The form "Non-Substantial Changes to Approved Program or Change of Active–Inactive Status" (Appendix A) may be used to restore such a program to active status. Programs that have not been offered for more than three years will be removed from the inventory.

### ***Approval Criteria***

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

#### **66010.4.Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions . . .

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

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

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily avocational or recreational.

- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system.

- Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

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.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.
- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

### ***Chancellor's Office Procedures***

One original and two copies of each program approval application and all supporting materials must be submitted, for new occupational and transfer programs. One original and one copy of the form and all attachments must be submitted for the "Request to Add New Option or Certificate Within Existing Program to Inventory," and for apprenticeship approval applications. For "Non-Substantial Changes to Approved Program or Change of Active–Inactive Status," only one copy of the form needs to be submitted.

The Chancellor's Office will carry out its initial review of applications for approval of new programs within no more than 60 days. (However, there is no authority for districts to assume that a program is approved if a response is not received within a certain time. Approval requires a positive response.) This 60 days does not include time that may be necessary to obtain missing information from the college if the original submission was not complete, or to obtain answers to questions relevant to approval if the initial submission did not fully answer the questions. Inquiries on the status of a program approval application should be directed to the curriculum analyst.

Approval applications will be reviewed by the specialist or program assistant in academic planning, who will make recommendations for approval or denial to the Dean of Academic Affairs and Instructional Resources. In addition, the Chancellor's Office may ask a person knowledgeable in the subject matter area of the proposed program to read the application and provide consultation, for purposes of securing understanding of the discipline, and expediting approval. This may be another specialist or other staff member within the Chancellor's Office, or any other person with appropriate subject matter expertise.

The Chancellor's Office may also provide a copy of a college's approval application to another college that requests to see applications in a particular subject matter area.

If the Chancellor's Office needs to contact the college to request information or discuss some aspect of the application, the specialist or analyst will contact the person who is listed on the application as the contact person. That is why it is important that the person so listed be the one who has the best knowledge of the program's background and details. However, when formal notifications are sent regarding the approval status of the program, they will be sent to the college's chief instructional officer, with copies to the contact person and any other appropriate parties.

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

- Approve – Program is entered on inventory with no expiration date.
- Deny – Application indicates major problems which prevent approval. No specific revisions which would result in approval are immediately apparent.
- Request changes before approving – This is effectively a denial, but revisions that would make the program approvable are apparent and are suggested. This is sometimes the case when specific compliance issues are found.
- Approve for a limited duration – If the Chancellor's Office believes the program requires a trial period, it may approve for a period of time and require a review report before that period expires, in order to decide on extension or permanent approval. Such a trial period might be from one to three years. Program is entered on inventory with an expiration date.
- Approve with a restriction – If the Chancellor's Office determines that the program is approvable overall but that a certain category of coursework or a certain program element, if added, would make it unapprovable, the Chancellor's Office may approve subject to a restriction that that element or that category of courses may not be added.

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

At the same time, also based on past experience, it is predictable that a high percentage of program approval applications will arrive at the Chancellor's Office with some information or some required element missing, or inadequately explained. The college that is careful to ensure that all required signatures are provided, that all necessary copies and attachments are enclosed, and that each required section of the narrative is clear and adequate, will save itself and the Chancellor's Office much time and energy.

## **Role of CPEC**

The California Postsecondary Education Commission (CPEC) is responsible for reviewing and providing a recommendation regarding approval for most new programs in any segment of public higher education, according to the Education Code:

### **66904. Legislative intent**

. . . All proposals for new postsecondary educational programs shall be forwarded to the commission for review together with supporting materials and documents that the commission may specify. The commission shall review the proposals within a reasonable length of time, which time shall not exceed 60 days following submission of the program and the specified materials and documents. . . .

CPEC's response to program approval requests is termed "concurrence" or "nonconcurrence." Although the Chancellor's Office has final approval authority, it will not ordinarily approve a program against CPEC's nonconcurrence. However, if CPEC is unable to complete its review and respond one way or another within sixty days, the Chancellor's Office will issue a final approval.

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

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

Programs that do not fall into any of these categories will be reviewed for final approval or denial within the Chancellor's Office, according to the standards in law and in this handbook, and will not be forwarded to CPEC.

When the Chancellor's Office wishes to approve a program that does fall into one of the categories requiring specific CPEC concurrence, it will send a letter to the chief instructional officer, notifying the college that the Chancellor's Office proposes to approve and has forwarded the application and supporting materials to CPEC. When CPEC has responded with concurrence or nonconcurrence, the Chancellor's Office will send another letter to the chief instructional officer, notifying the college of final

approval, or of delay or denial of approval if CPEC's response indicates nonoccurrence. If CPEC has not responded within sixty days, the Chancellor's Office will send a letter of final approval in the absence of CPEC action.

Additional options or certificates within an existing program, and new apprenticeship programs, are not subject to CPEC review.

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

### ***What Does Program Approval Authorize?***

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

- Collect State apportionment for the required courses and restricted electives that are part of the program. [Education Code Section 70901(b)(10), Title 5 Sections 55130, 58050.] Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a degree or certificate with the designated title, and require specific courses for the completion of such degree or certificate. [Education Code Sections 70901(b)(10), 70902(b)(2).] Degree or certificate awards that are made in programs for which the required approval has not been secured will not be recognized as valid for any audit or accountability purpose.
- In past editions of this handbook, it was said that colleges require Chancellor's Office approval before publishing the description of a new program in the catalog or publicizing a new program in other ways. There is no direct legal authority for such a restriction. However, since there is a direct legal requirement for approval before the program is offered, colleges should generally not publish the fact that a program exists, before it is approved.

In some cases, colleges have announced programs in a catalog or class schedule before Chancellor's Office approval has been obtained. Although there is no specific sanction against such an action, it is dangerous and the Chancellor's Office advises against it, since, if the program is not approved before the announced starting date, the college will not legally be able to offer it, and catalog or schedule users will have to be notified of the error. At a minimum, in any such case, the publication should carry a warning that the proposed program has not yet been approved.

Chancellor's Office approval of a program is formally recognized in two ways: by a final letter of approval from the Chancellor's Office to the chief instructional officer of the college, giving the unique program code, and by the program's being entered on the Chancellor's Office Inventory of Approved and Projected Programs. Colleges should verify that both of these formal recognitions have been accomplished. The Inventory is accessible on the World Wide Web at:

**<http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>**

The Web display will be brought up to date with the latest approvals every two weeks.



## II. Credit Course Approval

### ***Local Approval and Chancellor's Office Approval***

Education Code Section 70901(b)(10) requires that the Board of Governors "Review and approve all educational programs offered by community college districts, *and all courses that are not offered as part of an educational program approved by the board of governors*" (emphasis added). In Title 5, Section 55100, the Board of Governors has delegated this approval responsibility to the Chancellor:

#### **55100. Course Approval.**

Except as provided in subsection (b) and section 55160, each course to be offered by a community college shall be approved by the Chancellor before the course is offered by the college. The course shall be submitted to the Chancellor on forms provided by the Chancellor's Office.

(b) If an educational program has been approved by the Chancellor, the governing board of a district shall establish policies for, and may approve individual courses which are offered as part of an approved program. Such courses need not be approved by the Chancellor, but shall be reported in the manner provided in subsection (c).

(c) For each course approved by a district, whether or not approval by the Chancellor is required, the district shall designate the appropriate classification of the course or activity in accordance with section 55001.

"Except as provided . . . in Section 55160" refers to community services classes.

A course is considered to be "part of an approved program" when it is required or is on a list of restricted electives, specified by course title or number, from which students are required to choose to achieve a degree or certificate in a program approved by the Chancellor's Office. A course is not considered "part of an approved program" when it is only required for a certificate that has been approved locally, but not by the Chancellor's Office – such as a certificate requiring fewer than 18 semester or 27 quarter units.

A program is considered "approved by the Chancellor's Office" when it is listed as approved, and appears with a valid unique identifying code, on the Chancellor's Office Inventory of Approved and Projected Programs. The approved status of any program may be verified on the World Wide Web at

**<http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>**.

## Courses Part of an Approved Program

Pursuant to Title 5 Section 55100, the governing board of a community college district may establish policies for, and may approve, courses that are part of an approved program, without separate approval by the Chancellor's Office. However, local approval of courses must include review by the curriculum committee established according to Title 5 Section 55002. The curriculum committee and the governing board should determine that the course meets the standards of Sections 55002, 55002.5, 55182, 55805.5 and all other applicable provisions of Title 5. In addition, all courses should be appropriate to the mission of the community college system, as defined in Education Code Section 66010.4 (see p. 15).

## Blanket Approval of Certain Stand-alone Courses

When a course is *not* part of an approved program as defined above, it is referred to as a "stand-alone course." By law, stand-alone courses are subject to Chancellor's Office approval. However, the Chancellor's Office has determined that, under limited circumstances, review of each individual stand-alone course is not necessary to ensure reasonable State accountability. Therefore, blanket approval is provided in these circumstances.

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

- 1) Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be

individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).

- 2) Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
- 3) Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)
- 4) Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
- 5) Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the

above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

The form to apply for approval of a stand-alone course is in Appendix C of this handbook.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval, and which are discussed starting on p. 15:

- Mission
- Need
- Quality
- Feasibility
- Compliance

The Chancellor's Office will respond to requests for stand-alone course approval within 30 calendar days from the date the request is received by the Chancellor's Office. If no response is provided within 30 days, the course shall be approved. The 30-day response need not always be final approval or denial. In cases where unusual difficulties may arise, the 30-day Chancellor's Office response may be that additional time is required to resolve specific problems.

New procedures for approval of stand-alone courses were promulgated by an administrative memo in August, 2000. Subsequently, various questions were raised by persons involved in local curriculum procedures. The Chancellor's Office has published a set of questions and answers on this subject which are included as Appendix D of this handbook. These Q&A's can also be viewed on the World Wide Web. Go to the Chancellor's Office web site at [www.cccco.edu](http://www.cccco.edu), click on "Agency," then "Academic

Affairs and Instructional Resources,” then “Credit Program and Course Approval,” then “Frequently Asked Questions.”

### ***Standards for All Courses***

It is the responsibility of the governing board of each community college district, under the Education Code, to approve courses offered in that district:

#### **70902. Governing boards; rules and regulations; duties; authority; delegation.**

. . . the governing board of each community college district shall do all of the following: . . . (2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors.

Title 5 of the California Code of Regulations further provides that every course must be recommended for approval by a curriculum committee before it goes to the governing board for approval:

#### **55002. Standards and Criteria for Courses and Classes.**

. . . (1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

The curriculum committee and the governing board, and the district's and college's academic administrators (as delegated by the governing board) are thus together responsible for ensuring that regulatory standards are met for the applicable category of community college credit, and also that courses meet other standards, such as standards for university transfer, general education certification, and articulation for particular majors.

The Academic Senate for California Community Colleges has published a paper called “Components of a Model Course Outline of Record” (November 1995) which can be useful to curriculum committees in carrying out their responsibilities for course approval.

### **Associate Degree Applicable Courses**

For any course that will apply toward the associate degree, Title 5 regulations require that the curriculum committee determine that the coursework is truly at a college level,

and that the course incorporates critical thinking. Every course is required to have an official outline of record which includes specified elements:

**55002. Standards and Criteria for Courses and Classes.**

**(a) Associate Degree Credit Course.** An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5 and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.

. . . (2) The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee, determines, based on a review of the course Outline of Record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with section 55200) of this Subchapter.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provisions of Article 2.5 (commencing with section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of Chapter 2 (commencing with Section 51000), sections 55761-55763 and 58161 of this Division.

There is also a description in Title 5 of the types of courses that may be considered associate degree-applicable. Courses that fall outside the categories listed in the regulation may not be offered for associate degree credit:

**55805.5. Types of Courses Appropriate to the Associate Degree.**

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002 (a) and that fall into the following categories to be offered for associate degree credit:

- (a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- (b) Courses that apply to the major in non-baccalaureate occupational fields.
- (c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.
- (d) All mathematical courses above and including Elementary Algebra.
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above.

In paragraph (b) of the section, the Chancellor's Office interprets the phrase "courses that apply to the major in non-baccalaureate occupational fields" to mean courses within a T.O.P. code designated as vocational, which are part of an approved program (degree or certificate), or are approved by the Chancellor's Office, either under a blanket approval, or by individual course approval.

Paragraph (e) of this section means that courses whose content is primarily English or mathematics, regardless of what the course is called or what department it is taught in, may not be applied for associate degree credit unless they are at a level comparable to the course whose completion satisfies the entrance requirements for transferable freshman composition (in the case of English), or comparable to elementary algebra (in the case of math). This rule applies to English as a Second Language as well as all other disciplines. For English and ESL, the standard is interpreted to mean that the course must require the student to write several full-length essays for it to be associate degree-applicable. Thus, courses whose primary focus is the acquisition of spoken

English skills, or writing skills at the sentence and paragraph level, are not applicable to the associate degree.

### Nondegree-Applicable Credit Courses

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

Title 5 prescribes that these courses must provide instruction in critical thinking, must prepare students to study independently outside of class, and must include reading and writing assignments. However, the course materials and level of difficulty do not have to be at the college level. In addition, the regulation includes a specific list of the types of courses appropriate for the non degree-applicable credit category:

#### **55002. Standards and Criteria for Courses and Classes.**

**(b) Nondegree Credit Course.** A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under Subdivision (a)(1) of this section) and is approved by the district governing board and falls within one of the categories described in Subdivision (1) of this subsection.

(1) Types of Courses. Non-degree applicable credit courses are:

(A) Precollegiate basic skills courses as defined in section 55502(d) of this division

(B) Courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.

(C) Precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs

(D) Essential occupational instruction for which meeting the standards of section 55002(a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided in section 55100 of this Division.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at

least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term laboratory, and activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepare students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with section 55200) of this Subchapter.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 5100), Sections 55761-55763 and 58161 of this Division.

### Relationship of Hours to Units

Title 5 contains a regulation, carried over from a previous Education Code section originally enacted in the 1930s, that defines the relationship of hours of student learning time to units earned in a community college:

#### **55002.5. Credit Hour; Allowance for Shorter Term.**

One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.

This relationship applies to both degree-applicable credit and nondegree-credit courses. In this section, "recitation" includes the method of instruction usually called "lecture."

For purposes of classroom or laboratory time, an hour is defined by Title 5 fiscal regulations, Section 58023, as 50 minutes. However, for out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

The essence of the relationship expressed in this section is that each unit of credit requires approximately 48 hours of student learning time. As a matter of standard higher education practice (but not as a matter of law), in traditional academic disciplines (such as English, history, mathematics, etc.), it is expected that one third of these hours will occur in the classroom ("recitation" or lecture), and two-thirds of them will occur outside the classroom ("study" or homework).

Thus, for a one-unit academic course, the following hours would normally be expected:

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

Many traditional academic courses award three units. The number of hours expected for such a course would be:

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

Many other combinations and schedules are possible. For instance, suppose a college offers an accelerated course that meets for two hours of lecture per day over ten days.

20 hours of classroom time  
28 hours of homework must be assigned  
48 hours total student learning time for one unit

Or an intensive weekend seminar could be offered and generate one-half unit:

16 hours of classroom time (two 8-hour days)  
8 hours of homework must be assigned  
24 hours total student learning time for one-half unit

It is not appropriate to offer accelerated courses that, by their design, would not permit the student to do the amount of out-of-class homework required to meet the hours-to-units relationship of Title 5.

These configurations illustrate the hours required for lecture-type courses in semester-length terms. For each unit of credit in a college using the quarter system, 10 2/3 hours of classroom time and 21 1/3 hours of homework would be expected in a lecture-type course. For a three-unit course on the quarter system, 32 hours of classroom time and 64 hours of homework would be expected.

Naturally, it is impossible to predict exactly how long it will take for any individual student to do a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual. However, faculty are required to attempt to assign an amount of homework that they believe would take the average student the requisite amount of time to complete.

In laboratory or activity courses, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units earned is generally based entirely on the number of hours of laboratory or activity work performed on campus under the immediate supervision and control of a qualified academic employee. For example, 48 hours of chemistry laboratory (three hours per week over 16 weeks) earns one semester unit of credit, whereas the same number of hours of chemistry lecture would earn three units.

However, some community colleges have assigned a unit of credit for fewer than three hours a week of laboratory or activity, in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For instance, in a computer applications course which is primarily laboratory, there may nonetheless be a certain amount of reading involved outside of class. The college might thus award one unit of credit for only two hours per week of hands-on computer instruction, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice. However, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class hours. Any alteration of this relationship for such a course could jeopardize its acceptability for major or general education purposes at the four-year level.

In the California Community College system, the number of hours per unit is often expressed as slightly higher than the figures cited in this section. That is because, although the controlling regulation describes a 16-week semester, our finance laws require that our semesters average 17.5 weeks rather than 16 (and that our quarters average 11 2/3 weeks rather than 10 2/3). Therefore, the number of hours of lecture instruction for a three-unit course, for instance, is often cited as 51 or 54 (three hours per week for 17 weeks or 18 weeks), rather than 48. However, community colleges are authorized to reduce their instructional calendars by up to 15 days per year for "flex time" (faculty professional development activities). Most colleges do not use the maximum allowable 15 days for "flex time," but even one that did would remain in compliance with the hours-per-unit regulation, since the minimum learning time requirement is predicated on a term of 16 weeks.

## Course Repetition

Title 5 "Standards of Scholarship" regulations provide that any course may be repeated if the student received a "D," "F," or "NC" grade the first time (see Sections 55761-55762). In addition, a district may allow a student to repeat a course even if he or she achieved a satisfactory grade (such as a "C") the first time, if certain justifying circumstances exist (see Section 55763). Another regulation in the "Fiscal Support" chapter of Title 5 specifies that State apportionment may only be claimed for one repetition in either of these circumstances.

Title 5, Section 58161 defines more precisely these circumstances and others under which such repetition may occur and may be claimed for State apportionment:

### **58161. State Apportionment for Course Repetition.**

(a) Except as specifically authorized by statute or by this section, no state apportionment shall be allowed for the attendance of a student in a course in which the student has previously received a grade from the district.

(b) State apportionment may be claimed for the attendance of a student in a course in which the student has received a grade only if:

(1) The student is repeating the course to alleviate substandard work which has been recorded on the student's record. The term "substandard" shall be defined as course work for which the grading symbol "D," "F," or "N/C" has been recorded; or . . .

This paragraph establishes that any course may be repeated and State apportionment claimed once when the student has received a substandard grade the first time. No special notation need be put on the course outline of record to establish this; it is an across-the-board rule.

The following paragraphs establishes that a district may (but is not required to) allow a student to repeat a course and claim State apportionment once even if he or she received a satisfactory grade the first time, under certain circumstances. Students sometimes want to do this in order to boost their chances of admission to a selective program, or because recency is required for a prerequisite for entrance into a program:

### **58161. State Apportionment for Course Repetition (cont'd)**

. . . (2) The district finds that the student's previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student; or

(3) The district has determined that a student should repeat a course because there has been a significant lapse of time since the student previously took the course.

The attendance of students repeating a course as authorized by this subsection may be claimed only once for state apportionment.

However, Section 55763 provides that when a course is repeated under these paragraphs (the student did not receive a substandard grade the first time), the grade received for the repetition shall not be counted in calculating the student's grade point average.

In 1997, a provision was inserted in Section 55753 requiring districts to allow indefinite repetition "in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment," and to count the grades earned toward the g.p.a. This covers certain periodic recertification courses required of peace officers and emergency medical personnel, but may also apply in other occupations. Districts may require students "to certify or document that course repetition is necessary to complete legally mandated training." Concomitantly, a provision was placed in Section 58161 authorizing districts to collect apportionment for unlimited repetitions in these circumstances:

**58161. State Apportionment for Course Repetition (cont'd)**

. . . (c) When course repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, the district may claim state apportionment each time the student repeats the course.

Finally, the last paragraphs of the section establish that districts may designate certain types of courses as repeatable for apportionment up to three times under the semester system or five times under the quarter system, regardless of the grade previously received or the student's individual circumstances. (In other words, the student may take this type of course up to a total of four times or six times, depending on the college's calendar) Such courses must be specifically designated in the college catalog, and a system must be adopted to track students' repetitions:

**58161. State Apportionment for Course Repetition (cont'd)**

. . . (d) State apportionment for repetition of courses not expressly authorized by this section may be claimed in accordance with the following procedure:

(1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog.

(2) The district must determine and certify that each identified course is one in which the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons:

(A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods;  
or

(B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

(3) The district must develop and implement a mechanism for the proper monitoring of such repetition.

(4) The attendance of students repeating a course pursuant to this subsection may be claimed for state apportionment for not more than three semesters or five quarters.

Physical education activity courses and performing and studio arts courses may be designated as repeatable under this regulation. Occupational courses may also be designated as repeatable if the course content is determined to differ each time the course is offered, and the other criteria of the section are met. (An administrative memo clarifying the Chancellor's Office interpretation of the applicability of the repeatability regulations to occupational courses was issued January 2, 2001, and may be viewed on the World Wide Web at

[http://www.cccco.edu/divisions/esed/aa\\_ir/CREDIT/credit\\_attachments/RepeatabilityofVocCourses.doc](http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_attachments/RepeatabilityofVocCourses.doc).) It is not the intent of the regulation that basic skills or ESL courses generally be eligible to be so designated. In those disciplines, where further skill needs to be developed, generally an additional course level should be offered.

The limitation of four semesters or six quarters applies to the total number of repetitions for any given activity, even if the college offers several levels of courses in that activity. As an example, a college may receive apportionment for a student's enrollment in tennis for a total of four semesters or six quarters, regardless of how the tennis courses are numbered. A student may not enroll for four times in each of Beginning Tennis, Intermediate Tennis, and/or Advanced Tennis. (Some colleges have arranged to allow individual students to continue participating in a physical education activity after this limit through the community services, or fee-supported, mode.) This administrative interpretation was promulgated by the Chancellor's Office in 1985. However, the interpretation was modified by another administrative memo in 1992, in regard only to courses in the arts:

Section 58161(c) [now renumbered 58161(d)] of Title 5 of the California Code of Regulations will henceforth be interpreted to restrict all activity course repetitions to no more than three semester or five quarters per subject matter (as previously applied) or per course (irrespective of the number of repeats in other courses with a common subject matter) if and only if the course is part of a sequenced transfer curriculum in the visual and performing arts disciplines (music, fine arts, dance or theater arts). Applicable sequenced transfer curriculum shall include but not be limited to major performance ensembles.

There is a special exception to the limitations on course repetition for apportionment provided for Disabled Students Programs and Services (DSPS) special classes. It is contained in Title 5, Section 56029, and provides that the limitations do not apply:

(a) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific class;

(b) When additional repetitions of a specific special class are essential to completing a student's preparation for enrollment into other regular or special classes; or

(c) When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

## Open Courses

Every community college is required, as a minimum condition of State aid, to place a statement on open courses in its catalog and class schedules:

### **51006. Open Courses.**

(a) The governing board of a community college district shall adopt by resolution the following or a comparable statement: "The policy of this district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Subchapter 1 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations."

(b) The statement of policy adopted by the board pursuant to Subsection (a) shall be published in the official catalog, schedule of classes, and addenda to the schedule of classes for which full-time equivalent student (FTES) is reported for state apportionment. A copy of the statement shall also be filed with the Chancellor.

The meaning of "open courses" is discussed more specifically in an article of Title 5 commencing with Section 58100. Following are some selected key sections from that article:

### **58102. Course Description.**

The description of each course shall be clear and understandable to the prospective student and shall be published in the official catalog, and/or schedule of classes, and/or addenda.

A course description may indicate that the course is designed to meet certain specialized needs. If so indicated, the availability of the course to all qualified students must also be affirmed.

### **58104. Dissemination of Information.**

All courses to be conducted shall be described in the official general catalog and/or addenda and listed in the schedules of classes.

Courses which are established or conducted after publication of the general catalog or regular schedule of classes shall be reasonably well publicized.

Announcements of course offerings shall not be limited to a specialized clientele, nor shall any group or individual receive notice prior to the general public for the purposes of preferential enrollment, limiting accessibility, or exclusion of qualified students.

### **58108. Registration and Enrollment Procedures.**

Procedures for registration and standards for enrollment in any course shall be only those which are consistent with these and other sections of Title 5 and uniformly administered by appropriately authorized employees of the district.

Except as otherwise provided by state law, no student shall be required to confer or consult with or be required to receive permission to enroll in any class from any person other than those employed by the college in the district.

Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites as barriers to enrollment in or the successful completion of a class.

No registration procedures shall be used that result in restricting enrollment to a specialized clientele.

The following registration procedures are permissible: special registration assistance to the handicapped or disadvantaged student as defined by statute, for the purpose of providing equalization of educational opportunity; and enrollment of students in accordance with a priority system established pursuant to legal authority by the local board of trustees.

With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.

The linkage of the “open course” concept to State apportionment is further reinforced by a subsection within the “Attendance Accounting Standards” article:

### **58051.5. Reports for Apportionment; Prohibited Classes.**

(a) No community college district may claim for purposes of state apportionment any classes:

. . . (3) if such classes are not located in facilities clearly identified in such a manner, and established by appropriate procedures, to ensure that attendance in such classes is open to the general public, except that students may be required to meet prerequisites which have been established pursuant to Sections 55002, 55201 and 55202.

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

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

### Transferable Courses

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

The predominant transfer-receiving institutions for California community colleges are the campuses of the California State University and the University of California. Under "Executive Order #167," the California State University has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the University of California Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one of UC's campuses.

Executive Order #167 states in part:

Courses from accredited institutions which do not offer bachelor's degrees [such as community colleges] will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would *not* be acceptable to designate a course as being of baccalaureate level for the The California State University and Colleges or for particular fields of study.

The full text of the executive order may be viewed on the World Wide Web at <http://www.calstate.edu/eo/EO-167.pdf>.

A document prepared by the Academic Senate for the California State University ("Considerations Involved in Determining What Constitutes a Baccalaureate Level Course") provides some further guidance for transferability:

#### **Course Expectations**

- 1) The course is presented in a manner that requires of students:

- a. a level of intellect, skill, prior knowledge, and maturity consistent with entry level collegiate expectations and the stated prerequisite(s), if any, for that course;
- b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
- c. the capacity to think critically and to understand and apply concepts.

2) The course:

- a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
- b. requires the student to continue development of communication skills appropriate for higher education.

3) Coursework that:

- a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
- b. enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
- c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

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

Decisions on transferability for equivalence to particular coursework required as part of a university major are made by departmental faculty and committees at each university campus. Major-specific articulation information for most campuses can be found in the database of the "Articulation System Stimulating Interinstitutional Student Transfer" (ASSIST), on the World Wide Web at: <http://www.assist.org>. In addition, the "California Articulation Number" (CAN), used in most community college catalogs, is a separate numbering system designed to identify comparable courses that may be used in lieu of lower division major requirements at CSU and some participating independent colleges and universities. A course may be assigned a "CAN number" after it has gone through an articulation approval process, and has been accepted for major requirements according to established CAN procedures. The CAN database is also available on the World Wide Web at: <http://www.cansystem.org>.

The four-year public segments have extensive requirements for general education. Identifying those community college courses that will be accepted by CSU or UC as satisfying their general education requirements is very important to the success of

transfer students. For the University of California, the acceptability of a course for general education is predicated on the acceptability of the equivalent UC course, since each course transferred to UC has been identified, by staff review at the Office of the President, as essentially equivalent to an existing UC course. UC's general education requirements, moreover, vary greatly from campus to campus. For the California State University, general education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU's general education requirements are set forth in the CSU Chancellor's Executive Order 595, which is available on the World Wide Web at <http://www.calstate.edu/EO/EO-595.pdf>.

Before 1993 community colleges were permitted to self-certify courses as satisfying CSU general education categories. Since 1993, however, new courses intended for general education transfer have been reviewed for acceptability by CSU Chancellor's Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for IGETC, the Intersegmental General Education Transfer Curriculum, which is accepted by both four-year public segments as an alternative pattern for satisfying lower-division general education requirements.

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

### Prerequisites

Title 5, Section 55002 requires, for degree-applicable courses, that when the curriculum committee determines that is necessary for student success, the course shall require appropriate prerequisites or corequisites, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for non degree-applicable courses.

However, other Title 5 regulations have been adopted governing the manner in which prerequisites and corequisites may be established. These regulations establish that, with certain limited exceptions, prerequisites must be carefully scrutinized before they are established, to be certain that they are necessary and not discriminatory. Most prerequisites are subject to scrutiny through a process of "content review," but prerequisite English and math levels generally require a process of statistical research validation.

The application of the prerequisite regulations is linked to the Matriculation program and is overseen mainly by the Matriculation unit within the Student Services division of the Chancellor's Office. A document is available from the Chancellor's Office entitled "A

Discussion of Title 5 Regulations Concerning Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment" (August 1997), which may be useful to faculty or administrators dealing with these issues. In addition, the Academic Senate published a paper called "Good Practice for the Implementation of Prerequisites" (Spring 1997), which offers advice, examples, and proposed answers to questions concerning prerequisites. The Matriculation unit of the Chancellor's Office also has documents available pertaining to assessment testing procedures and other aspects of the Matriculation program.

Following is the key section of Title 5 concerning prerequisites. There are a number of other related sections that are discussed and may be found in the papers mentioned above.

**55201. Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation.**

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this Article 2.5 55200 -55202. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to Section 55002(a)(2)(D) or 55002(a)(2)(E).

(b) A governing board choosing to establish prerequisites, corequisites or advisories on recommended preparation shall, in accordance with the provision of Sections 53200-53204 of this Division, adopt policies for the following:

(1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in Subsection (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites or corequisites shall be made on a course-by-course or program-by program basis.

(2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.

(4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) Prerequisites or corequisites may be established only for any of the following purposes;

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with Section 55002(a)(2)(D), that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with Section 55002(a)(2)(D), that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health and safety of a student or the health and safety of others.

(d) Except as provided in this Subsection, no prerequisite or corequisite may be established or renewed pursuant to Subsection (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to Subsection (b)(3) if:

(1) it was established prior to July 6, 1990, and is part of a sequence of degree-applicable courses within a given discipline; or

(2) it was established between July 6, 1990, and the effective date of this regulation, in accordance with regulations in effect during this period of time; or

(3) it is required by statute or regulation; or

(4) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(5) it is required by four-year institutions.

(e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to Section 50002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then despite Subsection (d) of this Section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when:

(1) four-year institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or

(2) the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(A) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(B) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(f) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites or corequisites;

(2) The prerequisite or corequisite is in violation of this Article;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; and

(6) Such other grounds for challenge as may be established by the district governing board.

(g) In the case of a challenge under Subsection (f)(3) of this Section, the district shall, upon completion of the challenge procedure established pursuant to this Section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to Subchapter 5 (commencing with Section 59300) of Chapter 10 of this Division. Completion of the challenge procedure shall be deemed to satisfy the requirement of Section 59328(b) that the district and the student attempt informal resolution of the complaint.

(h) District policies adopted pursuant to this section shall be submitted to the Chancellor as part of the district's matriculation plan pursuant to Section 55510 of Subchapter 6 of Chapter 6 of this Division.

### ***Special Courses for Students with Disabilities***

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

Special classes may also refer, however, to distinct courses with their own outlines of record, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course, with objectives unique to that population.

In either case, special classes—like all courses and sections of courses—must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California Community Colleges. Such courses cannot be designed primarily to provide group activities or services, (e.g. therapeutic activity, counseling, or assessment testing) but must provide systematic rather than incidental instruction in a body of content or skills whose mastery forms the basis of the student grade.

Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (Title 5, Section 56028). The course description published in the college catalog may note that it has been designed for students with specific disabilities, but it may not restrict enrollment to such students, nor require students to register for classes through the DSP&S program or counselor, nor otherwise violate the open-enrollment provisions of State law (Title 5, Section 51006).

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

New DSP&S courses generally require approval by the Chancellor's Office according to the procedures for stand-alone courses, as by definition they are generally not "part of an approved program."

Title 5 contains definitions and specific provisions related to approval of DSPS courses:

**56028. Special Class Instruction.**

Special classes are instructional activities offered consistent with the provisions of Section 56000 and designed to address the educational limitations of students with disabilities who are admitted to the institution pursuant to Education Code Sections 76000 et seq. and who would be unable to substantially benefit from regular class college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes.

Such classes shall be open to enrollment of students who do not have disabilities. However, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities. Special classes offered for credit or noncredit shall meet the applicable requirement for degree credit, non-degree credit, or noncredit set forth in Sections 55002 and 55805.5 of this part. In addition, special classes shall:

- (a) Be designed to enable disabled students to compensate for educational limitations and/or acquire the skills necessary to complete their educational objectives;

(b) Employ instructors who meet minimum qualifications set forth in Section 53414 of this division.

(c) Utilize instructional methods, or materials specifically designed to address the educational limitations of students with disabilities. Curriculum committees responsible for reviewing and/or recommending special class offerings shall have or obtain the expertise appropriate for determining whether the requirements of this section are satisfied.

(d) Utilize student/instructor ratios determined to be appropriate by the district given the educational limitations of the students with disabilities enrolled in each class. Class size should not be so large as to impede measurable progress or to endanger the well-being and safety of students or staff.

Section 56029 further allows extended repetitions of DSPS courses under certain circumstances. (See p. 38 for specific language.)

In summary, DSP&S course outlines of record should:

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

### **III. Other Curriculum Topics**

#### ***Independent Study***

Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee. Apportionment for independent study is calculated based on the academic units the student earns, rather than on the student contact hours (classroom or laboratory time).

Independent study may include courses conducted through television, radio, and correspondence. (However, not all such courses need be conducted as independent study; see section below.) It also includes individual study as arranged between student and faculty member, with approval of the college (sometimes called "special study," "tutorial," or "individual study"). Distance education courses conducted "on-line" may or not be considered independent study for apportionment purposes, depending on how they are conducted.

#### ***Distance Education***

Until June 2002, all distance education was defined as independent study and governed by the provisions of the Title 5 subchapter on Independent Study. In June, 2002, amendments to Title 5 were adopted that removed distance education from under the independent study heading and gave it its own article under a different subchapter. The most important result of this change is that the attendance accounting method for distance education courses is no longer limited to independent study. (See Title 5, Section 58003.1[a].) Such a course may be reported as independent study, or it may be reported under one of the census methods of attendance accounting, depending on the circumstances under which it is offered. For example, if a distance education course is fully interactive (such as a course that uses real-time interactive television, or real-time interactive Internet communication), and conducted with regularly scheduled hours similar to what would be offered in a classroom setting, then it may be reported as a regular census course.

As a result of other changes in law, noncredit courses may now also be offered via distance education. The method of attendance accounting is specified in Title 5, Section 58003.1(f)(2).

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students. The Academic Senate for California Community

Colleges has published a set of “Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning” (Spring 1999). Also, the Distance Education Subunit within the Academic Affairs and Instructional Resources Unit of the Chancellor’s Office has prepared a publication, “Distance Education Regulations and Guidelines,” which is available on its Web page at [http://www.cccco.edu/divisions/esed/aa\\_ir/disted.htm](http://www.cccco.edu/divisions/esed/aa_ir/disted.htm).

Title 5 regulations on distance education are contained in Sections 55205-55219:

**55205. Definition and Application**

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 794d).

**55207. Course Quality Standards.**

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of section 55002 of this part, and in regard to any local course quality determination or review process.

**55209. Course Quality Determinations.**

Determinations and judgments about the quality of distance education under the course quality standards referred to in section 55207, shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2 of division 4 of this part.

**55211. Instructor Contact.**

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

**55213. Separate Course Approval.**

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures.

**55215. Faculty Selection.**

Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 of chapter 4 of division 4 of this part (commencing with section 53410), and with the list of disciplinary definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

**55217. Number of Students.**

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

**55219. Ongoing Responsibility of Districts.**

Any district conducting courses under section 55316.5 shall:

- (a) Maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses,
- (b) Provide to the local governing board, no later than August 31st of each year, a report on all distance education activity,
- (c) Provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

***Cooperative Work Experience Education***

Cooperative work experience education is another exception to the usual requirement that state-reimbursed community college education be under the immediate supervision and control of a qualified academic employee. Apportionment for this mode of instruction is based on the number of hours of employment, paid or non-paid, that a student works during a term, in a job that offers opportunities for on-the-job educational experiences.

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

A college that offers cooperative work experience must provide certain services, including supervision by a qualified instructor or coordinator, written evaluation of students' progress, consultation with employers, and other elements. Units of work experience must be earned in certain patterns described in regulations.

Title 5 regulations covering cooperative work experience education are contained in Sections 55250-55257. The Chancellor's Office has also published a handbook on this subject: "Cooperative Work Experience Education Management Handbook" (1994).

When work experience education is reported in the Chancellor's Office Management Information System, the Taxonomy of Programs (T.O.P.) code 4930.10 should be used for general work experience education. Occupational work experience should be reported in the same T.O.P. code as the program of which it is part; e.g., occupational work experience in the area of automotive technology should be reported in T.O.P. code 0948.00; occupational work experience in computer information systems should be reported in T.O.P. code 0701.00, etc.

### ***Community Services***

Community colleges are authorized by statute and regulation to offer community services classes, which are defined as "classes in civic, vocational, literacy, health, homemaking, technical and general education, including, but not limited to, classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics." There is no restriction against offering avocational, recreational, and personal development subject matters in the community services program. Community services classes are not the same as noncredit courses. They do not require approval from the Chancellor's Office and are not connected with any approved program.

Community colleges do not collect any state apportionment for community services offerings. They must charge students in these classes a fee sufficient to cover the cost of maintaining the classes, or they may provide community services classes by contract, or with contributions or donations from individuals or groups.

Community college districts are also prohibited from spending state general fund moneys to maintain community service classes. Thus these classes must be fully self-supporting, but, conversely, fees are not permitted to exceed the cost of maintaining the classes. The Board of Governors, pursuant to statute, has adopted guidelines to define the acceptable costs for which a community services fee may be charged (BOG Agenda, May 1985, Item 5).

The statutory authorization for community services offerings may be found at Education Code Section 78300:

**78300. Authorization; topics; admission; funds; fees.**

(a) The governing board of any community college district may, without the approval of the Board of Governors of the California Community Colleges, establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical and general education, including, but not limited to, classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. These classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein. (b) Community service classes shall be open for the admission of adults and of those minors as in the judgment of the governing board may profit therefrom. (c) Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes, or may provide instruction in community service classes for remuneration by contract, or with contributions or donations of individuals or groups. The board of governors shall adopt guidelines defining the acceptable reimbursable costs for which a fee may be charged and shall collect data and maintain uniform accounting procedures to ensure that General Fund moneys are not used for community services classes.

The Title 5 reference is Section 55160:

**55160. Approval of Community Service Classes.**

(a) Districts are authorized in accordance with the provisions of article 7 (commencing with section 78300) of chapter 2, part 48 of the Education Code to approve and conduct community services classes without the approval of the Chancellor. The classification of all such classes shall be reported to the Chancellor in accordance with Section 55001.

(b) Community services classes shall not be referred to as noncredit classes.

Title 5 also includes a definition of community services classes and the standards they must meet:

**55002. Standards and Criteria for Courses and Classes.**

... (d) Community Services Class. A community services class is a class that meets the following minimum requirements:

- (1) is approved by the local district governing board;
- (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- (4) is conducted in accordance with a predetermined strategy or plan;
- (5) is open to all members of the community; and
- (6) may not be claimed for apportionment purposes.

## **Contract Education**

Community colleges are authorized to conduct contract education offerings, to meet the specific training needs of private corporations or other public agencies. This authorization is contained in Education Code Section 78021:

**78021. Establishment of programs; recovery of costs; calculating average daily attendance.**

The governing board of any community college district may establish, or with one or more community college districts may establish, contract education programs within or outside the state by agreement with any public or private agency, corporation, association, or any other person or body, to provide specific educational programs or training to meet the specific needs of these bodies.

The contracting community college district or districts shall recover, from all revenue sources, including, but not limited to public and private sources, or any combination thereof, an amount equal to, but not less than, the actual costs, including administrative costs, incurred in providing these programs or training.

The attendance of students in these contract education programs shall not be included for purposes of calculating the average daily attendance for apportionment to these districts, unless all statutory and regulatory conditions for generating average daily attendance are met.

Most contract education offerings do not generate State apportionment, because they are customized offerings paid for by businesses for their employees. Since they do not generate apportionment, they are not required to be open to any student admitted to the college. There are also other statutory or regulatory conditions for apportionment that do not apply to contract education.

The majority of contract offerings do not carry community college credit. They are referred to as "not-for-credit classes." (The term "noncredit" is reserved for State-authorized and State-funded adult education courses in specific categories authorized by law.) However, contract education classes may carry community college credit, if they meet the same quality standards as equivalent courses taught within the State-funded curriculum. Some may generate apportionment, if they are open to any student of the college and meet all other legal requirements.

Approval of contract education classes is covered in Title 5:

**55170. Contract Classes.**

(a) Notwithstanding subdivision (c) of section 55000, "contract classes" means those classes which a community college district offers in fulfillment of a contract with a public or private agency, corporation, association, or other body or person.

(b) No approval of a contract class is required if the district does not claim state support for the class and if the legislation which authorizes that class does not require approval. If the district claims state support for a contract class, approval of the class shall be obtained in the manner provided for classes of the same type, as provided in this article. Approval of the contract shall be obtained in the manner provided for by law.

This regulation means that Chancellor's Office approval is not required for a non-apportionment-generating contract class, even if it results in college credit. However, the Chancellor's Office advises that contract classes that result in credit, whether they generate apportionment or not, should be required to be approved by the college or district curriculum committee, applying the same quality standards as for other credit courses.

## ***Program Review***

Title 5 regulations give the Chancellor's Office the authority to review established programs:

### **55130. Approval of Credit Programs.**

... From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

The Chancellor's Office has never been staffed sufficiently to carry out post-approval program reviews in a regular fashion. However, several times during its history the Chancellor's Office has collected information from all colleges on the processes for and/or the results of locally conducted program reviews. In doing so, the agency has relied on another section of Title 5, this one a "minimum condition" regulation (i.e., a condition that must be met for a community college district to receive State apportionment):

### **51022. Instructional Programs.**

(a) The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

In addition, the Education Code specifically requires regular review of the effectiveness of vocational programs:

### **78016. Review of program; termination**

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
  - (2) Does not represent unnecessary duplication of other manpower training programs in the area.
  - (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.
- (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- (d) This section shall apply to each program commenced subsequent to July 28, 1983.
- (e) A written summary of the findings of each review shall be made available to the public.

Review of instructional programs on a regular basis, and according to a regular procedure, is mandated not only by Title 5 regulations and Education Code statutes, but also by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Several accrediting standards speak to institutional planning, research, and design of instructional programs; however, the most direct requirement for program review is Standard D.1:

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

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

The Academic Senate for California Community Colleges also has produced documents on program review. An ad-hoc research subcommittee produced a report entitled "Toward an Acceptable Program and Services Review" in 1988, which outlines several models of program review. And the Senate adopted a paper in Spring 1996 entitled "Program Review: Developing a Faculty Driven Process," which emphasizes the governance and procedural aspects of program review. "Processes for program review" is one of the areas in which districts governing boards are required by Title 5 (Sections 53200 and 53203) to consult collegially with local academic senates.

At present there is no standard officially recommended model, or selection of models, for how program review should be conducted in our system. There is an imperative,

however, that every college must conduct an effective review of its instructional programs on a regular basis.

### ***Curriculum Approval of New Centers and Colleges***

Approving or disapproving plans for new facilities is one of the basic responsibilities of the Board of Governors, according to its original authorizing statute (Education Code Section 70901) and the Community College Construction Act (Education Code Section 81800 et seq.) In addition, every new college or educational center is specifically required to be approved by the Board of Governors, regardless of whether State construction funds are requested (Title 5, Section 51014). The Board has adopted a set of regulations broadly prescribing what information districts must submit in a request for a new college or center (Title 5, Sections 55825-55831), and how the request should be analyzed.

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

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

#### **CURRICULUM STANDARDS FOR APPROVAL OF NEW COLLEGES AND CENTERS**

*(General authority: Education Code Section 70901, Title 5 Section 51014. Notations in parentheses provide authority and/or reference to relevant statutes and regulations.)*

#### **CURRICULUM STANDARDS FOR NEW COLLEGES**

- 1) The approval application should describe the categories of coursework to be offered and the programs that the coursework will support. *(ECS 70901, 81821; T.5/55829,55830.)*
- 2) All the programs both at the new college and at the parent college or district should be approved by the Chancellor's Office, as reflected on the Inventory of Approved and Projected Programs.

In the case of a new college that is being converted from a previously existing center or campus, all programs actually offered in full on-site under the authority of a prior program approval held by the "parent" college, will be considered approved. For any program that is not fully operational on-site when the new college commences operations (even though an approval is held by the "parent" college), and for any program that lacks a prior approval at the "parent" college, a new program application must be submitted. (ECS 70901, 70902; T.5/ 51021, 5130.) (See "Conversion of Center to New College," p. 14.)

- 3) The new college should offer the necessary core curriculum (general education and lower-division requirements for the most common majors) to support a viable transfer function. (ECS 66722, 66730, 66732; T.5/ 51027.)
- 4) The determination of occupational programs to be offered should be based on a recent labor market study or regional economic analysis. (ECS 78015, 78016; T. 5/ 55130.)
- 5) The new college should offer a range of basic skills and ESL that is appropriate for its service area population. (ECS 66010.4; T.5/ 55829.)
- 6) An educational master plan, including projected programs, should be prepared or should be in process of preparation. (ECS 70901, 70902; T.5/ 51008.)
- 7) A policy and procedure for instructional program review should have been adopted. (T. 5/ 51022.)

## CURRICULUM STANDARDS FOR NEW EDUCATIONAL CENTERS

- 1) The approval application should describe the categories of coursework to be offered and the programs that the coursework will support. (ECS 70901, 81821; T.5/ 55829,55830.)
- 2) All the programs both at the center and at the parent college should be approved by the Chancellor's Office, as reflected on the Inventory of Approved and Projected Programs.

Any programs that have not previously been approved, or which are to be started concurrently with, or following the establishment of, the new center, must be submitted for program approval. (ECS 70901, 70902; T.5/ 51021, 5130.)

- 3) The center should offer a distribution of coursework based on the needs of the service area, as documented by surveys, and/or information from K-12 schools and other postsecondary educational providers, employers, and public and private nonprofit agencies. The curriculum should include, as determined to be appropriate:
  - a) Courses in each general education category.
  - b) Core major coursework for common transfer majors.

c) Coursework for short-term job training and/or full career preparation.

A center, unlike a college, need not always provide all coursework needed for a full transfer function, or the complete range of occupational preparation. Some programs may require that the student take courses at the parent college. (*ECS 66010.4; T.5/ 55829, 55830.*)

4) The determination of occupational programs to be offered should be based on a recent labor market study or regional economic analysis. (*ECS 78015, 78016; T. 5/ 55130.*)

5) The center should offer a range of basic skills and ESL that is appropriate for its service area population. (*ECS 66010.4; T.5/ 55829.*)

6) An educational master plan, including projected programs, should be prepared or should be in process of preparation. (*ECS 70901, 70902; T.5/ 51008.*)

7) A policy and procedure for instructional program review should have been adopted. (*T. 5/ 51022.*)



## APPENDIX A

# Forms and Instructions for Approval of New Programs

- Application for Approval–New Occupational Program
- Application for Approval–New Transfer Program
- Request To Add New Option or Certificate Within Existing Program to Inventory
- Non-Substantial Changes to Approved Program (or Change of Active–Inactive Status)
- Request To Add Projected Program to Inventory
- Application for Approval–Credit or Noncredit Apprenticeship Program

## **PLEASE READ!**

### **GENERAL INSTRUCTIONS FOR ALL APPLICATIONS**

- 1) Send the correct number of copies. Applications for approval of new programs need one original and two copies. Requests for addition of options or certificates within existing programs, and applications for apprenticeship approvals, require one original and one copy. Nonsubstantial changes to existing programs, and requests to add projected programs, require one original.
- 2) Ensure that the signature page is completely filled in, with each signature dated, the name of the signer clearly typed or printed, and the date of local board approval filled in.
- 3) Keep down the overall size of applications. A bulky application does not increase the prospects for approval, and may even cause delay. Bulky printouts of raw data or the contents of web sites should not be included. Do not include items such as the college's entire program review report or course articulation agreement. When a separate labor market or economic study needs to be included to provide evidence of need, that is appropriate, even if bulky.
- 4) Don't send more, or fewer, course outlines than required. The instructions for each type of approval specify which course outlines should be sent and which should not.
- 5) Avoid permanent bindings such as tape or perfect binding.
- 6) College and district officers should realize that they take responsibility for the quality and accuracy of the application when they sign the cover form. Each responsible signer should read the application, and not sign until he or she is satisfied with its contents. This is especially true of the chief instructional officer.
- 7) If in doubt, do the following: first; read the instruction. If the answer is not found there, contact the Chancellor's Office.

Academic Affairs & Instructional Resources  
(916) 322-6888  
cklein@cccco.edu

Application Date


**California Community Colleges**
**APPLICATION FOR APPROVAL—NEW OCCUPATIONAL PROGRAM**

PROPOSED PROGRAM TITLE	CONTACT PERSON
COLLEGE	TITLE
DISTRICT	PHONE NUMBER
PROJECTED PROGRAM START DATE	E-MAIL ADDRESS
<input type="checkbox"/> CERTIFICATE <input type="checkbox"/> A.A. DEGREE <input type="checkbox"/> A.S. DEGREE <input type="checkbox"/> LIMITED DURATION, until _____	

**PLANNING SUMMARY**

Recommended T.O.P. Code	Estimated FTE Faculty Workload	
Units for Major—Degree	Number of New Faculty Positions	
Total Units for Degree	Est. Cost, New Equipment	
Required Units—Certificate	Type of New/Remodeled Facility	
Projected Annual Completers	Est. Cost, Library Acquisitions	
Projected Net Annual Labor Demand	Listed as "projected" on Inventory?	<input type="checkbox"/> ?Yes <input type="checkbox"/> No

**APPROVAL CRITERIA**

Approval Criterion	Pg. # in App.	Section	Chancellor's Office Use
<b>MISSION</b>		1. Statement of Program Goals and Objectives	
		2. Catalog Description	
		3. Program Requirements	
		4. Background and Rationale	
<b>NEED</b>		5. Enrollment and Completer Projections	
		6. Place of Program in Curriculum/Similar Programs	
		7. Similar Programs at Other Colleges in Service Area	
		8. Labor Market Information	
		9. Job Market Analysis	
		10. Employer Survey	
		11. Explanation of Employer Relationship	
		12. List of Members of Advisory Committee	
		13. Minutes of Key Meetings/Recommendations	
		14. Recommendation of Regional Consortium	
<b>QUALITY</b>		15. Display of Proposed Sequence	
		16. Outlines of Record for Required Courses	
		17. Transfer Applicability	
		18. Program Evaluation Plan	
<b>FEASIBILITY</b>		19. Library and/or Learning Resources Plan	
		20. Facilities and Equipment Plan	
		21. Financial Support Plan	
		22. Faculty Qualifications and Availability	
<b>COMPLIANCE</b>		23. Model Curriculum	
		24. Licensing or Accreditation Standards	
		25. Student Selection and Fees	
		26. Programs Involving Contracts	

**SUBMIT ONE ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS**

**REQUIRED SIGNATURES—NEW OCCUPATIONAL PROGRAM**

Program \_\_\_\_\_ College \_\_\_\_\_

**LIBRARY AND LEARNING RESOURCES**

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

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

**VOCATIONAL REQUIREMENTS**

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

\_\_\_\_\_  
DATE                      SIGNATURE, DEAN OF OCCUPATIONAL EDUCATION                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, CHAIR, OCCUPATIONAL ADVISORY COMMITTEE                      TYPED OR PRINTED NAME

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

\_\_\_\_\_  
DATE                      SIGNATURE, CHAIR, REGIONAL CONSORTIUM                      TYPED OR PRINTED NAME

**LOCAL CURRICULUM APPROVAL**

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

\_\_\_\_\_  
DATE                      SIGNATURE, CHAIR, CURRICULUM COMMITTEE                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, CHIEF INSTRUCTIONAL OFFICER                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, PRESIDENT, ACADEMIC SENATE                      TYPED OR PRINTED NAME

**COLLEGE PRESIDENT**

All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed instructional program.

\_\_\_\_\_  
DATE                      SIGNATURE, PRESIDENT OF THE COLLEGE                      TYPED OR PRINTED NAME

**DISTRICT APPROVAL**

On \_\_\_\_\_, the governing board of \_\_\_\_\_  
District approved the instructional program attached to this application.

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

## **INSTRUCTIONS FOR APPLICATION FOR APPROVAL—NEW OCCUPATIONAL PROGRAM**

*Program Title:* Please give the title as it is proposed to appear in the catalog. A program title should clearly and accurately reflect the scope and level of the program.

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

Interim communications from the Chancellor's Office, such as requests for further information, will usually be sent to the contact person, but official communications on the status of program approval applications are sent to the chief instructional officer, with copies to the contact person and whomever else the college may designate.

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

*Type of Program:* Please check appropriate box or boxes. All new degree majors are required to be approved. For certificates, only those requiring 18 or more semester units, or 27 or more quarter units, are required to be approved. If the program will offer both a certificate and a degree, please submit a single application for both. A limited duration approval may be requested for any type of program.

*Limited Duration:* A limited duration approval may be requested for one of two reasons: the college plans to operate the program only for a limited period; or the college cannot supply all information necessary for a permanent approval application within the necessary length of time. In the latter case, the Chancellor's Office will consider an approval application with one or more required elements missing or incomplete, if there is reason to believe that permanent approval is likely to be granted when those elements are supplied. In such a case, the limited approval will generally be granted for one academic year only. Colleges are advised to avoid this procedure, as it effectively requires going through the approval process twice (once for the limited authorization and again for the permanent authorization). However, it is available if necessary.

If a limited duration approval is requested because the college plans to operate the program only for a limited period, any duration may be requested, but the same application elements are required as for a permanent approval.

A college may not admit new students into a program after a limited duration approval has expired. However, students already in the program should be permitted to complete it.

### ***Planning Summary***

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

The T.O.P. code should be assigned according to the content and outcomes of the program, and should conform as best as possible to the code assigned to similar programs in other colleges around the state. The T.O.P. code should not be assigned based on local departmental structure, faculty qualifications, or budget groupings.

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

*Units for Major–Degree:* The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites. An example of a closely associated prerequisite would be anatomy and physiology for a nursing program, or technical mathematics for a manufacturing program. Do not include prerequisite units needed to bring a student to standard collegiate levels of language and computational competence. Do not include general education, or open electives. Do not convert quarter units to semester unit equivalents.

*Total Units for Degree:* The total units required to complete the degree, including the units in the item above, plus all required general education, open electives, and any other requirements.

*Required Units–Certificate:* The number of semester or quarter units, including required courses, restricted electives, and closely associated prerequisites. Do not convert quarter units to semester unit equivalents.

*Projected Annual Completers:* Number of students estimated to receive the degree or certificate each year, when the program is fully established. Explanation may be provided in Item #5.

*Projected Net Annual Labor Demand:* Fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the

same service area. In most cases, this figure should cover only the college's service area. But for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. In such a case, the figure shown here should be explained in Items #7-9.

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

*Number of New Faculty Positions:* Do not fill in total FTE's, but the number of separately identified positions that will involve new hires or reassignments, whether part or full time. The qualifications for these positions should be discussed in Item #22.

*Est. Cost, New Equipment:* If new equipment will be acquired for this program, estimate total cost from district and State funds. Discuss specifics in Item #20.

*Type of New/Remodeled Facility:* If new or remodeled facilities will be acquired for this program, indicate here. Discuss specifics in Item #20.

*Estimated Cost, Library Acquisitions:* Fill in estimated costs for library and learning resources materials. Discuss specifics in Item #19.

*Listed as Projected on Inventory?* Please check whether this program has appeared as "projected" on the Inventory of Approved and Projected Programs. Although such listing is not a requirement for approval, it may expedite the approval process.

### **Approval Criteria Sections**

Please number the sections in the application narrative to correspond to the numbers on the sections below.

#### **MISSION**

##### **1. Statement of Program Goals and Objectives**

A statement must be submitted that defines the goal(s) of the proposed programs. For an occupational program, this statement must, at a minimum, clearly indicate:

- what specific occupation(s) the program will prepare students for;
- what basic occupational competencies students will acquire.

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

On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges. For an occupational program, the stated goal of the program must include (but need not be limited to) the preparation of students for one or more occupations specified in the goal. The objectives of the program must list the main competencies students will have achieved that fulfill the needs and requirements of that occupation.

## 2. *Catalog Description*

Description of the program as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal and objectives, and suggest how these differ from the goals and objectives of other programs and what students may expect as an outcome.

The catalog description represents a promise to the student, and exaggerated or unsustainable statements should therefore be avoided. Where job market data or other factors as documented in the application suggest some caveats of which students should be aware, these warnings should be as clearly conveyed in the catalog description as possible. It is recommended that for degrees and certificates in "high risk" occupations that are inherently competitive, low-salaried, and/or unlikely to hire inexperienced graduates, that the catalog description should mention the risks.

## 3. *Program Requirements*

A list must be submitted of all courses required for completion of the program, including core requirements, restricted electives, and prerequisites. For each course, the course number, course title, and unit value must be indicated. The total of the unit values must be shown.

For degree programs, general education requirements should also be indicated, but separately. This may be done in any of several ways. A copy of the college's overall general education requirements for a degree of this type may simply be included (such as a photocopy of requirements from the catalog). Or required general education categories may be listed with the number of units required in each. Or a display may be included of the required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

The total units required for the degree should also be shown, including the major requirements, prerequisites, general education, open electives, and any other requirements.

Any other special requirements for completion of the program, such as an internship, work experience, or examination, must be detailed. Any alternative means of satisfying

the program requirements must also be detailed. The program requirements detail should be consistent with the catalog description.

Taken together, successful completion by students of the set of courses required for the program must be sufficient to enable them to fulfill the program goals and meet the program objectives. Courses should be required that will assure the college level communication and analytic skills that will generally enable graduating students not only to do well in transfer courses, if that is their goal, but also to participate as a full team member in a company, maintain currency in rapidly changing fields, and advance in their chosen occupations over a lifetime.

The set of requirements should reflect the thinking of the advisory committee, as indicated in the minutes of that committee (see Item #13), or the college should explain its departure from those recommendations.

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

#### 4. *Background and Rationale*

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

This narrative provides a context to reviewers. It is the place for colleges to explain special considerations and to make a case for a program that justifies the use of alternative documentation where the usual documentation would be misleading or inconclusive, or is simply not obtainable.

It is not necessary to repeat here information covered elsewhere, as long as it is clearly cross-referenced to a page numbered in proper sequence and a paragraph or section number, and, in the case of references to minutes, with the relevant section highlighted.

## NEED

### 5. *Enrollment and Completer Projections*

These figures may be based upon enrollment in current courses and/or a survey of prospective students. In the case of a survey, the survey questionnaire, itself, as well as a description of population surveyed and survey results, should be included in this documentation.

Please provide estimates of:

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

If it is anticipated that enrollments and completions will continue to rise after the third year of program operation, please explain.

### 6. *Place of Program in Curriculum/Similar Programs*

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory on the World Wide Web at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>. This section must specify if the program replaces any existing program(s) on the inventory. Any existing inventory entries that need to be removed or modified in connection with the approval of the program must be specified. If such adjustments are needed, the recommended way to display them is to submit a hand-corrected printed copy of the existing inventory.

What related programs are there in the college? What need will this one fulfill that those programs do not? Will there be courses in common? Will this program pull students from them? Will it accommodate an overflow or provide for a different type of student? Will students wish to, or be able to move between the programs? Will programs share resources?

Explain how, if at all, this program makes new or more productive uses of existing resources, and/or builds upon existing programs or services, establishes a new direction for the college, or similar points. If this program is related to the ending or scaling down of other programs, this is the place to provide details.

## 7. *Similar Programs at Other Colleges in Service Area*

Under this item, describe all similar programs in colleges within commuting distance of the college. A brief description of each program, or photocopied pages from other colleges' catalogs, is sufficient. A narrative explaining similarities and differences, and why another program of this type is needed in this region at this time, is helpful. In most instances a college proposing a new program needs to make a convincing case that the existing capacities of other colleges are already being fully used and that there is an excess enrollment demand.

If the proposed program would have a different emphasis from programs offered elsewhere, targets a different market, is likely to be closer to the "state of the art" in the field, or is otherwise likely to be stronger, and/or if the college's existing mission, expertise or resources are especially well suited to development in this area, these factors should be explained.

Evidence that program developers have been in communication with existing programs and have used this information to help design the proposed program should be provided here. When two or more colleges in the same region are seeking approval for new programs of a similar sort at or near the same time, evidence of collaboration is especially important.

## 8. *Labor Market Information*

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

Job market projections can be viewed either by Taxonomy of Programs (T.O.P.) code or by OES code. To use the web site to search for projections by T.O.P. code, choose the link entitled "LMI Programs/Projects" from the LMI home page address given above. In the listing of LMI programs and projects, you will see a link to "California Community College Occupational Education Programs," which provides statewide and county job projections according to T.O.P. code. To use the web site to search for projections by OES code, you can choose the "Occupational Employment Outlook/Projections" link under the "Careers & Occupations" heading, or you can follow the links under the heading "Labor Market Information by Geography," which also lead to various other types of tables.

Pursuant to the Education Code, LMI data are specifically required for new program applications, where available:

**78015. Job market study; area; scope.**

. . . The [labor market] study shall use the State-Local Cooperative Labor Market Information Program . . . or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing [programs].

The application should include projections from LMI for the most applicable OES codes and geographical regions to be served by the program. If these projections do not appear to suggest adequate job openings to provide employment for all program completers, given existing training sources, then the application must explain what other factors may make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, please explain.

When a printout of data from the LMI system is included, which includes projections in numerous categories, it is important to highlight the applicable lines for the program under review with marker or another easily visible method. Do not include printouts showing job statistics for all occupations in a region; do not dump unneeded or irrelevant statistical printouts into an application narrative. This could delay the review.

9. *Labor Market Analysis*

Title 5 requires a college seeking approval of a new program to show "the relation of the proposed program to a job market analysis." This item fulfills that requirement. The job market analysis should present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

Below are some of the questions that could be addressed in such an analysis.

**\*NOTE\*** It is not necessary to address all of these, but the ones that are applicable:

Net Job Market

- Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates, taking account of the numbers of graduates available from similar programs within the same geographic region?
- Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?

Earning Potential

- What is the average initial salary ?
- What is the average percentage of salary increase in 2 years? 5 years?

### Program Credibility/Career Potential

- Is there sufficient evidence that employers would preferentially hire or promote graduates with this education, other things being equal?
- How likely is it that employees with only the education provided by this program, and lacking experience, will be hired at all? Or that experienced employees with only this education would be promoted?
- If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?
- Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?
- Does this preparation provide a significant secondary expertise to primary careers? Is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?
- Does it prepare students to work in an ethnically diverse workforce and an ethnically diverse, global market?

### Emerging Occupations

Where job market data are not available or are not appropriate for a new occupational program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. It is in anticipating emerging demands that colleges can play an essential leadership role, but can also most readily be misled as to the actual job requirements or prospects in a field and thus inadvertently mislead students.

A carefully designed employer survey can elicit documentation of the fact that (a) employers share the college's assumption as to where the field is going and what skills this emerging industry will require of employees and (b) will recognize the value of the proposed degree or certificate in their hiring or promotion.

### Competitive Fields

Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations--often in the arts and entertainment--it is talent rather than education that is the bottom line in hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify, develop, and demonstrate the presence of talent can still be justified when few programs of similar quality exist in the service area.

## Supplementary Occupational Skills

Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, should fit the needs of students likely to be already employed by building on their prior experience and spacing course requirements to accommodate working students. However, all community college programs should either include opportunities for entry-level students, or should be paired with related entry-level training at the same college. A program should not entirely exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level training route that would qualify them, upon completion, for the advanced training.

## Small Businesses or Cottage Industries

Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet these are a source of employment for an increasingly large proportion of the workforce and constitute a legitimate vocational goal for a community college program, especially in rural areas. An application for approval of a program designed to meet the needs of such students should show a careful analysis of their needs and of the market within which they must compete, and relate this analysis to the design of the program.

### 10. *Employer Survey/Other Evidence of Need*

A survey of prospective employers in the geographic region within which students will be seeking employment should ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation should be provided, and ample other evidence of job availability must be available.

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

This section should, at minimum, specify:

- When the survey was taken, and by what methodology (mail, telephone);
- How many employers were surveyed and how many responded;
- The specific title(s) of the positions covered by the survey;
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next full five years;

- Whether the employer believes the program as described would qualify students for the specific positions;
- Whether the employer would preferentially hire students who have completed the program.

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

Program applications will be evaluated in terms of whether the case was made that the net number of job openings that employers are planning to fill--annually and over the next five years--given turnover, growth, etc., will be equal to or greater than the number of students the program will graduate per year, after taking account of the number of graduates from similar programs in other institutions who will be entering the job market within the geographical region from which employers are being surveyed.

Letters of support from businesses in the college's service area are sometimes included with an approval application. These can be useful and are welcome, although not required. However, the most useful letters of support are specific, rather than general. The most useful letters are those from actual employers who will hire the program completers. An effective letter of support should specify that the employer is familiar with the proposed program, has need for the program completers, and intends to hire them. If possible, the letter should indicate approximately how many program completers the employing company estimates it might hire per year. Letters such as this are especially important if it has been infeasible, for some reason, to conduct a complete employer survey.

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

#### 11. *Explanation of Employer Relationship*

Whenever a program is to be offered in close cooperation with one or more specific employers—for examples, by using that employer's facilities as training sites or structuring the program to meet the recruitment or upgrade training needs of a specific employer—a discussion of the relationship should be provided.

An explanation of how the open enrollment requirements for California community college courses (Title 5, Sections 51006 and 58100-58110) will be observed in this context should be included in this discussion.

## 12. *List of Members of Advisory Committee*

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

## 13. *Minutes of Key Meetings/Recommendations*

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

In this item, highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions noted in these minutes, questions or concerns raised, and decisions recorded should be specifically addressed in the application, either in the rationale at the beginning of the application, in a narrative following the minutes, or in the specific parts of the application where the matter is relevant.

## 14. *Recommendation of Regional Consortium*

Include the minutes of the Regional Occupational Consortium meeting(s) at which the program was discussed. Highlight that portion of the minutes of the meeting in which the proposed program was recommended for approval. If it is impossible to obtain minutes for the meeting, a letter or memo from the chair of the Regional Occupational Consortium must be included, certifying that the group voted to recommend approval of the program, and specifying the date of the vote. This requirement is in addition to the signature of the regional chair, on the reverse of the application cover sheet.

## **QUALITY**

## 15. *Display of Proposed Sequence*

Include a flowchart, table, or diagram that shows how the required courses should be taken in sequence and how the prerequisites fit together. Indicate whether the sequence is suggested or mandatory. The sequence should be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a case has been made that a sequence longer than two years is definitely necessary. For a certificate, the sequence should be arranged so that a full-time student completes the program within the time normally needed to complete the total number of units required for the certificate.

For a degree program, the proposed sequence should include recommended or suggested typical general education courses. Such a recommended or suggested pattern does not constrain students' individual general education choices, unless specific general education courses have actually been integrated into the program requirements. In that case, they should be counted in the unit count for the major.

#### 16. *Outlines of Record for Required Courses*

Outlines of record must be included for all core courses required of all students in the program.

Usually, outlines should also be included for all restricted electives. However, if there is a large number of restricted electives (i.e., more than ten), a representative sample should be included. A representative sample would constitute at least three outlines, chosen from different categories, if the electives fall into categories.

Do not send outlines for general education or prerequisite courses.

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

#### 17. *Transfer Applicability*

Some occupational programs in technical fields also serve as transfer preparation for some students. A program that is primarily for the purpose of preparing students for employment immediately after completing the certificate or associate degree, should be considered occupational for purposes of program approval. However, if some students will take the program as transfer preparation, then information on the program's transferability should be included here.

When transfer is included as a major goal in the "Statement of Goals and Objectives," or is described as an outcome of the program in the catalog description, then it is mandatory to include articulation information in this section.

Please indicate what four-year institutions the program may transfer to. For at least two of those institutions, show lower-division requirements for the applicable major. Show the extent to which requirements for the community college program satisfy these transfer major requirements. If a programmatic articulation agreement exists, please include it. If transfer is stated as a major goal or described as an outcome in the catalog description, then the documentation must show that the program's coursework requirements substantially satisfy lower-division coursework requirements for the corresponding university major.

## 18. *Program Evaluation Plan*

If the college has a standard evaluation plan, please include a copy of that plan (unless it is too bulky, in which case a summary will do). Please explain how often the proposed program would be reviewed using that plan, and what will be done as a result of the information thereby gained.

If the college has no such standard practice, this section should indicate how the requirements of the Education Code, the federal Vocational and Technical Education Act (VATEA), and the accrediting commission for program evaluation will be met. It should also be noted that Title 5, Section 51022 sets the existence of program review procedures as a minimum condition for the receipt of state funding.

Among the items that could be included in the evaluation plan are:

- Fiscal viability of the program
- Adequacy of facilities, equipment, and library and learning resources collection in extent, currency, accessibility and quality
- Curriculum:
  - 1) Courses are current with respect to new developments in the field and improved teaching methods
  - 2) The set of requirements is complete, appropriate, and sequenced as effectively as possible, given the objectives of the program
- Faculty & Instruction:
  - 1) Faculty possess the appropriate credentials or other qualifications
  - 2) Proportion of part-time to full-time instructors is acceptable
  - 3) Faculty workload is acceptable
  - 4) Faculty syllabi and actual instruction are in accordance with the outlines of record
  - 5) The most effective teaching methods are in use
  - 6) Faculty evaluations are regularly and properly conducted
- Outcomes
  - 1) Number of students enrolling in and completing the program
  - 2) Number of students transferring and their subsequent grade point averages and retention rates
  - 3) Number of students working in the field after completion of at least one A-C level course (SAM Code) in that field
  - 4) Satisfaction measures among employers of students who complete vocational programs in the field of employment

## FEASIBILITY

### 19. *Library and Learning Resources Plan*

Explain here the determination of what library and learning resources are necessary to support the program as designed. Determining the needed resources should involve a partnership between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how they will be budgeted.

### 20. *Facilities and Equipment Plan*

Specific needs for facilities and equipment should be detailed here with an indication of what is already available, what is part of the district's master plan, what is currently in some stage of acquisition, and what would have to be acquired after the program was begun. An estimate of the total cost of new facilities and equipment should be included.

### 21. *Financial Support Plan*

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

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

Sources of support for facilities and equipment may include State capital outlay funding, instructional equipment grants, donations by industry, funds raised by a foundation, etc.

If the new program has been developed with a grant from the Fund for Instructional Improvement (FII), Economic Development, or other special funds, such as those for employer-based training or federal grants, these sources and any requirements that may have been set in relation to initiating the new program should be explained.

### 22. *Faculty Qualifications and Availability*

Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file, clearly indicating that the program will be adequately staffed and managed by faculty who meet State minimum qualifications, and whose qualifications indicate adequate understanding of current knowledge and practice in the field appropriate to the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided as to how the additional costs and/or training will be accommodated.

If the program is in a field which does not appear by name on the minimum qualifications "disciplines lists," or where there could be ambiguity about which discipline it is under for minimum qualifications purposes, please specify the minimum qualifications that will be applied locally for faculty hiring and assignment.

Discuss the balance of full-time and part-time instructors in the program.

## **COMPLIANCE**

### **23. *Model Curriculum***

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

The Chancellor's Office requires that, in fields where model curriculum designs have been developed and disseminated with the support of the Chancellor's Office, and with broad consensus from representatives of the discipline, every new program application generally should incorporate the elements of the model curriculum. The best-known example is the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services, where model program standards have been disseminated throughout the state. There are also model curricula in some health occupations, sometimes developed by national professional associations.

If there is a reason why, in a field where model curriculum does exist, that curriculum or a part of it is inappropriate for a particular new program, the reason should be explained.

### **24. *Licensing, Accreditation, or Professional Certification Standards***

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the application, together with information as to organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor's Office, if necessary. As with Item #23, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation is not always mandatory; it is optional in numerous fields, but the application should discuss the college's intentions and reasons in this regard.

In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certifies counselors in that field. In these cases, the Chancellor's Office expects that the approval application will

specify whether the program will fully prepare completers for the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

#### 25. *Student Selection and Fees*

In this item, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed. Program admission or selection procedures should comply with the provisions of Title 5, Section 58106 ("Limitations on Enrollment"), and Section 55201 ("Prerequisites, Corequisites, and Advisories on Recommended Preparation.") In addition, all mandatory fees which students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code Section 76300, should be specified. This includes fees for materials and reproduction, insurance, travel, uniforms, etc.

#### 26. *Programs Involving Contracts*

This section requires information to be provided for any program which:

- is to be offered by contract with a private postsecondary provider;
- involves any type of contract with another educational or training entity;
- involves any type of contract with another public, private, or nonprofit entity.

For any program that involves one or more contracts, please provide a copy of all contracts relating to the program.

For a new program intended to be offered by contract with a private postsecondary provider, or other educational or training entity, please specify the training provider, and include an explanation of the need to contract instead of provide instruction with community college personnel and resources. Providing vocational education through contract with a private postsecondary provider is authorized and governed by Title 5, Sections 55600 through 55631.

A change in mode of delivery, in an established program, from noncontract to contract, or vice versa, is not necessarily a "substantial modification" requiring program reapproval; however, Title 5 requires that every vocational education contract be reapproved by the Chancellor's Office each year. Approval of these contracts is routinely the responsibility of the Vocational Education unit.

### ***Signature Page***

The title of proposed program, and name of the college, must be filled in at the top of this form.

Please be sure to provide all signatures required, and to fill in all blanks. A date must be filled in for each signature, as well as a typed or printed name. Note that the date of recommendation for approval by the Regional Occupational Consortium must be filled in.

In the signature block for the superintendent or chancellor of the district, the date of approval by the district governing board must be filled in.

Applications missing required signatures, or with dates or other information on this form not filled in, will be returned to be completed.

If time is short and obtaining signatures in sequence is a problem, photocopies of the signature page may be made, provided each copy shows the name of the proposed program, and signatures may be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Regional Occupational Consortium, when that person is at a different college.

The signature of the chair of the Regional Occupational Consortium is not always necessary on this form. If the application includes a memo or letter from that chair indicating that the program was recommended for approval and giving the date of the recommendation, or if it includes a copy of minutes showing the positive recommendation, please write "See memo [or letter, or minutes] under section 14" in this space.


**California Community Colleges**
**APPLICATION FOR APPROVAL—NEW TRANSFER PROGRAM**

 Application Date
 

PROPOSED PROGRAM TITLE _____	CONTACT PERSON _____
COLLEGE _____	TITLE _____
DISTRICT _____	PHONE NUMBER _____
PROJECTED PROGRAM START DATE _____	E-MAIL ADDRESS _____
<input type="checkbox"/> CERTIFICATE <input type="checkbox"/> A.A. DEGREE <input type="checkbox"/> A.S. DEGREE <input type="checkbox"/> LIMITED DURATION, until _____	

**PLANNING SUMMARY**

Recommended T.O.P. Code	Number of New Faculty Positions	
Units for Major—Degree	Est. Cost, New Equipment	
Total Units for Degree	Type of New/Remodeled Facility	
Required Units—Certificate	Est. Cost, Library Acquisitions	
Projected Annual Completers	Listed as "projected" on Inventory?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Estimated FTE Faculty Workload		

**APPROVAL CRITERIA**

Approval Criterion	Pg. # in App.	Section	Chancellor's Office Use
<b>MISSION</b>		1. Statement of Program Goals and Objectives	
		2. Catalog Description	
		3. Program Requirements	
		4. Background and Rationale	
<b>NEED</b>		5. Enrollment and Completer Projections	
		6. Place of Program in Curriculum/Similar Programs	
		7. Similar Programs at Other Colleges in Service Area	
<b>QUALITY</b>		8. Display of Proposed Sequence	
		9. Outlines of Record for Required Courses	
		10. Transfer Documentation	
		11. Program Evaluation Plan	
<b>FEASIBILITY</b>		12. Library and/or Learning Resources Plan	
		13. Facilities and Equipment Plan	
		14. Financial Support Plan	
		15. Faculty Qualifications and Availability	
<b>COMPLIANCE</b>		16. Model Curriculum	
		17. Licensing or Accreditation Standards	
		18. Student Selection and Fees	

**SUBMIT ONE ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS**

## REQUIRED SIGNATURES—NEW TRANSFER PROGRAM

Program \_\_\_\_\_ College \_\_\_\_\_

### LIBRARY AND LEARNING RESOURCES

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

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER

\_\_\_\_\_  
TYPED OR PRINTED NAME

### LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. It has been determined that this program substantially satisfies the lower-division coursework requirements for an applicable major at four-year colleges where students would be likely to transfer.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, ARTICULATION OFFICER

\_\_\_\_\_  
TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, CHAIR, CURRICULUM COMMITTEE

\_\_\_\_\_  
TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, CHIEF INSTRUCTIONAL OFFICER

\_\_\_\_\_  
TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, PRESIDENT, ACADEMIC SENATE

\_\_\_\_\_  
TYPED OR PRINTED NAME

### COLLEGE PRESIDENT

All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed instructional program.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, PRESIDENT OF THE COLLEGE

\_\_\_\_\_  
TYPED OR PRINTED NAME

### DISTRICT APPROVAL

On \_\_\_\_\_, the governing board of \_\_\_\_\_  
District approved the instructional program attached to this application.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT

\_\_\_\_\_  
TYPED OR PRINTED NAME

## **INSTRUCTIONS FOR APPLICATION FOR APPROVAL—NEW TRANSFER PROGRAM**

*Program Title:* Please give the title as it is proposed to appear in the catalog. A program title should clearly and accurately reflect the scope and level of the program.

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

Interim communications from the Chancellor's Office, such as requests for further information, will usually be sent to the contact person, but official communications on the status of program approval applications are sent to the chief instructional officer, with copies to the contact person and whomever else the college may designate.

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

*Type of Program:* Please check appropriate box or boxes. All new degree majors are required to be approved. For certificates, only those requiring 18 or more semester units, or 27 or more quarter units, are required to be approved. If the program will offer both a certificate and a degree, please submit a single application for both. A limited duration approval may be requested for any type of program.

*Limited Duration:* A limited duration approval may be requested for one of two reasons: the college plans to operate the program only for a limited period; or the college cannot supply all information necessary for a permanent approval application within the necessary length of time. In the latter case, the Chancellor's Office will consider an approval application with one or more required elements missing or incomplete, if there is reason to believe that permanent approval is likely to be granted when those elements are supplied. In such a case, the limited approval will generally be granted for one academic year only. Colleges are advised to avoid this procedure, as it effectively requires going through the approval process twice (once for the limited authorization and again for the permanent authorization). However, it is available if necessary.

If a limited duration approval is requested because the college plans to operate the program only for a limited period, any duration may be requested, but the same application elements are required as for a permanent approval.

A college may not admit new students into a program after a limited duration approval has expired. However, students already in the program should be permitted to complete it.

## ***Planning Summary***

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

The T.O.P. code should be assigned according to the content and outcomes of the program, and should conform as best as possible to the code assigned to similar programs in other colleges around the state. The T.O.P. code should not be assigned based on local departmental structure, faculty qualifications, or budget groupings.

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

*Units for Major–Degree:* The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites. An example of a closely associated prerequisite would be anatomy and physiology for a nursing program, or technical mathematics for a manufacturing program. Do not include prerequisite units needed to bring a student to standard collegiate levels of language and computational competence. Do not include general education, or open electives. Do not convert quarter units to semester unit equivalents.

*Total Units for Degree:* The total units required to complete the degree, including the units in the item above, plus all required general education, open electives, and any other requirements.

*Required Units–Certificate:* The number of semester or quarter units, including required courses, restricted electives, and closely associated prerequisites. Do not convert quarter units to semester unit equivalents.

*Projected Annual Completers:* Number of students estimated to receive the degree or certificate each year, when the program is fully established. Explanation may be provided in Item #5.

*Estimated FTE Faculty Workload:* This is the number of full-time equivalent faculty positions estimated to be dedicated to teaching the courses in this program, regardless of whether new or existing faculty. It is not the number of FTES (Full Time Equivalent Students) expected to be generated by the program.

*Number of New Faculty Positions:* Do not fill in total FTE's, but the number of separately identified positions that will involve new hires or reassignments, whether part or full time. The qualifications for these positions should be discussed in Item #15.

*Est. Cost, New Equipment:* If new equipment will be acquired for this program, estimate total cost from district and State funds. Discuss specifics in Item #13.

*Type of New/Remodeled Facility:* If new or remodeled facilities will be acquired for this program, indicate here. Discuss specifics in Item #13.

*Estimated Cost, Library Acquisitions:* Fill in estimated costs for library and learning resources materials. Discuss specifics in Item #12.

*Listed as Projected on Inventory?* Please check whether this program has appeared as “projected” on the Inventory of Approved and Projected Programs. Although such listing is not a requirement for approval, it may expedite the approval process.

### ***Approval Criteria Sections***

Please number the sections in the application narrative to correspond to the numbers on the sections below.

#### **MISSION**

##### **1. *Statement of Program Goals and Objectives***

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

For a transfer program, the stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors, which must be specified in the goal. Courses required in the program are specifically designed to be transferable, not only as electives, but to fulfill the lower division requirements of a major in four-year colleges.

Programs designed to provide the complete pattern of lower division general education required for a baccalaureate degree also fall within the mission, even where the transferable courses required may not count directly toward any particular transfer major, but where, taken together, they clearly provide a strong foundation for upper division work.

If the program reflects a goal other than transfer or occupational preparation, please explain in detail how this conforms with the community college mission.

## 2. *Catalog Description*

Description of the program as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal and objectives, and suggest how these differ from the goals and objectives of other programs and what students may expect as an outcome.

The catalog description represents a promise to the student, and exaggerated or unsustainable statements should therefore be avoided. Assertions of career applicability as well as transfer applicability should be reasonable and capable of being documented.

## 3. *Program Requirements*

A list must be submitted of all courses required for completion of the program, including core requirements, restricted electives, and prerequisites. For each course, the course number, course name, and unit value must be indicated. The total of the unit values must be shown.

For degree programs, general education requirements should also be indicated, but separately. This may be done in any of several ways. A copy of the college's overall general education requirements for a degree of this type may simply be included (such as a photocopy of requirements from the catalog). Or required general education categories may be listed with the number of units required in each. Or a display may be included of the required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

The total units required for the degree should also be shown, including the major requirements, prerequisites, general education, open electives, and any other requirements.

Any other special requirements for completion of the program, such as an internship, work experience, or examination, must be detailed. Any alternative means of satisfying the program requirements must also be detailed. The program requirements detail should be consistent with the catalog description.

Taken together, successful completion by students of the set of courses required for the program must be sufficient to enable them to fulfill the program goals and meet the program objectives. Courses should be required that will assure the college level communication and analytic skills necessary for success in a transfer program.

The number of units, specific course requirements, design of individual courses, and the sequence of the courses should, taken together, be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local

discipline faculty and curriculum committees in regard to judgments on the appropriateness of program requirements.

#### 4. *Background and Rationale*

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

This narrative provides a context to reviewers. It is the place for colleges to explain special considerations and to make a case for a program that justifies the use of alternative documentation where the usual documentation would be misleading or inconclusive, or is simply not obtainable.

It is not necessary to repeat here information covered elsewhere, as long as it is clearly cross-referenced to a page numbered in proper sequence and a paragraph or section number, and, in the case of references to minutes, with the relevant section highlighted.

### **NEED**

#### 5. *Enrollment and Completer Projections*

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

Please provide estimates of:

- the number of sections of core courses to be offered annually (number of sections each semester times two, or each quarter times three)
- the headcount student annual enrollment in the number of sections estimated above. (It is not necessary to break down enrollment estimates by course. A total estimate is sufficient.)
- the number of estimated program completers at the end of the first year of program operation
- the number of estimated program completers at the end of the third year of program operation

If it is anticipated that enrollments and completions will continue to rise after the third year of program operation, please explain.

#### 6. *Place of Program in Curriculum/Similar Programs*

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory on the World Wide Web at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>. This section must specify if the program replaces any existing program(s) on the inventory. Any existing inventory entries that need to be removed or modified in connection with the approval of the program must be specified. If such adjustments are needed, the recommended way to display them is to submit a hand-corrected printed copy of the existing inventory.

What related programs are there in the college? What need will this one fulfill that those programs do not? Will there be courses in common? Will this program pull students from them? Will it accommodate an overflow or provide for a different type of student? Will students wish to, or be able to move between the programs? Will programs share resources?

Explain how, if at all, this program makes new or more productive uses of existing resources, and/or builds upon existing programs or services, establishes a new direction for the college, or similar points. If this program is related to the ending or scaling down of other programs, this is the place to provide details.

#### 7. *Similar Programs at Other Colleges in Service Area*

Under this item, describe similar programs in other colleges within commuting distance. A brief description of each program, or photocopied pages from other colleges' catalogs, are sufficient. If there are significant differences between the design of the proposed program and similar programs at neighboring colleges, please explain the reasons.

Generally, destructive 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 how alike or different the program requirements are.

Evidence that program developers have been in communication with existing programs and have used this information to help design the proposed program should be provided here. When two or more colleges in the same region are seeking approval for new programs of a similar sort at or near the same time, evidence of collaboration is especially important.

## QUALITY

### 8. *Display of Proposed Sequence*

Include a flowchart, table, or diagram that shows how the required courses should be taken in sequence and how the prerequisites fit together. Indicate whether the sequence is suggested or mandatory. The sequence should be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a case has been made that a sequence longer than two years is definitely necessary. For a certificate, the sequence should be arranged so that a full-time student completes the program within the time normally needed to complete the total number of units required for the certificate.

For a degree program, the proposed sequence should include recommended or suggested typical general education courses. Such a recommended or suggested pattern does not constrain students' individual general education choices, unless specific general education courses have actually been integrated into the program requirements. In that case, they should be counted in the unit count for the major.

### 9. *Outlines of Record for Required Courses*

Outlines of record must be included for all core courses required of all students in the program.

Usually, outlines should also be included for all restricted electives. However, if there is a large number of restricted electives (i.e., more than ten), a representative sample should be included. A representative sample would constitute at least three outlines, chosen from different categories, if the electives fall into categories.

Do not send outlines for general education or prerequisite courses. The exception is, if the program is based on general education transfer requirements (e.g., a major in "Transfer Studies" or "Liberal Arts"), a representative sample of outlines, including one from each general education category, should be sent.

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

### 10. *Transfer Documentation*

Please indicate what four-year institutions the program will transfer to. Programmatic articulation information must be displayed, comparing the requirements for the proposed program with the lower-division requirements for the corresponding major in three senior institutions to which students would typically transfer. (If geographical or programmatic factors limit transfer applicability, for practical purposes, to fewer than three senior institutions, a lesser number is acceptable.)

This section is the single most important section of documentation for a transfer program. It must document that the coursework required for the community college program substantially satisfies the lower-division coursework requirements of the corresponding university major. It is not always necessary that every lower-division requirement at the transfer institution be satisfied.

If a programmatic articulation agreement exists—that is, an agreement providing that completion of the program satisfies, in whole or in specified part, lower division requirements in the major at the four-year institution(s)—include it here. A programmatic articulation agreement is not the same as a course articulation agreement. Please do not include the community college's entire institutional course articulation list.

The ASSIST database (<http://www.assist.org>) can often be helpful in documenting programmatic articulation. Caution is important, however: ASSIST is often incomplete and/or out-of-date. Whatever ASSIST may show must be verified, supplemented, or explained as necessary to provide complete documentation.

Many transfer majors do not have a programmatic articulation agreement at the time they are initially approved. If that is the case with the proposed program, then other transfer documentation must be provided. An articulation comparison may be made by laying out the community college and university requirements in table form, or by including photocopied pages from the transfer institutions' catalogs. The comparison must show that the requirements for the proposed community college program substantially satisfy the lower-division major requirements at the identified transfer institutions. Any significant gaps where the proposed program would not fulfill the transfer major requirements should be discussed.

Here, for purposes of illustration, is an articulation table prepared for a common major.

<b>Speech Communication: Allan Hancock College–Cal Poly San Luis Obispo</b>		
<b>Required courses, A.A. in Speech Communication, Allan Hancock College</b>	<b>Articulation Status and Comments</b>	<b>Required lower-division courses, B.A. in Speech Communication, Cal Poly San Luis Obispo</b>
<b>Required Courses for Major</b>		<b>Required Courses for Major</b>
Speech 101 Public Speaking	not required at Cal Poly	
Speech 103 Interpersonal Commun.	articulated	Speech 212 Interpersonal Commun.
Speech 102 Small Group Commun.	articulated	Speech 217 Small Group Commun.
Speech 108 Oral Interpretation of Literature	Will be listed as 205 in next catalog (lower division). We already have articulation	Speech 305 Performance of Literature
	No equivalent at this time	Speech 213 Organizational Comm.
	No equivalent at this time	Speech 250 Forensic Activity (1 unit)

<b>Restricted Electives within major recommended for Cal Poly transfers</b>		<b>Required Support Courses</b>
History/Humanities 104 Western Civilization to 1650	articulated	History 110 Western Civilization Ancient to Renaissance
History/Humanities 105 Western Civilization Since 1650	articulated	History 111 Western Civilization Reformation to Twentieth Century
Math 123 Elementary Statistics	articulated	Statistics 217 Applied Statistics for the Liberal Arts

This table shows that, to satisfy completely the transfer institution's lower-division requirements, Allan Hancock should develop an articulated course in organizational communication. However, the table shows that the community college degree is approvable in terms of programmatic articulation, as it substantially (although not completely) satisfies lower-division transfer requirements.

Other types of supplementary transfer documentation that may be used include:

- A proposed programmatic articulation agreement and plans for achieving it.
- A summary of standards for lower-division preparation in this discipline published or endorsed by relevant professional bodies.
- A list of four-year college faculty from transfer institutions, knowledgeable in that discipline, and/or representatives of the profession, who have been involved in helping to create or review the program design.
- A plan for how students can gain transferability of non-articulated courses through a testing process or some other way in which the credits earned by students in the new program can be protected.

The documentation should show a good-faith effort on the part of the college to assure that, as far as possible:

- Every course required of students will count not only in transfer, but specifically toward completion of a major after transfer
- Courses required in the lower-division program will not have to be repeated in upper division
- All major requirements usually fulfilled at the lower-division level can be fulfilled at the community college

#### 11. *Program Evaluation Plan*

If the college has a standard evaluation plan, please include a copy of that plan (unless it is too bulky, in which case a summary will do). Please explain how often the proposed program would be reviewed using that plan, and what will be done as a result of the information thereby gained.

If the college has no such standard practice, this section should indicate how the requirements of the accrediting commission for program evaluation will be met. It should also be noted that Title 5, Section 51022 sets the existence of program review procedures as a minimum condition for the receipt of state funding.

Among the items that could be included in the evaluation plan are:

- Fiscal viability of the program.
- Adequacy of facilities, equipment, and library and learning resources collection in extent, currency, accessibility and quality.
- Curriculum:
  - 1) Courses are current with respect to new developments in the field and improved teaching methods.
  - 2) The set of requirements is complete, appropriate, and sequenced as effectively as possible, given the objectives of the program.
- Faculty & Instruction:
  - 1) Faculty possess the appropriate credentials or other qualifications.
  - 2) Proportion of part-time to full-time instructors is acceptable.
  - 3) Faculty workload is acceptable.
  - 4) Faculty syllabi and actual instruction are in accordance with the outlines of record.
  - 5) The most effective teaching methods are in use.
  - 6) Faculty evaluations are regularly and properly conducted.
- Outcomes
  - 1) Number of students enrolling in and completing the program.
  - 2) Number of students transferring and their subsequent grade point averages and retention rates.
  - 3) Number of students working in the field after completion of at least one A-C level course (SAM Code) in that field.
  - 4) Satisfaction measures among employers of students who complete vocational programs in the field of employment.

## **FEASIBILITY**

### **12. *Library and Learning Resources Plan***

Explain here the determination of what library and learning resources are necessary to support the program as designed. Determining the needed resources should involve a partnership between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how they will be budgeted.

### 13. *Facilities and Equipment Plan*

Specific needs for facilities and equipment should be detailed here with an indication of what is already available, what is part of the district's master plan, what is currently in some stage of acquisition, and what would have to be acquired after the program was begun. An estimate of the total cost of new facilities and equipment should be included.

### 14. *Financial Support Plan*

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

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

Sources of support for facilities and equipment may include State capital outlay funding, instructional equipment grants, donations by industry, funds raised by a foundation, etc.

If the new program has been developed with a grant from the Fund for Instructional Improvement (FII), Economic Development, or other special funds, such as those for employer-based training or federal grants, these sources and any requirements that may have been set in relation to initiating the new program should be explained.

### 15. *Faculty Qualifications and Availability*

Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file, clearly indicating that the program will be adequately staffed and managed by faculty who meet State minimum qualifications, and whose qualifications indicate adequate understanding of current knowledge and practice in the field appropriate to the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided as to how the additional costs and/or training will be accommodated.

If the program is in a field which does not appear by name on the minimum qualifications "disciplines lists," or where there could be ambiguity about which discipline it is under for minimum qualifications purposes, please specify the minimum qualifications that will be applied locally for faculty hiring and assignment.

Discuss the balance of full-time and part-time instructors in the program.

## COMPLIANCE

### 16. *Model Curriculum*

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

The Chancellor's Office requires that, in fields where model curriculum designs have been developed and disseminated with the support of the Chancellor's Office, and with broad consensus from representatives of the discipline, every new program application generally should incorporate the elements of the model curriculum. The best-known example is the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services, where model program standards have been disseminated throughout the state. There are also model curricula in some health occupations, sometimes developed by national professional associations. The best-known example of a model curriculum in a transfer field is the one developed by the Engineering Liaison Committee for transfer students in engineering.

If there is a reason why, in a field where model curriculum does exist, that curriculum or a part of it is inappropriate for a particular new program, the reason should be explained.

### 17. *Licensing or Accreditation Standards*

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the application, together with information as to organizations or persons representing the field who may be contacted by the Chancellor's Office, if necessary. As with Item #23, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without accreditation in the area or expects to be accredited.

### 18. *Student Selection and Fees*

In this item, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed. Program admission or selection procedures should comply with the provisions of Title 5, Section 58106 ("Limitations on Enrollment"), and Section 55201 ("Prerequisites, Corequisites, and Advisories on Recommended Preparation.") In addition, all mandatory fees which students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code Section 76300, should be specified. This includes fees for materials and reproduction, insurance, travel, uniforms, etc.

## ***Signature Page***

The title of proposed program, and name of the college, must be filled in at the top of this form.

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

In the signature block for the superintendent or chancellor of the district, the date of approval by the district governing board must be filled in.

Applications missing required signatures, or with dates or other information on this form not filled in, will be returned to be completed.

If time is short and obtaining signatures in sequence is a problem, photocopies of the signature page may be made, provided each copy shows the name of the proposed program, and signatures may be obtained on separate copies as necessary.



Date of Request
-----------------



**California Community Colleges**

**REQUEST TO ADD NEW OPTION OR CERTIFICATE WITHIN EXISTING PROGRAM TO INVENTORY**  
 (including emphasis, concentration, specialization, strand, track, etc.)

TITLE OF NEW OPTION OR CERTIFICATE		CONTACT PERSON
TITLE OF EXISTING PROGRAM		TITLE
EXISTING PROGRAM T.O.P.	EXISTING PROGRAM UNIQUE CODE	PHONE NUMBER
COLLEGE	DISTRICT	E-MAIL ADDRESS
PROJECTED OPTION START DATE	<input type="checkbox"/> CERTIFICATE	<input type="checkbox"/> A.A. DEGREE <input type="checkbox"/> A.S. DEGREE

**NEW OPTION  
OR  
CERTIFICATE:**

Recommended T.O.P. Code	
Units for Major—Degree	
Required Units—Certificate	
Projected Annual Completers	

*Please provide the following for all options:*

1. Statement of goals and objectives for existing program, including new option.
2. Catalog description for existing program, including new option.
3. Option requirements (list of required courses).
4. Discussion of place of option in the curriculum—relation to existing program and options; relation to other programs.
5. Course outlines (see instructions for which outlines are needed).

*Provide the following for options in occupational programs:*

6. Discussion of labor market need or job availability.
7. Recommendation of regional consortium.

*Provide the following for options in transfer and general programs:*

8. Transfer documentation (evidence that option addresses requirements for an academic major at four-year institutions).

*Provide the following for all options only if applicable:*

9. Discussion of background and rationale (if needed).
10. Discussion of impact on other colleges in region (if needed).
11. Discussion of feasibility factors (if needed).

THE CHANCELLOR'S OFFICE MAY REQUEST ADDITIONAL INFORMATION IF NEEDED BEFORE ADDING A PARTICULAR OPTION TO THE INVENTORY.

SEE REVERSE FOR SIGNATURE PAGE.

**SUBMIT ONE ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS**

## REQUEST TO ADD NEW OPTION OR CERTIFICATE WITHIN EXISTING PROGRAM REQUIRED SIGNATURES

Option or Cert. \_\_\_\_\_ College \_\_\_\_\_

### FOR ALL OPTIONS:

Option or certificate, and courses within the option or certificate, have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

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

### FOR VOCATIONAL PROGRAM OPTIONS:

Option or certificate has been reviewed by Regional Occupational Consortium, and approval was recommended on \_\_\_\_\_ (date).

DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME
------	---------------------------------------	-----------------------

### COLLEGE PRESIDENT:

All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed instructional option or certificate.

DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME
------	-------------------------------------	-----------------------

### DISTRICT APPROVAL (check one):

On \_\_\_\_\_, the governing board of \_\_\_\_\_  
District approved the instructional option or certificate attached to this request.

The governing board has delegated to me the authority to approve new options or certificates within existing programs, and I have approved the option or certificate attached to this request.

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

## **Instructions for "Request To Add New Option or Certificate Within Existing Program to Inventory"**

This form is required whenever a college wishes to add a designation within an existing program – such as option, emphasis, concentration, specialization, strand, track, etc. – which will appear on students' completion awards and/or transcripts. Designations that will not appear on student awards or transcripts need not be submitted and will not be entered on the state Inventory of Approved and Projected Programs.

This form may also be used for:

- requesting the addition of a certificate in a program for which a degree major and/or other certificates are already approved;
- requesting the addition of a degree major in a program for which a certificate is already approved.

This form may not be used for adding a program whose primary purpose is employment preparation, when the existing program is designed exclusively for transfer preparation. It may not be used for adding a program whose primary purpose is transfer preparation, when the existing program is designed exclusively for employment preparation.

Usually, an option or certificate may be considered within an existing program if it is appropriately classified in the identical T.O.P. code as the existing program. (However, this does not apply to codes ending in 99 (“Other”), since these codes do not imply any commonality.) In some instances a new option or certificate classified in a 5-digit T.O.P. subdiscipline may be considered within an existing program classified in the corresponding 4-digit T.O.P. discipline. Please check with the Chancellor's Office if you believe that may be appropriate for your option or certificate. If the appropriate T.O.P. classification of the new option or certificate is within a different 4-digit T.O.P. discipline, the "Application for Approval – New Occupational Program" or "Application for Approval – New Transfer Program" form should be used.

Although there is no single, objective rule to distinguish in all cases between an option and a new program, a general way of looking at the question is to apply the same criteria that one would apply for deciding whether a program has been “substantially modified” (pp. 7-8). That is, an award is a new program, and not simply an option, if the goals and objectives of the award are substantially different from the previously approved program; or if the job categories for which completers of the award would qualify are substantially different; or if the baccalaureate major to which students would transfer is different.

Any student award that leads to a separate legally required license to practice an occupation, shall not be treated as an option, but as a new program.

### **Specific Instructions**

*Statement of goals and objectives* – If there is no statement of goals and objectives for the existing program, one will need to be prepared. At a minimum, such a statement should specify what transfer major the program prepares students for, or what specific occupation(s) it prepares students for and what main occupational competencies

students will achieve. The statement should reflect or incorporate the new option as appropriate.

*Catalog description* – The catalog description should be consistent with the statement of goals and objectives, and should reflect or incorporate the new option as appropriate.

*Option requirements* – A list should be submitted of all courses required for completion of the program, including core requirements, restricted electives, and prerequisites. For each course, the course number, course name, and unit value must be indicated. The total of the unit values should be shown. It should be clear how requirements for the new option or certificate differ from requirements for the existing program and other options. Also show any other requirements for completion, such as internship, work experience, or examination.

*Discussion of place of option in the curriculum* – Briefly state how the new option will augment or replace other options or programs. Please review the college's existing entries on the Inventory of Approved and Projected Programs before submitting a new option or certificate. (Request a printout from the Chancellor's Office if necessary.) Indicate what existing entries will need to be removed or modified to reflect program adjustments associated with the new option or new configuration of certificates.

*Course outlines* – Attach outlines of record for all new courses created for this option. If this option or certificate does not include any new courses, include outlines for any two courses specifically required for this option.

*Discussion of labor market need or job availability* – Please indicate how the college has determined the need for the new option. This may be through labor market statistics, employer survey, recommendations from occupational advisory committee, expressions of student interest, requests from individual employers, or other appropriate means. Documentation of the labor market is not required to accompany this discussion, unless specifically requested by the Chancellor's Office.

*Recommendation of regional consortium* – Include the minutes of the Regional Occupational Consortium meeting(s) at which the option was discussed. Highlight that portion of the minutes of the meeting in which the proposed option was recommended for approval. If it is impossible to obtain minutes for the meeting, a letter or memo from the chair of the Regional Occupational Consortium must be included, certifying that the group recommended approval of the option, and specifying the date of the recommendation, or the signature of the chair of the consortium must be provided on the signature page.

*Transfer documentation* – If the new option is within a transfer program, please include specific information on the requirements for the corresponding baccalaureate degree in two or more four-year institutions to which students are most likely to transfer. A comparison must be displayed between requirements for the community college option and lower-division requirements for the baccalaureate major. The comparison must show that the community college option substantially satisfies the lower-division baccalaureate major requirements.

If another legitimate educational outcome, other than transfer or occupational preparation, is served by the option, please explain.

*Discussion of background and rationale (if needed)* – This section is only required if there are aspects of the option that need special explanation. Provide a history of how the option came about, what is unique about it, why it is especially appropriate for the region and the college, the nature of the community support for it, and so forth. This is a place for a college to explain special considerations and unusual circumstances.

*Discussion of impact on other colleges in region (if needed)* – This section is only required if the option might possibly create destructive competition with programs in other colleges. Discuss how the college has verified that the option will not have a negative impact on similar programs and options at neighboring colleges.

*Discussion of feasibility factors (if needed)* – This section is only required if the option will require a substantial new investment of facilities, equipment, funding, or faculty. Please discuss how each of these needs will be met, and how the college knows it will be able to provide the resources to continue the option.

### ***Signature Page***

The title of the proposed option or certificate must be filled in at the top of this form.

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

The signature of the chair of the Regional Occupational Consortium is not always necessary on this form. If the application includes a memo or letter from that chair indicating that the option or certificate was recommended for approval and giving the date of the recommendation, and/or if it includes a copy of minutes showing the positive recommendation, please write "See memo [or letter, or minutes] attached" in this space.

In the signature block for the superintendent or chancellor of the district, one of the two boxes must be checked: either the option has been approved by the district governing board (in this case the date of board approval must be filled in), or the superintendent or chancellor has approved the option under a delegation of authority.

Forms missing required signatures, dates or other information will be returned to be completed.

### ***Questions?***

If there are any questions about how to prepare this request for addition of a new option or certificate to the inventory, please contact the Chancellor's Office. See Appendix E, the last page of this handbook, for contact information.





**California Community Colleges**

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

Chancellor's Office Only

\_\_\_\_\_  
Date Processed

College \_\_\_\_\_ Contact Person \_\_\_\_\_

District \_\_\_\_\_ Phone # \_\_\_\_\_

Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

\_\_\_\_\_  
DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

**NONSUBSTANTIAL CHANGES**

<b>Element</b>	<b>Current Inventory Entry (fill in all elements)</b>	<b>As Revised (fill in all elements)</b>
Unique Code		
T.O.P. Code*		
Local Title		
Certificate Units*		
Degree Units*		
Degree Type*		
Year Approved		
Transfer Program*		
Occupational Program*		
Date Program Revised (month/year):		
Comments (for college use):		

**STATUS CHANGES**

Reactivate Currently Inactive Inventory Entry:

T.O.P. Code \_\_\_\_\_ Local Title: \_\_\_\_\_

<b>Element</b>	<b>As Reactivated</b>
T.O.P. Code*	
Local Title	
Certificate Units	
Degree Units*	
Degree Type*	
Year Approved	
Transfer Program*	
Occupational Program*	
Date Program Reactivated (month/year):	

Assign Inactive Status to Currently Active Inventory Entry:

Unique Code: \_\_\_\_\_ T.O.P. Code: \_\_\_\_\_ Local Title \_\_\_\_\_ Yr Last Offered \_\_\_\_\_

Remove Existing Entry from the Inventory:

Unique Code: \_\_\_\_\_ T.O.P. Code: \_\_\_\_\_ Local Title \_\_\_\_\_

*\*Please see instructions.*

**For revised and reactivated programs, please attach program description and requirements.**

**Please submit new options and concentrations on form "Request to Add New Option or Certificate Within Existing Program to Inventory."**



## Instructions for “Non-Substantial Changes to Approved Program or Change of Active–Inactive Status”

Non-substantial changes may include:

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

The following are not considered non-substantial. They require approval on the appropriate form:

- adding a certificate;
- splitting an existing program into two or more tracks, options, emphases, etc.;
- increasing the number of required units for a certificate from fewer than 18 semester units to 18 or more; or from fewer than 27 quarter units to 27 or more;
- converting a “coursework only” inventory entry to a degree authorization;
- changing a regular occupational program to an apprenticeship program, or adding an apprenticeship track;
- changing the primary student outcome of a program.

Please be sure to review your college’s existing entries on the Inventory of Approved and Projected Programs before completing this form. This is important so that you can inform the Chancellor’s Office of exactly what changes are needed.

If you do not have a current printout of your college’s inventory, please request one from the Chancellor’s Office. The inventory may also be viewed on the Internet at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>.

Following are explanations of asterisked items in the form:

*\*T.O.P. Code:* If a change of T.O.P. code is requested, the college should explain why such a change is appropriate and why it does not constitute a substantial change. This explanation may be placed in the “Comments” box, or may be attached.

*\*Degree Units:* Include units required for the major, including core and restricted electives, and closely associated prerequisites. Do not include recommended electives, general education, or open elective.

*\*Degree Type:* Fill in “A” for Associate in Arts; “S” for Associate in Science; or “B” where both degrees are available. For “B,” please explain the difference in requirements. This explanation may be placed in the “Comments” box, or may be attached.

*\*Transfer Program:* Fill in “2” if preparation for transfer is one of the primary purposes of the program. No other code is used in this field.

*\*Occupational Program:* Make no mark if nonoccupational; “1” if occupational non-apprenticeship; “2” if apprenticeship only; “3” if both apprenticeship and non-apprenticeship. This form may not be used to add a “2” or “3” code. The form “Application for Approval–Credit or Noncredit Apprenticeship Program” is required.

For all revised or reactivated programs, please attach a description of the program and the program requirements (list of required courses and any other completion requirements). These may be from the curriculum committee agenda, the proposed catalog description, a proposed program information sheet to be given to students, etc.

If the Chancellor’s Office should determine that the program changes appear to be substantial, it may request additional information, including any of the elements from the applicable approval forms and instructions.

Although a college may submit this form at any time, the Chancellor’s Office will also conduct a periodic inventory update, offering colleges the opportunity to supply such update information for all their programs at once. A college may choose to wait to submit non-substantial changes until such a survey is taken; however, if it is desired to have changes reflected on the inventory immediately, this form should be submitted.



Request To Add Projected Program to Inventory

College \_\_\_\_\_ Contact Person \_\_\_\_\_

District \_\_\_\_\_ Phone # \_\_\_\_\_

Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

\_\_\_\_\_  
DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

Name of Projected Program: \_\_\_\_\_

Type of Program:  Certificate  Degree

Proposed T.O.P. Code \_\_\_\_\_

Projected Start Date \_\_\_\_\_

Brief description or comments (optional):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Application Date



**California Community Colleges**

**APPLICATION FOR APPROVAL—CREDIT OR NONCREDIT APPRENTICESHIP PROGRAM**

PROPOSED APPRENTICESHIP TITLE _____	CONTACT PERSON _____
COLLEGE _____	TITLE _____
DISTRICT _____	PHONE NUMBER _____
PROJECTED PROGRAM START DATE _____	E-MAIL ADDRESS _____
<input type="checkbox"/> PROGRAM TRANSFER    Previous location: _____	
EMPLOYER OR JAC SPONSORING APPRENTICESHIP _____	
TRAINING SITE(S) _____	
<input type="checkbox"/> RELATED & SUPP. CREDIT COURSES ONLY <input type="checkbox"/> RELATED & SUPP. NONCREDIT COURSES ONLY	
<input type="checkbox"/> CERTIFICATE* <input type="checkbox"/> A.A. DEGREE* <input type="checkbox"/> A.S. DEGREE*	

*\*Approval of a certificate or degree for apprentices does not provide approval of a certificate or degree for non-apprenticeship students. A separate approval is required for a corresponding non-apprenticeship program.*

**PLANNING SUMMARY**

Recommended T.O.P. Code		Est. Total RSI Hours in Third Year	
Units for Major—Degree		Estimated FTE Faculty Workload	
Total Units for Degree		Number of New Faculty Positions	
Required Units—Certificate		Est. Cost, New Equipment	
Est. Total RSI Hours in First Year		Type of New/Remodeled Facility	
Est. Total RSI Hours in Second Year		Est. Cost, Library Acquisitions	

**APPROVAL CRITERIA**

Please provide the following for all programs:

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Place of Program in Curriculum/Similar Programs
5. Outlines of Record for Required Courses
6. Evidence of Division of Apprenticeship Standards Approval

**SUBMIT ONE ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS**

### REQUIRED SIGNATURES

Program \_\_\_\_\_ College \_\_\_\_\_

#### COLLEGE CURRICULUM APPROVAL

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

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

#### COLLEGE PRESIDENT

All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed apprenticeship program.

_____	_____	_____
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

#### DISTRICT APPROVAL

On \_\_\_\_\_, the governing board of \_\_\_\_\_  
District approved the apprenticeship program attached to this application.

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

## **INSTRUCTIONS FOR APPLICATION FOR APPROVAL—CREDIT OR NONCREDIT APPRENTICESHIP PROGRAM**

*Program Title:* Please give the title as it is proposed to appear in the catalog. A program title should clearly and accurately reflect the scope and level of the program. If the title is not the same as shown on the DAS approval document, please also give the DAS approved name of the program.

*Contact Person:* The person designated as contact for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the dean of occupational education, an apprenticeship coordinator, or a faculty member.

Interim communications from the Chancellor's Office, such as requests for further information, will usually be sent to the contact person, but official communications on the status of program approval applications are sent to the chief instructional officer, with copies to the contact person and whomever else the college may designate.

*Projected Program Start Date:* The month and year when the college plans to offer the first related and supplemental courses for the apprenticeship. All related and supplemental instruction for apprentices is required to be approved by the Chancellor's Office before being offered. However, if for some reason the program has already started, please indicate "Already started (term) (year)."

*Program Transfer:* If the apprenticeship is being transferred from an adult school or regional occupational center, or from another community college (within the same district, or in another district), please check this box and fill in the name of the previous educational provider. Before applying for program transfer, please contact the Chancellor's Office apprenticeship coordinator for updated information.

*Employer or JAC Sponsoring Apprenticeship:* Please fill in name of employer or Joint Apprenticeship Committee sponsoring this apprenticeship. Also, if available, please provide address, phone, fax, and e-mail address.

*Type of Program:* Please check appropriate box or boxes. If the program will offer both a certificate and a degree, please submit a single application for both. Please note that, for related and supplemental apprenticeship instruction, unlike for nonapprenticeship courses, Chancellor's Office approval is required for the coursework itself, whether or not a certificate or degree is offered. For noncredit apprenticeship, each course needs to be approved and inventoried by the Chancellor's Office. Approval of a certificate or degree as part of an apprenticeship program does not provide approval for a corresponding non-apprenticeship certificate or degree.

## ***Planning Summary***

*Recommended T.O.P. Code:* The Taxonomy of Programs code is the category which groups the proposed new program together with programs on other campuses that have similar employment goals and objectives. The code is used to aggregate system-wide data on awards, program completions, placements, job success and other outcomes, and is the basis for reporting county and statewide job market supply data.

The T.O.P. code should be assigned according to the content and outcomes of the program, and should conform as best as possible to the code assigned to similar programs in other colleges around the state. The T.O.P. code should not be assigned based on local departmental structure, faculty qualifications, or budget groupings.

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

*Units for Major–Degree:* The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites. An example of a closely associated prerequisite would be anatomy and physiology for a nursing program, or technical mathematics for a manufacturing program. Do not include prerequisite units needed to bring a student to standard collegiate levels of language and computational competence. Do not include general education, or open electives. Do not convert quarter units to semester unit equivalents.

*Total Units for Degree:* The total units required to complete the degree, including the units in the item above, plus all required general education, open electives, and any other requirements.

*Required Units–Certificate:* The number of semester or quarter units, including required courses, restricted electives, and closely associated prerequisites. Do not convert quarter units to semester unit equivalents.

*Est. Total RSI Hours in First Year:* Funding for apprenticeship apportionment is separate from funding for all other apportionment. In order to know how much funding to request from the Legislature, the Chancellor's Office must have each college's best estimate of the total number of hours of related and supplemental instruction (RSI) the program is likely to generate. This item request an estimate of RSI hours in the first budget year of operation regardless of whether or not it will be a full academic year.

*Est. Total RSI Hours in Second Year:* This estimate is intended to show whether the college anticipates the apprenticeship program will grow after its initial establishment.

*Est. Total RSI Hours in Third Year:* This estimate is intended to show whether the college anticipates the apprenticeship program will continue to grow substantially.

*Estimated FTE Faculty Workload:* This is the number of full-time equivalent faculty positions estimated to be dedicated to teaching the courses in this program, regardless of whether new or existing faculty. It is not the number of FTES (Full Time Equivalent Students) expected to be generated by the program.

*Number of New Faculty Positions:* Do not fill in total FTE's, but the number of separately identified positions that will involve new hires or reassignments, whether part or full time.

*Est. Cost, New Equipment:* If new equipment will be acquired for this program, estimate total cost from district and State funds.

*Type of New/Remodeled Facility:* If new or remodeled facilities will be acquired for this program, indicate here.

*Estimated Cost, Library Acquisitions:* Fill in estimated costs for library and learning resources materials, if any.

### ***Approval Criteria Sections***

Please number the sections in the application narrative to correspond to the numbers on the sections below.

#### ***1. Statement of Program Goals and Objectives***

A statement must be submitted that defines the goal(s) of the proposed programs. For an apprenticeship program, this statement must, at a minimum, clearly indicate:

- what specific occupation(s) the program will prepare students for;
- what basic occupational competencies students will acquire.

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

#### ***2. Catalog Description***

Description of the program as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal and objectives, and suggest how these differ from the goals and objectives of other programs and what students may expect as an outcome.

The catalog description represents a promise to the student, and exaggerated or unsustainable statements should therefore be avoided

### 3. *Program Requirements*

A list must be submitted of all courses required for completion of the apprenticeship program. For each course, the course number, course name, and unit value must be indicated. The total of the unit values should be shown.

If the program includes a degree or certificate, this list should include core requirements, restricted electives, and prerequisites. For degree programs, general education requirements should be separately indicated. The total unit requirement should be shown for only the core requirements, restricted electives, and closely associated prerequisites. A separate total unit requirement should be shown for the degree as a whole, including general education and open electives.

Any other special requirements for completion of the program, such as an internship, work experience, or examination, must be detailed. Any alternative means of satisfying the program requirements must also be detailed. The program requirements detail should be consistent with the catalog description.

The number of units, specific course requirements, design of individual courses, and the sequence of the courses should, taken together, be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. Any associate degree program must also account for general education requirements in the overall program description and sequencing.

### 4. *Place of Program in Curriculum/Similar Programs*

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory on the World Wide Web at <http://www.cccco.edu/cccco/esed/curric/inventory.htm>. This section must specify if the program replaces any existing program(s) on the inventory. Any existing inventory entries that need to be removed or modified in connection with the approval of the program must be specified. If such adjustments are needed, the recommended way to display them is to submit a hand-corrected printed copy of the existing inventory.

What related programs are there in the college? What need will this one fulfill that those programs do not? Will there be courses in common? Will this program pull students from them? Will students wish to, or be able to move between the programs? Will programs share resources?

Explain how, if at all, this program makes new or more productive uses of existing resources, and/or builds upon existing programs or services, establishes a new direction for the college, or similar points. If this program is related to the ending or scaling down of other programs, this is the place to provide details.

This section is also the place where colleges may discuss any special considerations relating to this apprenticeship or provide any relevant background that is not discussed elsewhere.

#### 5. *Outlines of Record for Required Courses*

Outlines of record must be included for all core courses required of all students in the apprenticeship program.

If a certificate and/or degree is also involved, the following guidelines apply: usually, outlines should also be included for all restricted electives. However, if there is a large number of restricted electives (i.e., more than ten), a representative sample should be included. A representative sample would constitute at least three outlines, chosen from different categories, if the electives fall into categories.

Do not send outlines for general education or prerequisite courses.

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

#### 6. *Evidence of Division of Apprenticeship Standards Approval*

Please provide documentation that the Division of Apprenticeship Standards, Department of Industrial Relations has approved this apprenticeship, including the use of this college as the educational provider for related and supplemental instruction. This documentation must contain the signature of the Chief of the Division or his designee, and must be in the form of one of the following:

- Form DAS-27 ("Extract of New Standards")
- Form DAS-24 ("Revision of Approved Standards")
- Letter or memo of approval from DAS (must include the name of the college as the approved educational provider)

#### ***Signature Page***

The title of proposed program, and name of the college, must be filled in at the top of this form.

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

In the signature block for the superintendent or chancellor of the district, the date of approval by the district governing board must be filled in.

Applications missing required signatures, or with dates or other information on this form not filled in, will be returned to be completed.

If time is short and obtaining signatures in sequence is a problem, photocopies of the signature page may be made, provided each copy shows the name of the proposed program, and signatures may be obtained on separate copies as necessary.



## APPENDIX B

# Statement of "Guiding Principles" for Review of Degree and Certificate Programs

## California Postsecondary Education Commission

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



## GUIDING PRINCIPLES

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

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

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

### 1. Student Demand

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

### 2. Societal Needs

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

3. Appropriateness to Institutional and Segmental Mission

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

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

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

5. Total Costs of the Program

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

6. The Maintenance and Improvement of Quality

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

7. The Advancement of Knowledge

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

## APPENDIX C

# Application Form for Approval of Stand-alone Course





## Application for Approval of Credit Course *(Cont'd.)*

Proposed Catalog Description *(If this appears on course outline, write "See course outline.")*:

What evidence of need for this course exists?

Has articulation or planning with neighboring institutions taken place?

Yes  No  N/A  Please comment below if appropriate:

Estimated enrollment, all sections:

First Year \_\_\_\_\_ Third Year \_\_\_\_\_

Is course likely to lead to future program:

Yes  No  Uncertain  Please comment below if appropriate:

For course in reading, writing, ESL, or math, indicate where course fits in credit and/or noncredit developmental sequence in applicable discipline. Please attach catalog pages with applicable course descriptions:

### Signatures

*We certify that this course meets with the standards of Title 5, Section 55002 for its credit category, and has been approved through the appropriate curriculum procedure for this college.*

\_\_\_\_\_  
College Curriculum Committee Chair                      Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
College Chief Instructional Officer                      Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
College Chief Executive Officer                      Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
District CEO *(multi-campus districts)*                      Date

\_\_\_\_\_  
Print Name

### Return this form to:

Academic Affairs and Instructional Resources  
California Community Colleges, 1102 Q Street, Sacramento, California 95814, tel. (916) 322-6888  
***Please attach the official course outline.***

## APPENDIX D

# Questions and Answers on Stand-alone Courses

# Administrative Memo on Stand-alone Courses



## Questions and Answers on Stand-alone Course Approval

(Refer to section on "Local Approval and Chancellor's Office Approval," p. 23; and to administrative memo on "Approval of Stand-Alone Courses," August 28, 2000.)

Curriculum Standards & Instructional Services  
November 2000

1. Q: A stand-alone course that we hope will be accepted by CSU or UC for general education or major purposes must be submitted to those systems, according to a periodic schedule, for certification, before we know whether it actually is accepted. Are we authorized to offer such a course under the "blanket approval" while we are awaiting the decision of CSU or UC?

*A: In order to avoid duplicative paperwork and an inordinate number of stand-alone course submissions, the Chancellor's Office hereby establishes a blanket limited-duration approval under specified circumstances as follows: When a new community college course, in a non-vocational T.O.P. code, has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval described in the administrative memo of August 28, 2000. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC.*

2. Q: If a college has a 30-unit certificate in a vocational T.O.P. code, and then wants to add one 3-unit stand-alone class in that T.O.P. code, is approval required for the stand-alone course because the college has 12 units or more in that T.O.P. code? Or do you only count the stand-alone courses, and not the courses that are part of programs, in determining whether the college has 12 units or more in that T.O.P. code for blanket approval purposes?

*A: As noted in the August 28, 2000 administrative memo, blanket approval is provided when a college has "fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same [vocational] T.O.P. code." The number of units offered in that T.O.P. code as part of an approved program does not count. Therefore, in the example, individual Chancellor's Office approval is not required.*

*The blanket approval applies because only three units of stand-alone coursework are offered in that T.O.P. code, even though there is also a 30-unit approved certificate.*

3. Q: Are cooperative work experience courses subject to stand-alone approval?

*A: All cooperative work experience is governed by a plan which must be adopted by the district and approved by the Chancellor's Office, and which is required to include specific information and rules, per Title 5, Sections 55250-55257. Because of this, the Chancellor's Office has determined that there is sufficient oversight in this area so that individual stand-alone course approval is not necessary to ensure reasonable State accountability. Therefore, the Chancellor's Office hereby authorizes all colleges in the system to add such courses without individual course approval, but only if the district operates its program in accordance with its cooperative work experience plan as approved by the Chancellor's Office. Contact Ron Selge, Specialist in Workforce Preparation, at (916) 322-1677, or e-mail to rselge@cccco.edu for further information.*

4. Q: May experimental courses be offered without stand-alone approval?

*A: Experimental courses, special topics courses, and special study courses may be offered without stand-alone approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a distinct course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).*

*If a stand-alone course has been submitted for Chancellor's Office approval and has been denied, the college may not thereafter offer that course as an experimental, special topics, or special study course.*

5. Q: Does the blanket approval apply if a stand-alone course is accepted for general education or major purposes at an independent four-year institution?

*A: No. Only if it is accepted at a campus of CSU or UC.*

6. Q: Does the blanket approval apply if a stand-alone course is accepted for general education or major purposes at a public university in another state, such as Nevada or Oregon?

*A: No. Only if it is accepted at a campus of CSU or UC.*

7. Q: Is stand-alone course approval required for State-required training courses for firefighters and peace officers? These courses are often not "part of an approved program," but are offered according to regulatory or statutory standards and often within the context of a training "academy."

*A: In response to this situation, the Chancellor's Office hereby establishes the following additional category of blanket approval: All colleges in the system are hereby authorized, without individual course approval, to offer stand-alone mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.*

8. Q: We stopped offering a certain stand-alone course for a few years, but we kept it on our "inactive" list. Does this course need Chancellor's Office approval?

*A: As noted in the August 28, 2000 administrative memo, "If a course has been discontinued and is then re-established, it is considered new.") For this purpose, we consider "discontinued" to mean "has not been offered for more than one year." If it has been more than one year since the course was offered, regardless of what list it may have been kept on locally, it must be submitted for stand-alone approval if it does not fit into one of the blanket approval categories.*

9. Q: Although our academic majors do have lists of restricted electives, we list them in our catalog by course department acronym and number, but not by the full course name. Would our restricted electives not be "part of an approved program" because we don't list the full course name?

*A: In acknowledgement of the problem described here, the Chancellor's Office hereby modifies the definition published in the administrative memo of August 28, 2000. A course shall be considered to be "part of an approved program" when it is required or is on a list of restricted electives, specified by course name or number, from which students are required to choose to achieve a degree or certificate in a program approved by the Chancellor's Office.*

10. Q: Our transfer coursework is mostly organized into a few broad majors, such as "Social and Behavioral Sciences," "Math and Science," and "Humanities and Fine Arts," which are approved on the state inventory. These majors require that a student take any 18 units of coursework in the subjects under those headings. Are all the courses in those subjects considered restricted electives and therefore "part of an approved program"?

*A: No. The intent of the definition of what is "part of an approved program" is that only specific lists of restricted electives for specific majors should be considered "part of an approved program." In the case of broad interdisciplinary majors in academic domains, the approved status of the courses should be evaluated according to the blanket approval criteria for stand-alone courses.*

11. Q: Does our district board of trustees have to approve a stand-alone course before we can send the application for approval to the Chancellor's Office?

*A: Not necessarily. This is a procedure for local determination. Although the Education Code makes local governing boards responsible for approving programs and courses, some boards may delegate authority to approve particular courses to the chief executive. The application for stand-alone course approval, unlike the program approval application, asks the chief executive to certify that the course "has been approved through the appropriate curriculum procedure for this college," rather than to certify specifically that it has been approved by the governing board. It is thus up to the local chief executive and governing board to determine when approval requests may be sent to the Chancellor's Office.*

### **More Questions?**

Contact Charlie Klein, Specialist in Academic Planning, at (916) 322-6888, fax (916) 324-4682, or e-mail to [cklein@cccco.edu](mailto:cklein@cccco.edu).

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95814-6511  
(916) 445-8752  
HTTP://WWW.CCCCO.EDU



August 28, 2000

TO: Chief Instructional Officers  
Curriculum Committee Chairs

FROM: Victoria P. Morrow, Vice Chancellor  
Educational Services and Economic Development

SUBJECT: Approval of Stand-Alone Courses

Pursuant to Education Code Section 70901 and Title 5 Section 55100, courses that are not part of an approved program must be submitted to the Chancellor's Office for approval. These courses are often referred to as "stand-alone courses."

Most of your colleges submitted a form called "Certification of Conditions for Blanket Approval of Stand-alone Courses" for July 1, 1998 through June 30, 2000. When this form was properly signed, the Chancellor's Office provided a blanket approval for all new stand-alone courses introduced during that period at that college.

After June 30, 2000, we will be continuing the practice of granting blanket approval to stand-alone courses, but in a more selective manner. We have devised a set of simple criteria for recognizing which stand-alone courses are eligible for blanket approval, and which need to be submitted for individual approval to the Chancellor's Office. We believe this approach will minimize the time and energy burden on colleges, while allowing the Chancellor's Office to fulfill its legally mandated responsibilities for this area in a responsible way. This memo will inform you of the criteria, and attached you will find a new form to be used for requesting approval of a stand-alone course that does not fall within the blanket approval.

***Important Note***

At the outset, here are two things to remember:

- 1) Chancellor's Office approval is only required for *courses that are not part of approved programs.*
- 2) *Continuing stand-alone courses are not required to be submitted for approval; only new stand-alone courses.* (If a course has been discontinued and is then re-established, it is considered new.)

### ***Courses Part of an Approved Program***

A course is considered to be "part of an approved program" when it is required or is on a list of restricted electives, specified by course name, from which students are required to choose to achieve a degree or certificate in a program approved by the Chancellor's Office.

A program is considered "approved by the Chancellor's Office" when it is listed as approved on the Chancellor's Office Inventory of Approved and Projected Programs. The approved status of any program may be verified on the World Wide Web at <http://www.cccco.edu/cccco/esed/curric/inventory.htm>.

Pursuant to Title 5 Section 55100, the governing board of a community college district may establish policies for, and may approve, courses that are part of an approved program, without separate approval by the Chancellor's Office. However, local approval of courses must include review by the curriculum committee established according to Title 5 Section 55002. The *Curriculum Standards Handbook* includes further information about standards that all courses should meet.

### ***Courses Not Part of an Approved Program***

Unless a stand-alone course falls under the blanket approval described below, it must be submitted to the Chancellor's Office for approval. The attached form is provided for this purpose, and the course outline of record must be attached.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval, and which are discussed in the *Curriculum Standards Handbook*:

MISSION  
NEED  
QUALITY  
FEASIBILITY  
COMPLIANCE

The Chancellor's Office will respond to requests for stand-alone course approval within 30 calendar days from the date the request is received by the Chancellor's Office. If no response is provided within 30 days, the course shall be approved. The 30-day response need not always be final approval or denial. In cases where unusual difficulties may arise, the 30-day Chancellor's Office response may be that additional time is required to resolve specific problems.

### ***Blanket Approval of Certain Categories***

The Chancellor's Office has determined that, under limited circumstances, review of each individual stand-alone course is not necessary to ensure reasonable State accountability. Therefore, blanket approval is provided in these circumstances.

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

- 1) Courses in non-vocational T.O.P. codes, which are accepted for major requirements or general education requirements at any California State University or University of California campus. *Courses that are only transferable for elective credit are not included in this blanket approval.*
- 2) Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

### **Questions?**

This memo supercedes the language in the 1995 version of the *Curriculum Standards Handbook* about "delegated authority" for approval of courses, and "regional colloquia." A new edition of the handbook will be produced soon.

Meanwhile, for questions or comments, please contact Charlie Klein, Specialist in Academic Planning, at (916) 322-6888, fax (916) 324-4682, or e-mail to cklein@cccco.edu; or Patricia Laurent, Curriculum Program Assistant, at (916) 323-4278, or e-mail to plaurent@cccco.edu.

cc: Chief Executive Officers  
Academic Senate presidents  
Tom Nussbaum, Chancellor  
Patrick Lenz, Executive Vice-Chancellor



# APPENDIX E

## Chancellor's Office Contacts

Program and course approval policies and processes:

Charlie Klein  
Specialist in Academic Planning  
(916) 322-6888  
cklein@cccco.edu

Patricia Laurent  
Program Assistant II for Academic Planning  
(916) 323-4278  
plaurant@cccco.edu

LeBaron Woodyard, Dean  
Academic Affairs and Instructional Resources  
(916) 323-4277  
lwoodyar@cccco.edu

Applications status requests, forms and publications, inventory research:

Stephanie Ricks-Albert  
Curriculum Analyst  
(916) 323-3093  
sricksal@cccco.edu

Noncredit courses and programs:

LeBaron Woodyard, Dean  
Academic Affairs and Instructional Resources  
(916) 323-4277  
lwoodyar@cccco.edu

Basic Skills and ESL:

Gene Hudson  
Specialist, Basic Skills and ESL  
(916) 324-2360  
ghudson@cccco.edu

Distance education:

Ken Nather  
Specialist, Distance Education  
(916) 322-9048  
knather@cccco.edu

Cooperative Work Experience Education:

Ron Selge  
Dean, Career Development Partnerships  
(916) 322-1677  
rselge@cccco.edu

Apprenticeship:

Barry Noonan  
Apprenticeship Coordinator  
(916) 445-8026  
bnoonan@cccco.edu

Matriculation and Prerequisites:

Arnold Bojorquez  
Matriculation Coordinator  
(916) 323-0799  
abojorqu@cccco.edu

Articulation and Transfer:

Aiden Ely  
Coordinator, Transfer and Articulation  
(916) 445-5809  
aely@cccco.edu

Academic Senate position papers, studies, resolutions, etc:  
Academic Senate, California Community Colleges  
910 K Street, Suite 300  
Sacramento, CA 95814  
(916) 445-4753  
asccc@ix.netcom.com