



**2023 MANUAL**

# California Community Colleges Curriculum Submission and Approval Technical Manual

California Community Colleges Chancellor's Office | Daisy Gonzales, Ph.D, Interim Chancellor



# CALIFORNIA COMMUNITY COLLEGES CURRICULUM SUBMISSION AND APPROVAL TECHNICAL MANUAL

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Prepared By

**California Community Colleges Chancellor's Office**

Educational Services and Support



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# ACRONYMS

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## ALPHABETICAL LIST OF ACRONYMS

<b>Acronym</b>	<b>Definition</b>
<b>AA</b>	Associate of Arts
<b>AAM</b>	Articulation Agreement by Major
<b>AA-T</b>	Associate in Arts for Transfer
<b>AB</b>	Assembly Bill
<b>ACCE</b>	Association of Community and Continuing Education
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ADT</b>	Associate Degree for Transfer
<b>AHSD</b>	Adult High School Diploma
<b>AS</b>	Associate of Science
<b>AS-T</b>	Associate in Science for Transfer
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>ASSIST</b>	Articulation System Stimulating Interinstitutional Student Transfer
<b>BA</b>	Bachelor of Arts
<b>BCT</b>	CSU Baccalaureate Level Course List by Department
<b>BS</b>	Bachelor of Science
<b>C-ID</b>	Course Identification Numbering System
<b>CB</b>	Course Basic
<b>5C</b>	California Community Colleges Curriculum Committee
<b>CCCAOE</b>	California Community College Association for Occupational Education
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CDCP</b>	Career Development and College Preparation
<b>COR</b>	Course Outline of Record
<b>CIP</b>	Classification of Instructional Programs
<b>CSU</b>	California State University
<b>CSU GE-Breadth</b>	California State University General Education-Breadth
<b>CTE</b>	Career Technical Education
<b>DAS</b>	Division of Apprenticeship Standards
<b>DED</b>	Data Element Dictionary

<b>Acronym</b>	<b>Definition</b>
<b>DSPS</b>	Disabled Students Programs and Services
<b>Ed Code</b>	California Education Code
<b>EDD</b>	Employment Development Department
<b>ESL</b>	English as a Second Language
<b>ETAC</b>	Educational Technologies Advancement Committee
<b>FII</b>	Fund for Instructional Improvement
<b>FTES</b>	Full-time Equivalent Students
<b>GECC</b>	CSU GE Certification Course List by Area
<b>HBA</b>	Hours by Arrangement
<b>ICAS</b>	Intersegmental Committee of Academic Senates
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>IMC</b>	Intersegmental Model Curriculum
<b>JAC</b>	Joint Apprenticeship Committee
<b>LMI</b>	Labor Market Information
<b>LMID</b>	Labor Market Information Division
<b>MC</b>	Model Curriculum
<b>MIS</b>	Management Information Systems
<b>NPA</b>	Nursing Practice Act
<b>OES</b>	Occupational Employment Statistic
<b>PCAH</b>	Program and Course Approval Handbook
<b>RN</b>	Registered Nurse
<b>RSI</b>	Related and Supplemental Instruction
<b>SACC</b>	System Advisory Committee on Curriculum
<b>SAM</b>	Student Accountability Model
<b>SB</b>	Senate Bill
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills
<b>SOC</b>	Standard Occupational Classification
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TBA</b>	To be Arranged
<b>TCSU</b>	Transfer California State University (CSU)

<b>Acronym</b>	<b>Definition</b>
<b>TMC</b>	Transfer Model Curriculum
<b>TOP</b>	Taxonomy of Programs
<b>UC</b>	University of California
<b>UCTP</b>	University of California Transfer Program
<b>WASC</b>	Western Association of Schools and Colleges
<b>WSCH</b>	Weekly Student Contact Hour



# CREDIT COURSE LOCAL AND STATE SUBMISSION AND APPROVAL PROCESS

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**TO:** Chief Executive Officers  
Chief Instructional Officers  
Academic Senate Presidents  
Curriculum Chairs  
Academic Senate for Community Colleges  
Curriculum Specialists

**FROM:** Raul Arambula  
Dean, Educational Services & Support

**RE:** Annual Curriculum Approval Certification

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### **Background**

This memorandum provides information regarding the Annual Curriculum Approval Certification. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs. Programs not included in the annual certification and streamlined approval process include the Associate Degrees for Transfer (ADTs), noncredit Career Development and College Preparation (CDCP) certificates in the short-term vocational instructional domain, and new Career Technical Education credit programs that are not C-ID aligned.

### **Guidelines**

The Chancellor's Office Curriculum Inventory (COCI) system has yet to be updated to accommodate automatic approval for local programs and non-credit programs authorized under title 5 [55130](#) and [55150](#) for streamlined and auto-approval. Therefore, Chancellor's Office staff will manually approve affected programs, which may result in an approval timeframe of one to two business days. Periodic reviews of the locally approved and certified curriculum will be conducted by the Chancellor's Office to monitor compliance and data integrity.

### **Requested Actions**

The Chancellor's Office requires each college to submit: (1) an annual certification form (signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair) and, (2) one PDF copy of the local governing board policy that defines the standards for credit hour calculations. The signed certification form and local governing board policy documentation are to be submitted to the Chancellor's Office annually during the month of October.

Each academic year, during the month of September, the Chancellor's Office will release an annual certification reminder to colleges. For the 2022-23 academic year, the certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5:00 P.M. on **November 18, 2022**. Colleges that do not submit the required certification documents by the due date, are out of compliance with auto-approval requirements, and thus, affected credit and noncredit

## Annual Curriculum Approval Certification

September 26, 2022

course and program proposal submissions will be manually reviewed by the Chancellor's Office. The manual review process will remain in effect until the signed certification form and the local governing board policy documentation are received by Chancellor's Office.

### Request for Support

Throughout the academic year, colleges may request for a technical assistance team comprised of an Academic Senate member, Chief Instructional Officer, and Chancellor's Office staff to assist on any curriculum related matter. Please submit these requests to your regional curriculum contact at the Chancellor's Office.

### Contact

Please contact Raul Arambula, Dean in Educational Services and Support, at [rarambula@cccco.edu](mailto:rarambula@cccco.edu) or (916) 322-1440, should you have any questions or concerns.

Attachment: Annual Curriculum Approval Certification Form

cc: Daisy Gonzales, Chancellor  
Marty Alvarado, Executive Vice Chancellor  
Aisha Lowe, Vice Chancellor of ESS

**By signing this form, the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair acknowledge and certify that:**

- course hours and units are correct in accordance with CCCCO Course Calculations;

## Annual Curriculum Approval Certification

September 26, 2022

- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- credit cooperative work experience plan has local board approval and is on file;
- credit and noncredit courses and programs that are submitted to the Chancellor’s Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCCO Program and Course Approval Handbook (PCAH);
- credit and noncredit programs have the required attachments in accordance with the current CCCCO PCAH; and
- mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance with [title 5 §55002](#).

This certification applies to the following:

### 1. Courses

- a. Credit - all credit courses
- b. Noncredit - all noncredit courses

### 2. Programs

- a. Credit
  - i. Modified credit programs (excluding ADTs)
  - ii. New credit programs with a Program Goal of “Local”
  - iii. Credit CTE C-ID aligned programs (The following documents must be contained in submission: model curriculum templates, LMI, regional consortium recommendations) with the exception of new CTE credit programs that are not C-ID aligned and Apprenticeship
- b. Noncredit
  - i. All noncredit programs

The annual certification is **not applicable** to the curriculum listed below:

### 1. Certificate Programs

- a. Credit: CTE not C-ID aligned
- b. Noncredit: Career Development and College Preparation (CDCP) certificate programs in the instructional domain of *Short-term Vocational* (Education Code statute [§84760.5 \(a\)\(3\)](#) requires approval of short-term vocational programs by the Chancellor’s Office and thus is excluded from local and automatic approval)

### 2. Degrees

- i. Associate Degree for Transfer (AD-T)
- ii. Baccalaureate Degrees

Email a PDF of the annual certification form and a copy of the local governing board policy that defines the standards for credit hour calculations. To: David Garcia ([dgarcia@cccco.edu](mailto:dgarcia@cccco.edu))

Annual Curriculum Approval Certification Form

By signing this document, I certify as the Chief Instructional Officer that \_\_\_\_\_ has completed this process.

*(College name)*

\_\_\_\_\_  
Chief Executive Officer *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer *(Print Name)*

\_\_\_\_\_  
Chief Instructional Officer *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Instructional Officer *(Print Name)*

\_\_\_\_\_  
Academic Senate President *(Signature)*

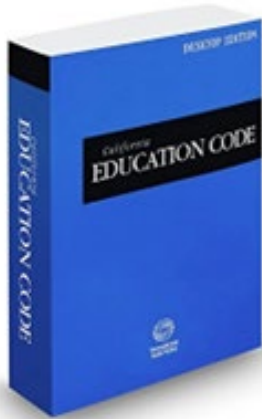
\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Senate President *(Print Name)*

\_\_\_\_\_  
Curriculum Chair *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Chair *(Print Name)*

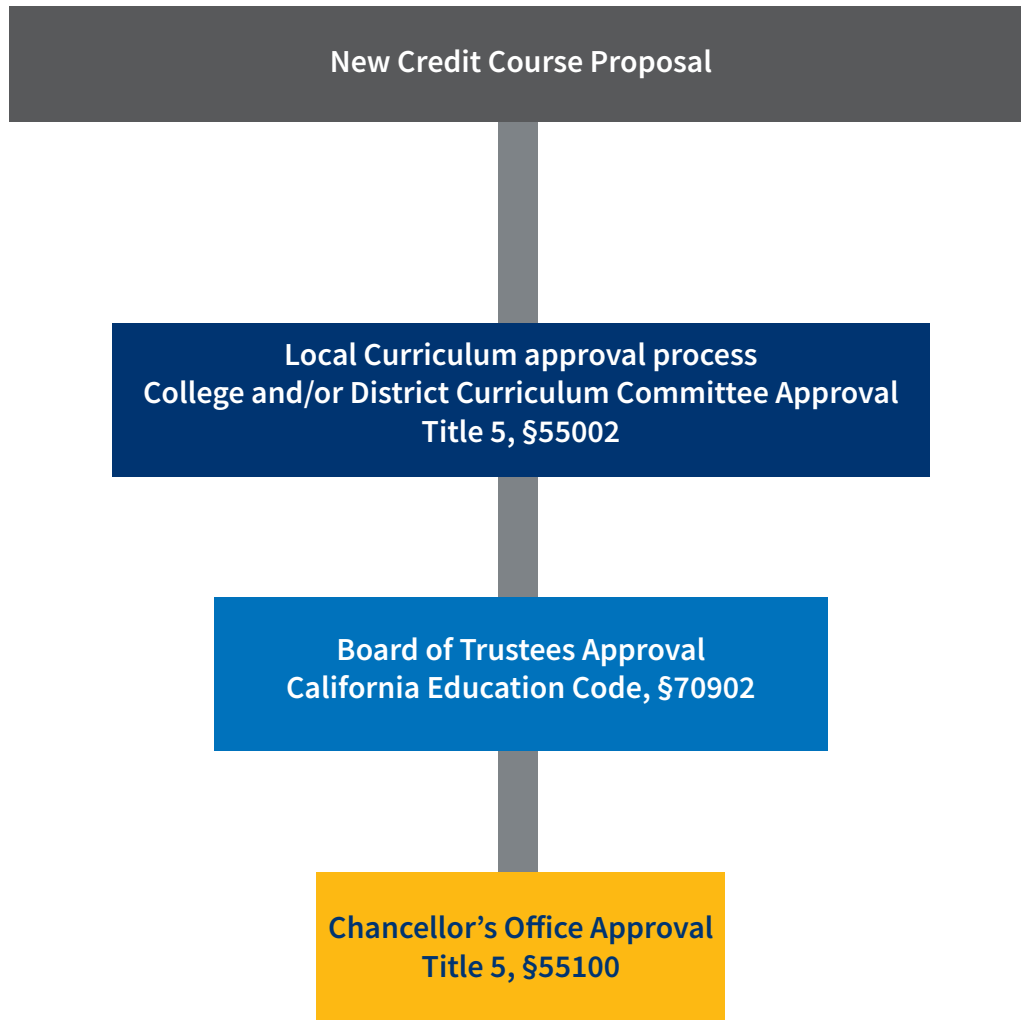


## **TITLE 5 CREDIT COURSE LOCAL AND STATE SUBMISSION AND APPROVAL PROCESS**

- a. Title 5, §55002 requires the local curriculum committee must approve all courses and programs. More specifically, California Code of Regulations title 5, section 55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
- b. California Education Code section 70902 and California Code of Regulations title 5, section 51022(a) require that the Board of Trustees must approval all credit courses and programs.
- c. California Code of Regulations title 5, section 55100 requires that all credit courses shall be submitted to the California Community Colleges Chancellor's Office

## NEW CREDIT COURSE PROPOSAL FLOW CHART

### Approval Process



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) CHAPTERING PROCESS

College Designee submits new course proposal to the California Community Colleges Chancellor's Office Curriculum Inventory for chaptering. A course that does not have a Chancellor's Office control number assigned to it will not be counted for MIS reporting which may impact the institutions apportionment as well as student enrollment.

### ADD COURSES TO CATALOG AND OTHER PUBLICATIONS

New courses must be chaptered in the COCI system before they may be published in the college catalog and offered to students. A clear description of the course must be published in the general catalog and/or addenda to the catalog and in the college's class schedule (Cal. Code Regs, 5, §58102, §58104)

### CURRICULUM INVENTORY PROPOSAL FIELDS

DED Number	Data Element Name
CB00	Course Control Number (this number is assigned by the Chancellor's Office, it is not necessary for new courses).
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code

- 4. CB04: Credit Status**—Select D-Credit—Degree Applicable or C-Credit—Not Degree Applicable.
- 5. CB01A: Department Name**—Enter the Department Name, for example: MATH. Note, the department name must be entered exactly as it is entered into the college and/or district's enterprise resource system. If there are no spaces between the department and course name, do not add a space in the Curriculum Inventory. Inconsistencies in data entry will impact MIS reporting.
- 6. CB01B: Department Number** — Enter the Department Number, for example: 119. Note, the department number must be entered exactly as it is entered into the college and/or district's enterprise resource system. If there are no spaces between the department and course number, do not add a space in the Curriculum Inventory. Inconsistencies in data entry will impact MIS reporting.

7. **CB02: Course Title**—Enter the Course Title. This field is limited to a maximum of 68 characters including punctuation and spaces and must be different from CB01.
8. **CB03: TOP Code**—Select an appropriate TOP code using the drop-down menu. An asterisk (\*) denotes a vocational TOP code. For reference, the Taxonomy of Programs (TOP) Classification Of Instructional (CIP) Crosswalk 2020 Edition may be accessed under the [Curriculum and Instructions webpage](#).

The TOP code is assigned according to the content and outcomes of the course and must conform closely to the TOP-CIP code given to similar courses in other colleges around the state. The TOP code reflects the main discipline or subject matter. The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code should contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, and will notify the college.

9. **CB05: Transfer Status**—Select from the dropdown menu a Transfer Status that corresponds with the previously selected CB04 Credit Status. Specifically, if CB04 = D (Degree applicable) then CB05 must equal A (Transferable to both UC and CSU) or B (Transferable to CSU only). If CB04 = C (Not Degree Applicable) then CB05 must equal C (Not Transferable).
10. **CB06: Course Units Maximum**—Enter the maximum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of a course. This number must be entered as a decimal—for example, one and one-half unit would be entered as 1.5. This number must be greater or equal to the number entered for CB07. Refer to the Program and Course Approval Handbook for a detailed discussion of the relationship of hours to units to ensure the course units are in accordance with Title 5, § 55002.5.
11. **CB07: Course Units Minimum**—Enter the minimum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course. This number must be entered as a decimal—for example, one-half unit would be entered as 0.5. This number must be less than or equal to the number entered for CB06. Refer to the [Courses and Program Approval Handbook](#) for a detailed discussion of the relationship of hours to units to ensure the course units are in accordance with Title 5, §55002.5.
12. **CB08: Basic Skills Status**—Using the dropdown menu, indicate if the course is either B (Course is a basic skills course) or N (Course is not a basic skills course). If this element is coded as B (course is a basic skills course), then the previously selected CB04: Credit Status must be C—Not Degree Applicable.



DED Number	Data Element Name
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status
CB25	Course General Education Status
CB26	Course Support Status
CB 27	Course Upper Division Status

**13. CB09: SAM Priority Code**—Select an appropriate SAM Priority Code from a drop-down menu including the following options: A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), D (Possibly Occupational), or E (Non-occupational).

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

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

**15. CB11: Course Classification Status**—This field is automatically populated with “Y” denoting the Classification Status is a Credit Course.

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

**17. CB21: Prior Transfer Level**—Using the drop-down menu, indicate the relationship of the course to college level by selecting one of the following eight options: Y (Not applicable), A (One level below transfer), B (Two levels below transfer), C (Three levels below transfer), D (Four levels below transfer), E (Five levels below transfer), F (Six levels below transfer), or G (Seven levels below transfer). CB21: Prior Transfer Level selected must correspond with the CB05: Transfer Status selected as well as with processing edit checks in the [MIS Data Element Dictionary](#) (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element.

- 18. CB22: Noncredit Category**—This field is automatically populated with “Y” denoting the course is “credit course, Not Applicable”.
- 19. CB23: Funding Agency Category**—Using the drop-down menu, indicate the funding agency for the course development by selecting one of the following three options: A (primarily developed using Economic Development funds), B (partially developed using Economic Development Funds, exceeding 40% of total development costs), or Y (not applicable).
- 20. CB24: Program Status**—Using the drop-down menu, indicate if the course is 1 (Program-applicable) or 2 (Not Program-applicable); refer to the Program and Course Approval Handbook for a detailed discussion of each option. If CB24 = 1 (Program-applicable), after approval of the course the college must amend (via nonsubstantial change) the corresponding program award(s) for which the course is applicable.
- 21. CB25: Course General Education Status**—This element indicates whether a course fulfills general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate programs.
- 22. CB26: Course Support Status**—This element indicates whether a course is associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course.
- 23. CB27: Course Upper Division Status**—This element indicates whether a course is an approved upper division course associated with a baccalaureate program. Courses are coded A (course is an upper division course) or N (course is not an upper division course).
- This field is auto-populated with “N” denoting “course is not an upper division course”. The college will update this code when appropriate.
- 24. District Governing Board Approved (certified form)**—By signing the certification form the college certifies that the course was approved by the governing board of the district, pursuant to Title 5, § § 55002 and 55100.
- 25. District Governing Board Approval Date**—Enter the corresponding historical date in which the governing board of the district approved the course, pursuant to Title 5, § 55002 and 55100.
- 26. Catalog Description**—In the Catalog Description box, enter the catalog description exactly as it will appear in the college catalog and in the Course Outline of Record (COR). Refer to Title 5 and the ASCCC document titled, **The Course Outline of Record: A Curriculum Reference Guide (2017)** available at [www.asccc.org](http://www.asccc.org) for additional information about catalog descriptions.

## SUPPORTING DOCUMENTATION

A credit course proposal requires only one item as supporting documentation the **Course Outline of Record (COR)**.

### The course outline of record shall specify:

27. Unit Value and the expected number of contact hours for the course as a whole.
  - Ensure the stated unit value on the COR reflects the unit value entered into the minimum and maximum unit value fields in the CCC Curriculum Inventory. Refer to the Program and Course Approval Handbook for a detailed discussion of the relationship of hours to units to ensure the course units are in accordance with California Code of Regulations, title 5, section 55002.5.
  - If the hours-to-units relationship is beyond the general range of 48-54 hours per semester unit (33-37 per quarter unit) due to an atypical application of lecture, study, and/or lab work, it is recommended, but not required that the COR state such interpretation including the formula used to simplify the Chancellor's Office review of the unit value and contact hours presented. It is important to note, if an interpretation is not included on the COR, the Chancellor's Office will request it.
28. Prerequisites, corequisites or advisories on recommended preparation (if any) for the course
29. Catalog Description
30. Objectives
31. Content in terms of a specific body of knowledge
32. Types or provide examples of required reading and writing
  - a. Assignments
  - b. Other outside-of-class assignments
33. Instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students

Refer to the ASCCC document titled, [The Course Outline of Record: A Curriculum Reference Guide \(2017\)](#), for a detailed discussion with examples of each required COR component listed above. The ASCCC document also provides information regarding additional components (such as required text) which are not part of the Chancellor's Office review of credit courses yet are essential to the development of a model COR and related curricular considerations.

## COURSE PROPOSAL SUBMISSION CHECKLIST

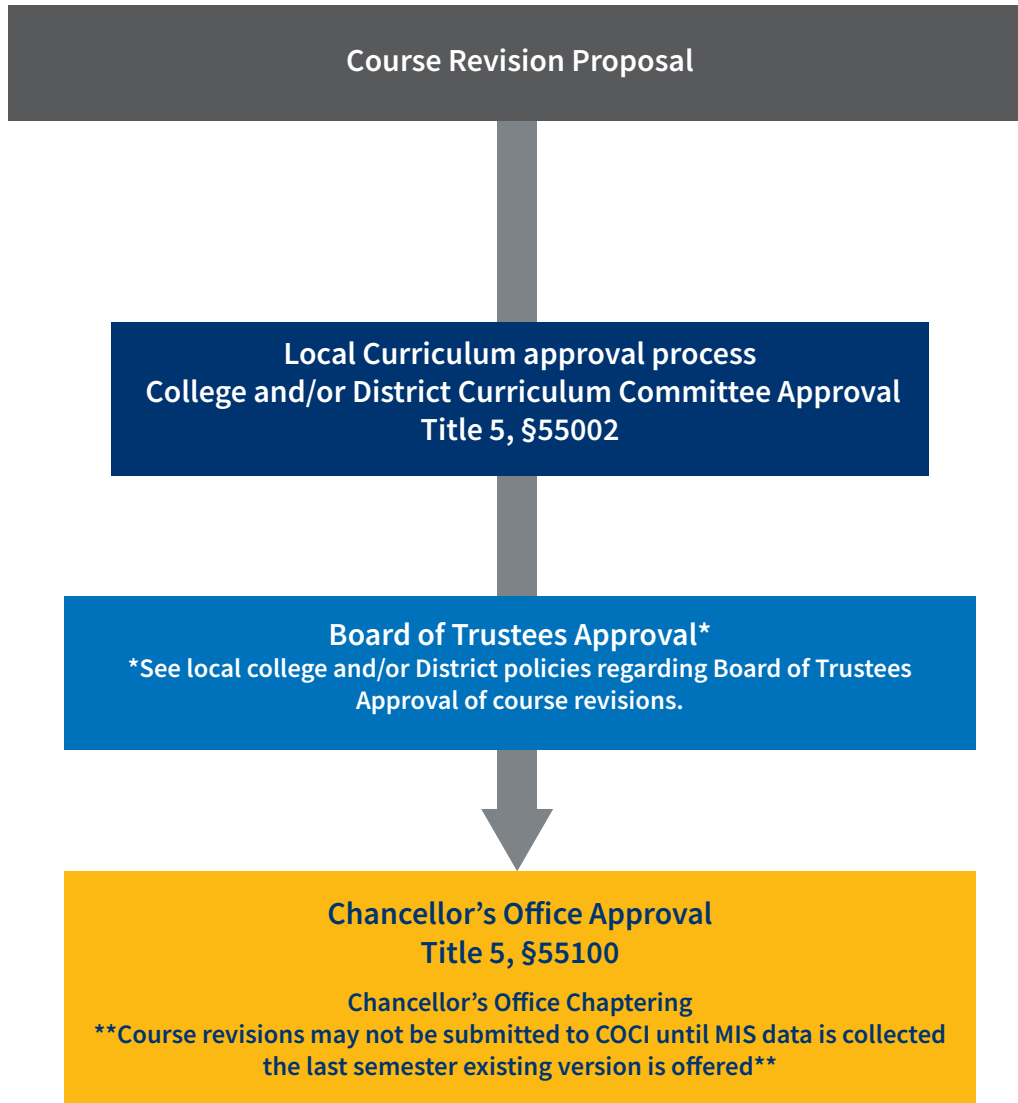
This submission checklist provides a quick reference check for a credit course proposal submission; please refer to the detailed discussion of each field in this Guide to ensure all requirements are met.

Proposal fields #1-21—All fields are complete; no fields are left blank.

- CB04: Credit Status
- CB01A: Department Name
- CB01B: Department Number
- CB02: Course Title
- CB03: TOP Code
- CB05: Transfer Status
- Course Units Maximum
- Course Units Minimum
- CB08: Basic Skills Status
- CB09: SAM Priority Code
- CB10: Cooperative Work Experience
- CB11: Course Classification Status
- CB13: Approved Special Class
- CB21: Prior Transfer Level
- CB22: Noncredit Category
- CB23: Funding Agency Category
- CB24: Program Status
- CB25: Course General Education Status
- CB26: Support Course Status
- CB27: Course Upper Division Status
- District Governing Board Approval Date
- Catalog Description
- Supporting Documentation—The Course Outline of Record (COR)

## COURSE REVISION PROPOSAL FLOW CHART

### Approval Process



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## COURSE REVISION CHANCELLOR'S OFFICE CHAPTERING PROCESS

*Note course revisions may not be submitted to the Chancellor's Office for chaptering until MIS data is collected and processed for the last semester the existing version of the course is offered.*

### 34. Add Course to Catalog and Other Publications

All course revisions and reactivations must be approved by the Chancellor's Office before they may be added to the college catalog and offered to students. A clear description of the course must be published in the general catalog and/or addenda to the catalog and in the college's class schedule (Cal. Code Regs., tit. 5, §58102 and § 58104)

### 35. Amending an Existing Credit Course Proposal

**Correction**—Changes include no substantive changes to the Course Outline of Record (COR). Changes typically include grammar, updates to department/division naming conventions, clarifications to examples of required reading and writing assignments, etc. In addition, with the migration from Chancellor's Office Curriculum Inventory System 1.0, some records are incomplete—thus corrections are required in order to update or complete the record.

**It is important to note that correction(s) made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.**

**Substantial Change**—An action to create a new course record based upon an active course record.

This action involves a change to any of the following MIS Course Data Elements: CB03, CB04, CB06, CB07, CB08, CB09, CB21, and/or CB22. This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new course control number.

If the qualitative content of a course has substantially changed, a new course control number is required. This substantially changed course is in essence a new course and requires its own unique control number. Either a proposal for a substantial change to an existing course or a proposal for a new course may be submitted to the Chancellor's Office—the college may decide which type of submission is made via the CCC Curriculum Inventory. It is important to ensure a control number is assigned and the college retains active control numbers for MIS reporting of course enrollment. The interpretation of substantially changed qualitative content refers to the extent to which the college faculty deem changes as substantially or fundamentally changing the COR content required in accordance with California Code of Regulations, title 5, section 55002 (Standards and Criteria for Courses).

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

To change an active course record that will not initiate a new control number. This action involves a change to any of the following MIS Course Data Elements: CB01, CB02, CB05, CB10, CB11, CB13, CB20, CB23, CB 24 and/or CB27.





# BACCALAUREATE PROGRAM

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## **PACKAGING BACCALAUREATE DEGREE FOR CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) APPROVAL**

- a. California Code of Regulations, title 5, section 55002 requires the local curriculum committee must approve all courses and programs. More specifically, California Code of Regulations, title 5, section 55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
- b. California Education Code section 70902 and California Code of Regulations, title 5, section 51022(a) require that the Board of Trustees must approval all credit courses and programs.
- c. California Code of Regulations, title 5, section 55130 requires that all credit programs shall be submitted to the California Community Colleges Chancellor's Office Curriculum Inventory (COCI) and Management Information System (MIS).
- d. California Education Code section 78040 for purposes of this article, "district" means any community college district identified by the Chancellor of the California Community Colleges as participating in the statewide baccalaureate degree program.
- e. California Education Code section 78041 Notwithstanding Section 66010.4, and commencing January 1, 2015, the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, may authorize the establishment of district baccalaureate degree programs that meet all of the eligibility requirements set forth in Section 78042.
- f. California Education Code section 78043. Baccalaureate degree programs approved by the Board of Governors of the California Community Colleges pursuant to this article before January 1, 2022, may continue to operate.

### **GENERAL BACCALAUREATE DEGREE STANDARDS**

All baccalaureate degrees offered by a California community college must meet the minimum requirements. These requirements are designed to ensure the baccalaureate degrees are equivalent or superior to other baccalaureate degrees offered by other community colleges or universities throughout the United States. Each degree program must include the following:

1. A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units that are applicable to a baccalaureate degree as defined within these guidelines. A minimum degree of 60 semester or 90 quarter units at the associate level.

2. At least 36 semester or 54 quarter units of lower division general education is required.
3. Completion of a minimum of 40 semester or 60 quarter units of upper division courses.
4. At least nine semester or 13.5 quarter units of upper division general education coursework is required.
5. The general education requirements are integrated and distributed to both lower and upper division courses.

## Lower Division Coursework

### A. Degree Applicable Lower Division Courses

Lower division courses are consistent with the requirements for associate degree applicable credit courses outlined in the California Code of Regulations Title 5, section 55062. These courses include the following:

1. All lower division courses accepted toward a baccalaureate degree granted by the CSU or UC or designed to be offered for transfer.
2. Credit courses that apply to the major or area of emphasis in career technical fields that would typically be applicable to an associate degree.
3. Title 5, section 55062 permits colleges to designate nontransferable courses in mathematics (elementary and beginning algebra), reading, English, and English as a Second Language as applicable for an associate degree; however, these courses do not transfer to four-year universities and the units are not applicable to baccalaureate degree programs.

### D. Lower Division General Education Requirements

All students are expected to complete lower division general education as part of the lower division course requirements for a baccalaureate degree. Currently, the only allowable lower division general education patterns for baccalaureate degrees are CSU General Education Breadth or the Intersegmental General Education Transfer Curriculum, which consists of two versions, one intended for students transferring to a CSU and one for students planning to transfer to a UC campus. Since it is not the primary intent of the community college baccalaureate degree program to facilitate transfer, either of these options may be used. Colleges have the option to designate only one option as acceptable for their baccalaureate degree, but such a restriction is not required. Locally defined associate degree general education patterns that are consistent with the Title 5, section 55063 are not applicable for baccalaureate degree programs.

### E. Lower Division Major Requirements

As required for associate degrees in Title 5, section 55063, colleges should identify a minimum of 18 semester or 27 quarter units of lower division coursework in the declared major for each baccalaureate degree. A declared major is defined as a single field of study or related fields,

as listed in the community colleges Taxonomy of Programs or an area of emphasis involving lower division coursework, which prepares students for the identified field of baccalaureate study.

## Upper Division Coursework

### A. Definition of Upper Division

Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, and required practicum or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5, section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.

### B. Upper Division Unit and General Education Requirements

Each baccalaureate degree must require a minimum of nine semester or 13.5 quarter units of upper division coursework including, a minimum of six semester or nine quarter units of upper division general education courses. Upper division general education courses should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation. These upper division general education courses may be developed in any discipline, but the courses should relate to the required coursework for baccalaureate students. Upper division general education courses are intended only for baccalaureate students and should not be open to students who are not enrolled in the baccalaureate program.

### C. Upper Division Major Requirements

A minimum of 40 semester credits or equivalent or total upper division coursework, including the major and general education, is required. The minimum total number of semester credits required is 120. A major is defined as a single field of study from the Classification of Instructional Programs. Colleges may determine that a lower division course meets the requirements for an identified upper division course requirement, but the minimum number of upper division units must still be completed.

**All courses designated as an upper division major requirement must be completed with a grade of "C" (or "P") for or better for each course in the major.**

## BACCALAUREATE DEGREE

### Curriculum Inventory Proposal Fields

Field Name	Field Options
College	<input type="checkbox"/>
Program Award: (select Z-B.S.)	<input type="checkbox"/> A- A.A. Degree <input type="checkbox"/> S- A.S. Degree <input type="checkbox"/> Y- A.A.-T Degree <input type="checkbox"/> X- A.S.-T Degree <input type="checkbox"/> <b>Z- Bachelor of Science, B.S. Degree</b> <input type="checkbox"/> M- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units) <input type="checkbox"/> N- Certificate of Achievement (requiring 16 to less than 30 or 24 to less than 45 quarter semester units) <input type="checkbox"/> T- Certificate of Achievement (requiring 30 to less than 60 or 45 to less than 90 quarter semester units) <input type="checkbox"/> F- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units) <input type="checkbox"/> C- Certificate of Achievement (requiring 60 or more semester units or 90 or more quarter units) <input type="checkbox"/> Noncredit Program (NIL)
Program Status	<input type="checkbox"/> Active <input type="checkbox"/> Inactive <input type="checkbox"/> Draft <input type="checkbox"/> Revision <input type="checkbox"/> Delete <input type="checkbox"/> Approve <input type="checkbox"/> Submitted <input type="checkbox"/> Review
Program Sub Award	<input type="checkbox"/> A.S. UCTP Degree <input type="checkbox"/> ADT Degree

Field Name	Field Options
Program Goal: (select only one)	<input type="checkbox"/> <b>C – Career Technical Education (Limited to Programs in CTE TOP Codes other than ADT’s)</b>  <input type="checkbox"/> T – Transfer (All ADT’s and Certificate of Achievement for CSU GE Breadth and IGETC)  <input type="checkbox"/> O - Local (all other AA/AS and BA/BS degrees or certificates not in CTE TOP Code)
Program Title:  Do not use the following words: “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer”	<input type="checkbox"/>
Course Control Number	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/> Yes <input type="checkbox"/> No
TOP Code	<input type="checkbox"/>
CDCP Eligibility Criteria	<input type="checkbox"/> English as a Second Language (ESL)(A) <input type="checkbox"/> Elementary or Secondary Basic Skills (C) <input type="checkbox"/> Short-Term Vocational (I) <input type="checkbox"/> Workforce Preparation (J) <input type="checkbox"/> Citizenship of Immigrants (B) <input type="checkbox"/> Health and Safety (D)
Date Submitted	<input type="checkbox"/>
CIP Code	<input type="checkbox"/>
Date Approved	<input type="checkbox"/>
College has submitted all courses with C-ID descriptors to C-ID for review	<input type="checkbox"/> Yes <input type="checkbox"/> No*  <b>*Until all courses have been submitted to C-ID, this proposal cannot be submitted to the Chancellor’s Office for review and approval.</b>
Units for Degree Major or Area of Emphasis (Minimum):	

Packaging Baccalaureate Degree For California Community Colleges Chancellor’s Office Approval

Field Name	Field Options
Units for Degree Major or Area of Emphasis (Maximum):	
Total Units for Degree (Minimum):	
Total Units for Degree (Maximum):	
Next Program Review Date:  (NOTE: Every six years or every two years for CTE)	
Distance Education	<input type="checkbox"/> 0% <input type="checkbox"/> 1-49% <input type="checkbox"/> 50-99% <input type="checkbox"/> 100%
District Governing Board Approval Date	<p>By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to California Code of Regulations, title 5, section 55002 and 55100</p>
Program Effective Start Date – (Optional)	
Program Effective End Date – (Optional)	



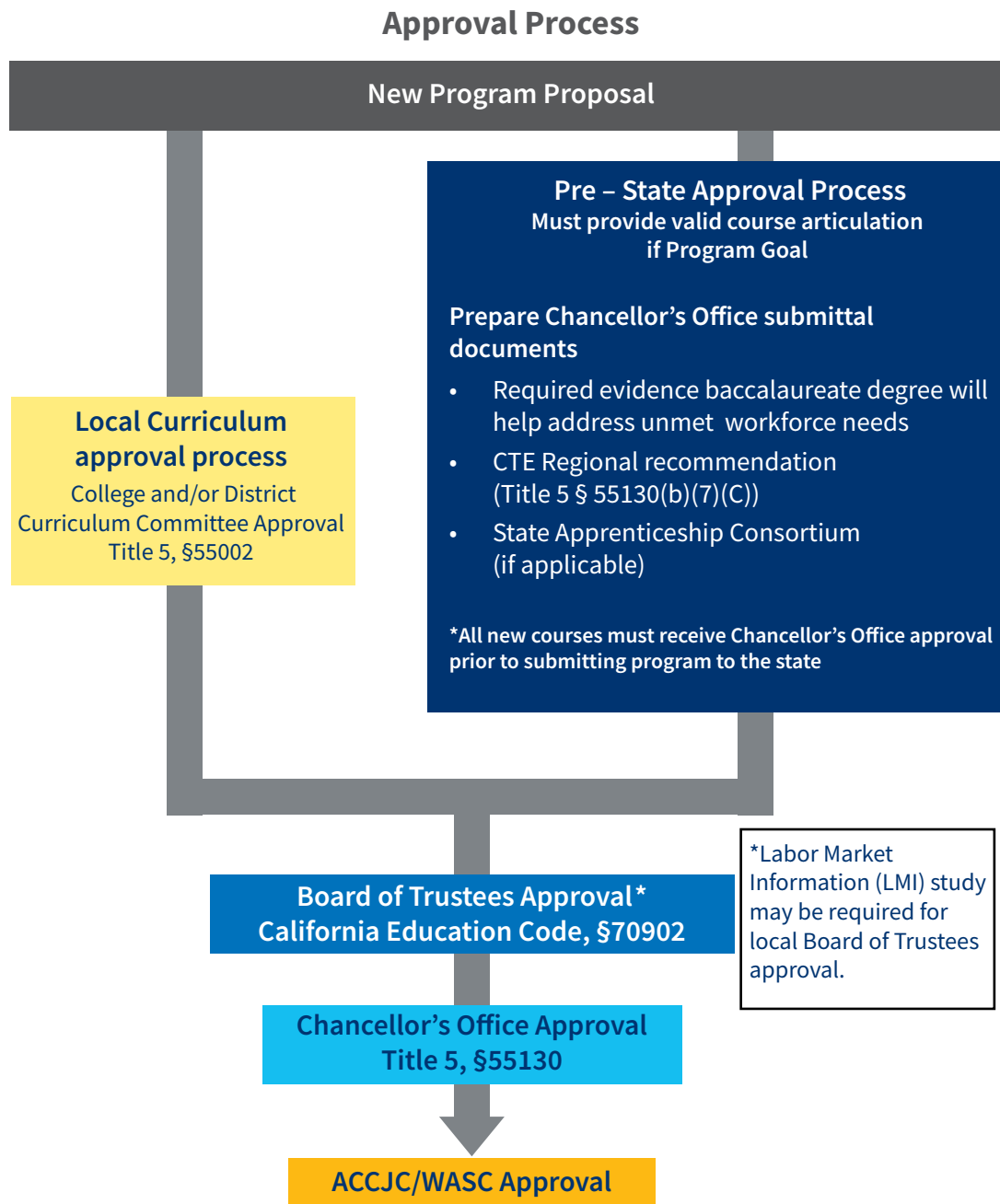
## Course Report

All courses must be chaptered by the California Community Colleges Chancellor’s Office prior to program proposal packaging.

### Supporting Documentation Check-Off List –

Item	Description
<input type="checkbox"/> <b>Narrative:</b> <i>(New program proposal to Curriculum Inventory; if unsure, contact Curriculum Support Staff)</i>	Please see Narrative Template attached.
<input type="checkbox"/> <b>Course Outlines of Records:</b>	Include current COR for each course included in the program.
<input type="checkbox"/> <b>Evidence the baccalaureate degree to be offered will help address unmet workforce needs:</b>	<ul style="list-style-type: none"> <li>• Labor Market Information (LMI)</li> <li>• Employers are having difficulty filling positions that require a baccalaureate degree</li> <li>• Employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree</li> <li>• Employers have preference for candidates with the proposed baccalaureate degree.</li> <li>• Consultation with Regional Employers and Workforce Development Boards</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>All CTE programs require CTE LMI and analysis</b></p> </div>
<input type="checkbox"/> <b>Regional Consortia Recommendation</b> <input type="checkbox"/> <b>Meeting Minutes:</b> <i>(CTE only)</i>	<div style="border: 1px solid black; padding: 5px;"> <p><b>All CTE programs require Regional Consortia Recommendation (title 5 § 55130(b)(7)(C))</b></p> </div>

## NEW BACCALAUREATE DEGREE PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) APPROVAL PROCESS**

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to the California Community Colleges Chancellor's Office for review and approval. *Estimated timeline: 60 days. Note, approval may exceed 60 days.*

- ✓ **Accrediting Commission of Community and Junior Colleges (ACCJC)**
- ✓ **Western Association of Schools and Colleges (WASC) Approval**

New programs require WASC/ACCJC approval. Campus submits program to WASC/ACCJC for approval. *Estimated timeline: 30 days.*

### **A. New Program Substantive Change:**

#### **i. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.**

1. Addition of a program that represents a significant departure from the college's current programs or curriculum. Example: The college offers a program in a field requiring substantially new curriculum, faculty, equipment, or facilities, such as a program with a clinical component.
2. A program offered in face-to-face format is now offered 100% online.
3. Addition of a new degree or career technical education certificate program that represents a significant departure from the college's current programs.  
  
Example: An institution develops a new degree or career technical education certificate program to be offered at the main campus or at any one of the approved institutional sites off campus.
4. Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.

#### **ii. Change in credit awarded**

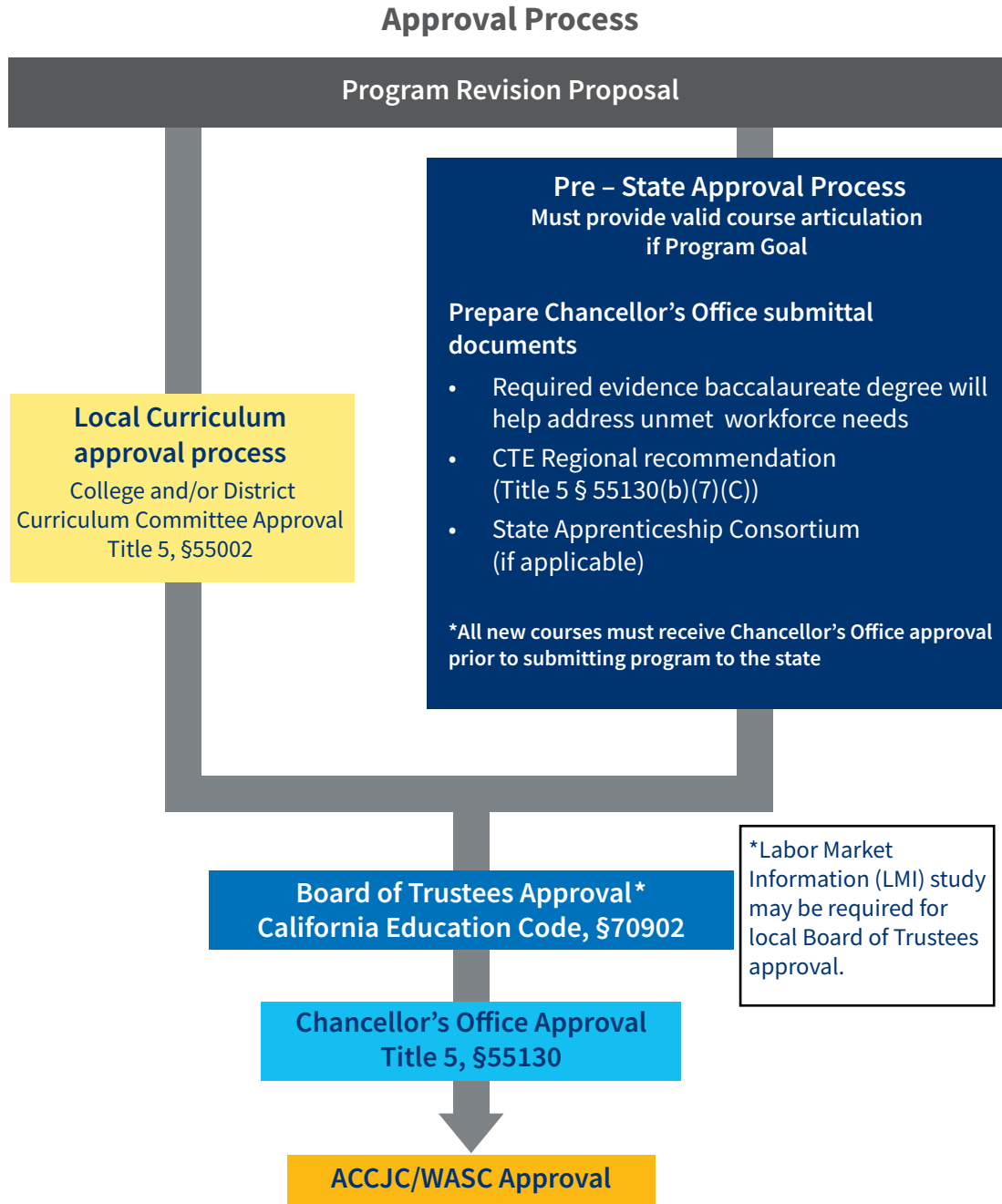
1. An increase in 50% or more in the number of credit hours awarded or required for the successful completion of a program.  
  
Example: The college changes the required 20 units for a particular certificate to 30 units.
2. Changes in clock hours and/or credit hours  
  
Example: change from clock hours to the Carnegie unit.

**iii. Any other significant change See ACCJC/WASC “Substantive Change Manual” for more information regarding the submission process. It is imperative your work with your Chief Instructional Officer and/or Dean during this process.**

Important Note: For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for the Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Consult with the Chief Instructional Officer and/or Dean to determine if the program should be submitted through the Substantive Change process outlined in the ACCJC/WASC manual listed above. If the new program is simply a repackaging of existing curriculum there is an abbreviated process that may be followed instead.

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to ACCJC/WASC for approval

## BACCALAUREATE DEGREE PROGRAM REVISION PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) BACCALAUREATE PROGRAM REVISION APPROVAL PROCESS

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to the California Community Colleges Chancellor's Office for review and approval. *Estimated timeline: 60 days. Note, approval may exceed 60 days.*

- ✓ **Accrediting Commission of Community and Junior Colleges (ACCJC)**
- ✓ **Western Association of Schools and Colleges (WASC) Approval**

New programs require WASC/ACCJC approval. Campus submits program to WASC/ACCJC for approval. *Estimated timeline: 30 days.*

### A. New Program Substantive Change:

#### i. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.

1. Addition of a program that represents a significant departure from the college's current programs or curriculum. Example: The college offers a program in a field requiring substantially new curriculum, faculty, equipment, or facilities, such as a program with a clinical component.  
A program offered in face-to-face format is now offered 100% online.
2. Addition of a new degree or career technical education certificate program that represents a significant departure from the college's current programs.  
  
Example: An institution develops a new degree or career technical education certificate program to be offered at the main campus or at any one of the approved institutional sites off campus.
3. Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.

#### ii. Change in credit awarded

1. An increase in 50% or more in the number of credit hours awarded or required for the successful completion of a program.  
  
Example: The college changes the required 20 units for a particular certificate to 30 units.
2. Changes in clock hours and/or credit hours  
  
Example: change from clock hours to the Carnegie unit.

**iii. Any other significant change See ACCJC/WASC “Substantive Change Manual” for more information regarding the submission process. It is imperative your work with your Chief Instructional Officer and/or Dean during this process.**

Important Note: For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for the Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Consult with the Chief Instructional Officer and/or Dean to determine if the program should be submitted through the Substantive Change process outlined in the ACCJC/WASC manual listed above. If the new program is simply a repackaging of existing curriculum there is an abbreviated process that may be followed instead.

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to ACCJC/WASC for approval.

## **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

New programs must receive Chancellor's Office and WASC approval before they may be published in the college catalog and offered to students.

## **AMEND AN EXISTING RECORD**

### **Correction**

An action to correct a value previously reported in error. This action will not generate a new control number.

It is important to note that corrections made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

Note, this action will initiate a new control number.

### **Modified Change**

An action to change an active program that will not initiate a new control number.

### **Active to Inactive**

An action to make a program inactive. This action will not issue a new control number.

### **Inactive to Active**

An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number.

## **NARRATIVE TEMPLATE GUIDELINES FOR A BACCALAUREATE OF SCIENCE DEGREE CURRICULUM INVENTORY PROPOSAL FIELDS**

### **Program Goal**

Select the appropriate program goal.

### **TOP 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. Career Technical Education (CTE) TOP Codes are denoted with an \* asterisk. The TOP Code should be assigned according to the content and outcomes of the program and should conform as best as possible to code assigned to similar programs in other colleges around the state.

### **Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites.

### **Total Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The total units required to complete the degree including the units in the item above, plus all required general education, open electives, and other requirements.

### **Annual Completers**

The number of students estimated to receive the degree each year when the program is full established.

### **Program Review Date**

Enter the month and year of the first scheduled review of the degree after it has been approved.

### **Distance Education**

Indicate the extent to which the courses associated with the degree are conducted via distance education.

### **CTE Regional Consortium Recommendation**

For programs with a selected program goal of “Career Technical Education (CTE)” by selecting “yes,” the college certifies that the degree has received a recommendation by the CTE regional consortium (including delegated authority), pursuant to California Code of Regulations, title 5, section 55130(b)(7)(C).

### **District Governing Board Approval Date**

By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55130.



## NARRATIVE TEMPLATE FOR A BACCALAUREATE OF SCIENCE DEGREE

**Please adhere to the following format conventions:**

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

### ITEM 1. PROGRAM GOALS AND OBJECTIVES

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

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose.

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

### ITEM 2. CATALOG DESCRIPTION

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

- Convey the Baccalaureate degree’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any

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

- If the Baccalaureate degree program goal selected is “Career Technical Education (CTE)” then the description must list the potential careers students may enter upon completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

### ITEM 3. PROGRAM REQUIREMENTS

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

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

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

#### **ITEM 4. MASTER PLANNING**

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

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

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

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

If applicable, this section may also be used to justify program objectives, or the inclusion of a given course as a requirement.

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

#### **ITEM 5. ENROLLMENT AND COMPLETER PROJECTIONS**

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

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

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

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

As a point of reference, refer to the [Chancellor’s Office Data Mart website](#) for historical completion rates by academic year for each TOP Code.

### ITEM 6. PLACE OF PROGRAM IN CURRICULUM/SIMILAR PROGRAMS

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

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

### ITEM 7. SIMILAR PROGRAMS AT OTHER COLLEGES IN SERVICE AREA

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

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

The college needs to provide evidence that faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges,

as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

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

## **ITEM 8. ADMINISTRATIVE PLAN**

Administrative Plan includes, but is not limited to, the governing board of the district's funding plan for its specific district.

## **ITEM 9. EXPERTISE, RESOURCES, AND STUDENT INTEREST**

Expertise, Resources, and Student Interest - documentation of the district's expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study.

## **ADDITIONAL SUPPORTING DOCUMENTATION—CTE**

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

### **1. Narrative**

The narrative describing the development of the degree, addressing items outlined above

### **2. Course Outlines of Record**

Upload the current course outline of record for each course listed on the Course Report and Narrative Item 3. General Education and recommended elective course outlines are not required to be attached to the proposal.

### **3. Labor Market Information (LMI) & Analysis—**current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.

### **4. Regional Consortia Recommendation Meeting Minutes** –California community colleges are organized into 10 economic regions ([www.cccaoe.org](http://www.cccaoe.org)), served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development

- Increase the knowledge of programs and services in the region, and to disseminate best practices

In addition to Advisory Committee recommendation (with a motion approved in meeting minutes), California Code of Regulations, title 5, section 55130(b)(7)(C), also requires that **credit** programs be reviewed by Regional Consortia, when applicable. Consequently, proposals for credit programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. **Minutes of the regional consortia meeting(s) at which the program was discussed.** The recommendation should be clearly stated with a motion in the meeting minutes. Highlight using an electronic highlighter or another easily visible method in the attachment the recommended action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal. Meeting minutes must include the date and place of the meeting and names of all who attended.

**Modified baccalaureate degree proposals must include a narrative that addresses:**

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.

## BACCALAUREATE CHECKLIST

### Curriculum Inventory Proposal Fields

- Program Goal
- TOP Code
- Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Total Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Annual Completers
- New Program Review Date
- Distance Education
- District Governing Board Approval Date

### Narrative Template

- Item 1. Program Goals and Objectives
- Item 2. Catalog Description
- Item 3. Program Requirements
  - Display the program requirements in a table format
  - Course Sequence
- Item 4. Master Planning
- Item 5. Enrollment and Completer Projections
  - Enrollment Data
- Item 6. Place of Program in Curriculum/Similar Programs
- Item 7. Similar Programs at Other Colleges in Service Area
- Item 8. Administrative Plan
- Item 9. Expertise, Resources, and Student Interest

\*Modified baccalaureate degree proposals must include Items: 1-2-3 listed above

### ADDITIONAL SUPPORTING DOCUMENTATION—CTE

- Narrative (see requirements above)
- Course Outlines of Record
- Evidence baccalaureate degree to be offered address unmet workforce needs:
  - Labor Market Information (LMI)

- Employers are having difficulty filling positions that require a baccalaureate degree
  - Employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree
  - Employers have preference for candidates with the proposed baccalaureate degree.
  - Consultation with Regional Employers and Workforce Development Boards
- Regional Consortia Recommendation Meeting Minutes



# TRANSFER – NON-CAREER TECHNICAL EDUCATION PROGRAMS

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## PACKAGING TRANSFER PROGRAMS FOR CHANCELLOR'S OFFICE APPROVAL

- **Associate in Arts for Transfer (A.A.-T)**
  - **Associate in Science for Transfer (A.S.-T)**
  - **UC-Transfer Pathway (UCTP)**
- a. California Code of Regulations, title 5, section **55002** requires the local curriculum committee must approve all courses and programs. More specifically, California Code of Regulations, title 5, section 55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
    - **California Education Code, §70902** and **Title 5 §51022(a)** require that the Board of Trustees must approval all credit courses and programs
  - b. California Code of Regulations, title 5, section **55100** requires that all credit programs shall be submitted to the California Community Colleges Chancellor's Office Inventory and Management System.
  - c. The Student Transfer Achievement Reform Act (SB 1440, Padilla, 2010) and **California Education Code, section 66746**, amended by SB 440 (Padilla, 2013), requires that before the start of the 2015-16 academic year, California Community Colleges (CCC) must create Associate Degrees for Transfer (ADT) in Transfer Model Curriculum (TMC) disciplines that were finalized prior to the commencement of the 2013-14 academic year.

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

The following criteria are used to identify the programs in each California community college's Curriculum Inventory, that are included in the SB 440 ADT development requirement:

4. The existing A.A. or A.S. degree program matches any of the ADT disciplines (or the designated similar CSU majors identified on the TMC Template) finalized before the start of the 2013-14 academic year:

5. The existing A.A. or A.S. degree program TOP Code is the same as the TOP Code for one of the associated finalized ADT disciplines.
6. The existing A.A. or A.S. degree program is "Active."

**ADT DEGREES MUST ALSO MEET BOTH OF THE FOLLOWING REQUIREMENTS:**

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU), including both of the following:
  - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education (CSU GE) Breadth Requirements.
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major, and
4. Completion of IGETC and/or CSU GE-Breadth

**The following is needed to package your program proposal for the California Community Colleges Chancellor's Office review and approval.**

**Curriculum Inventory Proposal Fields**

Field Name	Field Options
College	<input type="checkbox"/>
College Submitter	<input type="checkbox"/>
Program Award: (select Y-A.A.-T Degree or X-A.S.-T Degree)	<input type="checkbox"/> A- A.A. Degree <input type="checkbox"/> S- A.S. Degree <input type="checkbox"/> <b>Y- A.A.-T Degree</b> <input type="checkbox"/> <b>X- A.S.-T Degree</b> <input type="checkbox"/> Z- Bachelor of Science, B.S. Degree <input type="checkbox"/> M- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units) <input type="checkbox"/> N- Certificate of Achievement (requiring 16 to less than 30 or 24 to less than 45 quarter semester units) <input type="checkbox"/> T- Certificate of Achievement (requiring 30 to less than 60 or 45 to less than 90 quarter semester units) <input type="checkbox"/> F- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units) <input type="checkbox"/> C- Certificate of Achievement (requiring 60 or more semester units or 90 or more quarter units) <input type="checkbox"/> Noncredit Program (NIL)
Program Status	<input type="checkbox"/> Active <input type="checkbox"/> Inactive <input type="checkbox"/> Draft <input type="checkbox"/> Revision <input type="checkbox"/> Delete <input type="checkbox"/> Approve <input type="checkbox"/> Submitted <input type="checkbox"/> Review

Packaging Transfer Programs for California Community Colleges Chancellor’s Office Approval  
A.A.-T/A.S.-T/UC-Transfer Pathway (UCTP)

Field Name	Field Options
Program Sub Award	<input type="checkbox"/> A.S. UCTP Degree <input type="checkbox"/> ADT Degree
Program Goal: (select only one)	<input type="checkbox"/> C – Career Technical Education (Limited to Programs in CTE TOP Codes other than ADT’s) <input type="checkbox"/> <b>T – Transfer (All ADT’s and Certificate of Achievement for CSU GE Breadth and IGETC)</b> <input type="checkbox"/> O - Local (all other AA/AS and BA/BS degrees or certificates not in CTE TOP Code)
Program Title:  Do not use the following words: “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer”	<input type="checkbox"/>
Course Control Number	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/> Yes <input type="checkbox"/> No
Chancellor’s Office Reviewer	
TOP Code	<input type="checkbox"/>
CDCP Eligibility Criteria	<input type="checkbox"/> English as a Second Language (ESL)(A) <input type="checkbox"/> Elementary or Secondary Basic Skills (C) <input type="checkbox"/> Short-Term Vocational (I) <input type="checkbox"/> Workforce Preparation (J) <input type="checkbox"/> Citizenship of Immigrants (B) <input type="checkbox"/> Health and Safety (D)
Date Submitted	<input type="checkbox"/>
CIP Code	<input type="checkbox"/>
Date Approved	<input type="checkbox"/>

Packaging Transfer Programs for California Community Colleges Chancellor’s Office Approval  
A.A.-T/A.S.-T/UC-Transfer Pathway (UCTP)

Field Name	Field Options
College has submitted all courses with C-ID descriptors to C-ID for review	<input type="checkbox"/> Yes <input type="checkbox"/> No* <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>*Until all courses have been submitted to C-ID, this proposal cannot be submitted to the Chancellor’s Office for review and approval.</b> </div>
Units for Degree Major or Area of Emphasis (Minimum):	
Units for Degree Major or Area of Emphasis (Maximum):	
Total Units for Degree (Minimum):	
Total Units for Degree (Maximum):	
Next Program Review Date: (NOTE: Every six years or every two years for CTE)	
Distance Education	<input type="checkbox"/> 0% <input type="checkbox"/> 1-49% <input type="checkbox"/> 50-99% <input type="checkbox"/> 100%
District Governing Board Approval Date	By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to California Code of Regulations, title 5, section 55002 and 55100
Program Effective Start Date – (Optional)	
Program Effective End Date – (Optional)	

## Course Report

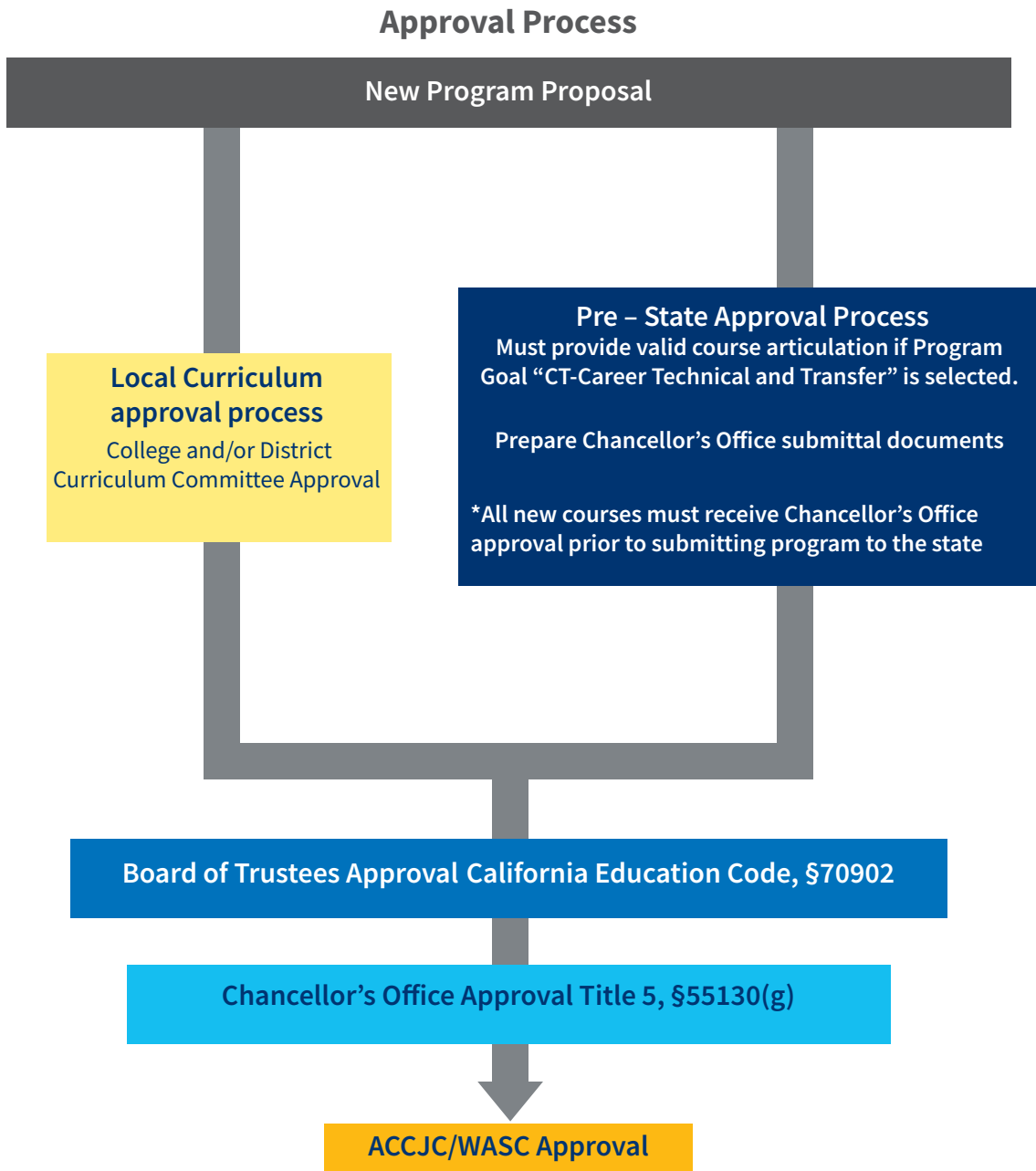
All courses must be chaptered by the California Community Colleges Chancellor’s Office prior to program proposal packaging.

### Supporting Documentation Check-Off List –

Item	Description
<input type="checkbox"/> <b>Narrative:</b> <i>(New program proposal to Curriculum Inventory; if unsure, contact Curriculum Support Staff)</i>	Please see Narrative Template attached.
<input type="checkbox"/> <b>Transfer Model Curriculum (TMC) Template</b>	For assistance, please see Articulation Officer. Check the cccco.edu website for the current TMC template
<input type="checkbox"/> <b>Transfer Documentation:</b> (Program Goal of Transfer)	Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement: <ul style="list-style-type: none"> <li><input type="checkbox"/> Programmatic articulation agreements</li> <li><input type="checkbox"/> ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students may be likely to transfer</li> <li><input type="checkbox"/> Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements</li> <li><input type="checkbox"/> Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included</li> <li><input type="checkbox"/> Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum</li> </ul>
<input type="checkbox"/> <b>Course Outlines of Records:</b>	Include current COR for each course included in the program



## NEW A.A.-T/A.S.-T/UCTP DEGREE PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) NEW A.A.-T/A.S.-T/UCTP PROGRAM APPROVAL PROCESS**

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to the California Community Colleges Chancellor's Office for review and approval. *Estimated timeline: 60 days. Note, approval may exceed 60 days.*

- ✓ **Accrediting Commission of Community and Junior Colleges (ACCJC)**
- ✓ **Western Association of Schools and Colleges (WASC) Approval**

New programs require WASC/ACCJC approval. Campus submits program to WASC/ACCJC for approval. *Estimated timeline: 30 days.*

a. New Program Substantive Change:

**i. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.**

1. Addition of a program that represents a significant departure from the college's current programs or curriculum. Example: The college offers a program in a field requiring substantially new curriculum, faculty, equipment or facilities, such as a program with a clinical component.

A program offered in face-to-face format is now offered 100% online

2. Addition of a new degree or career technical education certificate program that represents a significant departure from the college's current programs.

**ii. Example: An institution develops a new degree or career technical education certificate program to be offered at the main campus or at any one of the approved institutional sites off campus.**

1. Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.

\*Note: this includes general education for associate degrees.

**iii. Change in credit awarded**

1. An increase in 50% or more in the number of credit hours awarded or required for the successful completion of a program.

Example: The college changes the required 20 units for a particular certificate to 30 units.

2. Changes in clock hours and/or credit hours

Example: change from clock hours to the Carnegie unit.

**iv. Any other significant change See ACCJC/WASC “Substantive Change Manual” for more information regarding the submission process. It is imperative your work with your Chief Instructional Officer and/or Dean during this process.**

Important Note: For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for the Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Consult with the Chief Instructional Officer and/or Dean to determine if the program should be submitted through the Substantive Change process outlined in the ACCJC/WASC manual listed above. If the new program is simply a repackaging of existing curriculum there is an abbreviated process that may be followed instead.

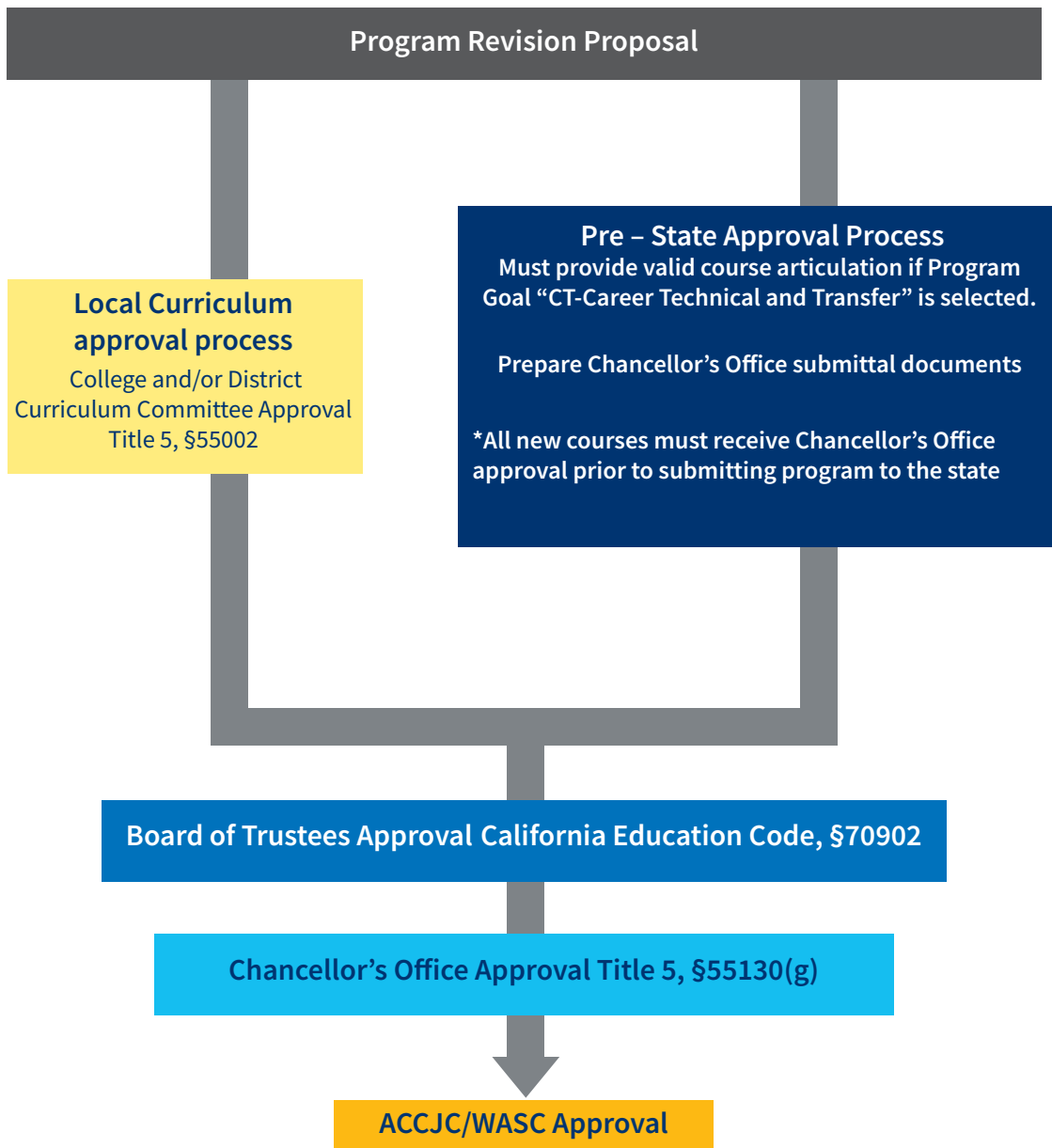
See your Chief Instructional Officer to determine the local process for submitting a program proposal package to ACCJC/WASC for approval.

## **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

New programs must receive Chancellor's Office and WASC approval before they may be published in the college catalog and offered to students.

## REVISION A.A.-T/A.S.-T/UCTP DEGREE PROPOSAL FLOW CHART

### Approval Process



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) A.A.-T/A.S.-T/ UCTP DEGREE PROGRAM REVISION APPROVAL PROCESS**

Campus submits program proposal package to the California Community Colleges Chancellor's Office for review and approval. Estimate timeline: 60 days. Note approval time may exceed 60 days due to under staffing at State Chancellor's Office.

\*See step 3 in "Accrediting Commission of Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) Approval" in the new program section to determine if the program revisions require ACCJC/WASC approval.

### **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

All program revisions must be approved by the Chancellor's Office before they may be added to the college catalog and offered to students

### **AMEND AN EXISTING RECORD**

#### **Correction**

An action to correct a value previously reported in error. This action will not generate a new control number.

It is important to note that corrections made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

#### **Modified Change**

An action to change an active program that will not initiate a new control number.

#### **Active to Inactive**

An action to make a program inactive. This action will not issue a new control number.

#### **Inactive to Active**

An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number.

## CURRICULUM INVENTORY PROPOSAL FIELDS

- **Associate in Arts for Transfer (A.A.-T)**
- **Associate in Science for Transfer (A.S.-T)**
- **UC-Transfer Pathway (UCTP)**

## CURRICULUM INVENTORY PROPOSAL FIELDS

### C-ID

College has submitted all courses with C-ID descriptors to C-ID for review. For courses that are in review and are over 45 days, a screen shot from C-ID can be submitted as documentation as proof of submittal.

### Program Title

Enter the pre-designated program title noted as **“CCC Major or Area of Emphasis” on the TMC template; no deviations are allowed.** Do not include descriptors, such as “degree” or “for transfer” in the title because these descriptors are attached to the title in the CCC Curriculum Inventory.

### Program Goal

Select the appropriate program goal of “Transfer”.

### Program Status

Select the appropriate program status.

### Program Sub Award

Select the appropriate sub award “A.S. UCTP Degree or ADT Degree”.

### TOP Code

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

### Units for the Degree Major or Area of Emphasis (minimum and maximum)

Enter the (minimum and maximum) number of semester or quarter units for the major. The unit value must match the units listed on the TMC Template. If the units required are the same (not a range), then enter the same number in both (minimum/maximum) fields.

### Total Units for the Degree Major or Area of Emphasis (minimum and maximum)

Enter 60 semester or 90 quarter units as the minimum and as the maximum; ADTs must require 60 semester or 90 quarter units.

### Next Program Review Date

Enter the month and year of the first scheduled review of the degree after it has been approved.

### Distance Education

Indicate the extent to which the courses associated with the degree are conducted via distance education.

**District Governing Board Approval Date**

By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to California Code of Regulations, title 5, sections 55002 and 55100.

## NARRATIVE TEMPLATE FOR ASSOCIATE DEGREES FOR TRANSFER (ADTs)

### Please adhere to the following format conventions:

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

### ITEM 1. PROGRAM GOALS AND OBJECTIVES

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

### ITEM 2. CATALOG DESCRIPTION

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

**Pursuant to SB 1440 (Padilla, 2010), and California Education Code, §66746, amended by SB 440 (Padilla, 2013), the description must also include the following completion requirements:**

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

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



### ITEMS 3-7

No written response is required for Narrative Items #3-7. All ADTs are developed in accordance with Pursuant to SB 1440 (Padilla, 2010), and California Education Code section **66746**, amended by SB 440 (Padilla, 2013). SB 1440 was authorized with alignment and in compliance with California Code of Regulations, title 5, sections **§55100 and §55130**. ADTS and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTS assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

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

## **ADDITIONAL SUPPORTING DOCUMENTATION ASSOCIATE DEGREES FOR TRANSFER (ADTS)**

### **NARRATIVE**

The narrative describing the development of the degree, addressing items outlined below:

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

- Refers to the ADT using the following naming convention—Associate in Arts or Associate in Science (in approved discipline) for transfer. For example, “Associate in Arts in History for Transfer”;
- Identifies the goals and objectives for the program;
- Identifies the CSU baccalaureate degree programs for which students will be prepared to enter upon successful completion of the ADT;
- Identifies the intent of the ADT is to assist students in seamlessly transferring to a CSU;
- May include the program level student learning outcomes (SLOs);

#### **Item 2. Catalog Description**

The catalog description must:

- Be entered exactly as it will appear in the college catalog;
- Refer to the ADT using the following naming convention—Associate in Arts or Associate in Science in (approved discipline) for Transfer. For example, “Associate in Arts in History for Transfer”;
- Include an overview of the knowledge and skills students will demonstrate upon completion;
- Include ADT completion requirements pursuant to SB 440 (as cited in Supporting Documentation—narrative subsection of this Guide);
  - a. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - b. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.
  - c. A minimum of 18 semester or 27 quarter units in a major or area of emphasis, as determined by the community college district.
  - d. Obtainment of a minimum grade point average of 2.0.
  - e. Minimum grade of “C” (or “P”) for each course in the major, and
  - f. Completion of IGETC and/or CSU GE-Breadth

#### Additional Supporting Documentation Associate Degrees for Transfer (ADTs)

- A list of the potential careers students may enter upon completion if the ADT program goal selected

### COURSE OUTLINES OF RECORD

Upload the **current course outline of record** for each course listed on the Course Report and TMC Template in the Required Core and if present List A, List B, and List C. General Education course outlines are not required to be attached to the proposal.

### TRANSFER MODEL CURRICULUM (TMC) TEMPLATE

Completed TMC template must be attached. Ensure the top two common errors are mitigated: 1) the “College Name” is entered in the space provided above the course grid; 2) the number or range of “total units for the major” entered aligns with the “total units for the major or area of emphasis” proposal fields in the CCC Curriculum Inventory.

### TRANSFER DOCUMENTATION

Please refer to the TMC Template for the specific type of transfer documentation required for the ADT discipline. Articulation and transfer reports may be downloaded from the [ASSIST website](http://www.assist.org) (www.assist.org). ASSIST is the official online repository of articulation for California’s public colleges and universities. ASSIST provides the most up-to-date information about student transfer in California.

## ASSOCIATE DEGREES FOR TRANSFER CHECKLIST

### Curriculum Inventory Proposal Fields

- Program Title (As detailed on TMC)
- C-ID
- Program Goal
- Program Award
- Sub Program Award
- TOP Code
- District Governing Board Approval Date
- Next Program Review Date
- Total Units for Degree (min) –60 is entered (per SB1440 60 units are required)
- Total Units for Degree (max) –60 is entered (per SB1440 60 units are required)
- Total Units for Major (min) – as listed on TMC
- Total Units for Major (max) – as listed on TMC
- Courses - All courses listed in COCI have a corresponding COR attached
- Courses - All courses listed in COCI are “Approved” or “Active”

### ADT Required Attachments

#### TMC Template

- Current revision of Template is used
- College name is entered above TMC Template grid
- All courses have a course ID, title, and unit amount in correspondence to its attached COR
- All courses have verified articulation in C-ID or ASSIST (AAM, GECC, and/or BCT) (Within five years)
- Total Units for Major
- Total Units that may be double-counted
- Total Elective Units
- Total Units for Degree is 60 units

**Narrative**

The narrative describing the development of the degree, addressing items outlined below:

- College name
- Program Name (approved A.A.-T/AS-T)
- Statement of Program Goals and Objectives
- Catalog Description

**Course Outline of Record per Title 5, Section 55002 (a)(3) - for all courses**

- Unit value
- Expected Number of Contact Hours
- Outside of Class Hours
- Total student learning hours for a course as a whole
- Prerequisites, co-requisites, or advisories on recommended preparation (if any).
- Catalog description
- Objectives
- Content
- Examples of Assignments
- Other outside-of-class assignments
- Instructional Methodology
- Methods of Evaluation



## **PACKAGING YOUR TRADITIONAL ASSOCIATE DEGREE:**

- **Associate of Arts (A.A.)**
- **Associate of Science (A.S.)**

### **FOR CHANCELLOR'S OFFICE CHAPTERING**

- a. California Code of Regulations, title 5, section 55002 requires the local curriculum committee must approve all courses and programs. More specifically, California Code of Regulations, title 5, section 55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
- b. CALIFORNIA EDUCATION CODE, section 70902 and California Code of Regulations, title 5, section 51022(a) require that the Board of Trustees must approval all credit courses and programs.
- c. California Code of Regulations, title 5, section 55130 requires that all credit programs shall be submitted to the California Community Colleges Chancellor's Office.
- d. California Community Colleges may award associate degrees to students based on the philosophy and requirements for the degrees in California Code of Regulations, title 5, section 55061-55063. Associate degrees should be more than an accumulation of any degree applicable courses and must contain a minimum of 60 degree applicable units, which include general education units, at least 18 units in the major or area of emphasis, and electives. Colleges may award either an Associate in Arts or an Associate in Science degree. The Academic Senate has defined the Associate in Science (AS) to include all science, technology, engineering, and mathematics (STEM) disciplines and career technical education (CTE) fields. The Associate in Arts (A.A.) is defined for degrees earned in all other areas.

**The following is needed to package your program proposal for the California Community Colleges Chancellor's Office review and approval.**

**Associate of Arts (A.A.)**  
**Associate of Science (A.S.)**

**Curriculum Inventory Proposal Fields**

Field Name	Field Options
<p>Program Award:                      (select A-A.A. Degree or S-A.S. Degree)</p>	<p><input type="checkbox"/> <b>A- A.A. Degree</b></p> <p><input type="checkbox"/> <b>S- A.S. Degree</b></p> <p><input type="checkbox"/> Y- A.A.-T Degree</p> <p><input type="checkbox"/> X- A.S.-T Degree</p> <p><input type="checkbox"/> Z- Bachelor of Science, B.S. Degree</p> <p><input type="checkbox"/> M- Certificate of Achievement                      (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</p> <p><input type="checkbox"/> N- Certificate of Achievement                      (requiring 16 to less than 30 or 24 to less than 45 quarter semester units)</p> <p><input type="checkbox"/> T- Certificate of Achievement                      (requiring 30 to less than 60 or 45 to less than 90 quarter semester units)</p> <p><input type="checkbox"/> F- Certificate of Achievement                      (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</p> <p><input type="checkbox"/> C- Certificate of Achievement                      (requiring 60 or more semester units or 90 or more quarter units)</p> <p><input type="checkbox"/> Noncredit Program (NIL)</p>
<p>Program Title:</p> <p>Do not use the following words: “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer”</p>	<p><input type="checkbox"/></p>



Field Name	Field Options
Program Goal: (select only one)	<input type="checkbox"/> C – Career Technical Education (Limited to Programs in CTE TOP Codes other than ADT's) <input type="checkbox"/> T – Transfer (All ADT's and Certificate of Achievement for CSU GE Breadth and IGETC) <input type="checkbox"/> <b>O - Local (all other AA/AS and BA/BS degrees or certificates not in CTE TOP Code)</b>
Program TOP Code	<input type="checkbox"/>
Units for Degree Major or Area of Emphasis (Minimum):	
Units for Degree Major or Area of Emphasis (Maximum):	
Total Units for Degree (Minimum):	
Total Units for Degree (Maximum):	
Program Review Date: (NOTE: Every six years or every two years for CTE)	
Gainful Employment	<input type="checkbox"/>
Apprenticeship: (Yes/no—if yes, see Campus Instructional Services Offices)	<input type="checkbox"/> Yes    Not applicable for Transfer Degrees <input type="checkbox"/> No
Distance Education	<input type="checkbox"/> 0% <input type="checkbox"/> 1-49% <input type="checkbox"/> 50-99% <input type="checkbox"/> 100%
CTE Regional Consortium Approved	<input type="checkbox"/> Yes    Not applicable for Transfer Degrees <input type="checkbox"/> No
District Governing Board Approval Date	By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5, §§ 55002 and 55100

**Employer or Joint Apprenticeship Committee (JAC) Sponsor**

(If applicable—Apprenticeship Programs Only)–

**RSI—Year & Hours**

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

Year 1 20XX \_\_\_\_\_ 0

Total \_\_\_\_\_ 0

Employment Potential –

**Provide evidence of high employment potential (short-term vocational programs only).**

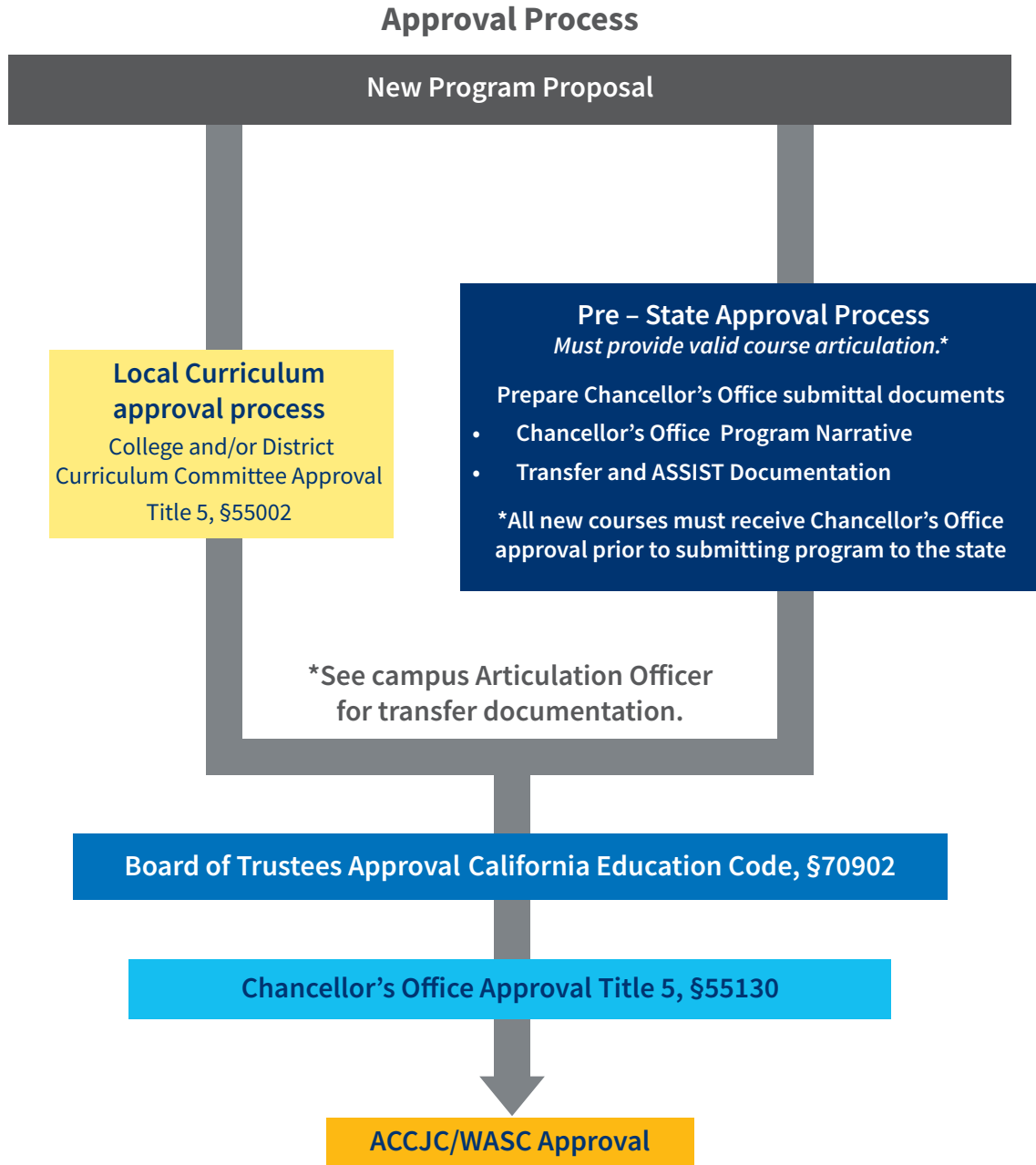
## Course Report

All courses must be chaptered into the COCI system prior to program proposal packaging.

### Supporting Documentation Check-Off List –

Item	Description
<input type="checkbox"/> <b>Narrative:</b>  <i>(New program proposal to Curriculum Inventory; if unsure, contact Curriculum Support Staff)</i>	
<input type="checkbox"/> <b>Transfer Documentation:</b> (Program Goal of Transfer)	Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement: <ul style="list-style-type: none"> <li><input type="checkbox"/> Programmatic articulation agreements</li> <li><input type="checkbox"/> ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students may be likely to transfer</li> <li><input type="checkbox"/> Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements</li> <li><input type="checkbox"/> Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included</li> <li><input type="checkbox"/> Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum</li> </ul>
<input type="checkbox"/> <b>Course Outlines of Records:</b>	Include current COR for each course included in the program

## NEW ASSOCIATE DEGREE PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) NEW ASSOCIATE DEGREE APPROVAL PROCESS

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to the California Community Colleges Chancellor's Office for review and approval. *Estimated timeline: 60 days. Note, approval may exceed 60 days.*

- ✓ **Accrediting Commission of Community and Junior Colleges (ACCJC)**
- ✓ **Western Association of Schools and Colleges (WASC) Approval**

**New programs require WASC/ACCJC approval. Campus submits program to WASC/ACCJC for approval. Estimated timeline: 30 days.**

- a. New Program Substantive Change:
  - i. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.
    1. Addition of a program that represents a significant departure from the college's current programs or curriculum. Example: The college offers a program in a field requiring substantially new curriculum, faculty, equipment or facilities, such as a program with a clinical component.

A program offered in face-to-face format is now offered 100% online
    2. Addition of a new degree or career technical education certificate program that represents a significant departure from the college's current programs.
      - a. Example: An institution develops a new degree or career technical education certificate program to be offered at the main campus or at any one of the approved institutional sites off campus.
    3. Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.

**\*Note: this includes general education for associate degrees.**
  - ii. Change in credit awarded
    1. An increase in 50% or more in the number of credit hours awarded or required for the successful completion of a program.
    2. Changes in clock hours and/or credit hours  
Example: change from clock hours to the Carnegie unit.
  - iii. Any other significant change See ACCJC/WASC "Substantive Change Manual" for

more information regarding the submission process. It is imperative your work with your Chief Instructional Officer and/or Dean during this process.

Important Note: For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for the Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Consult with the Chief Instructional Officer and/or Dean to determine if the program should be submitted through the Substantive Change process outlined in the ACCJC/WASC manual listed above. If the new program is simply a repackaging of existing curriculum there is an abbreviated process that may be followed instead.

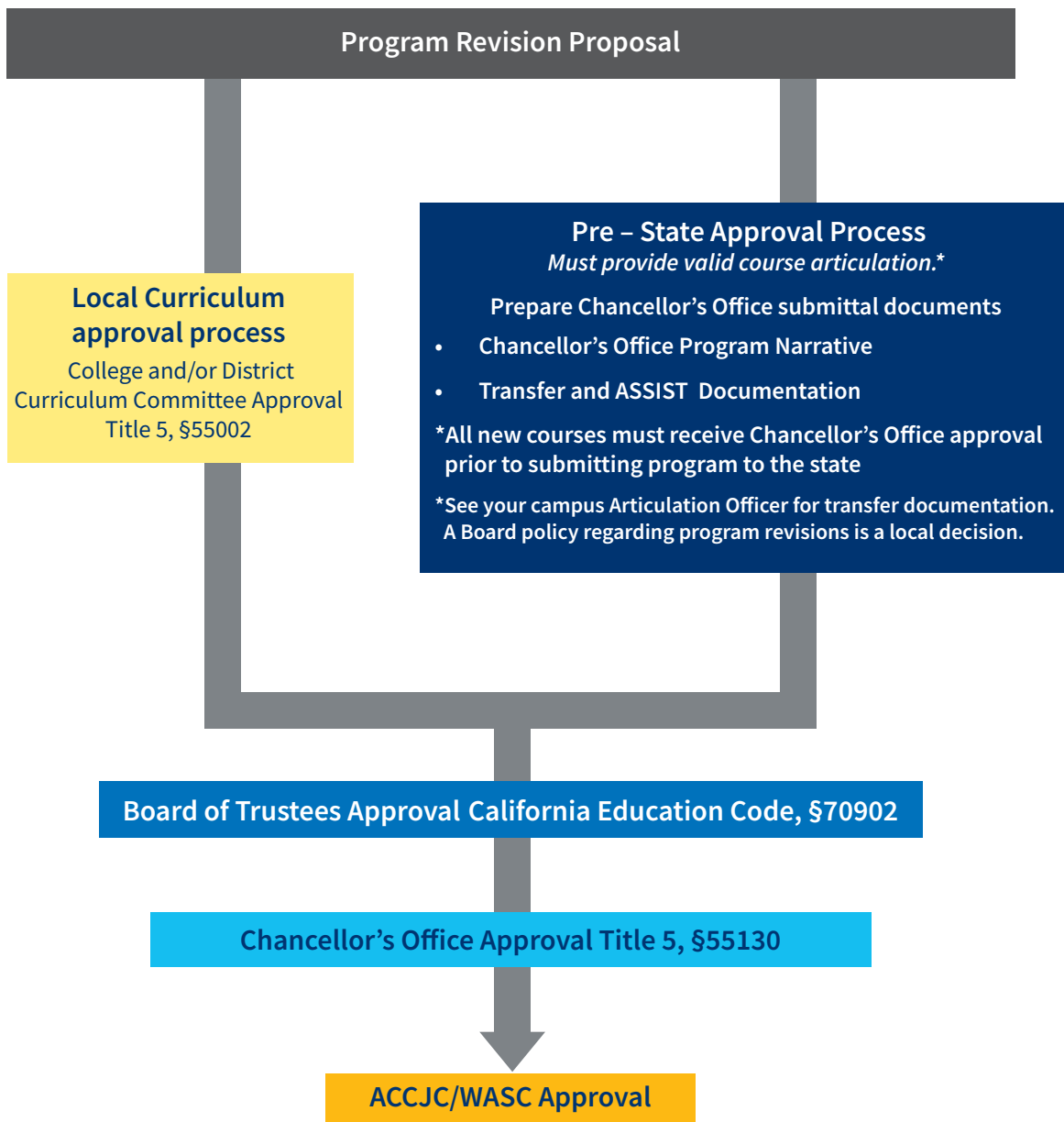
See your Chief Instructional Officer to determine the local process for submitting a program proposal package to ACCJC/WASC for approval.

### **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

New programs must receive Chancellor's Office and WASC approval before they may be published in the college catalog and offered to students.

## ASSOCIATE DEGREE REVISION/MODIFIED CHANGE PROPOSAL FLOW CHART

### Approval Process



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) ASSOCIATE DEGREE REVISION/MODIFIED CHANGE CHAPTERING PROCESS**

Campus submits program proposal package to the California Community Colleges Chancellor's Office for chaptering.

\*See step 3 in "Accrediting Commission of Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) Approval" in the new program section to determine if the program revisions require ACCJC/WASC approval.

### **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

All program revisions must be approved by the Chancellor's Office before they may be added to the college catalog and offered to students

### **AMEND AN EXISTING RECORD**

#### **Correction**

An action to correct a value previously reported in error. This action will not generate a new control number.

It is important to note that corrections made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

#### **Modified Change**

An action to change an active program that will not initiate a new control number.

#### **Active to Inactive**

An action to make a program inactive. This action will not issue a new control number.

#### **Inactive to Active**

An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number.



# **NARRATIVE TEMPLATE FOR AN ASSOCIATE OF SCIENCE OR ASSOCIATE OF ARTS DEGREE**

## **CURRICULUM INVENTORY PROPOSAL FIELDS**

### **Program Goal**

Select the appropriate program goal.

### **TOP 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. Career Technical Education (CTE) TOP Codes are denoted with an \* asterisk.

The TOP Code should be assigned according to the content and outcomes of the program and should conform as best as possible to code assigned to similar programs in other colleges around the state.

### **Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites.

### **Total Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The total units required to complete the degree including the units in the item above, plus all required general education, open electives, and other requirements.

### **Annual Completers**

The number of students estimated to receive the degree each year when the program is fully established.

### **Program Review Date**

Enter the month and year of the first scheduled review of the degree after it has been approved.

### **Distance Education**

Indicate the extent to which the courses associated with the degree are conducted via distance education.

### **District Governing Board Approval Date**

By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55100.

## NARRATIVE

### Please adhere to the following format conventions:

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

### ITEM 1. PROGRAM GOALS AND OBJECTIVES

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

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational.

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

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

### ITEM 2. CATALOG DESCRIPTION

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

- Convey the associate degree’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected includes **Transfer**, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

### ITEM 3. PROGRAM REQUIREMENTS

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

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

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

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

## Sample A.A. History

Requirements	Dept. Name/#	Course Title	Units	CSCU-GE*	IGETC*	Sequence
Required Core	HIST 101	History of Western Civilization: The Pre-Industrial West	3			Year 1, Fall
	HIST 102	History of Western Civilization: The Modern Era	3			Year 1, Spring
	HIST 111	United States History I	3			Year 1, Spring
Plus three units from the following:	HIST 191	History of Eastern Civilization I	3			
	HIST 192	History of Eastern Civilization II	3			
	HIST 240	Latin American Civilization	3			
Plus three units from the following	ECON 170	Economic History of the United States	3			
	HIST 115	United States History Since 1945	3			
	HIST 120	The Role of Women in the History of the United States	3			
	HIST 210	History of California	3			

Required Major Total 18 units

Completion of CSU-GE Breadth or IGETC pattern  
(Possible double counting: 12 units) 37-39 units

Transferable electives  
(as needed to reach 60 units)

TOTAL UNITS 60 units

### Proposed Sequence:

Year	Semester	Units
Year 1	Fall	15 Units
Year 1	Spring	15 Units
Year 2	Fall	15 Units
Year 2	Spring	15 Units
<b>TOTAL UNITS</b>		<b>60 Units</b>

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

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

\*If the associate degree program goal selected is “**Transfer**,” then students should be advised to complete the CSU-GE-Breadth or IGETC pattern.

## ADDITIONAL SUPPORTING DOCUMENTATION

### NARRATIVE

The narrative describing the development of the degree, addressing items outlined above.

### COURSE OUTLINES OF RECORD

Upload the current course outline of record for each course listed on the Course Report and Narrative Item 3. General Education and recommended elective course outlines are not required to be attached to the proposal.

### TRANSFER DOCUMENTATION

An associate degree with a program goal including “Transfer” prepares students to continue study in the same or similar area at a baccalaureate granting institution. Required documentation includes one ASSIST Articulation Agreement by Major (AAM) report showing that required courses fulfill the majority (51% or greater) of lower-division requirements for the baccalaureate major. Articulation agreements can be downloaded from the [ASSIST website](http://www.assist.org) at [www.assist.org](http://www.assist.org). (ASSIST is the official online repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students may be likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum

## **ASSOCIATE OF SCIENCE OR ASSOCIATE OF ARTS DEGREE CHECKLIST**

### **Curriculum Inventory Proposal Fields**

- Program Goal
- TOP Code
- Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Total Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Annual Completers
- Estimated FTE Faculty Workload- Erase
- New Faculty Positions
- New Equipment
- New and/or remodeled Facilities
- Library Acquisitions
- Next Program Review Date
- Gainful Employment- Erase
- Distance Education
- District Governing Board Approval Date

### **Narrative**

- Item 1. Program Goals and Objectives
- Item 2. Catalog Description
- Item 3. Program Requirements
  - Course Sequence—

### **Additional Supporting Documentation –**

- Narrative
- Course Outlines of Record
- Transfer Documentation



## **PACKAGING YOUR TRANSFER CERTIFICATE OF ACHIEVEMENT FOR CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) APPROVAL**

- a. Title 5, § 55002 requires the local curriculum committee must approve all courses and programs. More specifically, Title 5 § 55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
- b. California Education Code, §70902 and Title 5 §51022(a) require that the Board of Trustees must approval all credit courses and programs.
- c. Title 5, § 55130 requires that all credit programs shall be submitted to the California Community Colleges Chancellor's Office for chaptering.
- d. Pursuant to Title 5, § 55070, California Community Colleges may award Certificates of Achievements requiring 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework representing a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. After receiving Chancellor's Office approval, they must be called Certificates of Achievement and may be listed on student transcripts.

Submission of Certificates of Achievement requiring 8 or more semester units or 12 semester or more quarter units of degree applicable course work, to the Chancellor's Office for chaptering is also permissible.

The following is needed to package your program proposal for State Chancellor's Office chaptering:

## PACKAGING YOUR TRANSFER CERTIFICATE OF ACHIEVEMENT

### Curriculum Inventory Proposal Fields

Field Name	Field Options
<p>Program Award: (select Certificate of Achievement)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A- A.A. Degree</li> <li><input type="checkbox"/> S- A.S. Degree</li> <li><input type="checkbox"/> Y- A.A.-T Degree</li> <li><input type="checkbox"/> X- A.S.-T Degree</li> <li><input type="checkbox"/> Z- Bachelor of Science, B.S. Degree</li> <li><input type="checkbox"/> <b>M- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</b></li> <li><input type="checkbox"/> <b>N- Certificate of Achievement (requiring 16 to less than 30 or 24 to less than 45 quarter semester units)</b></li> <li><input type="checkbox"/> <b>T- Certificate of Achievement (requiring 30 to less than 60 or 45 to less than 90 quarter semester units)</b></li> <li><input type="checkbox"/> <b>F- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</b></li> <li><input type="checkbox"/> <b>C- Certificate of Achievement (requiring 60 or more semester units or 90 or more quarter units)</b></li> <li><input type="checkbox"/> Noncredit Program (NIL)</li> </ul>
<p>Program Title:</p> <p>Do not use the following words: “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer”</p>	<p><input type="checkbox"/></p>

Field Name	Field Options
Program Goal: (select only one)	<input type="checkbox"/> C – Career Technical Education (Limited to Programs in CTE TOP Codes other than ADT's) <input type="checkbox"/> <b>T – Transfer (All ADT's and Certificate of Achievement for CSU GE Breadth and IGETC)</b> <input type="checkbox"/> <b>O - Local (all other AA/AS and BA/BS degrees or certificates not in CTE TOP Code)</b>
Program TOP Code	
Units for Degree Major or Area of Emphasis (Minimum):	
Units for Degree Major or Area of Emphasis (Maximum):	
Total Units for Degree (Minimum):	
Total Units for Degree (Maximum):	
Annual Completers	
Faculty Workload: (FTEF for full program; approximately 0.5-7.0 FTEF)	
New Faculty Position: (If no new hire, enter 0)	

**Employer or Joint Apprenticeship Committee (JAC) Sponsor**  
(If applicable—Apprenticeship Programs Only)–

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

Year 1 20XX	0
Total	0

Employment Potential –  
**Provide evidence of high employment potential (short-term vocational programs only).**

Field Name	Field Options
Program TOP Code	<input type="checkbox"/>
New Equipment: (estimate \$; if no new equipment, enter 0) :	
New/Remodeled Facilities: (estimate \$; if no new facilities, enter 0):	
Library Acquisitions: (estimate \$; if no new library and learning resources, enter 0)	
Program Review Date: (NOTE: Every six years or every two years for CTE)	
Gainful Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Distance Education	<input type="checkbox"/> 0% <input type="checkbox"/> 1-49% <input type="checkbox"/> 50-99% <input type="checkbox"/> 100%
District Governing Board Approval Date	By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5, §§ 55002 and 55100

## Course Report

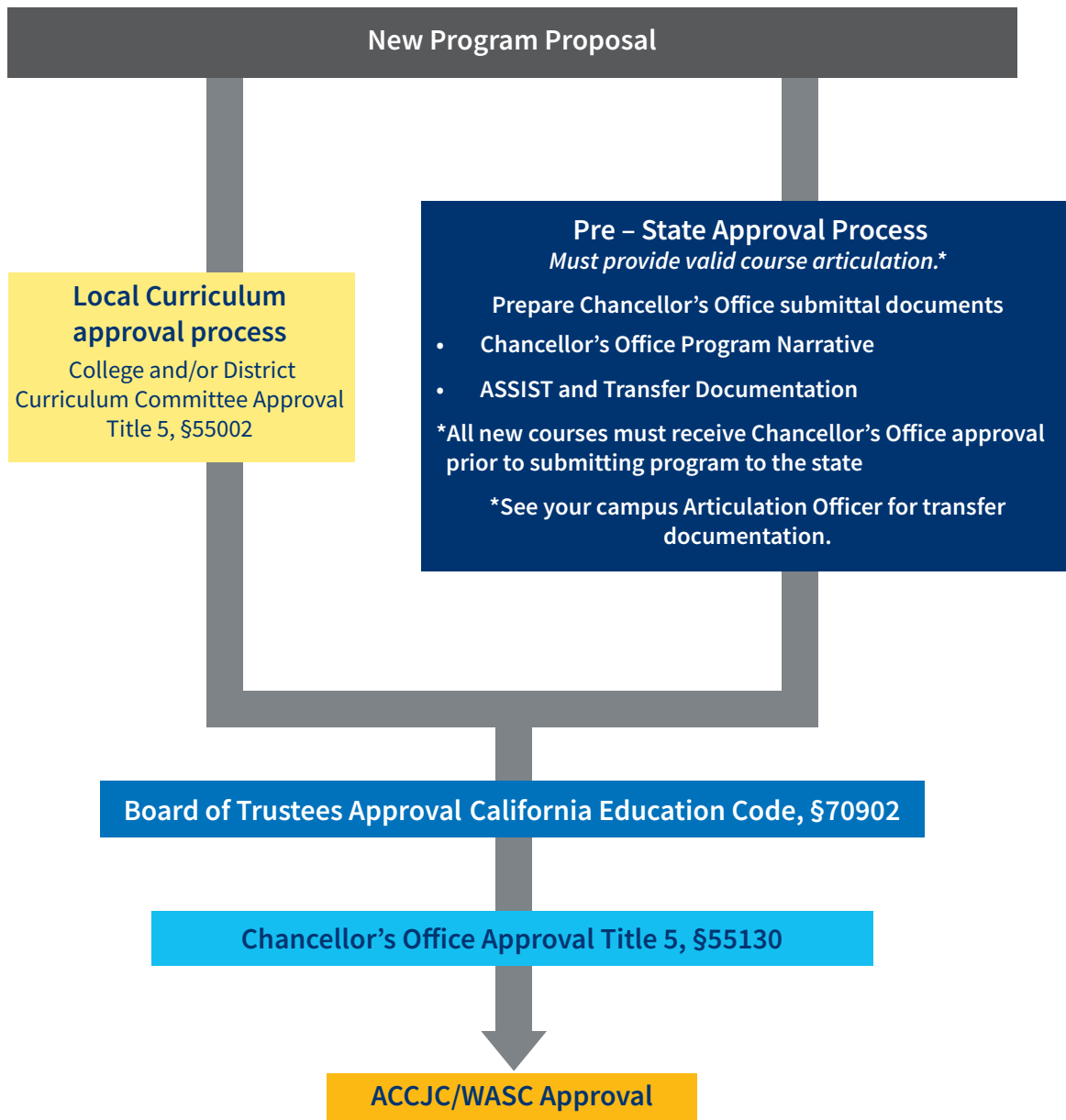
All courses must be chaptered into the COCI system prior to program proposal packaging.

### Supporting Documentation Check-Off List –

Item	Description
<input type="checkbox"/> <b>Narrative:</b> <i>(New program proposal to Curriculum Inventory; if unsure, contact Curriculum Support Staff)</i>	
<input type="checkbox"/> <b>Transfer Documentation:</b> (Program Goal of Transfer)	<p>51% of courses required for the major must articulate to one (1) institution. Transfer Documentation is required if program goal “CT— Career Technical and Transfer” was selected. For assistance, please see Articulation Officer.</p> <p>Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programmatic articulation agreements</li> <li><input type="checkbox"/> ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students may be likely to transfer</li> <li><input type="checkbox"/> Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements</li> <li><input type="checkbox"/> Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included</li> <li><input type="checkbox"/> Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum</li> </ul>
<input type="checkbox"/> <b>Course Outlines of Records:</b>	Include current COR for each course included in the program

## NEW CERTIFICATE OF ACHIEVEMENT PROPOSAL FLOW CHART

### Approval Process



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) CHAPTERING PROCESS**

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to the California Community Colleges Chancellor's Office for chaptering.

- ✓ **Accrediting Commission of Community and Junior Colleges (ACCJC)**
- ✓ **Western Association of Schools and Colleges (WASC) Approval**

**New programs require WASC/ACCJC approval. Campus submits program to WASC/ACCJC for approval. Estimated timeline: 30 days.**

### **a. New Program Substantive Change:**

- i. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.

- 1. Addition of a program that represents a significant departure from the college's current programs or curriculum.

Example: The college offers a program in a field requiring substantially new curriculum, faculty, equipment or facilities, such as a program with a clinical component. A program offered in face-to-face format is now offered 100% online.

- 2. Addition of a new degree or career technical education certificate program that represents a significant departure from the college's current programs.

Example: An institution develops a new degree or career technical education certificate program to be offered at the main campus or at any one of the approved institutional sites off campus.

- 3. Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.

Note: this includes general education for associate degrees.

- ii. Change in credit awarded

- 1. An increase in 50% or more in the number of credit hours awarded or required for the successful completion of a program.

Example: The college changes the required 20 units for a particular certificate to 30 units.

- 2. Changes in clock hours and/or credit hours

Example: change from clock hours to the Carnegie unit.

iii. Any other significant change

See ACCJC/WASC "Substantive Change Manual" for more information regarding the submission process. It is imperative your work with your Chief Instructional Officer and/or Dean during this process.

Important Note: For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for the Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Consult with the Chief Instructional Officer and/or Dean to determine if the program should be submitted through the Substantive Change process outlined in the ACCJC/WASC manual listed above. If the new program is simply a repackaging of existing curriculum there is an abbreviated process that may be followed instead.

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to ACCJC/WASC for approval.

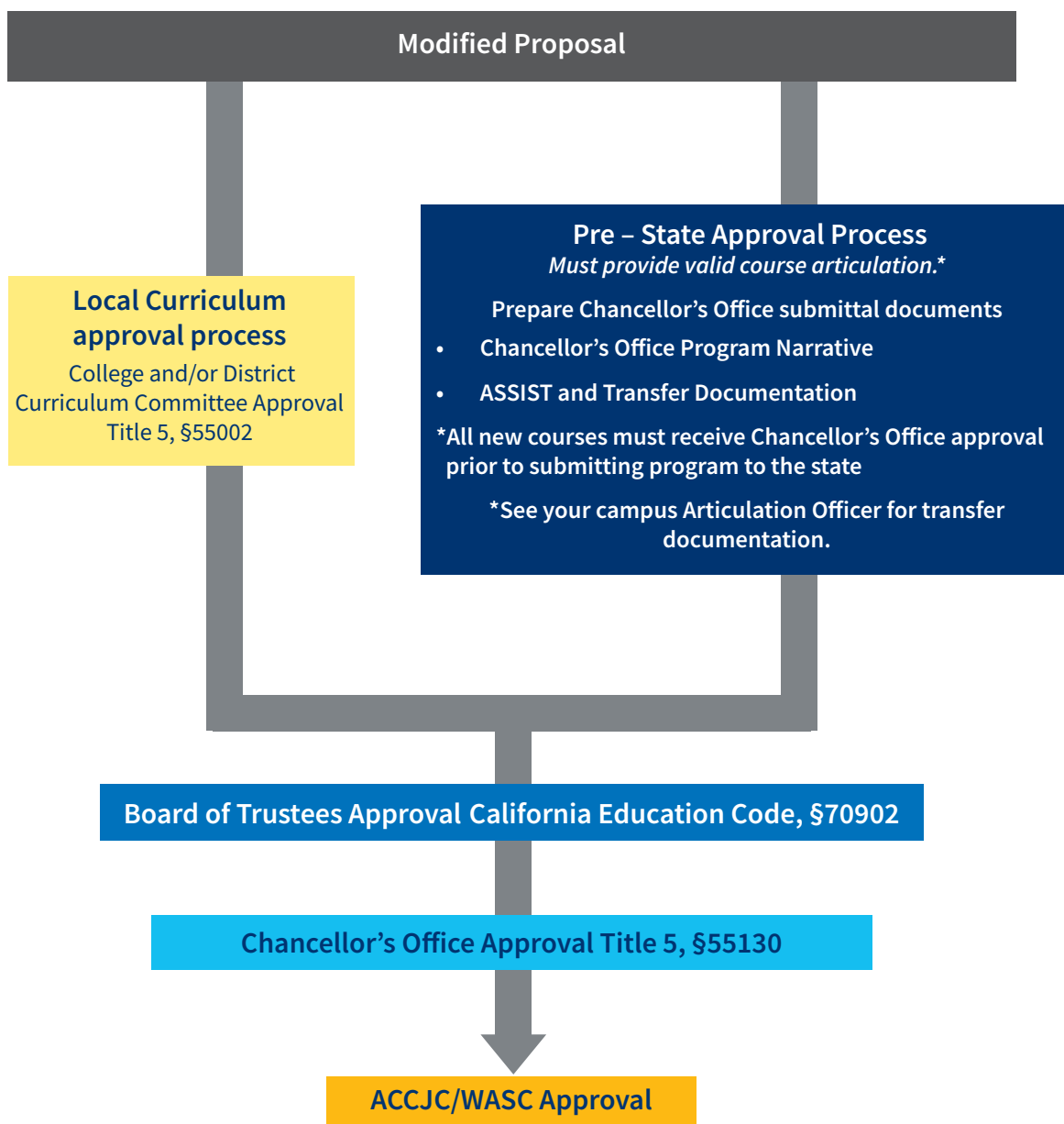
### **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

New programs must receive Chancellor's Office and WASC approval before they may be published in the college catalog and offered to students.



## CERTIFICATE OF ACHIEVEMENT MODIFIED PROPOSAL FLOW CHART

### Approval Process



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CHANCELLOR'S OFFICE APPROVAL PROCESS**

### **CERTIFICATE OF ACHIEVEMENT MODIFIED PROPOSAL**

Campus submits program proposal package to the California Community Colleges Chancellor's Office for chaptering.

\*See step 3 in "Accrediting Commission of Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) Approval" in the new program section to determine if the program revisions require ACCJC/WASC approval.

### **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

All program revisions must be approved by the Chancellor's Office before they may be added to the college catalog and offered to students

### **AMEND AN EXISTING RECORD**

#### **Correction**

An action to correct a value previously reported in error. This action will not generate a new control number.

It is important to note that corrections made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

#### **Modified Change**

An action to change an active program that will not initiate a new control number.

#### **Active to Inactive**

An action to make a program inactive. This action will not issue a new control number.

#### **Inactive to Active**

An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number.

### **CRITERIA FOR MODIFIED CERTIFICATE OF ACHIEVEMENT APPROVAL**

All modified Certificates of Achievement must meet the following criteria for approval.

Submission must include all required documentation, including:

- Narrative
- CORs for all courses included in major or area of emphasis.
- Transfer Certificates: copy of the current college catalog detailing the CSU-GE Breadth or IGET transfer requirements will be sufficient instead of CORs.

For modified programs, if any documents are missing that are required when submitting a new program, those documents will need to be added.

Modified Certificates of Achievement proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table

## **NARRATIVE TEMPLATE GUIDELINES TRANSFER CERTIFICATE OF ACHIEVEMENT**

### **CURRICULUM INVENTORY PROPOSAL FIELDS**

#### **Program Goal**

Select the appropriate program goal. Select the appropriate program goal “Transfer.” For a proposed program that is categorized by a TOP Code that is designated as vocational or career technical education as denoted with an asterisk (\*), the program goal selected must be “Career Technical Education.” Pursuant to Title 5, § 55070, Certificates of Achievement CSU-GE Breadth or IGETC may have a program goal of transfer.

#### **TOP 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. Career Technical Education (CTE) TOP Codes are denoted with an \* asterisk.

The TOP Code should be assigned according to the content and outcomes of the program and should conform as best as possible to code assigned to similar programs in other colleges around the state.

#### **Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites.

#### **Total Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The total units required to complete the degree including the units in the item above, plus all required general education, open electives, and other requirements.

#### **Annual Completers**

The number of students estimated to receive the degree each year when the program is full established. The estimation submitted for annual completers should be reasonable and comparable to historical completion rates. As a point of reference, refer to the CCCC Data Mart website The number entered must be greater than zero (0).

#### **Estimated FTE Faculty Workload**

This is the number of full-time faculty positions estimated to be dedicated to teaching the courses in the program, in the program’s first full year of operation, regarding of whether new or existing faculty. The number must be entered as a decimal. For example, one and a quarter FTEF would be entered as 1.25. The estimate is not the number of FTES (full-time equivalent students). Typically, a college will enter approximately 0.5 to 7.0 FTEF as Faculty Workload for a proposed program.

**New Faculty Positions**

The number of separately identified positions that will involve new hires or reassignments, whether part or full-time. Insert zero (0) if there are no new positions.

Refer to Title 5, §§ 53400-53430 for the minimum qualifications for faculty positions.

**New Equipment**

If new equipment will be acquired for this program, estimate the total cost from district and/or state funds. Insert zero (0) if there is no new equipment.

**New and/or remodeled Facilities**

If new or remodeled facilities will be acquired for this program indicate it here. Insert zero (0) if there are no new or remodeled facilities.

**Library Acquisitions**

Fill in the estimated costs for library and learning resources materials. Insert zero (0) if there are no new library or learning resources materials.

**New Program Review Date**

Enter the month and year of the first scheduled review of the degree after it has been approved.

**Gainful Employment**

Indicate if the program meets the U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section (<http://ifap.ed.gov/GainfulEmploymentInfo/>). Please note, this data is used for the Chancellor's Office generated reports only. It is the sole responsibility of the college to submit gainful employment data to the U.S. Department of Education.

**Distance Education**

Indicate the extent to which the courses associated with the degree are conducted via distance education.

**District Governing Board Approval Date**

By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55100.

## NARRATIVE TEMPLATE TRANSFER CERTIFICATE OF ACHIEVEMENT

**Please adhere to the following format conventions:**

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

### ITEM 1. PROGRAM GOALS AND OBJECTIVES

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

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose.

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

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

### ITEM 2. CATALOG DESCRIPTION

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

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

- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

### ITEM 3. PROGRAM REQUIREMENTS

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

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

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

field of study. The program requirements table may include the course sequence (as shown in the sample on the next page) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

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

**Sample  
Social Science—Community Studies, Certificate of Achievement**

Requirements	Dept. Name/#	Course Title	Units	Sequence
Required Core	COMS 100	Small Group Communication	3	Year 1, Fall
	SOCO 110	Social Problems	3	Year 1, Fall
	PSYC 127	Contemporary Leadership	3	Year 1, Fall
Select 9 units from the following	PSYC 106	Introduction to Conflict Resolution	3	Year 1, Spring
	HIST 103	History of California	3	Year 1, Spring
	HIST 105	Women’s Lives in Early U.S. History	3	Year 1, Spring
	HIST 106	Mexican American Cultural History	3	Year 1, Spring

Required Major Total

18 units

**Proposed Sequence:**

Year	Semester	Units
Year 1	Fall	9 Units
Year 1	Spring	9 Units
<b>TOTAL UNITS</b>		<b>18 Units</b>

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

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



## **ADDITIONAL SUPPORTING DOCUMENTATION —TRANSFER**

### **NARRATIVE**

The narrative describing the development of the degree, addressing items outlined above.

### **COURSE OUTLINES OF RECORD**

Upload the current course outline of record for each course listed on the Course Report and Narrative Item 3. General Education and recommended elective course outlines are not required to be attached to the proposal.

### **TRANSFER DOCUMENTATION**

Certificate of Achievement with a program goal including “Transfer” prepares students to continue study in the same or similar area at a baccalaureate granting institution. Required documentation includes one ASSIST Articulation Agreement by Major (AAM) report showing that required courses fulfill the majority (51% or greater) of lower-division requirements for the baccalaureate major. Articulation agreements can be downloaded from the [ASSIST website](http://www.assist.org) at [www.assist.org](http://www.assist.org). (ASSIST is the official online repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students may be likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum

## TRANSFER CERTIFICATE OF ACHIEVEMENT CHECKLIST

### Curriculum Inventory Proposal Fields

- Program Goal
- TOP Code
- Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Total Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Annual Completers
- Next Program Review Date
- Distance Education
- District Governing Board Approval Date

### Narrative

- Item 1. Program Goals and Objectives
- Item 2. Catalog Description
- Item 3. Program Requirements
  - Display the program requirements in a table format
  - Course Sequence

### Additional Supporting Documentation –

- Narrative (see requirements above)
- Course Outlines of Record
- Transfer Documentation (Only if program Goal “Career Technical Education (CTE and Transfer is selected)

# CAREER TECHNICAL EDUCATION (CTE) PROGRAMS

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## **PACKAGING CAREER TECHNICAL EDUCATION PROGRAMS FOR CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) APPROVAL**

- a. Title 5, § 55002 requires the local curriculum committee must approve all courses and programs. More specifically, Title 5 §55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
- b. California Education Code, §70902 and Title 5 §51022(a) require that the Board of Trustees must approval all credit courses and programs.
- c. Title 5, §55130 requires that all CTE credit programs shall be submitted to the California Community Colleges Chancellor's Office for approval.
- d. California Community Colleges may award associate degrees to students based on the philosophy and requirements for the degrees in Title 5 §55061-55063. Associate degrees should be more than an accumulation of any degree applicable courses and must contain a minimum of 60 degree applicable units, which include general education units, at least 18 units in the major or area of emphasis, and electives. Colleges may award either an Associate in Arts or an Associate in Science degree. The Academic Senate has defined the Associate in Science (AS) to include all science, technology, engineering, and mathematics (STEM) disciplines and career technical education (CTE) fields. The Associate in Arts (A.A.) is defined for degrees earned in all other areas.

The following is needed to package your program proposal for State Chancellor's Office review and approval:

## TECHNICAL EDUCATION PROGRAMS

### Curriculum Inventory Proposal Fields

Field Name	Field Options
<p>Program Award: (select A-A.A. Degree or S-A.S. Degree)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A- A.A. Degree</b></li> <li><input type="checkbox"/> <b>S- A.S. Degree</b></li> <li><input type="checkbox"/> Y- A.A.-T Degree</li> <li><input type="checkbox"/> X- A.S.-T Degree</li> <li><input type="checkbox"/> Z- Bachelor of Science, B.S. Degree</li> <li><input type="checkbox"/> M- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</li> <li><input type="checkbox"/> N- Certificate of Achievement (requiring 16 to less than 30 or 24 to less than 45 quarter semester units)</li> <li><input type="checkbox"/> T- Certificate of Achievement (requiring 30 to less than 60 or 45 to less than 90 quarter semester units)</li> <li><input type="checkbox"/> F- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</li> <li><input type="checkbox"/> C- Certificate of Achievement (requiring 60 or more semester units or 90 or more quarter units)</li> <li><input type="checkbox"/> Noncredit Program (NIL)</li> </ul>
<p>Program Title:  Do not use the following words: “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>
<p>Program Goal: (select only one)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>C – Career Technical Education (Limited to Programs in CTE TOP Codes other than ADT’s)</b></li> <li><input type="checkbox"/> T – Transfer (All ADT’s and Certificate of Achievement for CSU GE Breadth and IGETC)</li> <li><input type="checkbox"/> O - Local (all other AA/AS and BA/BS degrees or certificates not in CTE TOP Code)</li> </ul>

Field Name	Field Options
Program TOP Code	
Units for Degree Major or Area of Emphasis (Minimum):	
Units for Degree Major or Area of Emphasis (Maximum):	
Total Units for Degree (Minimum):	
Total Units for Degree (Maximum):	
Annual Completers	
Net Annual Labor Demand (CTE Only)	
Faculty Workload: (FTEF for full program; approximately 0.5-7.0 FTEF)	
Program Review Date: (NOTE: Every six years or every two years for CTE)	
Gainful Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Apprenticeship: (Yes/no—if yes, see Campus Instructional Services Offices)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Distance Education	<input type="checkbox"/> 0% <input type="checkbox"/> 1-49% <input type="checkbox"/> 50-99% <input type="checkbox"/> 100%
CTE Regional Consortium Recommendation	<input type="checkbox"/> Yes <input type="checkbox"/> No <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"><b>All CTE programs require Regional Consortia Recommendation</b></div>
District Governing Board Approval Date	By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5, §§ 55002 and 55130

**Employer or Joint Apprenticeship Committee (JAC) Sponsor**

(If applicable—Apprenticeship Programs Only)–

**RSI—Year & Hours**

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

Year 1 20XX \_\_\_\_\_ 0

Total \_\_\_\_\_ 0

Employment Potential –

**Provide evidence of high employment potential (short-term vocational programs only).**



## Course Report

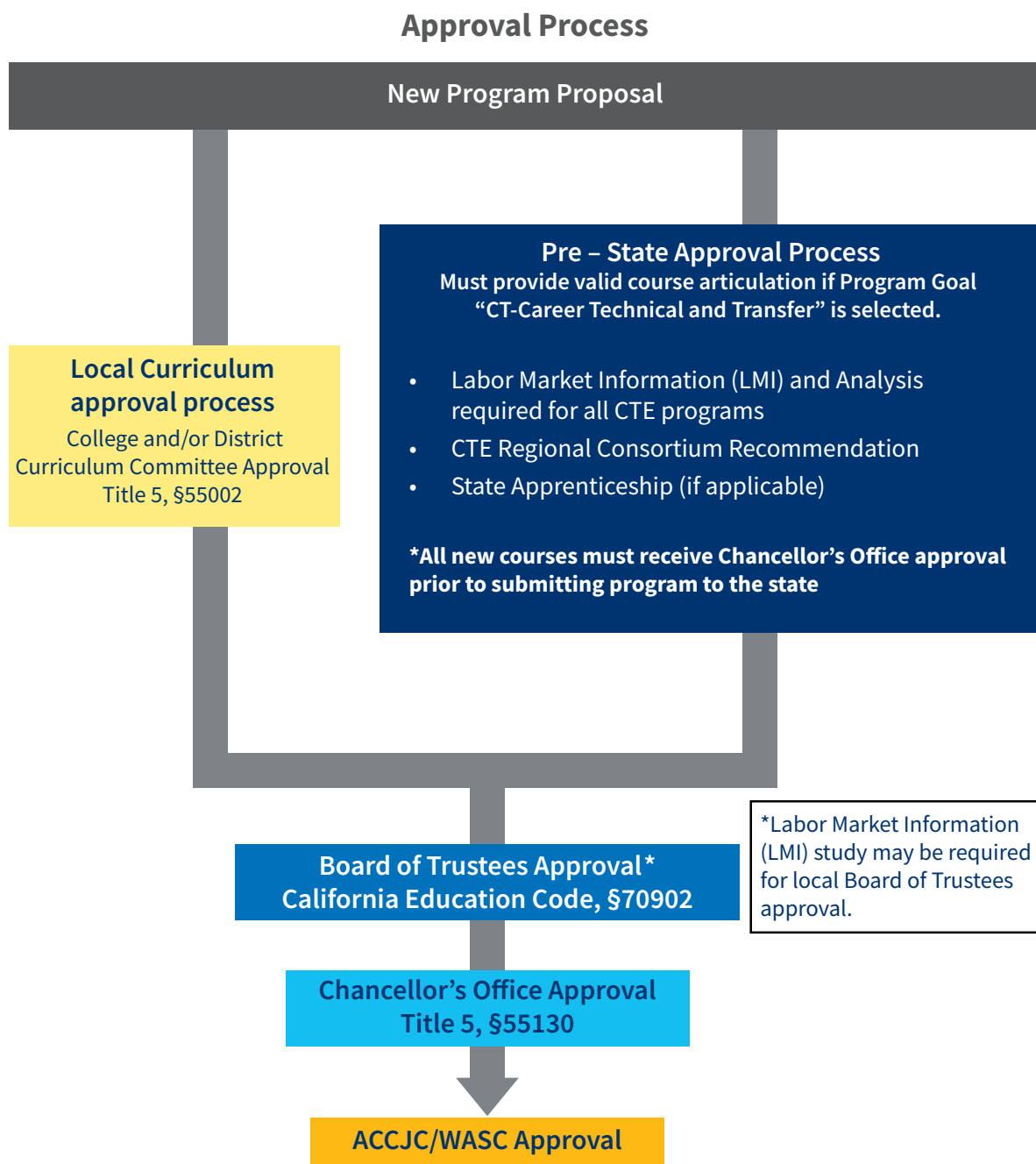
All courses must be chaptered in to the COCI system prior to program proposal packaging.

### Supporting Documentation Check-Off List –

Item	Description
<input type="checkbox"/> <b>Narrative:</b> <i>(New program proposal to Curriculum Inventory; if unsure, contact Curriculum Support Staff)</i>	Please see Narrative Template attached.
<input type="checkbox"/> <b>Labor Market Information (LMI) and Analysis:</b> (CTE or Apprenticeship only)	<div style="border: 1px solid black; padding: 5px;"> <b>All CTE programs require CTE LMI and analysis</b> </div>
<input type="checkbox"/> <b>Advisory Committee Recommendation:</b> (CTE only)	Must include the following in one document:  (1) A list of advisory committee members;  (2) Minutes of committee meetings highlighting the action to approve the proposed program;  (3) A description of how program design aligns with committee recommendations.
<input type="checkbox"/> <b>Regional Consortia Recommendation</b>  <input type="checkbox"/> <b>Meeting Minutes:</b> <i>(CTE only)</i>	<div style="border: 1px solid black; padding: 5px;"> <b>All CTE programs require Regional Consortia Recommendation (title 5 § 55130(b)(7)(C))</b> </div>
<input type="checkbox"/> <b>California Division of Apprenticeship Standards (DAS) Approval Letter:</b> (Apprenticeship only)	

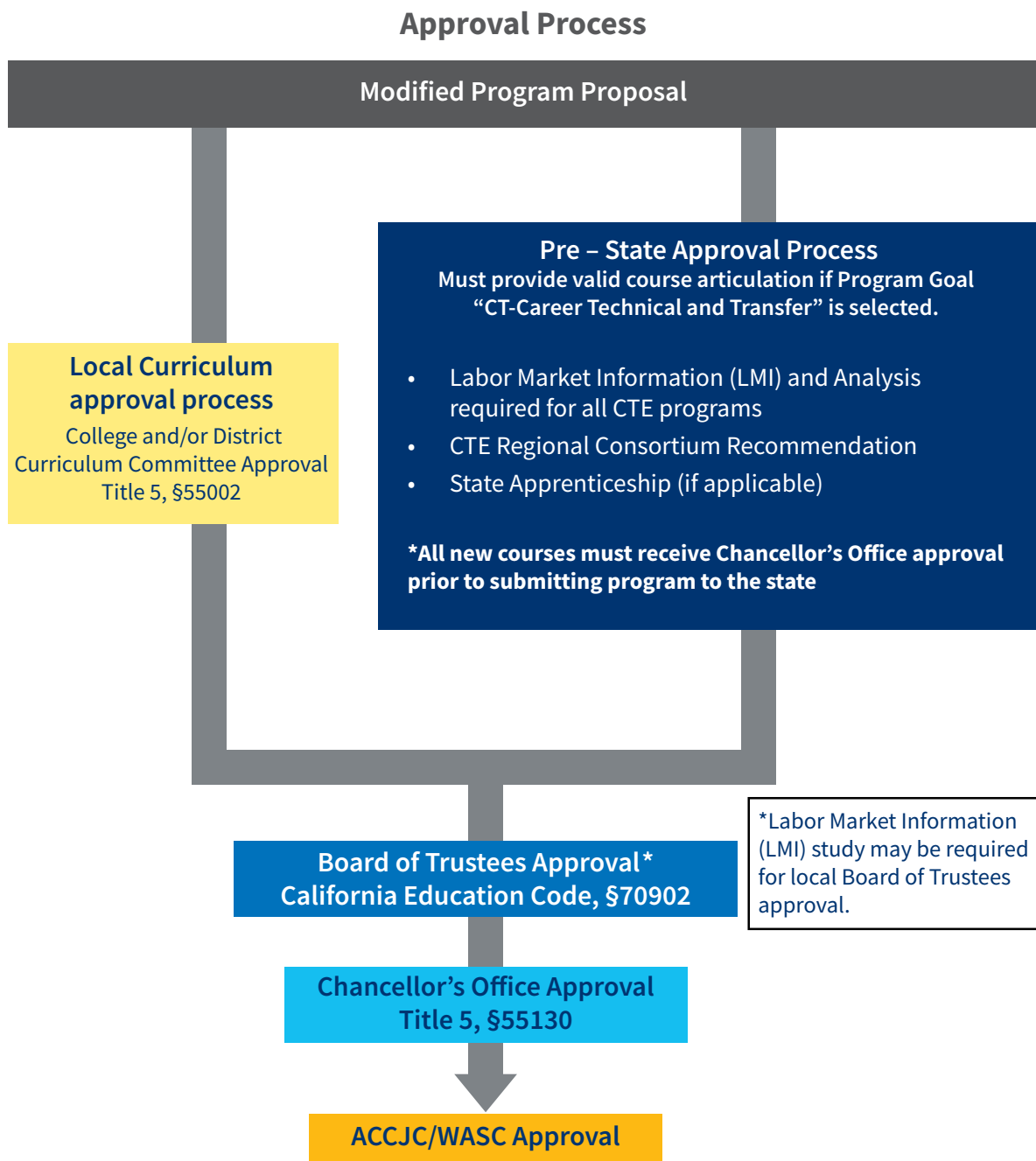
Item	Description
<input type="checkbox"/> <b>Transfer Documentation:</b> (Program Goal of Transfer)	<p>51% of courses required for the major must articulate to one (1) institution. Transfer Documentation is required if program goal "CT—Career Technical and Transfer" was selected. For assistance, please see Articulation Officer.</p> <p>Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programmatic articulation agreements</li> <li><input type="checkbox"/> ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students may be likely to transfer</li> <li><input type="checkbox"/> Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements</li> <li><input type="checkbox"/> Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included</li> <li><input type="checkbox"/> Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum</li> </ul>
<input type="checkbox"/> <b>Course Outlines of Records:</b>	<p>Include current COR for each course included in the program.</p>

## NEW CTE- ASSOCIATE DEGREE PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## CTE- ASSOCIATE DEGREE MODIFIED PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration

## CHANCELLOR'S OFFICE APPROVAL PROCESS

### CTE - MODIFIED ASSOCIATE DEGREE

Campus submits program proposal package to the California Community Colleges Chancellor's Office for chaptering.

\*See step 3 in "Accrediting Commission of Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) Approval" in the new program section to determine if the program revisions requires ACCJC/WASC approval.

### ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS

All program revisions must be approved by the Chancellor's Office before they may be added to the college catalog and offered to students

### AMEND AN EXISTING RECORD

#### Correction

An action to correct a value previously reported in error. This action will not generate a new control number.

It is important to note that corrections made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

#### Modified Change

An action to change an active program that will not initiate a new control number.

#### Active to Inactive

An action to make a program inactive. This action will not issue a new control number.

#### Inactive to Active

An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number.

### CRITERIA FOR MODIFIED ASSOCIATES DEGREE APPROVAL

Modified associate degree must meet the following criteria for approval.

Submission must include all required documentation, including:

- Narrative
- CORs for all courses included in major or area of emphasis.

For modified programs, if any documents are missing that are required when submitting a new program, those documents will need to be added.

Modified local associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose

- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table

## **NARRATIVE TEMPLATE GUIDELINES**

### **CTE ASSOCIATE DEGREE**

### **CURRICULUM INVENTORY PROPOSAL FIELDS**

#### **Program Goal**

Select the appropriate program goal.

#### **TOP 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. Career Technical Education (CTE) TOP Codes are denoted with an \* asterisk.

The TOP Code should be assigned according to the content and outcomes of the program and should conform as best as possible to code assigned to similar programs in other colleges around the state.

#### **Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites.

#### **Total Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The total units required to complete the degree including the units in the item above, plus all required general education, open electives, and other requirements.

#### **Annual Completers**

The number of students estimated to receive the degree each year when the program is fully established.

#### **Program Review Date**

Enter the month and year of the first scheduled review of the degree after it has been approved.

#### **Distance Education**

Indicate the extent to which the courses associated with the degree are conducted via distance education.

#### **CTE Regional Consortium Recommendation**

For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education and Transfer,” by selecting “yes,” the college certifies that the degree was recommended by the CTE regional consortium (including delegated authority), pursuant to Title 5, § 55130(b)(7)(C).

#### **District Governing Board Approval Date**

By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55130.

## NARRATIVE TEMPLATE CTE ASSOCIATES DEGREE

### Please adhere to the following format conventions:

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

### ITEM 1. PROGRAM GOALS AND OBJECTIVES

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

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose.

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

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

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



## ITEM 2. CATALOG DESCRIPTION

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

- Convey the associate degree’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the description must list the potential careers students may enter upon completion.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

### ITEM 3. PROGRAM REQUIREMENTS

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

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

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

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

## Sample A.S. Small Business Management

Requirements	Dept. Name/#	Course Title	Units	CSCU-GE*	IGETC*	District GE	Sequence
Required Core	BUSE 100	Principles of Accounting—Financial	5				Year 1, Fall
	BUSE 110	Principles of Continuous Quality Improvement	3				Year 1, Spring
	BUSE 120	Principles of Business I	3				Year 1, Spring
	BUSE 160	Human Relations in Business	3				Year 1, Fall
	BUSE 161	Business Organization and Management	3				Year 2, Spring
	BUSE 162	Human Resource Management	3				Year 2, Fall
	BUSE 166	Small Business Management	3				Year 1, Spring
	CISB 115	Microcomputer Applications	3				Year 2, Fall
Two Courses (6 units)	BUSE 166	Small Business Management	3				
	CISB 115	Microcomputer Applications	3				Year 2, Spring
	BUSE 185	Special Issues in Business	3				Year 2, Spring
	BUSE 186	Special Issues in Marketing	3				Year 2, Spring

Required Major Total 29 units

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

Completion of District GE

(Possible double counting: units)

Transferable electives (as needed to reach 60 units)

TOTAL UNITS 60 units

\*Recommended if Program Goal “**Career Technical Education (CTE) or Transfer**” is selected.

**Proposed Sequence:**

Year	Semester	Units
Year 1	Fall	15 Units
Year 1	Spring	15 Units
Year 2	Fall	15 Units
Year 2	Spring	15 Units
<b>TOTAL UNITS</b>		<b>60 Units</b>

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

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

\*If the associate degree program goal selected is **“Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer;”** then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations. This item will be attached separately in the program proposal for State review and approval.

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

\*If the associate degree program goal selected is **“Career Technical Education (CTE) and Transfer;”** please complete both requirements noted above.

## ITEM 4. MASTER PLANNING

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

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

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

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

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

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

## ITEM 5. ENROLLMENT AND COMPLETER PROJECTIONS

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

### A. Enrollment Data

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

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

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

As a point of reference, refer to the [Chancellor’s Office Data Mart website](#) for historical completion rates by academic year for each TOP Code.

### B. Survey

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

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

## ITEM 6. PLACE OF PROGRAM IN CURRICULUM/SIMILAR PROGRAMS

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

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

2. Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
3. What related programs are offered by the college?

### **ITEM 7. SIMILAR PROGRAMS AT OTHER COLLEGES IN SERVICE AREA**

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

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

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

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

## **ADDITIONAL SUPPORTING DOCUMENTATION—CTE (EXCLUDING APPRENTICESHIP)**

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

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

### **1. Narrative**

The narrative describing the development of the degree, addressing items outlined above

### **2. Course Outlines of Record**

Upload the current course outline of record for each course listed on the Course Report and Narrative Item 3. General Education and recommended elective course outlines are not required to be attached to the proposal.

### **3. Labor Market Information (LMI) & Analysis**—current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.

### **4. Advisory Committee Recommendation:** This document (in a single attachment) must include the following three components (1) demonstrate how the advisory committee is comprised of typical/prospective employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program by providing a **list of advisory committee member names, job titles, and business affiliations.** (2) **Minutes of the advisory committee meetings** at which the program was discussed and approved must be included. Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes must include the date and place of the meeting and names of all who attended. (3) **Summary of the advisory committee recommendations** and discuss how the proposed program aligns with the recommendations. If it was not possible to incorporate all of the recommendations, **describe how decisions were made** when selecting major topics to be addressed in the program.

### **5. Regional Consortia Recommendation Meeting Minutes** –California community colleges are organized into 10 economic regions ([www.ccaoe.org](http://www.ccaoe.org)), served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:



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

In addition to Advisory Committee recommendation (with a motion approved in meeting minutes), Title 5, section 55130(b)(7)(C), also requires that **credit** programs be reviewed by Regional Consortia, when applicable. Consequently, proposals for credit programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium.

**Minutes of the regional consortia meeting(s) at which the program was discussed.**

The recommendation should be clearly stated with a motion in the meeting minutes. Highlight using an electronic highlighter or another easily visible method in the attachment the recommended action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal. Meeting minutes must include the date and place of the meeting and names of all who attended.

**6. Transfer Documentation (Only if program Goal “Career Technical Education (CTE) and Transfer is selected)**

An associate degree with a program goal including “Transfer” prepares students to continue study in the same or similar area at a baccalaureate granting institution. For a program with a selected program goal of “Transfer” or “Career Technical Education (CTE) and Transfer,” required documentation includes one ASSIST Articulation Agreement by Major (AAM) report showing that required courses fulfill the majority (51% or greater) of lower-division requirements for the baccalaureate major. Articulation agreements can be downloaded from the [ASSIST website](http://www.assist.org) at [www.assist.org](http://www.assist.org). (ASSIST is the official online repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

## SUPPORTING DOCUMENTATION—APPRENTICESHIP

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

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

- **Labor Market Information (LMI) & Analysis**—Current labor market information and analysis, or other comparable information, must show that jobs are available for

program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.

- **California Division of Apprenticeship Standards (DAS) Approval Letter**—Ensure the approval letter includes the “file number” assigned to the apprenticeship by the DAS.

## CTE ASSOCIATE DEGREES CHECKLIST

### Curriculum Inventory Proposal Fields

- Program Goal
- TOP Code
- Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Total Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Annual Completers
- Program Review Date
- Distance Education
- CTE Regional Consortium Recommendation
- District Governing Board Approval Date

### Narrative Template

- Item 1. Program Goals and Objectives
- Item 2. Catalog Description
- Item 3. Program Requirements
  - Display the program requirements in a table format
  - Course Sequence
- Item 4. Master Planning
- Item 5. Enrollment and Completer Projections
  - Enrollment Data
  - Survey
- Item 6. Place of Program in Curriculum/Similar Programs
- Item 7. Similar Programs at Other Colleges in Service Area

### Additional Supporting Documentation—CTE (Excluding Apprenticeships)

- Narrative (see requirements above)
- Course Outlines of Record
- Labor Market Information (LMI) & Analysis
- Advisory Committee Recommendation:
- Regional Consortia Recommendation Meeting Minutes –

Additional Supporting Documentation for a CTE Associate Degree

- Transfer Documentation (Only if program Goal “Career Technical Education (CTE and Transfer is selected)

**Additional Supporting Documentation—Apprenticeship**

- Labor Market Information (LMI) & Analysis
- California Division of Apprenticeship Standards (DAS) Approval Letter

## **PACKAGING TRADITIONAL CAREER TECHNICAL EDUCATION (CTE) FOR CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) APPROVAL**

- a. Title 5, §55002 requires the local curriculum committee must approve all courses and programs. More specifically, Title 5 §55002(a)(1), states the local curriculum committee conducting the review must be established by mutual agreement of the academic senate and the college and/or district administration. The committee should either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.
- b. California Education Code, §70902 and Title 5 §51022(a) require that the Board of Trustees must approval all credit courses and programs.
- c. Title 5, §55130 requires that all CTE credit programs shall be submitted to the California Community Colleges Chancellor's Office for approval.
- d. California Community Colleges may award associate degrees to students based on the philosophy and requirements for the degrees in Title 5 §55061-55063. Associate degrees should be more than an accumulation of any degree applicable courses and must contain a minimum of 60 degree applicable units, which include general education units, at least 18 units in the major or area of emphasis, and electives. Colleges may award either an Associate in Arts or an Associate in Science degree. The Academic Senate has defined the Associate in Science (AS) to include all science, technology, engineering, and mathematics (STEM) disciplines and career technical education (CTE) fields. The Associate in Arts (A.A.) is defined for degrees earned in all other areas:

## Traditional Career Technical Education (CTE)

### Curriculum Inventory Proposal Fields

Field Name	Field Options
<p>Program Award: (select A-A.A. Degree or S-A.S. Degree)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A- A.A. Degree</li> <li><input type="checkbox"/> S- A.S. Degree</li> <li><input type="checkbox"/> Y- A.A.-T Degree</li> <li><input type="checkbox"/> X- A.S.-T Degree</li> <li><input type="checkbox"/> Z- Bachelor of Science, B.S. Degree</li> <li><input type="checkbox"/> <b>M- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</b></li> <li><input type="checkbox"/> <b>N- Certificate of Achievement (requiring 16 to less than 30 or 24 to less than 45 quarter semester units)</b></li> <li><input type="checkbox"/> <b>T- Certificate of Achievement (requiring 30 to less than 60 or 45 to less than 90 quarter semester units)</b></li> <li><input type="checkbox"/> <b>F- Certificate of Achievement (requiring 8 to less than 16 or 12 to less than 24 quarter semester units)</b></li> <li><input type="checkbox"/> <b>C- Certificate of Achievement (requiring 60 or more semester units or 90 or more quarter units)</b></li> <li><input type="checkbox"/> <b>Noncredit Program (NIL)</b></li> </ul>
<p>Program Title:</p> <p>Do not use the following words: “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer”</p>	<p><input type="checkbox"/></p>

Packaging Traditional Career Technical Education (CTE) for California Community Colleges  
Chancellor's Office Approval

Field Name	Field Options
Program Goal: (select only one)	<input type="checkbox"/> <b>C – Career Technical Education (Limited to Programs in CTE TOP Codes other than ADT's)</b> <input type="checkbox"/> T – Transfer (All ADT's and Certificate of Achievement for CSU GE Breadth and IGETC) <input type="checkbox"/> O - Local (all other AA/AS and BA/BS degrees or certificates not in CTE TOP Code)
Program TOP Code	
Units for Degree Major or Area of Emphasis (Minimum):	
Units for Degree Major or Area of Emphasis (Maximum):	
Total Units for Degree (Minimum):	
Total Units for Degree (Maximum):	
Annual Completers	
Net Annual Labor Demand (CTE Only)	
Faculty Workload: (FTEF for full program; approximately 0.5-7.0 FTEF)	
Program Review Date: (NOTE: Every six years or every two years for CTE)	
Gainful Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Apprenticeship: (Yes/no—if yes, see Campus Instructional Services Offices)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Distance Education	<input type="checkbox"/> 0% <input type="checkbox"/> 1-49% <input type="checkbox"/> 50-99% <input type="checkbox"/> 100%

Field Name	Field Options
CTE Regional Consortium Recommendation	<input type="checkbox"/> Yes <input type="checkbox"/> No <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"><b>All CTE programs require CTE regional consortium recommendation</b></div>
District Governing Board Approval Date	By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5, §§ 55002 and 55130

**Employer or Joint Apprenticeship Committee (JAC) Sponsor**  
(If applicable—Apprenticeship Programs Only)–

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

Year 1 20XX _____	0
Total _____	0

Employment Potential –  
**Provide evidence of high employment potential (short-term vocational programs only).**



## Course Report

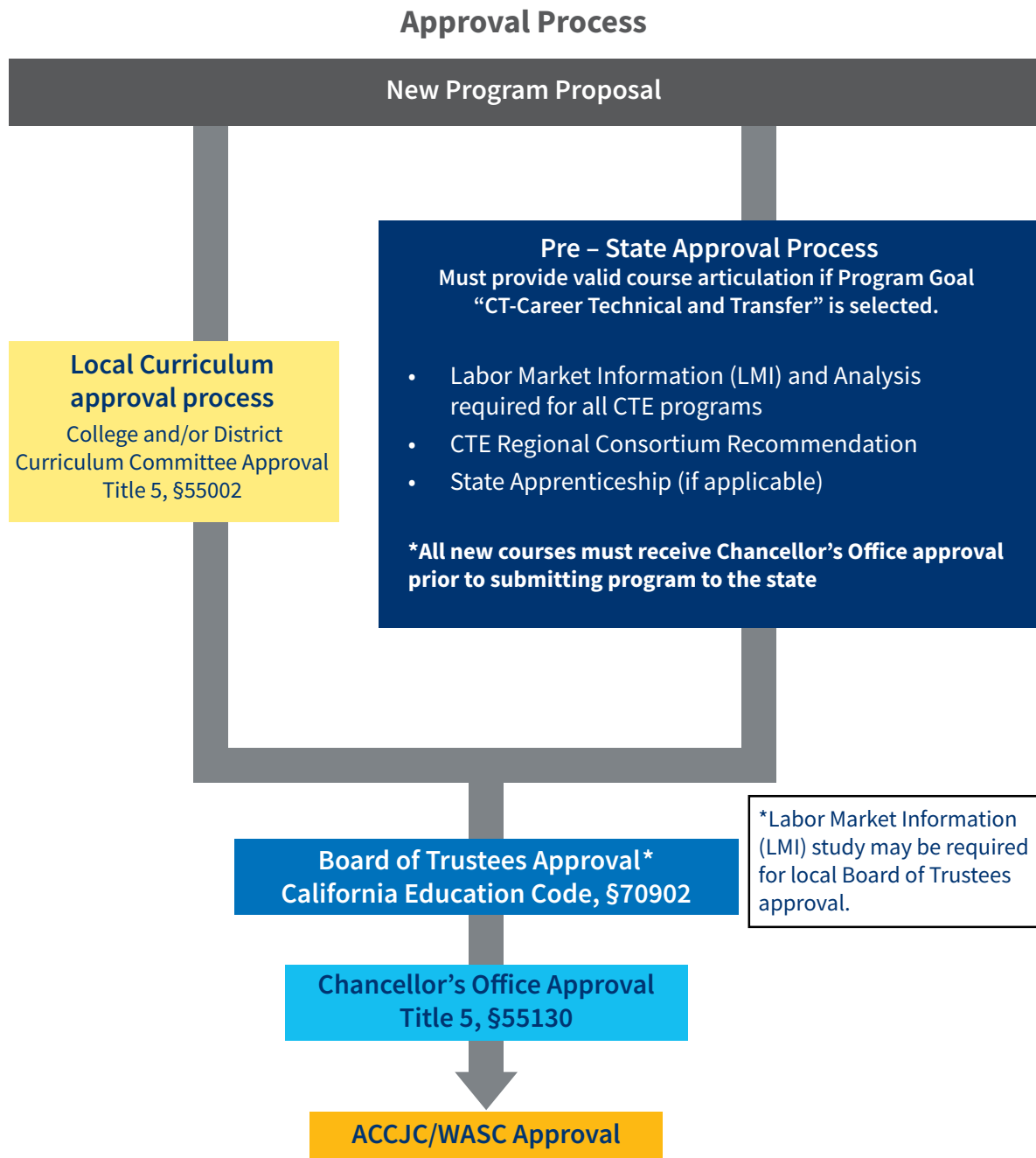
All courses must be chaptered in to the COCI system prior to program proposal packaging.

### Supporting Documentation Check-Off List –

Item	Description
<input type="checkbox"/> <b>Narrative:</b> <i>(New program proposal to Curriculum Inventory; if unsure, contact Curriculum Support Staff)</i>	Please see Narrative Template attached.
<input type="checkbox"/> <b>Labor Market Information (LMI) and Analysis:</b> <i>(CTE or Apprenticeship only)</i>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>All CTE programs require CTE LMI and analysis</b> </div>
<input type="checkbox"/> <b>Advisory Committee Recommendation:</b> <i>(CTE only)</i>	Must include the following in one document:  (1) A list of advisory committee members;  (2) Minutes of committee meetings highlighting the action to approve the proposed program;  (3) A description of how program design aligns with committee recommendations.
<input type="checkbox"/> <b>Regional Consortia Recommendation</b>  <input type="checkbox"/> <b>Meeting Minutes:</b> <i>(CTE only)</i>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>All CTE programs require Regional Consortia Recommendation</b> </div>
<input type="checkbox"/> <b>California Division of Apprenticeship Standards (DAS) Approval Letter:</b> <i>(Apprenticeship only)</i>	

Item	Description
<input type="checkbox"/> <b>Transfer Documentation:</b> (Program Goal of Transfer)	<p>51% of courses required for the major must articulate to one (1) institution. Transfer Documentation is required if program goal “CT—Career Technical and Transfer” was selected. For assistance, please see Articulation Officer.</p> <p>Documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programmatic articulation agreements</li> <li><input type="checkbox"/> ASSIST documentation (Within the last five years) verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program’s students may be likely to transfer</li> <li><input type="checkbox"/> Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements</li> <li><input type="checkbox"/> Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included</li> <li><input type="checkbox"/> Formal letters from the intended receiving institution that verify alignment of proposed program with their its program curriculum</li> </ul>
<input type="checkbox"/> <b>Course Outlines of Records:</b>	<p>Include current COR for each course included in the program.</p>

## NEW CTE- CERTIFICATE OF ACHIEVEMENT PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CHANCELLOR'S OFFICE) APPROVAL PROCESS NEW CTE- CERTIFICATE OF ACHIEVEMENT**

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to the California Community Colleges Chancellor's Office for review and approval. Estimated timeline: 60 days. Note, approval may exceed 60 days.

### **✓ Accrediting Commission of Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC) Approval**

New programs require WASC/ACCJC approval. Campus submits program to WASC/ACCJC for approval. Estimated timeline: 30 days.

#### **a. New Program Substantive Change:**

- i. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.
  1. Addition of a program that represents a significant departure from the college's current programs or curriculum.

Example: The college offers a program in a field requiring substantially new curriculum, faculty, equipment or facilities, such as a program with a clinical component. A program offered in face-to-face format is now offered 100% online.
  2. Addition of a new degree or career technical education certificate program that represents a significant departure from the college's current programs.

Example: An institution develops a new degree or career technical education certificate program to be offered at the main campus or at any one of the approved institutional sites off campus.
  3. Addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.

Note: this includes general education for associate degrees.
- ii. Change in credit awarded
  1. An increase in 50% or more in the number of credit hours awarded or required for the successful completion of a program.

Example: The college changes the required 20 units for a particular certificate to 30 units.

2. Changes in clock hours and/or credit hours

Example: change from clock hours to the Carnegie unit.

iii. Any other significant change

See ACCJC/WASC "Substantive Change Manual" for more information regarding the submission process. It is imperative your work with your Chief Instructional Officer and/or Dean during this process.

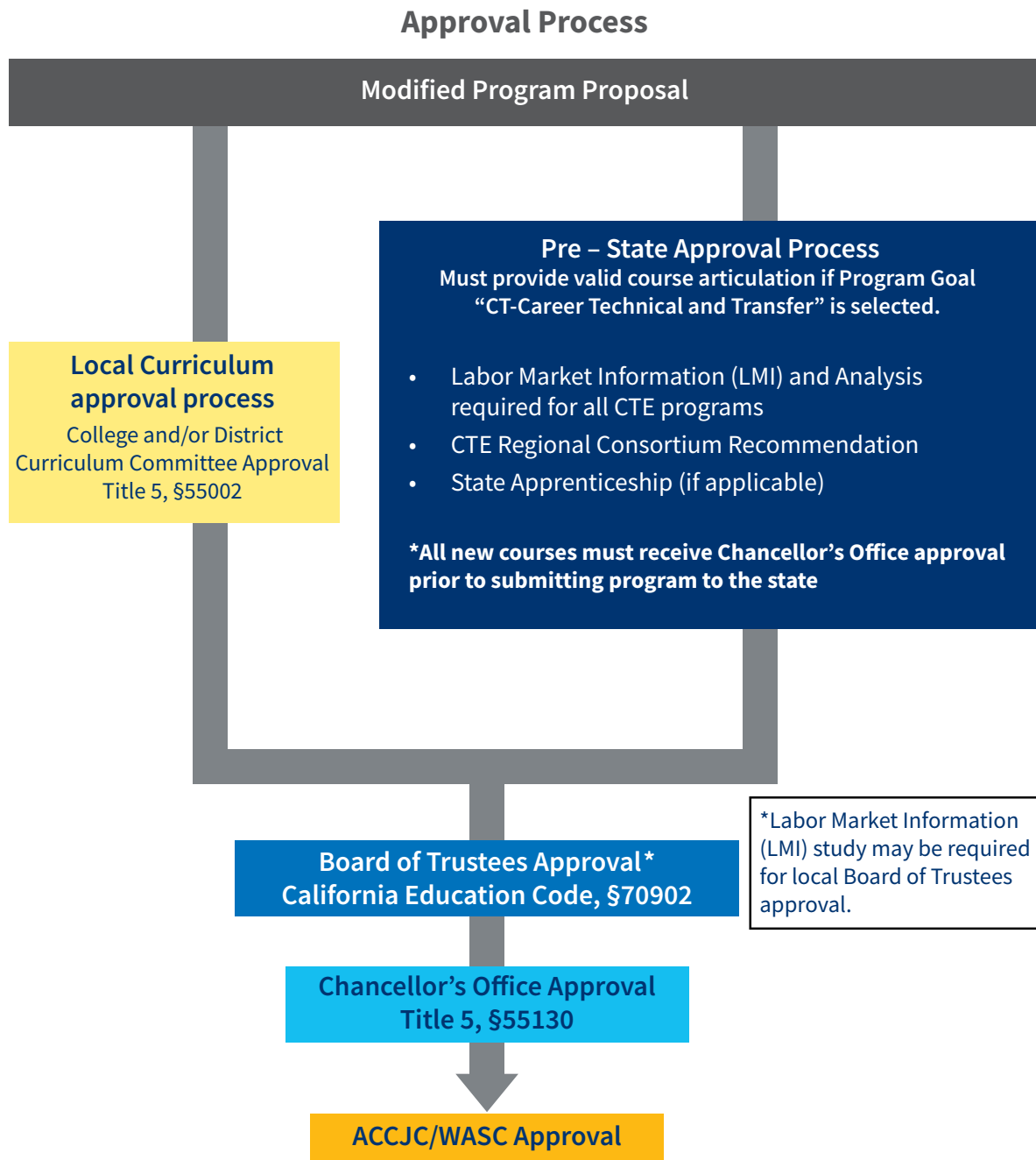
Important Note: For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for the Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Consult with the Chief Instructional Officer and/or Dean to determine if the program should be submitted through the Substantive Change process outlined in the ACCJC/WASC manual listed above. If the new program is simply a repackaging of existing curriculum there is an abbreviated process that may be followed instead.

See your Chief Instructional Officer to determine the local process for submitting a program proposal package to ACCJAC/WASC for approval.

## **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

New programs must receive Chancellor's Office and WASC approval before they may be published in the college catalog and offered to students.

## MODIFIED CTE- CERTIFICATE OF ACHIEVEMENT PROPOSAL FLOW CHART



The steps involved in the local curriculum approval process vary by each college and/or district. All credit courses must include review by a curriculum committee established by the mutual agreement of the academic senate and the college and/or district administration. The committee must either be a committee of the academic senate or a committee that includes faculty and is otherwise composed in a way that is mutually agreeable to the academic senate and the college and/or district administration.

## **CHANCELLOR'S OFFICE APPROVAL PROCESS**

### **MODIFIED CTE - CERTIFICATE OF ACHIEVEMENT**

Campus submits program proposal package to the California Community Colleges Chancellor's Office for chaptering.

\*See step 3 in "Accrediting Commission of Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) Approval" in the new program section to determine if the program revisions requires ACCJC/WASC approval.

### **ADD PROGRAM TO CATALOG AND OTHER PUBLICATIONS**

All program revisions must be approved by the Chancellor's Office before they may be added to the college catalog and offered to students

### **AMEND AN EXISTING RECORD**

#### **Correction**

An action to correct a value previously reported in error. This action will not generate a new control number.

It is important to note that corrections made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

#### **Modified Change**

An action to change an active program that will not initiate a new control number.

#### **Active to Inactive**

An action to make a program inactive. This action will not issue a new control number.

#### **Inactive to Active**

An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number.

### **CRITERIA FOR MODIFIED CTE - CERTIFICATE OF ACHIEVEMENT APPROVAL**

All modified Certificates of Achievement must meet the following criteria for approval.

Submission must include all required documentation, including:

- Narrative
- CORs for all courses included in major or area of emphasis.

Transfer Certificates: copy of the current college catalog detailing the CSU-GE Breadth or IGET transfer requirements will be sufficient instead of CORs.

For modified programs, if any documents are missing that are required when submitting a new program, those documents will need to be added.

Modified local associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table



## **NARRATIVE TEMPLATE GUIDELINES**

### **CTE CERTIFICATE OF ACHIEVEMENT DEGREE**

### **CURRICULUM INVENTORY PROPOSAL FIELDS**

#### **Program Goal**

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

#### **TOP 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. Career Technical Education (CTE) TOP Codes are denoted with an \* asterisk.

The TOP Code should be assigned according to the content and outcomes of the program and should conform as best as possible to code assigned to similar programs in other colleges around the state.

#### **Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The number of semester or quarter units reported here should include only required courses, restricted electives, and closely associated prerequisites.

#### **Total Units for the Degree Major or Area of Emphasis (minimum and maximum)**

The total units required to complete the degree including the units in the item above, plus all required general education, open electives, and other requirements.

#### **Annual Completers**

The number of students estimated to receive the degree each year when the program is full established. The estimation submitted for annual completers should be reasonable and comparable to historical completion rates. As a point of reference, refer to the [CCCCO Data Mart](http://www.cccco.edu) (www.cccco.edu). The number entered must be greater than zero (0).

#### **Program Review Date**

Enter the month and year of the first scheduled review of the degree after it has been approved.

#### **Distance Education**

Indicate the extent to which the courses associated with the degree are conducted via distance education.

**CTE Regional Consortium Recommendation**

For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education and Transfer,” by selecting “yes,” the college certifies that the degree was recommended by the CTE regional consortium (including delegated authority), pursuant to Title 5, § 55130(b)(7)(C).

**District Governing Board Approval Date**

By entering a date, the college certifies that the program was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55130.

## NARRATIVE TEMPLATE CTE CERTIFICATE OF ACHIEVEMENT DEGREE

### Please adhere to the following format conventions:

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

### ITEM 1. PROGRAM GOALS AND OBJECTIVES

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

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

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

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

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

## ITEM 2. CATALOG DESCRIPTION

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

- Convey the certificate of achievement’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the certificate of achievement program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the description must list the potential careers students may enter upon completion.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

## ITEM 3. PROGRAM REQUIREMENTS

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

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

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

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

### Sample Certificate of Achievement

Requirements	Dept. Name/#	Course Title	Units	Sequence
Required Core	ACCT 1	Introduction to Financial Accounting or	3	Year 1, Fall
	ACCT 21	Business Bookkeeping	3	Year 1, Fall
	CISC 1	Computer Concepts with Applications	3	Year 1, Fall
	CISC 4	Introduction to Computers, Business Applications	3	Year 1, Fall
	CISC 30	Microsoft EXCEL	3	Year 1, Fall
	CISC 32	Microsoft Access	3	Year 1, Spring
	CISC 35	QuickBooks	3	Year 1, Spring
Select 6 units from the following	CISC 9A	Technology Project Management I	3	Year 1, Spring
	CISC 34	Advanced Excel with Visual Basic for Application	3	Year 1, Spring
	CISC 37A	Microsoft Word	3	Year 1, Spring
	CISC 39	Microsoft Outlook	3	Year 1, Spring
	CISC 50	Internet, HTML, and Web Design	3	Year 1, Spring
	CBTE 1	Keyboarding	3	Year 1, Spring

Required Major Total

27 units

TOTAL UNITS

\*Recommended if Program Goal **“Career Technical Education (CTE) or Transfer”** is selected.

### Proposed Sequence:

Year	Semester	Units
Year 1	Fall	15 Units
Year 1	Spring	12 Units
<b>TOTAL UNITS</b>		<b>27 Units</b>

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

\*If the certificate of achievement program goal selected is **“Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer;”** then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations. This item will be attached separately in the program proposal for State review and approval.

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

\*If the certificate of achievement program goal selected is **“Career Technical Education (CTE) and Transfer;”** please complete both requirements noted above.

## **ADDITIONAL SUPPORTING DOCUMENTATION—CTE (EXCLUDING APPRENTICESHIP)**

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

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

### **1. Narrative**

The narrative describing the development of the degree, addressing items outlined above

### **2. Course Outlines of Record**

Upload the current course outline of record for each course listed on the Course Report and Narrative Item 3. General Education and recommended elective course outlines are not required to be attached to the proposal.

### **3. Transfer Documentation (Only if program Goal “Career Technical Education (CTE and Transfer is selected)**

Certificate of Achievement with a program goal including “Transfer” prepares students to continue study in the same or similar area at a baccalaureate granting institution. For a program with a selected program goal of “Transfer” or “Career Technical Education (CTE) and Transfer,” required documentation includes one ASSIST Articulation Agreement by Major (AAM) report showing that required courses fulfill the majority (51% or greater) of lower-division requirements for the baccalaureate major. Articulation agreements can be downloaded from the [ASSIST website](http://www.assist.org) at www.assist.org. (ASSIST is the official online repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

## **SUPPORTING DOCUMENTATION—APPRENTICESHIP**

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

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

- **Labor Market Information (LMI) & Analysis**—Current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.

Additional Supporting Documentation for Career Technical Education (CTE) Certificate of Achievement Degree

- **California Division of Apprenticeship Standards (DAS) Approval Letter**—Ensure the approval letter includes the “file number” assigned to the apprenticeship by the DAS.



## **CTE CERTIFICATE OF ACHIEVEMENT**

### **Curriculum Inventory Proposal Fields**

- Program Goal
- TOP Code
- Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Total Units for the Degree Major or Area of Emphasis (minimum and maximum)
- Program Review Date
- Gainful Employment
- Distance Education
- CTE Regional Consortium Recommendation
- District Governing Board Approval Date

### **Narrative Template**

- Item 1. Program Goals and Objectives
- Item 2. Catalog Description
- Item 3. Program Requirements
  - Display the program requirements in a table format
  - Course Sequence

### **Additional Supporting Documentation—CTE (Excluding Apprenticeships)**

- Narrative (see requirements above)
- Course Outlines of Record

### **Additional Supporting Documentation—Apprenticeship**

- Labor Market Information (LMI) & Analysis
- California Division of Apprenticeship Standards (DAS) Approval Letter



## CONTACTS AND RESOURCES

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## CONTACT INFORMATION

Curriculum Inventory technical issues and inquiries email: [CITechIssues@cccco.edu](mailto:CITechIssues@cccco.edu)

All curriculum inquires must be sent to [curriculum@cccco.edu](mailto:curriculum@cccco.edu)



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# Curriculum Team

## RESOURCES

### CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE WEBSITE

<https://www.cccco.edu/>

### CURRICULUM AND INSTRUCTION UNIT WEBPAGE

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit>

### PROGRAM AND COURSE APPROVAL HANDBOOK, 7TH EDITION



Front cover photo: Long Beach  
City College

Photo at right: Solano Community  
College

Back cover photo: Modesto Junior  
College



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## WEBSITES

**California Community Colleges**  
cccoco.edu

**Salary Surfer**  
salarysurfer.cccoco.edu

**I Can Go To College**  
icangotocollege.com

## SOCIAL MEDIA



**California Community Colleges  
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