# AP&P

# Academic Policies and Procedures

Standards and Practices Handbook

2023-2024

# AP&P Committee:
# Purpose, Role & Responsibilities

**Purpose**

*The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational, liberal arts, and natural science disciplines and areas. In addition, the process for establishing prerequisites, co-requisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040). Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available to students within the college's allocated resources (The State Academic Senate, 1996).*

- The committee reviews and approves new and revised courses, new and revised degree or certificate programs, and locally approved certificates.
- The committee establishes prerequisites, co-requisites, advisories, and limitations on enrollment through the content review process and course validation studies.
- The committee recommends curriculum policy and procedures, graduation and G.E. requirements, and other academic policies or concerns as deemed necessary by the Senate.
- The committee reviews and advises on matriculation policies and procedures and matters of assessment as they are related to curriculum.
- The committee keeps the campus informed of statewide curriculum issues and Title 5 regulations through its faculty representatives and the Senate.

**Board and Senate Consultation**

Title 5, Section 53200 **"Academic and Professional Matters"**

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:
  (1) curriculum, including establishing prerequisites and placing courses within disciplines;
  (2) degree and certificate requirements;
  (3) grading policies;
  (4) educational program development;
  (5) standards or policies regarding student preparation and success;
  (6) district and college governance structures, as related to faculty roles;
  (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
  (8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

# Academic Policies and Procedures (AP&P) Committee

**Committee Procedures & Requirements**

1. Meetings are held bimonthly, on the 2$^{nd}$ and 4$^{th}$ Thursdays, for review, discussion, and approval of curriculum material; agenda and approved minutes are posted monthly on AP&P's web page.

2. Agenda items are submitted to the Curriculum Specialists. The faculty co-chair and the Vice President of Academic Affairs construct the agenda.

3. All meetings are open; the agenda is published in advance of each meeting according to the Ralph M. Brown Act (GC 54950).

4. AP&P reports to the Academic Senate twice a semester via its faculty co-chair; a year end report is submitted to the Senate and to the board.

5. The committee reviews pertinent information relating to curriculum from the Education Code, Title 5 Regulations, matriculation Regulations, the Chancellor's Office, or the State Academic Senate.

6. The committee requires that all course/program proposals be reviewed and approved by the division and discipline faculty before placement on the agenda. When more than one division or discipline is involved, all appropriate faculties must discuss and approve the course/program before being submitted to the committee. The division/discipline discussion includes the appropriateness of the course or program to the college's mission, Institutional Learning Outcomes, and the educational plans of the division and discipline.

7. The committee requires that all submissions be accurate, complete, and reviewed by the discipline faculty before being submitted for review.

8. All submissions go through a technical review before being considered for placement on an agenda. If submissions do not reflect AVC mission, goals of the college, are incomplete or contain excessive grammatical or typographical errors, they will not be placed on the agenda but returned to the AP&P representative or faculty by email.

9. Two of the three - the AP&P representative, division dean, and/or discipline faculty - must be in attendance at the meeting when curriculum items with substantial changes or new CORs or programs proposed from that division are being considered by the committee; if not, items will be deferred to the next meeting.

10. Discussion on proposed items will be limited to a reasonable time by the co-chairs.

11. Committee members must have read the new or revised course or program before the committee takes final action.  If necessary, the committee may request additional readings before approval is given. Two readings are usually required for new courses and programs.

12. For curriculum issues other than course development/revision, the committee may choose to act on them or send them out to the Senate and/or the divisions/areas for additional discussion.

13. Final action of the committee on curriculum or policy proposals, including new and revised courses or programs, will be by voice vote. In the event that the co-chair is unable to determine the result of voice vote, the members may be polled.

14. Approval of a course or program does not mean funding or scheduling is automatically forthcoming. Future scheduling of course/programs depends on budget and personnel constraints and the priorities established through Program Review. The scheduling of classes is a function of the division dean and the Vice President of Academic Affairs.

15. **A course, a degree/certificate program, or locally approved certificate may not be placed in the college catalog or online class schedule until approved by AP&P, the Senate, the Board of Trustees and (when necessary) the Chancellor's Office.**

**Committee Definition and Membership**
1. The AP&P Committee is a standing committee of the Academic Senate.

2. The committee reports to the Senate but recommends to the Board of Trustees via the Vice President of Academic Affairs.

3. The division faculty shall select faculty representatives. Representatives should show involvement in institutional affairs, a commitment to the work of the committee, and possess a broad understanding of educational issues.
   a. Each division faculty representative is a voting member.
   b. All qualified faculty members may be considered to serve as an AP&P division representative.
   c. To be considered qualified, faculty must have completed two consecutive years of satisfactory service to the district.
   d. All nominees must have received satisfactory ratings in all evaluations criteria at their most recent evaluation.

4. ~~The Outcomes Review Team is made up of two faculty representatives from the Outcomes Committee who serve for two semesters. Both representatives are voting members.~~

5. Three deans sit as voting members representing academic/transfer, career-technical education, and student services areas.

6. They report curriculum information to all other deans/directors and, when applicable, to staff for implementation purposes. Their role does not impinge upon the faculty representative's role for a particular division.

7. The Senate appoints a faculty co-chair to the committee, who chairs the meetings and sits as a voting member. The faculty co-chair also chairs the Technical Review Committee. The faculty co-chair serves for three years and receives 6 LHE (40%) reassigned time each semester, and a summer stipend, the amount as defined in the faculty collective bargaining agreement.

8. The Vice President of Academic Affairs sits as a voting member. In the absence of the faculty co-chair, the Vice President chairs the committee meetings.

9. The Articulation Officer sits as an ex-officio member and advises about articulation matters.

10. One student, appointed by the ASO, sits on the committee as a voting member.

11. The Curriculum Specialists in the Academic Affairs Office provide administrative support for the committee, maintain all curriculum material, and facilitate communication.

**Faculty co-Chair: Duties and Responsibilities**
1. Establishes AP&P timeline according to the publication of the class schedule and the college catalog.

2. Sets meeting agendas and reviews them with the Vice President of Academic Affairs and the Curriculum Specialists.

3. Completes a Technical Review of all submitted materials for completeness and accuracy; leads the Technical Review Workgroup.

4. Acts as liaison between Academic Senate and AP&P Committee; confers with Senate President on curriculum matters and academic policies and procedures.

5. Works with Academic Affairs Specialist and Academic Affairs Technician on all committee matters and curriculum concerns.

6. Supports Curriculum Specialists in maintaining curriculum material and catalog revisions.

7. Research issues of academic policy and/or procedure as needed (i.e. distance education, grading, prerequisites, Information Competency, Education Code, Title 5, Matriculation regulations, etc.)

8. Creates, revises, and maintains AP&P material necessary for course and program development; updates and maintains the AP&P *Standards & Practices Handbook*.

9. Chairs AP&P ad hoc workgroups as they arise; serves on other campus committees as needed regarding curriculum issues.

10. Attends state level conferences regarding curriculum issues; stays in contact with the Statewide Academic Senate's Curriculum Committee and the Chancellor's Office regarding curriculum regulations and practices.

11. Holds workshops for faculty regarding course/program development and revisions, or meets with divisions and/or individual faculty members as necessary.

12. Sits as a standing member of the Matriculation Committee and the ad hoc Assessment Committee.

13. Consults with Institutional Research Technician on Course Validation Studies; consults with Assessment Coordinator on validation of assessment test cut scores.

14. Maintains AVC Disciplines List

15. Is a resource for the following people/offices:
    Program Review
    Distance Education Committee
    Outcomes Committees
    Deans
    Corporate and Community Services; Noncredit courses
    Cooperative Work Experience Education
    Accreditation Committee

Receives 6 LHE (40%) reassigned time per semester, including a summer stipend (see faculty collective bargaining agreement).

**Faculty Representative's: Duties and Responsibilities**
1. Keeping his/her division informed of all AP&P matters, guidelines, and timelines.

2. Meeting often with faculty who are in the process of course or program development/revision.

3. Conduct at least one two-hour training session per semester on the use of eLumen for program and course revision and development.

4. Ensuring that discipline/division faculty review and discuss the Course Impact Report, Course Proposal/Content Review and the Course Outline of Record <u>before</u> they are submitted to the AP&P committee; the faculty representative's signature ensures approval at the division level.

5. Completing a review of all submissions making sure that all information is complete and accurate, in line with the AVC mission, goals of the college, and free from excessive grammatical or typographical errors that would result in the material being pulled from the agenda.

6. Ensuring that the instructor developing the course has communicated with 1) the Articulation Officer for review of transfer courses and the potential impact on courses and programs across the district curriculum; and 2) a librarian for a review of support material for each course, both new and revised.

7. Ensuring that all vocational courses are approved by an advisory committee before being submitted for committee review.

8. Representing his/her division when courses are up for review by committee.

9. Assisting his/her division faculty with revisions based upon committee's suggestions or directions.

10. Assisting his/her division with development of certificate/degree programs and locally approved certificates.

11. Assisting his/her division with the implementation and use of the eLumen Software.

12. Reviewing all agenda items prior to meeting and coming prepared to discuss material.

13. Representing his/her division on all curriculum/academic matters referred to the division for discussion and implementation.

14. Senate Constitution: Article VII - Tenure of Senate Representative:
    1a. Upon the representative's third consecutive absence without proxy from a meeting of the Senate, the President will notify the division faculty members. The division then has the option to choose a new Senate representative. Thus, as a subcommittee of the Academic Senate, AP&P Representatives are required to adhere to this policy.

## Technical Review Workgroup: Duties and Responsibilities

1. The Technical Review Workgroup will consist of the faculty co-chair, the Articulation Officer, at least one AP&P Counselor, the AP&P Librarian, and at least one Curriculum Specialist.

2. The Technical Review Workgroup meets twice a month on the 1st and 3rd Thursday of the month.

3. The Workgroup meets with the faculty representing the courses/program(s) within a discipline, and/or the dean over the discipline and/or the committee representative for that discipline on AP&P. At least one of these representatives must be present at the Workgroup meeting or that disciplines courses/programs will not be reviewed and will be held for a later meeting.

4. The goal of the Workgroup is to identify and repair errors and resolve issues with course(s)/program(s) within a discipline before they are submitted to the full AP&P Committee. Corrections can be made during the Workgroup meetings.

5. Minutes from the Workgroup meeting may be available to the full AP&P committee as a tool to answer questions about course(s)/program(s) being considered by the full committee.

**Outcomes Review**

1. AP&P will work with the Outcomes Committee to provide review and evaluation of student learning outcomes and program learning outcomes for new and revised course(s)/program(s).

# Committee Chairs & Representatives

Faculty co-Chair: Dr. Scott Lee, Library – scott.lee@avc.edu

Administrator co-Chair: Dr. Kathy Bakhit, Vice President of Academic Affairs – kathy.bakhit@avc.edu

The full list of Committee Representatives, their discipline areas and contact information can be found at: https://www.avc.edu/administration/organizations/app/representatives.

# Useful Information and People

**Local People and Resources:**

**AP&P co-Chair:**  The co-chair should be aware of the proposed program from the start.  Meet often with the co-chair to review progress of course development/revision and during the drafting stages of the degree/proposal application package.  Ask to see samples of Chancellor-approved programs.

**Curriculum Specialist(s):**  This person supports the work of the AP&P Committee and maintains all of the records on course development and approval.  Submit all agenda items to him or her according to AP&P's timeline.

**AP&P Committee:**  Keep the committee informed of your progress. Submit a program proposal early in the process.  Courses must be approved individually before the finished program and all the required paperwork is reviewed for approval and submitted to the Board.

**AP&P Faculty Representative:**  The faculty representative's job is to review all material regarding curriculum and program development, as well as to help facilitate the review and approval process.

**Vice President of Academic Affairs:**  The VP should be aware of the program from the start.  He or she will be a valuable resource on items such as feasibility, personnel, fiscal, and facilities considerations.

**Librarian:**  Meet with a librarian early on in the process to see what resources the library already has that can support your program.  His or her signature is required on the final form before it goes to the Board.

**Articulation Officer:** Visit the Transfer Center to review existing articulation agreements for the courses within the program and discuss new agreements that may need to be established with a four-year university.  This process can take several months, so start early.  The Transfer Center is also a good place to look up similar courses and programs at other institutions.

**Dean:** The Dean should be aware of the program from the start.  He or she will be a valuable resource on items such as feasibility, personnel, fiscal, and facilities considerations.

**Work Experience:** If you will be including Work Experience in the program, meet with the dean in charge of these courses for information.

**Outcomes Committee:**  Consult with the committee to make sure course SLOs have been established and assessment tools are in place for each course.  This committee will also assist with the development of Program Learning Outcomes (PLO).

**Statewide Resources:**

**Regional Deans' Representative:**  This is the dean who will present your certificate program to the Occupational Regional Deans.  Meet periodically with him or her to discuss the overall program.  Plan to attend the Regional Deans meeting when your program is presented for approval.  Your division dean and a member of the advisory committee should go with you.  Our representative can tell you what materials to send to the eight deans who sit on this committee and what to bring to the meeting.  The Regional Deans must approve your program before it goes to the
Chancellor's Office.  (This step is not necessary for degree only programs.)

**eLumen public site(https://avc.elumenapp.com/public/):** Become familiar with this web site for researching courses/programs at other colleges and universities.

**ASSIST (www.assist.org):** Become familiar with this web site for researching courses/programs at other colleges and universities, including articulation agreements between community colleges and universities.

**Academic Senate:** The AP&P co-chair will keep the senate informed of the program's progress; the Senate President's signature is required on the final form before it goes to the Board.

**Chancellor's Office (System Office):**  This office is responsible for reviewing all programs and granting approval. It will usually take 4-6 months for final approval; only after approval is granted can the program be advertised by the college in our catalog or class schedule.

**Course Identification Numbering System (C-ID) (www.c-id.net/):** This is the website for the Course Identification Numbering System (C-ID). C-ID is a supranumbering system developed to ease the transfer and articulation burdens in California's higher educational institutions. Faculty should review the current C-ID descriptors when developing or revising their courses and programs, specifically for the development of Associate Degrees for Transfer (ADT).

# GUIDELINES FOR COURSE DEVELOPMENT

# Process for Non-Substantial Course Revision

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every four years or once every two years for career technical education courses (CTE). It may be necessary to review more frequently if faculty are aware of major changes in the discipline/subject area, students are not being well-served by the course as it exists, or as a result of changes to Title 5 or other state regulations.

**Course revisions take time. Start the process early and consult with your division AP&P representative for guidance in meeting all Title 5 requirements and in completing the process correctly.** Refer to the *AP&P Standards & Practices Handbook* prior to starting a course revision as it contains all curriculum guidelines and Title 5 regulations.

**Stage 1: Prior to Launch and Origination**

1. Review the current Course Outline of Record (COR) and determine what aspects need to be revised; discuss with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2. Determine if the course revision needs to be substantial or non-substantial. Does the COR revision only include changes to Homework, Methods of Evaluation, Methods of Instruction, and/or Textbooks? If so, it is a *Non-Substantial Course Revision*. These are minor changes to a course that do not alter the standards required by Title 5 but are necessary to keep a course current and relevant. (If other areas of the COR require revision, a Substantial Course Revision will be necessary.)
3. If you begin a revision in eLumen as a Non-Substantial Course Revision, you cannot change anything else but Homework, Methods of Evaluation, Methods of Instruction, and/or Textbooks. If you decide to make changes to more areas than those after starting, you must delete your Non-Substantial Course Revision and start again as a Substantial Course Revision. You cannot begin a course revision as Non-Substantial and change it to Substantial. You must delete it and start over.
4. If the course meets the definition for a vocational or career technical course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change.
5. Begin the revision process using eLumen by creating a Non-Substantial Course Revision; review all information with AP&P representative, discipline/division faculty, department chair, and dean periodically. Submit revision.

**Stage 2: Articulation Officer, Division Coordinator (Dean)**

1. Stage 2 is the review of the course revision by the Articulation Officer and the Division Coordinator/Dean for accuracy and completeness.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stage 3: AP&P Outcomes Review Committee, Tech Review Committee, Tech Review Chair**

1. Stage 3 is the tech review of the course revision by the Outcomes Review Committee, the Tech Review Committee and the Tech Review Committee Chair for accuracy, completeness, and alignment with the college mission.

2.  Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stage 4 & 5: AP&P Committee**

1.  Stage 4 is the first reading and review of the course revision by individuals of the AP&P Committee.
2.  Committee members may identify problems not seen in the previous stages.
3.  Check after one to two weeks in eLumen ("inbox") to review comments made reading the course and submit any necessary revisions. The revision will move through the workflow to the next state of the process.
4.  At Stage 5, the course will be put on the AP&P Committee agenda for review and approval by the full AP&P Committee.
5.  Two of three division representatives must attend the meeting to support and discuss the revisions made to the course (instructor/faculty, proxy, AP&P representative, and/or dean).
6.  Course representatives can present the course revisions, respond to questions and suggestions by committee, and take notes for completing necessary revisions.
7.  Possible changes need to be given to the Curriculum Specialist. If needed, the revised course proposal returns to AP&P for an additional review by the full committee.
8.  Once approved, the revision will move through the workflow to the next stage of the process.

**Stages 6 and 7:  VP of Academic Affairs, Academic Senate, and Board of Trustees**

1.  Stage 6 is the approval of the course revision by the Vice President of Academic Affairs.
2.  Stage 7 is when the course revision is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to adopt.
3.  The Board approves the course based on "delegated authority" from the Academic Senate and Chancellor's Office.
4.  If required, the course is submitted to the Chancellor's Office for further review and approval. If the Chancellor's office returns the course revision and does not approve it, further work will need to be done based on the remarks from the Chancellor's Office.
5.  Once all necessary approvals have been granted, the course may be placed in the following College Catalog, which will all the courses to be scheduled with the approval of the dean and Vice President of Academic Affairs.

*__Note:__ Class schedules are set in advance (generally one year) by the Enrollment Management Committee. A course reviewed and approved in fall of one year may then be placed in the class schedule for the following fall; a course reviewed and approved in spring of one year may then be placed in the class schedule for the next calendar year's fall semester. The scheduling of classes, especially after the established deadline for the schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

# Process for Substantial Course Revision

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every four years or once every two years for career technical education courses (CTE). It may be necessary to review more frequently if faculty are aware of major changes in the discipline/subject area, students are not being well-served by the course as it exists, or as a result of changes to Title 5 or other state regulations.

**Course revisions take time. Start the process early and consult with your division AP&P representative for guidance in meeting all Title 5 requirements and in completing the process correctly.** Refer to the *AP&P Standards & Practices Handbook* prior to starting a course revision as it contains all curriculum guidelines and Title 5 regulations.

**Stage 1: Prior to Launch and Origination**

1. Review the current Course Outline of Record (COR) and determine what aspects need to be revised; discuss with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2. *Determine if the course revision needs to be substantial or non-substantial. <u>Does the COR revision include changes to the course title or numbering, units/hours/LHE, instructional type, maximum enrollment, repeatability, grading method, SAM code, transferability/GE status, requisites, description, objectives, and/or content, in addition to the homework, methods of instruction, methods of evaluation, and textbooks?</u> If so, it is a Substantial Course Revision. These are major changes to a course that alter the standards required by Title 5. **A change to the units of an existing course requires the course number to also be changed.***
3. *If you begin a revision in eLumen as a Non-Substantial Course Revision, you cannot change anything but Homework, Methods of Evaluation, Methods of Instruction, and/or Textbooks.  If you decide to make changes to more areas than those after starting, you must delete your Non-Substantial Course Revision and start again as a Substantial Course Revision.  <u>You cannot begin a course revision as Non-Substantial and change it to Substantial.  You must delete it and start over</u>*
4. *If adding a course from another discipline as a prerequisite or corequisite, a course validation study needs to be requested by emailing the AP&P faculty co-chair and the Curriculum Specialist. Once the course validation study is completed, it will be emailed to the requesting faculty for review.*
5. If the course meets the definition for a vocational or career technical course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change.
6. Review previously established Student Learning Outcomes (SLOs), making any necessary revisions to be sure they align with course revisions.
7. Begin the revision process using eLumen by creating a Substantial Course Revision; review all information with the Division AP&P representative, discipline/division faculty, department chair, and dean periodically. Submit revision.

**Stage 2: Articulation Officer, Division Coordinator (Dean), Librarian**

1. Stage 2 is the review of the course revision by the Articulation Officer and the Division Coordinator for accuracy and completeness.
2. Additionally, the Librarian assigned to AP&P will also review the course for the library's ability to support students research needs in the course.
3. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions.  The revision will move through the workflow to the next stage of the process.

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**Stage 3: AP&P Outcomes Review Committee, Tech Review Committee, Tech Review Chair**

4.  Stage 3 is the tech review of the course revision by the Outcomes Review Committee, the Tech Review Committee and the Tech Review Committee Chair for accuracy, completeness, and alignment with the college mission.
5.  Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

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**Stages 4 & 5: AP&P Committee**

1.  Stage 4 is the first reading and review of the course revision by individuals of the AP&P Committee.
2.  Committee members may identify problems not seen in the previous stages.
3.  Check after one to two weeks in eLumen ("inbox") to review comments made reading the course and submit any necessary revisions.  The revision will move through the workflow to the next stage of the process.
4.  At Stage 5, the course will be put on the AP&P Committee agenda for review and approval by the full AP&P Committee.
5.  Two of three division representatives must attend the meeting to support and discuss the revisions made to the course (instructor/faculty, proxy, AP&P representative, and/or dean).
6.  Course representatives can present the course revisions, respond to questions and suggestions by committee, and take notes for completing necessary revisions.
7.  Possible changes need to be given to the Curriculum Specialist. If needed, the revised course proposal returns to AP&P for an additional review by the full committee.
8.  Once approved, the revision will move through the workflow to the next stage of the process.

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**Stages 6 and 7:  VP of Academic Affairs, Academic Senate, and Board of Trustees**

1.  Stage 6 is the approval of the course revision by the Vice President of Academic Affairs.
2.  Stage 7 is when the course revision is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to adopt.
3.  The Board approves the course based on "delegated authority" from the Academic Senate and Chancellor's Office.
4.  If required, the course is submitted to the Chancellor's Office for further review and approval. If the Chancellor's office returns the course revision and does not approve it, the further work will need to be done based on the remarks from the Chancellor's Office.
5.  Once all necessary approvals have been granted, the course may be placed in the following College Catalog, which will all the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

    *Note: Class schedules are set in advance (generally one year) by the Enrollment Management Committee. A course reviewed and approved in fall of one year may then be placed in the class schedule for the following fall; a course reviewed and approved in spring of one year may then be placed in the class schedule for the next calendar year's fall semester. The scheduling of classes, especially after the established deadline for the web-based schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

Sometimes a course may need to be amended because of specific catalog concerns that do not require being approved through the course revision process.  This may include such things as making corrections or fixing language that does not affect course content or units.  This is a quickened process that is organized between the faculty and the Curriculum Specialists with approval of the committee co-Chairs.

**Stage 1: Prior to Launch and Origination**

1. This will often begin with notification from a Curriculum Specialist of an error found when entering information into the AVC Catalog or feedback from the Chancellor's Office.  It may also start with faculty in the discipline discovering an error, at which time they should contact the Curriculum Specialist and Faculty co-Chair.
2. *The discipline faculty, the Curriculum Specialist and the Faculty co-Chair work together to determine what needs to be changed on the COR and if it meets the standards of a Catalog Course Amend.*
3. *The Curriculum Specialist will set up the course for a Catalog Course Amen in eLumen.  Discipline faculty cannot initiate this on their own in eLumen and the Curriculum Specialist must do this for them.*
4. *Once set up in eLumen, the discipline faculty responsible will make the changes agreed to between them, the Curriculum Specialists and the Faculty co-Chair.*

**Stage 2: Curriculum Specialists**

5. Stage 2 is the review of the changes by the Curriculum Specialists and approval of the changes by the Faculty co-Chair.
6. The language changes are then made in the AVC Catalog.

# Process for Course Amend

If a course was recently approved as a substantial, or non-substantial revision, but an error was discovered after which requires small changes to language that would not actually alter the content of the course, the Course Amend process can be used. This type of change still requires approval by the committee, but can skip past some steps normally required in the course revision process to remain on schedule for the following year's catalog.

**Stage 1: Prior to Launch and Origination**

1. This will often begin with notification from a Curriculum Specialist of an error found when entering information into the AVC Catalog or feedback from the Chancellor's Office. It may also start with faculty in the discipline discovering an error, at which time they should contact the Curriculum Specialist and Faculty co-Chair.
2. *The discipline faculty, the Curriculum Specialist and the Faculty co-Chair work together to determine what needs to be changed on the COR and if it meets the standards of a Catalog Course Amend.*
3. *The Curriculum Specialist will set up the course for a Catalog Course Amen in eLumen. Discipline faculty cannot initiate this on their own in eLumen and the Curriculum Specialist must do this for them.*
4. *Once set up in eLumen, the discipline faculty responsible will make the changes agreed to between them, the Curriculum Specialists and the Faculty co-Chair.*

**Stage 2: Curriculum Specialists**

5. Stage 2 is the review of the changes by the Curriculum Specialists and approval of the changes by the Faculty co-Chair.

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**Stage 3 & 4: VP of Academic Affairs, Academic Senate, and Board of Trustees**

6. Stage 3 is the approval of the course revision by the Vice President of Academic Affairs.
7. Stage 4 is when the course revision is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to adopt.
8. The Board approves the course based on "delegated authority" from the Academic Senate and Chancellor's Office.
9. If required, the course is submitted to the Chancellor's Office for further review and approval. If the Chancellor's office returns the course revision and does not approve it, the further work will need to be done based on the remarks from the Chancellor's Office.
10. Once all necessary approvals have been granted, the course may be placed in the following College Catalog, which will allow the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

# Process for Course Deactivation

If, after review, it is decided that the course is no longer necessary, then a Course Deactivation process should be initiated within eLumen. **Course revisions take time. Start the process early and consult with your AP&P representative for guidance in meeting all Title 5 requirements and in completing the process correctly**.

**Stage 1: Prior to Launch and Origination**

1. Obtain a copy of the current Course Outline of Record (COR) and discuss the course with colleagues in the discipline/division, including dean, department chair, and division AP&P representative.
2. Review the Course Impact Report (CI) in eLumen to determine if the course deactivation will potentially impact other courses and programs across the district curriculum.
3. If needed, contact faculty in the other disciplines affected, for review.
4. If it is decided that the course is no longer needed, then create a Course Deactivation within eLumen.

**Stage 2: Articulation Officer, Division Coordinator (Dean)**

1. Stage 2 is the review of the course deactivation by the Articulation Officer and the dean for accuracy and completeness.
2. Make sure to also communicate with the division AP&P Representative, so they are aware the course is being removed.
3. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course deactivation and submit any necessary revisions.

**Stage 3: Tech Review Committee and Tech Review Committee Chair**

1. Stage 3 is the review of the course revision by the Tech Review Committee and Chair.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course deactivation and submit any necessary revisions.
3. The course will be put on the AP&P Committee agenda as a first reading for review by the full AP&P Committee.
4. Two of three division representatives must attend the meeting to support and discuss the revisions made to the course (instructor/faculty, proxy, AP&P representative, and/or dean).
5. Course representative presents course revisions, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
6. Once approved, the revision will move through the workflow to the next stage of the process.

**Stages 4 & 5: AP&P Committee**

1. Stage 4 is the first and review of the course deactivation by individuals of the AP&P Committee.
2. Committee members may identify problems not seen in the previous stages.
3. Check after one to two weeks in eLumen ("inbox") to review comments made.
4. At Stage 5, the course deactivation will be put on the AP&P Committee agenda for review and approval by the full AP&P Committee.
5. Once approved, the course deactivation will move through the workflow to the next stage of the process.



**Stages 6 and 7: VP of Academic Affairs, Academic Senate, and Board of Trustees**

1. Stage 6 is the approval of the course deactivation by the Vice President of Academic Affairs.
2. Stage 7 is when the course deactivation is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to remove it from being offered to students.
3. The Board approves the deactivation based on "delegated authority" from the Academic Senate and Chancellor's Office.

# Process for New Course Development

Developing a new course takes time. Start the process early and consult with your AP&P representative for guidance in meeting all Title 5 requirements and in completing the process correctly. Refer to the *AP&P Standards & Practices Handbook* prior to developing a new course as it contains all curriculum guidelines and Title 5 regulations.

**Stage 1: Prior to Launch and Origination**

1. Discuss course with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2. Research other colleges/universities for similar offerings.
3. If this course meets the definition for a vocational or career technical course, provide the name of the advisory committee, attach the advisory committee meeting minutes with the highlighted sections that relate to the course and be sure the date(s) on which the course/program was discussed is noted on the minutes.
4. Discuss with the Articulation Officer issues regarding transfer options. (Not required for Noncredit courses)
5. Meet with the AP&P Librarian regarding instructional support. (Not required for Noncredit courses)
6. Review AVC's Institutional Learning Outcomes to establish Student Learning Outcomes and consult with your division Outcome Committee representative.
7. Begin drafts of Student Learning Outcomes, course description, objectives, methods of instruction, etc. through the use of eLumen; review often with discipline colleagues and your division AP&P representative.
8. Explore the need for prerequisites, co-requisites, and/or advisories; use CORs from those courses available on eLumen and the AP&P webpage; research similar courses at CSU/UC institutions. Review the Course Identification Numbering System (C-ID) (www.e-id.net) for the current C-ID descriptors (if applicable).
9. If adding a course from another discipline as a prerequisite or co-requisite, a course validation study needs to be requested by emailing the AP&P faculty co-chair and the Curriculum Specialist. Once the course Validation Study is completed, it will be emailed to the requesting faculty for review.
10. Consult with the dean and AP&P representative to determine the number of units, hours, LHE load, and other state reporting criteria.
11. Review all course information with the division AP&P representative, discipline/division faculty, department chair, and dean periodically; allow sufficient time for their review.
12. Submit a course proposal in eLumen.

**Stage 2: Articulation Officer, Division Coordinator (Dean), Librarian**

1. Stage 2 is the review of the course revision by the Articulation Officer and the Division Coordinator for accuracy and completeness.
2. Additionally, the Librarian assigned to AP&P will also review the course for the library's ability to support students research needs in the course.
3. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stage 3: AP&P Outcomes Review Committee, Tech Review Committee, Tech Review Chair**

1. Stage 3 is the tech review of the course revision by the Outcomes Review Committee, the Tech Review Committee and the Tech Review Committee Chair for accuracy, completeness, and alignment with the college mission.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.



**Stages 4 & 5: AP&P Committee**

1. Stage 4 is the first reading and review of the course revision by individuals of the AP&P Committee.
2. Committee members may identify problems not seen in the previous stages.
3. Check after one to two weeks in eLumen ("inbox") to review comments made reading the course and submit any necessary revisions.  The revision will move through the workflow to the next state of the process.
4. At Stage 5, the course will be put on the AP&P Committee agenda for review and approval by the full AP&P Committee.
5. Two of three division representatives must attend the meeting to support and discuss the revisions made to the course (instructor/faculty, proxy, AP&P representative, and/or dean).
6. Course representatives can present the course revisions, respond to questions and suggestions by committee, and take notes for completing necessary revisions.
7. Possible changes need to be given to the Curriculum Specialist. If needed, the revised course proposal returns to AP&P for an additional review by the full committee.
8. Once approved, the revision will move through the workflow to the next stage of the process.



**Stages 6 and 7:  VP of Academic Affairs, Academic Senate, and Board of Trustees**

1. Stage 6 is the approval of the course revision by the Vice President of Academic Affairs.
2. Stage 7 is when the course revision is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to adopt.
3. The Board approves the course based on "delegated authority" from the Academic Senate and Chancellor's Office.
4. If required, the course is submitted to the Chancellor's Office for further review and approval. If the Chancellor's office returns the course revision and does not approve it, the further work will need to be done based on the remarks from the Chancellor's Office.
5. Once all necessary approvals have been granted, the course may be placed in the following College Catalog, which will all the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

   *Note: Class schedules are set in advance (generally one year) by the Enrollment Management Committee. A course reviewed and approved in fall of one year may then be placed in the class schedule for the following fall; a course reviewed and approved in spring of one year may then be placed in the class schedule for the next calendar year's fall semester. The scheduling of classes, especially after the established deadline for the web-based schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

# Guidelines for Course Proposal: New and Revised

A course <u>must</u> be reviewed and approved by division faculty before origination prelaunch to AP&P through eLumen. After division approval, origination prelaunch can take place in which case the dean, AP&P representative, articulation officer, librarian, and selected faculty will be notified and will proofread and correct any errors. All guidelines are in the **AP&P *Standards & Practices Handbook*** available on the AP&P web page. When developing or changing a course, information should be consistent with other courses in the discipline or division; review college catalog. Consult with the dean/director, AP&P representative, Articulation Officer, or AP&P co-chair for assistance with this section.

If developing a noncredit course, which would offer students access to a variety of low or no cost, no credit/units courses, be sure to select the appropriate course categories within eLumen. Noncredit courses are intended to provide students with lifelong learning, and act as an "educational gateway" for future college-level course and career preparation. Faculty developing noncredit courses should review the "Process for New Course Development" found in the ***AP&P Standards & Practices Handbook*** and read the Noncredit Guidelines on the AP&P web page. Noncredit courses <u>cannot</u> be offered until approved by the Chancellor's Office.

<u>Course Cover link:</u> This information will appear in the College Catalog and the Class Schedule; it is intended for students' use in determining their course work, number of units, and hours.

1. **Course Number and Title:** Please refer to the *AV College Catalog* for correct wording and consistent formatting of this information. Check with the dean/director and AP&P representative for accuracy. Non-credit courses should use the 900 series for the course number. Any changes made to the course title (even minor changes) must be noted so that the class schedule, the Banner database, and the college catalog will accurately reflect the course offered. These changes must be reviewed and approved by the full committee.

2. **Catalog Description:** The catalog description should convey the substance of the course in a brief and concise manner. It should be thorough enough to describe the scope of the course, yet brief enough to be taken in and understood quickly. It is good practice to include a statement about the students for whom the course in intended, without denying access (i.e. "intended for business majors"; "meets foreign language requirements for UC"; "course necessary entry to Nursing program"; etc.). It should also make reference to transfer status, repeatability, or degree/certificate requirement, if applicable. Any changes to the course description (even minor changes) must be noted so that the class schedule, the Banner data base, and the college catalog will accurately reflect the course offered. These changes must be reviewed and approved by the full committee.
   <u>Noncredit courses Only</u>: The description should also include a statement about the students for which the course is intended.

3. **Recommended Taxonomy of Program (TOP) Code**: This section is for MIS reporting, review similar courses in discipline and consult with dean/director, AP&P representative, or AP&P co-chair. The TOP Code is a system of numerical codes used at the system level to collect and report systemwide information on programs and courses that have similar outcomes. Select one TOP code that defines the course as indicated in the Taxonomy of Program (TOP) 6th Edition on the Chancellor's Office Web site.

- http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx
- Go to the above Web site, scroll down to the Resources section and click Taxonomy of Program (TOP) 6th Edition ~ Revised September 2009 to review the definitions for the codes.
- Also consider reviewing both the Crosswalk of 6th Edition TOP to the 2010 CIP as well as the Replacement Section 12-Health I TOP Code 6 **Justification/Classification link**

The curriculum committee must review each new and revised course to see that it meets the standards of Title 5 (Section 55100) regulations, and must also determine into which of the categories listed below the course falls for accurate reporting at the state

level. This information will appear in the College Catalog and the Class Schedule; it is intended for students' use in determining their course work, number of units, and hours.

- **College Mission:** Each course must fulfill our college mission; refer to the College Mission statement published in the college catalog when filling out this information.
- **Noncredit courses only:** Explain how the course fits student and community needs, interests, or objectives based on the definitions from Education Code 84757; see page 2 of the form: the Course Category Descriptions A-J. Further information on these categories is posted on AP&P's web page.
- **Course Justification (Program Status):** This information should be consistent with discipline/division programs and practices for other courses and with articulation agreements.
    a. **AA/AS Degree**: A course is considered to be "part of an approved program" when it is a required (core) course or is on a list of restricted electives specified by course name and number from which students must choose in order to achieve an approved degree or certificate. These programs appear on the inventory of approved degrees and certificates published by the Chancellor's Office and are listed in the college catalog. If the course is or will be linked to an existing program or a new program is being created to include this course, be sure to also review the program within eLumen to determine whether the course is aligned with the appropriate program. A course that is approved as part of AVC's General Education pattern required for completion of AA/AS degrees
    b. **Transfer**: Consult the Articulation Officer to be sure the course has an appropriate agreement on file. If the intent is to have the course approved as general education be sure to note that on the General Ed link within eLumen and discuss with the Articulation Officer.
        Noncredit courses are not transferable or degree applicable and should therefore be coded "C"
    c. **Vocational Education (Advisory Committees):** If this course meets the definition for a "vocational education" course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach highlighted portions of the advisory committee minutes.
        d. **Non-Degree Applicable**
- **Stand-Alone Course**: are those courses that do not fall into either of the above categories, including all non-degree applicable courses. *A student may not use 18 or more units of locally approved stand-alone coursework to satisfy a major for the associate degree. (Title 5, section 55100)* NOTE:  As required by the Chancellor's Office, in order for the college to retain its ability to locally approve "stand alone" courses, the AP&P Committee will conduct review/training for its voting committee member on the course approval process and submit its request for continued "certification" from the System Office each year.
- **Course Transferability**: This section is for MIS reporting, review similar courses in discipline (see college catalog) and consult with the Articulation Officer.
- **Course Program Status**: Title 5 (Section 55100) gives colleges the authority to have "local approval" of courses; however, state reporting requires that course status be indicated for tracking purposes.  For new courses, check only one box so that course may be correctly coded.  For revised courses check *only* if the course is being added to or deleted from an existing program.
- **Course Classification:** This section is for MIS reporting, review similar courses in discipline (see college catalog) and consult with dean/director, AP&P representative, or AP&P co-chair. Select one category that defines the course:

**Credit:**

- **Category A**: LIBERAL ARTS AND SCIENCES EDUCATION (T5/55001 (a) (1) A) ND ASSOCIATE DEGREE PROGRAMS AND COURSES (T5/55001 (a) (1) B): Courses of freshman or sophomore level leading to an Associate or Baccalaureate Degree.  (Transfer code distinguishes between Associate and Baccalaureate Courses.)
- **Category B**: DEVELOPMENTAL PREPARATORY: DEVELOPMENTAL AND COMPENSATORY COURSES (T5/55001 (a) (1) C1): Courses to meet the academic needs of educationally disadvantaged students or those students with diagnosed learning disabilities.
- **Category I**: CAREER-TECHNICAL EDUCATION:  CAREER AND OCCUPATIONAL COURSES (T5/ 55001) (a) (2) A,B,C): Course that prepare persons for a career or occupation without the need for subsequent training or education in an institution of higher education (even though many such courses are, in fact, accepted for transfer by baccalaureate institutions).  Career and occupational courses may also provide for upgrading of job related skills including, but not limited to, continuing education and relicensure courses.  Most courses that receive VTEA fund support should be in this category.

**Noncredit:** Education Code 84757 recognizes 9 different types of noncredit courses. In addition, "workforce preparation" is a 10th category per Title 5, section 55151.  The placement of a course in a given instructional area below is driven by the course objectives (see the COR) and the target population to be served.  The "Noncredit at a Glance" document offers detailed information on each of the following categories and is posted on AP&P's web page.

- **Category F:** Parenting and Family Support
- **Category C:** Elementary and Secondary Basic Skills:  reading, mathematics, and language arts
- **Category A:** English as a Second Language
- **Category B:** Immigrant Educational Services
- **Category E:** Education for Person with Substantial Disabilities
- **Category I:** Short-Term Vocational Programs with High Employments Potential
- **Category H:** Education for Older Adults
- **Category G:** Family and Consumer Sciences
- **Category D:** Health and Safety Education
- **Category J:** Workforce Preparation
- **Student Accountability Model (SAM) Codes** (Operations Manual, Student Accountability Model, July 1984) are used for the identification and classification of occupational courses.  In the Student Accounting Component, occupational courses are classified by assigning a priority letter or major code number (described below); a student's major is then defined according to the occupational courses in which he or she is enrolled at the time of the first census.

An occupational course is defined as follows:

a.   is intended to develop skills and related knowledge for job performance.
b.   is part of the course sequence of an occupational program offered by the college.
c.   is designed primarily for job preparation and/or upgrading or updating and <u>not</u> for general education purposes The most critical aspect of the entire model is the <u>careful classification of occupational courses</u>.  Course title can be misleading; priority assignments should be based on course content, not course title only.  Each course offered by occupational departments should be assigned a "priority" code describing the degree to which a course is "occupational," as follows:

- **Priority "A" Apprenticeship**: The course is designed for in indentured apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeships Standards.  Some examples of apprenticeship courses are: Carpentry; Plumbing; Machine Tool.
- **Priority "B" Advanced Occupational**: Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a "capstone course" that is taken as the last requirement for a career technical education program. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "B" level courses are: Dental Pathology, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.
- **Priority "C" Clearly Occupational**: Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins". A "C" level course may be offered in several occupational programs within a broad area such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. Some examples of "C" level courses are: Soils, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business management, Advanced Keyboarding, Technical Engineering.
- **Priority "D" Possibly Occupational**: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational Programs. Some examples of "D" level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), Accounting (Beginning).
- **Priority "E": Non-Occupational**: "E" courses are non-occupational.

**Note:**  Work Experience courses not tied to a specific occupational program should be assigned the "**E**" priority.  If the course is tied to a specific program, a "**C**" priority is appropriate

<u>**Units/Hours link**</u>

This information will also appear in the College Catalog and the Class Schedule; it is intended for students' use in determining their course work, number of units, and hours.

1. **Course Type**: Determine whether the intent of the class is to be scheduled full-term or in a less than sixteen-week format. Courses that are full-term can always be scheduled in an eight-week format if so decided to accommodate a fast pace program.

2. **Variable Units Permitted**: Determine whether students enrolled in the class would have the option of earning units based on a range.

3. **Instruction Type**: Determine the mode of instruction based on how the class time will be spent and which of the following percentages apply to this course:
   1. **LECTURE:** 60% or more of the class meeting time per semester is in direct interaction with the entire class at the same time.
   2. **LAB:** Less than 25% of the class meeting time per semester is spent in direct interaction with entire class at the same time.
   3. **LECTURE/LAB:** Between 25-59% of class meeting time per semester is spent in direct interaction with entire class at the same time.

4. **Hours/Units:** Changes to course units may affect the LHE earned by faculty, check with dean/director and AP&P representative for accuracy and consistency. NOTE: Any change to the course units will require that the course number is also changed. A student earns units for the course based upon the Carnegie formula found in Title 5:

   - **LECTURE:** 60% or more of the class meeting time per semester is in direct interaction with the entire class at the same time.
     **FORMULA:** 1 hour of lecture = one unit of credit

   - **LAB:** Less than 25% of the class meeting time per semester is spent in direct interaction with the entire class at the same time.
     **FORMULA:** 3 hours of lab/studio/shop/activity = one unit of credit

   - **LECTURE/LAB:** Between 25-59% of class meeting time per semester is spent in direct interaction with entire class at the same time.
     **FORMULA:** 1.25 – 2 hours of lecture/lab = one unit of credit

   - **NON-CREDIT**: Enter a number of hours based on weekly or total amounts and enter 0 for the unit earnings.
     **NOTE**: Study and homework <u>do not</u> generate credit units (see COR guidelines for formula used to establish required number of homework hours)

5. **Faculty Workload/LHE:** This information is necessary to establish LHE and is based on the formula found in the faculty contract and uses a 17.5 term length multiplier; review with dean for accuracy. AP&P does not determine faculty workload; the committee merely applies the formula based on a review of the COR and information provided by faculty.

   - **LECTURE:** 60% or more of the class meeting time per semester is in direct interaction with the entire class at the same time.
     **FORMULA:** Total Weekly Hours x 1.0 Factor = LHE

   - **LAB:** Less than 25% of the class meeting time per semester is spent in direct interaction with the entire class at the same time.
     **FORMULA:** Total Weekly Hours x .67 Factor = LHE

   - **LECTURE/LAB:** Between 25-59% of class meeting time per semester is spent in direct interaction with the entire class at the same time.
     **FORMULA:** Total Week Hours x .825 Factor = LHE

   - **INTERCOLLEGIATE SPORTS (only):** PE athletic program courses **FORMULA:** Total Weekly Hours x .5 Factor = LHE

   **NOTE:** Courses that are requested to carry separate LHE for the lecture portion and the lab portion of a course that has a single Course Outline of Record must be prepared to schedule the two portions of the class separately.

6. **Repeatability**: This is for MIS reporting, review similar courses in discipline (see college catalog) and consult with the dean/director, AP&P representative, or AP&P co-chair. Qualified courses must meet the one of the two criteria noted below:

1. Title 5, Section 58161c which states, "Each identified course is one in which <u>the course content differs each</u> <u>time it is</u> <u>offered</u>, [thus] ... the student who repeats it is gaining an expanded educational experience." This typically applies to courses within physical education, visual/performing arts, and some vocational education courses and the course would be allowed to be repeated up to three times for a total of four enrollments if so decided by the discipline faculty. **In addition, each repeatable course must also meet** <u>one of the following justifications</u>:

    i.  A. Skills or proficiencies are enhanced by supervised repetition and practice in class; or
    ii. B. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
2. Title 5 allows unlimited repeats for courses that meet "legally mandated training requirements."
3. There are no limits in Education Code as to how many times a student may repeat a noncredit course; however, faculty can set limits as deemed necessary by clicking yes and establishing the maximum.

    **Note:** Repeatability designation is not intended for basic skills (reading, writing, math) or ESL courses.

7. **Maximum Enrollment:** Discipline history, pedagogical rationale, equipment or lab restrictions, or safety considerations should be clearly explained (room size alone is <u>not</u> sufficient rationale). If the course has both a lecture and lab/clinic component, the faculty will be given the opportunity to establish a different maximum for the lab/clinic portion of the class. If the maximum enrollment should be the same, enter the number in both boxes providing one rationale.
8. **Grading Methods:** Pass/No Pass Option: Title 5 (Section 55022) allows students the **option** of taking classes for Pass/No Pass in lieu of a letter grade. Classes for which this option is allowed is indicated with an **asterisk (*)** before the title of the course within the college catalog. Consult the current College Catalog for consistency within the discipline, as well as for additional information and restrictions.
    - If "letter grade only" is required, provide an explanation.
    - If Pass/No Pass is the **only** designated grade for a course, provide explanation in space provided and include the following statement at the end of the Course Description under Course Cover within eLumen: Note: No grade will be given for this course; student will receive "pass" or "no pass" only.
    - Non-Credit/Non-Graded

### GE Transferability link

Course Transferability Categories (check with Articulation Officer). If developing or editing a non-credit course, this step is not needed, click finish on this link and continue.

1. **AVC General Education:** Definitions for each area/category can be found in the college catalog; consult the college's Articulation Officer.
2. **IGETC:**
3. **CSU/GE:**

### Library Use Only link

**Library Resources**: <u>Allow a minimum of two weeks</u> for this process. Instructor should meet with the librarian <u>early</u> in the process to discuss necessary support material for the course or program. The librarian will complete a separate "Worksheet for Library Support of Proposed New Courses"; then after division approval of course, the librarian will fill in the appropriate information on the course proposal within eLumen. The allocation of funds for support material is determined outside the scope of this committee. This step can be skipped if developing a non-credit course.

### Expenditures link

**Course Support:** Special expenditures necessary for offering the course have no bearing on course approval or denial; consequently, course approval does not automatically mean that funds are forthcoming. The allocation of funds is determined outside the scope of this committee.

**Note**: If course requires a "Materials Fee," review the "Materials Fee" section below.

Noncredit courses only: While course funding does not fall under the purview of AP&P, it is important for educational planning that any unique or special expenditures be listed.

<div align="center"><u>**Discipline Qualifications link (Under Construction)**</u></div>

**Discipline Designation** (see Minimum Qualifications on AP&P's web page):  List the "primary discipline designation" (the minimum qualification) required of faculty to teach the course. If faculty from a discipline other than the one under which the course was developed are qualified to teach this course based upon MQs <u>and a review of the</u> <u>course content</u>, list the "other" discipline(s) here. Attach a signed memo from faculty in each of the disciplines along with the COR. The memo and a copy of this CPF page will be forwarded to the Senate upon approval of the course.  (Note: This is not an "individual personnel" decision; any faculty within the "other" discipline could be assigned to teach this course.)

1. **Primary Discipline Designation** (see Minimum Qualifications on AP&P web page): List the "primary discipline designation" (the minimum qualification) required of faculty to teach the course (i.e. History; Mathematics; Fire Technology).
2. **Secondary Discipline Designation**: If faculty from a discipline other than the one under which the course was developed are qualified to teach this course based upon MQs <u>and a review of the course content</u>, list the "other" discipline designation(s) as well.   A signed memo from faculty in each of the disciplines is required and will be forwarded to the Senate upon approval of the course. (Note: This is not an "individual personnel" decision; any faculty within the "other" discipline could be assigned to teach this course.)

<u>**Proficiencies, Requisite, & Content Review link**</u>

**Textbook Reading Level**:

Establishing Reading, Writing, and Math Proficiencies
1. Reading levels for textbooks are entered here, including how level was determined: Raygor Scale; instructor determination; publisher's recommendation; standard college/university text, etc.
2. For reading, writing, and mathematics proficiencies, check <u>all</u> of the skills you expect <u>entering</u> students to possess.  Space is provided for additional proficiencies that are also necessary or useful for success in the course.  To justify proficiencies, it is necessary to review course content and objectives listed on the COR of the requisite course. AP&P representatives should be consulted frequently since they are familiar with the standards and the process. There is additional information in the **AP&P *Standards & Practices Handbook*** regarding the following: "Process and Criteria for Establishing Prerequisites, Corequisites, and Advisories"; "Regulations and Enforcement of Pre and Corequisites," and "Course Validation Studies." *Proficiencies are established as "eligibility for" not "completion of" a particular course. Eligibility for reading, writing, and math proficiencies can also be met by achieving the equivalent score on the AVC assessment test (if applicable) and will be noted as such in the College Catalog.*

**Establishing Pre or Corequisites, Advisories, or Limitations on Enrollment**:  When filling out these links, consult with dean, AP&P representative, and other discipline instructors for consistency among courses and within programs in your discipline/division.  All information should be specific and complete. <u>Make sure information on this link is consistent with</u> <u>and clearly related to all components of the Course Outline of Record (description, content, objectives, assignments, and</u> <u>evaluation)</u>. The information requested in this area meets all Title 5 standards/requirements (Sections 55002, 55003, 55201, 55202, 58106,) and is based on the State's "Model District Policy."  Also note that any changes made to course prerequisites, corequisites, advisories, or limitations on enrollment must be noted and identified within eLumen so it may be reviewed and approved by the full committee.

**Some Important Definitions:**

1. ***Content Review*** - "a rigorous, systematic process . . . conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course or which students need to acquire through concurrent enrollment in a corequisite course."
2. ***Course Validation Study*** – this is data collection and analysis; it constitutes the "highest level of scrutiny" and is required for establishing reading, writing, or math pre or corequisites for degree applicable courses across disciplines; validated assessment test cut scores can be used to establish pre or corequisites for non-degree applicable courses.
3. ***Prerequisite*** - "a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program."  A prerequisite "will assure that a student has the skills, concepts, and/or information" necessary for success in the course; on the other hand, a student "who has not met the prerequisite is <u>highly unlikely to receive a satisfactory grade in the course</u>."

4. ***Corequisite*** - "a condition of enrollment consisting of a course that a student is required to <u>simultaneously</u> take in order to enroll in another course."
5. ***Advisory on Recommended Preparation*** - "a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program."
6. ***Limitation on Enrollment (LOE)*** - Enrollment may be limited "in the case of intercollegiate competition, honors courses, or public performance courses, by allocating available seats (i.e., enrollment) to those students judged most qualified." An LOE may be established for the above reasons provided it does "not block student access to a degree or certificate . . . or result in disproportionate impact on underrepresented groups." The college must offer other courses that satisfy the same requirement. In addition, enrollment may be limited due to "safety or health considerations" or to "legal requirements" (finger prints, licensure or certificated by outside agency).

**IMPORTANT: Keep in mind while completing a content review that you are specifying knowledge, skills, and competencies students should possess upon <u>entry</u> into the course under review, or those they should gain simultaneously in another course. In addition, once a pre or corequisite is established, it *must* be enforced; no one can waive a pre or corequisite. (See "Regulations and Enforcement of Pre or Corequisites" in AP&P *Standards & Practices Handbook*.)**

Additional Documentation Required for Establishing Reading, Writing, or Math Course(s) as a Prerequisite Across Disciplines. Only <u>one</u> of the following will apply: (Not required for advisories.)
- <u>for a revised course</u>, complete the Content Review; attach the Course Validation Study and the COR from the requisite course(s) or statement of validated assessment test cut scores.
- <u>for a new course</u>, complete the Content Review; attach the COR from requisite course(s). A Course Validation Study will be automatically conducted for a period of two years. If the study validates the Content Review, the pre or corequisites will remain in place; if not, they will revert to advisories.

**Content Review and Other Documentation Required for Establishing Other Courses as Prerequisites, Corequisites, and/or Advisories Within or Across Disciplines (*other than* reading, writing, or math proficiencies):**

Only <u>one</u> of the following will apply:

- <u>AVC Course Only:</u> Complete Content Review; attach COR from requisite course(s).
- <u>Sequential Course Within the Same Discipline</u>: Complete Content Review; attach COR from requisite course(s). *For pre or corequisites only:*
- <u>Sequential Course Across Disciplines</u>: Complete Content Review; attach COR from requisite course(s). *Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite.* (This is not necessary for advisories.)

**1. a, b, or c:** If another course (or courses) is to be established as a prerequisite, corequisite, or advisory (i.e. HIST101 for HIST210; or BIO100 for NS102), list the course (or courses) subject and number, <u>including the specific course</u> <u>content/objectives, knowledge,</u> <u>skills, or competencies expected of students upon entry to the course</u>. This information can be found on the COR for the course that is being recommended as necessary or useful for a student's success in the course. These courses are then carried forward to Section IV under "Recommendations" and onto the COR. (See College Catalog for standardized format when listing requisites.)

Limitation On Enrollment
This section is applicable to a very few number of courses; see definition #6 in above guidelines or in the **AP&P *Standard & Practices Handbook***. Leave blank if not applicable.

Recommendations
Be sure this information accurately reflects the information provided on the previous content review pages. (This same information must be included on the COR as well.)

1) Proficiency Recommendations: Indicate eligibility for reading, writing, or math proficiencies.  Include applicable course subject and number, and mark the correct boxes.
2) Other Course Recommendations: Indicate completion of or concurrent enrollment in other course or courses that are being recommended as prerequisites, corequisites, or advisories.  Include course subject and number, and mark the correct boxes.
3) Limitation on Enrollment: check box if applicable.

**Material Fee link**

As permitted in Title 5, S59400-59410 and Ed. Code S76365, the Antelope Valley Community College District has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are necessary to meet one or more of the course objectives and remain of continuing value to the student outside of the classroom setting. These materials may include, but are not limited to electronic data, supplies, tools, equipment, clothing, and materials necessary for vocational training and employment.  Additional information and criteria are available from the division dean/director and AP&P Representative.  The amount must be the exact cost of the materials.

In compliance with Title 5, S59402, such materials:

a) will be tangible personal property owned or primarily controlled by the individual student,
b) shall be procured or possessed as a condition of registration, enrollment, or entry into a class,
c) must be necessary to achieve one or more required objectives of a course as stated on the COR,
d) will not be solely or exclusively available from the district, and
e) may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course during class time.

- Determination of Fees: Division deans and discipline faculty, will determine costs through a comparative approach that seeks to obtain material at the lowest cost possible without compromising quality. Whether material fees are appropriate for a course will be determined by the AP&P Committee. New or revised material fees must be approved by AP&P and the Board of Trustees.
- Announcement of Fees: Course material fees shall be printed in the semester schedule. Courses with fees will be properly flagged on records used in the Admissions Office. A fee policy and regulations will be included in the College Catalogue.
- Collection of Fees: Course material fees will be collected at the time of registration and after courses have been selected by students. Registration in courses will be provisional until the cashier has received full payment. Checks returned by a student's bank for any reason will result in a suspension of enrollment until valid payment has been received.
- Refund of Fees: Material fees will be refunded on a prorated basis.  Requests for refunds must be in writing accompanied by a drop slip signed by the instructor with the prorated amount of material fee to be refunded. Fees collected for classes cancelled by the District will be refunded.
7. Allocation and Disbursement of Material Fees: Materials fees collected will be credited to a restricted fund in the Office of Academic Affairs. Allocation of material fees by the Office of Academic Affairs to the divisions will be based on the number of students enrolled in courses approved for material fees at Census Week of each session.

# Guidelines for Course Outline of Record: New and Revised

This form models the State Academic Senate's "Stylistic Considerations in Writing Course Outlines of Record" and the "Components of a Model Course Outline of Record." It meets all Title 5 (section 55002) requirements for credit courses. The COR serves as a permanent record for the following audiences and purposes: students need the information for planning their educational future; counselors can refer to it when advising students; faculty use it when developing or revising courses and establishing SLOs; other colleges review it for purposes of articulation and comparison; and outside reviewers (accreditation and matriculation) base their recommendations on it. The Chancellor's Office considers it a "contract among students, instructors, and institution." The Education Code requires that faculty use the COR as a basis for developing their course syllabus.

## Objectives

**Course Objectives:** This section should clearly explain the measurable objectives that students are expected to have acquired once they complete the class. These should be phrased as a series of collective statements, rather than an itemized list of each individual objective for each topic covered. Examples:

Upon completion of course, the successful student will be able to

- identify, compare, and contrast the genres of a specific literary period for the purposes of evaluating their stylistic techniques
- differentiate between various historical periods and assess their continuing influence on political policies of today
- describe and categorize major psychological theories of the 20th century

A copy of Bloom's taxonomy provides for a full range of measurable learning objectives that reflect critical thinking skills and is helpful when creating objectives and assignments. *Title 5 requires that degree applicable and/or transfer courses must show that "students are expected to think critically, are instructed in how to do so, and are held accountable for their performance."* These objectives will also form the basis from which Student Learning Outcomes (SLOs) are identified and established.

Objectives are directly related to Title 5 critical thinking requirements for credit courses. Changes to objectives may trigger changes to content, typical assignments and methods of evaluation, or even methods of instruction, so it is important to review the entire COR when changing objectives and, if changed, must be reviewed and approved by the full committee*.*

**SCANS:** For vocational education courses only: the SCANS criteria must be included as part of the objectives. (Consult SCANS criteria in **AP&P** *Standards & Practices Handbook*, and review with dean/director and AP&P representative.)

## Course Content

The format used for the course content should be that of a well-detailed outline, with major and minor headings. This is the heart of the course and any changes to this section will also trigger changes to the course objectives, and possibly assignments and/or methods of evaluation. **The Education Code requires that each instructor covers all the topics listed in the course content**; however, this does not limit an instructor from going beyond the topics, if indicated on class syllabus. **The Education Code requires that instructors use the approved Course Outline of Record when developing a course syllabus**. Changes to this section of a course must be reviewed and approved by the full committee.

Noncredit courses only: The content must clearly fall into one of the ten categories listed in Education Code 84711(a) and Title 5 S55151

**Homework**

**Typical Homework Assignments:** A minimum of three <u>representative</u> types of assignments is required for each applicable category. Assignments must be clearly related to course content and measurable objectives. They should be descriptive of the rigor and type of assignments necessary to meet the objectives, but broad enough in scope and varied enough in methodology to allow instructors to "design" their own assignments. <u>Clearly state if a specific assignment is "required" for</u> <u>all sections of course regardless of</u> <u>instructor</u>. The hours should indicate how much time students should ideally spend on the different types of take-home assignments. Changes to homework assignments may be the result of revisions made to courses content or objectives. However, other changes may merely reflect new instructional approaches or decisions regarding the type of work required from students.

<u>Noncredit courses only</u>: Although not required by Title 5, it is good practice to indicate the number of hours per week that it would take a student to complete the various assignments.

*Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work <u>per week</u> by the student either in or out of class.* (Total hour and short term courses may require additional homework hour calculations) <u>Homework formula</u>: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

- Examples for Weekly Census Classes:
  eg. Lecture: 3 hrs x 3 units = 9 – 3 hrs in class per week = 6 required weekly hours of homework eg. Lab:
      3 hrs x 1 unit = 3 – 3 hrs in class per week = 0 required weekly hours of homework eg. Lec/Lab: 3 hrs x
  3 units = 9 – 6 hrs in class per week = 3 required weekly hours of homework

- Examples for Short-Term or Total Hour Classes:
  Formula for Short-Term Course Only: Total Hours *divided by* 17.5 term length multiplier *equals* Equivalent Weekly Hours

- Examples for Total Hour Classes:
  Formula for Total Hour Course Only: Total Hours *divided by* 16 term length multiplier (no flex) *equals*

  Equivalent Weekly Hours eg. 48 hrs x 1 units = 48 – 16 total hours = 32 required
  homework hours eg. 48 hrs x 2 unit = 96 – 32 total hours = 64 required homework
  hours eg. 48 hrs x 8 units = 384 – 140 total hours = 244 required homework hours
  eg. 48 hrs x 5 units = 240 – 144 total hours = 96 required homework hours

  NOTE: If the course is taught in a short-term format then the homework hours weekly would need to be converted to number of homework hours per semester and then divided by the number of weeks/days that class is taught to determine the number of hours of homework necessary to meet the requirements of the units earned.

**Methods of Instruction**

Faculty have the academic freedom to structure and teach their courses according to their expertise; therefore, this section should reflect a number of different styles and approaches, all of which must remain consistent with and appropriate to the stated course objectives, assignments, and methods of evaluation. For example: Lecture; facilitated group discussions; roleplaying; hands-on demonstration; use of multimedia; etc. <u>Do not</u> indicate use of specific instructional equipment, such as white boards, overhead projectors, power point, etc. Changes to this section of an establish Course Outline of Record may only be necessary if new instructional approaches other than those already indicated are made. The methods of instruction should be linked to the existing or revised objectives.

**Methods of Evaluation**

Title 5 states that course grades must be "based on measurable and demonstrated course objectives." Therefore, evaluation of homework, projects, performance, tests, etc. must clearly reflect the course objectives.  The range of typical assignments and methods of evaluation must be varied enough to allow instructors a choice in type and methodology; however, they also need to be specific enough for consistency among instructors and clearly reflective of all stated measurable objectives. This information is especially crucial when developing a credit course and must comply Title 5 requirements if a course is to gain approval for degree or transfer.  In addition, Title 5 states that attendance, by itself, <u>cannot</u> be used as a grading criterion. Changes to objectives and/or typical homework assignments will trigger necessary changes as to how faculty evaluate students.  These should be closely aligned to the objectives.

Noncredit courses only: While a final, formal grade is not put on the students' transcript, faculty are expected to assess whether or not a student has met the stated objectives.

**Textbooks/Resources**

**Texts and Instructional Materials:**  Suggested texts or other instructional materials must be completely referenced for articulation purposes:  author, title, publisher, and date.  If a text is older than five years, provide a brief rationale for including it on the list. Whenever possible, they should be representative of major works recognized by those in the discipline. It is a good idea to list several recent texts from which faculty may choose. When revising an existing course, adding or deleting textbooks becomes necessary when texts are older than five years, or when faculty determine that changes in the discipline require updating existing texts.

# Blooms Taxonomy: Methods Requiring Cognitive Outcomes

*Critical Thinking

**Evaluation**
judge appraise
evaluate

rate
compare value

revise
score
select
choose
assess
estimate
measure

**Synthesis**
compose
plan propose

design
formulate
arrange
assemble collect

construct
create
set up
organize prepare

**Analysis**
distinguish
analyze
differentiate
appraise calculate

experiment
test
compare
contrast criticize

diagram
inspect
debate
inventory
question
relate solve

examine
categorize

**Application**
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop sketch

**Comprehension**
translate
restate
discuss
describe
recognize
explain express

identify
locate
report
review
tell

**Knowledge**
define
repeat
record
list
recall
name relate
underline

# Role of the Course of Record (COR)

The Course Outline of Record plays a critical educational role on campus.  **It is the primary vehicle for course development. It is also the primary document from which faculty must design their syllabi.** As such, it forms the basis for a **contract among the student, instructor, and institution,** identifying the **measurable course objectives** that will serve as the basis of the student's grade and giving the **required** components of the course content which the student is guaranteed to receive from each instructor.

The COR also outlines typical homework assignments and the level of rigor for which students–*across all sections of the course*–will be held accountable. Maintaining strong, academic standards means providing consistent, quality instruction in the classroom.  As our courses are taught by various instructors, both full- and part-time, it is by reviewing the COR that instructors may clearly identify the standards, content, measurable objectives, and typical assignments for the courses they are to teach.

The **Course Outline of Record**, however, should not be confused with the **syllabus.**  While a COR is the contract between the college and the student that contains the requirements and components of the course, a syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments and teaching methodologies.  **The COR provides the basic components of the course that are required to be taught by all instructors.  The syllabus provides the specific dates, assignments, grading standards, and other necessary information regarding the course that is required by an individual instructor.**  A syllabus also allows an instructor the opportunity to bring out his or her particular talents and strengths.

Finally, the Course Outline of Record plays a critical role in the on-going evaluation process of the college's commitment to high educational standards.

- It is a key component of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources.
- It is a key component in the establishment of **Student Learning Outcomes (SLOs)** at both the course and program level.
- It serves as documentation during the **review for continued accreditation** by the Western Association of Schools and Colleges (**WASC**).
- It demonstrates that all of the **required components** as specified in **Title 5** and the Chancellor's Office *Program and Course Approval Handbook* are present in the course and meet the required degree of rigor.
- It is the justification for establishing and enforcing prerequisites, co requisites, and advisories allowed by **Title 5** and **matriculation** regulations.
- It is the document submitted for approval in order to meet the California State University General Education (**CSU/GE**) breadth requirements and for inclusion in the Inter-segmental General Education Transfer Curriculum (**IGETC**) within the UC system.
- It is the document used to establish **Transfer Articulation Agreements** with four-year colleges and universities.
- It is the document submitted to the **Course Identification Numbering System** (C-ID) to identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities).
- It is the document submitted to both the California Postsecondary Education Commission (CPEC) and the **Chancellor's Office** for course approval.

# Guidelines for Cooperative Work Experience Education

The guidelines for Cooperative Work Experience Education for Antelope Valley College is can be found in Academic Procedure 4103 (AP 4103) and California Code of Regulations, Title 5 §55250 er seq.

**Work Experience Credit (T5:55253)**

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations:

1. General Work Experience Education
   a. A maximum of six semester credit hours may be earned during one enrollment period in general work experience education.
2. Occupational Work Experience Education
   a. A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.

**Work Experience Contact Hours (AP 4103)**

One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

The following formula will be used to determine the number of units to be awarded:

1. Each 75 hours of paid work equals one semester unit of credit.
2. Each 60 hours of non-paid (volunteer) work equals one semester unit of credit.

# Guidelines for Establishing Prerequisites, Corequisites and Advisories

Student success at California community colleges is of great importance to the future of the state. Increasing course success eventually leads to program and degree success, but all of this is predicated on providing students with accurate information about the appropriate preparation needed to succeed in courses. Prerequisites, corequisites and advisories are one method used to provide this information. Given the impact that prerequisites, corequisites and advisories can have on a student's ability to pursue a course of study, the establishment of the same must be implemented with careful consideration of both student access and student success.

The California Community Colleges Board of Governors adopted new title 5 regulations on prerequisites, corequisites and advisories on March 8, 2011, to allow faculty to base their determination for prerequisites and corequisites in English, reading, or mathematics for college-level courses outside of an English, reading, or mathematics sequence on content review alone or on content review with statistical validation. Previously, establishing prerequisites and corequisites for non-sequence courses had only one option for scrutiny – the use of statistical validation with content review methodology. Moving forward, if discipline faculty intend to establish prerequisites or corequisites by content review only, the new guidelines require a statistical validation to be conducted and presented to the Academic Policies and Procedures committee before the conclusion of the fifth semester following the implementation of the prerequisite or corequisite.

The following definitions, guidelines, and procedures are based on "Guidelines for Title 5 Regulations Section 55003 – Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation" which was adopted by the California Community Colleges Board of Governors, March 2011 and distributed by the Chancellor's Office, California Community Colleges February 3, 2012.

## DEFINITIONS:

1. *Content Review* - "a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course."
2. *Course Validation Study (Statistical Validation)* – this is data collection and analysis, which constitutes the "highest level of scrutiny." Validated assessment test cut scores can be used to establish pre or corequisites for nondegree applicable courses.
3. *Prerequisites* are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.
4. *Corequisites* also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.
5. *Advisories* signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

**Overview of Regulations Regarding Prerequisites and Corequisites**

*Establishing prerequisites and corequisites*
Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established;

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite will assure that the student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

*Additional requirements for certain types of prerequisites*
For prerequisites requiring precollegiate skills in reading, written expression, or mathematics, regardless of the level of scrutiny (content review with statistical validation or content review alone), districts must also:

• Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites; [§ 55003(l)(1)]
• Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor's Office, to correct the disproportionate impact. [§ 55003(l)(2)(A) and (B)]

*Course exempt from content review and statistical validation*
Title 5, section 55003(e) indicates that a prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:
1. it is required by statute or regulation; or
2. it is part of a closely-related lecture-laboratory course pairing within a discipline; or
3. it is required by four-year institutions; or
4. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

*Establishing Prerequisites and Corequisites Based on Content Review Only*
Title 5 regulations allowing colleges to adopt prerequisites and corequisites by a content review process only is new and the following sections are intended to provide in-depth guidance on the requirements that colleges are expected to meet to adopt prerequisites and corequisites using this methodology.

"Content review" is defined in title 5, section 55000(c) as: a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

In other words, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional "exit and entrance skills" and involves examining how the course is taught and all components of the Course Outline of Record (COR).

Requisites established through content review only will have a statistical validation study conducted before the end of the fifth semester after the placement of the requisite. After a two year period, AP&P will contact the faculty to initiate a statistical validation

utilizing a research practice listed under the section titled "***Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation.***" A least one research practice must support the establishment of the prerequisite or corequisite.

*Content Review and the Course Outline of Record*

The content review process begins with a review of the Course Outline of Record (COR). The COR delineates not only the content of the course, but also the competencies a student is expected to achieve (objectives and/or student learning outcomes), the assignments to be completed (e.g., reading assignments, projects, and reports), and the assessments that will be used to measure student performance. During the initial approval of a course and subsequent revisions, a content review is conducted. The COR is examined and the skills and knowledge a student needs for success are identified. When faculty determine that content knowledge within the discipline is necessary for success, content review has always sufficed for the establishment of a prerequisite or corequisite. For example, if a biological psychology course presumes student understanding of basic psychology concepts, the faculty have always been able to establish a psychology course as a prerequisite. Similarly, math and English coursework typically consists of intradisciplinary sequenced courses that build upon one another.

However, a more complex, interdisciplinary content review process is needed to determine that an English or reading prerequisite or corequisite is appropriate for a psychology, history, or political science course or that a math prerequisite or corequisite is appropriate for an economics or automotive course. Such a review process should also take into consideration, as far as possible, the diversity of the students in the classroom, including learning styles, prior knowledge, and cultural background. As a starting point for ensuring that local content review processes are sufficiently rigorous for use in establishing prerequisites and corequisites, one may consider this description of content review, which emphasizes that faculty in the discipline must:

1. Approve the course; and,
2. As a separate action, approve any prerequisite or corequisite, only if:
   a. The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

    i. involvement of faculty with appropriate expertise;
    ii. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
    iii. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
    iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
    v. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under d.
    vi. matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under e.); and vii. maintain documentation that the above steps were taken.

*Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation*

In addition to the content review described in the section above, statistical validation of a prerequisite or corequisite requires research. Data should be gathered according to sound research practices in at least (but not limited to) one of the following areas:

a. The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary. As well as a comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
b. Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
c. Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question.

If more than one research practice is used, at least one must support the establishment of the prerequisite or corequisite. The standard for any comparison shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or corequisite as an advisory and may seek to establish it as a prerequisite or corequisite only by following the process described in this policy and any applicable college policies.

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses

# Process for Establishing and Implementing Requisites

Discipline faculty, both full time and adjunct who teach in that subject area, must examine the Course Outline of Record (COR) along with the course syllabus, assignments, exams, and texts to determine appropriate entry level knowledge and skills are essential in order for students to be successful. The faculty must agree that without the knowledge and skills students would be highly unlikely to succeed. Then the faculty would decide and agree upon which existing courses would provide students with that knowledge or those skills. In order to do this, consult the CORs for those courses, as well as the information provided on the content review section of the course proposal. The following steps should then be followed:

1. Consult with the AP&P representative, dean/director and other discipline instructors for consistency among courses within programs in your discipline/division.
2. Existing Courses Only: Conduct a substantial course revision in eLumen, provide a clear and concise rationale for the requisite adjustment, and select the check box for changes to the pre or corequisites or advisories
3. Proficiencies, Requisite, & Content Review link: All information should be specific and complete. Make sure information on this link is consistent with and clearly related to all components of the Course Outline of Record (description, content, objectives, assignments, and evaluation).
4. Keep in mind while completing a content review that you are specifying knowledge, skills, and competencies students should possess upon <u>entry</u> into the course under review, or those they should gain simultaneously in another course.
5. Attach all required documents to the Attached Files link within eLumen
6. Once a pre or corequisite is established, it *must* be enforced; no one can waive a pre or corequisite. (See "Regulations and Enforcement: Prerequisites and Corequisites" in AP&P *Standards & Practices Handbook*.)

Any changes made to course prerequisites, corequisites, advisories, or limitations on enrollment require the review and approval of the full AP&P committee.

**Documents Required:** Course Validation Study and/or content review documentation for revised and new courses.

Once prerequisites and corequisites have been established for a course, Education Code requires that the district abide by the following regulations:

1. **Catalog and Schedule Information:** The college must provide clear and accurate information regarding the establishment of prerequisites, corequisites, and advisories, including definitions of each.

2. **Implementation:** Once a pre or corequisite is established, it <u>must</u> be enforced consistently. Students cannot take a course without having the pre or corequisite (or successfully challenging it) and no one (administration, faculty, or staff) may "waive" that prerequisite for a student.

3. **Challenge Procedure:** The college must have an established and published process for students who wish to challenge the pre or corequisite. This process must be done in a "timely manner," generally **within 5 days** from the time the student files a <u>completed</u> form, including required documents. Since faculty establish the pre or corequisites, faculty must also be the ones to determine whether or not a student's challenge is valid.

4. **Involuntary Drops:** If registration has begun before students complete the prerequisite course, they are allowed to enroll in the course for which the prerequisite has been established. <u>However, if they do not pass the prerequisite course (D, F, NC, W, or I) they must be automatically dropped</u>. The college will implement a computer run of final grades and issue a letter to students informing them they have been dropped from the course. Ideally, this should be done before the first class meeting of the semester. However, if classes have begun before the prerequisites can be checked, students must be dropped within the first two weeks of classes, which allows them time to add the necessary class.

5. **Course Outline of Record:** Faculty must design their course syllabus based upon the approved COR. All work (assignments, tests, projects, etc.) must be designed according to the "measurable objectives" listed on the COR.

6. **Program Review:** Courses must be reviewed and/or revised at least once every six years to verify that the pre or corequisites is still necessary for students' success and that the course content and objectives are still relevant.

7. **Assessment Tests to Establish Pre or Corequisites**: The use of assessment instruments for placement of students into courses must be established in the following manner:
    a. the assessment instrument must be on the Chancellor's Office approved list
    b. the college must conduct local validation studies for establishing cut scores
    c. the college must use multiple measures in addition to the assessment instrument
    d. the college must check for disproportionate impact

Once the above conditions have been met, colleges may use assessment instruments for placement in courses by establishing them in concert with the equivalent course when listing the pre or co requisite in the course description. For example: Prerequisite: Eligibility for ENGL101 (AVC Assessment) or Successful Completion of ENGL099.

# Course Validation Studies

For the purposes of establishing communication and computational pre- and corequisites on credit courses across the disciplines, the AP&P Committee adopted the option found in the "Guidelines for Title 5 Regulations Section 55003 – Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation" which was adopted by the California Community Colleges Board of Governors March 2011 and distributed by the Chancellor's Office, California Community Colleges February 3, 2012. These studies will be in addition to the already established process for a formal content review (adopted by the district in 1994) and outlined in the "Process for Establishing Prerequisites, Corequisites, and Advisories" in the *AP&P Standards & Practices Handbook.*

The district will use **Experience Table Comparisons** as the primary method of validation based on a *t-test statistic* where the observed difference in the mean grade of both groups is significant at < .05 level. The AP&P committee agreed to NO longer include W's as non-success, measured as a zero on the four-point grading scale, just as the letter grade F. The committee also agreed to limit the sample cohort to only those students who have attempted the proposed prerequisite course at AVC. Students who enroll directly into the target course without prior attempts or completion of the prerequisite will be excluded from the sample. As a minimum requirement, the *t*-test must show statistical validity at the .05 level before the committee considers implementing the prerequisite as a mandatory requirement for students enrolling in the target course. The committee will also review additional criteria before making a final decision, such as a **Data Table Comparisons**. This **chi-square** will show counts and percentages in a 2x2 matrix based on the above cohort, again including W's as non-success.

The research office will prepare a one-page report showing both tables and the following statistics:
     the value and significance level of the *t*-test;

- the value and significance level of the chi-square;
- the sample size;
- the base rate of success (without prerequisites);
- the percent of correct predictions;    the net increase in accuracy; and
- the number and percent of students who would be excluded if the prerequisite were in place (not eligible and successful).

   (A sample report is attached.)

Finally, the research office will provide a separate report showing the demographic analysis (cross-tabs) of the above cohort by gender and ethnicity to determine if implementing the proposed prerequisite will create a disproportionate impact of any under represented group. If disproportionate impact exists, the committee will forward this information to the representatives responsible for the district Student Equity Plan.

# Challenge Process: Prerequisites and Corequisites

The following regulations and guidelines conform to Title 5 and are taken from the Model District Policy approved by the Chancellor's Office and agreed to by the AP&P Committee, the Academic Senate, and the Board of Trustees in 1994.

### *Legal Obligations: Prerequisites and Corequisites*

1. Once a prerequisite or corequisite has been approved for a course, the college **must** enforce it.  If we fail to enforce the pre or corequisites, we are out of compliance with Title 5 and Matriculation Regulations.
2. **No one (faculty, administrator, or staff) has the right to "waive" a pre or corequisite.**

### *Students' Responsibilities*

If a student wishes to challenge a pre or corequisite, he or she may request a "challenge form" and should do so far enough in advance of the start date for the course being challenged. In order to challenge a pre or corequisite, the student must fill out the form and indicate the reason for the challenge set forth by Title 5.

- It is the student's responsibility to "prove" that he or she meets the criteria for satisfying the pre or corequisite by attaching the necessary documentation.
- If the student fails to attach the necessary documentation, the challenge is automatically denied.

### *Faculty Responsibilities*

It is the responsibility of faculty to make themselves available to review challenges throughout the year: fall, winter, spring, and summer.

- According to regulations, prerequisite challenges must be completed within 5 working days, and the college must "hold a seat for that student" during that time.  If the challenge is not completed within the 5 days, the student is automatically enrolled in the class.
- Since establishing pre or corequisites is an "academic and professional matter," it is the faculty's responsibility (full time and/or adjunct) to read the challenge and determine whether or not the student meets the necessary skills to enter the class; it is the dean's and/or director's responsibility to ensure that the process has been followed.  (Both signatures are required on the form.)
- If the student is trying to enter a specific class section or there is only one section of the course being offered, the faculty member teaching that section cannot be the faculty member who reviews the challenge; another faculty member in the discipline (full or part time), or in a closely related discipline, must review the challenge.
- If no other faculty member is available, one of the following alternatives can be used: 1) the dean/director, if he or she meets minimum qualifications, can then determine if the challenge is valid; 2) the dean/director must remove the student's name from all documents, thus allowing the faculty who teaches that section to review the challenge without knowledge of the student's identity.  The dean's signature ensures that the challenge process has been followed.

# AVC Corporate and Community Service Offerings

According to Title 5 § 55002, Community Service Offerings are those offerings (classes) that meet the following minimum requirements:

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

In addition to meeting the above requirements, the Academic Senate feels strongly that any proposed course, offering, or program first gain faculty support.  Therefore, community services offerings at Antelope Valley College are subject to division review and approval before going to the AP&P Committee.

**Guidelines:**
1) the Dean for Corporate and Community Services will keep faculty informed of offerings needed or being developed as Corporate and Community Services Offerings and, when possible, use currently employed permanent or adjunct faculty to develop and teach these offerings;
2) once a Corporate and Community Services Offerings has been proposed/developed, a Corporate and Community Services Offerings Outline form must be completed;
3) the Dean for Corporate and Community Services then sends the Corporate and Community Services Offerings Outline form to the appropriate division for review by the dean and the AP&P representative, who consult with division faculty;
4) if there is a question as to which division the offering falls under, it should be sent to the AP&P faculty co-chair for review and approval or to determine the appropriate division;
5) if the division dean, the AP&P representative, and the faculty have no concerns or questions, they will sign off on the offering(s) and return the form(s) to the Dean for Corporate and Community Services;
6) if the division dean, the AP&P representative, or the faculty have concerns or questions, they will meet with the Dean for Corporate and Community Services to discuss their concerns or questions and present suggestions for revision;
7) the division dean, the AP&P representative, and the faculty then have the right to approve the offering or not;  if approved, signatures are required on the form;
8) prior to publishing a schedule of Corporate and Community Services Offerings, the Dean for Corporate and Community Services will present a copy of the signed and approved Corporate and Community Services Offerings Outline to the AP&P Committee for review and approval;
9) the Dean for Corporate and Community Services, AP&P Representative, and Faculty must be present at the AP&P meeting to answer questions regarding course offering, if the faculty is unable to attend the meeting due to extreme hardship then the use of SKYP or CCCConfer may be an option if the location of the meeting has the technology capabilities.
10) final approval by AP&P is generally granted based upon appropriate division approval of offering(s);
11) once AP&P has approved a Corporate and Community Services Offering, it need not go through the review process again unless there are *substantive changes to the offering or has not been offered in 2 years;
12) the Dean for Corporate and Community Services then takes the approved Community Service Offerings to the Board for final approval before they are published and offered.
13) During summer/intersession when AP&P does not meet, steps 1-7 must still be completed; however, steps 8 and 9 will be handled by the faculty co-chair of AP&P, the Academic Senate President, and the Vice President of Academic Affairs.

*Substantive changes: AP&P Committee as a whole will determine whether the changes made to a course require the presence of the faculty in order to clarify concerns.

# OTHER CURRICULUM
# REGULATIONS AND PROCEDURES

# Course Repeatability Criteria (Credit Courses Only)

The Chancellor's Office has strict criteria that govern the approval of "repeatable" courses (i.e. those specific courses listed in the college catalog that have the designation "R" indicating that a student may take the course more than once). The district must develop and implement a mechanism for the proper monitoring of such repetition. The attendance of students repeating [such] a course . . . may be claimed for state apportionment for not more than three semesters. (Title 5, Section 58161)

Title 5 §550041 permits colleges to designate certain courses as –repeatable. Repeatable courses must be clearly identified in the college catalog and repetition must be limited to not more than three semesters or five quarters. The college curriculum committee must determine whether a course is repeatable when the course outline of record is reviewed for approval. Repeatable Courses (§§ 55040(b)(1), 55041)

Beginning January 2013, district policy may designate only three types of courses as repeatable (§ 55041) :

- courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree,
- intercollegiate athletics, and
- intercollegiate academic or vocational competition.

Courses that are not one of the three types above may NOT be designated as repeatable. If a course is properly designated by district policy as repeatable, then all students may enroll in that course more than one time, subject to specified limitations.

# SCANS Skills and Competencies Overview

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high-performance skills needed to succeed in the high-performance workplace.

SCANS has focused on one important aspect of schooling: what they called "learning a living" system. In 1991, they issued their initial report, *What Work Requires of Schools.* As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy. A high-performance workplace also requires other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. This document outlines both these "fundamental skills" and "workplace competencies."

**SCANS objectives must be built into the "Course Objectives" and identified with an asterisk.**

**Basic Skills** A three-part

Foundation **Communication Skills:**
Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues E. Speaking--organizes ideas and communicates orally

**Thinking Skills:**

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking--generates new ideas
B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. Problem Solving--recognizes problems and devises and implements plan of action
D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills

F.  <u>Reasoning</u>--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem


**Personal Qualities:**

Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty


A.  <u>Responsibility</u>--exerts a high level of effort and perseveres towards goal attainment
B.  <u>Self-Esteem</u>--believes in own self-worth and maintains a positive view of self
C.  <u>Sociability</u>--demonstrates understanding, friendliness, adaptability, empathy, and
D.  <u>Self-Management</u> --assesses self accurately, sets personal goals, monitors progress, and exhibits self-control E. <u>Integrity/Honesty</u>--chooses an ethical course of action

# Five Workplace Competencies

**Resources:** Identifies, organizes, plans, and allocates resources

  A.  Time--selects goal-relevant activities, ranks them, allocates time, and prepares and follow schedules
  B.  Money--uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
  C.  Material and Facilities--acquires, stores, allocates, and uses materials or space efficiently
  D.  Human Resources--assesses skills and distributes work accordingly; evaluates performance and provides feedback

**Interpersonal:** Works with others

  A.  Participates as Member of a Team--contributes to group effort
  B.  Teaches Others New Skills
  C.  Serves Clients/Customers--works to satisfy customers' expectations
  D.  Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
  E.  Negotiates--works toward agreements involving exchange of resources, resolves divergent interests F. Works with Diversity--works well with men and women from diverse backgrounds

**Information:**  Acquires and uses information

  A.  Acquires and Evaluates Information
  B.  Organizes and Maintains Information
  C.  Interprets and Communicates Information
  D.  Uses Computers to Process Information

**Systems:** Understands complex inter-relationships

  A.  Understands Systems--knows how social, organizational, and technological systems work and is able to operate effectively with them
  B.  Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
  C.  Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:** Works with a variety of technologies

  A.  Selects Technology--chooses procedures, tools or equipment including computers and related technologies
  B.  Applies Technology to Task--understands overall *intent and* proper procedures for setup and operation of equipment
  C.  Maintains and Troubleshoots Equipment--prevents, identifies, or solves problems with equipment, including computers and other technologies.

# Expedited Course Approval: Imminent Need

Occasionally, rapidly changing needs of business, community, or other external sources will conflict with the rigorous scrutiny and established timeline of the course approval process. However, it is essential that expedited approval not result in lower course standards or the development of a course that has not been well thought out. In order to meet these unexpected needs without sacrificing curriculum standards, the AP&P committee has adopted the following set of guidelines based upon the State Senate's "Good Practices" document.

**Imminent need <u>cannot</u> be invoked just because the faculty originator did not prepare adequately to meet the established curriculum review process or timeline.**

### Rationale for imminent need:

- a need arises from an accreditation visit requiring curriculum development or revisions by a certain date;
- a need arises from an outside agency (i.e. state boards or licensing agencies or businesses);
- a need arises from a grant that enforces its own timeline as a condition of funding;
- a needs arises from local businesses community organizations requiring academic and/or training needs; a need arises from legislation passed by the state and the Chancellor's Office (i.e. CalWorks, VTEA, etc.).

### Imminent need criteria: a written rationale must be provided

Upon presentation of a complete Course Proposal Form and Course Outline, the AP&P committee would accept, review, and approve or disapprove a new or revised course at its next regularly scheduled meeting, regardless of the requirement for two readings or the published timeline, providing the following criteria are met.

- the AP&P co-chair <u>must</u> be notified before the course is submitted to the committee; a written rationale explaining the need for expedited approval must be signed by the faculty, the AP&P representative, and division dean;
- the course must still meet all state and local standards, including submission of all required forms;
- the course must have approval from division faculty;
- the faculty originator of the course must be present at the time of the review;
- the course must still be submitted for Board approval.

### Scheduling concerns:

If the course misses the deadline for publication in the college catalog, the Chancellor's Office offers three options to ensure that the course is "reasonably well publicized," both in print and online (Title 5 sec. 58104):

1. the course(s) can be publicized in the upcoming schedule of classes, and/or

2. the course(s) can be publicized in an addendum to the catalog or schedule of classes , and/or

3. the course(s) can be publicized to the general population in a well-designed and widely circulated print medium.

Faculty should realize, however, that the catalog is used by other institutions to evaluate transcripts, and many fouryear universities and colleges require that a course be listed in the college catalog as a condition of articulation.

**Title 5 Subchapter 4, Article 1. General Provisions and Requirements**

### 55316 Criteria
Courses offered pursuant to this chapter shall:

(a)     Be accepted by the college toward completion of an appropriate educational sequence leading to an associate degree, and
(b)     Be recognized by an institution of the University of California or the California State University upon transfer to that institution.

### 55316.5 Additional Courses
Notwithstanding any other provision of law, after June 1, 1994, the following additional types of courses may be offered
pursuant to this Chapter, consistent with guidelines developed by the Chancellor. (a) Nontransferable courses designed to meet
the requirements of Sections 55805.5, 55806 and 55002(a) or (b);
(b) Noncredit courses conducted as distance education independent study

### 55320 Academic Standards
Academic standards applicable to courses of independent study shall be the same as those applied to other credit courses in the college.

### 55321 Student Progress
Procedures for evaluation of student progress shall be in accordance with regulations set by the college.

A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

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

The criteria established by the governing board of community college district to implement its philosophy on the associate
degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following
categories to be offered for associate degree credit:
(a) All lower division courses accepted toward the baccalaureate degree by the CSU or UC of designed to be offered for transfer.
(b) Courses that apply to the major in non-baccalaureate occupational fields.
(c) English courses not more than one level below the first transfer level composition course, typically known as English IA. Each
     student may count only one such course as credit toward the associate degree.
(d) All math courses above and including Elem. Algebra.
(e) Credit courses in English and Math taught in or on behalf of other departments and which, as determined by the local governing
     board require entrance skills at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

Before this form is completed, the independent study must be approved by the Dean of the Division and also by the Vice President of Academic Affairs.

A copy of this contract must remain in the instructor's files along with all materials justifying the award of the grade and completion of units for audit purposes.

If this contract is canceled, the instructor must complete a student drop form showing the date of contract cancellation.

# Credit By Examination

Board approved May, 2004.

Students requesting credit by examination must be currently enrolled students actively participating in courses for that semester, and be in good academic standing. (Students may not be registered in the class they wish to challenge by exam.) Students may receive credit by examination for a course only if it has been designated by the Antelope Valley College faculty and is listed in the AVC catalog. Students may challenge a maximum of four courses during their enrollment at AVC. (A list of courses for which credit by examination may be granted is also available in the Counseling Center.)

It is the responsibility of the faculty in the discipline who normally teach the course to determine the nature and content of the examination based upon the policies and procedures approved by the curriculum committee (AP&P). The examination must clearly measure the students' mastery of the course content as listed in the Course Outline of Record. A separate examination must be given for each course for which credit by examination is granted. Faculty may accept an examination conducted at a location other than the college if prior arrangements have been made. (Credit may be awarded for prior experience or learning only if a course has been designated as such.) Credit received is not applicable for financial aid, veteran's pay, or athletic eligibility.

Grades shall be awarded according to the standard grading scale ("A"-"F"). Before taking the examination, students may request a pass/no pass option only if that option is normally available for the course. Pass will be granted to any student who satisfactorily passes the examination with a "C" or better. The result of the examination, with grade and grade points, is entered on the students' record and shall be clearly annotated to reflect that credit was earned by examination. Units for which credit is earned by examination shall not be counted in determining the 12 semester hours of credit in residence required for a degree or certificate.

Cited from Title 5, Section 55050; and State Education Code is available at *http://ccr.oal.ca.gov* and in the AVC Library.

# Inactive and Obsolete Courses: Definition and Process

**THE INACTIVE COURSE:**  a course that has not been offered for two, consecutive academic years.

Once a course is designated **inactive**, the existing COR must come forward for a review by AP&P, who will determine if the course content is still current, if the course objectives still meet Title 5 standards for credit courses, and if the course still meets all state/local requirements.

1) <u>If AP&P "renews the course approval" (see note), the course can be placed in the schedule of classes for the <u>following semester.</u></u>

2) If AP&P does not renew the course approval, the course must be revised and brought forward for a full review by the committee.  (See procedures for revising courses in the AP&P *Standards & Practices Handbook*.)  Once approval for the revised course is granted, it can be placed in the schedule of classes for the following semester.

*(Note: Compliance regulations from the Systems Office (dated May 05) site the following procedures for course offerings and the college's right to claim apportionment: If an approved course is not offered for two, consecutive academic years, the "approval [of the course] must be renewed" by the curriculum committee before the course can be placed in the schedule of classes.)*

**THE OBSOLETE COURSE:** a course that has been removed from the college catalog.

At least once a year, all course offerings should be reviewed to determine if any course should become **obsolete** for one of the following reasons:

1) The course has not been offered for two, consecutive academic years and was not brought forward to AP&P for renewal during the third year (see above, "inactive course").

2) The discipline faculty have decided that the course is too outdated, or it is no longer necessary for completion of the AA/AS degree, a certificate program, or for transfer purposes. A memo must be sent to AP&P listing the courses they wish to **obsolete** as well as the rationale.

3) The course and its prerequisites or advisories have not been revised or updated within a regular six-year cycle or during the most recent program review cycle (Title 5, §55201and State Senate guidelines for curriculum approval).

For any of the above reasons, a course will become **obsolete** and removed from the college catalog.  However, for record-keeping purposes, the course files and history will be maintained, and the course title and number will be designated as **obsolete** on the COR matrix kept by the Office of Academic Affairs.

# DEVELOPING CERTIFICATES AND DEGREES (PROGRAMS)

# Title 5 Regulations for Degree and Certificates

**Minimum Requirements for the Associate Degree is governed by Title 5 § 55063:**
https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Defa

**Minimum Requirements for Credit Certificates is governed by Title 5 § 55070:**
https://govt.westlaw.com/calregs/Document/I62E059B34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Defau

# Process for Program Revision

**Program development takes time**. Start the process early and consult often with your AP&P Representative for guidance in meeting all Title 5 requirements and in completing the process correctly. In addition, the AP&P faculty co-chair is available to discuss and review program materials throughout the academic year, including summer. Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 7th Edition published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires.

**Stage 1: Prior to Launch and Origination**

1. Discuss the program with colleagues in discipline/division. Part of the entire course and program development process at the college is to have division approval before the AP&P Committee will review any material. Discuss and work closely with your division AP&P Representative, Department Chair, and Division Coordinator (Dean).
2. Review the Course Impact (CI) reports in eLumen to determine if the changes you are making will potentially impact other courses and programs across the district curriculum. Consult with (1) the Articulation Officer and (2) other discipline areas for review.
3. Research other colleges/universities for similar offerings.
4. If the program meets the definition for a vocational or career technical course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change.
5. Discuss transfer options with the Articulation Officer.
6. Review AVC's Institutional Learning Outcomes; make sure Student Learning Outcomes have been established and approved for all courses and begin developing Program Learning Outcomes.
7. Begin drafts of the program's: description, goals and objectives, required (core) courses and electives, background and rationale, transfer information (if applicable) etc. through eLumen; review often with discipline colleagues and your division AP&P Representative.
8. After making suggested revisions, submit the program revision through eLumen.

**Stage 2: Division Coordinator (Dean)**

1. Stage 2 is the review of the course revision by the Dean for accuracy and completeness.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the program and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stages 3&4: AP&P Counselors & Articulation Officer**

1. At Stage 3, the Counselors assigned to the AP&P Committee will review the program revision to determine its affect on courses and programs within and outside of the discipline.
2. They will also identify problems with program requirements, course blocks, the recommended plan of study and any conflicts between the requirements of the program and general education requirements.
3. Open discussions with the Counselors immediately after completing Stage 2 or you and the Division Coordinator can start talking with them during Stage 2. Communication with the counselors is a necessity to fully determine how changes to the program will affects student's ability to finish it and complete its degree or certificate.
4. Review and respond to all comments made by Counselors during Stage 3 as the revision will not move through the workflow to the next stage of the process until any issues have been properly addressed.
5. At Stage 4, the Articulation Officer will review the program revision for accuracy and completeness and work with you to address any concerns related to its transferability.

**Stages 5, 6 & 7: Tech Review Committee, Tech Review Chair, & Outcome Review Committee**

1. Stages 5-7 are the tech review of the program revision by the Tech Review Committee, the Tech Review Committee Chair and the Outcomes Review Committee for accuracy, completeness, and alignment with the college mission.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stages 8 & 9: AP&P Committee & AP&P Meeting Agenda**

1. Stage 8 is the first reading and review of the program revision by individuals of the AP&P Committee.
2. Committee members may identify problems not seen in the previous stages.
3. Check after one to two weeks in eLumen ("inbox") to review comments made reading the course and submit any necessary revisions. The revision will more through the workflow to the next state of the process.
4. At Stage 9, the program will be put on the AP&P Committee agenda for review and approval by the full AP&P Committee.
5. Two of three division representatives must attend the meeting to support and discuss the revisions made to the program (instructor/faculty, proxy, AP&P representative, and/or dean).
6. Program representatives can present the program revisions, respond to questions and suggestions by committee, and take notes for completing necessary revisions.
7. Possible changes need to be given to the Curriculum Specialist. If needed, the revised course proposal returns to AP&P for an additional review by the full committee.
8. Once approved, the revision will move through the workflow to the next stage of the process.

**Stages 10 & 11: Vice President of Academic Affairs, Academic Senate & Board of Trustees**

1. Stage 10 is the approval of the program revision by the Vice President of Academic Affairs.
2. Stage 11 is when the program revision is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to adopt.

3. The Board approves the program based on "delegated authority" from the Academic Senate and Chancellor's Office.
4. The program is then submitted to the Chancellor's Office for further review and approval. If the Chancellor's office returns the program revision and does not approve it, further work will need to be done based on the remarks from the Chancellor's Office.
5. Once all necessary approvals have been granted, the program may be placed in the following academic year's College Catalog, which will allow the courses to be schedules with the approval of the dean and Vice President of Academic Affairs.

*Note: Class schedules are set in advance (generally one year) by the Enrollment Management Committee. A program reviewed and approved in fall of one year may then be offered the following fall; a program reviewed and approved in spring of one year may then offered the next calendar year's fall semester. The scheduling of classes in the program, especially after the established deadline for the web-based schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

## Process for New Program Development

**Program development takes time**. Start the process early and consult often with your AP&P Representative for guidance in meeting all Title 5 requirements and in completing the process correctly. In addition, the AP&P faculty co-chair is available to discuss and review program materials throughout the academic year, including summer. Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 7th Edition published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires.

**Stage 1: Prior to Launch and Origination**

1. Discuss the program with colleagues in discipline/division. Part of the entire course and program development process at the college is to have division approval before the AP&P Committee will review any material. Discuss and work closely with your division AP&P Representative, Department Chair, and Division Coordinator (Dean).
2. Research other colleges/universities for similar offerings.
3. If the program meets the definition for a career technical course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change.
4. Discuss transfer options with the Articulation Officer.
5. Review AVC's Institutional Learning Outcomes; make sure Student Learning Outcomes have been established and approved for all courses and begin developing Program Learning Outcomes.
6. Begin drafts of program description, goals and objectives, required (core) courses and electives, background and rationale, transfer information (if applicable) etc. through the use of eLumen; review often with discipline colleagues and AP&P representatives.
7. Explore the need for prerequisites, co-requisites and/or advisories; use CORs from those courses available on eLumen and the AP&P web page, research similar courses at CSU/UC institutions. Review the Course Identification Numbering System (C-ID) (www.c-id.net) for the current C-ID descriptors (if applicable).
8. Review all program information with AP&P representative, discipline/division faculty, department chair, and dean periodically; allow sufficient time for their review.
9. After making suggested revisions, submit a draft of the program through eLumen.

**Stage 2: Division Coordinator (Dean)**

1. Stage 2 is the review of the course revision by the Dean for accuracy and completeness.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the program and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stages 3&4: AP&P Counselors & Articulation Officer**

1. At Stage 3, the Counselors assigned to the AP&P Committee will review the program revision to determine its affect on courses and programs within and outside of the discipline.
2. They will also identify problems with program requirements, course blocks, the recommended plan of study and any conflicts between the requirements of the program and general education requirements.
3. Open discussions with the Counselors immediately after completing Stage 2 or you and the Division Coordinator can start talking with them during Stage 2. Communication with the counselors is a necessity to fully determine how changes to the program will affects student's ability to finish it and complete its degree or certificate.
4. Review and respond to all comments made by Counselors during Stage 3 as the revision will not move through the workflow to the next stage of the process until any issues have been properly addressed.
5. At Stage 4, the Articulation Officer will review the program revision for accuracy and completeness and work with you to address any concerns related to its transferability.

**Stages 5, 6 & 7: Tech Review Committee, Tech Review Chair, & Outcome Review Committee**

1. Stages 5-7 are the tech review of the program revision by the Tech Review Committee, the Tech Review Committee Chair and the Outcomes Review Committee for accuracy, completeness, and alignment with the college mission.
2. Check after one to two weeks in eLumen ("Inbox") to review comments made regarding the course and submit any necessary revisions. The revision will move through the workflow to the next stage of the process.

**Stages 8 & 9: AP&P Committee & AP&P Meeting Agenda**

1. Stage 8 is the first reading and review of the program revision by individuals of the AP&P Committee.
2. Committee members may identify problems not seen in the previous stages.
3. Check after one to two weeks in eLumen ("inbox") to review comments made reading the course and submit any necessary revisions. The revision will more through the workflow to the next state of the process.
4. At Stage 9, the program will be put on the AP&P Committee agenda for review and approval by the full AP&P Committee.
5. Two of three division representatives must attend the meeting to support and discuss the revisions made to the program (instructor/faculty, proxy, AP&P representative, and/or dean).
6. Program representatives can present the program revisions, respond to questions and suggestions by committee, and take notes for completing necessary revisions.
7. Possible changes need to be given to the Curriculum Specialist. If needed, the revised course proposal returns to AP&P for an additional review by the full committee.
8. Once approved, the revision will move through the workflow to the next stage of the process.

**Stages 10 & 11:  Vice President of Academic Affairs, Academic Senate & Board of Trustees**

1.  Stage 10 is the approval of the program revision by the Vice President of Academic Affairs.
2.  Stage 11 is when the program revision is submitted to the Academic Senate, with the AP&P Committee's recommendation to approve. Once approved, it moves on to the Board of Trustees with the AP&P Committee's recommendation to adopt.
3.  The Board approves the program based on "delegated authority" from the Academic Senate and Chancellor's Office.
4.  The program is then submitted to the Chancellor's Office for further review and approval. If the Chancellor's office returns the program revision and does not approve it, further work will need to be done based on the remarks from the Chancellor's Office.
5.  Once all necessary approvals have been granted, the program may be placed in the following academic year's College Catalog, which will allow the courses to be schedules with the approval of the dean and Vice President of Academic Affairs.


*Note: Class schedules are set in advance (generally one year) by the Enrollment Management Committee. A program reviewed and approved in fall of one year may then be offered the following fall; a program reviewed and approved in spring of one year may then offered the next calendar year's fall semester. The scheduling of classes in the program, especially after the established deadline for the web-based schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

Sometimes a program may need to be amended because of specific catalog concerns that do not require being approved through the course revision process. This may include such things as making corrections or fixing language that does not affect program content, structure or units. This is a quickened process that is organized between the faculty and the Curriculum Specialists with approval of the committee co-Chairs.

**Stage 1: Prior to Launch and Origination**

1. This will often begin with notification from a Curriculum Specialist of an error found when entering information into the AVC Catalog or feedback from the Chancellor's Office. It may also start with faculty in the discipline discovering an error, at which time they should contact the Curriculum Specialist and Faculty co-Chair.
2. *The discipline faculty, the Curriculum Specialist and the Faculty co-Chair work together to determine what needs to be changed on the COR and if it meets the standards of a Catalog Course Amend.*
3. *The Curriculum Specialist will set up the course for a Catalog Course Amen in eLumen. Discipline faculty cannot initiate this on their own in eLumen and the Curriculum Specialist must do this for them.*
4. *Once set up in eLumen, the discipline faculty responsible will make the changes agreed to between them, the Curriculum Specialists and the Faculty co-Chair.*

**Stage 2: Curriculum Specialists**

5. Stage 2 is the review of the changes by the Curriculum Specialists and approval of the changes by the Faculty co-Chair.
6. The language changes are then made in the AVC Catalog.

# Program Deactivation

Deactivating a program is a significant change to the college with far reaching effects to students, faculty and the District. To begin and complete this process, contact the Academic Senate through your division senator or the Academic Senate President.

# Guidelines for Program Development: Degrees and Certificates

Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 8th Edition (March 2022) published by the Chancellor's Office.  This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires. Also review the AP&P Standards and Practices Handbook, which contains all the information required for course and program development and revision. Copies of both publications are available through your division office, your AP&P representative, or on AP&P's web page.  In addition, review AVC's College Catalog to become familiar with the college's **Mission Statement** and **Institutional Learning Outcomes** the list of other approved programs, the catalog format for programs, and other related courses/programs the college offers.

**Definition:** Title 5 states that an "educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

**Degrees:**  AA = Associate of Arts; AS = Associate of Science; AA-T = Associate of Arts-Transfer; AS-T = Associate of Science-Transfer —be sure to research four-year universities for purposes of courses articulation and two-year colleges for similar degrees collect course outlines of similar or related courses, especially those that carry a designated prerequisite.

**Certificates of Achievement (18 or more units):**  Title 5 defines "certificates of achievement" as a sequence of courses of 18 semester units or more. Colleges may develop Certificates of Achievement based upon IGETC or CSU Breadth or General Education patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states. Certificates of Achievement require full review and approval from the Chancellor's Office; those less than 17 units require only local review and approval. (See guidelines for AVC Local Certificates of Completion.) Be sure to form an Advisory Committee made up of community members and local businesses or organizations, as well as faculty members from the college; their recommendation for a certificate or degree program, including the required courses, must be documented.  Research four-year universities for purposes of articulation and two-year colleges for similar certificates.

**Certificates of Achievement (12 to 17.5 units):**  Title 5 §55070 allows colleges to submit for approval Low-Unit Certificates of 12 or more but fewer than 18 semester units as Certificates of Achievement. In order to obtain approval, colleges must demonstrate that the certificate program of 12 to 18 semester units covers a level of preparation and focused knowledge comparable to completion of Certificates of Achievement consisting of 18 or more units. Please refer to the Program and Course Approval Handbook Supplement 3rd Edition (March 2009) published by the Chancellor's Office.

# Guidelines for Locally Approved Certificates of Proficiency

A locally approved certificate program consists of a sequence of credit courses ranging from 6 to 16 semester units that leads to an occupationally relevant set of skills. These local certificate programs do not require Chancellor's Office approval nor can they appear on a student's transcript.

Generally, a locally approved certificate program may be a part of a set of skills, starting with job entry or advancement skills which may lead to a full "career" certificate at some point they may also meet the needs of continuing education for those in an evolving profession or meet a demonstrated local need that is recognized by the community and verified by the college.

These certificates cannot be called a "Certificate of Achievement" but may be called a "Certificate of Completion" or "Certificate of Competency".

**Criteria:**
**Locally approved certificate programs must meet the following criteria:**
1) the certificate is narrow in scope and duration;
2) it consists of a sequence of credit courses ranging from 6 to 16 units; and
3) it clearly relates to a specific occupation or local need.

**Process:**
A proposed certificate program must be developed by discipline faculty and approved by the division before coming forward to AP&P.
- Discipline faculty involved in program development should meet often with AP&P representatives and dean to review existing courses, or fill out the necessary course proposal forms and Course Outlines of Record for new and/or revised courses.
- All courses in the program must meet Title 5 standards for academic rigor and integrity and follow the established process for course review and approval.
- All courses must have established SLOs; in addition, the program must have Program Learning Outcomes.
- If the certificate is (or will be) part of a vocational education program, it must be recommended by the advisory committee.
- The AP&P committee should be notified early in the process and the co-chairs kept informed as to the progress of the proposed program; the Academic Senate will be apprised of the program's development.
- Faculty should bring forward a proposal for the certificate program and an outline of courses (see below).
- After the AP&P committee has approved the program, it will then go to the Board for final approval before being published in the college catalog or schedule.

**Program Proposal:**
The proposal for a locally approved certificate program must include the following:
1) The name/signature of the faculty member(s) developing the program, including the dean of the division
2) The title of the certificate, the number of total units (6-17.5), and the catalog description.
3) A brief narrative addressing the following:
   a. how the program fits in with the college mission statement;
   b. what the primary objectives of the program are, including Program Learning Outcomes;
   c. in what ways the program meets a demonstrated need;
   d. an overview of the program's relevant and appropriate competencies;
   e. the feasibility of the college in supporting the program.
4) An outline (flow-chart) of the required courses and electives (titles and units);

5) If the certificate is (or will be) part of a vocational education program, relevant portions of the advisory committee's minutes recommending the development of a certificate must be attached.

Refer to the Process for New Program Development for additional guidance and the use of eLumen. After the AP&P Committee has approved the certificate proposal, the certificate form must be filled out with all appropriate signatures prior to Board approval.

When developing or changing a program, be sure to consult with faculty within the discipline in addition to faculty from the four-year institutions so to provide a smooth transition for transferring students. Consult with dean/director, AP&P representative, Articulation Officer, or AP&P cochair for assistance with this section.

### *Cover*

Be sure to complete each item according to the definition provided below:

**Program Title:** Provide the exact title that is proposed for the catalog. A program title must clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page. Do not include the program type, such as "certificate" or "degree" in the title because these types are attached to the title in the CCC Curriculum Inventory based on the program type as described below. Also, the words "transfer" or "for transfer" are no longer allowed in program titles because the "associate degree for transfer" is now reserved for degrees that comply with Education Code section 66746.

*For AA-T or AS-T: The TMC award type and title are designated on the template. No deviations are allowed. Note: When referring to the degree throughout the narrative section, the official title of the degree should be Associate in Arts/Science in (approved discipline) for Transfer.*

**Department/Discipline:** Select the most appropriate discipline for this program to reside. In order to be approved to develop a program in a particular discipline, the originating faculty must meet the minimum qualifications to teach in the discipline.

**Type of Program:** Select only one program type. The Chancellor's Office supports the Academic Senate for the California Community Colleges (ASCCC) Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

• Associate in Science (AS or AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
• Associate in Arts (AA or AA-T) must be used for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. Each proposed program will need to be submitted individually. Colleges may attach the same narrative to multiple proposals under the same TOP code. Certificates requiring 18 or more semester units or 27 or more quarter units are required to be approved and are given the designation "Certificate of Achievement" pursuant to title 5, section 55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation "Certificate of Achievement" may be assigned pursuant to title 5, section 55070(c). Such certificates are then eligible to be listed on student transcripts.

*For AA-T or AS-T: Select the designated program type for the major (AA-T or AS-T).*

**Justification for Proposal:** Provide an explanation for developing this program of study.

**Projected Start Date:** Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, courses may be approved locally and offered as stand-alone courses while the program is being developed.

*For AA-T or AS-T: Required.*

**Goals of Program:** Check all appropriate boxes. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for Criteria A: Appropriateness to Mission must include explanations for all choices. For the proposed programs that are categorized by TOP codes that are designated as vocational or CTE, the originator must select CTE and complete all sections required for career technical education. The college is not permitted to select "Other" when either or both of the other goals are selected.

*For AA-T or AS-T: Select the appropriate goal for the program (CTE or Transfer). Program goal of "Other" is not applicable.*

**Recommended TOP Code:** The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter.

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 must contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, after consulting with the proposal originator.

**Units for Degree Major or Area of Emphasis:** For all types of associate degrees, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence. When the proposed program includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

*For AA-T or AS-T: Provide the major units. Unit value must match the units listed in the narrative item 3. Program Requirements and TMC template.*

**Total Units for Degree:** For all types of associate degrees, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern units, any other graduation requirements, and electives to reach a minimum of 60 semester units or 90 quarter units.

*For AA-T or AS-T: May not require more than 60 semester or 90 quarter units.*

**Required Units–Certificate:** The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents.

*For AA-T or AS-T: Not required.*

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

*For AA-T or AS-T: Required.*

**Projected Net Annual Labor Demand (CTE only):** For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. The figure entered here must be explained thoroughly in the narrative for items 7. Similar Programs at Other Colleges in Service Area and 8. Labor Market Information and Analysis.

*For AA-T or AS-T: Required.*

**Estimated FTE Faculty Workload:** Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or

existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one full-time faculty would be entered as 1.0.

*For AA-T or AS-T: Required.*

**Number of New Faculty Positions:** Provide the number of separately identified new positions, both part and full time. If existing faculty are sufficient for offering the course and no plans exist to hire new faculty, enter 0 (zero). Assertion of faculty meeting the state minimum qualifications for these positions must be included in the narrative for item 18. Faculty Qualifications and Availability.
*For AA-T or AS-T: Required.*

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

*For AA-T or AS-T: Required.*

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

*For AA-T or AS-T: Required.*

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

*For AA-T or AS-T: Required.*

**College's Program Evaluation Plan:** Provide the month or semester and year of the first scheduled review of this program after it has been approved. Education Code, section 78016 requires review of all occupational programs every two years and title 5, section 55003, requires review of prerequisite, corequisite, and advisory courses at least once every two years.

*For AA-T or AS-T: Required.*

## Development Criteria Narrative and Documentation
Describe the development of the proposed program, addressing the five criteria as listed in eLumen. If appropriate, note that a section is "not applicable" by stating that in eLumen for the appropriate section. Provide documentation in the form of attachments as indicated. Some items described below are not required for the following types of proposals:
- Certificates of 12 or more but fewer than 18 units that have been offered in the past that have reported strong enrollment data.
- AA-T or AS-T degree that aligns with a TMC.

### *Criteria A. Appropriateness to Mission*
The stated goals and objectives of the proposed program, or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-forcredit fee-based community services. State approval is required for credit programs and for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students; community services curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

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

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

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

## 1. Statement of Program Goals and Objectives

A statement must be submitted that defines the goal(s) of the proposed program. Based on 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 community colleges.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) that the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a 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.

Other Goal: Explain in detail how this program conforms to the community college mission. Describe how this program embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

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.

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

*For AA-T or AS-T: In addition the statement defining the goals of the proposed program for an AAT or AS-T degree that aligns with a Transfer Model Curriculum (TMC), provide a brief statement identifying which baccalaureate degree students will be prepared to enter at a CSU.*

## 2. Catalog Description

The catalog description of the proposed program must be entered exactly as it will appear in the catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that

students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. 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.

*For AA-T or AS-T: Include all the requirements for the associate degree for transfer pursuant to Education Code section 66746. The catalog description provides an overview of the knowledge and skills students will demonstrate upon completion. The description needs to convey what students expect as an outcome in addition to the following completion requirements:*
> *• A minimum of 18 semester units or 27 quarter units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework*

*Completion of 60 semester or 90 quarter CSU-transferable units using the CSU-GE Breadth or the IGETC pattern*
> *• No more than 60 semester units or 90 quarter units are required for the degree*

## 3. Program Requirements

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

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), 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 number, course title, and unit value.

For all degree programs, documentation may be one of the following:
> • The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog
> • Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program

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.

CTE Goal: The set of requirements for a CTE program 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.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.
*For AA-T or AS-T: Must require students to complete either the CSU-GE-Breadth or IGETC pattern and state the*

*number of units required for each pattern. It's important to note that Education Code section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements must list all required courses for the major with the number of units for each. If more than 18 semester or 27 quarter units are required for the major, then the program requirements must show whether each course may also be used to fulfill a CSU-GE-Breadth or IGETC requirement. Must identify any units that may be double-counted for all programs.*

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

## 4. Background and Rationale

This section provides context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives), may include some history of how the program proposal came about, describes what is different about the program and its importance, and tells why the program is especially appropriate for the region and for the college, including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

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

*For AA-T or AS-T: Briefly describe how discipline faculty determined whether to align the major requirements with the TMC.*

*Non-aligned TMC must describe in this section of the narrative the following:*
> *• If a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus **or** if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major*
> *• The community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major*

*In addition to describing the collaborative efforts, which may be based on an existing articulation agreement (pursuant to Ed. Code, § 66746(c)), a letter must be attached to the proposal from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:*
> *• Locally-designated courses will provide lower-division major preparation*
> *• Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer (pursuant to Ed. Code, § 66748(c)).*

## *Criteria B. Need*

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

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation

standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements and 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.

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

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

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

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

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium1. The community colleges in California are organized into 10 economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:
- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region, and to disseminate best practices

The following evidence of labor market needs and trends is required:
- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

**5. Enrollment and Completer Projections**
> This section includes enrollment (student headcount) data or a survey of prospective students and completer projections information.
>
> Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.
>
> A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

For completer projections include the number of anticipated program completers per year at the end of the second year and end of the fifth year of program operation.

CTE Goal: The enrollment and completer projections must be compared to the net job market, discussed in narrative item 8. Discussion of Labor Market Need or Job Availability. The data must demonstrate adequate demand for the estimated completers.

Transfer Goal: Required.

*For AA-T or AS-T: Not required.*

## 6. Place of Program in Curriculum/Similar Programs
This section must address the following:
- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible
  for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at http://curriculum.cccco.edu. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

*For AA-T or AS-T: Identify the division or department in which the program will be located and the current program type division/department.*

## 7. Similar Programs at Other Colleges in Service Area
The narrative must 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 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, 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 proposal originators 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.

*For AA-T or AS-T: Not required.*

**8. Labor Market Information and Analysis (for CTE only)**
**Attachment Required: Labor Market Analysis**

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

To use the website to search for labor market projections, choose the "Educators/Schools" link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the TOP Code. The instructions for accessing the data are subject to change.

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

Highlight the applicable lines for the program being proposed with a marker, or another easily visible method, on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show "the relation of the proposed program to a job market analysis." The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

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

*For AA-T or AS-T: Provide labor market projections for available jobs in the discipline in the college service area.*

**9. Employer Survey (for CTE only)**
**Attachment Required: Employer Survey**

In this section, provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

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

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

availability.

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

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

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

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

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

## 10. Explanation of Employer Relationship (for CTE only)
Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship 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 originator must include an explanation of how the open enrollment requirements for California community college courses (Cal. Code Regs., tit. 5, § 51006 and §§ 58100-58108) will be observed in this context.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

## 11. List of Members of Advisory Committee (for CTE only)
This item must identify whether the proposed new CTE program has an advisory committee made up of typical employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program. The list of advisory committee members must include job titles as well as business affiliations, and an accompanying explanation must make clear that the professionals on this committee represent those within the industry who will hire graduates of a proposed CTE program.
*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

## 12. Recommendation of Advisory Committee (for CTE only)
Summarize the recommendations of the advisory committee and discuss how the proposed program supports them. This description must be provided in addition to meeting minutes. If it was not possible to incorporate all of the recommendations, describe how decisions were made when selecting major topics to be addressed in the program.

## Attachment Required: Minutes of Key Meetings
Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight 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.

For CTE Goal: Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight the approval action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal.

For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.

### Criteria C. Curriculum Standards

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

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are intended to ensure the following:
> • The program is designed so that successful completion of the program requirements will enable students to meet the program goals and objectives.
> • Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Course outlines of record for all courses meet all the requirements of title 5, section 55002, for credit and noncredit course requirements.

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

**13. Display of Proposed Sequence**
> Provide a flowchart, table, or diagram that shows how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. Include the course department name and course number, and units per term. Indicate whether the course sequence is suggested or mandatory. 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.

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

*For AA-T or AS-T: Not required.*

**14. Transfer Applicability (if applicable)**
For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

**Attachment Required: Transfer Documentation** (if applicable)

Articulation Agreements are needed for proposals with the following program goals:
• Three Articulation Agreements – for Transfer only
• Two Articulation Agreements – for Transfer and CTE

*For AA-T or AS-T:*

*1) Complete and attach the TMC template for the major.*

> *When a TMC is finalized, a template will be available, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory. The community college will complete the columns in the right half of the table to indicate which courses in the TMC have been adopted. The current list of approved TMC templates may be found online at*
> *http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseAppro val/ApplicationsandForms/tabid/431/Default.aspx*

> *It must be noted that some TMC patterns allow community colleges to include other courses not specifically indicated in the TMC. In the Psychology TMC template, for example, the college may designate in List B any course that has articulation as lower-division major preparation for the psychology major at a CSU. When the community college decides to include such a course, discipline faculty must consult with CSU discipline faculty to confirm that the course provides preparation for the CSU major. When selecting local courses in this situation, documentation of applicability to the major at the local CSU is required. The documentation may include the following, listed in order of preference:*
> *• Assigned course identification (C-ID) designation or*
> *• Assigned Transfer CSU (TCSU) number or*
> *• Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).*

*The TMC template will provide information about acceptable forms of documentation for articulated courses in each list of options for that major. The college will attach necessary documentation for the course to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory.*

*2) Provide ASSIST articulation or transfer documentation (based on the TMC template requirements) for any course that does not have a C-ID descriptor to a CSU institution. ASSIST articulation information must be for the TMC major (not the course discipline) at a CSU institution.*

> *Articulation and transfer data can be downloaded from ASSIST website at http://www.assist.org/webassist/ welcome.html. 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.*

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

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

> *For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum*

*qualifications and possess knowledge and experience in this program area.*

**16. Facilities and Equipment Plan**

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

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and state funds for equipment 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.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

**17. Financial Support Plan**

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

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

Sources of support for facilities and equipment may include state capital outlay funding, instructional equipment grants, donations by industry, and funds from private sources/foundations.

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

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

**18. Faculty Qualifications and Availability**

This section must clearly indicate that the program will be adequately staffed and managed by faculty who meet state minimum qualifications and who have adequate knowledge and experience in the program area. Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college and not submitted with the proposal.

Discuss the balance of full-time and part-time instructors in the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided regarding the additional costs and how the training will be provided. Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the ASCCC for the timeline and process to recommend that the new discipline be added to the Disciplines List.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and*

*equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

## *Criteria E. Compliance*

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

Some of the title 5 sections to note are the following:
- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040–55046 and 58161)
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168–58172)
- Regulations regarding open-entry open-exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (Cal. Code Regs., tit. 16)

Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses.

## 19. Based on model curriculum (if applicable)

If the program design is based upon a model that has been developed for statewide or national use other than the TMC developed during the implementation of Education Code section 66746, refer to the model, and if possible, include a copy of the model or a summary of it. Explain any departures from the model to fit local circumstances or for other reasons.

The TMCs were developed collaboratively by intersegmental discipline faculty from the community colleges, CSU, and UC, so they are different from model curricula developed prior to 2010.

The Chancellor's Office requires that, in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the Chancellor's Office, every new program proposal generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; in California's insurance industry; and in child development/early childhood education.

*For AA-T or AS-T: Sections 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

## 20. Licensing or Accreditation Standards

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

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

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

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

*If the degree is in a CTE discipline that has licensing, accreditation, or certification requirements the college must complete the requirements of this section.*

## 21. Student Selection and Fees

Describe any entry criteria and the selection process for admission to the program, if the program is selective. Program admission or selection procedures should comply with the provisions of title 5, sections 55201 and 58106. In addition, all mandatory fees 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, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*