Appendix C:

Proposal Development Guide for an Associate Degree: Associate of Arts (A.A.) and Associate of Science (A.S.)

BACKGROUND

This guide outlines requirements specific to submitting a "traditional" Associate Degree, specifically an Associate of Arts (A.A.) or Associate of Science (A.S), to the California Community Colleges Chancellor's Office for review. This guide is <u>not</u> intended for use in developing an Associate Degree for Transfer (ADT) – refer to the preceding Appendix B for detailed instructions specific to ADTs.

Please note:

- Proposal requirements unique to a traditional associate degree with a program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer" are shown in red.

- Special instructions and requirements for an Apprenticeship proposal are noted.

This guide is divided into the following sub-sections related to submitting a <u>new</u> associate degree proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.

- **Supporting Documentation** – items you attach to the curriculum proposal.

- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing associate degree proposal:

- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program courses. The complete Data Element Dictionary (DED) is accessible on the Chancellor's Office website (www.cccco.edu) under the Management Information Systems (MIS) Unit of the Technology, Research, and Information Resources Division.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the desired **SP02: Program Award** as shown below (two traditional associate degree options are available: A – A.A. Degree and S – A.S. Degree; refer to the *Handbook* section three for a detailed discussion of each credit option).

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

- Associate of Science (A.S.) is strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs.
- Associate of Arts (A.A.) is strongly recommended 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.

After a selection is made, the proposal will automatically recalibrate and the following fields are shown:

Form fields shown in the screenshot:

1 — Back to List
9 — New Program [CCCCO]
2 — SPO2: Program Award — S - A.S. Degree
3 — Program Title
4 — Progam Goal — C - Career Technical Ed
5 — Effective Date — 7/8/2013
6 — Units for Degree Major or Area of Emphasis (Minimum) / Units for Degree Major or Area of Emphasis (Maximum)
Total Units for Degree (Minimum)
7 — Total Units for Degree (Maximum)
8 — Annual Completors
Net Annual Labor Demand (CTE only)
10 — Faculty Workload
11 — New Faculty Positions
12 — New Equipment
13 — New/Remodeled Facilities
14 — Library Acquisitions
15 — Program Review Date
16 — Gainful Employment — ○ Yes ◉ No
17 — Apprenticeship — ○ Yes ◉ No
18 — Distance Education
19 — CTE Regional Consortium Approved — ○ Yes ◉ No
20 — District Governing Board Approved — ○ Yes ◉ No
District Governing Board Approval Date
21 — Save | Save & Exit

1. SP02: Program Award: The previously selected program award (A.A. or A.S.) is shown.

2. Program Title: Enter the exact title that is proposed for the catalog. The title must clearly and accurately reflect the scope and level of the program. Do not include descriptors, such as "with an emphasis," "degree," "certificate," "transfer" or "for transfer" in the program title. Note: the Associate Degree for Transfer is reserved for degrees that comply with Education Code section 66746.

3. Program Goal: Select the appropriate program goal from the following options: Career Technical Education (CTE), Transfer, Career Technical Education (CTE) and Transfer, or Other – Designed to meet community needs. Please refer to section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each.

For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer."

4. SP01: Program TOP Code: Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. The *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the *CCC Curriculum Inventory.*

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, thus the program top code will reflect the majority of required degree courses.

The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code should contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, and will notify the college.

5. Units for Degree Major or Area of Emphasis – Minimum & Maximum: Enter the (minimum and maximum) 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. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

6. Total Units for Degree – Minimum & Maximum: Enter the total (minimum and maximum) 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. If the degree requires greater than 60 semester or 90 quarter units, then include a justification in Narrative Item 4. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

7. Annual Completers: Enter the number of students projected to be awarded the degree each year after the program is fully established. The estimation submitted for annual completers should be reasonable in light of historical completion rates. As a point of reference, refer to the Chancellor's Office Data Mart (www.cccco.edu click on the *DATAMART* hyperlink on the top right header) for historical completion rates by academic year for each TOP Code. An explanation for this entry must

be provided in the Narrative Item 5. Enrollment and Completer Projections. The number entered must be greater than zero.

8. Net Annual Labor Demand: For programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

9. Faculty Workload: Enter the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree during the first full year of operation, regardless of whether they are new or existing faculty. The number must be entered as a decimal—for example, one and a quarter FTEF would be entered as 1.25. This estimate is <u>not</u> the number of FTES (full time equivalent students) expected to be generated by the program. Typically, a college will enter approximately 0.5 to 7.0 FTEF as *Faculty Workload* for a proposed program.

10. New Faculty Positions: Enter the number (<u>not</u> FTEF) of separately identified new faculty positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the degree and no plans exist to hire new faculty, enter 0 (zero).

Refer to Title 5, Subchapter 4. Minimum Qualifications, sections 53400 thru 53430 for requisites for faculty positions.

11. New Equipment: If new equipment will be acquired for the degree, estimate (in dollars) the total cost from all sources, including district and state funds. If no new equipment will be acquired for the degree, enter zero (0).

12. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the degree, estimate (in dollars) the cost from all sources, including district and state funds. If no new or remodeled facilities will be acquired for the degree, enter zero (0).

13. Library Acquisitions: If new library and learning resources materials will be acquired for the degree, estimate (in dollars) the total cost for all materials. If no new library and learning resource materials will be acquired for the degree, enter zero (0).

14. Program Review Date: Enter the month and year of the first scheduled review of the degree after it has been approved. For a degree with a program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," pursuant to Education Code section 78016, the degree must be reviewed every two (2) years.

15. Gainful Employment (yes/no): Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section (www.ifap.ed.gov/GainfulEmploymentInfo). Please note: this data is used for Chancellor's Office generated reports only. It is the sole responsibility of the college to submit gainful employment data to the U.S. Department of Education. The college may use or modify the detailed records created by the Chancellor's Office or elect to use their own records.

16. Apprenticeship (yes/no): Select "No" if the program is not an apprenticeship. Select "Yes" if the program is an apprenticeship with approval from the Division of Apprenticeship Standards. If "Yes" is selected, the following additional proposal fields will appear and are required:

> **Employer or Joint Apprenticeship Committee (JAC) Sponsor:** Enter the Name, Address, and Telephone Number of the Sponsor.
>
> **RSI - Year & Hours:** Enter the estimated total number of related and supplemental instruction (RSI) hours the program is likely to generate in the first three years.

Year 1	[Whole number]
Year 2	[Whole number]
Year 3	[Whole number]
Total	[auto total]

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer."

17. Distance Education: Indicate the extent to which the courses associated with the degree are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%. Refer to Section Two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of distance education.

18. CTE Regional Consortium Approved (yes/no) – For programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," by selecting "yes," the college certifies that the certificate was approved by the CTE regional consortium (including delegated authority), pursuant to Title 5 section 55130(b)(8)(E). For a program with a selected goal that does not include Career Technical Education (CTE), this field is not shown or required.

19. District Governing Board Approved (yes/no) – By selecting "yes," the college certifies that the degree was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55130.

20. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the degree, pursuant to Title 5 section 55130.

21. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the required *Course Report* box and section for adding *Supporting Documentation* will appear (shown below).

Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses required for the degree. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal. This report must reconcile with the courses listed in the Narrative Item 3. Program Requirements.

In addition, the *Supporting Documentation* box will appear (shown below).

SUPPORTING DOCUMENTATION

All traditional associate degree proposals (including apprenticeships) require the following supporting documentation:

- **Narrative** - describing the development of the degree, addressing items outlined in the following sub-section.

- **Course Outlines of Record** (for each course listed on the Course Report and Narrative Item 3. Program Requirements). General education course outlines are not required to be attached to the proposal.

- **Transfer Documentation** –An associate degree with a program goal including "Transfer" prepares students to continue study in the same or similar area at a baccalaureate-granting institution. For a program with a selected program goal of "Transfer" or "Career Technical Education (CTE) and Transfer," required documentation includes <u>one</u> *ASSIST Articulation Agreement by Major (AAM)* report showing that required courses fulfill the **majority (51% or greater)** of lower-division requirements for the baccalaureate major. Articulation agreements can be downloaded from the ASSIST website at www.assist.org. (ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most

accurate and up-to-date information about student transfer in California.) The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

A sample ASSIST *Articulation Agreement by Major* is shown below:

```
3/15/2013                      www.assist.org                      Page   1
                        Articulation Agreement by Major
                      Effective during the 11-12 Academic Year
    To: CSU Sacramento              |From: Fresno City College
    10-12 General Catalog  Semester |11-12 General Catalog        Semester
===============================================================================

                        ====American Sign Language====
  EDS 51    AMERICAN SIGN LANGUAGE 1    (3)|ASL 1   Beginning American Sign   (4)
                                           |        Language
  ----------------------------------------------------------------------------
  EDS 52    AMERICAN SIGN LANGUAGE 2    (3)|NO COMPARABLE COURSE
  ----------------------------------------------------------------------------
  EDS 53    AMERICAN SIGN LANGUAGE 3    (4)|ASL 2 &  High-Beginning American   (4)
                                           |         Sign Language
                                           |ASL 3    Intermediate American     (4)
                                           |         Sign Language
  ----------------------------------------------------------------------------
  EDS 56    ASL FINGERSPELLING AND      (1)|NOT ARTICULATED
            NUMBERS                        |
  ----------------------------------------------------------------------------
  EDS 57    ASL CLASSIFIERS             (2)|NOT ARTICULATED
  ----------------------------------------------------------------------------
  EDS 60    INTRO. TO DEAF STUDIES      (3)|ASL 5   Deaf Culture               (3)
  ----------------------------------------------------------------------------
  EDS 154   AMERICAN SIGN LANGUAGE 4    (4)|NO COMPARABLE COURSE
  ----------------------------------------------------------------------------
  EDS 155   AMERICAN SIGN LANGUAGE 5    (4)|NO COMPARABLE COURSE
  ----------------------------------------------------------------------------
  COMMENTS:

  1.  Articulated Sign Language courses completed at the community college are
      awarded lower-division credit only.

  END OF MAJOR
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If the proposed program includes more than one area of emphasis, please note that the supporting documentation submitted must include lower division requirements for each area of emphasis (some ASSIST reports include all areas of emphasis on one report while others require the college to access and aggregate multiple ASSIST reports – one for each area of emphasis – to submit complete transfer documentation for the proposed program.

For a program that does not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by at least one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer. A sample ASSIST *CSU Baccalaureate Level* Course List by *Department* is shown on the following page:

```
6/17/2013                    www.assist.org                   Page    1
                 CSU Baccalaureate Level Course List by Department
                             American River College
                                    13-14
                                                             Semester
          Course          Title                              Units

                          ---- Business ----
          BUS 300         Introduction to Business              3
          BUS 310         Business Communications               3
          BUS 312         Workplace Behavior and Ethics         3
          BUS 317         Managing Conflict                     3
          BUS 320         Concepts in Personal Finance          3
             Same as: ECON 320
             CSU GE: D2
          BUS 330         Managing Diversity in the Workplace   3
             CSU GE: D3
          BUS 332         Cross-Cultural Customer Service       3
          BUS 340         Business Law                          3
          BUS 345         Law and Society                       3
             Same as: POLS 332
             IGETC: 4H CSU GE: D8
          BUS 350         Small Business Management/Entrepreneurship  3
          BUS 495         Independent Studies in Business      .5-4
          BUS 498         Work Experience in Business           1-4
          BUS 499         Experimental Offering in Business    .5-4

          END OF REPORT
```

A   sample   ASSIST
CSU GE Certification Course List by _Department_ is shown below:

```
6/17/2013                    www.assist.org                   Page    2
                 CSU GE Certification Course List by Department
                             American River College
                                    13-14
                                         Smstr  Cert  Date    Date
          Course          Title          Units  Area  Apprvd  Rmvd
Art (continued)
          ART 324         Collage and Assemblage    3    C1    S06
          ART 370         Three Dimensional Design  3    C1    SU03
             (Formerly ART 16 prior to SU03)
          ART 372         Sculpture                 3    C1    SU03
             (Formerly ART 21A prior to SU03)
          ART 390         Ceramics                  3    C1    SU03
             (Formerly ART 25A prior to SU03)
          ART 411         Artistic Photography      3    C1    SU03    F07
             (Formerly ART 40A prior to SU03)
          ART 420         Film Making               2    C1    SU03
             (Formerly ART 29A prior to SU03)
          ART 430         Art and Children          3    C1    S06
             (Formerly ART 431 prior to S06)
          ART 431         Art and Children          3    C1    SU03    S06
             (Formerly ART 26A prior to SU03)

          END OF REPORT
```

Similarly, ASSIST provides _CSU GE Certification_ Course Lists by _Area_ (not shown)_._

NARRATIVE TEMPLATE for a Traditional Associate Degree: Associate of Arts (A.A.) and Associate of Science (A.S.)

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

Item 1. Program Goals and Objectives

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

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

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

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

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

Student Selection and Fees: **If the program is selective,** describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or

uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description

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

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

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

- List all prerequisite skills or enrollment limitations

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

- If the associate degree program goal selected is "**Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer**," then the description must list the potential careers students may enter upon completion.

- If the associate degree program goal selected includes **Transfer**, then the description must list baccalaureate major or related majors.

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

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

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

Item 3. Program Requirements

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

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

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

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

A.A. Administration of Justice

Requirements	Dept. Name/#	Name	Units	CSU-GE	IGETC	Sequence
Required Core (6 units)	ADMJ 50	Introduction to Justice	3	A1	Area 1	Yr 1, Fall
	ADMJ 60	Criminal Law	3	B2	Area 4	Yr 2, Spring
Two courses (6 units)	ADMJ 40	Juvenile Justice Procedures	3			Yr 1, Fall
	ADMJ 55	Introduction to Correctional	3		Area 2	Yr 2, Spring
	ADMJ 61	Science	3			Yr 2, Spring
	ADMJ 63	Evidence	3	A1		Yr 1, Summer
	ADMJ 70	Criminal Investigation	3			Yr 1, Fall/Spring
	ADMJ 80	Community Relations	3			Yr 2, Fall/Spring
	ADMJ 85	Criminal Trial Process	3			Yr 1, Spring/Summer
		Introduction to Forensics				Yr 2, Fall

Two courses (6 units)	SOC 1	Principles of Sociology	3	D6	Area 1	Yr 2, Spring
	PSY 1	General Psychology	3	A1		Yr 1, Summer
	PSY 5	Behavioral Sciences	4			Yr 1, Fall

Required Major Total: 18-19 units
Completion of CSU-GE Breadth or IGETC pattern: 37-39 units
(Possible double counting: 12 units)
Transferable electives (as needed to reach 60 units)
TOTAL UNITS: 60 units

Proposed Sequence:
Year 1, Fall = 15 units
Year 1, Spring = 12 units
Year 1, Summer = 3 units
Year 2, Fall = 14 units
Year 2, Spring = 16 units
TOTAL UNITS: 60 units

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

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

If the associate degree program goal selected is "**Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer**," then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

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

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

Item 4. Master Planning

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

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

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

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

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

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

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

Item 5. Enrollment and Completer Projections

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

(A) Enrollment Data

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

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

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

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

(B) Survey

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

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

Item 6. Place of Program in Curriculum/Similar Programs

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

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

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

c) What related programs are offered by the college?

Item 7. Similar Programs at Other Colleges in Service Area

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

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

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

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

ADDITIONAL SUPPORTING DOCUMENTATION – CTE (Excluding Apprenticeships)

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

If the selected program goal is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," then the following are required as <u>additional</u> supporting documentation:

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

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

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

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

   In addition to Advisory Committee recommendation for approval (with a motion approved in meeting minutes), Title 5, section 55130(b)(8)E, also requires that **credit** programs be reviewed by Regional Consortia, when applicable. Consequently, proposals for credit programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. **Minutes of the regional consortia**

meeting(s) at which the program was discussed and approved must be included. The recommendation should be clearly stated with a motion approved in the meeting minutes. Highlight using an electronic highlighter or another easily visible method in the attachment 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. Meeting minutes must include the date and place of the meeting and names of all who attended.

SUPPORTING DOCUMENTATION – APPRENTICESHIP

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

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

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

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

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for traditional associate degree proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

✓ **Proposal fields #1-20** – All fields are complete, no fields are left blank. Please refer to section one of this guide for a detailed description of requirements unique to each field.

1. SP02: Program Award: A.A. or A.S. is selected as the program award.

2. Program Title: Entered as it will appear in the catalog; does not include descriptors, such as "with an emphasis," "degree," "certificate," "transfer" or "for transfer."

3. Program Goal: Career Technical Education (CTE), Transfer, Career Technical Education (CTE) and Transfer, or Other – Designed to meet community needs is selected; refer to section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each.

For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer."

4. SP01: Program TOP Code: An appropriate TOP code is selected.

5. Units for Degree Major or Area of Emphasis – Minimum & Maximum: The (minimum and maximum) number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements is entered. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

6. Total Units for Degree – Minimum & Maximum: The total (minimum and maximum) 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 is entered. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

7. Annual Completers: The number of students projected to be awarded the degree each year after the program is fully established is entered and reconciles with the Narrative Item 5. Enrollment and Completer Projections. The number entered is greater than zero.

8. Net Annual Labor Demand: For programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," 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 is entered. The number is explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered is greater than zero.

9. Faculty Workload: The number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree during the first full year of operation, regardless of whether they are new or existing faculty is entered as a decimal.

10. New Faculty Positions: The number (not FTEF) of separately identified new faculty positions, both part- and full-time is entered.

11. New Equipment: If new equipment will be acquired for the degree, an estimate (in dollars) is provided. If no new equipment will be acquired for the degree, zero (0) is entered.

12. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the degree, an estimate (in dollars) is provided. If no new or remodeled facilities will be acquired for the degree, zero (0) is entered.

13. Library Acquisitions: If new library and learning resources materials will be acquired for the degree, an estimate (in dollars) is provided. If no new library and learning resource materials will be acquired for the degree, zero (0) is entered.

14. Program Review Date: A future date is entered; for a degree with a program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," pursuant to Education Code section 78016, the degree must be reviewed every two (2) years.

15. Gainful Employment (yes/no): If the program meets U.S. Department of Education gainful employment criteria is indicated.

16. Apprenticeship (yes/no): "No" is selected if the program is not an apprenticeship. "Yes" if the program is an apprenticeship with approval from the Division of Apprenticeship Standards and the following additional proposal fields are complete:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: The Name, Address, and Telephone Number of the Sponsor are entered.

RSI - Year & Hours: The estimated total number of related and supplemental instruction (RSI) hours the program is likely to generate in the first three years is entered.

Year 1	[Whole number]
Year 2	[Whole number]
Year 3	[Whole number]
Total	[auto total]

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer."

17. Distance Education: The extent to which the courses associated with the degree are conducted via distance education is indicated.

18. CTE Regional Consortium Approved (yes/no) – For programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," "Yes" is selected. For a program with a selected goal that does not include Career Technical Education (CTE), this field is not shown or required.

19. District Governing Board Approved (yes/no): "Yes" is selected.

20. District Governing Board Approval Date: A historical date is entered.

✓ **Course Report** – The course report reflects all courses listed in the Narrative Item 3. Program Requirements (general education courses are not required to be attached to the proposal).

- ✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed in the Narrative Item 3. Program Requirements (general education courses are not required to be attached to the proposal).

- ✓ **Supporting Documentation – Transfer Documentation;** If applicable, articulation and transfer reports downloaded from ASSIST website at www.assist.org (ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.) are attached.

- ✓ **Supporting Documentation – Narrative Items #1-7** are complete; refer to the aforementioned discussion for details.

If the program goal (selected in field #3 above) is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer" and the program is NOT an apprenticeship, then the following additional supporting documentation is attached:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – Advisory Committee Recommendations** including (1) a list of advisory committee members, (2) minutes of committee meetings highlighting the action to approve the proposed program, and (3) a description of how program design aligns with committee recommendations.
- ✓ **Supporting Documentation – Regional Consortia Approval Meeting Minutes** clearly indicating the action to approved the proposed program.

If the program is an **apprenticeship**, then the following additional supporting documentation is attached:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the "file number" assigned to the program by the DAS.

Amending an Existing Proposal

To amend an existing traditional associate degree proposal, identify the active inventory record for which an amendment is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired record (red circle shown below).

Next you will see a box titled *Proposal Action* (red oval shown below)*.* Notice the proposal for which you are taking action is visible below under the section titled *Current Program* Information (red arrow shown below).

Depending upon the action selected, proposal fields shown for the existing proposal will recalibrate. In addition, select fields (if any) will be locked for editing based upon the type of amendment selected. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. Corrections do not require district governing board approval. It is important to note that correction(s) made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported.

Amend: Substantial Change – An action to create a new program record based upon an active program record.
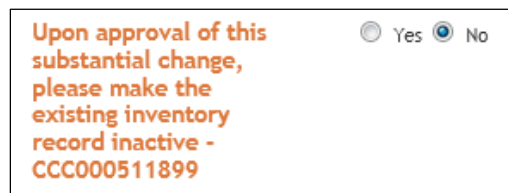
Examples of substantial changes include:
- The goals and objectives of the program are substantially changed.
- The TOP code will change to a different TOP code at the discipline-level (e.g.; biological sciences (04) to health (12).
- Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal. For example, a college may decide to create an associate degree for

transfer (A.A.-T or A.S.-T) in the same four-digit TOP code as an existing degree or certificate offered by the college.

- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past.

This action <u>will</u> initiate a new control number. Upon approval, the submitted proposal will be assigned a new program control number. Some colleges choose to keep both program proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) program record after a (new) substantial change proposal is approved (and a new, second program control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown on the following page – note the original record control number that will be made inactive is provided in the field).

<table>
<tr><td>Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899</td><td>○ Yes ● No</td></tr>
</table>

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, <u>all</u> proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation. For all substantial change proposals, the same supporting documentation is required for the substantial change proposal as would be required of a new program submission.

Unless revised as a component of the desired substantial change, original supporting documentation should remain attached to the proposal. For example, if the change includes adding or removing courses from an existing program, the Course Report and attached Course Outlines of Record (CORs) should reflect only the current courses required as a result of the substantial change proposal (remove any courses that will not be associated with the program after the substantial change is approved). If the program goal includes Transfer, then new transfer documentation should also be included in the proposals.

A revised Narrative (items 1-7) is required (refer to the aforementioned discussion for details) as supporting documentation. (Note: the sole exception for the revised narrative is if the college is creating a new Associate Degree for Transfer (ADT), then only Narrative items #1-2 are required –

please see Appendix B for details.) For each Narrative Item, please provide the context, justification and details of the proposed change(s) where appropriate in the document.
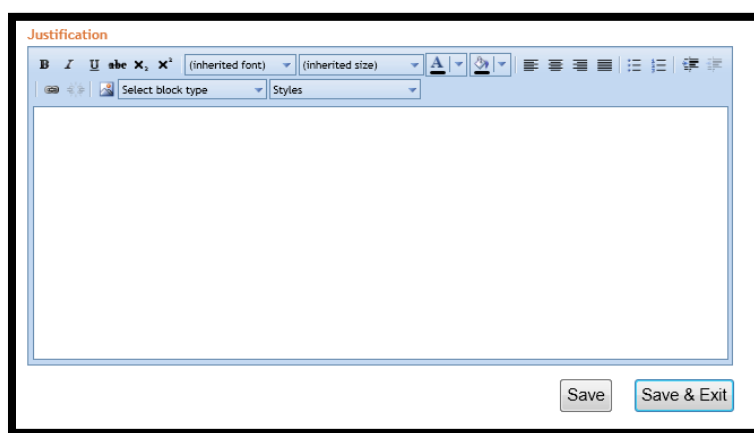
If the program goal (selected in proposal field #3) is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer" and the program is NOT an apprenticeship, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – Advisory Committee Recommendations** including (1) a list of advisory committee members, (2) minutes of committee meetings highlighting the action to approve the proposed program, and (3) a description of how program design aligns with committee recommendations.
- ✓ **Supporting Documentation – Regional Consortia Approval Meeting Minutes** clearly indicating the action to approved the proposed program.

If the program is an **apprenticeship**, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the "file number" assigned to the program by the DAS.

Finally, describe the change(s) and rationale for the changes in the *Justification* box (shown below) in the proposal.

After desired change(s) are made,

save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former program record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that <u>will not</u> initiate a new control number.

Examples of nonsubstantial changes include:
- Title changes
- The TOP code will change to a TOP code within the same discipline-level (e.g.; a change within the discipline of biological sciences (04) from the field of Biology, General (0401.00) to Microbiology (0403.00)).
- degree unit changes
- Addition to or removal of courses from an existing approved program

For a nonsubstantial change, <u>select</u> proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting. Unless revised as a component of the desired nonsubstantial change, original supporting documentation (such as the program narrative, transfer documentation, CORs, etc.) should remain attached to the proposal.
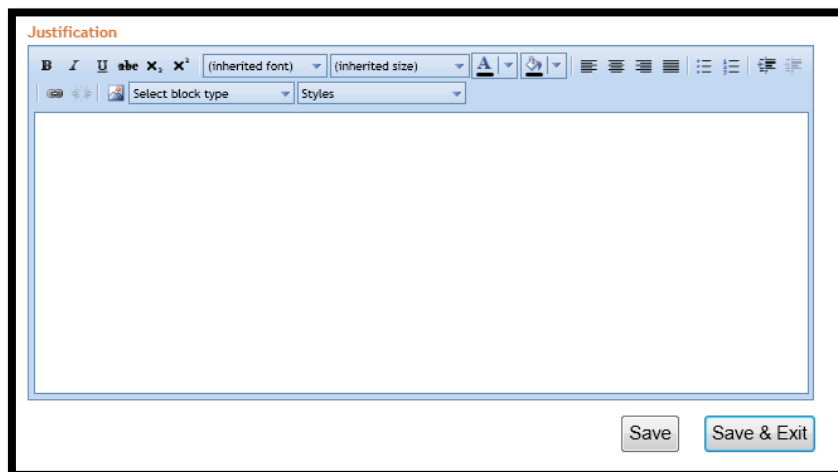
If the nonsubstantial change entails adding or removing courses from an existing program and/or the total number of required unit changes, the following is required:

- The Course Report should reflect only the current courses required as a result of the nonsubstantial change proposal (remove any courses that will not be associated with the program after the nonsubstantial change is approved).

- Ensure all Course Outlines of Record are attached as supporting documentation for all courses listed in the Course Report.

- Submit a revised Program Requirements table (narrative item #3).

- If the selected associate degree program goal includes Transfer (equals "Transfer" or "Career Technical Education (CTE) and Transfer"), submit revised Transfer Documentation (where applicable).

The college may elect to revise the previously submitted program proposal narrative with track changes or color-coded text to indicate content changed in the proposal narrative.

Note: A nonsubstantial change to a previously approved credit program with a program goal "Career Technical Education (CTE) and Transfer" or "Career Technical Education (CTE)" does <u>not</u> require regional consortium approval.

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown below) in the proposal.

After desired change(s) are made, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative Program Data?

Qualitative changes to a program may or may not include changes to MIS Course Data Elements. When no changes to MIS Student Program Data Elements (such as SP01 or SP02) are made, determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

Correction – Changes include no substantive changes to the program. Changes typically include grammar, updates to department/division naming conventions, clarification to narrative items. In addition, with the migration of curriculum records from a paper-based system to an online repository – some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active program record in the CCC Curriculum Inventory that does not have program CORs or a Narrative attached as supporting documentation may be updated using the correction feature (clicking on *Amend > Take Action > Correction*, adding the CORs and/or Narrative as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a program has substantially changed, a new program control number is required. Put differently, this substantially changed program is

in essence a "new program" and requires its own unique control number. Either a proposal for a substantial change to an existing program or a proposal for a new program may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of student enrollment. The interpretation of "substantially changed" <u>qualitative</u> content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the program design and course content required in accordance with Title 5 sections 55130 (Approval of Credit Programs) and 55002 (Standards and Criteria for Courses).

Nonsubstantial Change – If the qualitative content required in Title 5 sections 55130 (Approval of Credit Programs) and 55002 (Standards and Criteria for Courses) is beyond the scope of a correction but has not substantially changed, then a new program control number is not required.

Amend: Active to Inactive – An action to make an active degree inactive. This action <u>will not</u> issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).
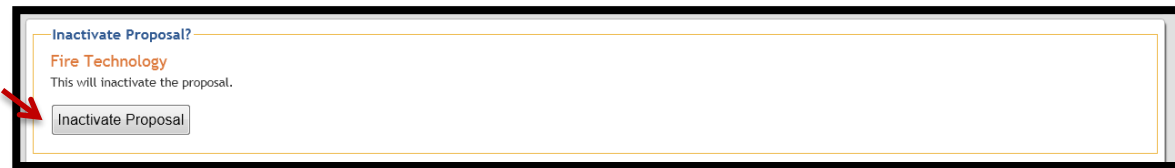
Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system <u>immediately</u> upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active program which was previously made inactive. This action <u>will not</u> initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown on the following page) will appear. Click the *Activate Proposal* button (red arrow shown on the following page).

Activate Proposal?
MATH-7
This will Activate the proposal.

[Activate Proposal]

Important Note: A proposal to make a program active is effective in the CCC Curriculum Inventory system <u>immediately</u> upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.