

Peralta Community College District
The Department of Academic Affairs

Program and Course Approval Handbook



Preface

This Peralta *Program and Course Approval Handbook* represents an updating of the 2014 *Manual/Handbook*. It reflects the statutory and regulatory changes that have occurred in California over the past several years. It is expected to be a “living document,” which means at any point-in-time there may be additions and corrections. Therefore, the intention is to periodically update this handbook.

The Peralta Board of Trustees board policies and administrative procedures have been included, where appropriate, both in text, references, and Peralta Web Page Links. Their complete text can be found at <http://web.peralta.edu/trustees/board-policies>.

Policies and procedures have also been included from the California Community Colleges Chancellor’s Office document, *Program and Course Approval Handbook (PCAH)*. It is available at the California Community Colleges Chancellor’s Office Academic Affairs Division web page: http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

This 4th edition has undergone expert review and comment by representatives of the College Curriculum Committees and the Council on Instruction, Planning and Development (CIPD). It has been presented to the College Academic Senates, District Academic Senate, and the District Academic Affairs and Student Services Committee. The Office of Academic Affairs acknowledges the expertise and valuable contributions of all involved in the development of this handbook.

This *Handbook* is available on the Peralta District website at <http://web.peralta.edu/curriculum/> located under “District Office,” “Academic Affairs,” “Curriculum” tabs. For comments or questions about this *Handbook* or about program or course approval, please refer to your Curriculum Committee Chair.

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Part I: Overview of Curriculum: Processes and Responsibilities

Purpose of this Handbook

This *Peralta Program and Course Approval Handbook* assists administrators, faculty, and staff in the development of programs and courses and the submission of these proposals for review and approval at the district Council on Instruction, Planning, and Development (CIPD).

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

- Peralta Community College District's program and course approval procedures.
- A framework for consistent documentation of the content and objectives of programs and courses.
- Understanding of uniform practices in curriculum development as established in the field of curriculum design and instructional technology and as recommended by the Academic Senate for California Community Colleges.

By statute, the California Community Colleges Board of Governors has statewide responsibility for approving all new instructional programs and courses offered by community colleges. This mandate is one of the earliest and most basic legislative charges to the Board and is detailed in California Education Code section 70901.

The Board of Governors delegates its oversight responsibility for the community college curriculum and instruction to the State Chancellor's Office. The California Education Code and the California Code of Regulations, Title 5, provide the mandate on the content of program and course proposals. The State Chancellor's Office reviews community college proposals within the context of Title 5 regulations. The California Education Code and the California Code of Regulations, Title 5, can be accessed at the Chancellor's Office website at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I836118C0D47E11DEBC02831C6D6C108E&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I836118C0D47E11DEBC02831C6D6C108E&transitionType=Default&contextData=(sc.Default))

Community college program and course proposals require review and approval and are provided a control number by the State Chancellor's Office prior to being offered at a community college. The State Chancellor's Office delegates specified parts of its authority to local districts. For details, refer to *California Community Colleges, Program and Course Approval Handbook (PCAH)*, available at http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

Each course to be offered by a community college (except community service classes) shall be reported to the State Chancellor's Office before the course is offered by a community college.

The governing board of each community college district shall establish policies for and approve courses of instruction and educational programs. Education Code Section 70902.

Individual community colleges are mandated to uphold state standards for courses and programs based upon curriculum policies each district is mandated to establish. Education Code Section 70902.

These responsibilities are carried out through a curriculum committee constituted as required by California Code of Regulations Title 5. In the Peralta Community College District, all new courses and programs and revised courses and programs from each of the four colleges are reviewed and action is taken by the district Council on Instruction, Planning, and Development (CIPD). All course and program proposals are then forwarded to the Board of Trustees for action.

The complete and current text of all California statutes, including the California Education Code sections referred to herein, may be viewed at <http://leginfo.legislature.ca.gov>
The complete and current text of all regulations in the California Code of Regulations, Title 5, including those referred to in this *Manual*, may be viewed at
[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I836118C0D47E11DEBC02831C6D6C108E&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I836118C0D47E11DEBC02831C6D6C108E&transitionType=Default&contextData=(sc.Default))

Additional complete and current information from the California Community College Chancellor's Office regarding curriculum is available at
<http://extranet.cccco.edu/Divisions/AcademicAffairs.aspx>

Council on Instruction, Planning, and Development (CIPD)

The Council on Instruction, Planning, and Development (CIPD) is the district-level committee/council for program and course review and action. The four Peralta colleges present their program and course actions at a monthly CIPD meeting. Those program and course actions that are approved are forwarded to the Peralta Board of Trustees for final approval.

The primary responsibilities of the Council on Instruction, Planning, and Development (CIPD) are:

1. To advise the district in academic areas and related planning;
2. To provide a leadership role in program review and development;
3. To review college curriculum additions, deletions, or modifications and submit them to the Board of Trustees for approval.

Curriculum oversight includes:

1. Peralta Uniform [Course Numbering](#) (UCN) process;
2. Consistent implementation of core curriculum at all four colleges;
3. Quality assurance of programs within the district through regularly scheduled review;
4. Uniform compliance with Title 5 regulations regarding curriculum;
5. Guidelines for program and course implementation as it relates to state and federal agencies, other external agencies, and accreditation standards.

Membership

Each college shall have six voting members: the Vice President of Instruction, one other manager (the Vice President of Student Services or a Division Dean of Instruction), the College Curriculum Committee Chair, the Articulation Officer, a College Academic Senate appointee, and the College Curriculum Specialist.

The Vice Chancellor of Academic Affairs and a faculty member shall co-chair the committee. The Vice Chancellor shall have one vote in case of a tie. The district Curriculum and System Technology Analyst shall have one vote. Ex-officio Members: PFT President, District Academic Senate President, and The Vice Chancellor of Student Services.

Process

After College Curriculum Committee approvals, the following items are submitted to CIPD for review and/or approval:

1. New courses and programs;
2. Substantive/non- substantive changes to courses, for more information, please see ["Course Proposals-Types of Changes"](#) in this manual (p.117)
3. Modifications to programs;
4. Distance Education proposals (informational only).

Any CIPD member can place an item on the agenda. CIPD will review, analyze, and make recommendations to the Chancellor, or designee, who will forward appropriate information to the Board of Trustees.

Items for each month's CIPD agenda must be submitted no later than two weeks prior to the meeting. Once items are approved by CIPD, they should not be changed prior to or after going to the Peralta Board of Trustees.

Policy/Procedures when a CIPD Member is Absent

Sound action by CIPD depends upon active and dependable participation by all members. Regular attendance is essential. The question arises as to what should occur when a member cannot attend CIPD. There are three options, see below:

OPTION I: Conduct all CIPD business with members in attendance.

OPTION II: Alternate appointed for absent member.

OPTION III: Absentee ballot:

1. Used for agenda items only (this requires that the agenda be distributed in a timely manner).
2. Ballot must be in the Office of the Vice Chancellor of Academic Affairs no later than noon of the meeting day.
3. The ballot must have the item(s) being voted on clearly identified, signed, and dated by the member.
4. The ballot will be opened by the Vice Chancellor during the CIPD meeting, after the vote of those present has been taken.
5. Any business which occurs during a meeting and requiring consensus or vote will be acted upon by those present. There will not be a delay of action because of member(s) absence.

CIPD General Education Subcommittee

The General Education (GE) Subcommittee meets annually near the end of the Spring Semester to review proposed changes/additions to the General Education courses required for the local AA/AS Degrees at the four Peralta Colleges. Each course is reviewed using the criteria contained in Peralta Community College District Administrative Procedure AP 4100: Graduation Requirements for Degrees and Certificates.

<http://web.peralta.edu/trustees/files/2013/12/AP-4100-Graduation-Requirements-for-Degrees-and-Certificates4.pdf>

The members of the committee are the Articulation Officers from each college, a representative from District Admissions and Records, and a representative from the Office of the Vice Chancellor of Academic Affairs.

The results of this annual meeting are presented to CIPD for review and approval and then submitted to the Board of Trustees for final approval. Members of the committee then work together to ensure the information is communicated to all necessary areas of the colleges and district office.

Peralta District Curriculum Process Chart

Process	Responsibility for Completion
<p>1. Course or Program Concept</p> <ul style="list-style-type: none"> • New or Updated • Initial Entry into CurriQūnet META <p>(New courses or programs should have been proposed either in Comprehensive Program Review or the Annual Program Update.)</p>	Faculty Member at Originating College
<p>2. Review and Discussion with:</p> <ul style="list-style-type: none"> • Department Chair (in all cases) • Librarian (in all cases) • SLO Coordinator (in all cases) • Articulation Officer (if course should be transfer eligible) • Other Disciplines within your college (if there is overlap) • Consultation with other Peralta Colleges (p.29) • CTE Dean [if a new or revised CTE program; CTE Dean will be responsible for ensuring consultation with Bay Area Community College Consortium (BACCC)] 	Faculty Member at Originating College
<p>3. Submission to CurriQunet META</p> <ul style="list-style-type: none"> • The course or program is launched to go through the review process. The formal college reviewers and college curriculum committee will not see the proposal unless this step happens • Ensure C-ID Descriptors, Program Narratives, Transfer Information, and TMC Template are attached as required for courses and/or programs • Timing through this step: Entirely dependent on the faculty member 	Faculty Member at Originating College
<p>4. Work Flow Review at College</p> <ul style="list-style-type: none"> • Approvals required are different for each work flow and for each college • All required reviews in CurriQunet META must be completed prior to sending to the College Curriculum Committee • Timing for these reviews: one to four weeks depending on number of reviewers, their response time, and the number of changes requested • Approval by chair should indicate date of consultation (note date in dialogue box in CurriQunet META) 	<p>Various members of the originating college community.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Department Chair • Dean • Librarian • SLO Coordinator • Articulation Officer • Tech Review • CTE Advisory Committee
<p>5. Approval by College Curriculum Committee</p> <ul style="list-style-type: none"> • Timing for this review: two weeks to a month or more if committee requests additional information from the originator 	College Curriculum Committee
<p>6. Approval documented in CurriQunet META</p> <ul style="list-style-type: none"> • Completed within one week of Curriculum Committee meeting 	College Curriculum Specialist
<p>7. CurriQunet META Report for CIPD</p> <ul style="list-style-type: none"> • This is produced as an Excel Document • All required reviews in CurriQunet META must be completed prior to running the CIPD Report • This will be the document CIPD will review and the document sent to the Board • Deadlines will be provided by VC Academic Affairs • Timing for this step: Curriculum is submitted once a month, two weeks prior to CIPD meeting. • Note: FEE BASED COURSES go directly to Board. They do not go to CIPD 	College Curriculum Specialist and College Curriculum Chair

Process	Responsibility for Completion
8. CIPD Agenda <ul style="list-style-type: none"> • College reports collated • Additional non-course, non-program agenda items added • Agenda sent to CIPD members • Agenda posted to District Curriculum Web Site • CIPD Meetings scheduled by VC Academic Affairs • Timing for this step: Agendas are prepared once a month immediately after receiving College CurriQunet META final Report 	District Curriculum Analyst Academic Affairs
9. Review and Discussion at Monthly CIPD Meeting <ul style="list-style-type: none"> • Approved/Tabled/Denied • Minutes at CIPD will be taken by the college curriculum specialists, on a rotating basis • Curriculum may be tabled/returned to the college with a request for more information • Curriculum, if approved will be submitted to the one Board meeting each month when curriculum is reviewed 	CIPD 25 voting members (6 from each college; one from Academic Affairs)
10. Board Agenda prepared <ul style="list-style-type: none"> • Submitted to the one Board meeting each month when curriculum is reviewed 	District Academic Affairs
11. Review and Approval by Board of Trustees <ul style="list-style-type: none"> • Once per month 	Board of Trustees
12. Final Board Report posted to the District Curriculum website <ul style="list-style-type: none"> • As soon after Board meeting as possible. 	District Academic Affairs
13. Compare Final Board Report to CurriQunet META documents <ul style="list-style-type: none"> • Make any changes based on Final Board Report • As soon as possible after Final Board Report is received 	College Curriculum Specialist
14. CTE Programs only <ul style="list-style-type: none"> • Submitted to Bay Area Community College Consortium (BACCC) for recommendation (prior to submission to State Chancellor's Office) • As soon as possible after Final Board Report is received • BACCC meets monthly 	College CTE Dean and/or College Department Chair
15. Curriculum submitted to State Chancellor's Office for <ul style="list-style-type: none"> • Chaptered in COCI • Entry into the COCI • Assignment of control number • As soon as possible after Board approval and BACCC's recommendation (if needed) 	College Curriculum Specialist and/or College Curriculum Chair
16. Electronic approval letters sent by State to <ul style="list-style-type: none"> • College (VPI and curriculum specialist) 	State Chancellor's Office
17. College Final Steps As soon as possible after state approvals are received: <ul style="list-style-type: none"> • Curriculum finalized and implemented in CurriQunet META work flow • All dates and control numbers entered on Codes/Dates page in CurriQunet META • State Approval letters attached to CurriQunet META file • State Approval letters filed in VPI Office 	College Curriculum Specialist and/or Office of Instruction

Process	Responsibility for Completion
18. District Curriculum Analyst Final Steps <ul style="list-style-type: none"> • Create/update course/program and control number into PeopleSoft • At this stage, the course and the *program can placed in the catalog or catalog supplement and scheduled according to the CIPD effective term guidelines • As soon as possible after state approvals are received 	District Curriculum Analyst College Curriculum Specialist and District Office of Academic Affairs
19. Programs announced to College Community <ul style="list-style-type: none"> • Counselors • Admissions and Records • Financial Aid • Public Information Officer • As soon as possible after state approvals are received 	College Office of Instruction
20. Programs announced to College/District users <ul style="list-style-type: none"> • Notification of Degree codes to be sent out • As soon as possible after state approvals are received 	District Office of Academic Affairs
21. *Accreditation Substantive Change Report for New Programs <ul style="list-style-type: none"> • Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org/substantive-change/). The first step includes formal communication with the ACCJC (email communication is sufficient). ACCJC staff will review the proposed change and determine whether it is substantive. • Letters received from ACCJC should be attached in CurricUNET and put on the college's accreditation website. • Upon approval from the Chancellor's Office and the ACCJC, colleges can begin to award the degrees without the loss of state apportionment or federal support. Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC. (Source: California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH), 6th Edition.) 	College Office of Instruction

Curriculum Duties and Responsibilities : College



Note: Approval of curriculum is a time-consuming process. Due to the various levels of review required by policy and law within the college and the district, as well as the state requirements to have an approved state control number prior to the courses/programs being offered, and to accommodate the college catalog / class schedule production, and ASSIST submission deadlines ***new curriculum or changes to existing curriculum should normally be submitted at least two semesters prior to planned implementation.*** See Part III "Processing New and Revised Courses and Programs" for more details. Also, see the CIPD meeting schedule and effective terms <http://web.peralta.edu/curriculum/curriculum-documents/>

Curriculum development is a team effort. Some of the participants in the process include faculty originators, department chairs, Student Learning Outcome (SLO) coordinators, articulation officers, librarians, tech review committee members, curriculum committee members, curriculum specialists, curriculum chairs, and Council on Instruction, Planning, and Development (CIPD) members.

Outlines of the suggested functions for each of these positions, as they relate to curriculum, follow. Each college may assign these responsibilities differently. It is important to understand that these functions must be completed in a timely manner by someone who understands it is their responsibility. This is critical to ensure the timely processing of new and modified courses and programs.

For a chart of how each of these positions fit in the overall college and district curriculum process, see the section "Peralta Community College District Curriculum Process Chart" in this manual (p.13).

Documentation Responsibilities in CurriQunet META

CurriQunet META is the legal platform and repository for curriculum management for Peralta community Colleges in order to ensure compliance with State regulations and accreditation.

The Curriculum workflow in CurriQunet META is an important part of documentation and ensuring comprehensive review and approval of curriculum (programs and courses).

If steps are optional or being skipped, or appropriate comments are not being made in the work flow documentation, developing accurate responses to those questions may be difficult.

Faculty Originator:

1. Meet with Department Chair to discuss proposal.
2. Recommend meeting with the Dean to discuss viability of a new course or program.
3. Consult with articulation officer.
4. Prepare proposal using CurriQunet META.
5. Ensure all elements of the proposal are complete and accurate, using this manual.
6. Consult with librarian regarding resources available to support the course and program. Document consultation in CurriQunet META.
7. Submit the proposal to the CurriQunet META work flow.
8. Monitor the progress of the proposal in the CurriQunet META work flow and review comments made by reviewers.
9. Document all originator steps in the work flows under My Approvals in CurriQunet META.
10. Attend the Curriculum Committee Meeting to present and defend the proposal.

Department Chair:

1. Approve course outline of record (COR) and programs in the work flow.
 - a. Meet with the originator of the course outline of record (COR) or program and discuss its contents.
 - b. Verify that the outline or program fits the educational plans for the discipline/department and was considered during Program Review.
 - c. Discuss the viability of the course.
 - d. Determine if this course or program requires consultation with other disciplines/departments within the college.
 - e. Determine if this course or program requires consultation with the other Peralta Colleges. See the “Peralta [Curriculum Consultation Guidelines/Requirements](#)” section in this manual (p.29).
 - f. Document consultation in List of Changes, Justification, or as attached documents.
2. Review all areas of the work flow prior to approving, including, but not limited to:
 - a. Are the units realistic for the course?
 - b. Does the course outline of record (COR) meet the criteria established in this manual?
 - c. Is there congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes?
 - d. If a course is part of a program, is there congruence between the course and the Program Learning Outcomes (PLOs)?
 - e. Do the percentages for the lecture/lab content equal 100% and is the content an accurate reflection of what will be taught?
 - f. If there are pre-requisites, co-requisites, or recommended preps, are they accurate and was content review completed correctly?
 - g. Is there a current textbook?
 - h. Could a new instructor use this COR effectively to develop a syllabus?
3. Document all department chair steps in the work flows under My Approvals in CurriQunet META.
4. Ensure that changes to courses and programs are coordinated.
 - a. If a course is deactivated and is part of a degree program, is the degree program being updated at the same time?
5. Prepare all documentation required for submitting new and revised programs to the California Community College Chancellor’s Office (COCI).

Student Learning Outcome (SLO) Coordinator:

1. Serve as a resource person to all faculty and departments regarding SLOs and assessment.
2. Review and approve (or send back for revision) SLOs and assessment submissions including those for all courses and programs that go through the curriculum committee.
3. Document all SLO Coordinator steps in the work flows under My Approvals in CurriQunet META.
4. Keep informed of reporting technology information (CurriQunet META).
5. Keep informed of accreditation standards for student learning outcomes and their assessment.

6. Ensure that faculty, staff, and administration are trained on technology and requirements.
7. Report regularly to Curriculum Committee, CIPD, and Academic Senate.
8. Prepare reports for department chairs, program directors, and administrators regarding the proficiency of the college with respect to student learning outcomes and their assessment.
9. Provide training on writing SLOs, developing assessment tools, completing assessment, documenting assessment.

Articulation Officer:

1. Documents all articulation officer steps in the work flows under My Approvals in CurriQunet META.
2. Oversees the articulation process as it applies to four-year universities and colleges: works with California State University and University of California systems; Intersegmental Office; C-ID articulation; and other private four-year universities and colleges.
3. Initiates faculty-approved articulation agreements between institutions of higher education.
4. Serves as a consultant to the faculty and academic units, providing needed materials and information about course articulation proposals and acceptances.
5. Serves as the campus liaison to the segmental system-wide office, often responsible for disseminating policy changes and update information.
6. Serves on appropriate campus committees such as the Curriculum Committee, the General Education subcommittee, Academic Policies, Catalog, Council on Instruction, Planning and Development (CIPD), etc. to provide input and to receive information about proposed changes in campus policy and curriculum.
7. Monitors each stage of the articulation process and follows up with departments and/or faculty for timely responses to decisions.
8. Manages and updates campus articulation data and information.
9. Disseminates current and accurate articulation data to appropriate departments, staff, students, and campuses.
10. Serves as a resource person for campus faculty, administration, counseling, and students on curriculum, articulation, and related matters.

Librarian:

1. Review course outline.
2. Based on the contents of the course outlines, determine appropriate subject area(s).
3. Search library online catalog to evaluate coverage of subject area in library's collection, including print, non-print and electronic titles. Review for depth of coverage, variety of reading levels, and currency.
4. Review library database subscriptions to evaluate coverage of subject area. Review for depth of coverage, variety of reading levels and currency.
5. Determine adequacy of collection to support curriculum and check boxes on Library section of Course Checklist, as appropriate. Add note if needed.
6. Review textbook and supplemental reading materials on course outline to determine appropriate acquisitions for general collection (non-textbook titles). Submit to acquisitions librarian for purchase recommendation.
7. Request additional supplemental reading list from originator, if necessary.
8. Select and submit action (approve or recommend changes) as librarian in curriculum approval process.
9. Submit supplemental reading lists to acquisitions librarian for purchase recommendation.
10. Submit any additional recommended titles to acquisitions librarian for purchase recommendation.

11. Document all librarian steps in the work flows under My Approvals in CurriQunet META

Tech Review Committee Member:

Each college has a Tech Review Committee and each college determines the specific responsibilities assigned to each member.

Curriculum Committee Member:

1. Attend all scheduled curriculum committee meetings.
2. Review and approve curriculum using CurriQunet META.
3. Document all curriculum committee member steps in the work flows under My Approvals in CurriQunet META.
4. Review proposals for new courses and programs, course and program revisions, and deactivations to ensure academic standards are maintained.
5. Participate in the program review and accreditation review processes.
6. Review course proposals for alignment with articulation requirements.
7. Review proposals for alignment with Career Technical Education (CTE) goals and requirements.
8. Review proposals for alignment with educational plans and departmental goals as stated in program reviews.
9. Review proposals for appropriateness of course content for a community college.
10. Recommend procedures and policies affecting curriculum.
11. Review and recommend changes to the college catalog.
12. Mediate curriculum disputes at the college that have not been resolved by faculty and administration prior to being placed on the Curriculum Committee agenda. The curriculum committee may approve, deny, or return course proposal to originator and department for further consideration.
13. Review and recommend changes in the graduation requirements to the GE Subcommittee of CIPD.
14. Provide guidance, advocacy, and oversight for the college's curriculum by ensuring that it is academically sound, comprehensive, and responsive to the evolving needs of the community and to the college mission and goals.
15. Provide leadership for innovation in teaching and learning and in curriculum development at the college.

Curriculum Specialist:

1. Schedule Meeting Room and equipment for Curriculum Committee Meetings.
2. Work with the Curriculum Chair to prepare and distribute Curriculum Committee Agenda 72 hours in advance (in compliance with the Brown Act). Post to the College or Curriculum Web Site.
3. Review to ensure any changes to degrees or certificates are submitted at the same time as any courses being changed that directly affect the program (e.g., units, titles).
4. Prepare minutes from local curriculum committee meetings. Maintain file of approved minutes as well as post approved minutes to the College or Curriculum Web Site.
5. Make corrections to CurriQunet META as approved in Curriculum Committee Meetings.
6. Complete appropriate Codes/Dates fields as final approval step in CurriQunet META files prior to submission to CIPD.
7. Work with Curriculum Chair to develop agenda for CIPD and ensure it is submitted to CIPD.

8. Work with Curriculum Chair to ensure all approved curriculum is finalized in CurriQunet META after CIPD approvals/changes.
9. Finalize and Implement CurriQunet META course or program records, after approval at CIPD and the Board of Trustees, including but not limited to documenting approval dates and CB codes on Codes Page of Course Checklist.
10. Submit courses and programs to State Curriculum Inventory.
11. Submit substantive change of new programs to ACCJC as outlined in the ACCJC manual.
12. Support Curriculum Chair in facilitating submission of degrees and certificates by the administration to the State Chancellor's Office.
13. Maintain and edit source documents for Catalog and Catalog Supplement.
14. Document all curriculum specialist steps in the work flows under My Approvals in CurriQunet META.

Curriculum Committee Chair:

1. Provide training and consultation to faculty and staff involved in curriculum development and revision.
2. Serve as liaison for CurriQunet META training, questions, and issues at the college.
3. Facilitate submission of degrees and certificates by the administration to the State Chancellor's Office.
4. Support Curriculum Committee.
5. Work with the curriculum specialist to prepare and distribute Curriculum Committee Agenda 72 hours in advance (in compliance with the Brown Act). Post to the College or Curriculum Web Site.
6. Review to ensure all curriculum elements are complete and appropriate. (This is a tiny job if Department Chairs and Tech review have done their part. If not, it is a big job.)
7. Review to ensure any changes to degrees or certificates are submitted at the same time as any courses being changed that directly affect the program (e.g., units, titles).
8. Facilitate curriculum committee meetings.
9. Final edit of minutes from local curriculum committee meetings.
10. Work with curriculum specialist to develop agenda for CIPD and ensure it is submitted to CIPD.
11. Review CIPD agenda sent out by District to ensure proposals are accurate.
12. Forward CIPD agenda to department chairs who may have an interest in the other college's agendas.
13. Schedule guests to attend CIPD to answer questions about proposed curriculum as needed.
14. Represent the college at CIPD and present the curriculum actions.
15. Work with curriculum specialist to ensure all approved curriculum is finalized in CurriQunet META.
16. Document all originator steps in the work flows under My Approvals in CurriQunet META.
17. Participate in District Curriculum Chairs Meetings and activities.
18. Represent the college at the monthly District Curriculum Chairs meetings.
19. Provide input to District policies and procedures which directly affect curriculum.
20. Coordinate CurriQunet META changes on a district level prior to requests being submitted to CurriQunet META.

Part II: Guidelines for Program and Course Development

Program, Curriculum, and Course Development (Administrative Procedure 4020)

The Peralta Community College District complies with and uses the most recent edition of the *California Community Colleges, Program and Course Approval Handbook (6th edition, 2017)*.

I. Work Flow

The Peralta Community College District and the curriculum committees of the four colleges, under the purview of the Academic Senates of the four colleges (Alameda, Berkeley City, Laney, and Merritt) use the curriculum management system, CurricUNET, for program, curriculum, and course development, and as a database for all curriculum documents.

- A. Each of the colleges has in place an approval process for courses and programs in the CurricUNET system, which includes distance education and student learning outcomes. Faculty have primary responsibility for curriculum management.
- B. Once curriculum actions have been finalized by the individual College Curriculum Committees, those actions are forwarded to the district Council on Instruction, Planning, and Development (CIPD) for review and approval. Because the district/ four colleges use uniform [course numbering](#), there are instances when consultation between colleges or among the colleges must occur (see below). That consultation must happen prior to actions being sent to CIPD.

When a college submits a program (degree or certificate) to CIPD for approval and that program will require approval by the State Chancellor's Office, all required state paperwork must be completed prior to bringing the program to CIPD.

- C. Career Technical Education programs must be Recommended by the Bay Area Community College Consortium after approval by CIPD and before being sent to the California Community Colleges Chancellor's Office [Title 5 section 55130 (b) (8) (e)].
- D. All curriculum and program actions, once approved by CIPD, are forwarded to the Board of Trustees for approval.
- E. All credit and non-credit courses and programs approved are reported to the California Community Colleges Chancellor's Office.
- F. All programs, curriculum, and courses are reviewed on a three-year cycle through Program Review. All programs complete an Annual Program Plan update.

II. Goals for Consultation among Colleges regarding Curriculum Issues

Consultation among colleges regarding curriculum issues is necessary to ensure:

1. Program integrity
2. Appropriate use of district resources
3. Program delivery to students in convenient locations
4. Adequate enrollment in all programs at all colleges

III. Description of a Good Faith Effort at Consultation

Prior to proposing a substantive course change to the College Curriculum Committee, college representatives must contact by email (or by phone with a follow up email) the appropriate administrator and department chair at all affected colleges. The curriculum committee chair should be copied on this email as well. If a regular district wide discipline meeting is part of the ongoing curriculum process in this discipline, the membership of that group will also be consulted.

All consultations should be completed within 4-6 weeks of the initial email.

If there are unresolved disputes related to the valid curricular reasons outlined in the introductory paragraph to these procedures, the issues will be discussed and resolved at CIPD.

IV. Consultation is Required among Colleges regarding the following Curriculum Issues:

- A. Offering a new course, making a substantive change to an existing course, or course reinstatement when it is similar to any course offered at another college
- B. Substantive change to existing UCN course
- C. New single course which overlaps courses offered as part of an approved program at another college
- D. New programs (certificates or degrees) or substantive changes to programs which are similar to any other program or contains similar courses offered at other colleges (whether or not these programs are in the same discipline)
- E. Borrowing a course

V. For purposes of federal financial eligibility, a “credit hour” shall be not less than:

- A. One credit hour of community college work (one unit of credit) shall require a minimum of 48 Semester hours of total student work which may include inside and/or outside –of-class hours.
- B. A course requiring 96 hours or more total student work shall provide at least 2 units of credit.
- C. Cooperative Work Experience (COPED) courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5.
- D. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations.

See the attached “Appendix: Hours and Units” for further detail

VI. Annual Report to the State Chancellor's Office

The District/Colleges shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130

<http://web.peralta.edu/trustees/files/2013/12/AP-4020-Program-Curriculum-and-Course-Development4.pdf>

References:

Title 5 sections 51021, 55000 et seq., 55100, 55130 and 55256.5 et seq;

34 Code of Federal Regulations Part 600.2

Education Code Sections 70901(b), 70902(b), and 78016;

California Code of Administrative Regulations Sections 51000, 51022, 55100, 55130 and 55150

ACCJC Accreditation Standard II.A

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid

Programs under Title IV of the Higher Education Act of 1965, as amended

Board Policy 4020 Program, Curriculum, and Course Development

CCCO Hours and Units Calculations

[HoursandUnitsCalculationsforCreditCoursesInstructions.docx](#)

Approved by the Chancellor: February 22, 2012

Revised and approved by the Chancellor: June 15, 2015

Revised and approved by the Chancellor: September 29, 2017

Revised and approved by the Chancellor: March 28, 2018

Revised and approved by the Chancellor: September 14, 2018

Appendix: Hours and Units

References:

Title 5: 55002, 55002.5, 55256.5 Code of Federal Regulations: 34 CFR 668

This document will define the specific relationship between hours and units at Peralta Community Colleges.

I. Hour Requirements for One and Two Units of Credit

At Peralta Community Colleges the primary terms are 17.5 weeks in length. This makes the hours-per-unit divisor 52.5

One unit of credit is 52.5 hours of total student learning hours (lecture, activity, laboratory, and/or outside of class work).

Two units of credit is 105 hours of total student learning hours (lecture, activity, laboratory, and/or outside of class work).

Calculations for short term and extended term courses will follow the same total hour calculation above

II. Minimum Unit Increment and Thresholds

The minimum unit increment is 0.5 units. As a result, the minimum number of units for a course is a multiple of 0.5 units.

The total student learning hours required to reach a unit value are treated as a threshold. Examples of common thresholds are:

Units	Hour Threshold
0.5	26.25
1	52.5
1.5	78.75
2	105
2.5	131.25
3	157.5

If the number of total student learning hours is between thresholds, then the unit value for the course will be the unit value for the maximum crossed hour threshold. For example, if a course has 120 total student learning hours, then the maximum crossed hour threshold is 108 hours and the unit value would be 2.

III. Standard Formula (Relationship) for Hours and Units of Credit

Courses not classified as cooperative work experience use the following formula for calculating units of credit:

Divide the total of all student learning hours
(Lecture, laboratory, activity, and/or outside-of-class hours)
by 52.5 then round down to the nearest .5 units.

Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside –of-class Hours}]}{52.5} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment. For example, if a course contains 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), then the unit calculation is as follows:

$$\frac{36 + 72 + 72}{52.5} = \frac{180}{52.5} = 3.42, \text{ which is rounded down to 3 units of credit}$$

Definitions for terms used above:

- **Total Contact Hours:** The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, activity, clinical, studio, practica, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.
- **Outside-of-class Hours:** Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, clinical, studio, practica, to-be-arranged, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of class work prorated appropriately for the instructional category.

Total student learning hours are provided using common ratios of Total Contact Hours to outside-of class hours. The terms that correspond to these ratios are below:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar, and Similar)	1	2
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

See Peralta Program and Course Approval Handbook, page # 126 for PCCD Units/ hours table posted in Academic Affairs/Curriculum/Curriculum Resources website:
<http://web.peralta.edu/curriculum/curriculum-documents/>

IV. Cooperative Work Experience

Title 5 (§55256.5c) specifies the following relationship between hours of work experience and units of credit:

One unit of credit is 75 hours of paid work experience.

One unit of credit is 60 hours of non-paid work experience.

COPED 450:

60 hours minimum for semester for one unit/17.5 (weeks in semester = (3.43 hours) as minimum per week

299 hours maximum for semester for 3 units/17.5 (weeks in semester) = (17.09 hours) as maximum per week

Can't earn more than 3 units, so top hours is 299

COPED 451 and all occupational COPEDs:

60 hours minimum for semester for one unit/17.5 (weeks in semester = (3.43 hours) as minimum per week

300 hours minimum for semester for 4 units/17.5 (weeks in semester) = (17.15 hours) as maximum per week

Can earn 4 units.

The difference is minimal because it is based on the fact that to bump up one unit in COPED 451, you only need one more hour.

Note: It is based on the hours students work on their paid or unpaid position but not on classroom hours

Hours of Paid Work Experience		Hours of Unpaid Work Exp.	
75-149	= 1 unit	60-119	= 1 unit
150-224	= 2 units	120-179	= 2 units
225-299	= 3 units	180-239	= 3 units
(If enrolled in COPED 451, you may earn up to 4 units)			
300 or more	=4 units	240 or more	= 4 units

V. Clock Hour Courses / Programs

Code of Federal Regulations Title 34 §668.8(k)(2)(i)(A) defines clock hour programs. Programs that meet this definition are required to use a federal formula for determining appropriate units of credit. This formula is outlined in the Code of Federal Regulation Title 34 §668.8(l).

a. Class Hour: The "class hour" is the basic unit of attendance for computing full-time equivalent student (FTES). **It is a period of not less than 50 minutes of scheduled instruction** and/or examination. There can be only one "class hour" in each "clock hour," except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment. For purposes of computing full-time equivalent student (FTES), a class hour is commonly referred to as a "contact hour" or "Student Contact Hour" (SCH).

b. Clock Hour: A "clock hour" is a 60-minute time frame, which may begin at any time, for example, 8:00 to 9:00, 8:10 to 9:10, 8:20 to 9:20

Peralta Curriculum Consultation Guidelines/Requirements

The following information is designed to help clarify the curriculum consultation process for CIPD members. Below is a list of consultation requirements faculty must pursue when developing new/updating curriculum. Although we understand that Curriculum Consultation Guidelines/Requirements cannot account for every consultation circumstance that may arise, our hope is for increased communication/collaboration between affected disciplines and more consistency in curriculum readiness at CIPD.

For the purposes of consultation for curriculum at Peralta: Consultation is a process of communicating curriculum proposals with colleagues and having acknowledgement and/or discussion of the curriculum proposal.

Consultation should be considered a professional courtesy to your peers and colleagues and may involve collaboration.

Consultation of courses/programs among Colleges is necessary to ensure:

1. Program Integrity
2. Appropriate use of district resources
3. Program delivery to students in convenient locations
4. Adequate enrollment in all programs at all colleges
5. Curriculum taught at more than one college has identical information per [Uniform Course Numbering \(UCN\) policy requirements/state mandates](#)
6. There is no unnecessary overlap of curriculum across the district

*Situations which require consultation:

1. Requesting to clone a course from another campus, (cloning course assumptions: cloner will not change any items that would affect catalog or be a substantial change)
2. Developing a new course
3. Reactivating a course
4. Updating any items in the list below to an existing course

Below is a list of changes to a course that requires consultation.

Subject (Discipline)	Units	CB21 Levels Below Transfer
Course Number	Hours	CB24 Program Course Status
Title	CB12 Repeatability	Override Outside Class Hours
Description	CB03 TOP Code	Outside Class Hours
Modular Course	CB04 Course Credit Status Code	Out of Class Assignments
Open Entry	CB08 Basic Skills Code	Requisites
Cross-listed Courses	CB09 Sam Code	CB22 Non-Credit Category

For more details, please see "[Course Proposals-Types of Changes](#)" (p.117)

Consultation of a course must occur, and be documented in CurriQunet META, via the Consultation Form prior to local Curriculum Committee review. The corresponding email should also be attached in CurriQunet META.

The Faculty Originator must contact department chair at all affected disciplines and colleges to begin the consultation process. This email should have the Consultation Form filled out and attached to it.

Consultation discussions should be finalized, (whether agree or disagree with the consult) within 4-6 weeks of initial contact.

Preliminary responses to consultation requests must occur within 2 weeks of initial contact. If there is no response in the 2-week timeframe, then curriculum may move to local agenda.

After engagement in the consultation process, faculty at other campuses may agree to the curriculum request or disagree to the request, at which those reasons should be stated on the Consultation Form.

Consultation does not mean agreement. It is designed for communication between colleges/disciplines as a professional courtesy and demonstration of respect.

If there are unresolved disputes or disapproval of the curriculum request, the issues will be discussed and resolved at CIPD. (Either tabling the course to request more information, or voting to approve/oppose curriculum.)

Consensus at May 7, 2018 CIPD meeting

1. Committee members agree to pilot this consultation guidelines document beginning Fall 2018.
2. CIPD will have the consultation guidelines document and its implementation process as an agenda item for “check ins” on how it is working every other month, or if requested as an agenda item.
3. Document will be reviewed annually for its content and changes shall be made as agreed to by the committee.

Program Discontinuance or Program Consolidation (Administrative Procedure 4021)

Background and Philosophy

- A. In accordance with Title 5, Section 51022, College districts are required by current regulation and statute to develop a process for the modification, continuance or discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs.
- B. The Academic Senate for California Community Colleges (ASCCC) recommended (Spring, 1998) that local senates create a process for program appraisal/discontinuance that takes into account the following issues:
 - 1. Impact on student learning, goals, and needs;
 - 2. effect on the balance of the college curriculum;
 - 3. impact on educational and budget planning;
 - 4. regional economic and training issues;
 - 5. changes in regional economic and training conditions; and
 - 6. collective bargaining issues
- C. In its Spring 1998 paper, "Program Discontinuance: A Faculty Perspective," the ASCCC outlines issues and criteria to consider in creating this process. In addition, it states, "The development of a program discontinuance process should be considered within the context of the college mission statement and should be linked with the college educational master plan and the department's goals and objectives." In formulating this process, all recommendations of the ASCCC have been considered. Fundamentally, the spirit of access and equity for students as well as the interest and concerns of faculty must be considered throughout.
- D. During times of budget reductions or comparable reasons which necessitate the reduction in class sections and reduction in faculty, it is possible that a college may not have sufficient course offerings to maintain a program or a major at the college. In such instances, as much consideration as possible should be given to consolidation of class sections from two or more colleges at one college in order to preserve the program or major in order to meet student needs.
- E. The Program Review process, annual unit plans, and other strategic planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance. It is also important to note that program discontinuance or consolidation should occur only after serious deliberation and after recommended intervention strategies have been implemented, but still result in a program that falls outside the college's mission or master plan or the division's or department's goals and objectives.
- F. It is imperative to state that the purpose of a program appraisal/consolidation/discontinuance process is to have criteria in place to guide a discussion in the event that the process is needed. The presence of a process should not be construed as an inducement to look for programs to discontinue or as a reason to avoid honest participation in an academic process such as Program Review.

- G. This procedure shall be evaluated for effectiveness within one year after the conclusion of the first program appraisal/discontinuance process and periodically reevaluated by the Academic Senate in a shared governance environment.
- H. This process document shall be filed, if required, with the Office of the Chancellor of California Community Colleges. (Title 5, §51022.)

II. Program Appraisal/Discontinuance Evaluation Process

Initial Considerations

This procedure will be used to review the continuance, modification, or discontinuance of programs.

Definition of Program: A Program is defined as an organized sequence or grouping of courses or other educational activities leading to a defined objective such as a major, degree, certificate, career certificate, job career goal, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education. The term Program also applies to Library Services, Health Services, and Student Services as defined above. The scope of the program under consideration will be clearly delineated at the outset of this process.

- 2. Vocational or occupational programs shall be reviewed every two years by Management Information Systems data (Cal. Educ. Code § 78016) and every three years by Departments in a formal written review (i.e., Program Review). All other programs shall be reviewed every three years with an annual program update.
- 3. Role of the Curriculum Committee: The Curriculum Committee, a committee of the Academic Senate, must have a fundamental and integral role in any discussion or appraisal of program continuance, consolidation or discontinuance, recognizing the district's policy to rely primarily on the Academic Senate in academic matters as set forth in Title 5 Section 53200(C) and Section 53203.
- 4. Conditions for Discontinuance. The following conditions may cause a program to be recommended to the Curriculum Committee for discontinuance (based on quantitative and qualitative data) or in the case of "e" or "f" below be considered for consolidation:
 - a. Program Review and analysis trends
 - b. Degree and Certificate completion rates
 - c. Changes in demand in the workforce
 - d. Changes in requirements from transfer institutions
 - e. Availability of human resources
 - f. Budget concerns and lack of sufficient funding

Initiating a Discussion on Program Discontinuance or Program Consolidation

- 1. Program discontinuance or consolidation discussions can be initiated by administration or the affected divisions and departments.

2. The instructor(s) and the department chair of the program being considered for discontinuance or consolidation should be given the semester in which they are notified to do research and provide documentation related to the reasons and conditions that were provided for consideration of discontinuance or consolidation of their program and what action, if any, should be taken.
3. The Academic Senate in and through the Curriculum Committee, must have a fundamental and integral role in any discussion of program discontinuance or consolidation, recognizing the district's policy to rely primarily on the Academic Senate's advice in academic matters.
4. The instructor(s) and the department chair of the program being considered will have the opportunity to present the program's relevance at the college council level.

Discussion Criteria

For each affected Program, both qualitative and quantitative factors shall be discussed in order to have a fair and complete review leading to an eventual decision to continue, continue with qualification, discontinue or consolidate a program.

1. Qualitative factors are based on the mission, values, and goals of the institution and access and equity for students. These factors include but are not limited to:
 - a. Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry, and the community
 - b. Ability of students to complete their educational goals of obtaining a certificate or degree, or transferring
 - c. Balance of college curriculum (for example, ensuring the non-elimination of all of one type of program, such as all foreign languages)
 - d. Effect on students of modifying, discontinuing, or consolidation of the program;
 - e. Uniqueness of the program
 - f. Replication of programs in the surrounding area and their efficacy
 - g. Potential for a disproportionate impact on diversity at the college
 - h. Necessity of the program in order to maintain the mission of the College
 - i. Source of funding for the program (outside vs. general funds)
 - j. Impact on other programs, including transfer, if the program is modified or closed
 - k. Student Learning Outcomes assessment data
 - l. Requirements by federal/state/accreditation or other areas (e.g. Title IX) for the program. If there are any, these must be identified.
 - m. Impact on articulated programs
2. Quantitative factors are based primarily on the Program Review where applicable. Factors that may be considered include, but are not limited to, Program Review results showing:
 - a. Program Review results showing:
 - b. A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, productivity, FTES composition, retention, and persistence, or
 - c. Sustained increase in expense or annual cost/FTES
 - d. Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
 - e. Projected demand for the program in the future
 - f. Changes in class offerings

- g. Frequency of course section offerings
- h. Availability of human resources
- i. FTES generated/FTEF
- j. Enrollment trends
- k. Operating cost per FTES
- l. Student Learning Outcomes Assessment data;
- m. Capital outlay costs/year
- n. Labor market demand: vocational vs. a vocational
- o. Data from the PCCD Course Ranking Index tool

Discussion Guidelines

1. Discussion of program appraisal/ discontinuance or consolidation shall include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing business and industry, and the community (i.e., CTE Community Advisory Committee)
2. Discussion of program appraisal/ discontinuance or consolidation will be conducted in public, open meetings. The dates, times and locations of these meetings will be published using all means of college communications including in print and electronically.
3. Discussions will be conducted using the best practices for meeting facilitation, including agreed upon ground rules, and recording and publishing outcomes of discussions.
4. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
5. Deliberations and conclusions shall rely primarily on the advice of the Academic Senate in and through the Curriculum Committee per district policy.

III. Possible Outcomes of Program Discontinuance/ Program Consolidation Discussion

There are three potential outcomes of the Program Discontinuance process. A program may be recommended to continue, to continue with qualification, or to discontinue.

Recommendation to Continue

A program recommended to continue will do so when, after full and open consideration, it is decided that it is in the best interest of the college, its students, and the larger community to do so. The conclusions resulting in this recommendation will be documented in writing, maintained by the Academic Senate and the Curriculum Committee and forwarded to the Vice President of Instruction or Vice President of Student Services as information. No further action is required.

Recommendation to Continue with Qualifications

A program may be recommended to continue with qualifications. These qualifications may include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance. All interventions and timelines

will be published in writing, maintained by the Academic Senate and the Curriculum Committee and forwarded to the Vice President of Instruction or Student Services as information. After the specified qualification period is completed the program will be reviewed again.

Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that the program falls outside the college's mission, values, and strategic goals and/or the department's goals and objectives. Any recommendation for program discontinuance will include the following.

1. The criteria used to arrive at the recommendation, verified by an agreed upon neutral party.
2. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and the community. Due consideration will be given to approaches to allow currently enrolled students to complete their programs of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.
4. This recommendation and discontinuance plan will be documented in writing and will include the signatures of the College President, Vice President of Instruction or Student Services (dependent on the program), department chair, Dean, the Curriculum Committee Chair, and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and documented by the Curriculum Committee, forwarded to the Council on Planning, Instruction, and Development (CIPD), and presented to the Board of Trustees for approval as a curriculum action. After Board approval, appropriate documentation will be submitted to the State Chancellor's office (CCCCO).

D. Recommendation for Consolidation

A recommendation for Program Consolidation, provided there has been a full and open discussion, may occur when it has been determined that the program falls within the College's mission, values, and strategic goals, as well as the department's goals and objectives, but because of cuts in class sections and a reduction in faculty, the program is no longer viable at that college. When this occurs, consideration should be given to consolidating class sections from two or more colleges at one college in order to preserve the program or major and in so doing to meet student needs.

http://web.peralta.edu/trustees/files/2013/12/AP-4021-Program-Discontinuance_Consolidation.pdf

References:

Title 5 Section 55130, Approval of Credit Programs
Title 5 Section 51022, Program Discontinuance
Title 5 Section 53200, 53203, Role of the Academic Senate

Title 5 Section 55000(g), Definition of educational program
Education Code Section 78016, Review of program: Termination
ACCJC Accreditation Standard II.A.15

Program Goal – Degree or Certificate

An educational program is defined in title 5, section 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All associate degrees and certificates of achievement that appear by name on a student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation (CTE), transfer (ADT), transfer preparation, as a record of academic achievement, or to fulfill other community needs.

The types of credit educational programs that must be submitted to the Chancellor's Office for approval include: Associate Degrees – local AA or AS and AA-T/AS-T, and Certificates of Achievement that require 8 or more semester units (or 12 or more quarter units) and Certificates of Achievement that require 16 or more semester units (or 24 or more quarter units)

Degree and certificate programs may have the following specified program goals.

- Transfer: All ADTs and Certificates of Achievement for CSU GE-Breadth or IGETC.
- Career Technical Education (CTE): Limited to programs in a CTE TOP Code. May include both CTE and transfer goals (not including ADTs).
- Local: All other AA and AS degrees and certificates, not in a CTE TOP Code, that are developed to meet locally defined needs consistent with the system mission, including transfer preparation. These degrees must align with a TOP Code.

A. Degree Standards

The following standards apply to the development and approval of the Associate Degree for Transfer:

- 60 semester units or 90 quarter units,
- Minimum 18 semester or 27 quarter units in major or area of emphasis,
- Must use CSU GE-Breadth or IGETC,
- May include transferable electives to reach 60 semester units or 90 quarter units,
- No local graduation requirements,
- Must align with structure of TMC, and Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor's Office Template.

B. Criteria for Approval

The Submission and Approval Guidelines provide greater detail on the process of obtaining Chancellor's Office approval of the ADT. In summary, ADTs must meet the following criteria for approval:

- Submission includes all required documentation:
 - Program Narrative,
 - Completed Chancellor's Office Template,
 - C-ID or ASSIST Articulation Information, as required by the TMC, and
 - COR for all courses included in major or area of emphasis.
- Degree meets all standards as listed above. Verification of meeting these standards is conducted through review of required documentation.
- Degree is submitted with program goal of "Transfer."

C. Double Counting Procedures for General Education

The TMC template also requires the IGETC and CSU GE-Breadth status of each course and how the units may be double counted, i.e., how the units can be used to fulfill both major preparation and transfer GE requirements. The general guidelines for double counting are:

The maximum number of “double counted” units is limited to the number of units assigned to each GE Area (see Submission and Approval Guide for a listing of CSU GE-Breadth and IGETC areas and assigned units). For more information, please see *PCAH the 6th Edition*

Career Technical Education (CTE) Programs and Program Requirements (Administrative Procedure 4102)

Advisory Committees

All career/ technical education programs are to have regularly scheduled advisory committee meetings. Advisory committee membership should include working professionals in the appropriate program field whose expertise would benefit the growth and development of the program.

Advisory committees are used for planning purposes, curriculum development, District relations, and maintaining career/ technical education programs that are relative to job needs and up-to-date with current field practices.

Functions of a Career/Technical Education Advisory Committee

- A. To interpret the program to the communities served and the communities' needs to the college.
- B. To furnish specialized information and advice on technical requirements for the effective operation of the program.
- C. To provide channels of communication between a College and the various organizations and agencies of the community interested in the program.
- D. To further a cooperative relationship between a College and the resource agencies of the community (including local industries) in support of the program.

Operation of the Advisory Committee

- A. An instructional faculty member of the particular career/technical education program or a member of the advisory committee may serve as chairperson of the committee and shall preside at all meetings.
- B. Subcommittees may be appointed, if and as desired by the committee.
- C. Committee responsibilities of individual members may be designated, as required.
- D. Meetings shall have prepared agendas that are sent to committee members and other appropriate parties in advance of the meeting and kept on file.
- E. Minutes shall be taken at all meetings and shall become a permanent record of the meeting and shall be kept on file.
- F. It is recommended that meetings be held at least twice during the academic year, but at least once.
- G. Additional meetings may be called by the committee chairperson or by the appropriate administrator, as necessary.

Documenting Competencies of Students in Career/Technical Programs

- A. All programs are responsible for monitoring, documenting, and communicating with their advisory committee how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program. Students may demonstrate proficiency in one or more of the following ways:
 - 1. Achieving grades on all assignments and examinations in each course within the program that would enable them to receive a certificate of proficiency, certificate of achievement, and/or a degree in a particular field.
 - 2. Performing all identified skills needed to enter a particular profession at a level that indicates proficiency in the particular skill.
- B. Completing all required clinical rotations or internships as required by the program.
- C. Passing all required local, state, and or national certification or licensure tests or examinations.
- D. Achieving identified course, program, and institutional learning outcomes.

Compliance with United States Department of Education Gainful Employment Requirements

- A. Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice Chancellor of Academic Affairs will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.
- B. The Vice Chancellor of Academic Affairs shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.
- C. For additional information, please review Chapter III. Career Technical Education Degrees: AA and AS. Certificates of Achievement in the State Program and Course Approval Handbook:

http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

<http://web.peralta.edu/trustees/files/2013/12/AP-4102-Career-and-Technical-Education1.pdf>

References:

- California Code of Administrative Regulations Sections 55600 et seq.
- 34 Code of Federal Regulations Part 600
- U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
- Title 5 Sections 55600 et seq.
- 2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations. 2nd Edition)

Transfer Goal

A degree or certificate with a program goal of transfer prepares students to continue study in the same or similar area at a baccalaureate-granting institution.

Other Goal

A degree or certificate with a program goal of “other” is used to develop degree majors or areas of emphasis designed to meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. Evidence of need for program proposals is required.

For additional information on the approval process for transfer degrees and certificates, please reference the State Program and Course Approval Handbook:

http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

Philosophy and Criteria for the Associate Degree and General Education

(Administrative Procedure 4025)

The Criteria for the associate degree and general education addresses the considerations contained in Title 5 Section 55061 and ACCJC Accreditation Standard II.A.3. These include, but are not limited to:

Philosophy

The programs of the District are consistent with the institutional mission, purposes, demographics, and economics of the community.

I. Board of Governors Policies

The criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolized a successful attempt to lead students through patterns of learning experiences and learning outcomes designed to develop certain capabilities and insight, including:

- A. The ability to think and communicate clearly and effectively orally and writing
- B. Use mathematics
- C. Understand the modes of inquiry of the major disciplines
- D. Be aware of other cultures and times
- E. Achieve insights gained through experience in thinking about ethical problems
- F. Develop the capacity for self-understanding
- G. Develop the capacity to participate responsibly in a democratic and environmentally sustainable society.

Criteria

The criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- A. General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- B. General education introduces the content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences, and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, an appreciation for cultural diversity, and a recognition of what it means to be an ethical human being and effective citizen.
- C. The general education patterns applicable to the Associate of Arts for Transfer (AA-T) and the Associate of Science for Transfer (AS-T) are either the CSU GE Breadth Requirements or the IGETC requirements.

Procedure

- A. Courses proposed for general education are reviewed annually by the General Education Subcommittee of the Council on Instruction, Planning and Development (CIPD) and recommendations are forwarded to CIPD for action.
- B. Academic departments review and propose new courses and revisions to current courses, certificates, programs, and/or majors based on changing industry standards and practices, baccalaureate transfer requirements, newly added associate degree standards, and/or recommendations from the State Chancellor's Office. The Curriculum Committee evaluates the content of every new and revised course, certificate, program, or major submitted for consideration.

<http://web.peralta.edu/trustees/files/2013/12/AP-4025-Philosophy-and-Criteria-for-the-Associate-Degree-and-General-Education.pdf>

References:

Title 5 Section 55061
ACCJC Accreditation Standard II.A

Graduation Requirements for Degrees and Certificates

(Administrative Procedure 4100)

Statement of Philosophy

The Associate Degree signifies successful completion of a program of organized study and learning experiences designed to impart knowledge and to develop skills, appreciations, attitudes, and values which will be useful to its recipients and to the society in which they live.

General

1. Each Peralta College shall publish a list of courses meeting graduation requirements. These lists shall be maintained and approved at each college.
2. Degree requirements fulfilled by a student attending one Peralta College shall be accepted as fulfillment of requirements at another Peralta College.

Associate Degree Requirements (general)

To award an Associate Degree in any of the Peralta Colleges, the college must certify that the following requirements have been met:

1. Satisfactory completion of at least 60 semester units in a curriculum accepted by the college toward a degree, as shown in its catalogs.
2. Twelve (12) semester units successfully completed in residence at the college awarding the degree (also applies to the Associate Degrees for Transfer, section D but not to Certificates of Achievement, in section III or Certificates of Proficiency in section IV, below).
3. Completion of at least 18 semester units of study in a discipline or from related disciplines as per the requirements listed in the college catalogs.

Associate Degree Requirements (not AA-T or AS-T).

All courses fulfilling the foregoing requirements are to be indicated by the individual colleges in their catalogs. Some requirements may be met through credit by examination. The final transcript must show credit received in each of the first four categories listed in #3 below, and the credit received in these first four categories must add up to at least 19 semester units.

1. A minimum grade point average of 2.0 is required in each of the following:
 - a. Overall grade point average;
 - b. General education requirements
2. A "C" grade or better is required in each course in the major and in Area 4.a., English Composition, and Area 4.b., Mathematics.
3. Satisfaction of the following General Education distribution requirements: A minimum of 3 semester units is required in all areas except Computer Literacy (Area 4.c) for which a minimum of 1 semester unit is required.

- | | | |
|---|-----------------|--------------------|
| a. Natural Sciences | one (1) course | 3 semester units |
| b. Social and Behavioral Sciences | one (1) course | 3 semester units |
| c. Humanities | one (1) course | 3 semester units |
| d. Language and Rationality | four (4) course | |
| (1) English Composition* | one (1) course | 3-4 semester units |
| (2) Mathematics* | one (1) course | 3-4 semester units |
| (3) Computer Literacy | one (1) course | 1 semester unit |
| (4) Oral or Written Communication,
or Literature | one (1) course | 3 semester units |
| (5) Ethnic Studies | one (1) course | 3 semester units |
- May simultaneously satisfy any one of the above four requirements if it is offered within that discipline. Ethnic Studies will be offered in at least one of the required areas.
- *English Composition and Mathematics require a grade of “C” or better.

Associate Degree Requirements (AA-T and AS-T)

The following is required for the AA-T or AS-T degrees:

1. A minimum of 60 CSU-transferable courses semester units.
2. A minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework while a minimum of 2.0 is required for admission, some majors require a higher GPA.
3. Completion of a minimum of 18 semester units in an “AA-T” or “AS-T” major. All course in the major must be completed with a grade of “C” or better of a “P” if the course in taken on a “pass-no-pass” basis (Title 5 Section 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSUGE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern including Oral Communication, Group1C. Per Education Code there are no local general education requirements.
5. Double counting of courses is recommended by California Education Code and Title 5, section 55063. Double-counting refers to use of a course to fulfill both a general education requirement and a major requirement.

The AA-T or AS-T is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing these degrees are guaranteed admission to the CSU system, but not to a particular CSU campus or to a university or college that is not part of the CSU system.

General Education Requirements for the Associate Degree (Peralta degrees)

Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities, This category would include introductory or integrative courses in astronomy, biology chemistry, general physical science, geology, meteorology, oceanography, physics, and other scientific disciplines.

Social and Behavioral Sciences

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

Humanities

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

Language and Rationality

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

1. English Composition: Minimum level of English 1A, Freshman Composition, or an equivalent course.
2. Mathematics: Minimum level of intermediate algebra or an equivalent course.
3. Computer Literacy: A broad understanding of computer concepts
4. Oral or Written Communication, or Literature: Requirement shall include written communication, Literature, or selected English as a Second Language courses.

Ethnic Studies

Ethnic Studies is an intensive and scholarly study of African-American, Hispanic, Asian, and/or Native American experiences in the United States involving an examination of these **cultures and the history**, social, economic, and political influences on them.

Certificate of Achievement Requirements **(Units update in progress)**

To award a Certificate of Achievement (approved by the State Chancellor's Office) in any of the Peralta Colleges, the college shall certify that the following requirements have been met:

- A. Minimum of 18 semester units in the major; and completion of a specified program of courses with a "C" grade or better in each course; OR
- B. Completion of 12-17.5 units in a specified program of courses with a "C" grade or better in each course.

Certificate of Proficiency Requirements:

To award a Certificate of Proficiency (approved locally) in any of the Peralta Colleges, the college shall certify that the following requirements have been met:

- A. Up to and including 17.5 semester units
- B. Completion of specified courses with a “C” grade

Certificates of Proficiency will **not** appear on student transcripts.

Certificate of Competency (Noncredit CDCP):

A Certificate of Competency is awarded when a student completes noncredit coursework in a prescribed pathway that prepares a student to take credit coursework, including basic skills and ESL and is approved by the State Chancellor’s Office. A noncredit Certificate of Competency is a document certifying that a student enrolled in a noncredit educational program of noncredit courses and has attained a set of competencies that prepares the student to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses.

Certificate of Completion (Noncredit CDCP):

A Certificate of Completion is awarded when a student has completed noncredit courses in a prescribed pathway leading to improved employability or job opportunities and approved by the State Chancellor’s Office. A noncredit Certificate of Completion is a document certifying that a student has completed a noncredit educational program of noncredit courses that prepares the student to progress in a career path or to take degree-applicable credit courses.

Use of Coursework from Another Accredited Institution

- A. Students may use lower and upper division coursework from a regionally accredited institution to fulfill subject requirements of a comparable PCCD course upon approval by the appropriate department chair(s) and administrator(s). Upper division coursework cannot be used to fulfill unit requirements.

Students may also use lower division coursework from a nationally accredited institution for local (PCCD) associate degrees and certificates. However, these courses are not accepted by many four- year institutions and shall not be used to certify CSU General Education and/or IGETC (Intersegmental General Education Transfer Curriculum) requirements.

- B. Students may use lower division coursework completed at another regionally or nationally accredited institution to fulfill program, general education, and/or elective unit requirements for the associate degree or certificate programs. Specifically, students may use lower division coursework from another regionally or nationally accredited institution to fulfill any or all of the following:
 - 1. Course or program requirements for a certificate or for the major in an associate degree;
 - 2. General Education graduation requirements, including approved course(s) in the same or similar general education area(s) at another California Community College; and
 - 3. Elective units to meet the 60 semester unit requirement for an associate degree.

Although PCCD may receive and apply lower division coursework students earned at another regionally or nationally accredited institution towards specified program, general education, and/or elective unit requirements for the PCCD degree, PCCD cannot guarantee the same lower division coursework will transfer and be used for the same requirements at another institution. However, students may not use coursework from a nationally accredited institution to satisfy program, general education, or elective requirements for an AS-T or AA-T degree (see section I.C. above).

Note: Students may NOT use outside coursework to satisfy the 12-unit Residency requirement.

- C. Students who have already earned a Bachelor's degree from a regionally accredited institution will not be required to complete Peralta Community Colleges general education requirements. NOTE: Some Peralta Community College degrees require specific general education coursework that may not be waived even if a student has earned a Bachelor's degree.

- D. Students who have earned a degree(s) from a foreign institution(s) must have a foreign transcript evaluation service evaluate their degree(s). If the service certifies that the student's degree is the equivalent of a regionally accredited U.S. Bachelor's degree, the student will not be required to complete Peralta Community College District's associate degree general education requirements.

Note: Some Peralta Community College degrees require specific general education coursework that may not be waived even if a student has earned a Bachelor's degree.

Credit for Military Experience

Completion of a minimum of one year's active duty with the Armed Forces of the United States, including completion of a basic or recruit training program and receipt of an honorable discharge, provides six semester units of elective credit toward the associate degree.

To receive credit for military service, students must provide an original DD-214 or an official unopened JST (Joint Services Transcript) for scanning or photocopying by a Peralta staff or faculty member.

A DD-214 may also be used to satisfy the subject and unit requirements for CSU GE Area E, Lifelong Learning and Self-Development.

Catalog Rights

Students completing the requirements for the Associate degree (local), the Associate Degree for Transfer, Certificate of Achievement, Certificate of Proficiency, Certificate of Completion, and Certificate of Competency have catalog rights. A student's catalog rights are preserved by maintaining enrollment in at least one semester per academic year, in any of the four Peralta Colleges, excluding summer session. The "withdrawal" symbol (W) constitutes enrollment. A student's catalog rights include:

- A. The regulations in effect at the time the student entered the college, provided the student has been in continuing enrollment until the requirements for the Degree/Certificate are completed; or
- B. The regulations current at the time the student re-enters the major program and remains in continuing enrollment until the requirements for the Degree/Certificate are completed; or
- C. The regulations current at the time the student files and receives the degree/certificate.

<http://web.peralta.edu/trustees/files/2013/12/AP-4100-Graduation-Requirements-for-Degrees-and-Certificates4.pdf>

References:

Education Code Sections 70902(b)(3), Sections 66745 et seq.;
Title 5 Sections 55060 et seq.

Transfer Model Curriculum (TMC)

In the implementation process for SB 1440 and Education Code section 66746 and SB 440 and Education Code sections 66745-66749, the ASCCC, in collaboration with the CSU Academic Senate, developed a Transfer Model Curriculum (TMC) for certain specific majors that have been identified for students who transfer from a California community college to CSU. Each TMC represents a structure developed by intersegmental faculty for establishing the major component of a California community college Associate Degree for Transfer (ADT). According to Title 5, section 55063, and Education Code, section 66746, the ADT must include a major or area of emphasis consisting of a minimum of 18 semester units.

Please reference the following web site for all current approved templates for all approved TMCs:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TemplatesForApprovedTransferModelCurriculum.aspx>

<https://adegreewithaguarantee.com/en-us/abouttheprogram/thetransferprocess.aspx>

<http://www.sb1440.org/>

Course Identification Numbering System (C-ID)

C-ID, the Course Identification Numbering System, is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a “common course numbers” by providing a mechanism to identify comparable courses. Most

C-ID numbers 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). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intersegmental (with the CCC) articulation.

Approved C-ID course are required in many areas in the TMC templates for Associate Degrees for Transfer.

For more information, please reference the following web sites:

<https://www.c-id.net/>

Program Applicable Courses

A course is considered program applicable if it meets one of these criteria:

1. The course is required for a degree or certificate in a program approved by the Chancellor's Office;
2. When a course is on a list of restricted electives for a degree or certificate, specified by course title or number, from which students are required to choose to achieve a degree or certificate in a program approved by the Chancellor's Office; or
3. The course is part of an approved general education (GE) pattern such as IGETC, CSU-GE Breadth, or a local pattern conforming to the requirements in title 5.

A course is not considered program applicable when it is only required for a certificate that has been approved locally, but not by the State Chancellor's Office, such as a certificate of Proficiency. A program is considered approved by the State Chancellor's Office when it is listed as approved and appears with a valid control number in COCI. When new courses are submitted as part of a new or revised program that has not yet received approval, these courses may be submitted as "program applicable" during the new course and program submission process.

Guidelines for Associate Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5, section 55002(a), requires that the college curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards. At Peralta, associate degree applicable courses are numbered 1 – 249 and 900 - 949.

Only courses that are included in the following categories may be offered for degree-applicable credit.

- a) All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer;
- b) Courses that apply to a major or an area of emphasis in CTE fields, defined by the Chancellor's Office to mean courses within a TOP code designated as vocational;
- c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of item (a) above are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision;
- d) All mathematics courses that fall into the above categories and Elementary Algebra; and
- e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.

Degree-applicable credit courses must be appropriate to the associate degree and recommended by the College Curriculum Committee. The curriculum committee approves degree-applicable credit courses based on the following standards:

- a) Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content;
- b) Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time;
- c) Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the Course Outline of Record (COR). Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture. For additional details, see Part III Processing New and Revised Courses and Programs, Course Outline of Record (COR).;
- d) Required preparation for success in the course, such as prerequisite or co-requisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.

- e) Basic skills prerequisites for success in the degree-applicable course that are dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses, as determined by an approved assessment method using multiple measures.;
- f) Course Outline of Record (COR). The course is described in a COR that shall be maintained in the District's curriculum management system (CurriQunet META). A detailed description of the COR is included in this manual.; and
- g) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

The Uniform [Course Numbering](#) system (UCN) is used within Peralta to distinguish various course levels. See the Course Numbering System section of this Handbook for more information (p.91).

Guidelines for Non-Degree-Applicable Credit Courses

- A. The category of non-degree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986. At Peralta, non-degree-applicable credit courses are numbered 250 – 299 and 950 - 999

There were two primary purposes:

1. To allow community college students to receive "workload credit" (which would apply toward maintaining the unit load necessary to receive financial aid) for pre-collegiate basic skills courses; and
2. To safeguard the integrity of the associate degree by ensuring that such courses were not counted within the degree.

- B. Title 5, section 55002(b), requires that non-degree-applicable credit courses be approved by the College Curriculum Committee and district governing board. There are four types of non-degree-applicable credit courses:

1. Non-degree-applicable basic skills courses (California Code of Regulations, Title 5, §55000(j));
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.;
3. Pre-collegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs; and
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

- C. The College Curriculum Committee is responsible for recommending approval of non-degree-applicable credit courses based on the following standards:

1. Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content;
2. Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit;
3. Intensity, as evidenced by the Course Outline of Record (COR). Non-degree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses;
4. Required preparation for success in the course, such as prerequisite or co-requisite courses, as determined by the curriculum committee and in compliance with Title 5, section 55003; and
5. Difficulty and level, as determined by the curriculum committee, which ensure that the course requires critical thinking, learning skills, and vocabulary appropriate for a college-level course.

- D. The Uniform [Course Numbering](#) system (UCN) is used within Peralta to distinguish various course levels. See the Course Numbering section of this Handbook for more information (p.91).

Stand-Alone Credit Courses

- A. Assembly Bill 1029, amended California Education Code (CEC), sections 70901 and 70902, with a January 1, 2014 sunset date of community college districts delegated authority to approve and offer non-degree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program (commonly known as “stand-alone” courses).
- B. Assembly Bill 1943, signed by Governor Schwarzenegger on September 30, 2006, amended California Education Code (CEC), sections 70901 and 70902, and title 5 Regulations, adopted in August 2007, permitted community college districts to approve without prior approval by the Chancellor of the California Community Colleges, non-degree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/StandAloneCreditCourseApproval.aspx>

- C. When a course is not required or a restricted elective for any credit approved program as defined above, it is referred to as a "stand-alone course." Stand-alone courses are identified in CB24, where it has been coded using the number “2.” This term also refers to credit courses that are required for a certificate of fewer than 16 semester or 24 quarter units that has not been approved by the Chancellor’s Office as a Certificate of Achievement.

All stand-alone courses including experimental courses and selected topics courses as described below, must have a control number prior to being offered and claimed for apportionment. The CORs for stand-alone courses must contain all required elements and adhere to the same standards as other credit courses.

- D. Stand-alone credit courses still need to be submitted to the Chancellor’s Office for chaptering and to receive a control number. The Chancellor will conduct a periodic review to ensure that districts are in compliance. Please refer to title 5, section 55100(b) for full language.

Transferable Courses

Community college courses may be transferable to baccalaureate institutions for three different purposes: elective credit, General Education, and/or lower-division preparation for a baccalaureate major. Faculty, curriculum committees, and Articulation Officers share responsibility for determining and ensuring the transferable status of courses. At Peralta, these courses are numbered 1 – 199.

The predominant transfer-receiving institutions for California community colleges are the California State University (CSU) and the University of California (UC) systems. Under Executive Order No. 167, the CSU Chancellor has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the UC Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one UC campus.

Challenges may be raised at CSU campuses to particular courses that are certified by a community college as transferable, but such challenges do not often occur. Transferability of elective credit, however, does not create any presumption of acceptance for General Education or credit to the major or area of emphasis.

Decisions on transferability of individual courses required as part of a university major are made by departmental faculty and committees at each university campus. Major-specific articulation information for most campuses can be found in the database of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), online at www.assist.org.

The baccalaureate public segments (CSU and UC) have extensive requirements for General Education. Identifying those community college courses that will be accepted by CSU or UC as satisfying their General Education requirements is very important to the success of transfer students.

For the UC, the acceptability of a course for General Education is predicated on the acceptability of the equivalent UC course, since each course transferred to UC has been identified, by staff review at the Office of the President, as essentially equivalent to an existing UC course. General Education requirements vary greatly from campus to campus in the UC system.

The CSU General Education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU's General Education requirements are set forth in the CSU Chancellor's Executive Order 1100, revised 8/23/2017, which is available online at www.calstate.edu.

Since 1993, new courses intended for General Education transfer have been reviewed for acceptability by CSU Chancellor's Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for the Intersegmental General Education Transfer Curriculum (IGETC), which is accepted by both UC and CSU systems as an alternative pattern for satisfying lower-division General Education requirements. In Spring 2000, the Intersegmental Committee of Academic Senates (ICAS) concluded in a report based on a study of the use, effectiveness, and awareness of IGETC that this General Education pattern is useful and preferred by students who intend to transfer.

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

Guidelines for Transfer Level Courses (lower division baccalaureate level.)

The course shall:

1. Be aimed more at understanding theory and concepts which are grounded in the fundamental academic disciplines rather than at the acquisition of immediate technical skills;
2. Treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level;
3. Enhance understanding of intellectual, scientific, and cultural concepts and traditions
4. Not be of remedial or college preparatory level; and
5. Move the student toward acquiring competencies expected of university graduates at its completion.

The Uniform [Course Numbering](#) system (UCN) is used within Peralta to distinguish various course levels. See the Course Numbering System section of this Handbook for more information (p.91).

Tech Prep/2+2 Articulation

An articulated adult school, high school course is one in which a determination has been made that a course offered at the secondary level is comparable to a specific community college course. For more information, please visit <http://web.peralta.edu/careerpathways/>

<http://web.peralta.edu/careerpathways/articulated-courses/>

<http://web.peralta.edu/careerpathways/files/2010/09/Early-College-Credit-Grid-DRAFT-19-Jan-161.pdf>

The Early College Credit Grid is also located at (p.120) in this manual.

Noncredit Courses

- A. Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses for which no credit is given and at no cost, with the exception of textbooks and other materials, to assist them in reaching their personal, academic, and professional goals. Currently, 10 categories of noncredit courses are eligible for state funding and are listed below. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and for those who are not native English speakers, among others.

The California Community Colleges Chancellor's Office website (www.cccco.edu) provides links to resources that can assist with the development of noncredit courses and programs as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as Title 5 in this Handbook). This section draws information from several publications and sources, which can be found in the noncredit section of the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

- B. Chancellor's Office approval is required for all noncredit courses that receive state funds. A document that can be useful to curriculum committees in carrying out their responsibilities for course development and approval is the Academic Senate Paper, "The Course Outline of Record: A Curriculum Guide Revisited spring 2017." It can be downloaded from the Academic Senate for California Community Colleges (ASCCC) website at https://www.asccc.org/sites/default/files/COR_0.pdf
- C. Course Outlines of Record (CORs) for noncredit courses are completed in the same format as those for credit courses, with a few exceptions;
1. No units are listed;
 2. Number of contact hours normally required for a student to complete the course.
 3. Advisories are optional;
 4. Methods of evaluation are indicated, but grades are optional. Most noncredit courses are identified as Pass/No Pass (see p# 62 for noncredit grading policy);
 5. Out of class assignments are optional; and
 6. Courses should be numbered using the 500 or 600 series.
- D. Taken together, the content of the course, methods of instruction, assignments, and methods of evaluation must be described in the COR in a manner that is integrated and leads to the achievement of the course objectives.

Under no circumstances may a district separate an existing noncredit course which provides less than one hundred and ten (110) hours of instruction into two or more courses for the purpose forming a noncredit educational program to satisfy the requirements of this section.

- E. Noncredit courses may be scheduled as open entry/open exit or managed schedule (regular or short-term); all non-credit courses are positive attendance. Contact hours of enrollment shall be based upon the count of students present at each course meeting.



F. The catalog description should summarize the purpose and goals of the course and subject matter to be covered. In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population. (*PCAH, 6th Ed., p. 24*)

G. The 10 noncredit categories (CB22) classify a noncredit course in accordance with its primary objective. The classifications of noncredit courses are eligible for state apportionment in accordance with Education Code sections 84757(a) and 84760.5, and Title 5, section 58160. For more details, see [Noncredit Category](#) table (p.123)

1. = English as a Second Language ([Can be designed as CDCP](#))

(ESL/ESOL) courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).

2. = Immigrant Education ([Special Populations not eligible for CDCP](#))

Courses that are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).

3. = Elementary and Secondary Basic Skills ([Can be designed as CDCP](#))

This includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).

4. = Health and Safety Education ([Not eligible for CDCP](#))

These courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

5. = Education Programs for Persons with Substantial Disabilities ([Special Populations not eligible for CDCP](#))

These courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a

disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).

Educational Assistance Classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

6. = Parenting Education (Special Populations not eligible for CDCP)

This includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children’s education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).

7. = Family and Consumer Sciences (Not eligible for CDCP)

This includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

8. = Education Programs for Older Adults (Special Populations not eligible for CDCP)

These courses offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).

9. = Short-term Vocational Programs with High Employment Potential (Can be designed as CDCP)

Courses designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of

other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).

10. = Workforce Preparation (Can be designed as CDCP)

These courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

For more details, see [Noncredit Category](#) table (p.123)

Career Development and College Preparation (CDCP) Programs (Noncredit)

A. Noncredit courses offered in the four distinct categories (instructional domains) are eligible for “enhanced funding” apportionment equal to credit FTES rate; when sequenced to lead to a State Chancellor’s Office approved Certificate of Completion, or Certificate of Competency, in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs. *Education Code 84760.5 and section 55155 of title 5.*

1. English as a Second Language (ESL),
2. Elementary and Secondary Basis Skills,
3. Short-term Vocational, and
4. Workforce Preparation

Noncredit CDCP Certificates:

A. Certificate of Competency:

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency or a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor’s Office, which prepares students to take credit coursework including basic skills and ESL, a Certificate of Competency may be awarded. A noncredit Certificate of Competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses. The Certificate of Competency must include the name of the certificate and the

date awarded, be identified by a TOP Code number and program discipline, and list the relevant competencies achieved by the student.

B .Certificate of Completion:

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a certificate leading to improved employability or job opportunities. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded. A noncredit Certificate of Completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares students to progress in a career path or to take degree-applicable credit courses. The Certificate of Completion must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, identify the goal of the program, and list the courses completed by the student.



As a CDCP certificate, the program cannot be designed in a manner that suggests or limits it to being for an exclusive (target) student clientele or population. Such courses (not programs) are authorized in noncredit, but they have a different noncredit category (CB22 = "B", "E", "F", or "H") and specific COR requirements (see *PCAH, 6th Ed p. 24*) as based upon the special (target) population served.

Note : the target population noncredit course categories are not the same as, nor allowed to be included in the CDCP certificate programs that are authorized in Education Code 84760.5. For more details, see the [noncredit category](#) table (p.123)

Content and assessment standard for certificates shall be defined by the local curriculum committee.

For short-term vocational program proposals colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the list of occupational titles with high employment potential (<http://www.labormarketinfo.ca.gov>) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified.

As with all noncredit programs, the courses must first be approved before the college can submit a proposal for a new CDCP program. CDCP funding for courses that are part of a CDCP program cannot be received until the program is approved.

The college curriculum committee shall submit both the courses and the certificate to the CIPD at the same time for discussion/approval.

The college curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate (as set forth in §55070, with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility)

A certificate awarded to a student completing a noncredit educational program: not be referred to as a certificate of achievement of its length or whether it has been approved by the Chancellor.

A description of each approved noncredit educational program shall be included in the college catalog.

Apportionment Restrictions on Noncredit Dance and Recreational PE Courses: Title 5, section 58130 clearly states that, “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” Such courses may be approved and offered under the current noncredit course approval policies but may not be included in attendance data for apportionment purposes.

The Uniform [Course Numbering](#) system (UCN) is used within Peralta to distinguish various course levels. The number range for noncredit course is 500-699. See the Course Numbering System section of this manual for more information (p.91).

Distance education in Noncredit Courses is covered by Title 5, Chapter 6, Subchapter 3, starting with section 55200.

Both credit and noncredit courses may be offered through distance education, which is defined as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.” Title 5, section 58003.1 (f)(2)

1. Alternative student attendance accounting procedure to tabulate FTES (fulltime equivalent student) generated in noncredit distance education courses.
2. Chancellor’s Office publishes an annual report on distance education. The report summarizes credit and noncredit distance education enrollment trends, statewide
3. Program and Course Approval Handbook (*PCAH, 6th Ed.*), section 3 describes noncredit distance education instructional requirements.
4. Distance Education is permissible in noncredit.

Grading Policy for noncredit courses:

The grading policy for noncredit courses is defined in title 5, section 55021(c): “The grading policy may provide for award of grades in noncredit courses, including courses which are part of a high school diploma program or may be accepted for high school credit by a high school.”

Pass (P), Satisfactory progress (SP), No Progress/Pass (NP), and standard letter grades

Enrollment in noncredit courses is repeatable:

There are no specific enrollment limitations on noncredit course.

Mirrored Credit/Noncredit Courses

Credit courses that have exact same noncredit version CDCP or not. Same course outlines including measurable objectives and SLOs, same faculty, time, syllabi, and same curriculum approval process. Mirrored classes are dual/cross listed, but NOT dual enrollment.

Locally Approved Noncredit Certificate:

On Monday, October 1st, 2018 , the Council on Instruction, Planning, and Development (CIPD) approved the new locally approved noncredit certificate of accomplishment for noncredit educational program that doesn’t seek nor qualify for enhanced funding pursuant to 5 CCR § 55155

Part III: Processing New and Revised Courses and Programs

Initiating a New Course or Revision

Full and part-time faculty members may develop and/or revise courses. This process begins at the department level with discussion on the reasons for the course proposal. If the course is interdisciplinary, all involved departments participate in each step of the procedure.

Reasons for proposing a new or revised course may include, but are not limited to:

1. Maintaining discipline currency;
2. Responding to business or industry needs;
3. Developing a curriculum pattern for major;
4. Enhancing a student's knowledge of a discipline.

New courses may be proposed as experimental/selected topics or as a permanent course. Contact your curriculum chair or curriculum specialist for an appropriate number.

After being processed by the College Curriculum Committee, new courses are submitted to CIPD and the Board of Trustees. Finally, the course must be submitted to the State Curriculum Inventory and receive a State Control Number (CB00).

Revision to an Existing Course

A revision to an existing course is processed in CurriQunet META either as a catalog change or a non-catalog change. Any change that requires state (COCI) submission (substantial or non-substantial) should be processed as a catalog change to be approved by CIPD and get a BOT date even though the change is not listed in the catalog.

- 1- Substantial Change – An action to create a new course record based upon an active course record. This action involves a change to the total hours of instruction or any of the following MIS Course Data Elements: CB03, CB08, CB09, CB21, CB22, and/or noncredit. Upon approval, the submitted proposal will be assigned a new course control number.
- 2- Nonsubstantial Change – An action to change an active course record in COCI that will not initiate a new control number. This action involves a change to any of the following MIS Course Data Elements: CB01, CB02, CB05, CB10, CB11, CB13, CB23, and/or CB24. See page 115 for more details.

Catalog Changes may include:

1. Discipline name and/or abbreviation (CB01A)
2. Course number (CB01B)
3. Course title (CB02)
4. Course description
5. Pre/co-requisite/advisories
6. Hours
7. Units (CB06, CB07)
8. Grading basis
9. Course repeatability
10. TOP Code (CB03)
11. Credit Status (CB04)

Though not technically required in the course description in the college catalog, the following items are processed as catalog changes in order to be submitted to CIPD, the Board of Trustees, and the State Chancellor's Office Curriculum Inventory (COCI):

1. Credit by Exam
2. Basic Skills Status (CB08)
3. SAM Code (CB09)
4. Prior to College Level (CB21)
5. Funding Agency Category (CB13)
6. Distance Education Changes (for information only)

Non-Catalog Change

Any changes to items not listed above are considered non-catalog changes which are final after being processed by the College Curriculum Committee and the date of implementation is the College Curriculum Committee approval date.

Changes to Courses under Uniform Course Numbering (UCN)

For any catalog change to an existing course which is part of the [District's UCN system](#), and offered by more than one college, consensus must be obtained from all colleges offering the course using the consultation process outlined in section "[Curriculum Consultation Guidelines/Requirements](#)" in this Handbook (p.29). All colleges should coordinate in order to bring the changes to CIPD for action at the same meeting.

Institutionalizing an Experimental/Selected Topics Course

When a college proposes to institutionalize a course that was initially offered as an experimental/selected topics course (numbered in the 48 series), a new non-48 series number is required. The new course is processed like any other new course.

Three additional pieces of information are required in the Course Checklist:

Justification should clearly state why the experimental course is being institutionalized, including the information noted in the Units and Hours section noted below.

In the Units and Hours sections, respond to the questions about enrollment of the experimental course and the number of times it was offered as an experimental course.

After being processed by the College Curriculum Committee, it is submitted to CIPD and the Board of Trustees. Finally, the course must be submitted to the state curriculum inventory and receive a NEW control number (CB00).

The experimental/selected topics course must be deactivated by the College Curriculum Committee, submitted to CIPD, and the Board of Trustees, and deactivated in the state Curriculum Inventory.

Course Outline of Record (COR)

It is the responsibility of the course originator to complete the COR in CurriQunet META. If the course originator does not have access to CurriQunet META or needs help getting started, the faculty member should contact the college curriculum specialist or curriculum committee chair. Faculty who teach at more than one college will have one CurriQunet META account for multiple colleges.

Course originators should review the information in this section under “Completing Course Outline of Record” for detailed information about the contents of each item required in developing or revising a course.

The Curriculum Committee uses the following criteria to evaluate course proposals.

1. Appropriateness to the mission of the college, department, and discipline
2. Need, as justified by the department
3. Curriculum standards
4. Appropriateness of course content
5. Adequate resources
6. Compliance
7. Support from a CTE department’s advisory board
8. Departmental faculty support
9. [Consultation](#) with other disciplines or colleges

The COR documents the course requirements for faculty, administration, students, and the public. All faculty teaching a particular course should access the current COR and ensure the course is taught within the guidelines.

All active CORs are available on CurriQunet META. No log in is necessary.

Go to <http://peralta.curricunet.com/PublicSearch/Index> and Search Course, make sure to choose the desired college.

Also, reference the ASCCC paper, *The Course Outline of Record: A Quick Reference Guide Revisited*.

<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>

Completing the Course Outline of Record (COR) in META

Following are descriptions of the elements in the COR that must be completed as part of the course development process. All items in the CurriQunet META Course Checklist must be completed, saved, and launched to the work flow.

To use CurriQunet META for the first time, contact the college curriculum specialist. This section of the manual only covers the content elements of the COR; it does not explain how to get to the data entry screens in CurriQunet META. Please see the META user manual for more details or watch [META CurricUNET User Training, use Outlook login password](#)

Course Checklist for creating a proposal

CREATING A PROPOSAL – After clicking on “Create Proposal” the following fields must be filled in:

1. Selecting Proposal Type.....
2. Subject: The drop down menu allows selection of the appropriate discipline for the course
3. Course Number: If this is a new course, contact the College Curriculum Committee chair for an appropriate number. If that person is not immediately available, use 0000 until they have been contacted. Refer to “[Course Numbering](#) Section” of this manual for parameters of assigning a number to a course (p.91). If the course is being cloned from another college, use the same number. More information is available in “Curriculum Consultation Guidelines/Requirements” in this manual (p.29)
4. Course Title: The title should be clear and concise. Review course titles in the college catalogs for ideas
5. Catalog Description: The course description is NOT an outline of the course. It is an overview or summary of key ideas and concepts. It is generally less than 50 words. There is a standard format used by all Peralta Colleges; review the college catalog to see examples of existing descriptions. General Guidelines for Peralta: Start with an adjective or noun; do not use “a”, “an” or “the course”. After the first general phrase, put a colon and start the next word with a capital letter.
 - a. Use mostly descriptive terms, no verbs, and very few articles.
 - b. Limit to 4-6 lines.
 - c. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives and the student learning outcomes

After creating the proposal, faculty should continue through the following checklist:

Tab 1: Cover

1. Subject, Course Number, Title and Description are the basic information that was entered when creating a new course “proposal.”
2. Justification: If this is a new course, explain the purpose the course will serve in the department, discipline, and/or college curriculum/mission. If this course is being modified, update this as necessary. In most cases, the original justification will not be deleted.
3. Modular:
 - a. A modular course is defined as a course divided into parts, or modules, that can stand alone. The topics are related and when combined with all other parts,

become the entire course. Modular courses are generally variable unit and open entry, with each module providing a part of the maximum unit value (ex: 3 modules, 1-3 units; each module is 1 unit). Most courses are not modular. For modular courses, at the end of the Catalog Course Description, the following notation should be included for each course. "Not open for credit to students who have completed or are currently enrolled in (insert subject and course number)."

- b. See the section "Modularization" in this manual for more information.
4. Additional Information:
 - a. *Open-Entry/Open-Exit*:
5. Most courses are not open-entry/open-exit. See the section "Open-Entry/Open-Exit" in this manual for more information.
 - a. *Credit by Exam*:
 - i. The department may identify this course as eligible for Credit by Exam. If they choose to do so, they must prepare a representative exam and present it to the Curriculum Committee at the time the course is reviewed. See the section "Credit by Exam" in this manual for more information.
 - b. *Assignments at College Level*:
 - i. Most courses will be college level. See section "College Level Courses" in this Manual.
 - ii. Explain why assignments are not at college level.
 - c. *Readings at College Level*:
 - i. Most courses will be college level. See section "College Level Courses" in this Manual.
6. CB 23 Funding Agency:
 - a. Some courses, primarily CTE, are developed under special funding through State or Federal Economic Development Funds. Be sure to indicate the correct funding source. Check NA if you are not sure

Tab 2: CO-CONTRIBUTOR

If someone other than the course originator should have access to edit this course, a co-contributor is assigned on this page.

Tab 3: Cross Listing Course

If a course is going to be taught in more than one discipline this requires that it be cross listed. A second outline must be created in the other discipline. All elements of the outline (except the Discipline and perhaps the Number) must be identical for both courses.

When either of the courses is offered, the instructor of record must have the qualifications to teach in that discipline. For example, if a POSCI and a HIST course are cross listed, but offered this semester as POSCI, the instructor must be qualified in POSCI. If both POSCI and HIST are offered concurrently as one course with one instructor, the instructor must be qualified in BOTH POSCI and HIST.

At the end of the Catalog Course Description, the following notation should be included for each course. "Not open for credit to students who have completed or are currently enrolled in (the cross listed course number, e.g. BUS 32).

Tab 4: List of Changes

1. This tab will only show if the proposal is a course update/deactivation
2. List all areas from the course checklist which were modified.
 - a. If necessary, explain the reasons for the modifications. For example, "general update of COR" or "revision of COR for articulation purposes."

Tab 5: Units/Hours

When the units and hours increase/decrease or a lecture or lab component is added or deleted, a new course number is generally required. For example, if SCIEN 85 is 4 units, 3 hours lecture and 3 hours lab and the department wants to change it to two courses, one 3 hours lecture and a separate lab of 3 hours, a new number is required, since without the lab hours, SCIEN 85 is no longer the same course. See PCCD [Hours and Units Chart and Hours and Units Guideline \(p.25, 126\)](#)

1. **Course Type:**

There are three types:

 - a. D – Credit – degree applicable
 - b. C – Credit – Not Degree Applicable
 - c. N – Noncredit

Choose from the drop down menu the appropriate type. This is important for noncredit courses as the unit value will be set to zero.
2. **Variable Units:**

If yes is selected, a box will open to allow minimum and maximum units to be entered.
3. **Units:**

Enter the number of units. See section “PCCD Units/Hours Chart” in this manual.
4. **Lecture Hours:**

Enter the number of lecture hours. See section “PCCD Units/Hours Chart” in this manual.
5. **Lab/Studio/Activity Hours:**

Enter the number of hours. See section “PCCD Units/Hours Chart” in this manual.
6. **TBA Hours:**

In the rare instances when TBA Hours are used, consult a college dean and the section “To Be Arranged (TBA) Hours Compliance Advice” in this manual.
7. **Grading Policy:**

Courses may be established with one of four grading policies. There are specific advantages and disadvantages to students’ transcripts for each. Consult the department chair, college dean, articulation officer, and/or the section “Grading Policy: Pass/No Pass or Grade” in this manual (p.102) for more information.
8. **Minimum Duration:**

What is the minimum amount of time this course could be offered and still ensure student success?
9. Add justification if selection is not the full semester
10. **Enrollment max**

If less than “40”, add a justification
11. **Repeatability:**

Most courses are NOT repeatable. See section “Course Repetition Policy” in this manual.
12. **Previously Offered as a Selected Topic:**

If the purpose of this proposal is to institutionalize (make permanent) a course previously offered as a selective topic/experimental course, select yes.
Additional boxes will appear.

Enrollment Max Average

Enter the maximum number of students enrolled when the course was offered as a selected topic. Also enter the average (if the course was offered more than once).

Times Offered

Enter the number of times the course was offered as a selected topic.

For more information see section “Selected Topics (Experimental Course) Policy” in this manual.

Tab 6: Degree/Transfer

Consult with the college Articulation Officer prior to completing these fields.

1. Check the program applicable box if the course is part of a degree or certificate
2. *Meets GE/Transfer requirements (specify):*
 - a. This section should be completed under the guidance of the Articulation Officer.
3. *Required for Degree/Certificate:*
 - a. Enter the names of all degrees and/or certificates for which this course is a part.
 - b. If it is not required for a degree or certificate, it is a stand-alone course. See the section “Stand-Alone Courses” in this manual for more information.
4. *CB-03 Top Code*

The Taxonomy of Programs (TOP) is a system of numerical codes used at the system level to collect and report system-wide information on programs and courses that have similar outcomes. Each program and course must be assigned a TOP code that is consistent with its content. (See [The Taxonomy of Programs](#) (TOP Codes) for more information.
5. *CB04 Credit Course Status*
 - a. Degree Credit: May be used for degree or certificate units, including unrestricted electives to reach 60 units for a degree
 - b. Non-Degree Credit: May not be used for degree or certificate units
 - c. Noncredit: Zero units are awarded
 - d. Community Services (Fee-based): Zero unit courses for which students pay fees to cover the cost of instruction

Be sure the [course number](#) corresponds with its course credit status.
6. *CB08 Basic Skill Status*

Basic Skills are those foundation skills in reading, writing, mathematics, and English as a Second Language. In addition, it includes learning skills and study skills which are both necessary for students to succeed at the college level.

A course that is Basic Skills must adhere to the following:

 - a. CB03: Must be in a TOP Code designated as appropriate for Basic Skills
 - b. CB04: May not be designated as "Degree Credit"
 - c. CB21: Must specify the level below transfer (see "[CB21 Course Prior to College Level Rubrics](#)")
 - d. See "[CB08 - Basic Skill Status](#)" for details on appropriate coding
 - e. Be sure the course number corresponds with its course credit status.
7. *CB09 Sam Codes*
 - a. CTE course: Must choose options A-D
All others: Must choose option E
 - b. See "[CB09 - Course SAM Priority Code](#)" for details on appropriate coding
8. *CB21 Levels Below*
 - a. Required only for Basic Skills courses. All others should choose "Not Applicable".
 - b. See "[CB21 Course Prior to College Level Rubrics](#)" for details on appropriate coding

9. CB24 Program Course Status

- a. *Use Code 1* Program Applicable if the Credit Course is part of a certificate or degree that requires state approval. This includes credit courses that are required or restricted electives for an approved certificate or associate degree, including general education requirements (PCCD, CSU GE-Breadth, or IGETC). Restricted electives are specifically listed as optional courses from which students may choose to complete a specific number of units required for an approved certificate or degree. Courses that are part of a Certificate of Proficiency only are not Program Applicable.
- b. *Use Code 2* Stand Alone/Not program Applicable if the credit course is not required or a restricted elective for any credit program approved by the System Office, or is not approved for general education (PCCD, CSU GE-Breadth, or IGETC) or is part of a Certificate of Proficiency only.
 - i. Noncredit Courses
 1. *Use Code 1* if the noncredit course is part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.
 2. *Use Code 2* if the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.

Note: See the section “CB Code Listing” in this manual for more information.

Tab 7: General Education

This section is to be completed by the Articulation Officer.

C-ID Number and Expiration Date: If this course is part of an Associate Degree for Transfer, it is likely matched to a C-ID number. See the section “Course Identification Numbering System (C-ID) in this manual for more information.

Tab 8: Lecture/Lab Content

Lecture Content

List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. List percent of time spent on each topic; ensure percentages total 100%.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

Lab Content

This heading will only show if there are lab hours listed in the Units/Hours section.

This section is not an exact copy of the lecture content.

List major topics to be cover in the lab in the appropriate sequence. This section must be more than listing chapter headings from a textbook. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the lab and the approximate length of time devoted to each. List percent of time spent on each topic; ensure percentages total 100%.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

Tab 9: Student Performance Objectives

List student performance objectives (exit skills) required of students. There should be at least one objective for each major topic in the content section.

Objectives should be measurable and should use verbs requiring cognitive outcomes.

See section “Bloom’s Taxonomy” in this manual for ideas. There are also links to Bloom’s Taxonomy in the CurriQunet META system.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

Tab 10: Student Learning Outcomes (SLOs)

Each SLO consists of an Outcome Text (drawn from the performance objectives) which will be measured during the regular assessment process, a mapping to an appropriate Institutional Outcome, if it’s a stand-alone course, and an Assessment text (method).

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

It is essential that every course have SLOs for assessment and accreditation purposes.

Board Policy 4210 and Administrative Procedure 4210, Student Learning Outcomes, affirm that student learning outcomes represent the knowledge, skills, abilities, attitudes, values, and behaviors that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. The use of learning outcomes assessment results stimulates discussion and directs activities that can improve instructional delivery, curricula, programs, and/or services and will be used in institutional planning and resource allocation.

Each college manages their SLOs slightly differently. See the college assessment coordinator for additional information.

1. Click the box if you would like to map SLOs to ILOs
2. If you checked this box, additional fields will be available to you for mapping.
3. Click on Add Item for each SLO needs input of the SLO information

Tab 11: Methods of Instruction

Check all that apply.

There should be congruence between the methods of instruction and the assignments sections. The methods of instruction and assignments should also be congruent with the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

For example, if a student performance objective involves critical thinking, there should be a method of instruction that allows for critical thinking and an assignment that evaluates critical thinking.

If this course is also being proposed as a Distance Education Course, be sure to check that box.

Tab 12: Distance Education

A distance education course is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. When a course is proposed to be offered in distance education mode,

additional review and documentation is required. Before preparing a DE Addendum, faculty should contact their Curriculum Committee Chair and/or their college's DE coordinator to get clarification on the process at their college. See "Distance Education" section in this manual (p. 98) for more information.

- Click on the box if this course will be available for Distance Education
- Choose one or more Distance Education Delivery Methods:
There are two types of Distance Education Courses.
 1. Online - a course in which 100% of instruction takes place online. Online classes can have no mandatory face-to-face component; students must be able to do everything online.
 2. Hybrid (51% or more online or less than 51% online) – a course that combines required face-to-face sessions with online instruction. Hybrid classes can mix face-to-face and online instruction in any ratio, as long as the overall instruction meets the required hours on the



Note: all required face-to-face sessions in hybrid classes must be listed in the schedule of classes.

When identifying online or hybrid at the method of delivery, consider the overall requirements of the course. If it is likely that this course could be offered in both methods, check both so that there is no need to submit a course change in the future.

The College Curriculum Committee will seriously question whether the course and/or discipline lends itself to Distance Education, so it is important to be able to justify the request. The most difficult to justify is usually 100% internet based

- ***Need/Justification***
Clearly explain the purpose of offering the course by distance education. The justification for DE courses cannot be to increase enrollment, reach more students, or to allow for flexibility; it also cannot be to "improve" or "increase" student participation in course requirements. Need/Justification for teaching a class in a DE format should be based on pedagogy and technology, and there should be a clear explanation of why a DE format is beneficial.
- ***Do the following sections of the COR differ by offering this course via Distance Education?***
If Performance Objectives, Assignments, or Assessments differ when the course is offered via distance education, the changes should be indicated and explained. If Performance Objectives are different, it becomes a new course and requires a new outline. In other words, the course content, the performance objectives, and the student learning outcomes must be the same whether a course is offered face to face or via distance education.
- ***Technical Issues***
Identify any equipment and staff necessary to support the course for students and instructors. Identify the contingency plans available if access to the delivery system is interrupted. An LMS (Learning Management System) is necessary to support this class. Each college has a designated LMS systems available to instructors and students, such as Canvas. If access to the LMS is interrupted, e-mail list and a back-up server are usually available. All DE courses must use the college's designated LSM and this should be clearly stated in this field.
- ***Accommodations for Students with Disabilities***
Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Please give

details about how instruction and course materials will be adjusted to meet accessibility requirements.

If this course is not designed to meet these requirements, it will not be approved.

- **Additional Resources**

Identify any additional resources or clerical support needed or anticipated.

These will be reviewed by the department chair, curriculum committee, and administration. Please attach any supplemental documentation that is required by your college.

Tab 13: Instructor-Student Contact

It is critical to ensure adequate contact between instructor and student for distance education courses.

1. Click on the button "Add Items"
2. Using the drop down menu, add as many contact types for regular Instructor-Student Contacts.

Be sure to indicate the frequency for each contact, e.g. weekly, daily, as needed.

Tab 14: Assignments

List all out-of-class assignments, including library assignments. In order to achieve the objectives of degree-applicable credit, courses must require students to study independently outside of class time. There is an expectation that students will spend two hours of independent work outside of class for each hour of lecture. The outside class hours should be calculated automatically by CurriQunet META, but double check them before moving on.

Tab 15: Student Assessment

Indicate how students will be assessed, i.e., what the grades will be based on. Typical classroom assessment techniques include, but are not limited to, essays, computational problem solving, non-computational problem solving in which critical thinking should be demonstrated by solving unfamiliar problems via various strategies, skill demonstration, or multiple choice.

Check as many boxes as are applicable.

For degree applicable credit courses, at least one of the following must be indicated: essays, computational problem solving, or non-computational problem solving. If "ESSAY" is not checked, an explanation must be given or it cannot be a degree applicable course.

Essay assignments include "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.

Tab 16: Requisites

Identify any pre-requisite, co-requisite, recommended preparation, or other advisory.

See section "Prerequisites, Co-requisites, and Advisories" in this manual. The requisites must be consistent for all colleges if the course is taught on other campuses in the district.

When assigning a co-requisite, keep in mind that students must remain enrolled in the co-requisite course for the entire semester. The enrollment system will cross check for attempted drops. A student who completed a co-requisite in a previous semester will be allowed to take the course.

1. Check the box if this course has requisite
2. Click on add items
3. Choose the type of requisite from the drop down menu
4. Choose the subject

5. Non-course requirement: if you choose “Other” in the requisite drop down menu, explain the requirement here.
6. Condition: and/or
7. Is the requisite sequential or non-sequential?

Sequential Course Prerequisite/Corequisite is a required course within the same department as the target course being proposed. If a faculty member proposing a course believes that students who would take the course are highly unlikely to be successful without completion of a stated prerequisite, the faculty member should take the following steps to establish the prerequisite:

- Complete the content review section in META course proposal form

Non-sequential Course Prerequisite/Corequisite is a required course that is not part of the department of the course being proposed. For example, an English requirement on a Chemistry course would constitute a non-sequential course prerequisite. If a faculty member proposing a course believes that students who would take the course are highly unlikely to be successful without completion of a stated prerequisite, the faculty member should take the following steps to establish the requisite:

- Determine if one of the following four exceptions apply:
 1. Requisite is required by law or government regulations (cite the appropriate section of the legal code and provide a justification)
 2. The course is part of a lecture/lab course pairing within a discipline.
 3. The requisite is required for the course to be accepted for transfer by the UC or CSU systems (list name of at least three CSU or UC campuses with parallel enrollment requisites and provide justification.)
 4. Baccalaureate institutions will not grant credit for a course unless it has the particular communications or computation skill prerequisite.
- If none of the above exceptions apply, the faculty member must demonstrate that the requisite is an appropriate and rational measure of a student’s readiness to enter the course as demonstrated by a content review or content review with statistical validation.



Note: A corequisite courses means that both courses must be taken at the same time. If the students have taken the proposed corequisite course in the past, they need to see a counselor to clear their milestone.

A prerequisite course means that the student must have completed the course in a prior term before taking the course requiring it. To accommodate both situations, it’s advisable to establish the required course as prerequisite or corequisite in this order.

Tab 17: **Content Review/Validation**

Content review is the process of validating or justifying the requisite by comparing one of the following.

1. The performance objectives/exit skills of the requisite course to the performance objectives of the course being developed or modified
2. The performance objectives of the requisite course to the lecture content of the course being developed or modified
3. The lecture content of the requisite course to the lecture content of the course being developed or modified
4. The lecture content of the requisite course to the performance objectives of the course being developed or modified
5. Identify the items in the new/modified course that can only be accomplished if the student achieved a corresponding item in the requisite course.

6. Courses are exempt from content review for the following reasons:

Title 5 subdivision (e) of section 55003 specifies the conditions under which a prerequisite or co-requisite does not need to be subject to either content review or content review with statistical validation:

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.

Tab 18: Texts, Readings, and Materials

Texts and instructional materials should be completely referenced. List text(s) that the department has evaluated and determined to be representative of the college level materials appropriate for the course. Date of publication is critical; transfer institutions require texts to have current publication date(s) within 5 years of outline addition/update. If any text entered is older than five years, CurriQunet META requires a rationale or justification for its use.

Sample rationale or justification: "Our piano faculty continually examine new texts as they become available. It is our collective opinion that the Mastering Music Series is the most appropriate for our beginning piano classes. Its pedagogy is up to date."

Textbooks need to be current for transferability, as well as for effective teaching. New faculty consult the COR to determine which texts have been identified as representative before they choose a text. The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.

Tab 19: Library

When developing a proposal, faculty should consult with the college librarian to ensure library resources and services are adequate to support the course or program. This section of the COR should be completed by the librarian or under the guidance of the librarian.

Attached Files

If there are additional documents that should be archived with the COR, they can be attached here.

This might include, but is not limited to:

- Letters of support from Advisory Committees
- Minutes from Advisory Committee meetings
- C-ID Descriptors
- Sample Course Syllabus
- Documentation to support any validation process for prerequisites, co-requisites, and/or recommended preparation
- Records of consultation with other colleges, if any issues need to be documented for future reference
- CSU catalog documentation for repeatable courses
- Approval letters from COCI

Creating a Fee Based Course

The COR for a fee based course has fewer requirements than CORs for other courses. It should include the following information about the course:

1. Subject
2. Course Number
3. Course Title
4. Course Description
5. Justification (i.e., the reasons for offering the class. What groups might be interested or served by the class? Who could benefit from participating in the class? What economic or social trends exist to support a need for information on this topic?)
6. Hours and Units (units should be zero)
7. Lecture/Lab Content
8. Student Learning Outcomes
9. Codes/Dates

Fee based courses are approved by the College Curriculum Committee and sent directly to the District Curriculum Analyst for inclusion on the Board of Trustees agenda; CIPD and State approval are NOT required.

See section “Community Service (Fee-Based) Courses” in this manual for more information (p. 87).

Deactivating a Course or Program

Reasons for deactivating a course or program may include, but are not limited to:

- maintaining discipline currency
- responding to business or industry needs
- removing courses from the catalog which have not been offered in the past two to five years and are not expected to be offered in the foreseeable future
- removing programs from the catalog which are not expected to be offered in the foreseeable future
- removing programs from the catalog which are no longer meeting students' needs

Deactivating a course requires the faculty member and department chair to complete the appropriate CurriQunet META work flow.

Proposed Start:

Enter the semester and year the course will no longer be offered and will be removed from the catalog.

Since deactivations take time to go through the work flow, these dates will never be the current semester. In most cases, plan two to three semesters ahead.

When deactivating a course, always cross check to be sure:



1. It is not listed in any active program (please check the impact report). If it is, and you still wish to deactivate the course, you must also submit the changes in the program to the College Curriculum Committee at the same time the course deactivation is presented.
2. It is not listed as a requisite to any active course. If it is, and you still wish to deactivate the course, you must also submit the changes to the course to the College Curriculum Committee at the same time the course deactivation is presented

After the approval by the Curriculum Committee, the request goes to CIPD and the Board of Trustees.

Finally, the State Curriculum Inventory must be updated to show the course is now inactive.

Temporary and Permanent Course Deactivation

Currently, courses may be temporary deactivation or permanent deactivation.

Temporary deactivation of a course removes it from the catalog until further action is taken. Any existing articulation for the course is persevered while it continues to be reviewed.

A course is temporarily deactivated if: (1) a faculty member requests temporary deactivation and it is approved by the Curriculum Committee, or (2) a course has not been offered for three consecutive academic years.

Temporary deactivation can be for up to three consecutive academic years. During the third year, the program faculty will need to decide to either offer the course or permanently deactivate will need to decide to either offer the course of permanently deactivate the course.

Temporary deactivation will make the course historical in CurriQunet META and inactive in PeopleSoft, and remains active in the state inventory.

Temporary and permanent deactivations will remove the course from the catalog and from any associated programs in which the course has been included. Only permanent deactivations will remove all course articulations.

Deactivation of a program requires the faculty to update all courses in the program in order to reflect the change in the program applicability and update any outcome mapping that may be affected.

After the approval by the Curriculum Committee, the request goes to CIPD and the Board of Trustees. Finally, the State Curriculum Inventory must be updated to show the program is now inactive.

For additional details about the program deactivation process see the section “Program Discontinuance or Program Consolidation” in this handbook.

Deactivation of Experimental/Selected Topics Courses

If an experimental/selected topics course is being institutionalized or has been offered twice, it must be deactivated by the College Curriculum Committee, submitted to CIPD, and the Board of Trustees. Finally, the State Curriculum Inventory must be updated to show the 48 series course is now inactive.

Reactivating a Course or Program

A course or program that has been previously deactivated and is shown in CurriQunet META as historical must be processed as a new course or program to ensure all elements in the Course Outline of Record (COR) are reviewed for currency.

Generally, a reactivated course uses the original course number.

The Faculty originator can reactivate curriculum by using the proposal type “reactivation”.

Since all new courses and programs take time to go through the work flow, these dates will never be the current semester. In most cases, plan two to three semesters ahead.

After the College Curriculum Committee approves the new COR, it is submitted to CIPD and the Board of Trustees for approval.

Finally, the State Curriculum Inventory must be updated to show the course is now active.

Initiating New Programs or Revisions

An educational program is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

Full and part-time faculty members may develop and/or revise programs. This process begins at the department level with discussion on the reasons for the program proposal. If the program is interdisciplinary, all involved departments participate in each step of the procedure. All new or revised programs must be submitted to CIPD and the Board of Trustees after approval by the College Curriculum Committee. The college must then submit the new or revised program to the State Curriculum Inventory for approval and assignment of a control number.

Reasons for proposing a new or revised program may include, but are not limited to:

- maintaining discipline currency
- responding to business or industry needs
- developing curriculum pattern for major
- enhancing student’s knowledge of the discipline

For new programs (certificates or degrees) or substantive changes to programs which are similar to any other program in the district or contain similar courses offered at other colleges (whether or not these programs are in the same discipline), consultation must occur as outlined in section “[Curriculum Consultation Guidelines/Requirements](#)” in this manual (p.29).

Credit Programs

- Associate Degrees (traditional AA or AS) that require 60 units
- Associate Degrees for Transfer (AA-T/AS-T) that require 60 units
- Certificates of Achievement that require 16 or more semester units
- Certificates of Achievement that require 8 or more semester units
- Certificates of Proficiency that require no more than 17.5 units

Non-Credit Programs

- Certificates of Competency (in a recognized career field by articulating with college-level

- Coursework, completion of an associate degree, or for transfer to a four-year college Program)
- Certificates of Completion (improved employability or job placement opportunities)



Important Note:

Though faculty can clone COURSES from one of the other colleges and edit them to fit their college needs, PROGRAMS CANNOT BE CLONED from one college to another. This is because the courses selected to be part of a program must be from the new college, not the original college. The courses which would be transferred if cloning were allowed would be from the original college.

Non-Substantial Changes in Existing Programs

All changes in programs must be submitted to the state, whether they are substantial or non-substantial. The process is the same.

See *CCCCO Program and Course Approval Handbook (PCAH) (6th edition)* for details on submitting programs to the State Inventory.

http://www.ccccurriculum.net/wp-content/uploads/2011/05/PCAH_6thEdition_July_FINAL.pdf

Program Outline (POS) in META

It is the responsibility of the program originator to complete the Program Outline on CurriQunet META. If the program originator does not have access to CurriQunet META or needs help getting started, the faculty member should contact college curriculum specialist or curriculum committee chair. Faculty who teach at more than one college will have one CurriQunet META account for multiple colleges.

Program originators should review the information in this section under “Completing the Program Outline” for detailed information about the contents of each item required in developing or revising a course.

The Curriculum Committee uses the following criteria to evaluate program proposals.

1. Appropriateness to mission of college, department, and discipline
2. Need as justified by department
3. Curriculum standards
4. Appropriateness of program content
5. Adequate resources
6. Compliance
7. CTE departments’ advisory board support
8. Departmental faculty support
9. [Consultation](#) with other disciplines or colleges

All active POSs are available on CurriQunet META. No log in is necessary.

Go to <http://peralta.curricunet.com/PublicSearch/Index/> and Search program, make sure to choose the desired college.

Completing the Program Outline in META

The Following are descriptions of the elements in the program outline that must be completed as part of the program development process. All items in the CurriQunet META program Checklist must be completed, saved, and launched to the work flow.

To use CurriQunet META for the first time, contact the College Curriculum Committee chair. Faculty who teach at more than one college will have one CurriQunet META account for multiple colleges.

This section of the manual only covers the content elements of the program outline; it does not explain how to get to the data entry screens in CurriQunet META .Please see the META user manual for more details

Program Outline Checklist

CREATING A PROPOSAL – After clicking on “Create Proposal” the following fields must be filled in

Tab 1: Cover

1. Division, Department, and Program Title, and Award Type are the basic information that was entered when creating the new program proposal.
2. Choose the subject of the Program
3. *Justification for Proposal*
 - a. If this is a new program, explain the purpose the program will serve in the department, discipline, and/or college curriculum.
 - b. The justification should also clearly outline the specific program plan for transfer to four year schools or the specific Career/Technical Education goals for the program. Detailed supporting documentation should also be attached in CurriQunet META.
 - c. If this program is being modified, update this as necessary. In most cases, the original justification should not be deleted.
4. *Career Opportunities*
 - a. Include a brief description of the career opportunities available to the student who completes the program.
5. Program Goal: Identify the type of Program Goal
6. Annual completers, Faculty Workload, New Faculty Positions, New Equipment, new Remodeled Facilities, Library Acquisitions:
 - a. Work with your curriculum chairs and/or curriculum specialist to fill in this information
7. Percent of Courses available as Distance Education:
 - a. What percentage of the degree can be offered online?
8. Program Review Date:
 - a. Indicate the next date for Program Review
9. Gainful Employment
 - a. Click this if this is a gainful Employment program
10. Apprenticeship:
 - a. Click this if this is an apprenticeship program.
11. Similar Programs at Other Colleges in Service Area:
 - a. Identify any local colleges that offer the same or similar programs at their campus.



12. Click the box if this is a CTE Program
13. **Click the box if this is a noncredit program/award**

Tab 2: Description

1. Choose the appropriate TOP CODE for the Program
2. Choose the appropriate CIP CODE for the Program
3. Program Description: This is the description of the program which will be printed in the catalog. It should be clear and concise.

Tab 3: Co-Contributor

If someone other than the originator should have access to edit this program, a co-contributor is assigned in this tab.

Tab 4: Course Block Definitions

1. All courses that are a part of the program must be listed in this tab.
2. Click on “Add Item” to create a course block
3. Within the course block, click on “Edit Program Courses” to add/delete courses.
4. If you are mapping SLOs to PLOs, be sure to click on the box “Include this course in outcome mapping” during the course details section.
5. Create course blocks, as needed, with required course block courses added into each block.

Tab 5: Program Learning Outcomes

It is essential that every program have Program Learning Outcomes (PLOs) for assessment and accreditation purposes.

Each PLO consists of an Outcome Text which will be measured during the regular assessment process, a mapping to an appropriate Institutional Learning Outcome, and an Assessment Method.

1. Here you can map your course SLOs to the Program Learning Outcomes (PLOs) as well as map your PLOs to the ILOs of your college. Be sure you finish your Course Block Definitions before finalizing this section. Note: if you want to map an SLO to a PLO in this section, you must click on “Include this course in outcome mapping” during the course block definitions tab and fields.
2. Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.
3. Click “Add New Outcome” for EVERY Program Learning Outcome this program has.
4. In the “new outcome” fields, you will have the opportunity to map PLOs to SLOs if you checked the “Include this course in outcome mapping” box, and map PLOs to ILOs.
5. Each college manages their PLOs slightly differently. See the college assessment coordinator for additional information.

Tab 6: Attachments:

General attachments might include:

- Documentation prepared to submit to the California Community Colleges Chancellor’s Office (COCI) for approval, including program narrative, labor market information (CTE only), ASSIST/Transfer documentation, and signature page.
- Approval Letters from the COCI

- Transfer Model Curriculum (TMC) Template for Associate Degrees for Transfer (ADT)
- Documentation of Transfer Plan to four year schools

Additional attachments for Career/Technical Education (CTE) programs might include:

- Letters of Support from Advisory Committees
- CTE Advisory Council Recommendation Meeting Minutes
- Documents for CTE programs approved by the Bay Area Community College Consortium (BACCC)
- California Division of Apprenticeship Standards (DAS) Approval Letter (Apprenticeship only)
- Employer Survey (CTE only)

Part IV: Curriculum Topics

Advanced Placement (AP) Equivalency (Administrative Procedure 4236)

- A. Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.
- B. For any AP examination for which there is no similar course in content offered in the Peralta Community College District, the District will award credit in the General Education area shown on the California Community College AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.
- C. Berkeley City College, College of Alameda, Laney College, and Merritt College shall provide additional information about the Advanced Placement Credit procedure in their college catalogs. College Catalogs are posted by each college on a college web page.

References:

Education Code Section 79500

[extranet.cccco.edu%2FPortals%2F1%2FAA%2FCredit%2F2017%2FAA17-20 AP Credit Policy Final.docx&usq=AOvVaw28btCaa3EJnoo3VSdCbPaZ](https://extranet.cccco.edu%2FPortals%2F1%2FAA%2FCredit%2F2017%2FAA17-20%20AP%20Credit%20Policy%20Final.docx&usq=AOvVaw28btCaa3EJnoo3VSdCbPaZ)

Community Service (Fee-Based) Courses

(see Board Policy 4400 Community Service Programs)

Per the provision of Education Code Section 78300, the colleges of the Peralta Community College

District may offer Community Service courses (fee based courses).

Community service courses shall be open for admission of adults and of minors who can benefit from the courses.

Community Service classes and activities are those instructional and enrichment offerings, not supported by state apportionment, designed for the physical, mental, moral, economic, or civic development of persons in attendance. These activities which exist in various formats extend the regular and traditional educational services of the District for broader community and individual benefits.

Community Service courses are not to be confused with any “service learning” or “civic engagement” activities that may be incorporated into regular class offerings supported by state apportionment.

No General Fund monies may be expended to establish or maintain community service courses.

Students involved in community service courses shall be charged a fee not to exceed the cost of maintaining the courses.

Community Service (Fee Based) applies to courses outside the credit and non-credit programs of the District and therefore do not require state approval.

As of February 6, 2012, the following approval process for fee based courses was approved by CIPD. The colleges will submit fee based courses through their College Curriculum Committees in CurriQunet META. Approved courses will be forwarded to the district for inclusion in the monthly curriculum report submitted to the board for approval, using this format. CIPD approval is not required.

Fee Based Courses Monthly Curriculum Report

Subject Catalog Number, Course Title

Total number of hours

Course description.

Example: Fee Based Courses Monthly Curriculum Report
 BIOL 801 Biology of Growing Food
 12 Hours
 Basics of growing edible plants for household production: Design and layout, composting, soil preparation, planting, maintenance, and harvesting. Intended for students with no or limited previous gardening experience.

Fee Based Courses are not input into PeopleSoft. PeopleSoft is not used to schedule or enroll fee based students. Each college will determine its own practice for class scheduling and enrolling fee based students. Each college must develop information for the schedule of classes to inform students of the fee based offerings.

For additional information, refer to the California Community Colleges Guidelines for Community Services Offering, available under Resources, on the Chancellor's Website at <http://extranet.cccco.edu/Portals/1/AA/Miscellaneous/CommunitySvcsOfferingGuidelinesFinal10.24.12.pdf>

Reference:

Board Policy 4400 Community Service Programs
<http://web.peralta.edu/trustees/files/2011/04/BP-4400-Community-Service-Programs1.pdf>

Contract Education

(Administrative Procedure 4104 Contract Education)

The District/Colleges may contract for instructional classes to be offered at the request of public or private agencies or groups.

These courses shall be provided to such organizations on a contract basis as the need arises.

Instructional courses shall be consistent with the goals of the District/Colleges, and responsive to the educational requirements of the respective public or private agencies or groups requesting them.

These programs are normally closed to the general public and are therefore not eligible for apportionment in accordance with the Education Code.

Courses offered through contract education must be approved by the College Curriculum Committee. They may be credit courses, non-credit courses, or community service (fee-based) courses.

Guidelines for Contract Education – California Community Colleges can be found at this link:
<http://doingwhatmatters.cccco.edu/portals/6/docs/TOOLS%20AND%20TEMPLATES%20FOR%20CONTRACT%20EDUCATION%20PRACTITIONERS%20Sec%201%20Doc%208.pdf>

<http://web.peralta.edu/trustees/files/2011/04/AP-4104-Contract-Education3.pdf>

References:

Education Code Section 78300
Title 5 Section 55170

Cooperative Work Experience Education

(Administrative Procedure 4103 Work Experience)

I. Purpose

The purpose of Cooperative Work Experience Education (CWEE) is to provide for on the job experiences for students whereby they will gain a deeper understanding of the relationships between classroom theory and practical application, be an active participant in an actual workplace environment, and improve their employment opportunities.

In keeping with the educational philosophy of the District/Colleges, which maintain that occupational education is a vital and inseparable segment of the total educational program of the Colleges, the Colleges of the Peralta Community College district are committed to the development and expansion, as appropriate, of the effective program of work experience education.

Work Experience courses (COPED) are submitted for review and approval to the local College Curriculum Committee and forwarded to the Council on Instruction, Planning and Development (CIPD) for final approval.

II. Provisions

- A. Duplicate credit will not be granted for concurrent enrollment in General Work Experience (COPED 450) and Occupational Work Experience education (COPED 451 and higher).
- B. A maximum of 16 units can be granted for occupational work experience or a combination of general and occupational work experience education.
- C. The student's plan of work and study must have the approval of the college work experience supervisor/coordinator.
- D. Work experience, in conjunction with a program of instruction, makes it possible for a student to obtain college credit for paid or volunteer experience.
- E. Students may enroll in no more than four (4) units of cooperative Work Experience education per semester, on the basis of 75 hours of paid work experience per semester per each unit of credit, or 60 hours of unpaid or volunteer work experience per semester per each unit of credit.

III. Authority

California Community Colleges may offer work experience courses in accordance with title 5 of the California Code of Regulations.

California Code of Regulations, title 5, section 55250: Approved Plan Required, Section 55251: Requirements of the Plan, and section 55256.5: Work Experience Credit.

Changes to the California Code of Regulations, title 5, sections 55250: Approved Plan Required, 55251: Requirements of the Plan, and 55256.5: Work Experience Credit, were submitted to the BOG for a first read and public hearing on January 16, 2018, and will be submitted at the March BOG meeting for final approval. The revisions to regulations for

Cooperative Work Experience (CWE) transfers authority from the Chancellor's Office to local districts to approve CWE plans and courses and grants the awarding of units in .5 increments. As a result, the colleges will be able to respond to emerging community and workforce needs in a timely manner

Note: The Uniform [Course Numbering](#) system (UCN) is used within Peralta to distinguish various course levels. At Peralta, COPED courses may use the prefix COPED or the prefix of the discipline; the course number range is always 400-499. See the Course Numbering System section of this Handbook for more information.

When work experience education is reported in the Chancellor's Office Management Information Systems, the Taxonomy of Programs (TOP) code 4932.00 must be used for general work experience education. Occupational work experience must be reported in the same TOP code as the program of which it is a part. For example, occupational work experience in the area of automotive technology must be reported in TOP code 0948.00.

<http://web.peralta.edu/trustees/files/2011/04/AP-4103-Work-Experience1.pdf>

References:

Title 5 Sections 55250 et seq.

Course Description of General Work Experience:

Supervised employment: Acquisition of desirable work habits and attitudes; experience with potential careers. The employment need not be related to the student's educational or occupational goals. Each 75 hours of paid work equals one unit, while each 60 hours of non-paid work equals one unit. Students can earn at most 16 units through general and occupational work experience courses combined, but may re-enroll in such courses any number of times until the maximum of 16 units is earned.

Course Description of Occupational Work Experience:

Supervised employment in [name of discipline] or a related field: Extension of classroom learning to the job site. The employment must be related to the student's educational or occupational goals. Each 75 hours of paid work equals one unit, while each 60 hours of non-paid work equals one unit. Students can earn at most 16 units through general and occupational work experience courses combined, but may re-enroll in such courses any number of times until the maximum of 16 units is earned.

Peralta Uniform Course Numbering System

A. Assigning Course Numbers for all Courses

Prior to assigning a course number, the originator should answer the following questions.

1. Is this course transfer level? Will it transfer to a four-year school?
If yes, is it also degree applicable?
2. If not a transfer course, is it nevertheless a college level course?
If yes, is it also degree applicable?
3. If not a transfer level or college level course, is it a basic skills course?
If yes, how many levels below transfer is the material in the course?
If yes, remember a basic skills course cannot be degree applicable.

Having gathered this information, you can now use the information below to determine the range in which to assign the course number. The Curriculum Chair should be consulted to ensure no duplication of numbers occurs.

001 – 199

Courses numbered 1-199 are designated as baccalaureate level, degree applicable courses for transfer to institutions within the California State University and the University of California Systems, including Selected Topics for liberal arts and vocational disciplines (48s)

200 – 249 and 900-949

Courses numbered 200-249 And 900-949 are degree applicable, but are not transferable to institutions within the California State University and the University of California Systems, including Selected Topics for liberal arts and vocational disciplines (248s)

250 – 299 and 950-999

Courses numbered 250-299 And 950-999 are not degree applicable, and are not transferable to institutions within the California State University and the University of California Systems.

300-399 (Currently not used)

Courses numbered 300-399 are designated for selected Topic Courses (Credit & Non-credit) and are not degree applicable, and are not transferable to institutions within the California State University and the University of California Systems.

400 – 499

Apprenticeship and Cooperative Education courses are numbered 400-499. Credit Apprenticeship course are not degree applicable, and are not transferable to institutions within the California State University and the University of California Systems, while Cooperative Education courses are degree applicable and transferable to institutions within the California State University and the University of California Systems

500 – 699

Non-credit courses (Zero unit)

700 – 799 (Currently not used)

Courses numbered 700-799 are special not-for-credit (zero unit) fee based courses offered under contract education

800 – 899

Course numbered 800- 899 are Community Services (fee-based) courses that offered for no (zero) units and for which students pay fees to cover the cost of instruction. These classes are not listed in the schedule of classes.

The following table indicates whether courses in each number series are credit/noncredit, applicable for Associate degrees at Peralta colleges, and whether they are transferable to institutions within the California State University and the University of California Systems.

Course Numbers	Credit	Degree-Applicable	Transferable
1-199	Yes	Yes	Yes
200-249	Yes	Yes	No
250-299	Yes	No	No
400-499 (Apprentice-ship)	Yes	No	No
400-499 (Co-Op Ed)	Yes	Yes	Yes
500-699	Non-Credit (Free)	No	No
700-799	Not for Credit (Fee Based)	No	No
800-899	Not for Credit (Fee Based)	No	No
900-949	Yes	Yes	No
950-999	Yes	No	No

B. Uniform Course Numbering

When one or more Peralta Colleges offer the same course using the same catalog information, the Uniform [Course Numbering](#) system (UCN) is used. If one college wants to begin offering a UCN course (borrow a course) or if a college proposes any substantive change in a UCN course, the consultation process outlined in section "[Curriculum Consultation Guidelines/Requirements](#)" in this manual should be followed.

C. When a Course Change Requires a New Course Number

The following substantive changes make such a significant change to the course that it is actually a new course. Therefore, a new number may be assigned to the course.

- Discipline name and/or abbreviation
- Course number
- Hours
- Units
- TOP Code
- Credit Status
- Basic Skills Status
- SAM Code
- Prior to College Level (CB21)
- Funding Agency Category

In most cases, changes to a course do not require a new course number. However, when the units and hours increase/decrease or a lecture or lab component is added or deleted, a new course number may be required as explained below:

1. CHANGE THE NUMBER IF ANY OF THE FOLLOWING APPLY:
 - a. Prior to college level CB21) of the course is affected.
 - b. The faculty foresees offering the old course with a lower unit value (original units) in the future.
 - c. The course content has radically changed that they are truly different courses. For example, if SCIEN 85 is 4 units, 3 hours lecture and 3 hours lab and the department wants to change it to two courses, one 3 hours lecture and a separate lab of 3 hours, a new number is required, since without the lab hours, SCIEN 85 is no longer the same course.
2. DO NOT CHANGE THE NUMBER WHEN ALL OF THE FOLLOWING APPLY:
 - a. The unit change was simply due to reduction /additional content on the same topic.
 - b. Prior to college level CB21) of the course will not be affected.
 - c. The course will no longer be offered with a lower unit value (original units) in the future.



Notes:

1. Add a note in the COR/ justification when the number changes to explain the reason of the change and how this will impact the course repeatability:

Example: Unit change from 2 to 3 due to additional course content. Upon approval of the course, the old 2 unit course will no longer be offered, and students who took the 2-unit will not be able to take the 3-unit course.

2. Review all program POS that may be impacted by this change thru Proposal impact report in META, and process the required program modification. Bring both Course and program proposals to CIPD at the same time.

In it to two courses, one 3 hours lecture and a separate lab of 3 hours, a new number is required, since without the lab hours, SCIEN 85 is no longer the same course.

D. Reusing Course Numbers

Course numbers of historical or inactive courses cannot be reused. Reusing a number can cause confusion on student transcripts when one number identifies two substantially different courses.

Course Repetition and Repeatable Courses

(Administrative Procedure AP 4225)

The primary regulations for credit course repetition are contained in title 5, sections 55040-55046.

For detail regarding course repetition and course repeatability, please access the following: <http://web.peralta.edu/trustees/files/2013/12/AP-4225-Course-Repetition-and-Repeatable-Courses1.pdf>

The State Chancellor's Office published the *Credit Repetition Guidelines* in November 2013 to provide guidance to local districts on establishing policies, processes, and curricula that are compliant with all regulations.

Credit by Examination

(Administrative Procedure 4235)

For information regarding (1) Credit by Examination through External Examinations, (2) Credit by Examination through Internal Examinations, and the (3) Credit by Examination Procedure for Credit by examination through a college administered examination, please access the following: <http://web.peralta.edu/trustees/files/2013/12/AP-4235-Credit-by-Examination1.pdf>

Credit by Examination through External Examinations

- A. Credit by Examination may be obtained by one of the following external examination methods:
 - 1. Achievement of a score of 3, 4, or 5 on an Advanced Placement Examination administered by the College Entrance Examination Board.
- B. Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- C. Achievement of a score that qualifies for credit by examination in the International Baccalaureate Program.
 - 1. Details regarding each examination process are to be published in the college catalogs and are reviewed by the college Articulation Officers.

Credit by Examination through Internal Examinations

- A. Credit by examination can also be obtained through satisfactory completion of an examination administered by the college in lieu of completion of a course in the college catalog. Courses that can be taken through Credit-by-Examination are so designated in the catalog.
- B. Rules for Credit by Examination through a college administered examination:
 - 1. The student must be currently registered in the college and have completed 12 units at the college for residency purposes.
 - 2. The student must have a minimum cumulative grade point average (GPA) of 2.0.
 - 3. The student must be in good standing and have no financial obligations owed to the Peralta Community College District.
 - 4. The course is listed in the college catalog as having a credit-by-exam option.

5. A grade of incomplete (I) may not be assigned for Credit by Examination. The student's grade shall be recorded on his/her academic record, even if it is substandard. The student will not have the option of rejecting a substandard grade.
6. Credit by Examination counts as enrollment for repeatability purposes.
7. The student may make only one attempt of Credit by Examination per course.
8. The student may not earn more than 12 units of Credit by Examination for an associate degree and 6 units toward a certificate of achievement.
9. The student must pay the fees equal to the enrollment fee cost of the course (BOGFW does not cover this fee).
10. Although the University of California and the California State University accept, with certain limitations, appropriate credits obtained by examination, there is no guarantee that other institutions will do so.
11. The grade obtained through Credit by Examination will be recorded on the transcript (academic record) with a descriptor CE (Credit by Examination).
12. Basic Skills courses, laboratory courses, physical education activity courses, and basic courses in the student's native language are excluded from Credit by Examination consideration.
13. Credit by Examination is not available where:
 - a. The student already has completed a more advanced course in the discipline.
 - b. The student previously has received an evaluative symbol grade (A, B, C, D, F, W, FW, CR, P, NC or NP) for a course taken at one of the Peralta colleges.
 - c. The student has failed a Credit by Examination test (cannot petition to retake the course by Peralta Community College District AP 4235 Credit by Examination)
14. Grades issued upon completion of Credit by Examination will be included in the calculation of the student's grade point average for determining scholarship awards.
15. Credit by Examination only shall be available in Fall and Spring semesters. The student must be enrolled at the college or enrolled in an approved CTE/high school articulated program during the semester in which the Credit by Examination is attempted.
16. The petition for Credit by Examination must be completed and submitted to the Office of Instruction by the beginning of the fifth (5th) week of the semester and the examination must be completed before the end of the semester.
17. Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's, Social Security benefits, athletics, or residency for financial aid.
18. Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

Credit by Examination Procedure for Credit by Examination through a college administered examination

- A. Student obtains a Petition for Credit by Examination from the Office of Instruction or from the Office of Admissions and Records.
- B. Student completes the Student Information section of the petition and submits it to the Office of Admissions and Records for Verification Determination of Eligibility:
 1. Currently enrolled at the college in the semester in which the exam is to be taken
 2. In good academic standing (see II.B.2)
 3. Has less than 15 units earned through Credit by Examination

4. Not currently enrolled in the course to be challenged through Credit by Examination (e) Grade Basis selected (as appropriate to the course)
- C. Once the Verification Determination of Eligibility has been completed by the Office of Admissions and Records, the student will be contacted to pick up the Petition from the Office of Admissions and Records.
- D. Student meets with the department chair of the discipline to receive approval for the petition. If approved, a full-time instructor is assigned to administer the examination and the student makes arrangements to take the examination.
- E. Student takes the approved petition to the Cashier's Office (Bursar's Office) for payment of fees and receipt. Fees are non-refundable regardless of the outcome of the exam. BOGW cannot be used for payment of Credit by Examination fees. Fees must be paid after department approval is granted and before the examination is administered.
- F. Student submits the approved petition to the instructor administering the examination. The Instructor will record the date of the exam and the grade received, attach the examination materials, and forward the completed petition to the department chair.
- G. The department chair will review and sign the petition, and forward it to the Office of Instruction. Completed examination materials must remain on file in the Office of Instruction for three years.
- H. The Office of Instruction will assign a class number for the examination and forward the petition to the Office of Admissions and Records to be processed.
- I. The Office of Admissions and Records will post the course and assigned grade to the student's academic record (transcript). The petition will be retained in the Office of Admissions and Records.

Reference:

Title 5 Section 55050

Distance Education

(Administrative Procedure 4105 Distance Education)

I. Definition

Per Title 5 Section 5520, distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the requirements of Title 5 as well as the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794 d).

II. Course Approval

- A. Each proposed or existing course offered by distance education shall be reviewed and approved separately by the local College Curriculum Committee. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.
- B. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses (using the District's curriculum management system, CurriQunet META).
- C. Distance education proposals are sent to the Council on Instruction, Planning, and Development (CIPD) as informational items that require Board of Trustees approval in order to be implemented in META

III. Certification

When approving distance education courses, the department proposing the course and the College Curriculum Committee will certify the following:

- A. Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- B. Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the College Curriculum Committee approval procedures.
- C. Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- D. Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

IV. Student Authentication

- A. Students who enroll in online courses are authenticated by being providing a specific login ID and an initial password to access the online Learning Management System (LMS).
- B. Students are encouraged to change their password. New passwords must be sufficiently complex so that they cannot be easily decoded.
- C. The district policies/procedures regarding academic honesty and acceptable use of Information Technology Services include penalties for unauthorized use of another

individual's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they login to the district LMS. This approach promotes a pedagogical focus rather than a punitive approach to academic honesty. This is an approach to educate students as to the consequences of academic dishonesty.

- D. Complete information about "Academic Dishonesty, Due Process, and Conduct" is posted on the district online education site, on the online education sites for each of the colleges, as well as on the LMS at the following link <http://web.peralta.edu/de/for-students-what-is-academic-dishonesty> .
- E. Students also are authenticated through sufficient interaction between students and instructors which contributes to verifying a student's identity.
- F. Instructors also can require a proctored examination which can serve as another method of authentication.
- G. The district Office of Academic Affairs, working collaboratively with representatives from the four colleges, Distance Education Coordinators, and Information Technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity.

V. Federal Financial Aid Eligibility

Consistent with federal regulations pertaining to federal financial aid eligibility, the District/Colleges authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit.

- A. The District/College will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional charges associated with verification of student identity, if any.
- B. The colleges shall utilize one or more of these methods to authenticate or verify the student's identity:
 - 1. Secure credentialing/login and password
 - 2. Proctored examinations
 - 3. New or other technologies and practices that are effective in verifying student identification

VI. Scheduling Instructors for Distance Education classes and Creating Accountability within Online/Hybrid Courses:

- A. The instructor must use or commit to using the Peralta Community College District recognized CMS/LMS (Course or Learning Management System) to deliver course content, which adheres to the following standards:
 - 1. Welcome/Orientation
 - 2. Organizational components
 - 3. Instructional modalities
 - 4. Assessment practices and expectations
 - 5. Gradebook
 - 6. Instructor/student communication – regular and substantive interaction (i.e., messaging, email, announcements, chats, forums, etc.
- B. The instructor must have the following three elements in place prior to being assigned an online course:

1. Has received training in the use of at least one course management system (such as WebCT, Blackboard, ETUDES-NG, MOODLE)
 2. Has successfully completed a course in how to teach online, such as "Teaching an Online Course" (offered by PCCD/Merritt College, @One, another community college, another appropriate external entity or UC extensions course)
 3. Uses the Peralta email system (with a peralta.edu email address) and has a Peralta webpage on the college website that hosts the online course. This webpage will provide a link to the CMS/LMS (course/learning management system) website.
- C. Recommended preparation includes that the instructor:
1. Has enrolled in an online course of some kind
 2. Has worked with a mentor who is an experienced online instructor
- D. Recommended ongoing instructor preparation should include maintaining currency in online education such as:
1. Technologies
 2. Pedagogy
 3. Collaborating with other online instructors
 4. Ongoing assessment of student learning outcomes
 5. Complete a certificate in online education (at least 3 and as many as 8 courses in online education for certification as an online instructor)

Note: In keeping with Section IV, Student Authentication, it is to be noted that Federal Regulations require districts to have processes in place to ensure that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives academic credit. Section IV shows that the district meets this requirement.

Note – Separate Course Approval:

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

<http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education2.pdf>

References:

- Title 5 Sections 55200 et seq.;
- 42 U.S. Code Sections 12100 et seq.;
- 29 U.S. Code Section 794d;
- 34 CFR, part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)
- ACCJC Guide to Evaluating Distance Education and Correspondence Education;
- ACCJC Accreditation Standard II.A.1

Zero Textbook Cost Program



Senate Bill 1359, (Block, 2016) requires California Community Colleges to include a symbol/logo in the online version of the campus course schedule by January 1, 2018, for courses that exclusively use digital course materials that are free of charge to students and therefore not required to be purchased. The Chancellor's Office has established a zero textbook cost symbol/logo the community college system has the option to use. Refer to the Chancellor's Office Open Educational Resources webpage for more program information.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/OpenEducationResources.aspx>

Grading Policy and Academic Record Symbols

(Administrative Procedure 4230)

For information regarding grading policy and academic record symbols (A, B, C, D, E, F, FW, I, P, NP, IP, SP, RD, W, EW, MW), please access the following:

<http://web.peralta.edu/trustees/files/2013/12/AP-4230-Grading-and-Academic-Record-Symbols1.pdf>

Grading Policy: Pass/No Pass or Grade

(Administrative Procedure 4232)

For information regarding Pass/No Pass grades, please access the following:

<http://web.peralta.edu/trustees/files/2011/04/AP-4232-Pass-No-Pass1.pdf>

Independent Study

(Administrative Procedure 4101)

Independent Study permits a student to explore an area of study or project of his/her choice not covered by regular catalog offerings. Such study may include directed field experience, research, or development of skills and competence. For additional information, please access the following:

<http://web.peralta.edu/trustees/files/2011/04/AP-4101-Independent-Study1.pdf>

The standards for Independent Study are set forth in title 5, section 55230 et seq. Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee.

This should not be confused with the requirement in title 5, section 55002 that all courses offered for credit must require students to study independently outside-of-class. Instead, independent study in this context refers to a course that is not regularly scheduled, but for which it is expected that the student will interact directly with the instructor on an individual basis. Title 5, section 55232 requires that independent study courses must maintain the same academic standards as applied to other credit or noncredit courses.

Course description of Independent Study:

In-depth exploration of an area or problem of the student's choice not covered by regular catalog offerings in [name of discipline]. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.

noncredi

Educational Assistance Class Instruction

(Approved Special Class)

Title 5, section 56028 establishes the definition and requirements for educational assistance classes as follows:

Educational assistance classes are instructional activities offered consistent with the provisions of Subchapter 1 of Chapter 7 of this Division, and designed to address the educational limitations of students with disabilities who are admitted to the institution pursuant Educational Code section 76000 et seq. and would be unable to substantially benefit from general college classes even with appropriate academic adjustments, auxiliary aids and services. Such classes generate revenue based on the number of full-time equivalent student (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as an educational assistance class, a majority of those enrolled in the class must be students with disabilities.

Educational assistance classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the CCCs. Such courses cannot be designed primarily to provide group activities or services (e.g., therapeutic activity, counseling, or assessment testing), but must instead provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

The COR for a course developed in compliance with title 5, section 56028, should:

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

Course sections that are merely adapted to enable students with disabilities to meet the regular course objectives in an alternative way do not require separate Chancellor's Office approval. For more information, please see *PCAH 6th Edition page # 57* and *Administrative Procedure 5140 Disabled Students Programs and Services*

Instructional Material Fees

(Administrative Procedure 5031)

The Student Fee Handbook is published by the Legal Affairs Division in the State Chancellor's Office and is available on the Chancellor's Office website (www.cccco.edu) under the Legal Affairs Division.

Title 5, section 51012, allows the district governing board to establish only mandatory student fees that are expressly authorized by law. In all cases, the district policy must provide financial assistance or waiver of these fees for qualifying students.

For additional information, please access the following:

<http://web.peralta.edu/trustees/files/2011/04/AP-5031-Instructional-Materials-Fees.pdf>

Selected Topics (Experimental Course) Procedure

- I. One type of stand-alone credit course that colleges have locally approved, even before local approval of stand-alone courses was delegated, is the “experimental” course or the course that covers “special topics” in a specific discipline.
- II. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis.
- III. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term. If a particular topic is addressed regularly, it must be approved as a regular course.
- IV. At some colleges, special topics may not be defined as narrowly as this. Some colleges may use the terminology “special topics” in lieu of “experimental.” These terms are not defined in Title 5 and may be interpreted in district policy in either way.
- V. Peralta has identified these Special Topics as Selected Topics or Experimental Courses. New courses may be designated as Selected Topics with the exception of courses requiring outside agency licensing (RN, LVN, Radiologic Technology, Aviation Operations and Maintenance, Dental Assisting, Cosmetology, Child Development, Nursing Assistant).
- VI. The [course numbering](#) system for Selected Topics is as follows:
 - 48 UA – ZZ associate degree; transferable Berkeley City College
 - 48 AA – FZ associate degree; transferable College of Alameda
 - 48 GA – MZ associate degree; transferable Laney College
 - 48 NA – TZ associate degree; transferable Merritt College

 - 248 UA – ZZ associate degree; non-transferable Berkeley City College
 - 248 AA – FZ associate degree; non-transferable College of Alameda
 - 248 GA – MZ associate degree; non-transferable Laney College
 - 248 NA – TZ associate degree; non-transferable Merritt College

 - 348 UA – ZZ non-associate degree Berkeley City College
 - 348 AA – FZ non-associate degree College of Alameda
 - 348 GA – MZ non-associate degree Laney College
 - 348 NA – TZ non-associate degree Merritt College

 - 448 UA – ZZ Apprenticeship and Cooperative Education Berkeley City College
 - 448 AA – FZ Apprenticeship and Cooperative Education College of Alameda
 - 448 GA – MZ Apprenticeship and Cooperative Education Laney College
 - 448 NA – TZ Apprenticeship and Cooperative Education Merritt College

 - 548 UA – ZZ Non-credit Courses Berkeley City College
 - 548 AA – FZ Non-credit Courses College of Alameda
 - 548 GA – MZ Non-credit Courses Laney College
 - 548 NA – TZ Non-credit Courses Merritt College

648 UA – ZZ Non-credit Courses Berkeley City College
648 AA – FZ Non-credit Courses College of Alameda
648 GA – MZ Non-credit Courses Laney College
648 NA – TZ Non-credit Courses Merritt College

Experimental/selected topic courses will be processed through the regular new course work flow at the college and submitted to CIPD. Experimental courses must be submitted through the regular Chancellor's Office review process and receive a control number in order for the college to claim apportionment (see in *the PCAH 6th Ed. p. 39*).

VII. Liberal Arts Selected Topics courses numbered 48 AA – ZZ, 248 AA – ZZ, and 348 AA – ZZ may be offered for ½ - 5 semester units. Career Technical Education (CTE) Selected Topics courses numbered 48 AA – ZZ, 248 AA – ZZ and 348 AA – ZZ may be offered for ½ - 9 semester units. The number of Selected Topics courses offered at any one time in each liberal arts department is six; the number of Selected Topics courses offered at any one time in each CTE department is eight.

VIII. Each Selected Topics course can be offered for a maximum of two times. After the second time the course is offered, the department should decide if it wants the course to be a permanent offering, also known as institutionalizing the course. If so, the department resubmits the course through the work flow as a new course, assigning it a permanent number. If not, the course must be retired.

IX. I. Experimental/selected topic courses, while offered and included in the colleges' schedules of classes, are not considered to be regular catalog entries. At such time as these courses receive permanent status they can be added to the college catalog.

X. J. New courses may be proposed as experimental/selected topics or as a permanent course. Contact your curriculum chair for an appropriate number.

XI. K. The timing to approve a selected topics course is the same as for all other courses. They are not on an expedited approval schedule.

Apprenticeships

Apprenticeships are regulated in multiple sections of state regulations and codes, including title 5, section 55250.5 and Labor Code sections 3070-3098. These regulations define an apprenticeship as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. For more information, please see the *PCAH 6th Edition, page # 58* and visit California Division of Apprenticeship Standards

Modularization

Modularization involves breaking an existing course into two or more sections. For example, one college may offer CIS 42 as a 3 unit course. Another college may choose to offer the same CIS 42 course as CIS 42A and CIS 42B, each a 1.5 unit course.

Since this is actually creating two new courses, new course outlines must be initiated in CurriQunet META for both courses. They will then be processed through the college and district work flows like any other new course. If the modularization involves a UCN course, consultation must occur as outlined in section "[Curriculum Consultation Guidelines/Requirements](#)" in this manual.

For modular courses, at the end of the Catalog Course Description, the following notation should be included for each course. "Not open for credit to students who have completed or are currently enrolled in (insert Subject and course number). "

Open Courses

(Administrative Procedure 5052 Open Enrollment)

All courses of the Peralta Community College District shall be open to enrollment in accordance with Board Policy 5052 and a district priority registration system consistent with AP 5055, Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites.

For additional information, please access the following:

<http://web.peralta.edu/trustees/files/2011/04/AP-5052-Open-Enrollment.pdf>

Open-Entry/Open-Exit

- I. Title 5, section 58164, defines open-entry/open-exit as credit or noncredit courses in which students enroll at different times and complete at various times or at varying paces within a defined time period, such as a semester or quarter.
- II. When an open-entry/open-exit course provides supplemental learning assistance (pursuant to Title 5, section 58172) in support of another course or courses, the COR for the supplemental open-entry/open-exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours must be based on a maximum number of hours that the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline must be prepared in light of the primary course objectives, but the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline.
- III. Open-entry/open-exit courses must be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and successfully complete the course in about 52.5 hours per unit of credit. Some students may need more hours to complete the course and may need greater assistance from faculty and staff. Some students may need fewer hours to do the same and need little or no assistance. Regardless

of the number of hours the student needs to complete the course, the number of units earned will be the same and the number of hours needed by most students to complete the course as approved by the curriculum committee will be recorded in the outline of record.

Performance Objectives (Exit Skills) vs. Student Learning Outcomes (SLOs)

Performance Objectives, SLOs and the Course Outline of Record (COR)

- A. Performance Objectives (Exit Skills) are part of the COR and should closely align with course content.
- B. Student Learning Outcomes (SLOs) appear as a required addendum to the COR. Student learning outcomes, and their corresponding assessment methods, must be approved by the Learning Assessment Coordinator before a curriculum request (e.g. new course, course modification, distance education addendum, etc.) can be approved.
- C. There should be a clear distinction between performance objectives and student learning outcomes. However, both should align with the course content.

What are performance objectives (exit skills)?

Objectives make up the step-by-step learning goals of a course and are directly related to the specific elements of the course content. There will be many individual objectives for any class. Although the number of individual objectives will vary according to course content, a reasonable number of objectives would range from 6 to 20.

What are student learning outcomes?

Student learning outcomes are broad, overarching statements of what a student will be able to do upon completion of the course. Usually 2-3 outcomes are adequate.

For additional information regarding Student Learning Outcomes, please access the following for AP 4210: Student Learning Outcomes):

<http://web.peralta.edu/trustees/files/2011/04/AP-4210-Student-Learning-Outcomes.pdf>

Prerequisites, Co-requisites, and Advisories

(Administrative Procedure 4260)

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

Courses are exempt from content review for the following reasons:

Title 5 subdivision (e) of section 55003 specifies the conditions under which a prerequisite or co-requisite does not need to be subject to either content review or content review with statistical validation:

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.

For additional information, please access the following:

<http://web.peralta.edu/trustees/files/2011/04/AP-4260-Prerequisites-and-Co-Requisites-2.pdf>

Guidelines for Title 5 Regulations Section 5503, can be accessed at the following:

http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf

Program and Course Review

- A. Title 5, section 55130, authorizes the Chancellor's Office to review established programs periodically and to terminate approval of a program. The Chancellor's Office collects information from all colleges on the processes for and/or the results of locally conducted program reviews as required by Title 5, section 51022.
- B. In addition, Education Code section 78016 specifically requires that colleges review the effectiveness of CTE (Career Education) programs every two years. The minimum requirements for this periodic review must demonstrate that the program:
 1. Continues to meet a documented labor market demand
 2. Does not represent unnecessary duplication of other manpower training programs in the college's service area
 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students
- C. Review of instructional programs on a regular basis and according to a regular procedure is also mandated by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Several accrediting standards speak to institutional planning, research, and design of instructional programs; however, the most direct requirement for program review is Standard II A.2 (e).

II.A.2 Faculty and others responsible act to continuously instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
- D. The most direct implication of the accreditation standards is the need to review each Course Outline of Record (COR) on a regular basis, at least within the 7-year accreditation cycle. Good practice for occupational programs (career education) is to review the program to the standards required by Education Code every two years and then do a course by course review for curriculum standards every three years.

- E. At present there is no standard model(s) officially recommended for conducting program review in the California community college system. There is an imperative, however, that every college must conduct an effective review of its instructional programs on a regular basis. Working with the District Academic Senate, the Peralta District incorporated the review of curriculum into the Instructional Program Review process. Each college establishes a calendar of all programs to ensure that all instructional programs and student services are reviewed every three years as a part of the Program Review process.

- F. Each college in the Peralta system has developed its own procedures for Program Review. For more information, refer to the college Curriculum Committee website, the college Curriculum Chair, and/or the Vice President of Instruction.

Scheduling Courses in Shortened Time Frames

- A. In 2006, the District Academic Senate (DAS) and the Academic Senate for California Community Colleges (ASCCC) passed the following resolution. This resolution outlined a process for determining which courses could be offered in a three-week time frame. This process is intended to address articulation issues related to short-term courses as well as to ensure all the elements necessary to meet the Carnegie unit could be met (lecture hours, lab hours and out of classroom assignment hours).

(1) In the spring of 2006, the Peralta DAS passed the following resolution. In the fall of 2006, the Academic Senate for California Community Colleges essentially passed the same resolution.

Whereas, With the move to compressed calendars and due to enrollment pressures, a number of colleges are scheduling three-, four-, and even five-unit courses in shortened time frames of fewer than six weeks; and

Whereas, There are pedagogical considerations that need to be reviewed by the discipline faculty member who is offering the course and the curriculum committee;

Resolved, That the District Academic Senate recommends that when a course of three or more units is to be offered in a time frame of fewer than six (6) weeks, the local curriculum committee engage the discipline faculty in a review of the course for the following: academic integrity and rigor, the method for meeting Carnegie units, the ability for students to complete and for faculty to evaluate outside assignments, and the appropriateness of the method of delivery. Such a course can only be offered in the shortened time frame after it has received curriculum committee approval.

(2) The DAS is aware of the college FTES targets and the motivation to meet those targets. They also are aware that students will sign up for very short term classes because the classes move quickly and are over in no time. However, there is concern with academic rigor, academic integrity, and whether the same student learning outcomes can be achieved in a 12 - 15 day course compared to when the course is offered in six weeks or 18 weeks.

- B. Students are inclined to sign up for very short term classes because the classes move quickly and are over in no time. However, there is concern with academic rigor, academic integrity, and whether the same student learning outcomes can be achieved in a 12 - 15 day course compared to when the course is offered in six weeks or 18 weeks.
- C. Terms which are more or less than 16 weeks

1. When a term is more or less than 16 weeks, then the class time and assignments for a one-unit course must be adjusted to meet the required credit hours. For instance, suppose a college schedules a one-unit lecture course in a compressed time frame that meets every weekday for two weeks. The minimum hours would be as follows.

1.6 hours of lecture each day
+ 3.2 hours of homework each day
4.8 hours of student learning each day

2. It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by Title 5. For example, consider a one-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours, or 2 hours per week for eight weeks. This course cannot be offered as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It is feasible that the class could be scheduled on Saturdays over several weeks, as long as doing so would allow adequate time for students to complete the course requirements.

Advertise a Course after the Last Addenda

In reference to *Legal Advisory 05-01*:

Question 7. How should a college advertise a course if the decision to offer the course was made after the last addendum to the catalog or schedule of classes is published? Answer. The general rule is that each course should be described in the official catalog or an addendum thereto and that each section of each course should be listed in the schedule of classes or an addendum thereto. However, it may sometimes happen that a course is newly approved after the most recent addendum to the catalog has been printed. Should this occur, the college should update any online catalog it may maintain and, of course, list each section of the course to be offered in the schedule of classes or an addendum thereto.

In those rare instances where the decision to offer a new course is made so late that it cannot even be listed in the last addendum to the schedule of classes, California Code of Regulations, title 5, section 58104 still requires that the course be "reasonably well publicized" to the general public.

The Chancellor's Office advises that districts should not rely exclusively on posting course offerings on the Internet to satisfy the requirement that the course is "reasonably well publicized." Some students still do not have ready access to the Internet and, in the event of an audit, it may be difficult for the District to demonstrate that a particular course offering was actually posted on its website at a given point in time. If districts do choose to rely on posting on the Internet, they should observe the following:

1. The class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.
2. The district's website must comply with standards for accessibility to persons with disabilities required by section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d) and Government Code section 11135. If course descriptions are posted in Portable Document Format (PDF) they should also be
3. available in a more easily accessible format such as HTML, Microsoft Word, or ASCII.
4. The district should maintain dated hardcopy printouts of the web postings on file for audit purposes for a period of at least three years.

5. The district should maintain a list of individuals who wish to receive printed course announcements and send such announcements to those on the list, even if it does not publish and widely distribute another addendum to the schedule of courses.
6. The District should still use readily available traditional methods of ensuring that students
7. have information about classes, such as ensuring that academic counselors and the Admissions and Records Office are aware of the courses, and that information is still available through print distributions such as handouts, bulletin board postings, or campus newspaper announcements.

The Taxonomy of Programs (TOP Codes)

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

Although the TOP was originally designed to aggregate information about programs, the use of TOP codes has been extended to courses as well. Each program and course must be assigned a TOP code that is consistent with its content. TOP codes and titles serve a variety of purposes at the system level and are used in the following ways.

- The CCC Curriculum Inventory, to identify the particular types of curriculum throughout the state
- The MIS database, to collect and report information on student awards (degrees and certificates) granted for particular types of programs, enrollment, and full-time equivalent students (FTES) in courses within particular curriculum categories
- Career Technical Education (CTE) accountability reports on program completions and course success in particular types of occupational programs
- The reporting of noncredit programs and courses for each noncredit eligibility category and for determining eligibility for enhanced funding

The Taxonomy of Programs, 6th Edition includes a list of TOP codes currently in use and is available under Resources on the Chancellor's Office Academic Affairs Division website http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf

Part V: Additional Information/Content Resources

Bloom's Taxonomy

When writing performance objectives and student learning outcomes, use verbs requiring cognitive outcomes. Bloom's Taxonomy is one resource to help identify these verbs.

For additional information, please access the following:

<http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>

http://www.sae.org/training/seminars/instructorzone/measurable_verbs_for_learning_objectives.pdf

CB Code Listing

There are numerous codes used by the California Community College Chancellor's Office (CCCCO) to identify and analyze curriculum in the system. Some of these codes are assigned at the college level and some are assigned at the District level.

Some codes are completed by the faculty originator and some by the curriculum specialist. They should determine which codes are appropriate, in consultation with the department chair, the Curriculum Committee Chair, and in some instances, the articulation officer.

CB-00 State ID or Control Number

Every course has a unique state issued control number. This number is required when submitting enrollment data via the Chancellor's Office Management Information Systems (MIS). The District Curriculum and Systems Technology Analyst requests this number after the Board of Trustees has approved the course.

CB-01 Course Discipline and Number

Example: ENGL 001A

CB-02 Course Title

Limited to 68 characters including punctuation and spaces

CB-03 TOP Code

The TOP aggregates information about programs and courses. Each program and course must be assigned a TOP code that is consistent with its content. The Taxonomy of Programs, 6th Edition includes a list of TOP codes currently in use and is available under Resources on the Chancellor's Office Academic Affairs Division website

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx>.

CB-04 Course Credit Status

D = Credit - Degree Applicable

C = Credit - Not Degree Applicable

N = Noncredit

CB-05 Course Transfer Status

A = Transferable to both UC and CSU.

B = Transferable to CSU only.

C = Not transferable

CB-06 Maximum Course Units

The maximum number of units of academic credit a student may earn from enrolling in a single section of this course. Example: 03.50; 04.00

CB-07 Minimum Course Units

The minimum number of units of academic credit a student may earn from enrolling in a single section of this course. This value must be greater than zero. Example: 00.50; 01.00

CB-08 Course Basic Skill Status (PBS Status)

Yes, Course IS a basic skills course = B if CB 22 is C or J

No, Course is NOT a basic skills course = N if CB 22 is A, B, D, E, F, G, H, or I

CB-09 SAM Code

A = Apprenticeship

D = Possibly Occupational

B = Advanced Occupational

E = Non-occupational

C = Clearly Occupational

CB-10 Course COOP Work Exp-ED

N = is not part of a cooperative work experience education program.

C = is part of a cooperative work experience education program.

G = General Work Experience

CB-11 California Classification Codes

A = Liberal Arts and Sciences

B = Developmental Preparatory

C = Adult and Secondary Basic Education

D = Personal Development and Survival — Student without a Disability

E = Courses for Students with Substantial Disabilities

F = Parenting and Family Support

G = Community and Civic Development

H = General and Cultural

I = Career-Technical Education
Enhanced Funding

J = Workforce Preparation

K = Other Noncredit Enhanced Funding

L = Non-Enhanced Funding

CB-13 Special Class Status

S = Yes, Approved for Disability

N = No, Not Special Class

CB-21 Levels Below Transfer (Course Prior to College Level Rubrics)

The data element CB 21 indicates course levels in a sequence below the transferable course in Basic Skills English, ESL, mathematics, and reading. These sequences are used to report student progress through sequential basic skills courses statewide, to provide a matrix for the comparison of courses prior to transfer across all 114 community colleges, and to provide a common course level for reporting student placement.

Faculty originators and department chairs are responsible for assigning the CB-21 code, with guidance from the Curriculum Chair and Curriculum Committee. It should be entered on the Codes page in CurriQunet META prior to submission to the Curriculum Committee.

Rubrics to assist faculty originators in assigning the appropriate CB-21 code are available on the CCCO web site at.

<http://extranet.ccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/CB21CoursePriorToTransferRubrics.aspx>

A = 1 level below transfer

B = 2 levels below transfer

C = 3 levels below transfer

Y = Not applicable

Note: Basic skills courses may be coded A-C, but non-basic skills courses are usually Y, including Noncredit courses.

CB-22 Non Credit Course Category

A = English as a Second Language

B = Immigrant Education

C = Elementary and Secondary Basic Skills

D = Health and Safety Education

E = Education Programs for Persons with Substantial Disabilities

F = Parenting Education

G = Family and Consumer Sciences

H = Education Programs for Older Adults

I = Short-term Vocational Programs with High Employment Potential

J = Workforce Preparation

Y = Not applicable

CB-23 Funding Agency Category

A = This course was primarily developed using Economic Development funds (i.e., CAA or PIC)

B = This course was partially developed using Economic Development funds. (i.e., CAA or PIC) (Economic Development funds exceed 40% of total development costs)

Y = Not applicable

CB-24 Program Course Status

1 = Program-applicable

2 = Stand-alone

Course Proposals-Types of Changes

1. Any change that requires state submission (Substantial or non-substantial) should be processed as catalog changes to be approved by CIPD and get BOT date even though the change is not listed in the catalog.
2. **Substantial Change** – An action to create a new course record based upon an active course record. This action involves a change to the Total Hours of Instruction or any of the following MIS Course Data Elements: CB03, CB08, CB09, CB21, CB22, and/or noncredit – Total Hours of Instruction (min)/Variable Hours (max). This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new course control number.
3. **Nonsubstantial Change** – An action to change an active course record in COCI that will not initiate a new control number. This action involves a change to any of the following MIS Course Data Elements: CB01, CB02, CB05, CB10, CB11, CB13, CB23, and/or CB24.
4. ** District-wide change that requires consultation.

META TABS AND CELLS	MIS CB Codes	Proposal Type		STATE-COCI Submission Type		Course Change Impact	
		CAT	NON-CAT	SUB	NON-SUB	Changes Required Program Modification	Changes Required Requisite Update Y/N
COURSE							
Cover							
**Subject	CB01A	CAT			NON-SUB	MOD	Y
**Course Number	CB01B	CAT			NON-SUB	MOD	Y
**Title	CB02	CAT			NON-SUB	MOD	Y
**Description		CAT			NON-SUB		Y
Justification			NON-CAT		NON-SUB		
**Modular Course		CAT		SUB			Y
<u>Additional Info:</u>							
**Open Entry		CAT			NON-SUB		
Credit by Exam		CAT			NON-SUB		
Assignment at College Level			Non-CAT				
Readings at College Level			NON-CAT				
**Funding Agency category for CT	CB23	CAT			NON-SUB		
**Cross-Listed Courses?		CAT			NON-SUB		Y
Units/Hours							
Variable							
**Units Min	CB07	CAT		SUB		MOD	Y
**Units Max	CB06	CAT		SUB		MOD	Y
**Lecture Hours/Min		CAT		SUB		MOD	Y
**Lecture Hours/Max				SUB		MOD	Y
META TABS AND CELLS	MIS CB Codes	Proposal Type		STATE-COCI Submission Type		Course Change Impact	

COURSE		CAT	NON-CAT	SUB	NON-SUB	Changes Required Program Modification	Changes Required Requisite Update Y/N
**Lab Hours/ Min		CAT		SUB		MOD	Y
**Lab Hours/ Max		CAT		SUB		MOD	Y
Grading Policy		CAT			NON-SUB		
Min. Duration			NON-CAT				
Enrollment			NON-CAT				
**Repeatability		CAT			NON-SUB	Possible MOD	
Prev. Sel. Topic			NON-CAT				
Degree/Transfer							
**Program Applicable?	CB24	CAT			NON-SUB	MOD	
Meets GE Rqrmnt		CAT			NON-SUB		
**TOP Code	CB03	CAT		SUB			
**Course Credit Status	CB04	CAT		SUB			
**Basic Skills	CB08	CAT		SUB		MOD	
**Sam Code	CB09	CAT		SUB			
**Levels Below transfer	CB21	CAT		SUB			
**Program Course Status	CB24	CAT			NON-SUB	MOD	
General Education		CAT			NON-SUB		
Lecture/Lab Content							
Lecture Outline			NON-CAT				
Lab Outline			NON-CAT				
Student Performance Objectives			NON-CAT				
Student Learning Outcomes			NON-CAT				
Methods of Instruction			NON-CAT				
Distance Education			NON-CAT/Informational Item		NON-SUB	Possible MOD For ACCJC/ Program with 50% or more offered online	
Instructor-Student Contact			NON-CAT				
META TABS AND CELLS	MIS CB Codes	Proposal Type		STATE-COCI Submission Type		Course Change Impact	

COURSE		CAT	NON-CAT	SUB	NON-SUB	Changes Required Program Modification	Changes Required Requisite Update Y/N
Assignments							
Override Outside Class Hours:							
**Outside Class Hours/Min		CAT		SUB			Y
**Outside Class Hours/Max		CAT		SUB			Y
Student Assessment							
Student Assessment			NON-CAT				
Requisites							
**Recommended		CAT			NON-SUB		Y
**Co-Requisite		CAT			NON-SUB		Y
**Pre-Requisite		CAT			NON-SUB		Y
Content Validation							
Content Validation					NON-SUB		
Texts, Readings, and Materials							
Texts, Readings, and Materials			NON-CAT				
Library							
Library			NON-CAT				
Codes/Dates							
Course Transfer Status	CB05	CAT			NON-SUB		
**Course COOP Work Exp-Ed	CB10	CAT			NON-SUB		
**California Calcification codes	CB11	CAT			NON-SUB		
**Special Class Status	CB13	CAT			NON-SUB		
**Noncredit Category	CB22	CAT		SUB			Y

Early College Credit Grid

Early College Credit (ECC) Options for Our Students			
Articulation (Credit by Exam)	Concurrent Enrollment*	Dual Enrollment**	AB 288 College and Career Access Pathways*
HS students HS teacher	HS → CC students CC teacher	HS & CC students CC teacher (including HS teacher meeting CCCC minimum qualifications) HS and/or CC classroom (hybrid)	HS & CC students CC teacher (including HS teacher meeting CCCC minimum qualifications) HS classroom
HS grade/credit and CC grade/credit via /credit by exam with local requirements (A/B, residency, etc.)	CC classroom CC grade and CC credit	HS and CC grade/credit	HS and CC grade/credit
Opportunities			
Students can receive ECC	Students receive ECC	Students receive ECC	Students receive ECC
HS teachers and CC faculty, generally CTE educators, can work together on articulation and potentially develop partnerships, curricular alignment, pathway program of study, and/or joint industry advisory boards	Students can experience the CC campus, classroom, and learning environment with CC faculty, students, and staff without cost of CC courses as they are free for HS students with proper concurrent enrollment documentation	Students can experience the CC learning environment with CC facility. Focus so far has been career and technical education, college and career exploration, and courses which supplement, not supplant core HS courses/faculty. Hybrid courses offer potential for HS/CC partners with logistical barriers	Can reach broader range of students, not just highly gifted, advanced scholastic or CTE. Emphasis on college and career readiness and seamless CTE and transfer pathways. Aims to reduce number of students needing remedial math and English instruction at the CC via dual enrollment
Not generally a need for costly textbooks or material fees by the HS student (these are provided for free by the high school), although some courses have materials which students can purchase/barter	Often works well for students not facing multiple barriers, already college bound, and/or have college coaching	HS students gain the rights of CC students as well as the responsibilities. Can be agency building although privacy protections new for HS's students and parents	Permits courses to be taught at HS campus to only HS students and likely addresses open access concerns for CC and HS communities
Not all HS grades become CC grades, articulation agreement controls	HS students gain CC student rights as well as the responsibilities. Can be agency building although privacy protections new for HS students and parents	Student may take up to 11 CC units per semester, can translate into significant HS units to support HS student graduation efforts	Ensures priority enrollment for HS students, same as middle/early college high schools (Tier III After special populations and continuing students)
Areas for Intentional Thinking			
In the past, student and/or parent often must take action (carry documents to CC) and meet additional CC requirements (establish residency) before receipt of units. Some CCD are successfully using SB 1070 funding to coordinate this for the colleges and move this paperwork off HS students, teachers, administrators, and parents	Student, parents, teachers, counselors, and/or high school administrators must take action (concurrent enrollment form) prior to enrollment. Form can require multiple signatures and approvals, as well as can be returned by admissions and records for correct. Not all HS/CC have a point person for coordination.	HS and CC must draft, seek and secure approval, and institute a DE MOU (instructional services agreement and annual course agreements). Varied examples exist, but have not all received legal review in terms of Ed Code and some legality concerns remain	HS and CC must draft, seek and secure approvals, and institute College and Career Access Pathways (CCAP) ISA or agreement, no MOUs. Law is recent and not yet widely understood, implemented, and tested. Constituencies, legal departments, boards, and stakeholders to engage regarding any concerns. CCCC memo/toolkit on AB 288 is forthcoming.
Historically, students facing multiple barriers are less likely to receive ECC, even if earned, due to the additional steps and cost to receive ECC. funding for systems and staff can address this burden.	In multi-college districts this paper-based form is often local to each campus and must be completed for each course, each semester at each campus. However, these are local decisions.	CC course for FES must be open to the public and advertised as such by the CC. Such access to a HS campus may create parental or community concern requires board approval	CCAP MOUs require HS/CC to adhere to additional requirements: no double dipping, additional reporting to the CCCC; and statewide FES cannot exceed 10% statewide FES (individual or aggregate not defined)
Paper articulation agreements can be time consuming to negotiate, process, update, and maintain without CATEMA (Career and Technical Education Management Application). Excitedly, the CC/CCO has purchased CATEMA for all CCD and it will be live fall 2016	Students are generally special admits and enrollment priority can be a barrier to course choice. Course selection is also limited to courses outside HS reality offerings. The limited number of students/selections can lead to random acts of ECC.	HS and CC faculty might have concerns about curriculum rigor, pedagogy, classroom management, rights and responsibilities under CBMs (priority hiring), etc. Discourse needed	CCD must certify the CCAP courses: do not reduce access to the same course at the college; does not include courses over subscribed or with waiting lists; will not displace eligible adult students; AND does not displace HS or CC teachers
Articulation/credit by exam, despite above-noted areas, is still preferred, understood, and/or comfortable to many HS teachers, CC faculty, and HS/CC administrators. These long term are critical relationships and have many best practices in systems to build upon and scale to provide well-done CTE pathways for student success.	Cost/time of textbooks, material fees (if applicable), and transportation (parking, public transit, etc.) fall on the HS, students and/or their family, this is particularly difficult to overcome for underrepresented students facing multiple barriers.	Students are subject to CC matriculation barriers, including enrollment priority, unit cap, enrollment cap. Follow to adhere on create CC fees and holds which prevent future enrollment; Ed Code governs HS/CC funding collection	HS district must certify the CCAP courses: comply with local collective bargaining agreements; comply with all state and federal reporting requirements regarding the qualifications of teachers or faculty members
While HS/CC programs may become linked, historically seamless pathways were less likely to result as the work required significant bandwidth, time, and commitment by HS/CC educators and staff. Many best practices and improved systems offer efficiency which may free time for deeper pathway development.	Students are covered by federal privacy law as well as CC policies and procedures, this may require additional information for HS parents used to accessing information about their students directly from HS and HS teachers	Students are covered by federal privacy law as well as CC policies and procedures, this may require additional information for HS parents used to accessing information about their students directly from HS and HS teachers	Students are covered by federal privacy law as well as CC policies and procedures, this may require additional information for HS parents used to accessing information about their students directly from HS and HS teachers. Parents may gain access to student data from the CCD, but sent to the HS under the new law.

*Area for Critical Thinking: While each ECC option offers students, particularly those facing multiple barriers, benefits, careful planning efforts must be undertaken. Our HS students gain CC student rights as well as responsibilities. Should a HS student not succeed in a CC course or receive a low grade this becomes part of their CC transcript, potentially impacting their personal perspective on college readiness and, importantly, their academic standing. Individualized financial aid, careful HS to CC pathway development by your HS/CC teams (please see memo and supported student transitions, sequenced, content-based, and scaffolded career and college curriculum, and appropriate work-based learning experiences) is critical for our students' success. Equately, significant funding (CCP, Equity, SBP, CTE Enhancement, etc.), if well targeted, presents us an incredible opportunity for our communities.

Glossary of Acronyms Used in the Curriculum World

AACRAO: American Association of Collegiate Registrars and Admissions Officers
AARTS: Army/American Council on Education Registry Transcript System
AA-T/AS-T: Associate Degrees for Transfer (see SB 1440)
ACCJC: Accrediting Commission for Community and Junior Colleges
ACE: American Council on Education
ADT: Associate Degree for Transfer (shorthand for AA-T/AS-T)
AI: CSU American Institutions Requirement (also known as “Code” Requirement)
AICCU: Association of Independent California Colleges and Universities
AO: Articulation Officer
AP: Advanced Placement
ASCCC: Academic Senate for California Community Colleges
ASCSU: Academic Senate of the California State University
ASSIST: Articulation System Stimulating Interinstitutional Student Transfer
BACCC: Bay Area Community College Consortium
BOARS: UC Board of Admissions and Relations with Schools
C-ID: Course Identification Numbering System
CAP: California Acceleration Project
CCC: California Community College(s)
CCCCO: California Community Colleges Chancellor’s Office
CIAC: California Intersegmental Articulation Council
CIPD: Council on Instruction, Planning, and Development
CLEP: College-Level Examination Program
COR: Course Outline of Record
COCI: Chancellor’s Office Curriculum Inventory
CPEC: California Postsecondary Education Commission
CSU: The California State University
CSUCO: California State University Chancellor’s Office
CSU GE-B: General Education-Breadth pattern for CSU transfers
CTE: Career Technical Education (also called, Career Education
CurriQunet META: Curriculum Management System
CWEE: Cooperative Work Experience Education
DANTES: Defense Activity for Non-Traditional Education Support
DD: Department of Defense (as in Form DD-214 or DD-295)
DE: Distance Education
DL: Distance Learning
DSST: DANTES Subject Standardized Tests
EAP: Early Assessment Program
ECE: Excelsior College Examinations
EM: Executive Memorandum
EMOC: Executive Management Oversight Committee
EO: Executive Order
ESOL: English for Speakers of Other Languages
ETS: Ensuring Transfer Success (also: Educational Testing Service, but refers to the former in the articulation community)
FAFSA: Free Application for Federal Student Aid
FERPA: Family Educational Rights and Privacy Act
GE: General Education
GEAC: General Education Advisory Committee
GPA: Grade Point Average
ICAS: Intersegmental Committee of Academic Senates
IGETC: Intersegmental General Education Transfer Curriculum

IMPAC: Intersegmental Major Preparation Articulated Curriculum
K12: Kindergarten through 12th Grade
LDTP: Lower Division Transfer Patterns **LOTE:** Language Other Than English (see IGETC)
MOU: Memorandum of Understanding
NCIAC: Northern California Intersegmental Articulation Council
PLA: Prior Learning Assessment
RFP: Request for Proposals
SCIAC: Southern California Intersegmental Articulation Council
SCIGETC: Science Intersegmental General Education Transfer Curriculum
SLO: Student Learning Outcomes
SOC: Service members Opportunity Colleges
STEM: Science, Technology, Engineering, and Math
TAG: Transfer Admission Guarantee
TAP: Transfer Admission Planner
TBA: To Be Arranged (Class Hours)
TCA: Transfer Course Agreement (see UC TCA)
TCW: Transfer Counselor Website
Title 5: The part of the California Code of Regulations governing Education
TMC: Transfer Model Curriculum (see SB 1440)
TOP Code: Taxonomy of Programs
UC: The University of California
UCOP: University of California Office of the President
UC TCA: University of California Transferable Course Agreements
VTEA: Vocational Technical Education Act (see CTE)
WASC: Western Association of Schools and Colleges

Noncredit Category

Noncredit Category	
Noncredit Category	ENGLISH AS A SECOND LANGUAGE (ESL)
Description	Provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. Courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; Skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills.
Course Noncredit Category (MIS Data Element Code)	CB22 = A
Valid T.O.P. Codes (Taxonomy of Programs)	4930.84, 4930.85, 4930.86, 4930.87, 4931.00 } Top Discipline: "49" Interdisciplinary Studies
Noncredit Category	IMMIGRANT EDUCATION
Description	Designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision making and problem-solving skills, and other classes required for preparation to participate in job specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act. (Ed. Code § 84757(a)(4)).
Course Noncredit Category (MIS Data Element Code)	CB22 = B
Valid T.O.P. Codes (Taxonomy of Programs)	2201.20; 2205.00; 2207.00; 4930.9 } Top Discipline: "22" Social Sciences, "49" Interdisciplinary Studies
Noncredit Category	ELEMENTARY AND SECONDARY BASIC SKILLS
Description	Elementary and Secondary Basic Skills includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma. (Ed. Code § 84757(a) (2)).
Course Noncredit Category (MIS Data Element Code)	CB22 = C
Valid T.O.P. Codes (Taxonomy of Programs)	1501.00, 1520.00, } "15" – Humanities 1701.00, 1702.00, } "17" – Mathematics 4930.09, 4930.14, 4930.30, 4930.31, 4930.32, 4930.33, 4930.60, 4930.60 } "49" -Interdisciplinary Studies
Noncredit Category	HEALTH AND SAFETY
Description	Lifelong education to promote health, safety, and the wellbeing of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations.
Course Noncredit Category (MIS Data Element Code)	CB22 = D
Valid T.O.P. Codes (Taxonomy of Programs)	0835.10; 0835.70; 0835.80; 0837.00; 0899.00 } "08" – Education 1299 } "12" – Health

Noncredit Category	SUBSTANTIAL DISABILITIES
Description	Designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).
Course Noncredit Category (MIS Data Element Code)	CB22 = E
Valid T.O.P. Codes (Taxonomy of Programs)	Any TOP Code

Noncredit Category	PARENTING
Description	Designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children’s education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a) (1)).
Course Noncredit Category (MIS Data Element Code)	CB22 = F
Valid T.O.P. Codes (Taxonomy of Programs)	1305.00; 1305.20; 1305.40; 1305.50; 1305.60; 1305.70; 1305.80; 1305.90; 1308.00 } “13” – Family and Consumer Sciences

Noncredit Category	HOME ECONOMICS
Description	Courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts. (Ed. Code § 84757(a)(8)).
Course Noncredit Category (MIS Data Element Code)	CB22 = G
Valid T.O.P. Codes (Taxonomy of Programs)	1301.00 through 1399.00 } “13” – Family and Consumer Sciences

Noncredit Category	OLDER ADULTS
Description	Lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement. (Ed. Code § 84757(a) (7)).
Course Noncredit Category (MIS Data Element Code)	CB22 = H
Valid T.O.P. Codes (Taxonomy of Programs)	Any TOP Code

Noncredit Category	SHORT-TERM VOCATIONAL
Description	Designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).
Course Noncredit Category (MIS Data Element Code)	CB22 = I
Valid T.O.P. Codes (Taxonomy of Programs)	Any Vocational TOP Code
Noncredit Category	WORKFORCE PREPARATION
Description	Provides instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training.
Course Noncredit Category (MIS Data Element Code)	CB22 = J
Valid T.O.P. Codes (Taxonomy of Programs)	Any VOCATIONAL TOP code or: 4930.10, 4930.11, 4930.12, 4930.13, 4930.72 } "49" -Interdisciplinary Studies

PCCD Hours and Units Chart

PCCD Hours and Units Table Term Length = 17.5 Weeks							
<i>Lecture</i>	<i>52.5 = 1 unit</i>			<i>Lab, Clinical, Activity, etc.</i>	<i>52.5 = 1 unit</i>		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	8.75	17.5	26.25	0.5	26.25	0	26.25
1	17.5	35	52.5	1	52.5	0	52.5
1.5	26.25	52.5	78.75	1.5	78.75	0	78.75
2	35	70	105	2	105	0	105
2.5	43.75	87.5	131.25	2.5	131.25	0	131.25
3	52.5	105	157.5	3	157.5	0	157.5
3.5	61.25	122.5	183.75	3.5	183.75	0	183.75
4	70	140	210	4	210	0	210
4.5	78.75	157.5	236.25	4.5	236.25	0	236.25
5	87.5	175	262.5	5	262.5	0	262.5
5.5	96.25	192.5	288.75	5.5	288.75	0	288.75
6	105	210	315	6	315	0	315
6.5	113.75	227.5	341.25	6.5	341.25	0	341.25
7	122.5	245	367.5	7	367.5	0	367.5
7.5	131.25	262.5	393.75	7.5	393.75	0	393.75
8	140	280	420	8	420	0	420
8.5	148.75	297.5	446.25	8.5	446.25	0	446.25
9	157.5	315	472.5	9	472.5	0	472.5
9.5	166.25	332.5	498.75	9.5	498.75	0	498.75
10	175	350	525	10	525	0	525
10.5	183.75	367.5	551.25	10.5	551.25	0	551.25
11	192.5	385	577.5	11	577.5	0	577.5
11.5	201.25	402.5	603.75	11.5	603.75	0	603.75
12	210	420	630	12	630	0	630
12.5	218.75	437.5	656.25	12.5	656.25	0	656.25
13	227.5	455	682.5	13	682.5	0	682.5
13.5	236.25	472.5	708.75	13.5	708.75	0	708.75

14	245	490	735	14	735	0	735
14.5	253.75	507.5	761.25	14.5	761.25	0	761.25
15	262.5	525	787.5	15	787.5	0	787.5
15.5	271.25	542.5	813.75	15.5	813.75	0	813.75
16	280	560	840	16	840	0	840
16.5	288.75	577.5	866.25	16.5	866.25	0	866.25
17	297.5	595	892.5	17	892.5	0	892.5
17.5	306.25	612.5	918.75	17.5	918.75	0	918.75
18	315	630	945	18	945	0	945

Reference Resources

[Title 5, Division 6, Chapter 6 of California Code of Regulations](#)

[Program and Course Approval Handbook \(PCAH\)](#)

[Peralta Community Colleges Board Policies and Procedures](#)

[Course Outlines of Record: A Curriculum Reference Guide Revisited](#)

[Taxonomy of Programs, 6th Edition, Chancellor's Office, 2013.](#)

[All About the Credit Hour](#)

[Chancellor's Office Noncredit Info](#)

[Noncredit Instruction: Opportunity and Challenge, ASCCC, adopted spring 2009.](#)

[The Role of Noncredit in the California Community Colleges, ASCCC, adopted fall 2006.](#)

[Preparing Students for Careers and College through Noncredit Enhanced Funding \(CCCCO Report – Dec 2016\)](#)

[Noncredit Programs Current Practices & Future Directions](#)

[Noncredit Certificates](#)

[Placing Courses into Areas of Noncredit](#)

[Basics of Noncredit](#)

Peralta Community College District
The Department of Academic Affairs

Program and Course Approval Handbook