LOS ANGELES COMMUNITY COLLEGES OFFICE OF THE CHANCELLOR ADMINISTRATIVE REGULATIONS	INDEX NUMBER E-64
REFERENCE: Education Code, section 70901(b)(10), 78015 **,** Title 5, C.C.R. sections 55001, 55006, 55130 and 55150, Board Rule 6101	**TOPIC:** Procedures for Development and Approval of New Educational Programs and Options
ISSUE DATE: July 18, 1983	**INITIATED BY**: Educational Support Services Division
CHANGES: Sections 2, 3, 4 & 5 Section C Revised all sections	**DATES OF CHANGES:** 7-18-01; 7-10-02; 7-30-05; 6-14-10

1.   BACKGROUND

Section 70901(b)(10) of the California Education Code requires the Board of Governors to approve all new programs. Section 70902(b) (2) also mandates individual colleges to uphold state standards for programs, based upon curriculum policies each district is mandated to establish. These responsibilities are carried out through a curriculum committee constituted as required by Title 5 California Code of Regulations (C.C.R.) section 55002(a). Title 5, CCR, Sections 55001 and 55006 specify college curriculum reporting obligations. Education Code section 78015 and Title 5C.C.R. sections 55130 and 55150 establish the criteria for the approval of new credit and noncredit programs. Board Rule 6101 establishes District policy on approval of new programs.

Note: Title 5 §55000(f) defines **course** as "an organized pattern of instruction on a specified subject offered by a community college" and **educational program** 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."

2.   PROGRAM PLANNING AND DEVELOPMENT.

A.   Program Approval Criteria

In reviewing and recommending a program, the college curriculum committee shall determine that the proposed program meets the following criteria (California Community College Chancellor's *Program and Course Approval Handbook,* Appendix B*):*

1. *Appropriateness to mission*. The stated goals and objectives of the proposed program are consistent with the mission and master plan of the college. The program provides systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

2. *Need*. There must be a demonstrable need for a program that meets the stated goals and objectives in the region the college proposes to serve with the program.

3. ***Quality*.** Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

4. ***Feasibilit****y*. The college has the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections. Approval of the new program must incorporate a detailing of costs sufficient to determine that this criterion can be fulfilled by the college. The college must make a commitment to offer the required courses at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

5. ***Compliance***. The program complies with all other laws applicable to it, including federal regulations, licensing requirements and any legal requirements that may exist for particular courses or programs.

B. <u>DEGREES AND CERTIFICATES</u>

1. Types of Credit Programs

   a. Associate Degrees

   All associate degrees in California are one of two general types, Associate in Arts or Associate in Science. There is no difference in law as to the requirements for the two.

   Associate degrees must require coursework in a major or area of emphasis. There are also requirements for general education and for demonstration of competency in reading, written expression, and mathematics for the associate degree.

   - A **major** is defined as a minimum of 18 units in a field or related fields selected by the college.

   - An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 units in related fields intended to prepare the student for a particular major at the four-year institution or to prepare a student for a particular field as defined by the community college. General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis.

   b. Certificates of Achievement

   A "certificate of achievement" is any credit certificate that may appear by name on a student transcript, diploma, or completion award, and which requires 18 or more semester units or 27 or more quarter units of coursework. System Office approval is required.

   The college may also request approval from the State Chancellor's Office for certificate programs that consist of 12 or more semester units or 18 or more

quarter units. In order to be approved, the certificate must represent a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

   c. Skills Certificates

Colleges may also award un-transcripted certificates for fewer than 18 units (Skills Certificates) without System Office approval.

2. Types of Noncredit Certificates

   a. Noncredit Certificates of Competency

A program leading to improved employability or job opportunities

   b. Noncredit Certificates of Completion

A program in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

C. <u>TYPES OF PROGRAMS</u>

1. Career and Technical Education (CTE) Programs

A CTE program is one whose primary goal is preparing students for employment immediately upon completing the program, and/or upgrading employment skills. CTE programs should not be designed exclusively for persons already employed by a particular employer or in a particular industry, unless the college also makes available a parallel or comparable program which would enable a student who is not already employed by that employer or in that industry to obtain entry-level employment.

There are ten Regional CTE Consortia, composed of vocational education and economic development administrators, faculty, and staff from each college in the region. Their purposes are to increase collaboration among colleges, encourage regional planning, offer professional development, and promote marketing of community college CTE programs.

The State Chancellor's Office requires new CTE programs to be recommended by the Regional CTE Consortium, mainly as a means of carrying out its responsibility for ascertaining the need for the proposed program in regard to other community colleges in the area, as specified by Title 5, Section 55130(b)(8)(E). The State Chancellor's Office will rely heavily upon the advice of Regional CTE Consortium in regard to the approval criterion of need. If the review of evidence of need is thorough at the regional level, State Chancellor's Office approval will be expedited. This regional review also serves as a quality check, so colleges can be assured that the design of their program curriculum is along the lines of current good practice as judged by their professional peers.

However, the requirement for a recommendation from the Regional CTE Consortium is not absolute. If a program has been refused a recommendation for approval by a Regional CTE Consortium, and the college feels the refusal was unjustified or unfair, it may submit the program to the State Chancellor's Office without a positive regional recommendation. But the burden of justification will be on the college to show why the application should be approved without a positive recommendation.

Justification of the need for new CTE programs is specifically required through a job market study, pursuant to the Education Code. Some CTE programs also have a transfer component. The State application for a new CTE program includes an item for colleges to provide information on the transfer applicability of programs that are primarily CTE.

2. Transfer Programs

A transfer program is a degree or degree major, that primarily prepares students to major in a particular university subject matter, or that primarily provides baccalaureate-level general education. The chief differences are that no labor market or employer survey information is necessary, and transfer documentation is required.

The appropriateness of these programs for transfer may be documented either according to a programmatic articulation agreement, or according to a specific comparison of the coursework required at the community college and the university. A recommendation from the Regional CTE Consortium is not required for these programs.

All degree majors, of whatever scope, that may appear by name on a student transcript or diploma, require State Chancellor's Office approval. Most transfer programs are degree majors; however, it is possible for colleges to offer certificates that are primarily of value to transfer students.

3. Conjoint Programs

A conjoint program is defined by the State Chancellor's Office as one offered collaboratively by two or more colleges, whether in the same or different districts (but usually within the same geographical region). Each college participating in a conjoint program receives authorization to award the certificate or degree. A single approval application is submitted, but an individual cover application form with all required signatures must be prepared by each participating college, as well as a list of the coursework used at that college to satisfy the conjoint curriculum pattern. There are two basic curriculum arrangements:

- Each participating college offers the identical or nearly identical curriculum pattern, and each offer all or nearly all the courses required for the program. The collaboration is in designing a uniform curriculum, and submitting a unified approval application. The colleges may or may not share some resources for the program.

- Participating colleges offer different parts of the curriculum needed to complete the program, and students must take some courses at one college and some courses at another. Colleges share program resources; there is really only one program, but more than one college is authorized to confer the program award.

When a conjoint program application has been approved for a particular geographical area, another college in the same area may request to be added to the conjoint approval within no more than one year from the date when the original conjoint application received final approval from the State Chancellor's Office, provided that the program the college wishes to offer is essentially the same (an explanation must be provided if there are differences between the requirements at one participating college and the others in the conjoint application), and evidence has been provided, as part of either the original application or the supplemental request, that the job market is sufficient to justify another college's offering the same degree or certificate.

4. Apprenticeship Programs

Approval of all apprenticeship programs, credit or noncredit, requires separate approval. Apprenticeship credit and noncredit offerings have some unique elements regarding curriculum approval and funding approval. All apprenticeship credit programs and noncredit courses must obtain State Chancellor's Office approval for each college responsible for the offerings.

The apprenticeship curriculum offered by community colleges is referred to as *related and supplemental instruction* (RSI) in the apprenticeship law and in the Budget Act. In apprenticeship circles one sometimes hears reference to "Montoya Funding" when talking about *related and supplemental instruction*, but in the law there is no mention of the term "Montoya Funding." Apprenticeship RSI can be described as follows:

An employer who has an apprenticeship RSI program at an adult school or regional CTE program center can apply to move the program to a community college. If the college wants approval to offer the program, it must follow the procedures set forth in this handbook.

Because apprenticeships receive approval from another State agency (the Department of Industrial Relations), they are not sent to the California Postsecondary Education Commission (CPEC) for review.

If the district intends to receive apprenticeship RSI funding, the Budget Act states that the program or courses must have the approval of the State Chancellor's Office. Thus the district must receive from the State Chancellor's Office both 1) curriculum approval; and 2) RSI funding approval. For both these approvals, the application must contain documentation that the apprenticeship has been approved by the Division of Apprenticeship Standards within the Department of Industrial Relations. The approval documentation must list the specific campus approved for the RSI, and must be signed by the Chief of the DAS or his designee.

Because funding of apprenticeship programs involves long range planning to provide adequate funding, it is important for college to notify the State Chancellor's Office

apprenticeship coordinator as soon as the district decides to give the employer or program sponsor a letter of intent to be the Local Educational Agency (LEA). This notification is to be used when working with a new apprenticeship program or applying for the transfer of an existing program from another community college, adult school, or regional CTE program center.

3.   PROGRAM APPROVAL PROCESS

The following procedures apply to proposals for new degrees and certificates, and substantive changes to existing programs (including additions of new options or tracks, changes to program goals and objectives that are substantially different from those for which the program was originally approved or the addition of a degree to an existing certificate). These procedures do not apply to non-substantial changes to approved programs. These procedures are the recognized educational program procedures of the LACCD as required by Title 5 of the California Code of Regulations.

A. Approval Process for New Degrees, Certificates of Achievement, and Substantial Changes to Programs.

STEP 1) New program proposals or substantial program changes (as defined by the *Programand Course Approval Handbook*) will be initiated by a faculty member/faculty members; and

STEP 2) Approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval procedures process.

STEP 3) New program proposals or substantial program changes will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college's curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) New program proposals or substantial program changes will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new program or substantive program changes to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed new program and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President for approval and recommendation to the Board of Trustees.

If the proposed new program has a vocational TOP code, the College President (or designee) will request to have the proposed new program placed on the agenda of the Regional Consortium. Proposals may be placed on the agenda of the Regional Consortium

concurrently with Curriculum Committee approval, provided that the Curriculum Committee approves that action.

STEP 7) The College President will forward his/her recommendation to the Educational Support Services Division, which will conduct technical review and electronically notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President. The DAS Vice President will notify the appropriate Discipline Committee Chairs.

STEP 8) Following the notification described in step 7, college have twenty (20) working days to submit a challenge to the program or substantial change as described in STEP 12 below.

If After twenty (20) working days, no challenges are received, the Chair of the District Curriculum Committee will notify the District Senate President and the Vice Chancellor Educational Student Support Services Division, who will place the proposed new program or substantial program change on the next available agenda of the Board of Trustees and forward a copy of the Board agenda to the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President.

STEP 9) The Board of Trustees will review and approve (or disapprove) the proposed new program or substantial program change.

STEP 10) Following Board approval, the Chancellor or designee will sign the Application for Approval – New Credit Program (CCC-501) or Substantial Changes to an Approved Credit Program (CCC-510) form and the Educational Support Services Division will forward the proposal to the college for submission to the State Chancellor's Office for final approval. If the program is not approved by the Board of Trustee, the Educational Support Services Division will notify the college and the Chair of the DCC.

STEP 11) Once the program receives final approval, the Educational Support Services Division will enter the new program(s) into the program database.

STEP 12) Challenges to New Program or Substantial Program Change

The DCC shall employ the following procedures in adjudicating a challenge:

> l: Initiating the Challenge
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> Within the 20 day challenge period, a DCC member forwards his or her objections to a new program and provides written arguments to the District Curriculum Committee Chairperson. These written arguments should directly apply to at least one of the five areas listed in section 2 of this regulation:
>
> > a. Appropriateness
> > b. Need
> > c. Mission

d. Feasibility

e Compliance

2. Presenting the Challenge

Upon receipt of a challenge the DCC Chair shall notify the Vice Presidents of
Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, College
Academic Senate Presidents, as well as the District Academic Senate (DAS)
President. The DCC Chair shall place the challenge on the next DCC agenda,
however, challenges will not be placed on the DCC agenda until at least 10 working
days have elapsed from the time the parties listed above were notified.

The DCC representative or his or her designee from the college where the program
is being proposed presents and summarizes the new program in question to the
DCC.

The challenging DCC member or college representative presents his or her
argument(s) opposing the new program to the DCC.

3. Countering the Challenge

The representative from the college introducing the new program reviews the
arguments from the contesting college(s) or DCC members and presents its counter
arguments at the following DCC meeting.

At the DCC meeting where the counter arguments from the college introducing the
new program are presented, the college challenging the program will be provided an
opportunity to rebut the counter arguments.

The DCC reviews and discusses both sides of the argument, votes whether or not to
endorse the recommended new program

4. Appeals to DAS

If the DCC denies the request, the college can appeal the decision to the District
Academic Senate Executive Committee for a final decision.

B.   SKILLS CERTIFICATES

STEP 1) New Skills Certificate proposals will be initiated by a faculty member/faculty
members; and

STEP 2) approved by a majority of faculty within a department or other defined
interdisciplinary faculty members in keeping with the college's curriculum approval
process.

STEP 3) New Skills Certificate proposals will be forwarded to the Chair of the
Curriculum Committee and the Appropriate Academic Vice President (or designee) for

technical review, in keeping with the college's curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) New Skills Certificate proposals will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new Skills Certificate to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed new Skills Certificate and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President for approval.

STEP 7) The College President will forward his/her recommendation to the Educational Support Services Division, which will conduct technical review and electronically notify the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President that the Skills Certificate has been received and will be entered into the District's program database.

C.   NONCREDIT CERTIFICATES OF COMPLETION AND CERTIFICATES OF COMPENTECY

STEP 1) New Noncredit Certificate proposals will be initiated by a faculty member/faculty members; and

STEP 2) approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval process.

STEP 3) New Noncredit Certificate proposals will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college's curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) New Noncredit Certificate proposals will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new Noncredit Certificate to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed new Noncredit Certificate and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will forward his/her recommendation, along with the recommendation of the Senate to the College President for approval.

STEP 7) The College President will forward his/her recommendation to the Educational Support Services Division, which will conduct technical review and electronically notify

the Vice Presidents of Academic Affairs, the Curriculum Committee Chairs, Curriculum Dean, Academic Senate Presidents in the District, as well as District Academic Senate (DAS) President and Vice President that the Noncredit Certificate proposal has been received and will be placed on the next available agenda of the Board of Trustees.

STEP 8) Following Board approval, the Chancellor or designee will sign the noncredit certificate application and the Educational Support Services Division will forward the proposal to the State Chancellor's Office for final approval.

4.　　NON-SUBSTANTIAL CHANGES TO EXISTING PROGRAMS

A non-substantial change to an approved program consists of a change to one of the following: TOP code, program title, required units, or degree type.

STEP 1) Non-substantial change proposals will be initiated by a faculty member/faculty members; and

STEP 2) approved by a majority of faculty within a department or other defined interdisciplinary faculty members in keeping with the college's curriculum approval process.

STEP 3) Non-substantial change proposals will be forwarded to the Chair of the Curriculum Committee and the Appropriate Academic Vice President (or designee) for technical review, in keeping with the college's curriculum approval process. The proposal will be forwarded to the Curriculum Committee for Approval.

STEP 4) Non-substantial change proposals will be reviewed and approved by the college Curriculum Committee, using the approval criteria delineated in Section 2 of this regulation. Following approval, the college Curriculum Committee will forward the proposed new Non-substantial change to the college Academic Senate for consideration.

STEP 5) The Senate will review the proposed Non-substantial change and forward its recommendations to the Appropriate Academic Vice President.

STEP 6) The Vice President will sign the necessary State form and send it to the State Chancellor's Office. The Vice President will also forward a copy to the Educational Support Services Division, which will input the change into the program database.

5.　　DELETION/DISCONTINUANCE OF PROGRAMS

Program deletion/discontinuance must follow the procedures contained in the college's viability review process as required by Board Rule 6803.

6.　　REVISION OF NEW PROGRAM APPROVAL PROCESS

The procedures described in this regulation may be reviewed, changed, or adjusted subject to the mutual agreement of the District Academic Senate and Chancellor.

7.   **DEFINITIONS**

For the purpose of these procedures, "working day" means a day when the majority of the colleges in the District are in session, excluding Saturdays, Sundays, holidays, with the exception that days occurring between July 1 and August 15 will not be counted as working days.