rev. Sep 2023

YCCD Curriculum Development Guidelines

These Guidelines should be used in conjunction with the YCCD eLumen User Guide. The User Guide gives technical instructions for navigating eLumen, while the Development Guidelines provide explanations of each field, referencing pertinent regulations, policies, and best practices.

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Curriculum Acronyms

AAM – Articulation Agreement by Major

ADT – Associate Degree for Transfer (AA-T or AS-T)

ASCCC – Academic Senate for California Community Colleges

ASSIST – Articulation System Stimulating Interinstitutional Student Transfer

CB – Course Basic codes, reported as MIS data

CCC – California Community Colleges

CCCCO – California Community College Chancellor's Office

CDCP – Career Development and College Preparation noncredit certificates

C-ID – Course Identification system for TMCs

CIP – Classification of Instructional Programs

COCI – Chancellor's Office Curriculum Inventory

COR – Course Outline of Record

CSU-GEB – California State University General Education Breadth requirements

CTE – Career Technical Education

DE – Distance Education

IDEAA – Inclusion, Diversity, Equity, Antiracism, and Accessibility

IGETC – Intersegmental General Education Transfer Courses

LMI – Labor Market Information

MIS – Management Information Systems

MQs – faculty minimum qualifications for teaching disciplines

PCAH – Chancellor's Office Program and Course Approval Handbook

POR – Program Outline of Record

SOC – Standard Occupational Classification

Title 5 – Title 5 of the California Code of Regulations

TMC – Transfer Model Curriculum

TOP Code – CCC Taxonomy of Programs code

UC-TCA – University of California Transfer Course Agreement

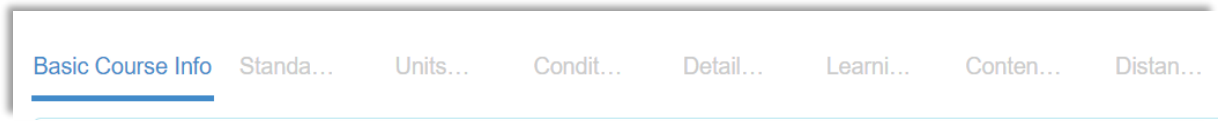
Integrating IDEAA into the COR – Best Practices

In response to the Academic Senate for California Community Colleges (ASCCC) resolution to include diversity, equity, inclusion, and cultural responsiveness into the Course Outline of Record (COR), the Chancellor's Office, in partnership with ASCCC and other organizations, distributed DEI in Curriculum: Model Principles and Practices. Tips for integrating these model principles and practices are embedded into these Curriculum Development Guidelines.

IDEAA: Look for text boxes marked by a lightbulb icon to indicate suggested model practices.

Part 1: Creating Courses

For a step-by-step guide to initiating a new course workflow, see the User Guide. Once you have initiated the workflow, you will see tabs across the top of the screen, with information to fill out on each. The section of the guidelines contains instructions for filling out the tabs; it is organized in the same order as they appear in the workflow.



The sections are:

1. Basic Course Info
2. Standards
3. Units and Hours
4. Conditions of Enrollment
5. Details
6. Learning Outcomes
7. Content
8. Distance Education

Basic Course Info

General Information

Course Number (CB01)

Course Subject: Choose the correct department/discipline from the drop-down menu. If you do not see your department listed, contact your curriculum chair.

Course Number: The number you choose should reflect the appropriate level of the course.

- 1-49: CSU/UC transferable course (Baccalaureate level)
- 50-99: College level, not transferable (Associate level)
- 100-199: developmental/remedial (Non-degree applicable)
- 200-299: basic skills-technical/ESL courses
- 500-599: Non-credit courses (Adult Education)

Courses given the same number (1A, 1B, 1C, etc.) should be sequential.

If you are creating a new course, you can pick any unused number in the appropriate range, but it is a good idea to check if the other college is using that number. Having two courses in the district with the same subject and number that are not equivalent is very confusing to students!

Levels Below Transfer

This field indicates course level status for English, writing, ESL, reading and mathematics courses or courses that fulfil quantitative reasoning requirements. Other disciplines should leave it **blank** (not zero).

The level faculty enter will determine the CB-21 code, a data element for MIS reporting. Extensive rubrics were created and approved by the Academic Senate of California Community Colleges (ASCCC) to determine appropriate coding for this element. These rubrics can be found on the ASCCC website:

- English CB-21 rubric
- ESL CB-21 rubric
- Math/Quantitative Reasoning CB-21 rubric

Short Course Title

Length of course title is limited to 19 characters including punctuation and spaces. This limit corresponds to the Datatel Short Course Title field, which is used on both schedules and student transcripts.

- Note that eLumen will not limit the characters for you; you need to count to make sure you do not exceed 19.

If the course is part of a series, make sure each short title is distinct (e.g., Amer Hist I and Amer Hist II).

Course Title (CB02)

This is the descriptor used to identify the course in the Schedule of Classes and the College Catalog. The CCCCO limits this field to a maximum of 68 characters including punctuation and spaces.

If the course is part of a series make sure each has a distinct title (e.g., American History I and American History II).

IDEAA: Carefully consider the impact of wording in your course title. This is one of the first things students see. Is the title student-friendly and jargon-free? Is it descriptive, accurate, and inclusive?

TOP Code (CB03)

If you do not know the TOP Code for your course, use the search bar at the top of the drop-down menu to search for key words. When in doubt, use a more general code (indicated with the .00 suffix) rather than a more specific one, unless you are sure it a good fit.

Example of a general code and sub-disciplines:

0509.00 – Marketing and Distribution
- 0509.10 – Advertising
- 0509.20 – Purchasing
- 0509.40 –Sales and Salesmanship
- 0509.60 – Display

Choosing the right code matters for several reasons:

- If you are creating CTE courses or awards, the TOP code must be designated as vocational, denoted with an asterisk in the Taxonomy of Programs. Currently, eLumen does not feature the asterisks; we hope to add that feature in the future.

- The TOP code determines the CIP Code (see next section) using an official crosswalk. For programs, the CIP code is used by eLumen to pull in Labor Market data.
- For ADTs, a particular TOP Code is specified in the TMC template.

CIP Code

While TOP Codes are specific to California Community Colleges, Classification of Instructional Programs (CIP) Codes are used nationally. CIP codes are cross-referenced with Standard Occupational Codes (SOC) for labor market data.

The Centers of Excellence for Labor Market Research have created a standard crosswalk for TOP/CIP codes that is built-in to eLumen. The CIP code you see is automatically populated based on the TOP code you entered. If the CIP code looks wrong, you can either change the CIP code directly – making sure to check that the corresponding TOP code looks right – or you can try selecting a new TOP code. You can explore the TOP/CIP crosswalk for more options.

Additional CIP Codes

This field is optional. Courses, particularly those in CTE areas, may align with multiple CIP codes. For most courses, just using the one CIP Code aligned with the TOP code is sufficient.

Discipline

Choose the correct discipline from the drop-down. The discipline abbreviation should match the Subject in CB01.

Course Description

Provide a brief overview of the course, clearly identifying critical or key content areas for the student. The college catalog will reflect the information exactly as you enter it.

Do not include information about cross-listed or anti-requisite courses or conditions of enrollment, as this information is entered into separate fields.

IDEAA: Is the description student-centered, using accessible and inclusive language, with a focus on what the student will gain from the course? Is it inviting and welcoming?

Where discipline-specific terminology is necessary, have those terms been appropriately defined or explained through context?

The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover and how it may be relevant for them. For example, consider how Black, indigenous, and other people of color have traditionally been erased from the curriculum.

SAM Code (CB09)

Select the appropriate Student Accountability Model (SAM) Priority Code from the drop-down menu. For courses that are not in CTE TOP Codes (denoted with the asterisk in the Taxonomy of Programs), you must select E (Non-occupational). For courses that are in CTE/vocational TOP Codes, you must select a code other than E.

Course Family

Title 5, section 55000, defines active participatory courses as "those courses where individual study or group assignments are the basic means by which learning objectives are obtained."

If the course is an active participatory course (typically in PE and studio and performing arts), select the appropriate Course Family from the drop-down menu. A Course Family is a grouping of active participatory classes that are related in content.

- Families are organized by discipline; you can also use the search bar to look for key terms.

All other courses, select "Not Applicable."

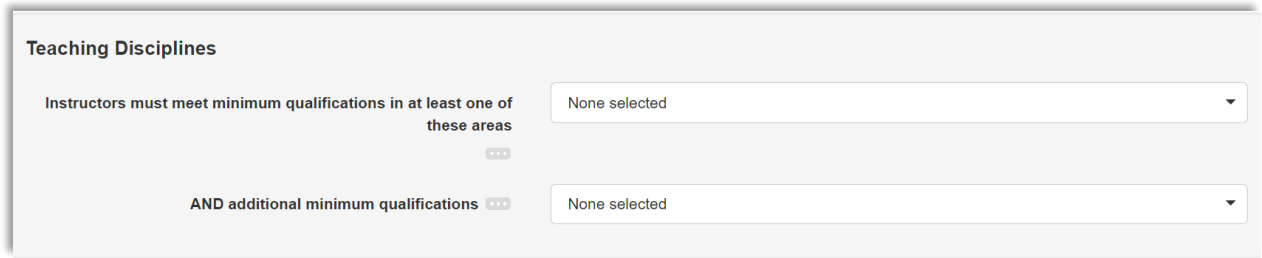
Course Control Number (CB00)

This is a read-only field, accessed by the Curriculum Specialist.

Teaching Disciplines

The teaching disciplines selected here determine the minimum qualifications for teaching the course. Teaching disciplines are drawn from the CCCCO Minimum Qualifications Handbook.

There are two separate fields for entering teaching disciplines:



Most courses will just use the first field, which can include multiple disciplines, for which the instructor must meet min quals for **at least one of the areas**. When multiple disciplines are entered here, the condition is interpreted as "or."

If you have a course where the instructor must meet min quals in **more than one area** (not recommended), enter the second discipline in the second drop-down menu. When conditions are added to this second drop-down, faculty must meet min quals in both areas.

These dropdowns do not have a search button; you must scroll down and find each teaching discipline alphabetically. To select more than one, simply check as many boxes as needed.

If you do not see the teaching discipline you are looking for, first check the CCCCO Minimum Qualifications Handbook. If it is not in the handbook, choose the next most appropriate discipline(s). If it is in the handbook but missing from eLumen, contact your curriculum chair.

Proposal Details

Author(s)

The person who originates the proposal will be listed as author. You can add additional contributors:

- Click "Add additional contributors"
- Under "Available users" column on the right, select the role of Faculty and locate the person you want to add using the search bar – it is case sensitive
- Click the person's name to add them to "Shared with" column on the left
- If you check the box next to the author's name, they will have Course Coordinator access for SLO assessments.

Proposal Start

Select the semester and year for which you would like this proposal to become effective. Note that your proposal start date is subject to all local and state approval timelines; the Curriculum Committee or Curriculum Specialist may assign a later effective term if needed.

For **new** proposals and major revisions, it is best to plan the effective term a year out from the term you submit.

For minor revisions that do not change title, numbers, units, or conditions of enrollment, approval may take just one semester, depending on the timeline for board approvals. Contact your curriculum chair if you have questions about the approval timeline.

Proposal Change Summary

Check any categories that apply, particularly if you are creating a new course or adding Distance Education.

Submission Rationale

Enter a detailed rationale for your proposal, particularly for new courses and deactivations. For revisions, include an overview of what areas have been changed (updating SLOs, revising content for C-ID, etc.). This information will be visible to the public on the COR, and aids the curriculum committee, Board of Trustees, and State Chancellor's Office in curriculum approval.

Attachments

No attachments are required, but you can upload any supporting documentation here, such as labor market information, articulation agreements, or C-ID descriptors.

Details

Course Standards

Basic Skill Status (CB08)

Basic skills courses are those courses which have been designated as such by the district, pursuant to the provisions of Title 5: Section 55035.

- Your response should be consistent with the course numbering and levels below transfer on the previous tab
- Basic skills courses must either be Noncredit or Credit – Not Degree Applicable

Course Special Class Status (CB13)

This data element indicates whether the course is an "approved special class" according to the provisions of Title 5, Section 56028, and is, therefore, repeatable for apportionment purposes under the provisions of Title 5, Section 56029.

Grade Options

Select only one option. While eLumen will allow you to check more than one box, Colleague will only allow for a single option. For noncredit courses, choose Satisfactory Progress (Noncredit).

IDEAA: Consider adding the Pass/No Pass option for classes that have been historically letter grades only. If you have questions about P/NP grading talk to the counselors for input.

Allowed Number of Repeats/Rationale

Course **repeatability** refers to whether a student can re-take the course for credit multiple times (as opposed to course **repetition**, which refers to re-taking a class that the student did not pass).

Title 5, section 55041, permits local districts to designate certain courses as repeatable, permitting up to four takes of a course so designated. Only the following types of courses may be designated repeatable:

1. Courses Required for CSU or UC Major Requirements

   Title 5, section 55041(a)(1), permits a district to designate a course as repeatable when repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The requirement for repetition must be verifiable to the district through the individual CSU or UC's catalog, degree or major requirements documents, or other official publications. An informal letter from the department or faculty member is not sufficient verification to designate a course as repeatable under this regulation as it is not binding on CSU or UC. This designation is limited to the lower division component of the major at the CSU or UC.

2. Intercollegiate Athletics Courses

   Title 5, section 55041(a)(2), permits a district to designate intercollegiate athletics courses, as defined in title 5, section 55000, as repeatable. The limit for repeatability in this instance is not a specific number of enrollments, as requirements for student athlete enrollment in these courses is governed by other sections of state regulations, which limit student athletes to 350 contact hours of intercollegiate athletics per year. However, districts may only claim apportionment for four enrollments, no matter the structure of the course established through the curriculum process or the way the course is scheduled.

   These types of courses are intended to be narrowly construed, meaning the course is either the one that the athlete must be enrolled in to participate in the sport that is sponsored by the district or the course that is devoted to conditioning the athlete to safely participate in the competitive sport. Typical sports theory courses, e.g., courses in which students watch a game film and discuss the film with coaches, are not conditioning courses that support the organized competitive sport and thus, are not courses that a district may properly designate as repeatable.

3. Intercollegiate Competition Courses

   Title 5, section 55041(a)(3), permits a district to designate courses designed for intercollegiate academic or vocational competition as a repeatable. Intercollegiate, academic, or vocational competition courses are very narrowly defined as courses that meet all the following criteria:

   - The course must be designed specifically for participation in non-athletic competitive events;
   - The competition must be between students from different colleges;
   - The competition must be sanctioned by a formal collegiate or industry governing body;

   The participation in the sanctioned competitive event between students from different colleges must be a course requirement and that requirement must be specified in the course content and objectives pursuant to subdivisions (a) or (b) of Title 5, section 55002.

Note that Cooperative Work Experience should not be marked repeatable. Title 5, section 55253, and related sections allow for student repetition of occupational work experience courses; however, title 5 section 55041, does not allow for these courses to be designated as "repeatable" for the purposes of

curriculum development processes. Districts may permit students to re-enroll in these courses as many times as it takes to reach the maximum units allowed.

Course Support Course Status (CB26)

This element indicates whether a course is associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course.

Associated Programs

This section is read-only and will show which degrees and certificates the course is part of.

Transferability and Gen Ed Options

Definitions

Transfer Status: A transferable course is a course taken at one college or university that can be used for credit at another institution. Transferable courses may be used for major preparation, general education, or elective credit.

A course that is transferable is not necessarily articulated and does not necessarily meet GE requirements at the receiving institution unless articulation, CSU-GEB, or IGETC petitions are submitted to the respective institutions.

General education: General education patterns are developed to ensure breadth of education for students seeking Associate or bachelor's degrees.

- College-level courses (1-99) may be eligible for the local (college) GE pattern. Standards for local GE are detailed in AP 4025; Graduation Requirement standards are detailed in AP 4100. You can access these APs through BoardDocs.
- Baccalaureate-level courses (1-49) may be eligible to include the general education patterns for CSU and UC. Approval is subject to the receiving institution's submission and approval cycle.

Articulation: Course articulation is the process of developing a formal, bilateral, written agreement that identifies courses or sequence of courses offered through Woodland Community College or Yuba College (sending campus) that are comparable to, or acceptable in lieu of, course requirements at a specific two-year or four-year college/university (receiving campus).

C-ID articulation means a course has been determined to meet the common descriptor agreed upon by CCC and CSU faculty. C-ID articulation may be required for inclusion in an ADT (transfer degree) and can serve in lieu of course-to-course articulations in the CSU system.

Course General Education Status (CB25)

This element indicates whether a course fulfills general education requirements for mathematics/ quantitative reasoning or English composition in the context of transfer, degree, and certificate programs.

Request for Transferability (CB05)

This element indicates whether the course is transferable to the University of California (UC) and/or to the California State University (CSU) systems.

Courses with numbers above 50 are those that are designed not to be transferable.

Courses numbered 1-49 should be design be CSU-transferable, and *may* be UC transferable. If you are petitioning a course to transfer to the UC system, it needs to be submitted for UC Transfer Course Agreement (UC TCA). You can submit a TCA petition in the next field (see following section). Until UC

TCA is approved, the CB05 field should say “Transfers to CSU Only.” If UC TCA is approved by the UC system, the District Curriculum Analyst will update

Your selection here will show as pending on the COR until the request is approved. The curriculum specialist is responsible for updating the status of requests for transferability. If you are revising a course and you think the status is incorrect, contact your curriculum chair.

Request for General Education Transferability

If you want to petition for the course to meet local or external requirements, click “Add Request for General Education Transferability” and first select the System/Institution of the requirements:

- C-ID articulation
- CSU GE-Breadth
- IGETC
- Local (College) GE/Graduation Requirements
- UC-TCA

For **CSU GEB, IGETC, Local GE, or UC-TCA**, you can then check as many categories as needed.

- A rationale for each selected category is required for approval of local GE/Graduation requirements. It is optional for all other types. Note that the rationale is visible to the public on the COR.
- For UC-TCA, you can select general UC transferability (UC TCA), or select a more specific category (UC-S). You only need to select one.

IDEAA: If appropriate, petition the course for similar requirements across the different GE patterns.

For **C-ID Articulation**, you must check the box under categories labeled “specify descriptor” and then add the C-ID descriptor in the rationale box. If you are requesting articulation with more than one descriptor, you need to add a separate request each time. Do not request more than one C-ID articulation in a single rationale.

Course Articulation

Course-to-course articulation means a specific transfer institution acknowledges a particular class as equivalent to their own. To submit an articulation request, enter the name of the transfer institution and the exact course designation (e.g, Chico State BIO 101). You can enter multiple requests in this box. Requests entered here will be submitted to the respective transfer institutions by the District Curriculum Analyst; however, results of the petitions are not documented in eLumen. Check ASSIST.org for the status of articulation agreements.

Units and Hours

Credit/Non-Credit Options

IDEAA: Consider whether the course meets student needs better as credit, noncredit, or mirrored credit/noncredit. Noncredit courses do not award units but are also free and can be repeated as needed; note that noncredit courses must fit into one of the CB22 categories listed below.

For credit courses, keep in mind that higher units and hours can slow student progress and have consequences for financial aid. Are course units/hours aligned with transfer institutions, industry standards, or model curricula? Do lecture/lab hours accurately reflect the ratio of inside to outside-of-class hours? If units are higher, is there a plan to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial/ethnic groups?

Course Credit Status (CB04)

This element indicates the credit status of a course (defined in Title 5, Section 55002). Status of course as reported here should be consistent with course numbering:

- Credit – Degree Applicable should be numbered 1-99
- Credit – Not Degree Applicable should be numbered 100-299
- Noncredit should be numbered 500-599

Course Non-Credit Category (CB22)

This element classifies a noncredit course in accordance with its primary objective within the 10 state-supported noncredit categories set forth in Education Code section 84757 (a). Select the appropriate category from the drop-down menu.

- Noncredit courses must fit into a category other than "Y - not applicable," which is reserved for credit courses.
- Provide documentation and include information in course description if the course is geared toward a special population (parents, older adults, immigrants, etc.)
- Course that fit under short-term vocational or workforce preparation must fall into CTE TOP codes.

Non-Credit Characteristic

This code is used to identify special characteristics of noncredit courses. Select the appropriate characteristic(s) from the following seven options (if applicable). If none of them apply, it is ok to leave all checkboxes blank:

- Learning Assistance—a form of supplemental instruction;
- Bilingual Instruction—a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English);
- Convalescent Setting—a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home;
- Correctional Facility—a course taught either at or through a federal, state, or local correctional institution;
- Apprenticeship—a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards);
- Persons of Substantial Disabilities (a course designed to serve persons with substantial disabilities); and/or
- Citizenship for Immigrants—a course designed to provide instruction and services in citizenship

Course Classification Code (CB11)

For noncredit courses only, select the appropriate code:

- Workforce Preparation Enhanced Funding – use code if the course is part of an approved noncredit program in the area of Workforce Preparation authorized by CCR Title 5. §55151

- Other Noncredit Enhanced Funding – use code if the course has been approved for noncredit enhanced funding but does not meet the criteria for Workforce Preparation
- Non-Enhanced Funding – use code if the course has not been approved for noncredit enhanced funding.

Funding Agency Category (CB23)

For Non-credit only: This element describes whether a Chancellor's Office Economic Development Grant was used to fully or partially develop a course and/or curriculum.

CWEE Status (CB10)

Check the box if the course is part of a work experience education program, according to the provisions of Title 5, Section 55252. For work experience courses, hours of supervised work experience will be entered as Weekly Specialty Hours (see Work Experience Courses).

Variable Credit Course

Check the box the course has variable units. If the course has variable units, you will need to create "profiles" for each unit increment. Name each profile to reflect the units. For example, a 1–2-unit course with a half-unit increment will have three profiles for hours and units: 1-unit, 1.5-unit, and 2-unit.

Units and Hours Profiles:

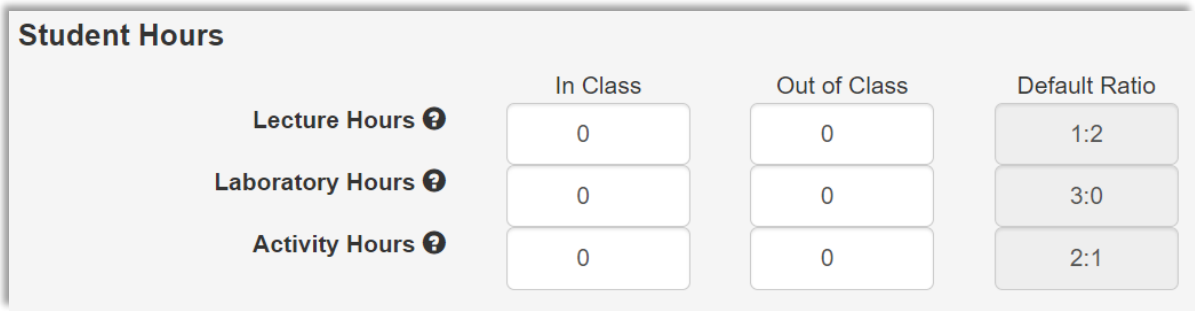
Non-credit courses:

- Create a profile for minimum hours and one for maximum hours.
- Uncheck the auto-calculate box for each profile
- In the Student Hours field, put the number of in-class hours for lecture, lab, and/or activity for each profile
- Ignore Weekly Specialty Hours
- Course Student Hours will auto-fill with the hours you have entered in above; units will auto-fill as zero.

Credit Courses:

If the course is variable unit, you will follow the instructions below on **each** unit increment profile you create. If the course is **not** variable unit, you can just leave everything on the default profile.

- Make sure auto-calculate box is checked for each profile (except for CWEE – see below)
- In **Student Hours**, enter the total number for the term of in-class lecture, lab, and/or activity hours. The out-of-class hours will autofill based on standard ratios:



Student Hours

	In Class	Out of Class	Default Ratio
Lecture Hours	0	0	1:2
Laboratory Hours	0	0	3:0
Activity Hours	0	0	2:1

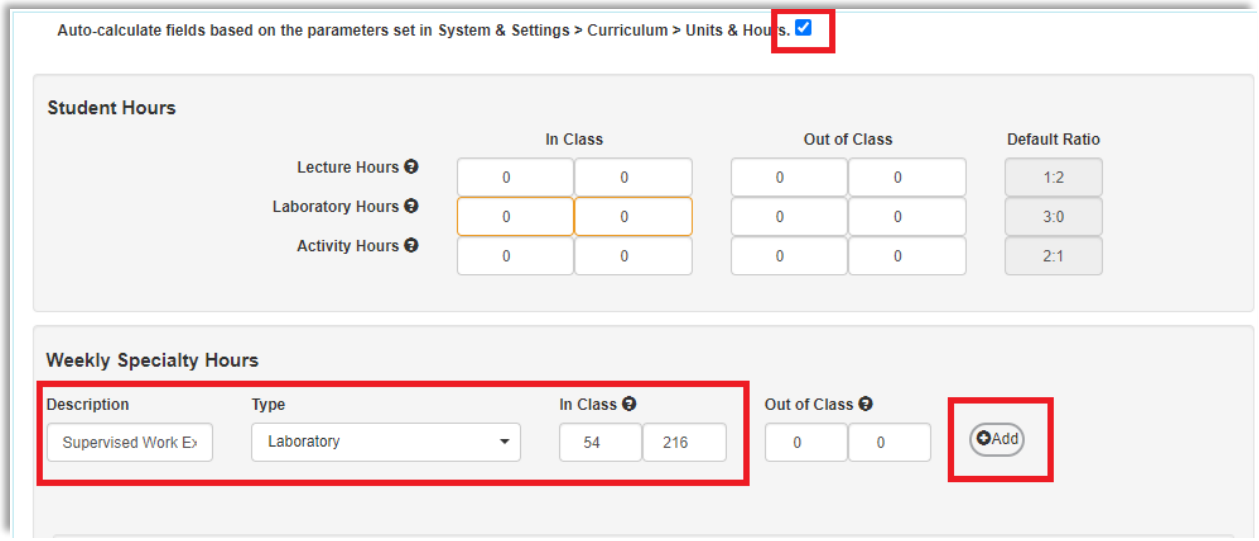
  - Regarding lab homework: Zero hours outside of class is the typical ratio, but in practice, instructors may assign up to 26 hours of homework for a course without affecting the unit value. More than that will increase the units of the class.
- **Weekly Specialty Hours** are only used for work experience courses (see below).

- Once you have created all unit/hour profiles (non-variable unit courses only need one), look at **Course Student Hours** at the bottom of the screen to make sure the hours and units added up as you expected. If something is wrong, **do not make changes in this section**; adjust under Student Hours until the calculations turn out right.

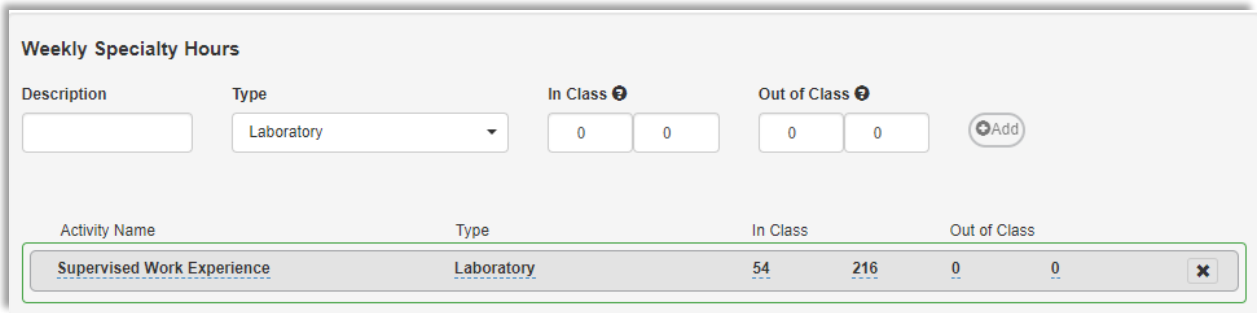
Work Experience Courses

For Work Experience courses:

- Check the box for Cooperative Work Experience Education Status (CB10)
- Check variable units box if appropriate
- Ensure that the auto-calculate box is checked
- If the course combines lecture hours with supervised work experience hours, enter lecture hours in the Student Hours section. If not, leave Student Hours blank.
- Enter supervised work experience hours in **Weekly Specialty Hours** (not Student Hours). In the description area, enter "supervised work experience" (or similar appropriate description) and select laboratory hours. Enter the number of work experience hours as "In class" – "out of class" will be blank. **Do not put the hours in both Student Hours and Weekly Specialty Hours**; this will cause hours to be double-counted in the units.



Once you have successfully added your supervised work experience hours they will appear below the fields in a separate line on the screens:



Conditions of Enrollment

IDEAA: Conditions or limitations on enrollment can be designed to increase student success but can also create barriers for students. Are there barriers to enrollment (such as pre- and co-requisites or advisories) that may have disproportionate impact on any students? Have limitations on enrollment been appropriately validated? Don't forget to look at advisories!

For example, putting a prerequisite or advisory of College Comp. on a class that doesn't have college composition level writing assignments may disproportionately deter students for whom English is not their first language.

Requisite Courses

This field allows you to select active courses from the college curriculum library as one of 4 options:

Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is *highly unlikely* that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

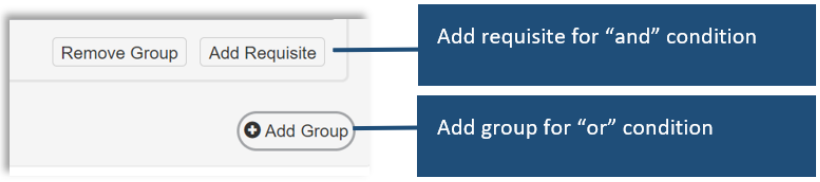
Co-requisites are conditions of enrollment that signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Co-requisites may be completed prior to or concurrently with the course.

Anti-Requisites are courses that have significant overlap in content so that students may not receive credit in both. [Note that if anti-requisite course is no longer active, it will not appear in the drop-down menu and should be added to the Limitations of Enrollment field.]

Advisories are courses that serve as recommended preparation for another course. These are not an official limitation on enrollment. Note that this is distinct from YCCD's official "skill advisories" which are entered separately.

To add requisite courses:

- First click "Add group" and then "add requisite"
- Select the **Requisite Type** – prerequisite, co-requisite, anti-requisite, or advisory
- Select the course from the drop-down. You can use the search bar for convenience – note that courses are listed with no space between the subject and number
- Confirm by clicking "add requisite" again, and you should now see a button that says **Select Objectives and Outcomes.** Use this to check which objectives and/or outcomes from the requisite class pertain to the current course. This will automatically populate the content validation field. You may also write additional information in that field. See AP 4260 for more information on requisite validation.
- If you are adding more than one requisite, the way you enter them will determine the condition – "and" or "or." At the lower right corner of the Requisite Courses section, you'll see options to add a requisite or add another group:



- Adding another requisite to the same group is interpreted as “and”
- Requisites entered into new groups are interpreted as “or”

Entrance Skills

Enter any non-course requisites or entrance skills exactly as you want them to appear to students in the catalog. For each condition that you add, you will need to provide a rationale. Note that the rationale will be visible to the public on the COR.

Limitations on Enrollment

Use this section to enter non-course limitations on enrollment, or anti-requisites that are no longer active in the curriculum library.

- In the text field, enter the limitation. If you are listing anti-requisite courses that are no longer active, enter “Not open for credit to students with credit in [anti-requisite course].”
- Then click the Add button to the right and enter the rationale. Note that the rationale will be visible to the public on the COR.

Skill Advisories

YCCD has three standardized skill advisories:

- Language – recommended eligibility for English 1A
- Mathematics – recommended eligibility for Math 52
- Computer Skills – recommended basic computer skills

Check any of the skill advisories that apply to the course and include a rationale. Note that the rationale will be visible to the public on the COR.

Details

Methods of Instruction

Select all methods of instruction that may be used during in-class instruction; rationale or description for each method is optional but may be helpful for articulation purposes. Note that rationales will be visible to the public on the COR.

- Do not select Laboratory if lab or activity hours are not specified in the unit calculation.
- Do not select Tutoring unless this is a method of instruction during class hours. This option typically applies to LEARN classes.
- Distance Education information is located on a separate screen.

IDEAA: Delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience.

Assignments

Title 5, section 55002, requires the Course Outline of Record to include:

- Types or examples of required reading and writing assignments
- Other outside-of-class assignments

The purpose of including typical assignments is to assist the curriculum committee in validating course level, conditions of enrollment, and learning outcomes. Typical assignments are also used in assessing articulation requests for C-ID and transfer institutions and can be helpful to faculty teaching the course for the first time. These assignments are meant to reflect the typical level of rigor and are not required to be exactly the same for every instructor.

Provide examples or descriptions of typical reading and writing assignments, with special attention to the following:

- If the course is degree applicable, assignments must require critical thinking or problem solving.
- If the course has skill advisories, assignments should justify the need for those advisories.
- If the course has a lab component, include typical lab assignments.

Note that typical assignments are visible to the public on the COR. If you copy and paste assignments, check that the formatting is readable.

IDEAA: Do the typical assignments listed align with equitable course content? Do they provide opportunities for students to bring their own experiences to the course content?

Methods of Evaluation

According to Title 5, Section 55002.a.3, "the course outline shall also specify... methods of evaluation for determining whether students have met the stated objectives."

Methods of evaluation for determining student achievement of stated objectives should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives.

Add as many methods of evaluation as may apply to the course; instructors are not required to use all methods included, but should not use methods that are not included on the COR. A rationale or description for each method is optional but may be helpful for articulation purposes. Note that rationales will be visible to the public on the COR. Outside-of-class work must be part of the evaluation methods for a college-level class that has lecture hours.

- Do not select Laboratory Assignments if the course does not have a lab component.
- If you select Other, provide a description of the assessment or evaluation method.
- Attendance is not an allowable method of evaluation; however, you can grade in-class Participation.

IDEAA: Do methods of evaluation account for different learning and communication styles? Are there some authentic assessments, capturing more contextualized understanding? Do assessment rubrics avoid grading on hidden curriculum? Example of hidden curriculum: grading on grammar and writing ability if there is no English prerequisite or advisory, and these are not explicitly part of the course content

Textbooks and Lab Manuals

To add a textbook or lab manual to the COR, you must include information in at least 4 of the 5 information fields. For transfer-level or C-ID courses, all fields need to be populated.

- For transfer-level lab courses, make sure to include both a textbook and a lab manual.

The **publication year** is important for articulation agreements. For example, for C-ID approval it is expected that at least one of the textbooks on the course outline of record has a publication date within seven (7) years of the course outline approval date. If you are using a text published more than 5 years ago, it is recommended that you provide a rationale (for example, classic literary works) or add a qualifier such as "or most recent edition."

Is equivalent textbook acceptable? If all instructors who teach the course are required to use a specific text (usually for outside regulatory bodies in CTE fields), put no. If textbooks are meant to represent typical choices, but instructors are free to choose similar texts, put yes.

IDEAA: Course materials, especially textbooks, can be a barrier for students in terms of affordability, accessibility, and representation. Although textbooks listed on the COR are primarily examples, they are an important guide for faculty about what kinds of texts are considered acceptable for the course and have an important impact on the texts that are ultimately selected. Do textbooks, manuals, or other materials include diverse representations in authorship and/or content? If not, what supplemental materials can be included? Are materials ADA-accessible and 508-compliant? Are they affordable? Are there Open Educational Resources (OER) alternatives? Visit the ASCCC OERI website for a list of OER by discipline.

Other Instructional Materials

The section contains fields for software, online resources, or other materials (like scientific calculators). Only enter materials here that the students will be required to purchase for class. Do not include instructional equipment requests here.

Note that eLumen requires 3 out 4 of the fields to be populated to "add material" even though you may only need one field. Put a dash or N/A in the blank fields to work around this constraint.

Materials Fee

Include any fees beyond normal registration fees and purchasing of course materials already listed above.

Learning Outcomes

Course Objectives

Objectives convey the expectations of discrete skills and information that instructors should impart to students during the semester. Objectives are related to, but distinct from, SLOs, which are measurable outcomes (knowledge, skills, abilities, or attitudes) that students should be able to demonstrate by the end of the course or program. It may be helpful to think of objectives as goals for instructors to cover, while outcomes are a way to measure whether students have met the objectives.

- To add a new objective, enter the text and click add.
- To revise an objective, click the text to edit, then click the checkmark to save.
- To reorder objectives, use the up/down arrow buttons on the right
- To remove an objective, click the "X" button on the right

- For lecture/lab courses, consider indicating which objectives are for lecture and which are for lab.

IDEAA: Consider adding course objectives with a specific focus on inclusion, diversity, equity, or anti-racism. For example, a course objective addressing anti-racism could include analyzing how social and historical context affected major theories and/or discoveries in the field, particularly in light of systemic racism. An objective focused on inclusion or diversity could include incorporating diverse authors and theories from your discipline.

CSLOs

Course Student Learning Outcomes (CSLOs) are measurable outcomes (knowledge, skills, abilities, or attitudes) that students should be able to demonstrate by the end of the course. SLOs are related to, but distinct from, objectives, which convey the expectations of discrete skills and information that instructors should impart to students during the semester. It may be helpful to think of objectives as goals for instructors to cover, while outcomes are a way to measure whether students have met the objectives.

- To add a new CSLO, enter the text and click add
- To revise a CSLO, click the text to edit, then click the checkmark to save.
- To reorder CSLO, use the up/down arrow buttons on the right
- To remove a CSLO, click the "X" button on the right
- For lecture/lab courses, indicate which objectives are for lecture and which are for lab

Adding, revising, or removing CSLOs in the COR will automatically update the CSLOs in the system, which will reflect in assessment and program review data. For each CSLO you will see the effective term, status, and expected outcome. The expected outcome defaults to 70% (meaning the goal is for at least 70% of students to meet or exceed criteria for the outcome), but can be manually adjusted.

IDEAA: Consider adding course outcomes with a specific focus on inclusion, diversity, equity, or anti-racism. A specific SLO, aligned to the course content, allows faculty to focus on these areas in assessment, and ensure that their students' learning includes equity and anti-racism. Even where IDEAA content is not explicitly present, ensure your outcomes assessment process includes equity review and thoughtful data disaggregation.

Curriculum SLO Mapping

This feature allows you to map CSLOs to Program-level outcomes (PSLOs) and Institutional outcomes (ISLOs). Mapping in the curriculum workflow is optional; it can also be completed in the SLO module of eLumen.

- First choose the **mapping destination**: ISLOs or Program
    - Note that the course must be attached to a program to map CSLOs to PSLOs
- Then use the mapping tool to link your CSLOs to related ISLOs or PSLOs.

Outline

According to the ASCCC's *The Course Outline of Record: A Curriculum Reference Guide Revisited*:

> The course content section is commonly formatted as an outline. The content topics are typically arranged with major headings and minor subheadings or bulleted lists of elements that

further define the major heading. The outline is detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is typical.

The content listed in the course outline is required to be covered by all faculty teaching the course unless it is marked as optional. However, the listed content does not limit instructors from going beyond the topics in the outline.

Provide a complete list of all subjects covered in the lecture and/or lab. Four-year institutions use the content portion as part of determining CSU-Breadth, IGETC, and course-to-course articulation agreements. The content portion is also central to C-ID articulation.

- Course content should be consistent with course level, description, objectives and outcomes, conditions of enrollment, typical assignments, and methods of evaluation.
- If the course has a lab component, check the box to open a separate field for lab content.

IDEAA: Where appropriate, consider explicitly including culturally responsive and anti-racist content: Is there an acknowledgement and discussion built into the course of major debates or disagreements within the field? If there is a racist or sexist history, don't gloss over it – discuss it openly.

Are there opportunities built in for students to see themselves and their experiences represented, or to bring their authentic selves to the course through strategies like reflection or response?

Consider language and terminology used: be cognizant of where the terms and topics reflect Eurocentric or colonizing views (for example, "Third World countries"). Move marginalized experiences of Black and Indigenous people to the center. **It is important not just to examine what is in the course, but what is left out.**

Distance Education

Title 5 § 55200 defines Distance Ed as "instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology."

DE requires separate approval by the Curriculum Committee and Board of Trustees (Title 5 § 55206). There is a distinction between the DE approval for certain modalities on the COR and approval of a full DE addendum. See DE Compliance Checklist below.

DE Modalities

At the level of the COR, the focus is which modalities are appropriate for the course in general. YCCD AP 4105 recognizes three modalities of Distance Education:

- **Fully Online:** Course in which 100% of the instruction and interaction between instructor and student is done online asynchronously.
- **Partially Online (Hybrid):** Course that replaces some, but not all, face-to-face or synchronous online class time with asynchronous online instruction
- **Broadcast Education:** Course offered through synchronous, 2-way interactive/point-to-point instruction

DE Rationale

The COR requires a rationale for adding DE to a course. The rationale should include an explanation of why each modality selected is appropriate, and is visible to the public on the COR.

DE Compliance Checklist

DE approval on the COR is only one piece of compliance for Distance Education. The following conditions must all be met before a course section can be offered online by an instructor:

- DE instructors will complete separate training (§ 55208)
- DE courses will adhere to regulations on substantive, regular, and effective contact (§ 55204)
- DE courses will meet standards for ADA/section 508 accessibility and compliance (§ 55206)
- DE courses will be peer reviewed to ensure alignment with the CVC-OEI rubric (§ 55202)
- Any regularly scheduled meeting times will be published in the schedule of classes.

For more information about meeting these requirements, see your college's DE Handbook.

Submitting your Course Proposal

When you have completed the course proposal, select "Submit" at the bottom of the screen. If that button is not available, check the blue Workflow Tools bar at the top of the screen to see which fields need to be completed before you can submit your proposal. See Approval Process and Timelines for more information about the next steps.

Part 2: Creating Programs

"Programs" can mean different things in different contexts. When we do a program review, we are typically looking at departments. Title 5, § 55000 defines "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." In the curriculum module of eLumen, a program refers to a specific award (degree or certificate). Thus, a department might have several distinct programs (awards) to evaluate in its program review.

For a step-by-step guide to initiating a new program workflow, see the User Guide. Once you have initiated the workflow, you will see tabs across the top of the screen, with information to fill out on each. The section of the guidelines contains instructions for filling out the tabs; it is organized in the same order as they appear in the workflow.

The sections are:

1. Basic Program Info
2. Labor Market Data
3. Course Blocks
4. Recommended Sequence
5. Learning Outcomes
6. Program Narrative and Feasibility

Basic Program Info

Program Basics

Program Title

Give the name of the degree or certificate followed by the award type in parentheses. Example: Accounting (A.S.).

This allows you to distinguish easily between degrees and certificates with the same name in SLO mapping and other eLumen features.

Use the following abbreviations in the title:

- For degrees: (A.A.), (A.A.-T), (A.S.), (A.S.-T)
- For Certificates of Achievement with any unit increments: (Certificate)
- For Certs of Competency or Completion: (Noncredit Certificate)
- For Certs of Training: (Certificate of Training)

Discipline

Choose the correct department/discipline from the drop-down menu. If you do not see your department listed, contact your curriculum chair.

Program TOP Code (SP01)

If you do not know the TOP Code for your course, use the search bar at the top of the drop-down menu to search for key words. When in doubt, use a more general code (indicated with the .00 suffix) rather than a more specific one, unless you are sure it a good fit.

Example of a general code and sub-disciplines:

0509.00 – Marketing and Distribution
0509.10 – Advertising
0509.20 – Purchasing
0509.40 –Sales and Salesmanship
0509.60 – Display

Choosing the right code matters for several reasons:

- If you are creating CTE courses or programs, COCI requires you to use a valid CTE Top Code, indicated with an asterisk preceding the code in the Taxonomy of Programs. Currently, eLumen does not feature the asterisks; we hope to add that feature in the future.
- The TOP code determines the CIP Code (see next section) using an official crosswalk. For programs, the CIP code is used by eLumen to pull in Labor Market data.
- For ADTs, a particular TOP Code is specified in the TMC template.

Program CIP Code

Unlike the CIP code for courses in eLumen, this field does not auto-populate based on TOP Code. To determine the CIP code for the program you can use the search bar to look for relevant codes, check the CORs from your discipline to see what code they use, or explore the TOP/CIP crosswalk for more options.

Additional CIP Codes for Programs

This field is optional. Programs, particularly those in CTE areas, may align with multiple CIP codes.

Award Type

Degrees

All associate degrees in the California Community College system are classified in four general categories. The Chancellor's Office supports the ASCCC Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (A.S.) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts (A.A.) are strongly recommended for all other disciplines.
- Associate in Science for Transfer (A.S.-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts for Transfer (A.A.-T) must be used for all other disciplines.

Credit Certificates

Only Certificates approved by the Chancellor's Office may be called Certificates of Achievement.

- Colleges **must** submit programs of 16 or more semester units of degree-applicable coursework for Chancellor's Office approval.
- Colleges **may** submit programs of 8 or more semester units of degree-applicable coursework for Chancellor's office approval in order that the program may be included in the student transcript.

Certificates of Achievement, defined in title 5, section 55070, are the only credit certificates that may appear by name on a student transcript, diploma, or completion award.

All other credit certificates are locally approved and do not appear on transcripts. YCCD recognizes two local credit certificates:

- Certificate of Advancement
- Certificate of Training

Noncredit Certificates

Noncredit Career Development and College Preparation (CDCP) programs prepare students for employment or to be successful in college level-credit coursework. In accordance with title 5, section 55151, colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards:

- Certificate of Competency—a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificate of Completion—a certificate leading to improved employability or job opportunities

Note that only noncredit courses that fall into certain categories can be included in a CDCP certificate:

- A - ESL
- C - Elementary and Secondary Basic Skills
- I - Short-term Vocational with High Employment Potential
- J – Workforce Preparation

Award Code (SP02)

If your Award Type is:	Choose Award Code:
AA or AA-T	Associate of Arts (A.A.) degree
AS or AS-T	Associate of Science (A.S.) degree
Certificate of Achievement	Choose the Certificate option that matches the unit range
Cert of Competency or Completion	Choose the Non-credit option that matches the hours range
Certificate of Advancement or Training	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)

Units in Major or Area of Emphasis

Fill in both minimum and maximum units in the major, even if they are the same. Do not include GE units, just the requirements for the major. Make sure that what is entered here matches what shows in the Course Blocks.

- Tip: Maximum units cannot be less that minimum units. Enter maximum units before minimum units to avoid a glitch that zeroes out your minimum units.

Transferability

For ADTs, select Transferable to CSU only. For all other awards, select Not Transferable (even if the courses in the award are transferable).

Program Description

This field appears twice in the Program workflows – once on the Basic Program Info tab, and again (as "Program Catalog Description") on the Program Narrative tab. The information in both fields should be the same, but the difference is that the field on the Narrative tab allows for rich text formatting. It is

recommended that you copy and paste the description from this field into the one on the narrative tab, and then add formatting as needed.

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

- Convey the degree/certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs.
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate.
- List all prerequisite skills or enrollment limitations.
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, advise students if this is a high-unit program (more than 60 semester units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification. The description must also convey what students may expect as an outcome.

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

For ADTs (Transfer degrees), refer to the program as Associate in [Arts/Science] in [Discipline] for Transfer. Do not use abbreviations for the degree in the catalog description. All ADT program descriptions must include the following standardized language:

> Students who complete an Associate Degree for Transfer (AA-T or AS-T) will receive priority admission with junior status to the California State University System and priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Students should consult with a counselor for more information on specific university major admission and transfer requirements. The following are required for all AA-T or AS-T degrees:
>
> - Minimum of 60 CSU transferrable semester units
> - Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework
> - Completion of all courses in the major with grade of C or better or a P if the course is taken on a pass-no pass basis
> - Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern

Proposal Details

Author(s)

The person who originates the proposal will be listed as author. You can add additional contributors:

- Click “Add additional contributors” and then “pick user”
- Under “Available users” column on the right, select the role of Faculty and locate the person you want to add using the search bar – it is case sensitive
- Click the person’s name to add them to “Shared with” column on the left

Proposal Start

Select the semester and year for which you would like this proposal to become effective. Note that your proposal start date is subject to all local and state approval timelines; the Curriculum Committee or Curriculum Specialist may assign a later effective term if needed.

For **new** proposals and major revisions, it is best to plan the effective term at least one year out from the term you submit.

For minor revisions that do not change title, numbers, units, or conditions of enrollment, approval may take just one semester, depending on the timeline for board approvals. Contact your curriculum chair if you have questions about the approval timeline.

Proposal Change Summary

Check any category that apply. Note that Add Transferability is not really an option, since only ADTs can be considered transferable.

Rationale for Non-Fall Start

Typically, it is best to introduce new programs at the start of a catalog year to avoid confusing catalog rights. If you are planning to offer a new program mid-year, provide a rationale. This should be rare, for example in the case of CTE and the need for a timely response to new regulations.

Rationale for Proposal

Enter a detailed rationale for your proposal, particularly for new programs and deactivations. For revisions, include an overview of what areas have been changed (updating course blocks, etc.). This information aids the curriculum committee, Board of Trustees, and State Chancellor's Office in curriculum approval. Note that the rationale will be visible to the public on the Program Outline of Record (POR).

Labor Market

The information on this tab is pulled from EMSI, an outside company that eLumen partners with. EMSI associates the TOP code assigned to the program on the Cover Info tab through a crosswalk to the CIP and SOC codes. The labor market data presented in EMSI is a result of the crosswalk and the data provided by the EDD and job postings.

There is nothing for faculty to enter on this tab; it is for reference only. While this information may be useful to start discussions about programs, **this data does not replace LMI from the Centers of Excellence for CTE programs** (see CTE Supporting Documentation) and will be not be used by the curriculum committee or Chancellor’s Office as the sole determinant of program approval.

Course Blocks

This tab is where you will build the program requirements that the students will see in the catalog. It is important to build the rules correctly. For a detailed, step-by-step guide, see the YCCD eLumen User Guide.

Recommended Sequence

The State Chancellor's Office requires program submissions to include a recommended course sequence. The sequence must be arranged so that a full-time student could complete a degree program in two years (or less, for some certificates), except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary.

- Add as many terms as needed for the program (typically four: Fall 1, Spring 1, Fall 2, Spring 2)
- You can only sequence courses that are part of the course blocks on the previous tab
- Create a sample sequence to demonstrate that the program requirements can be completed in the specified amount of time. Take into consideration courses that are sequential or have pre-requisites.
- This is a *sample* sequence for the Chancellor's Office and is distinct from the program mapping that students see in self-service or as part of Guided Pathways.

For a detailed, step-by-step guide, see the YCCD eLumen User Guide.

Learning Outcomes

If you are creating program-level outcomes (PSLOs) for a new program, first you need to "Add PSLO class". This is just a category heading for the program that will help you identify the right outcomes in the SLO module of eLumen. Name the PSLO class something unique to the program, such as the abbreviated title and award type.

Once there is a PSLO class established for the program:

- To add a new PSLO, enter the text, set the expected outcome (see below), and click add.
- To revise PSLOs, simply change the text or add additional outcomes with the add button. Note that there is currently no way to reorder PSLOs.
- To remove a PSLO, click the "X" button on the right

In eLumen, adding, revising, or removing PSLOs in the POR will automatically update the PSLOs in the system, which will reflect in assessment and program review data. The expected outcome will default to 70% (meaning the goal is for at least 70% of students to meet or exceed criteria for the outcome), but it can be manually adjusted as needed.

You can also **align PSLOs** here, allowing you to show which courses in the program map on to each PSLO. PSLO alignment in the curriculum workflow is optional; it can also be completed in the SLO module of eLumen.

Program Narrative and Feasibility

Program Catalog Description

This field appears twice in the Program workflows – once on the Cover Info tab (as "Program Description"), and again on the Program Narrative tab. The information in both fields should be the same, but the difference is that the field on the Narrative tab allows for rich text formatting. It is recommended that you enter the description on the Narrative tab first, then copy and paste into the Cover Info tab.

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

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

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate.
- List all prerequisite skills or enrollment limitations.
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, advise students if this is a high-unit program (more than 60 semester units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification. The description must also convey what students may expect as an outcome.

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

For ADTs (Transfer degrees), refer to the program as Associate in [Arts/Science] in [Discipline] for Transfer. Do not use abbreviations for the degree in the catalog description. All ADT program descriptions must include the following standardized language:

> Students who complete an Associate Degree for Transfer (AA-T or AS-T) will receive priority admission with junior status to the California State University System and priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Students should consult with a counselor for more information on specific university major admission and transfer requirements. The following are required for all AA-T or AS-T degrees:
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> - Minimum of 60 CSU transferrable semester units
> - Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework
> - Completion of all courses in the major with grade of C or better or a P if the course is taken on a pass-no pass basis
> - Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern

Program Goal

The Chancellor's Office requires that programs be categorized under a primary goal:

- CTE: Choose this goal for any program with a CTE TOP Code *except* an AS-T
- Transfer: Choose this only for AA-T, AS-T, or a Certificate of Achievement in CSU GE Breadth or IGETC

- Local: Choose this goal for anything else. For an AA or AS, choose local (even if the courses are transferable)

Program Goals and Objectives

The stated goals and objectives of the program must be consistent with the primary goal selected above, and with the mission of the community colleges as established by the Legislature in Education Code section 66010.4.

- If CTE is the primary program goal, then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.
- If Transfer is the primary program goal, then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.
- If Local is the primary program goal, then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Program Narrative

The Chancellor's Office requires each program to have a narrative that, along with the catalog description, SLOs, and course requirements, includes information about master planning, enrollment and completer projections, relationship to other programs at the college and in the service area, and required resources. The purpose of the Program Narrative is to demonstrate that the College has considered the program's appropriateness to the college mission, feasibility, and sustainability. Note that this information will be visible to the public on the POR.

- For a more detailed overview of these considerations for developing new programs, see the ASCCC *Senate Rostrum* article, Development Criteria for Curriculum Approval Processes.

Master Planning/Relationship to College Mission

This element of the program narrative is required by the Chancellor's Office for all awards except ADTs. Explain how this program fits in the mission, curriculum, and master planning of the college and higher education in California.

Enrollment and Completer Projections

This element of the program narrative is required by the Chancellor's Office for all awards except ADTs. Enter the number of students (must be greater than zero) projected to be awarded the degree each year after the program is fully established. This number should be based on one of two data sources:

- 2-year enrollment data: Provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area. This information can be entered in table format directly into the field. If you are providing 2-year enrollment data, create a table using this format:

Course #	Course Title	# of sections in [specify year 1]	Total enrollment in [specify year 1]	# of sections in [specify year 2]	Total enrollment in [specify year 2]

- Survey of prospective students: This option is useful for programs with new courses and no established enrollment data. Enter the survey results directly into the field.

Place of Program in Curriculum/Similar Programs

This element of the program narrative is required by the Chancellor's Office for all awards except ADTs. Explain how this program fits into the college's existing program inventory. If the program is similar to others at the college, justify the need for adding this program.

Similar Programs at Other Colleges in Service Area

This element of the program narrative is required by the Chancellor's Office for all awards except ADTs. Particularly for CTE programs, consider how adding this program will affect other colleges in the service area.

Adequate Resources

PCAH requires that Curriculum Committees assess the feasibility and sustainability of new programs, including needs for **staffing, facilities and equipment, and library resources**. This information is especially important for new and substantially revised/revitalized programs, but it is distinct from the processes of staffing, equipment, and library requests. It is used solely to assess the feasibility and sustainability of the proposed program.

What percentage of the program is approved to offer through Distance Education?

This is a required field in the Curriculum Inventory (COCI). The most critical responses are if the answer is 0% or 100%, otherwise you have a large margin to work with. Keep in mind that for degrees, this calculation would include GE classes and additional electives to make 60 units. Do not select 0% for degrees.

CDCP Eligibility Category (Noncredit)

For all credit programs, select Not Applicable. For non-credit, select the appropriate category.

Supporting Documentation

Most programs will require supporting documentation for the curriculum committee and Chancellor's Office to review and chapter. The type(s) of documentation needed depend on the program goal selected above.

Check off which types of documentation you are including (described in detail below) and be sure to add the files using the **Upload Files** button near the top right corner of the Program Narrative screen.

- The Curriculum Committee will not forward programs for Board Approval until all required documents are attached.

CTE Supporting Documentation

CTE programs (except ADTs) must include the following:

- **Advisory Committee Recommendation** – includes advisory committee membership, minutes, and summary of recommendations
- **Regional Consortia** meeting minutes showing program recommendation – learn more about the Regional CTE Program Recommendation Process
- **Labor Market Information** and Analysis – see below for additional information

Pursuant to Education Code § 78015 Labor Market Information (LMI) data is specifically required for all new CTE program proposals, where available. Current LMI and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Regional, statewide, or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary.

The proposal must include projections from LMI for the most applicable Standard Occupational Classification (SOC) codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading.

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

If LMI is not available, other data sources may include:

- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (beyond required advisory committee meeting minutes)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

A commonly referenced data source is the EDD's LMI system, which provides statistical projections of growth in specific jobs by county (or labor market area). Title 5, § 55130 requires the college seeking approval of a new program to show the "relation of the proposed program to job market analysis, where applicable."

See "Table 10 — Labor Market Analysis: Suggested Areas of Discussion" in the Program and Course Approval Handbook from the Chancellor's Office (PCAH).

Transfer Supporting Documentation

ADTs are required to include the following supporting documentation:

- Completed, most current TMC template from the Chancellor's Office
- Any supporting documentation required by the TMC, such as articulation or GE information from ASSIST.org.

Local Supporting Documentation

Programs with a Local goal are required to provide evidence of how the program meets a local need. This need can include transfer preparation in an area for which no ADT exists. Local supporting documentation can include:

- Programmatic articulation agreements

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

Submitting your Program Proposal

When you have completed the program proposal, select "Submit" at the bottom of the screen. If that button is not available, check the blue Workflow Tools bar at the top of the screen to see which fields need to be completed before you can submit your proposal. See Approval Process and Timelines for more information about the next steps.

Part 3: Revising Courses and Programs

For a step-by-step guide to initiating a course or program revision workflow, see the User Guide. Once you have initiated the revision workflow, you will see the same tabs across the top of the screen as you would for a new course or program. You will be able to edit the current information, but you may leave some of it unchanged as appropriate.

Each field is explained in Parts 1 (for courses) and 2 (for programs) of these guidelines.

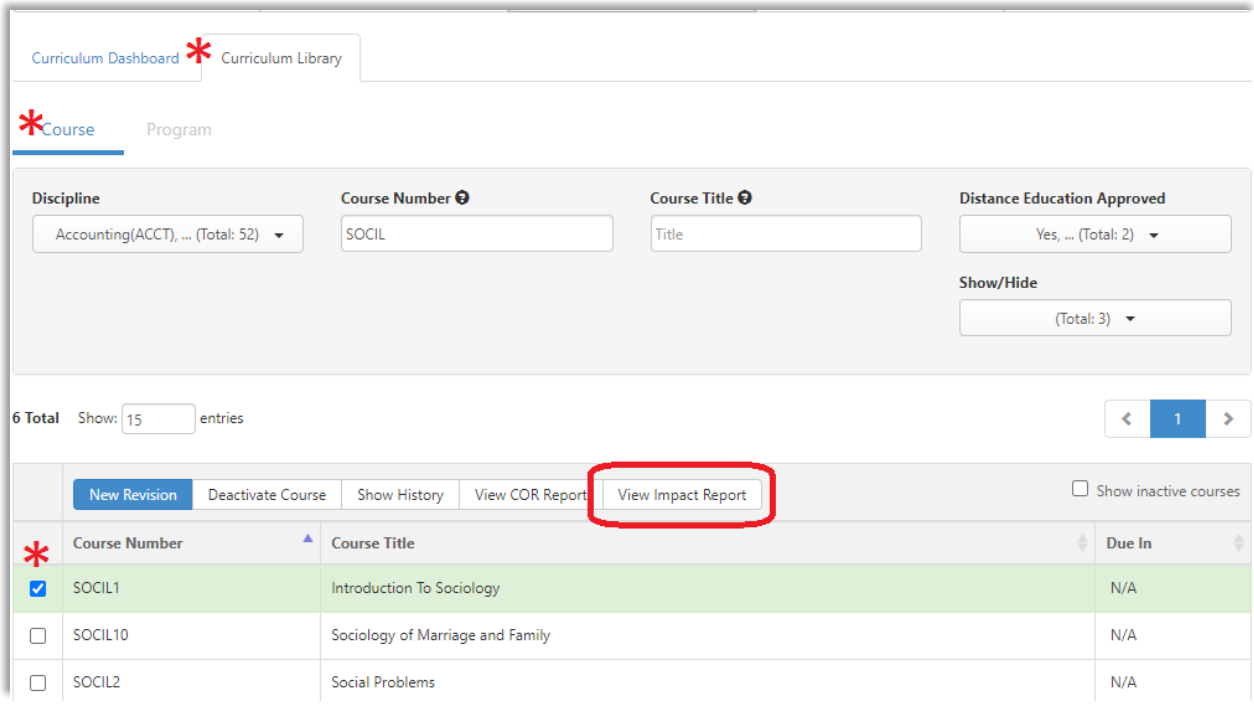
- Be sure to indicate which areas have been revised in the **Proposal Change Summary** and **Proposal Rationale**.

Course Revisions

- Changing the **course number, title, or units** will affect programs that contain that course. Use the **Course Impact report** (see below) to see which programs are affected, and work with discipline faculty to initiate revisions to those programs to reflect the changes you are making to the course.
- Adding conditions of enrollment will require validation of the condition.
- Be sure to clearly highlight if you are removing conditions of enrollment or GE/transfer status.
- It is helpful to update to the newest edition of the textbook any time you are revising a course.

Viewing the Course Impact Report

From the Curriculum Library, on the Course Tab, click the box next to the course you want to view. The View Impact Report button will appear across the top of the course list once a specific course is selected. This report only works on one course at a time.



The report will show you any connections to other courses and programs that may be affected by your curriculum revision (or deactivation).

Program Revisions

- Changes to ADTs require full review by the Chancellor's Office and new supporting documentation
- Changing the program goal in a revision will require new supporting documentation
- Changing from a non-CTE TOP code to a CTE TOP code will require new supporting documentation

Part 4: Deactivating Courses and Programs

For a step-by-step guide to initiating a course or program revision workflow, see the User Guide.

For courses or programs, deactivation proposals require less work in eLumen: just include the Proposal Start (which is really the end date for what you are deactivating) and provide a rationale for the deactivation. However, there are several things to consider before deactivating.

Why deactivate curriculum?

- The course or program is not appropriate to the mission of community colleges
- The course or program no longer meets its purpose for students
- The course or program is a duplicate of other curriculum at the college
- The course cannot be offered at least every two years

Considerations before Deactivating Courses

Use the Course Impact report to see which, if any, programs are affected.

1. **Is the course part of any programs?** If so, those programs need to be revised to remove the deactivated courses.
2. **Is the course a pre- or co-requisite for another course?** If so, that course needs to be revised accordingly.
3. **Does the course currently meet transfer, GE, or graduation requirements?** If yes, make sure counselors are part of the discussion to ensure that sufficient options to meet the requirement remain for students.

Considerations before Deactivating Programs

1. **How many students are currently working towards this award?** Work with counselors and A&R to make students are not adversely affected.
2. **Is this the only award in the department?** If deactivating an award effectively discontinues an entire program, you must follow the Program Discontinuance procedure outlined in AP 4021.

Part 5: Approval Process and Timelines

In general, curriculum must be approved by the Curriculum Committee and the Board of Trustees, and then submitted to the State Chancellor's Office for review and approval (for ADTs, new CTE programs, and short-term vocational CDCP certificates) and chaptering.

For specific information about the Workflow and Approval Process check your college's Curriculum handbook or website:

- WCC Curriculum
- YC Curriculum

Before curriculum can be offered, it must be

- Approved with a control number from the Chancellor's Office
- Active for the term scheduled (in or past the proposal start/effective term)
- Published in the catalog or addendum (Title 5 §58104)

For courses submitted for transfer and articulation agreements, it is best practice not to schedule until the external petitions are approved, which can take up to a year from local approval. IGETC, CSU-GEB, and UC-TCA approvals are **not retroactive.**

- UC-TCA submission is in June, July, or August, with decisions reported the month after submission, effective for upcoming academic year
- CSU-GEB and IGETC submissions are in fall term (by December), with decisions reported in late spring, effective for upcoming year
- Course-to-course articulation and C-ID approvals are on a rolling basis, with unpredictable decision timelines

Part 6: Curriculum Resource Links

College Links

- WCC Catalog
- WCC Curriculum Committee
- WCC eLumen (Single Sign On)
- WCC eLumen public view – no login needed
- YC Catalog
- YC Curriculum
- YC eLumen (Single Sign On)
- YC eLumen public view – no login needed

YCCD Policies and Procedures

eLumen User Guide – technical guide for navigating the Curriculum module of eLumen

District Administrative Procedures, Chapter 4: Academic Affairs, can be found on BoardDocs

- AP 4020: Program and Curriculum Development
- AP 4021: Program Vitality and Discontinuance
- AP 4022: Course Approval
- AP 4025: Philosophy and Criteria for Associate Degree and General Education
- AP 4050: Articulation
- AP 4100: Graduation Requirements for Degrees and Certificates
- AP 4102: Career and Technical Education Programs
- AP 4105: Distance Education
- AP 4222: Remedial Coursework
- AP 4225: Course Repetition
- AP 4230: Grading Symbols
- AP 4260: Prerequisites and Corequisites

State Regulations and Resources

- CCC Curriculum Resources
- CCC Chancellor's Office - Curriculum and Instruction Unit
- CCCCO Diversity, Equity, and Inclusion Glossary of Terms
- DEI in Curriculum: Model Principles and Practices
- Minimum Qualifications Handbook – check here for most current version
- OERI (Open Educational Resources Initiative) Website
- Program and Course Approval Handbook (PCAH)
- Taxonomy of Programs
- The Course Outline of Record: A Curriculum Reference Guide Revisited (ASCCC, 2017)
- Title 5, division 6, chapter 6: California Community Colleges, Curriculum and Instruction