

PCAH – Development Criteria for CCCC Program and Course Approvals

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B. Development Criteria

Five criteria are used by the Chancellor's Office to approve credit programs and noncredit programs and courses that are subject to Chancellor's Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.

These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development. The five criteria are as follows:

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Criteria A. Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record (COR), must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community Colleges (CCCs) offer five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and fee-based community service classes. State approval is required for credit programs and for noncredit programs and courses.

The following are points to consider in evaluating how a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college.

- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- Programs and courses should also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment. As the CCCs shift towards offering baccalaureate education, alignment with system mission will expand to incorporate that component of credit curriculum into the system mission.

Criteria B. Need

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

Need is determined by multiple factors, such as the educational master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum in a process called program review. Program review is a planning process whereby departments determine the future needs and goals of their educational programs. Both new and revised curriculum should reflect the fulfillment of this planning.

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

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a program or course and its transition to credit work has been documented. For both credit and noncredit Career Technical Education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information (LMI) within the local service area of the individual college and/or a recent employer survey as per Education Code 78015. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local

service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

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

Proposals for credit CTE programs must include a recommendation from the appropriate CTE Regional Consortium as per title 5, section 55130(b)(8)E. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The CTE Regional Consortia provide leadership for colleges to:

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

Evidence of labor market need may be submitted in the form of:

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

Further specifics on labor market need are found in the following places: the instructions for completing the application form for approval of a new credit career technical education (CTE) program or the instructions for completing the application form for approval of a new noncredit

career technical education program (in Module 3: Noncredit Curriculum).

Criteria C. Curriculum Standards

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board pursuant to title 5, beginning with section 55100. Title 5, section 55130(b)(8)(E), also requires that CTE credit programs must be recommended by CTE Regional Consortia, where applicable. The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a program narrative addressing the elements required in title 5, section 55130 along with supporting documentation from advisory committees, local industry, and transfer institutions as needed for the program type. The application process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- The COR meet all the requirements of title 5, section 55002 for credit and noncredit course requirements.

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

Criteria D. Adequate Resources

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

Criteria E. Compliance

The design of the program or the course may not be in conflict with any state or federal laws, statutes or regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered. Some of the title 5 sections to note are:

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