

# **Effective Practices for Educational Program Development**

ADOPTED SPRING 2018







## How To Use This Paper

**T**his paper is intended to be used by faculty and other college personnel to understand and safeguard the role that faculty play in educational program development and as a resource for effective practices in educational program development. The primary audience for this paper is the faculty member who has a broad understanding of educational programs and curriculum development but is only involved in the process intermittently, such as when industry or transfer requirement changes necessitate modification to a program or the program review process leads to new and modified curriculum. This paper is not intended to be a “how to” manual for curriculum approval processes; rather, it is a guide for program development from the policy side and does not provide a step-by-step curriculum approval process outline. Additional guidance on the nuts and bolts of curriculum development and approval processes may be found in the Academic Senate papers *The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)*<sup>1</sup> and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates(2016)*.<sup>2</sup> In addition, while this paper refers to program review and program discontinuance processes, the Academic Senate for California Community Colleges (ASCCC) contends that these processes should be separate. A more thorough discussion of program discontinuance can be found in the ASCCC paper *Program Discontinuance: A Faculty Perspective Revisited (2012)*.<sup>3</sup>

Members of the ASCCC Educational Policies Committee began the task of developing this paper during the 2016-2017 academic year, and the 2017-18 committee completed its creation. The paper focuses on the types of programs colleges may create as well as the faculty collaboration, andragogy, and standards that should inform program development and modification.

## Introduction

**T**he most important components of an academic institution are the educational programs it offers. California Education Code and accreditation standards emphasize the essential nature of a college's college's programs.



an instructional program is “a combination of courses and related activities organized for the attainment of broad educational objectives described by the institution.”<sup>6</sup> These definitions set the term “educational program” apart from “educational support programs,” which provide necessary services to assist students with their pursuit of an award or other educational goal. While policies around the creation of educational programs may differ from those for establishing educational support programs, the processes should inform each other and be integrated to ensure that they are relevant to the educational and employment goals of students and effective in achieving their purpose and mission..





## ASKING THE RIGHT QUESTIONS TO DEVELOP A PROGRAM

The faculty's decision to propose a new program should rely on a demonstration of need based on verifiable data and consultation with transfer institutions, advisory committees, and community partners as appropriate. Anecdotal data should not be the foundation for a new program, nor should a program be created based on the desire of a single faculty member, administrator, or industry partner. A new program should be embarked upon only after extensive faculty collaboration, discussion, and planning and after a review of quantitative and qualitative information such as labor market data, local industry need, and transfer institution consultation as well as consideration of available resources and the long-term viability of the proposed program. Examples of questions that faculty might ask when debating the creation of a new program could include:

- Has documentable student interest that warrants creating the program been demonstrated?
- Are local transfer institutions expressing an interest in the program?
- Does any aspect of the college's accreditation status or license to operate require the program?
- Does any legislative requirement mandate that the college offer the program?
- Does an employment market exist in which students may benefit from the proposed program?
- Will the program lead to employment that provides graduates with a sustaining wage?
- Can the student learning outcomes of the program be met by an existing program, or can an existing program be revised to address those program learning outcomes?

## VITAL CONSIDERATIONS AND IMPACTS

The implementation of a new program will undoubtedly have an impact on existing programs and on the college's resources. Benefits and drawbacks, both intended and unintended, will occur. In order to anticipate these impacts, the college should have processes in place for thorough vetting of a new program not only before the program is created but during and after its implementation as well.

Colleges should discuss practical and vital considerations before offering a new program, such as enrollment expectations, resource needs, and the impact of new courses and programs on existing programs. The impact of a new program on other programs is often not realized until after implementation. Therefore, understanding these concerns associated with introducing a new program into a college's ecosystem of programs will help the college to plan ahead and be ready to address any issues.

- Colleges may see decreased enrollment in or demand for other college programs. This situation can cause a decrease in course offerings and available FTES for programs that already exist, which in turn will impact the need for faculty in some fields. While colleges should not plan educational offerings and schedules around faculty contract obligations or teaching assignments, faculty members are likely to raise concerns if they see changes to their workloads or a decline in demand for their programs.

- The college should have a clear expectation for anticipated enrollment prior to creating a new program. When enrollment expectations are not met or the expected demand for the new program does not materialize quickly, colleges may respond by decreasing the resources invested in the new program without allowing the program time to find its fullest audience. Colleges should have reasonable expectations around enrollment patterns for the program and avoid making snap decisions regarding resources in the early days of a program's existence.
- The college may find that faculty and staff are not available for the program. In rapidly emerging fields and new programs, maintaining trained faculty can be difficult, in part because they are often siphoned away to work in industry. Colleges should anticipate the need to recruit and maintain faculty for any new program
- Equipment costs may be higher than expected. Colleges should undertake a review of the total cost of ownership for a new program prior to creating the program in order to ensure the program's long-term fiscal stability.
- Facilities may not be sufficient for the new program. Instructional space, including lab space, unique to a program's learning outcomes should be discussed and ensured prior to creating a new program. Colleges that overlook the facility needs of a new program may find themselves without sufficient room space for current offerings as well as new course offerings and may then need to reduce offerings in some areas to satisfy the new program.

Regular program review can help to predict possible impacts from implementing a new program. When considering a new program, colleges may also wish to examine program review documents from similar or recently implemented programs to determine potential issues.

## Types of Programs

College or district policies regarding educational program development should define the various types of awards (degrees and certificates) given by the institution. The type of program created should be based on the needs of students and the program learning outcomes that students are expected to accomplish in order to complete the program and to be successful in their future educational and employment goals. The following list of award types is based on regulations established in Title 5 and explained in detail in the *Program and Course Approval Handbook (6th Ed.)*.<sup>8</sup>

- Bachelor of Arts (BA)
- Bachelor of Sciences (BS)
- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)
- Associate in Arts (AA)
- Associate in Science (AS)

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<sup>8</sup> *Program and Course Approval Handbook*, 6th Edition. [http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH\\_6thEdition\\_July\\_FINAL.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf)

- Certificate of Achievement (16 or more semester degree-applicable units or 24 or more quarter degree-applicable units)
- Certificate of Achievement (8 or more semester degree-applicable units or 12 or more quarter degree-applicable units) which require approval by the CCCC in order to be included on a student's transcript

electives. A second bill, SB 440 (Padilla, 2013) required colleges to create and offer ADTs in disciplines in which a TMC had been established and the college had an existing associate degree. When new TMCs are developed and released, colleges have 18 months from the release of the new TMC to develop the ADT if they offer a traditional degree program in that discipline.

In addition, SB 440 (Padilla, 2013) mandated the development of TMCs in at least four areas of emphasis, although local colleges have more flexibility around how or if they develop these degrees. The Intersegmental Curriculum Workgroup (ICW) defines an area of emphasis as an interdisciplinary curriculum designed to prepare students for an array of majors at the CSU.<sup>9</sup> In the wake of SB 440, ICW recommended creating area of emphasis TMCs in four areas: Law, Public Policy, and Society; Global Studies; Social Justice Studies; and Social Work and Human Services. Additional information on area of emphasis TMCs can be found in the article “Area of Emphasis Transfer Model Curricula: Everything You Ever Wanted to Know About AoE TMCs.”<sup>10</sup>

## ASSOCIATE DEGREES

While the ADT has received the most attention in recent years, the traditional associate degree still serves several important purposes. Per Title 5 §55063, the associate in arts degree or associate in science degree includes demonstrated competence in reading, written expression, and mathematics as well as satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit coursework including at least 18 semester units or 27 quarter units in a major or area of emphasis. The primary differences between ADTs and traditional associate degrees are that ADTs may not exceed 60 units and have specifically defined course requirements within a major. Traditional associate degrees may serve students who have broader goals than those for which an ADT is designed. An ADT is not an option for majors that do not have a published TMC or for programs that primarily serve students who wish to transfer to a system or institution other than a CSU. Concerns also exist regarding majors with high unit counts, especially in STEM areas, where faculty are challenged to create a meaningful educational program within the strict parameters of the ADT. Recent experiments regarding pathways for transfer to the UC similar to or based on the ADTs are the subject of ongoing discussion, but until the time when an agreement similar to that with the CSU is in place, many students are better served by the traditional associate degree.

While associate degrees are often thought of in connection with transfer preparation, every California community college offers associate degrees that serve a population of students in pursuit of educational or career preparation that only requires a two-year program, with no further coursework necessary to enter a workplace or to satisfy a student’s academic goal. These degrees may provide students with the highest level of professional training in an industry and make students eligible for employment.

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9 ICW Working Definition of Area of Emphasis <https://drive.google.com/file/d/0BytmZpyqw5B5RnpZcmpwYXpxLW8/view>

10 “Area of Emphasis Transfer Model Curricula: Everything You Ever Wanted to Know About AoE TMCs” Rostrum (September 2015) <https://www.asccc.org/content/area-emphasis-transfer-model-curricula-everything-you-ever-wanted-know-about-aoe-tmcs>

THE AREA OF EMPHASIS ASSOCIATE DEGREE AND ASSOCIATE DEGREE FOR  
TRANSFER

Title 5 §55063 provides for the creation of an associate degree in a major, which consists of courses typically

### CERTIFICATES OF ACHIEVEMENT FOR TRANSFER PREPARATION

A certificate of achievement for transfer preparation includes coursework taken to satisfy transfer patterns established by UC, CSU, or another accredited public postsecondary institution. This type of program must consist of 18 or more semester units or 27 or more quarter units of degree-applicable coursework. Faculty may decide that such a certificate serves a local purpose due to agreements with their local CSU or UC schools in order to help students better define their pathway of instruction and to support a seamless transfer. A certificate of achievement that is 8 or more semester units or 12 or more quarter units of degree-applicable coursework may be called a certificate of achievement with approval by the California Community College's Chancellor's Office.

### BACHELOR'S DEGREES AT THE CALIFORNIA COMMUNITY COLLEGES

In 2014, Governor Jerry Brown signed SB 850 to create a pilot baccalaureate program for 15 community colleges across California in order to fill a growing workforce demand for college-educated, skilled workers in fields such as health, science, and technology. At this time, data has not been reported regarding the effectiveness of this pilot program, as the first graduates have just completed their programs in 2018.

## CAREER TECHNICAL EDUCATION PROGRAMS

Career technical education (CTE) programs provide students with academic skills and technical training designed to prepare them for successful transition into a specific industry or job. CTE programs include associate degrees and certificates in disciplines such as accounting, radiology, nursing, dental hygiene, business, paralegal studies, and many other fields where a clear trajectory can be mapped from learning outcomes to industry standards for employment. These programs are intended to propel the California economy forward by providing students with skills that lead to employment and helping to provide California companies with the talent they need to compete on a global scale.

### CAREER TECHNICAL EDUCATION ASSOCIATE DEGREES AND CERTIFICATES OF ACHIEVEMENT

While some CTE areas warrant the preparation provided by an associate degree, many CTE programs serve students through a certificate of achievement or a series of certificates created to provide training for students wishing to work at various levels of an employment sector. Although many CTE programs do not lead to transfer, a growing number of these programs are adding transfer-focused elements to their requirements, as advanced training at a four-year university is becoming necessary for success over the course of a student's career in the industry. The number of semester or quarter units for an associate degree or a certificate in a CTE area is the same as for transfer preparation; however, faculty creating CTE programs must take additional steps in the curriculum approval process that include consultation with industry partners and practitioners to meet Title 5 requirements, the requirements of external accreditation agencies, and industry standards.

## INDUSTRY NEEDS

An important goal in CTE programs is to ensure that the programs are innovating and keeping up with changing industry needs. Often colleges undergo an examination of industry needs through both short-term and long-term planning led by a program’s advisory board as well as the college’s strategic planning processes. CTE programs are meant to address workforce training needs so that the community college system can provide students with the training they need for career advancement and provide a well-prepared workforce for employers.

## ADVISORY BOARDS FOR CTE PROGRAMS

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 requires that “Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs” (20 U.S.C. § 2354 (b)(5)). Furthermore, California Education Code states, “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers” (EC § 8070), while Title 5 §55601 states that the governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations for the program and to act as a liaison between the district and potential employers. Every CTE program must have an advisory committee, and that committee serves a vital role in helping the program to remain dynamic and in touch with its local, regional, and state-level communities. Committee members should include employers, employees, current students and recent alumni, faculty, program coordinators, department chairs, deans, articulation partners, CTE counselors, and other pertinent partners.<sup>11</sup>

## LABOR MARKET DATA

When career technical education programs are created and reviewed, faculty use data to affirm the demand for jobs in an industry. Many data sources are available to assist faculty in demonstrating that their programs lead to employment in stable and growing industries. A primary source for this information is the Labor Market Information Division of the California Employment Development Department. In addition, the 2015 recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy have led to the creation of tools such as the LaunchBoard that provide needed data to faculty for program development.

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11 CTE Advisory Boards—Roles, Responsibilities, and Effective Practices” Breakout, ASCCC Curriculum Institute (2016)  
<https://www.asccc.org/content/cte-advisory-boards-%E2%80%93-roles-responsibilities-and-effective-practices>

REGIONAL CONSORTIA RECOMMENDATION

In compliance with California Education Code and Title 5 regulations §55130(b)(8)E, prior to the offering of



preparation courses. In accordance with Title 5 §55151, colleges may claim enhanced funding for a sequence of noncredit courses that culminate in a certificate of competency or a certificate of completion. Per Title 5 §55154, colleges may also offer an adult high school diploma for enhanced funding if the program requires students to satisfactorily complete at least 160 credits of high school level coursework and to demonstrate competence in reading, writing, and mathematics at a level generally accepted as appropriate for awarding of a high school diploma. More and more colleges have begun exploring the potential that robust noncredit offerings may provide to support students in many of their educational goals. Additional information regarding noncredit CDCP enhanced funding can be found in the most recent edition of the *Program and Course Approval Handbook*.

## **COMMUNITY SERVICE COURSES OR PROGRAMS**

Community service courses play a role in fulfilling the missions of some colleges by providing educational offerings to serve a community's unique needs. Per California Education Code §78300(a), a district may "establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical and general education." These offerings may include classes in the visual and performing arts or other areas

GRANT FUNDED CERTIFICATES AND DEGREES

To meet community needs, especially needs of local industry and workforce, community colleges often

## Moving A Program Through The Curriculum Process

### CONSULTATION

All curriculum decisions should fall within the purview of the local curriculum committee, including the creation and modification of educational programs. Ideally, when the need for and appropriateness of an educational program is open for discussion, all discipline faculty, full-time and part-time, are involved in the discussion and have input into the design of the curriculum and the learning outcomes that drive the program. Such consultation may take the form of department meetings, discipline group meetings within a department, or a discussion regarding a new program explored in an annual program review or evaluation process. For CTE programs, consultation may also occur with an advisory board or with industry partners. Whatever form the discussion and collaboration takes, collecting input from many faculty voices and viewpoints can only support the development of a richer and more comprehensive program to meet the needs of students. This collaborative process is challenging when a discipline or area of study has only one or no full-time faculty to provide leadership for a program's development. When this situation occurs, colleges should remember that one of the tenets stipulated in the *Program and Course Approval Handbook* and expected by the Chancellor's Office for the creation of a new program is that adequate resources, including faculty, should be identified before moving forward with the creation of a program.

Faculty should also consult with their administrative partners when developing or modifying an educational program. While faculty are the discipline and curriculum experts, the logistics and resources needed to offer an educational program should be discussed with administration early in the development stage, and many local curriculum processes require documentation of such consultation prior to consideration by the curriculum committee. Very practical questions regarding facilities requirements, human resources, and technology needs should be examined early on to avoid creating curriculum that cannot feasibly be offered to students. Administrators can also serve as resources for faculty in understanding the many laws, requirements, and accreditation standards that must be adhered to when developing new programs.

Occasionally, conflict may arise when an administrator seeks to establish or modify an educational program without proper consultation with faculty. These situations often involve influence from agents outside of the college, such as local industries or companies that are interested in programs that provide training beneficial to their specific industrial sectors. While such programs may have merit, discipline faculty must always be involved when designing credit or noncredit curriculum to verify the need for the program and to ensure that students will benefit from it.

While faculty maintain purview over curriculum offered using state apportionment funds, a college may at times be contracted by a specific employer or organization to offer short-term, industry-specific courses as not-for-credit contract education. These arrangements typically do not involve curriculum developed by the college faculty, and college monies are not used to support them; therefore, faculty are sometimes only minimally involved, if at all, in developing this type of curriculum, and local curriculum committee approval may not be required. However, because such instruction still represents the college, good practice involves consultation with relevant faculty before a college enters into such agreements.

## WHERE TO FIND HELP AT YOUR COLLEGE

Faculty who are interested in developing a quality program should seek out the college resources available to assist them in doing so. The college curriculum chair is the primary faculty leader in matters of curriculum. The curriculum chair is tasked with working effectively with the local academic senate, the college administration, faculty, and staff and will understand what is necessary for a program to be viable and how to move the proposal effectively through the approval process. In addition to the faculty curriculum chair, the college articulation officer is knowledgeable about transfer requirements and is a key advisor to faculty and the curriculum committee on how curriculum proposals can affect course-to-course articulation and acceptance of courses for general education credit by receiving institutions. Finally, a college's curriculum specialist can often provide a big picture view to the curriculum committee and discipline faculty beyond the approval process itself and can identify issues that may adversely affect curriculum approval at the governing board and Chancellor's Office levels that may not be evident to the faculty.

## PROGRAM CODES

During the program development process, the curriculum committee will place the program into the appropriate state or federal code based on the expertise of the discipline faculty. The *California Community Colleges Taxonomy of Programs* (TOP) manual, first published in 1979, is maintained by the Chancellor's Office and provides a system of numerical TOP codes to facilitate the categorization, collection, and reporting of information on programs and courses that have similar outcomes in different colleges throughout the state. This coding is used to report data to the state and to determine funding. Proper placement of a program or a course within a TOP code should be discussed and determined prior to program approval. CTE programs in particular must address a valid occupational purpose. In addition to assigning a program into a TOP code, all courses must be placed in a TOP code as well; however, a course does not need to be in the same TOP code as the program in order to be included in that program.

Programs are also assigned a numeric code based on the United States Department of Education's *Classification of Instructional Programs* (CIP), which provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions in similar disciplines nationwide. Finally, the Standard Occupational Classification (SOC) system is a statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. These codes are also applied to courses and programs.

# Evaluating A Program

## PROGRAM REVIEW

**P**rogram review is the process by which institutions seek improvement of instructional delivery and learning outcome success through introspection and reflection upon a program's components, processes, and systems. Too often, the main impetus for having a program review process is an institution's accrediting agency, even though most people would agree that completion of a



an ongoing basis, assuming the program is viable. Programs that are sufficiently important for one-time funding are at least worthy of consideration to be institutionalized and made ongoing. As an embedded component of an institution's review of grant-funded programs, consideration should be given to whether the program will be maintained and supported by the college as long as the need for the program exists.

## Program Modification And Discontinuance

**A**ll programs should embrace opportunities to grow and evolve when program review reveals modifications that could help the program more successfully meet the needs of students as well as those of the industry or transfer institutions that benefit from the education provided.

carried out and that all contractual and legal requirements regarding employees are met and students' needs are accommodated.

For district governing boards, involvement in the discussion of program modification or discontinuance is in an oversight role. Although faculty and administrators are the parties most commonly responsible for analyzing a program's viability and making a recommendation regarding discontinuance of a program, the decision to discontinue a program ultimately rests with the governing board. More specifically to CTE programs, Education P









## Appendix B: Sample Educational Program Development Policies And Procedures

### AP 4020 PROGRAM AND CURRICULUM DEVELOPMENT

The College Curriculum Office coordinates and guides the curriculum processes. The course initiator should discuss plans with department faculty, deans, curriculum representative, advisory committee (if appropriate), and articulation officer (if appropriate). Upon consensus, the appropriate proposal form is completed per the College curriculum management system (CurricUNET) in accordance with applicable regulations.

The completed proposal shall receive a technical review by an approved subcommittee appointed by the Curriculum Committee. Any revisions shall be addressed prior to full Curriculum Committee review.

Following technical review approval, the proposal shall be forwarded for full Curriculum Committee approval consisting of two readings. Proposals shall be evaluated for appropriateness to mission, need, quality, feasibility, and compliance. For specific criteria, see Chancellor's Office, California Community Colleges Program and Course Approval Handbook available in the Curriculum Office.

The College recognizes the primacy of faculty in the area of curriculum development. Accountability for quality, effective curricula that meet applicable standards is a shared responsibility. The Curriculum Committee, a committee of the Faculty Senate, consists of a faculty curriculum chair, Faculty Senate President or designee, articulation officer, two representatives (elected on alternating years) from:

- Athletics and Physical Education
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In addition, the following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues:

- Articulation Officer
- Transfer Center Officer
- Catalog & Schedule Coordinator
- SLO Facilitator
- Librarian
- Faculty Senate President
- Curriculum Chair
- Curriculum Office staff

The Chief Instructional Officer or designee will also serve on the Curriculum Committee, as well as a second Dean.

The primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the institution and the community through review and approval of:

- New and modified course proposals for Title 5 compliance
- Courses as they relate to programs of study
- Appropriate requisites
- CSU and UC general education proposals in collaboration with the articulation officer
- Policy changes pertaining to curricula issues
- Implementation of state regulations and guidelines pertaining to the curriculum development process
- Proposed programs of study
- Student Learning Outcomes

An ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a six-year rotational cycle and updated as needed. CTE curriculum is updated on a two-year cycle.

Curriculum proposals shall be accepted year round. Proposals and catalog changes meeting Curriculum Office deadlines shall be reflected in the following academic year's college catalog. The initiator shall check with her/his school for internal timelines and technical review deadlines.

Proposals approved by the Curriculum Committee shall be forwarded to the Governing Board for approval throughout the year. Applicable proposals shall then be forwarded to the Chancellor's Office, California Community Colleges, for approval. The College Catalog is a collaborative publication reflecting these approvals.

Complete curriculum records are maintained through the curriculum management system.





- The College will have an established Educational Design Committee, and its membership structure will be mutually agreed upon by the College administration and the Academic Senate.
- The Academic Senate assigns the task of course and program review to the Educational Design Committee. The Educational Design Committee shall forward its recommendations to the Curriculum and Instruction Council for review. All new and modified course and program recommendations of the Curriculum and Instruction Council shall be sent to the Board of Trustees for final approval. The Curriculum and Instruction Council report must include all approved courses and programs and continue to be reported to the Senate Executive Board and the full Academic Senate at every meeting.
- Educational Design Committee and Curriculum and Instruction Council agendas will be emailed to the campus at least 72 hours before the meeting takes place. Faculty members desiring to pull items from the Educational Design Committee or Curriculum and Instruction Council agenda will notify the Curriculum Liaison, Assistant Curriculum Liaison, Curriculum Specialist, division representative, or committee or council member. Rationale must be provided for pulling items from an agenda.
- The Educational Design Committee also reviews course prerequisites, corequisites, and advisories in a manner that meets each of the requirements under Title 5 Section 55003 and those specified in the College's curriculum review process.
- Publication of Changes and Maintenance of Records

After Board and Chancellor's Office approval, all new courses and programs or changes to existing courses and programs commence with the next academic year and must be published in the College Catalog or in the online Catalog addendum. All changes to course numbers or prefixes must be reflected in the next year's College Catalog and class schedules showing both the old and new number to provide students with a clear path of transition.

- Maintenance of Courses and Programs

It is the intention of the College to maintain a current and functional Catalog and to offer the courses and programs therein. To support this endeavor:

- Each department shall develop a course rotation plan so that each course under the control of the department is included in a two-year scheduling cycle;
- Each department shall propose new courses, new programs, course or program modifications, and course or program inactivations as necessary to maintain a functional and relevant curriculum; and
- Each department shall comply with program and course review standards as recommended by the Educational Design Committee or the Curriculum and Instruction Council, and approved by the Academic Senate.

The Educational Design Committee or Curriculum and Instruction Council may propose inactivation of a course required for a degree or certificate should any of the following apply:

- The department controlling the course requests the inactivation;
- The course has not been submitted for course review within the past four years; or
- The course has not completed an outcomes cycle within the past four years.

The Educational Design Committee or Curriculum and Instruction Council may propose inactivation of a program should any of the following apply:

- The department controlling the program requests the inactivation; or
- The program has not completed an outcomes cycle within the past four years.



The Educational Design Committee will annually review proposals for additions and deletions to the General Education course list, maintaining consistency with the CSU area designation approval. The Committee will recommend to the Academic Senate any changes in the General Education course list. The General Education course list will be published each year in the College Catalog and schedule of classes.

- Stand-Alone Courses Approval Process

The Educational Design Committee shall review proposals of stand-alone courses in a manner that meets each of the requirements under Title 5 Section 55100 and those specified in the College's curriculum review process.

Approved: October 2012

Revised: August 28, 2013

Reviewed: December 16, 2014

Reviewed: June 9, 2015

BP 4020 Program, Curriculum, and Course Development

## **REFERENCES:**

Education Code Section 70902(b), and 78016; Title 5, Section 51022 and 55130,  
BP 3255

The programs and curricula of the College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and transferability when appropriate. To that end, the College President/CEO in consultation with the Chief Instructional Officer and the Academic Senate shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the Academic Senate;
- regular review and justification of programs and course descriptions; and
- opportunities for training for persons involved in aspects of curriculum development.
- consideration of job market and other related information for career and technical programs.

All new programs and program deletions shall be approved by the Board.

New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Approved: May 26, 2004

Revised: January 26, 2005

Revised: January 24, 2007

Reviewed: May 14, 2013

Reviewed: December 16, 2014

Reviewed: June 9, 2015

Reviewed: May 10, 2016

## **Appendix C: Sample Educational Program Development Policy For Grant Funded Programs**

### **DEVELOPING EDUCATIONAL PROGRAMS WITH EXTERNAL FUNDING OR GRANT FUNDING**

REFERENCES: Education Code 70902(b)(7); Title 5 §55002(a)(1)

The chief executive officer of a college shall establish procedures in consultation with the academic senate to assure timely application and processing of grants or outside funding that directly support the development of an educational program. Faculty will be responsible for developing curriculum to support educational programs funded through grants or outside sources in consultation with administrative and external partners. In addition, processes for applying for external funding that are not related to a specific degree or certificate program, but supports student success, will include faculty consultation.

## **Appendix D: Sample Educational Program Development Procedures For Grant Funded Programs**

Proposals for new programs by administrators should be reviewed by faculty and the viability of that program established by faculty in accordance with local policies.

- If there is a potential curricular impact (e.g., a grant that can serve as a foundation for a new academic program, a change to delivery methods of existing programs [e.g., Guided Pathways], the expansion of current disciplines, or the implementation of off-campus delivery methods, then the grant proposal should be submitted to and vetted by the Academic Senate and/or the Curriculum Committee. Academic Senate review is required under Title 5, §53200 of the California Education Code regarding faculty representation in all academic and professional matters (“10+1”). Specifically, the items affected by and affecting grants include #4, “Educational and program development” and #10, “Processes for institutional planning and budget development.”
- Faculty consult with administration regarding the creation of a new educational program (degree or certificate) or student support program using external funds and determine if a need exists and can be met by pursuing those funds. In addition, these discussions should establish what new curriculum, facilities, human resources, technology resources, matching funds, and other expenses will be needed to make the funding application successful and the program viable for students.
- Faculty and administrators establish the program assessment processes, such as the local program review process, that will be used to determine whether to institutionalize the future sustainability and funding for the program after the completion of the grant.
- Faculty develop or revise curriculum as needed and all new or revised curriculum is approved through the college’s curriculum approval process. This step should occur prior to grant submission.
- Upon receiving new funds for the development of an educational program (degree or certificate) or student support program, faculty and administrative partners should begin implementing the necessary steps that must be taken to determine whether to institutionalize the program in the future.

#### SUSTAINABILITY AND INTEGRITY

An effective procedure for an educational program (degree or certificate) or student support program that relies on grant funding or external funding should include mechanisms to evaluate the feasibility of institutionalizing the program immediately upon receiving external funds, when possible.

In addition, accepting grant funds and implementing a grant should be a transparent activity with faculty consultation and involvement to avoid using funds in ways not originally intended or allowed by the grant. Grant applications should as accurately as possible reflect the scope of the needs defined by faculty for the development and support of an educational program or student support service and avoid excessive inflation of funds requested to support the scope of the proposal.

#### EMERGENCY PROCESS FOR APPROVING GRANTS OR EXTERNAL FUNDS

A local procedure for pursuing and implementing externally-funded programs should include a process for reacting quickly when new information about funding opportunities arises. However, faculty consultation should not be sacrificed in order to expedite an application for a funding source. Colleges should consider establishing approval processes, such as consulting with a smaller senate group or the local senate’s executive