



San Diego Community College District

City College · Mesa College · Miramar College · College of Continuing Education

Administrative Procedures

CIC: 5/8/2025

CRC

AS:

Chapter 4 — Instructional Services

The following Administrative Procedures are being put forth for approval as part of the Board's ongoing 6-year comprehensive review of all Board policies and procedures.

Category 1 Procedures: New and/or major revisions to policies and/or procedures that are not required by law or regulation but are recommended by the respective office of responsibility. This category has the most extensive review process

- *AP 6100.2 Vocational Education Customer Service*
 - Deactivate Procedure: A separate procedure for vocational education customer service is not required or maintained by CCLC.
- *AP 5140.1 Contracted Services Provided by District*
 - Deactivate Procedure: A separate procedure for contracted services is not required. AP 4104 Contract Education is legally required and maintained by CCLC.
- *AP 5140.5 Contract Classes*
 - Deactivate Procedure: A separate procedure for contracted services is not required. AP 4104 Contract Education is legally required and maintained by CCLC.
- *AP 5500.1 Curriculum and Program Review Process*
 - Deactivate Procedure: Separate procedures aligned with CCLC have been developed including AP 4260 Prerequisites, Corequisites, Limitation on Enrollment and Advisories; AP 4019 Instructional Program Review; and AP 4021 Instructional Program Discontinuance.
- *AP 5500.2 Student Challenge Procedures—Prerequisites, Corequisites, and Limitation on Enrollment*
 - Deactivate Procedure: The information in this procedure is incorporated into AP 4260 Prerequisites, Corequisites, Limitation on Enrollment and Advisories
- *AP 5120.3 Development of Projects and Grants and Contracts*
 - Deactivate Procedure: A separate procedure for the development of projects and grants and contracts is not required or maintained by CCLC.
- *AP 5120.5 Writing Proposals for Grants and Contracts*
 - Deactivate Procedure: A separate procedure for writing proposals for grants and contracts is not required or maintained by CCLC.
- *AP 5120.7 Submission of Proposals for Grants and Contracts*
 - Deactivate Procedure: A separate procedure for the submission of proposals for grants and contracts is not required or maintained by CCLC.

- AP 5120.9 Evaluation of Proposals not Funded
 - Deactivate Procedure: A separate procedure for the evaluation of proposals not funded is not required or maintained by CCLC.
 - AP 5300.2 Courses of Instruction
 - Deactivate Procedure: Separate procedures aligned with CCLC have been developed including AP 4020 Curriculum Development, AP 4022 Course Approval, AP 4025 Philosophy and Criteria for Associate Degrees and General Education, AP 4105 Distance Education, AP 4050 Articulation, and AP 4235 Credit for Prior Learning.
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Category 2 Procedures: New and/or revisions to policies and/or procedures in response to legal and/or regulatory requirements.

- *AP 4025.2 Philosophy and Criteria for Baccalaureate Degrees and General Education*
 - Revised procedure: Add legally required language to align with ACCJC and Title 5. Define minimum requirements including upper division residency, credit for prior learning, and lower division and upper division general education requirements.
 - AP 4100 Graduation Requirements for Degrees and Credit Certificates
 - New Procedure: Includes legally required language, aligned with ACCJC and Title 5.
 - AP 4102 Career Technical Education Programs
 - Revised procedure: Update number to align with CCLC. Includes legally required language, aligned with ACCJC and Title 5.
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Category 3 Procedures: Technical and/or non-substantive revisions to policies and/or procedures, such as reference updates, title changes, or policies and procedures that are being reviewed for currency but not undergoing significant revision.

There are no administrative procedures in this category.

The following Administrative Procedures are being put forth for approval as part of the Board's ongoing 6-year comprehensive review of all Board policies and procedures.



SAN DIEGO COMMUNITY COLLEGE DISTRICT

~~Administrative Procedure Chapter 4—Instructional Services~~

~~AP 6100.2 VOCATIONAL EDUCATION CUSTOMER SERVICE~~

VOCATIONAL EDUCATION CUSTOMER SERVICE

~~This procedure is applicable to all College Campus/Centers providing services to the public in an educational laboratory setting under the direct supervision of District-Certificated instructors. It describes: a) the basis in establishing the Standard Customer Fees; b) the review and approval processes; and c) the accounting of funds generated by the servicing units.~~

~~FUNCTION~~

- ~~1. Customer Service Fees shall be established as follows:~~
 - ~~a. Each division/department providing services related to vocationally-oriented educational programs shall develop and establish a Customer Service Fee schedule.~~
 - ~~b. Customer Service Fees shall be based on:~~
 - ~~1. Cost of shop supplies, materials or parts which are not practical to itemize; e.g., tapes, grease, rags, chemicals, oil, nuts, bolts, screws, etc.~~
 - ~~2. A fixed Processing fee of \$1 to cover processing and cost of SHOD Work Order form.~~
 - ~~c. Established Fee Schedule shall be submitted to Council on Occupational Education for approval.~~
- ~~2. Customer Service Fees shall be reviewed, approved and implemented as follows:~~
 - ~~a. Fee schedules shall be reviewed and adjusted annually by the Council on Occupational Education prior to implementation, and forwarded to the Board of Trustees as an information report.~~
 - ~~b. Standard Customer Service Fees established by the Council shall be used by College Campus/Centers providing the same services.~~
- ~~3. Customers shall be charged for materials or parts used in the service activity.~~
 - ~~a. Materials or parts from District stock that were used in the service performed, shall be charged to customer at cost.~~
 - ~~b. Materials or parts purchased by the District from outside vendors shall be charged to the customer at cost plus applicable taxes, and any other incidental expenses incurred in acquiring the items.~~
- ~~4. Shop Work Order Form~~
 - ~~a. Pre-numbered Work Order Forms shall be used in all shops providing services related to vocationally-oriented educational programs.~~
 - ~~b. The form shall be issued and used in numerical sequence and will be controlled by the site Management Services office.~~

~~5. Authority and Approval~~

- ~~a. The appropriate program administrator may authorize Certificated instructors, or a department designee, of a particular vocational class to approve work orders.~~
- ~~b. Authorized instructor, or designee, shall inform the customer on the following points at the time the job is accepted into the shop:
 - ~~1. Estimate of Cost the amount to be indicated in the Shop Work Order form.~~
 - ~~2. Should it be discovered that actual cost will substantially exceed the estimate, no further work will be done until so authorized by the customer.~~
 - ~~3. Customer shall be required to sign the Work Order form before work is started.~~
 - ~~4. Customer must pay the total service bill before the completed job can be released by the shop.~~~~
- ~~c. Instructor, or designee, shall approve the Work Order form after the customer has read and signed the "Customer Agreement" section of the form.~~
- ~~d. Budgeted Expenditures~~

~~The appropriate program administrator, or designee, shall approve all expenditures, including:~~

- ~~1. Requisition Forms~~
- ~~2. Payment of vendor invoice(s).~~

~~6. Accounting of Funds~~

- ~~a. Special budgeting and accounting of income and expenditures shall be required.~~
- ~~b. Anticipated income (based on prior year's record) shall be considered as part of the total resources during the budget development process.~~
- ~~c. Income collected shall be deposited to the District General Fund/General Purpose under an account established for the site for that purpose. (See Current Budget Development instructions.) All end of year balances shall be carried forward automatically to the same account.~~
- ~~d. Disbursement shall be handled as follows:
 - ~~1. Purchase of instructional supplies related to customer work (items purchased in bulk) e.g., tapes, grease, rags, chemicals, etc., shall be through the regular District purchasing process.~~
 - ~~2. Materials or parts purchased for customer services may be paid for through District purchasing procedures:
 - ~~a. Open Purchase Order to the vendor.~~
 - ~~b. Revolving Cash Fund if an Open Purchase Order does not exist.~~~~~~

~~7. Fund Accounting System (FAS)~~

~~Appropriate program administrator shall be provided monthly with an FAS P-76 Management Report.~~

IMPLEMENTATION

- ~~1. Customers requesting service shall:
 - ~~a. Provide the data for service being requested, including name and telephone, to fill in the Work Order form.~~
 - ~~b. Sign the Work Order form after reading the "Customer Agreement" section of the form, to authorize work to be done.~~~~
- ~~2. Instructor, or designee, shall:~~

- a. ~~Complete the Work Order form, indicate estimate of cost and advise customer of other service conditions.~~
 -
- b. ~~Approve the Work Order form, signed by the customer.~~
 -
- c. ~~Issue a copy of the form to the customer.~~
 -
- d. ~~Log the form number, name of customer and date in the department control book.~~
 -
- 3. ~~Materials and Parts: Supplies not included in the service fee will be itemized on the Work Order form showing quantity and cost.~~
 -
- 4. ~~Purchase of Materials and Parts~~
 - a. ~~Open Purchase Order system may be used for purchase of materials or parts using standard District Procedure.~~
 -
 - b. ~~Revolving Cash Fund may be used for purchase of materials or parts if an Open Purchase Order does not exist.~~
 -
 - c. ~~For regular purchase of instructional supplies, prepare a District Requisition and process the document using standard District Procedure.~~
 -
 - d. ~~The customer may provide his/her own material or parts.~~
 -
- 5. ~~Completion of Job and Collection of Payment~~
 - a. ~~Upon completion of a job, the department will:~~
 - 1. ~~Indicate all cost of materials, parts, and the service fee in the Work Order form verified by instructor, or designee.~~
 -
 - 2. ~~Forward Work Order form with payments to the site Management Services office.~~
 -
 - b. ~~Upon receipt of the completed Work Order form, the site Management Services office will:~~
 - 1. ~~Check/verify amounts as indicated in the Work Order form against supporting documents (invoices, requisition and fee schedule).~~

-
- 2. ~~Add the amounts to verify correctness of amounts paid.~~
-
- 3. ~~Issue receipt for the amount received.~~
-
- c. ~~Department will release the work to the customer upon presentation of the receipt.~~

~~(Forms are stocked and issued by the District Office, Grants and Contracts~~

Adopted: ~~12/16/1982~~

SUPERSEDES:
~~12/16/1982~~



City College · Mesa College · Miramar College · College of Continuing Education

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Administrative Procedure

Chapter 4 — Instructional Services

~~AP— 5140.1 CONTRACTED SERVICES PROVIDED BY DISTRICT~~

FUNCTION

~~1. Definitions~~

- ~~a. Contract: An agreement between the District and an outside agency.~~
 -
- ~~b. Contracted Services: Services that are provided to an agency (other than contracted classes) for which the agency agrees to pay the cost of such services.~~
 -
- ~~c. Cost of Services: All costs associated with planning for the service, securing equipment to provide the service, rental of space, carrying out the assigned tasks, associated record keeping, shut down costs, and overhead costs.~~
 -
- ~~d. District Contract Negotiator: The program president, the Assistant Chancellor – Manpower Training and Vocational Education Services, the Assistant Chancellor – Instructional Services – Arts and Sciences, the Chancellor, or their designees.~~
 -

~~2. Restrictions~~

- ~~a. Contracts may be negotiated by an agent of the District with a representative of the contracting agency, but no contract is binding until approved by the District Board of Trustees and the agency.~~

IMPLEMENTATION

~~1. Responsibility~~

- ~~a. A program president, a director, the Chancellor or their designees, may negotiate contracts for services.~~
 -
- ~~b. The District's contract negotiator is responsible for:~~
 - ~~1. Determining costs~~
 -
 - ~~2. Evaluating facilities that must be rented or leased for the service~~
 -
 - ~~3. Developing the draft of the contract. (Current year contract services negotiation packet, containing needed forms and instructions, are stocked and issued by the District office, grants and contracts coordinator.)~~
 -

~~2. Development and Approval of the Contract~~

- ~~a. District representative shall act as point of contact with the outside agency to secure information concerning:~~

- ~~1. Services description~~
~~-~~
- ~~2. Length of service~~
~~-~~
- ~~3. Hours per day and days per week of service~~
~~-~~
- ~~4. Number of students or personnel~~
~~-~~
- ~~5. Location of services~~
~~-~~
- ~~6. Facilities required to house the service~~
~~-~~
- ~~7. Equipment required for services~~
~~-~~
- ~~8. Supplies required~~
~~-~~
- ~~9. Employees' salary~~
~~-~~
- ~~10. Travel and mileage~~
~~-~~
- ~~11. Standard overhead costs~~
~~-~~
- ~~b. District representative shall compute costs and list costs on SDCCD Form 5140.5.~~
~~-~~
- ~~c. District representative shall write draft of contract using sample contract SDCCD Form 5140.1.~~
~~-~~
- ~~d. District representative shall evaluate any facility to be leased or rented using MASTER CHECK LIST FOR PROPOSED LEASED, RENTED, OR DONATED BUILDINGS, which has been published by Assistant Chancellor – Facilities and Equipment Services.~~
~~-~~
- ~~e. District representative shall forward all written documents, with a letter of transmittal, to the program president for review.~~
~~-~~
- ~~f. Program president shall submit written documents with a letter of transmittal to grants and contracts coordinator.~~
~~-~~
- ~~g. Grants and contracts coordinator shall submit contract to Legal Counsel for review and approval.~~
~~-~~
- ~~h. Legal Counsel shall return contract to grants and contracts coordinator.~~
~~-~~
- ~~i. Grants and contracts coordinator shall notify program president to submit Board docket exhibit to Grants and Contracts Office.~~
~~-~~
- ~~j. Program president shall submit docket exhibit to grants and contracts coordinator for review.~~
~~-~~

~~k. Grants and contracts coordinator shall review docket exhibit and submit both contract and exhibit to Board docket office for review by Chancellor.~~

~~-~~

~~l. If Chancellor approves contract and exhibit, he/she will place them on the appropriate Board docket.~~

~~-~~

~~3. 3. Procedures for Establishing Contracted Services~~

~~a. Board of Trustees approves contract at a public meeting.~~

~~-~~

~~b. Authorized representative of the Board signs contract for the District.~~

~~-~~

~~c. Authorized representative of agency signs contract for agency.~~

~~-~~

~~d. Contract distribution by grants and contracts coordinator:~~

~~1. Original retained in file (office of record copy)~~

~~-~~

~~2. Copy to project manager (via president/director)~~

~~-~~

~~3. Copy to Business Services~~

~~-~~

~~4. Copy to Facilities and Equipment Services~~

~~Reference: Contract Services Negotiation Packet containing:~~

~~1. SDCCD Form 5140.5~~

~~-~~

~~2. SDCCD Form 5140.1~~

~~-~~

~~3. Master Check List for Proposed Leased, Rented, or Donated Buildings
(Forms are stocked and issued by the District Office, Grants and Contracts
Coordinator.)~~

SUPERSEDES: 9/7/1977

APPROVED: 9/7/1977

<Once signed>

Date Approved: <Date>

Supersedes: <List previous/current Procedure number – Previous Date or state “New Procedure” – List all dates/renumbering>

(i.e. BP 3100 – 01/01/90; 01/01/12; 01/01/18; BP 5500 – 01/01/21)

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SAN DIEGO COMMUNITY COLLEGE DISTRICT

~~Administrative Procedure~~

~~Chapter 4 – Instructional Services~~

~~5140.5 – CONTRACT CLASSES~~

This procedure outlines the tasks that must be completed in order to establish a contract class taught by the District under contract to an outside agency.

FUNCTION

1. ~~Definitions~~

- ~~a. Contract: an agreement between the District and an outside agency.~~
- ~~b. Contract classes: classes that are closed to the general public because the agency does not want the subject content to be available to the general public, the agency's students mixed with the general public, or because the class is taught in a location not accessible to the general public.~~
- ~~c. Cost of Instruction: all costs associated with planning a class, equipping the classroom, rental of the classroom, teaching the class, student records, and district overhead.~~
- ~~d. District Contract Negotiator: the program president, the Assistant Chancellor – Manpower Training and Vocational Education Services, the Assistant Chancellor – Instructional Services – Arts and Sciences, the Chancellor, or their designees.~~

2. ~~Restrictions~~

- ~~a. Contracts may be negotiated by an agent of the District with a representative of the contracting agency, but no contract is binding until approved by the District Board of Trustees and the agency.~~
- ~~b. The District shall not contract for classes which are held in another California community college district. However, students may be residents of another district, state, or country.~~

IMPLEMENTATION

1. ~~Responsibility~~

- ~~a. The District's contract negotiator is responsible for:~~
 - ~~1) Determining cost~~
 - ~~2) Evaluating facilities that must be rented or leased for the class~~

- 3) ~~Developing the draft of the contract (Current year contract class negotiation packet, containing needed forms and instructions, are stocked and issued by the District office, grants and contracts coordinator).~~

~~2. Development and Approval of the Contract~~

- a. ~~District contract negotiator shall act as point of contact with the outside agency to secure information concerning:~~
 - 1) ~~Course description~~
 - 2) ~~Length of course~~
 - 3) ~~Hours per day and days per week of course~~
 - 4) ~~Number of students in program~~
 - 5) ~~Number of students in each class~~
 - 6) ~~Number of class sections~~
 - 7) ~~Facilities required to house the program~~
 - 8) ~~Equipment required for instruction~~
 - 9) ~~Supplies required for instruction~~
 - 10) ~~Teacher's salary~~
 - 11) ~~Travel and mileage~~
 - 12) ~~Excess costs incurred because of requirements other than normal services such as additional management, clerical, student services, etc., required by the program~~
 - 13) ~~Standard overhead costs~~
- b. ~~District contract negotiator shall compute costs and list costs on SDCCD Form 5140.5~~
- c. ~~District contract negotiator shall write draft of contract using sample contract SDCCD Form 5140.5a.~~
- d. ~~District contract negotiator shall evaluate any facility to be leased or rented using MASTER CHECK LIST FOR PROPOSED LEASED, RENTED, OR DONATED BUILDINGS, which has been published by Assistant Chancellor Facilities and Equipment Services.~~
- e. ~~District contract negotiator shall forward all written documents, with a letter of transmittal, to the program president for review.~~
- f. ~~Program president shall submit written documents with a letter of transmittal to grants and contracts coordinator.~~
- g. ~~Grants and contracts coordinator shall submit contract to Legal Counsel for review and approval.~~

- ~~h. Legal Counsel shall return contract to grants and contracts coordinator.~~
 - ~~i. Grants and contracts coordinator shall notify program president to submit Board docket exhibit to Grants and Contracts Office.~~
 - ~~j. Program president shall submit docket exhibit to grants and contracts coordinator for review.~~
 - ~~k. Grants and contracts coordinator shall review docket exhibit and submit both contract and exhibit to Board docket office for review by Chancellor.~~
 - ~~l. If Chancellor approves contract and exhibit, he/she will place them on the appropriate Board docket.~~
3. ~~Procedures for Establishing Contract Classes~~
- ~~a. Board of Trustees approves contract at a public meeting.~~
 - ~~b. Authorized representative of the Board signs contract for the District.~~
 - ~~c. Authorized representative of agency signs contract for agency.~~

FORMS/REFERENCES

Contract Class Negotiation Packet containing:

- 1. ~~SDCCD Form 5140.5~~
- 2. ~~SDCCD Form 5140.5a~~
- 3. ~~Master Check List for Proposed Leased, Rented, or Donated Buildings District Policy 5110~~

~~(Forms are stocked and issued by the District Office, Grants and Contracts~~

Adopted: ~~September 7, 1977~~

SUPERSEDES:

New Procedure



Administrative Procedure

Chapter 4 — Instructional Services

5500.1 — CURRICULUM AND PROGRAM REVIEW PROCESS

I. INTRODUCTION AND DEFINITIONS

~~When a college Academic Affairs Committee decides, based on a content review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge and skills not taught in the course, then the course shall have prerequisites established, reviewed, and applied following this procedure. If success is dependent upon communication and/or computational skills, then the course shall require a pre/corequisite of eligibility for enrollment in associate degree credit courses in English and/or mathematics, as appropriate.~~

~~The college may establish an Advisory on Recommended Preparation or a Limitation on Enrollment as specified in this procedure.~~

~~"Prerequisite" means a condition of enrollment that a student is required to meet to show current readiness for enrollment in a course or program.~~

~~"Corequisite" means a condition of enrollment consisting of a course that a student is required to take simultaneously with another course.~~

~~"Advisory on Recommended Preparation" means a condition of enrollment that the student is advised, but not required, to meet prior to, or concurrent with, enrollment in a course or program.~~

~~"Limitation on Enrollment" means a policy or process, other than a course pre/corequisite(s), that places conditions on students enrolling in a course or program and thereby limits enrollment in the course or program.~~

~~"Academic Affairs Committee" means the campus committee established through the shared governance process and representing faculty, administration, and other interested parties that has overall responsibility for academic and curricular matters.~~

II. REVIEW PROCESS

~~The faculty, as well as the Academic Affairs Committee, must approve each course pre/corequisite as a separate action from the approval of the course. The Academic Affairs Committee on each campus shall be responsible for the review/approval process. This process shall, at a minimum:~~

- ~~1. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only upon recommendation of the academic senate unless the academic senate has delegated this task to a curriculum committee or the Academic Affairs Committee.~~

2. ~~Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if faculty in the discipline or, if the college has no faculty member in the discipline, faculty in the department do all of the following:~~
 - a. ~~Approve the course.~~
 - b. ~~Approve, as a separate action, any pre/corequisite and certify that the pre/corequisite is an appropriate and rational measure of a student's readiness to enter the course or program, as proved by a content review that:~~
 - 1) ~~involves faculty with appropriate subject area expertise.~~
 - 2) ~~considers the course objectives set by the department.~~
 - 3) ~~is based on review of a detailed course syllabus and outline of record, related instructional materials, course format, type and number of examinations, grading criteria, and classroom research data if available or required.~~
 - 4) ~~specifies the body of knowledge and/or skills necessary at entry and/or with concurrent enrollment.~~
 - 5) ~~identifies and reviews the pre/corequisite course that develops the body of knowledge and/or measures identified skills.~~
 - 6) ~~matches the knowledge and skills in the targeted course and those developed or measured by the pre/corequisite.~~
 - 7) ~~certifies that the pre/corequisite meets a level of scrutiny specified in paragraph 1. a., under section REVIEW OF INDIVIDUAL COURSES and specifies which.~~
 - 8) ~~maintains documentation that Steps b. 1) through b. 7) above have been taken.~~
 - c. ~~Approve, as a separate action, any advisories on recommended preparation (See paragraph 3, under section REVIEW OF INDIVIDUAL COURSES).~~
 - d. ~~Approve, as a separate action, any limitation on enrollment that is being established for the course (See paragraph 4, under section REVIEW OF INDIVIDUAL COURSES).~~
 - e. ~~Certify that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service, as appropriate, by:~~
 - 1) ~~reviewing the course outline to determine the likelihood of a student receiving a satisfactory grade without possessing certain knowledge or skills not taught in the course. If receiving a satisfactory grade is determined to be sufficiently dependent upon such knowledge or skills, the course approved for degree applicable credit if all requirements for establishing the appropriate pre/corequisite have been met.~~
 - 2) ~~reviewing the course outline to decide whether receiving a satisfactory grade is dependent of communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, the course may be approved for degree applicable credit if all requirements establishing an appropriate pre/corequisite have been met. The pre/corequisite must n than eligibility for enrollment in a degree applicable course in English or mathematics, a~~
 - f. ~~A course that could be degree applicable and should have a pre/corequisite, but for which one or more of the requirements for establishing a prerequisite have for any reason not been met, either by not following the above procedure or otherwise, shall only:~~

- ~~1) be reviewed and approved pursuant to the standards for non-degree applicable credit, community service; or~~
- ~~2) be reviewed as required to meet the criteria for establishing the necessary degree applicable pre/corequisites.~~
- ~~3. Establish pre/corequisites, advisories on recommended preparation, and limitations on enrollment only upon approval of the Academic Affairs Committee.~~
- ~~4. Establish a procedure to ensure that each course for which pre/corequisites are established will be taught following the course outline, particularly those parts of the course outline that form the basis for establishing the pre/corequisite.~~

~~III. IMPLEMENTING PREREQUISITES, COREQUISITES, ADVISORIES, AND LIMITATIONS ON ENROLLMENT~~

~~Application of pre/corequisites, advisories, and limitations on enrollment will be consistent and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in class at registration so that a student is not allowed to enroll unless all conditions for enrollment have been met, except those for which the student has a pending challenge or for which further information is needed.~~

~~IV. PROGRAM REVIEW~~

~~As a regular part of the Program Review process, or at least every six years, the college shall review each prerequisite, corequisite, advisory, or limitation on enrollment to determine that each is still: 1) supported by faculty in the discipline or department, 2) supported by the Academic Affairs Committee, and 3) meeting all other provisions of this policy and the law. Pre/corequisites established before October 31, 1993 shall be reviewed by July 1, 1996. Any successfully challenged pre/corequisite shall be promptly reviewed to assure that it complies with this policy and with the law.~~

~~V. REVIEW OF INDIVIDUAL COURSES~~

~~If the student's enrollment in a course or program is contingent upon having met the proposed pre/corequisite(s), then such a pre/corequisite must be established per this Procedure. An advisory on recommended preparation does not prevent students from registering in the course. Advisories must be identified as such in the schedule and catalog and do not require levels of scrutiny as defined in paragraph 1. a. below.~~

~~1. Establishment of Prerequisites and Corequisites~~

~~a. Levels of Scrutiny~~

~~Prerequisites and corequisites must meet the requirements of at least one of the following subsections.~~

~~1) Standard Prerequisites or Corequisites~~

~~Satisfactory completion of a course may be established as pre/corequisite to another course if its course outline names at least three campuses of the University of California and/or the California State University which offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable.~~

~~2) Sequential Courses Within and Across Disciplines~~

~~A course may be established as a pre/corequisite for another course if the review finds that skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess to be ready to take the second course is included in its course outline.~~

~~3) Corequisites Within Disciplines~~

~~A course may be established as a corequisite for another course if the review finds that both are closely related lecture/laboratory courses paired within the same discipline and a student not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program.~~

~~4) Courses Required by Statute or Regulation~~

~~A course may be established as pre/corequisite to another course if the review finds that statute or regulation expressly authorizes or requires the pre/corequisite.~~

~~5) Courses in Communication or Computation Skills~~

~~Prerequisites establishing communication or computational skill requirements must be decided on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a pre/corequisite for any course, other than another course in communication or computation skills, provided that:~~

- ~~(a) a list of the specific skills or knowledge a student must possess to be ready to take a course is included in its course outline;~~
- ~~(b) data proving that the pre/corequisite is justified are gathered and presented to the Affairs Committee (See paragraph 1. b. or~~
- ~~(c) the pre/corequisite is established for not more than two years while research is be and establishment of this temporary pre/corequisite follows the procedure outlined in section REVIEW PROCESS.~~

~~6) Cut Scores and Prerequisites~~

~~Pre/corequisites based on assessment instruments must be validated by data. Unless cut scores are validated by data, pre/corequisites based on assessment instruments may not be printed or enforced until sufficient data exist to establish the cut scores. Data shall be collected in the manner prescribed in 1. b. above.~~

~~7) Program Pre/corequisite~~

~~Program pre/corequisite(s) must be approved in the same manner as provided for course pre/corequisite(s). Each program prerequisite must appear as a prerequisite for at least one required course in the program.~~

~~8) Health and Safety~~

~~A prerequisite identifying health or safety requirements may be established if, in addition to the review by faculty in the department or division and approval by the Academic Affairs Committee as provided under section REVIEW PROCESS:~~

- ~~(a) the course is one in which the student might endanger his or her own health and safety or the health and safety of others, and~~

- ~~(b) the prerequisite requires a student to possess what is necessary to protect his or health and safety and the health and safety of others before entering the course.~~

~~9) Recency and Other Measures of Readiness~~

~~Recency and other measures of readiness may be established as pre/corequisite(s) if:~~

- ~~(a) the review finds that skills, concepts, and/or information obtained through recency or other measures of readiness are presupposed in the second course;~~
- ~~(b) a list of skills and/or knowledge a student must possess to be ready to take the second course is included in its course outline; and~~
- ~~(c) data proving that the pre/corequisite is justified are gathered and presented to the Academic Affairs Committee (See paragraph 1. b. above.~~

~~b. Research Methods~~

~~Data acquired through research are required to establish or validate certain pre/corequisites. The standard for any comparison, and the unlikely to receive a satisfactory grade in the course unless the student has met the proposed pre/corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate.~~

~~1) Data are to be gathered according to sound research practices in one or more of the following areas.~~

- ~~(a) The extent to which students who have completed the course or those who are currently enrolled in the course believe the proposed pre/corequisite is necessary.~~
- ~~(b) Comparison of the faculty members' appraisal of students' readiness for the course whether the students met the proposed pre/corequisite. The faculty appraisal **cou** any time and should be based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.~~
- ~~(c) Comparison, at any point in the course, of performance of students who have **com** proposed pre/corequisite to that of students who have not.~~
- ~~(d) Comparison of student performance in the course to their scores on assessment instruments (to establish cut scores as needed)~~

~~2) If the Academic Affairs Committee has decided, as provided under section REVIEW PREVIEW a **new**, substantially revised, or existing course requires a pre/corequisite, an advisory will be established while research is being conducted and a final determination is being the proposed prerequisite is validated, the advisory will be changed to a prerequisite **pr** other requirements for establishing the pre/corequisite are met.~~

~~3) The prerequisite will meet validation requirements when the following two standards are met:~~

- ~~(a) The proportion of students who meet the prerequisite and succeed (receive a **a** better) is greater than the proportion of students who do not meet the prerequisite by ratio of 2:1~~
- ~~(b) Fewer than 33% of the students without the prerequisite succeed in the course~~

- 4) ~~For new or revised courses, two to four semesters of data collection are required, b the course offering or when there are 100 valid cases, whichever comes first. For e sufficient for a valid analysis or four semesters of data collection will be required.~~

~~2. Additional Rules~~

~~Title 5, Section 55202, specifies additional rules as follows.~~

- ~~a. Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.~~
- ~~b. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.~~
- ~~c. The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.~~
- ~~d. If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that precollegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.~~
- ~~e. Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.~~
- ~~f. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.~~
- ~~g. The determination of whether a student meets a prerequisite shall be made before his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.~~

~~3. Advisories on Recommended Preparation~~

~~Each college may establish advisories which recommend that a student meet a standard of readiness at entry as provided under section REVIEW PROCESS. This is required whether described as "prerequisite(s)," "recommended," or by any other term.~~

~~4. Limitations on Enrollment~~

~~Limitations on enrollment may be established as provided under section REVIEW PROCESS if the following requirements are also met.~~

~~a. Performance Courses~~

~~Each college may establish an audition, or tryout, as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics if:~~

- ~~1) for any certificate or associate degree requirement that can be met by taking this course or another course or courses that satisfy the same graduation requirement; and~~
- ~~2) limitations on enrollment established on performance courses are reviewed during **prog** at least every six years, to decide whether the audition or tryout process is having a **dis** impact on any group. If disproportionate impact has been found, the limitation on enrollment reviewed to decide if a plan needs to be implemented to remedy the impact. Any such endorsed by the department and the college administration and promptly put into effect~~

~~b. Honors Courses~~

~~A limitation on enrollment for an honors course, or an honors section of a course, may be established if there is another section or another course at the college that satisfies the same graduation requirement.~~

~~c. Blocks of Courses or Sections~~

~~Blocks of courses for which enrollment is limited to create a cohort of students may be established if there is another section or another course at the college that satisfies the same graduation requirements.~~

Adopted: _____ October 9, 2001

SUPERSEDES:
12/14/99



Administrative Procedure

Chapter 4—Instructional Services

5500.2—STUDENT CHALLENGE PROCEDURES— PREREQUISITES, COREQUISITES AND LIMITATIONS ON ENROLLMENT

~~PURPOSE AND DEFINITION~~

~~The purpose of this procedure is to provide for a prompt and equitable means for addressing challenges to prerequisites, corequisites, and limitations on enrollment. The challenge process is designed for students who believe they have met a prerequisite through means other than completion of an equivalent course at another institution.~~

~~IMPLEMENTATION~~

~~1. Grounds for Challenge~~

~~Students may challenge prerequisites, corequisites or limitation on enrollment based upon one or more of the following:~~

~~a. The prerequisite, corequisite or enrollment limitation:~~

- ~~1) has not been established in accordance with Procedure 5500.1;~~
- ~~2) is in violation of section 55022, Title 5 California Code of Regulations;~~
- ~~3) is discriminatory or being applied in an unlawfully discriminatory manner;~~
- ~~4) has been established to protect the health and safety of individuals and the student can demonstrate he/she does not pose a threat to himself/herself or others. Students with verified disabilities have the right to reasonable accommodation.~~

~~b. The student:~~

- ~~1) has knowledge or ability to succeed in the course or program;~~
- ~~2) will be subject to undue delay in attaining his/her educational goal because the prerequisite or corequisite course has not been made reasonably available.~~

~~The burden of proof that grounds for the challenge exist is on the student.~~

~~c. Student challenging English or Math prerequisites will be required to take the assessment test prior to filing a Petition to Challenge.~~

~~2. Challenge Petition~~

~~Students challenging a prerequisite, corequisite, or limitation on enrollment must complete a challenge petition.~~

~~The student must:~~

~~a. Obtain a petition in the registration center on campus.~~

- ~~b. Complete the petition and attach all supporting documentation.~~
- ~~c. Submit the completed petition to the Admissions supervisor at least 10 working days prior to the published add deadline for the course being challenged.~~

~~3) Registration~~

~~4)~~

~~Students who complete a challenge petition will be allowed to register in the course pending re-view of the petition, provided space is available.~~

- ~~a) The Admissions office will register the student in the desired section.~~
- ~~b) The student will not be registered in a closed class.~~
- ~~c) All fees for the course being challenged must be paid at the time of registration.~~
- ~~d) A copy of the petition will be maintained in a designated file by the Admissions officer for monitoring.~~

~~5) Processing the Petition~~

- ~~a) The completed petition is forwarded to the appropriate department chair or designee for approval.~~
- ~~b) The faculty member teaching the section of the course which the student is challenging may not participate in the decision.~~
- ~~c) The department chair or designee reviews the petition and make a decision.~~
- ~~d) The petition will be forwarded to the school dean. The dean will review the petition for consistency and sign the document.~~
- ~~e) Challenges based upon unlawful discrimination will be forwarded by Admissions directly to the dean responsible for the department. The dean will consult with the department chair and site compliance officer to determine basis of the challenge. A decision will be made and the petition forwarded to Admissions.~~
- ~~f) The final decision must be made no later than the first census of the course being challenged.~~
- ~~g) The petition with final action, will be forwarded immediately to Admissions by the dean.~~
- ~~h) Admissions will mail a copy of the petition with final action noted to the student. Timely notification is critical.~~
- ~~i) The original petition will be maintained in the student's folder on campus.~~
- ~~j) An approved petition is transferable to another section as long as the instructor of record has not been part of the petition approval process and provided space is available at the time the transfer is requested.~~

~~6) If the challenge is denied, the Admissions office should proceed as follows:~~

- ~~a) Process an administrative drop from the course no later than first census.~~
- ~~b) Notify instructor of the administrative drop on an Administrative Drop card~~
- ~~c) with the reason noted.~~
- ~~d) Credit the student's account receivable for the total fees paid for the course. If the student is dropped after the refund period, a refund will be granted.~~

~~7) If the challenge is approved:~~

- ~~a) The student will be notified by Admissions.~~
- ~~b) The approval will be honored at all colleges of the district.~~

~~c) The approval will be valid for the semester in which the petition is filed and the subsequent semester.~~

~~8) Appeal~~

~~Completion of the challenge procedure is deemed to satisfy the requirement that the district and student attempt informal resolution of the complaint. The student must be advised that he/she may file a formal complaint of unlawful discrimination pursuant to Title 5, section 59300 et seq.~~

Adopted: ~~May 1, 1997~~

~~SUPERSEDES:
New Procedure~~



Administrative Procedure

Chapter 4 — Instructional Services

5120.3 — DEVELOPMENT OF PROJECTS FOR GRANTS AND CONTRACTS

This procedure outlines the planning tasks that must be completed BEFORE a writer is assigned to write a proposal.

FUNCTION

1. Definition

- a. Project Manager: Any staff or faculty person assigned by a president or director to develop a project for grant or contract funding is a project manager. Generally, the manager will be responsible for a project in his/her area of specialization and will manage the project if it is funded.
- b. Proposal Writer: A professional writer assigned to put the plans for the project into a proposal format. The writer will be assigned after the planning encompassed in this procedure is completed by the project manager.
- c. Grant and Contract Project Manager's Guide (Form 5100.2a): An outline to be followed in the step by step development of the project plan, developed to help project managers in their planning. This is a general outline designed to cover all the major areas needed in developing a proposal narrative and rationale.

IMPLEMENTATION

1. Responsibility

- a. President or director is responsible for the:
 - 1) General management of the proposal development
 - 2) Appointment of one of his/her staff or faculty to manage development of project proposal and management of project if funded
 - 3) Reviewing of project plan when it is developed
 - 4) Requesting of the assignment of a writer after plan has been developed.
- b. Project manager is responsible for:
 - 1) Creating the idea for the project
 - 2) Planning the project by using the project manager's planning guide (Form 5100.2a)
 - 3) Consulting with the grants and contracts coordinator on the development of the plan
 - 4) Consulting with Human Resources on classification and salaries of personnel in project
 - 5) Consulting with facilities and equipment services on facilities needed for the project
 - 6) Consulting with purchasing on equipment and supplies needed for project
 - 7) Consulting with planning and evaluation services for statistical information

- ~~8) Consulting with any other staff or faculty required to successfully plan the project~~
- ~~9) Having the plan reviewed by the president or designee and the grants and contracts coordinator~~

~~c. Grants and contracts coordinator is responsible for:~~

- ~~1) Consulting with project manager on the development of project plan~~
- ~~2) Reviewing plan and assuring compliance with funding agency guidelines and District policy/procedures~~
- ~~3) Assigning a writer if requested to write proposal~~

~~2. Sequence of Events~~

- ~~a. President or director appoints a project manager to plan project proposal~~
- ~~b. Project manager, in consultation with President or director, grants and contracts coordinator, and others, creates the idea for the project.~~
- ~~c. Project manager develops a detailed plan of the project by using the Project Manager's Planning Guide (Form 5100.2a).~~
- ~~d. Project manager consults with one or more of the following and obtains their approval:~~
 - ~~1) Human Resources for classification and salary data~~
 - ~~2) Facilities and equipment services for facilities planning~~
 - ~~3) Business services for budget format, overhead rates, etc.~~
 - ~~4) Planning and evaluation services for statistical information and research and evaluation design~~
 - ~~5) Grants and contracts coordinator for general project design and strategy~~
 - ~~6) Other persons on campus or in community who may be able to make a contribution~~
- ~~e. President or director reviews completed plan and approves.~~
- ~~f. President or director requests a writer to write proposal.~~
- ~~g. Grants and contracts coordinator secures suitable writer, if necessary, in consultation with project manager and allocates funds to pay writer.~~
- ~~h. Grants and contracts coordinator employs, assigns, and keeps time cards on writer.~~

~~FORMS/REFERENCES~~

- ~~1. Form 5100.2a - GRANT AND CONTRACT PROJECT MANAGERS PLANNING GUIDE.
(Stocked and issued by District office, Grants and contracts coordinator.)~~

~~Adopted: September 7, 1977~~

~~Supersedes: _____
New Procedure~~



Administrative Procedure

Chapter 4 — Instructional Services

5120.5 — WRITING PROPOSALS FOR GRANTS AND CONTRACTS

This Procedure outlines the tasks that must be completed in order to complete the writing of a project proposal.

FUNCTION

1. Definitions

- a. Grants and Contracts Project Manager's Planning Guide (Form 5100.2a): A planning outline used by project managers to develop a project idea into a detailed plan. The document from which the proposal writer gleans required data.
- b. Proposal Guidelines: A multi-paged document published by the funding agency which outlines rules and regulations governing the funding program and guidelines for writing the proposal.
- c. Project Manager: The person assigned by the president or director to develop the proposal and manage the operation of the project if funded.
- d. Proposal Writer: The person employed to write the proposal.
- e. Grants and Contracts Coordinator: The person who hires and assigns the writer and works with the project manager and writer to develop a successful proposal.
- f. The Proposal: The multi-paged document written for submission to the funding agency.

2. Restrictions

- a. Foundations do not provide guidelines for proposals. The grants and contracts coordinator shall furnish suggested format for foundation proposals.
- b. Foundations must be sent short letters requesting funding before a proposal is submitted. The grants and contracts coordinator shall consult with project manager to develop such a letter to be sent to selected foundations.

IMPLEMENTATION

1. Responsibility

- a. Project manager is responsible for:
 - 1) Developing project according to planning guide (Form 5100.2a)
 - 2) Furnishing written outline to writer
 - 3) Working with writer on writing project proposal
 - 4) Directing writer to sources of statistical information needed in proposal which are not included in planning guide
 - 5) Supervising the writing of the project
 - 6) Submitting the proposal for approval by the president
- b. Proposal writer is responsible for:

- ~~1) Obtaining a copy of guidelines from project manager or grants and contracts coordinator~~
- ~~2) Studying guidelines to become familiar with the requirements of a successful proposal~~
- ~~3) Obtaining a copy of completed planning guide from project manager~~
- ~~4) Writing narrative part of proposal according to guidelines by using information from planning guide and consultations with project manager~~
- ~~5) Completing statistical part of proposal by collecting required statistical information from planning and evaluation services, business services, student services, etc.~~
- ~~6) Submitting proposal to be typed in accordance with the college/ center program or District headquarters procedures.~~
- ~~7) Obtaining signatures from:~~
 - ~~a) Business Services representative on back of budget pages;~~
 - ~~b) Assistant Chancellor – Business Services on certification of nonprofit status of District;~~
 - ~~c) A representative of Human Resources on back of page detailing project personnel;~~
 - ~~d) District affirmative action officer on non-discrimination and grievances certificates;~~
 - ~~e) President or director on front page and other certification pages.~~
- ~~8) Submitting a final copy to grants and contracts coordinator for review and filing~~
- ~~9) Submitting original copy of proposal to project director.~~

~~2. Sequence of Events~~

- ~~a. Grants and contracts coordinator assigns writer to project and allocates funds to pay writer.~~
- ~~b. Writer obtains:~~
 - ~~1) Copy of program guidelines from grants and contracts coordinator or project manager~~
 - ~~2) Copy of completed grants and contracts project manager's planning guide from project manager~~
- ~~c. Writer reads and analyzes guidelines to determine:~~
 - ~~1) How to organize narrative~~
 - ~~2) What statistical and budgetary information is needed~~
 - ~~3) What should be included in appendix~~
 - ~~4) How to slant the proposals~~
- ~~d. Writer reads completed grants and contracts project manager's planning guide to:~~
 - ~~1) Acquire an overview of what the project is about~~
 - ~~2) Assess the information included in the planning guide~~
 - ~~3) Decide what information not included in the planning guide is required~~
- ~~e. Writer consults with project manager to:~~

- ~~1) Secure clarification on information and fill in information gaps~~
- ~~2) Secure clarification on slanting proposal and funding strategy~~
- ~~3) Secure instruction on obtaining missing information~~

~~f. Grants and contracts coordinator is available to advise both writer and project manager on proposal development.~~

~~g. Writer:~~

- ~~1) Writes narrative~~
- ~~2) Collects and organizes statistical data~~
- ~~3) Completes budget, statistics and assurances in proposal~~
- ~~4) Procures various required signatures and sign-offs from business services, personnel, etc.~~

~~h. Writer consults with grants and contracts coordinator and project manager during the development of the proposal.~~

~~i. Project manager arranges for final draft of proposal to be typed and assembled at the college/adult/EDD/District headquarters.~~

~~j. Writer submits:~~

- ~~1) One copy of proposal to grants and contracts coordinator for revision and filing~~
- ~~2) One original with required copies of proposal to project manager for submission and filing.~~

~~FORMS/REFERENCES~~

- ~~1. Form 5100.2a Grants and Contracts Project Manager's Planning Guide.~~
- ~~2. Funding Agency's Program Guidelines.~~
- ~~3. Funding Agency's Proposal Forms.~~

~~(Forms are stocked and issued by the District Office, Grants and Contracts Coordinator.)~~

~~Adopted: September 7, 1977~~

~~SUPERSEDES:~~

~~New Procedure~~



Administrative Procedure

Chapter 4 — Instructional Services

~~5120.7 — SUBMISSION OF PROPOSALS FOR GRANTS AND CONTRACTS~~

~~This procedure outlines the tasks to be completed in order to submit a written proposal to a funding agency.~~

FUNCTION

1. ~~Definitions~~

- ~~a. Proposal: A multi-part document written by the District to convince a funding agency that the project described in the proposal is worthy of agency funding.~~
- ~~b. Submission: The process by which the proposal passes from project manager to the funding agency. This process includes the functions of review, approval and authorization.~~
- ~~c. Review: The evaluation of the proposal by higher authority such as the president or director, Chancellor and the Board of Trustees.~~
- ~~d. Approval: The signing of the proposal by the president or director and the signing of the Master Plan or Board docket exhibit by the president or director and Chancellor.~~
- ~~e. Authorization: Action by the Board of Trustees taken by a vote in a public meeting to authorize the District to submit a proposal to a funding agency.~~

2. ~~Restrictions~~

- ~~a. Letters of inquiry and preliminary proposals do not require Board approval.~~

IMPLEMENTATION

1. ~~Responsibility~~

- ~~a. Project manager is responsible for preparing docket exhibit if project is not included in Master Plan.~~
- ~~b. The president or director is the advocate of the proposal in that he/ she:~~
 - ~~1) Signs proposal and Master Plan or docket exhibit~~
 - ~~2) Defends the proposal before the Chancellor and the Board of Trustees~~
- ~~c. Chancellor has a review and approval function in that he/she:~~
 - ~~1) Signs Master Plan or Board docket exhibit~~
 - ~~2) Recommends approval of proposal to Board of Trustees~~
- ~~d. Board of Trustees approves proposal and authorizes District to submit proposal to funding agency.~~

2. ~~Sequence of Events~~

~~a. Submission of a proposal that is included on a Board-adopted grants and contracts project Master Plan:~~

- ~~1) Project manager mails the proposal by certified mail or courier service (see Procedure 5110.1).~~
- ~~2) The president/director shall inform the Chancellor and grants and contracts coordinator via Information Memo that the proposal has been dispatched.~~

~~b. Submission of a proposal that is not on the Master Plan:~~

- ~~1) Project manager develops Board docket exhibit (see sample exhibit for project submission in SPECIAL PROJECTS HANDBOOK).~~
- ~~2) President or director reviews and signs exhibit.~~
- ~~3) President or director sends exhibit to grants and contracts coordinator.~~
- ~~4) Grants and contracts coordinator reviews exhibit for format and consistency with proposal and signs exhibit.~~
- ~~5) Grants and contracts coordinator sends exhibit to Board office for inclusion in upcoming docket.~~
- ~~6) Chancellor reviews exhibit and signs if he approves.~~
- ~~7) Chancellor puts exhibit on upcoming Board docket.~~
- ~~8) Board reviews and approves docket item.~~
- ~~9) President/director notifies project manager and grants and contracts coordinator of Board action.~~
- ~~10) Project manager sends proposal by certified mail or courier to funding agency.~~

~~FORMS/REFERENCES~~

- ~~1. Procedure 5100.2~~
- ~~2. Special Projects Handbook~~
- ~~3. Sample docket exhibit: Proposal Submission.~~
~~(Stocked and issued by grants and contracts coordinator)~~

~~Adopted: September 7, 1977~~

~~SUPERSEDES~~
~~New Procedure~~



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • COLLEGE OF CONTINUING EDUCATION

Administrative Procedure

Chapter 4 — Instructional Services

~~5120.9 — EVALUATION OF PROPOSALS NOT FUNDED~~

~~This procedure outlines the tasks required to evaluate those proposals that are not funded.~~

~~FUNCTION~~

~~1. Definitions~~

- ~~a. Unfunded proposal: A proposal that has been turned down by the funding agency.~~
- ~~b. Evaluation: An assessment of why the proposal was rejected, including:~~
 - ~~1) Eligibility of applicant~~
 - ~~2) Quality of written proposal~~
 - ~~3) Strategy~~
 - ~~4) Congruence of objective of applicant and funding agency~~

~~IMPLEMENTATION~~

~~2. Responsibility~~

- ~~a. Grants and contracts coordinator is responsible for securing evaluation of proposal from funding agency.~~
- ~~b. Project manager is responsible for participating in evaluation process.~~

~~3. Sequence of Events~~

- ~~a. Funding agency notifies District that project was not funded.~~
- ~~b. Written rejection or notices that proposal will not be funded shall be forwarded to grants and contracts office.~~
- ~~c. Grants and contracts coordinator will initiate contact with the funding agency to obtain a written or oral evaluation.~~
- ~~d. Grants and contracts coordinator meets with project manager and interested persons to review evaluation and assess the pertinence of submitting the project to the same agency/other agency at a later date.~~

~~FORMS/REFERENCES~~

- ~~1. Application Guidelines~~
- ~~2. Completed Proposal~~
- ~~3. Proposal Evaluation Summary~~

Adopted: _____ September 7, 1977

Supersedes:



SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4 — Instructional Services

5300.2 — COURSES OF INSTRUCTION AND EDUCATIONAL PROGRAM APPROVAL

1.1 — PURPOSE AND DESCRIPTION

Faculty (contract or adjunct), students, administrators, college and District councils and committees, members of the Board of Trustees, and members of the community may originate curriculum proposals. San Diego Community College District (SDCCD) programs and courses are subject to the curriculum approval process. (Title 5: Sections 55201, 55002) The purpose of the approval process is to ensure the following:

- 1.2 Curriculum shall be reviewed and approved in a timely fashion. Credit curriculum changes shall meet established timelines in order to ensure inclusion in the catalog and class schedule. (Refer to Instructional Services Curriculum Calendar for catalog and class schedule timelines; non-credit curriculum may be submitted throughout the year.)

Concurrence by the colleges is required for all courses and programs except for Certificates of Completion (Section 10.0), Distance Education courses (Section 9.0), Experimental/Special Topics courses (Section 8.0), revisions of courses in non-aligned programs, and deactivation or activation of a course that is offered at another college. However, a course will be activated without concurrence only if that course has been updated within the last six years and no other action has been proposed.

Academic courses and programs shall be updated and reviewed every six years (1996 *Handbook of Accreditation and Policy Manual*, Standard Four, D.6; *Curriculum Standards Handbook*, 4.7.2, b3, 1995; State Academic Senate, *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, Section V, Program Review, 1996); vocational programs, every two years (Ed. Code 78016). Course outlines must meet the recommended guidelines in the *Curriculum Standards Handbook for the California Community Colleges*, March 1995, Section 4: "the Outlines of Record for courses that are to count towards the associate degree must integrate subject-specific critical thinking and problem-solving skills into every component of the course, wherever appropriate."

- ~~1.3 Course alignment shall be maintained across the District in order to accommodate student mobility between and among the colleges.~~
- ~~1.4 Program alignment across the District shall permit flexibility to provide for the individual needs of the different colleges' student populations. A procedure shall be in place to ensure that students who transfer from one college's Arts and Sciences or Career Technical Program to another can petition to have credits accepted.~~
- ~~1.5 The SDCCD Associate degree and Certificate of Achievement require a minimum of 12 semester units in residence in the district. In addition a minimum of 6 units of the required courses for the major must be completed at City, Mesa or Miramar College.~~
- ~~1.6 District educational programs shall comply with national and state statutes, regulations, District policy, local approval and/or accrediting agencies, good practice, and the philosophy, mission, and goals of the District's Master Educational Plan.~~
- ~~1.7 Credits from other accredited institutions may be accepted for transfer credit after evaluation by District and college evaluators.~~
- ~~1.8 Transferability of credits shall be defined; programs/courses shall be appropriate for college/Continuing Education; and reporting and record-keeping requirements of national, state and local approval and accrediting agencies shall be met. (Title 5: Sections 55001, 55005)~~
- ~~1.8.1 Arts and Sciences transfer degree programs shall be restricted to those courses that prepare students for university majors.~~
- ~~1.8.2 Arts and Sciences transfer degree programs should require between 18-21 units of coursework with the exception of high unit transfer majors, such as physics, engineering, music, and chemistry.~~
- ~~1.8.3 General Education courses will contribute to the broad education of career technical and transfer students in the major areas of knowledge—quantitative reasoning; arts and humanities; the physical, natural, social, and behavioral sciences. The courses will introduce the student not only to content and methodology but also to historical and aesthetic contexts and implications. These courses will develop a life-long learning capability and the skills for a productive life such as oral and written communication, scientific and quantitative analysis, critical and logical thinking, information competency, computer literacy, interpersonal abilities, creative approaches to problem solving, and various ways to acquire knowledge. General Education courses will also instill the value of ethics, civility, cultural diversity, and the responsibilities of local, national, and global citizenship. General Education Requirements Title 5: Section 55806.~~

~~(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A1), (A2), (B), (C) and (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:~~

~~A. Courses in language and rationality include the principles and applications of language for logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.~~

~~1. Courses fulfilling the written composition requirement will include both expository and argumentative writing and include reading and composition, and business communications.~~

~~2. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, information competency and related disciplines.~~

~~B. Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course will be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.~~

~~C. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the General Education Requirement in the humanities, a course will be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another. These courses will help students improve their aesthetic sensitivities and understanding of ethical behavior as it applies to the human condition and will promote the ability to make value judgments when appropriate. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.~~

~~D. Courses in the social and behavioral sciences are those which focus on people as members of a culturally diverse society. To satisfy the General Education Requirement in social and behavioral sciences, a course will be designed to develop an awareness of the method of inquiry used by the social and~~

~~behavioral sciences. It will be designed to stimulate critical thinking about the ways in which people become effective citizens who are willing to assume civic, political, social, and environmental responsibility. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.~~

~~(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of Section 40405 of this title.~~

~~(3) Ethnic Studies will be offered in at least one of the required areas.~~

~~1.8.4 Faculty and administration shall actively work together, each in their defined roles to facilitate the District curriculum approval process. (Title 5: Sections 53200[a], 53492[a], 53402[b],[c]) Students shall be provided an opportunity to participate in the formulation and development of District and college instructional policy. (Title 5: Section 51023.7) Input from community groups and Industry Advisory Committees shall be solicited. (Title 5: Section 55601)~~

~~1.9 Educational administrators shall have the responsibility for facilitating the formulation of policy—regarding the instructional programs of the college and/or District and have the direct responsibility for supervising the implementation of policy. (Title 5: Section 53402[b])~~

~~1.10—The participation and recommendations of faculty, as representatives of the Academic Senate, shall be considered primary throughout the curriculum approval process. (Ed Code, Section 70901 [a] and District Policy 0003 Section 1.1.1[c])~~

~~1.11 The college/Continuing Education and District curriculum committees shall be established by the mutual agreement of the administration and the Academic Senates in accordance with Title 5, Sec 53203 (f); 55002(a). The Academic Senates shall select the faculty who will participate on these committees and these selected faculty will represent the Academic Senates. (Title 5, Section 53200[b])~~

~~1.12 The college/Continuing Education curriculum committees shall be recognized as the highest-level decision making bodies that yield curriculum recommendations through administrative procedures to the District Board of Trustees. The authority of these committees in curriculum matters is derived~~

~~from Title 5 Sections 55002; 55201(d); 55805.5(a); 56028 and these committees shall rely primarily on the advice of discipline experts regarding course and program content decisions.~~

~~2.1 COLLEGE CURRICULUM COMMITTEE RESPONSIBILITIES~~

~~The responsibilities of the college curriculum committees include:~~

~~2.2 Review and approval of all courses and programs, review and approval of all curriculum proposals and catalog descriptions for new and revised courses and programs, including course activations and deactivations, for compliance with state and federal regulations and District policy to ensure the following:~~

~~2.2.1 Degree credit courses shall meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and corequisites, basic skills requirements, difficulty, and level). (Title 5: Section 55002 [a])~~

~~2.2.2 Non-degree credit and noncredit courses shall meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and corequisites). (Title 5: Section 55002 [b])~~

~~2.2.3 Courses and programs shall comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, feasibility, and compliance).~~

~~2.2.4 Curriculum shall meet District policy regarding criteria for the Associate Degree, General Education, and courses that are appropriate to Associate Degree. Curriculum shall adhere to the minimum requirements for the Associate Degree as set forth in state regulations and guidelines. (Title 5: Sections 55805, 55805.5, 55806)~~

~~2.2.5 Courses and/or sections delivered by Distance Education shall conform to state regulations and guidelines. (Title 5: Sections 55352-55380)~~

~~2.2.6 Special classes for the disabled shall conform to the state regulations and guidelines. (Title 5: Section 56028)~~

~~2.2.7 Courses that are not offered as part of an approved academic program shall be reviewed and approved.~~

~~2.2.8 Credit courses shall fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities.~~

~~2.2.9 Credit courses that fulfill District General Education, multicultural, American Institutions, and or health/and physical education requirements shall be reviewed and approved.~~

~~2.2.10 New programs and program modifications shall be reviewed, including activations deactivations, and substantial changes to approved programs.~~

~~Further college curriculum committee responsibilities are to:~~

~~2.3 Review credit courses offered throughout the District to determine if there is duplication in content in order to comply with state regulations on course repetition. (Title 5: Section 58161 [c])~~

~~2.4 Review, for informational purposes only, new program and program modifications offered at other colleges.~~

~~2.5 Recommend policy/procedures regarding academic and professional matters.~~

~~2.6 Provide in-service training for college faculty on the curriculum development and approval process.~~

~~2.7 Provide a method for the emergency review of curriculum between the end of Spring semester and Fall semester.~~

~~2.8 Ensure that curriculum committee membership, as determined by the college, is in compliance with Title 5 guidelines and includes an articulation officer, a counseling representative and a balanced representation between arts and sciences and occupational and technical faculties. Campus evaluators and a special classes representative (Disabled Student Programs & Services-DSPS) should be available to serve as a resource as needed.~~

~~3.1 CONTINUING EDUCATION CURRICULUM COMMITTEE RESPONSIBILITIES~~

~~The responsibilities of the Continuing Education curriculum committee are to:~~

~~3.2 Review for compliance with state and District policy and approve all new non-credit and community service courses, course changes, course activations and deactivations.~~

~~3.3 Review for the purpose of determining possible course duplications all proposals for new non-credit courses.~~

~~3.4 Make recommendations regarding District policy and procedures governing curriculum.~~

~~3.5 Provide in-service training for non-credit faculty on the curriculum approval process.~~

~~3.6 Ensure that the curriculum committee membership, determined by Continuing Education, includes the Dean of Instruction and a balanced representation between the state-mandated areas.~~

~~4.1 DISTRICT CURRICULUM INSTRUCTIONAL COUNCIL (CIC)~~

~~Membership of the Curriculum Instructional Council shall consist of the following representatives: Assistant Chancellor, Instructional Services (Council Chair, non-voting except in event of a tie vote); college Vice Presidents, Instruction; Continuing Education Dean of Instruction; two faculty representatives from each college and Continuing Education that shall be made after consultation with the Chief Executive Office (or designee) by the Academic Senates, and an ex-officio representative from Student Services Council. (Title 5: Section 55002[a][1])~~

~~In the event that an appointed member cannot attend a scheduled meeting, the member may designate a representative. The member shall notify the Chair of the designated representative in advance of the scheduled meeting. Either a member or designated representative in attendance may vote on curriculum and other issues.~~

~~A quorum for the purpose of voting shall consist of fifty per cent of the entire membership plus one and must include at a minimum one Vice President of Instruction and one faculty member from each college.~~

~~Members and designees are expected to review curriculum proposals prior to the meeting and be prepared for discussion and action.~~

~~The responsibilities of Curriculum Instructional Council are to:~~

~~4.2 Review State regulations and make recommendations regarding District policy and procedures related to curriculum, degree and certificate requirements, educational program development, and catalog development.~~

~~4.3 Review curriculum that has been approved by college/Continuing Education curriculum committees for compliance with applicable State regulations and District policies.~~

~~4.4 Review and take appropriate action on issues of disagreement regarding curriculum that cannot be resolved at the college/Continuing Education.~~

~~4.5 Review and take appropriate action on aligned curriculum (offered at two or more colleges).~~

~~4.6 Work with the District Student Services Council on issues of mutual concern, such as assessment, prerequisites and corequisites, etc.~~

~~4.5 Refer issues that cannot be resolved by Curriculum Instructional Council to the Chancellor's Cabinet with a request for appropriate action.~~

~~4.7 Identify staff development needs and make recommendations for the coordination and implementation of Districtwide curriculum activities.~~

~~4.8 Provide input in the development of the District Education Master Plan.~~

~~5.1 DISTRICT INSTRUCTIONAL SERVICES OFFICE~~

~~The responsibilities of the District Instructional Services Office include:~~

~~5.2 Act as liaison with State Chancellor's Office and coordinate with the college Vice Presidents, Instruction; the Dean of Instruction, Continuing Education; and the Curriculum Instructional Council for the distribution of information on state laws and regulations that affect instruction.~~

~~5.3 Act as liaison between the colleges/Continuing Education and Research and Planning to provide data relating to curriculum, and act as a liaison with Information Systems to provide computing resources for Curriculum Instructional Council and the colleges.~~

~~5.4 Act as liaison with the Assistant Chancellor of Student Services and coordinate and facilitate communication between Curriculum Instructional Council and Student Services Council.~~

~~5.5 Provide for the development and distribution of Curriculum Instructional Council agenda and minutes.~~

~~5.6 Review for completeness and process curriculum proposals approved by college/Continuing Education curriculum committees through the Curriculum Instructional Council.~~

~~5.7 Assist in the identification of programs affected by proposed curriculum changes.~~

~~5.8 Ensure that state approval is requested, when necessary, in collaboration with the Vice President, Instruction, of the originating college.~~

~~5.9 Provide for the inclusion of course additions and changes to the master course inventory, and maintain a list of courses that satisfy the District General Education, multicultural, CSU GEB, and IGETC requirements.~~

~~5.10 Prepare and submit recommendations of Curriculum Instructional Council to the Board of Trustees for adoption.~~

~~5.11 Coordinate submission of the Educational Master Plan and Inventory of Programs to the State Chancellor's Office.~~

~~5.12 Coordinate the development and distribution of staff development training and materials for curriculum matters in the District, and provide staff support for special Districtwide curriculum projects.~~

~~5.13 Coordinate the development and production of college class schedules and college catalogs.~~

~~6.1 CONTINUING EDUCATION INSTRUCTIONAL SERVICES OFFICE~~

~~The responsibilities of the Continuing Education Instructional Services Office include:~~

~~6.2 Provide to the curriculum committee up-to-date information on state laws and regulations affecting instruction.~~

~~6.3 Provide the necessary staff support for the Continuing Education Curriculum Committee (agendas, timely minutes, support documents, special projects and dissemination of information on policy decisions).~~

~~6.4 Coordinate staff development (training materials, orientations, etc.) in curriculum matters throughout Continuing Education.~~

~~6.5 Coordinate flow of non-credit course approval and change documents throughout Continuing Education.~~

~~6.6 Check non-credit course and program change and approval forms for technical accuracy.~~

~~6.7 Forward new course and course and catalog change forms, course outlines and curriculum minutes to the District Instructional Services Office for District Curriculum Instructional Council review.~~

~~6.8 Prepare and submit non-credit course approval forms to the State Chancellor's Office for approval.~~

~~6.9 Input course additions and changes to maintain computer records of the non-credit course inventory.~~

~~7.1 APPROVAL PROCESS FOR ALL COURSE AND PROGRAM PROPOSALS AND/OR MODIFICATIONS~~

~~7.2 Concurrence by the colleges is required for all courses and programs except for new courses offered by a single college in a non-aligned discipline, Certificates of Completion (Section 10.0), Distance Education courses (Section 9.0), Experimental/Special Topics courses (Section 8.0), revisions of courses in non-aligned programs and deactivation or activation of a course that is offered at another college.~~

~~Academic courses and programs shall be updated and reviewed every six years (1996 Handbook of Accreditation and Policy Manual, Standard Four,~~

~~D.6; Curriculum Standards Handbook, 4.7.2, b3, 1995; State Academic Senate, *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, Section V, Program Review, 1996); vocational programs, every two years (Ed. Code 78016). Course outlines must meet the recommended guidelines in the Curriculum Standards Handbook for the California Community Colleges, March 1995, Section 4: "the Outlines of Record for courses that are to count towards the associate degree must integrate subject-specific critical thinking and problem-solving skills into every component of the course, wherever appropriate."~~

~~7.1.1 The originator shall complete the applicable sections of the Course Proposal and/or Program Proposal form (including Experimental Special Topics course proposal and Certificate of Completion proposal). Include attachments as appropriate: Content Review/Scrutiny, and/or Distance Education, and/or requests for general education approval~~

~~7.1.2 The originator shall forward the proposal to the college articulation officer and librarian/multi-media specialist for review and/or comment.~~

~~7.1.2.1 The college articulation officer shall review for general education, textbook citation, articulation and transfer potential; sign the signature page and comment to the originator within ten working days. This review is not required for Distance Education, Experimental Special Topics courses, or Certificates of Completion.~~

~~7.1.2.2 The college librarian/multi-media specialist shall review for availability of material and equipment; sign the signature page and comment to the originator within ten working days. This review is not required for Distance Education or Certificates of Completion.~~

~~7.1.3 For aligned curriculum, the Originator may request that the Assigned Discipline Dean convene a meeting of discipline faculty to coordinate curriculum proposals and address and resolve issues and concerns.~~

~~7.2 The originator shall sign the signature page and forward the proposal to the department chair.~~

~~7.3 The department chair within ten working days shall:~~

~~7.3.1 Review the proposal with appropriate discipline faculty for comment.~~

~~7.3.1.1 Emergency procedures for course and program approval may be used for situations requiring action during official recesses. Only proposals that must be acted upon to avoid loss of accreditation from an outside agency, loss of course articulation or proposals that facilitate work force training may be considered (See 2.6).~~

~~7.3.1.2 In such situations, the proposal may proceed provided that:~~

~~7.3.1.2.1 Campus Emergency Approval of Curriculum Procedures are followed.~~

~~7.3.1.2.2 The Vice President of Instruction meet with appropriate faculty before forwarding the proposal to CIC.~~

~~7.3.1.2.3 The proposal be placed on the first CIC meeting agenda for review following the recess.~~

~~7.3.2 Review the proposal for accuracy and completeness.~~

~~7.3.3 Sign the signature page and indicate action taken.~~

~~7.4 Aligned curriculum. The department chair of the originating college:~~

~~7.4.1 Shall forward the proposal to the department chair(s) at other college(s) that offer the program and/or course discipline.~~

~~7.4.1.1 The department chair at the other college shall:~~

~~7.4.1.1.1 review for comment with discipline faculty at his/her college and sign the signature page;~~

~~7.4.1.1.2 forward the proposal with signatures and comments to the originating department chair.~~

~~7.4.2 The department chair of the originating college shall forward all of the comments to the originator for review or revision.~~

~~7.4.2.1 The originator shall forward proposal to the department chair at his/her college.~~

~~7.4.3 The department chair of originating college shall forward the proposal to the school dean.~~

~~7.5 The school dean within ten working days shall:~~

~~7.5.1 Review for compliance, course and/or program alignment, duplication of content, feasibility, scheduling, and impact on other disciplines and/or programs.~~

~~7.5.2 Review occupational curriculum in collaboration with Economic and Workforce Manager, where appropriate, with the Industry Advisory Committee (not required for Distance Education or Certificates of Completion).~~

~~7.5.3 Forward the proposal to the school dean at the other college(s) for review and comment.~~

~~7.5.3.1 The school dean at the other college within ten working days shall review for compliance, course/program alignment, duplication of content, feasibility, scheduling, and impact on other disciplines and/or programs and comment and forward the proposal, with signature and comments, to the originating college school dean.~~

~~7.5.4 Sign the signature page and indicate action taken.~~

~~7.5.5 Forward with comments to the Vice President, Instruction.~~

~~7.6 The Vice President, Instruction, within ten working days shall:~~

~~7.6.1 Review for resources, feasibility, scheduling, and impact on other disciplines.~~

~~7.6.2 Sign the signature page and indicate action taken.~~

~~7.6.3 Return to originator if not approved.~~

~~7.6.4 Place on curriculum committee agenda if approved.~~

~~7.6.5 Meet with appropriate faculty before forwarding a proposal to GIC when following the emergency approval process during official recesses.~~

~~7.7 The curriculum committee shall review and take action within fifteen working days.~~

~~7.8 Following curriculum committee action, the curriculum committee Chair shall:~~

~~7.8.1 Sign the signature page and indicate action taken.~~

~~7.8.2 Return the proposal to the originator with comments if not approved.~~

~~7.8.3 Forward the proposal to the Vice Presidents of Instruction at the other colleges.~~

~~7.8.3.1 The Vice President at the other college within ten working days shall~~

~~7.8.3.1.1 review and comment,~~

~~7.8.3.1.2 bring the proposal to the curriculum committee.~~

~~7.8.3.2 The curriculum committee shall review and comment or take action as appropriate.~~

~~7.8.3.3 The chair shall sign the signature page and return proposal to originating curriculum committee with comments or recommendations.~~

~~7.8.4 The originating curriculum committee shall review the comments and recommendations and take action.~~

~~7.8.4.1 The chair shall take one of the following actions:~~

~~7.8.4.1.1 Sign the signature page and forward the proposal to Instructional Services for Curriculum Instructional Council review and action if approved.~~

~~7.8.4.1.2 Meet with the originator to make minor revisions as recommended by other colleges before signing the signature page and forwarding the proposal to Instructional Services for CIC review and action.~~

~~7.8.4.1.3 Return the proposal to the originator if not approved or requiring major revisions.~~

~~7.8.4.1.3.1 Upon completion of the revisions, the chair shall sign the signature page and forward the proposal to each curriculum committee for review.~~

~~7.8.5 The originating college/CET Vice President and President shall develop a process for their review of curriculum. Approved proposals shall be forwarded to Instructional Services for CIC review and action.~~

~~7.9 The Curriculum Instructional Council (CIC) shall review the proposal and take action.~~

~~7.9.1 The Vice President, Instruction, shall inform the originator of CIC action taken.~~

~~7.9.2 Where appropriate, District Instructional Services shall prepare a docket item for adoption by the Board of Trustees. Actions that require Board of Trustee adoption are as follows:~~

~~7.9.2.1 new courses added to the master course inventory,~~

~~7.9.2.2 reactivated courses (course in the inventory, but not offered at any college),~~

~~7.9.2.3 new programs or program options,~~

~~7.9.1.1 additions to or deletions from the required courses of any program option,~~

~~7.9.1.2 courses deactivated from the master course inventory (courses that will no longer be offered at any District college),~~

~~7.9.1.3 program or program options deactivated at any college even if the option or program is currently offered at another college.~~

~~7.10 District Instructional Services shall forward a copy of the docket to the Vice Presidents, Instruction. The Vice President of the originating college shall notify the originator of the Board's action.~~

~~7.10.1 Where appropriate, District Instructional Services shall assist the Vice President in completing the application for State Chancellor's Office approval. Actions that require approval from the State Chancellor's Office are as follows:~~

~~7.10.1.1 new educational programs or options including new Certificates of Achievement requiring 18 or more units "except for new transfer programs that are the subject of an articulation agreement that specifies that all courses required will be counted by a four year college towards the fulfillment of either its own general education or the major requirements in a specified discipline" (Curriculum Standards Handbook, 5.2);~~

~~7.10.1.2 new courses not part of an academic program (course not required for the major in an educational program) except if the college has obtained delegated authority to separately approve such courses;~~

~~7.10.1.3 educational programs modified in a substantial way so that the goals and objectives are substantially different from those for which the program was originally approved. (see Chancellor's Office Curriculum Standards Handbook)~~

~~7.11 District Instructional Services shall place the curriculum into the master course inventory and/or college catalog.~~

8.1 EXPERIMENTAL COURSES

~~8.2 Experimental courses are those that meet an immediate specialized need or focused academic inquiry, where experimentation with teaching and learning strategies during initial development are necessary to ensure student achievement of learning outcomes. Experimental courses are also courses where one or more of the five criteria for approval such as feasibility or need cannot be determined until the course is offered on a trial basis. Experimental courses should generally be submitted for approval as a regular course, or discontinued, within two years. An example is a new Spanish Life and Culture course or a course for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is offered on a trial basis.~~

~~8.3 Experimental courses shall:~~

- ~~8.3.1 be numbered 018 (DSPS non-associate degree credit), 023 (non-associate degree credit), 063 (associate degree credit only), 265 (associate degree and transfer credit), 345 (apprenticeship and in-service courses) with each number assigned letters from A to Z corresponding to different courses,~~
- ~~8.3.2 meet the mission of the community college,~~
- ~~8.3.3 meet an immediate academic or occupational demand,~~
- ~~8.3.4 contribute to the goals and objectives of an existing program or a certificate or degree program to be developed,~~
- ~~8.3.5 have resources (equipment, supplies, personnel, facilities) committed to the course,~~
- ~~8.3.6 have course content that is not similar to another district course,~~
- ~~8.3.7 have complete content review/scrutiny if a prerequisite, co-requisites, or advisory on recommended preparation is requested,~~
- ~~8.3.8 appear in the class schedule of courses but not in the catalog.~~
- ~~8.3.9 be approved by the originating college curriculum committee,~~
- ~~8.3.10 be approved by the Curriculum and Instructional Council,~~
- ~~8.3.11 be submitted to the Board of Trustees for adoption if approved,~~
- ~~8.3.12 be scheduled only within the two year period following approval,~~
- ~~8.3.13 be scheduled not more than twice except if in the process of being approved as a permanent course, the Vice President may approve a third scheduling.~~

~~9.1 SPECIAL TOPICS COURSES~~

- ~~9.2 Special topics courses employ a consistent disciplinary framework as described by a complete course outline of record, but utilize a specific focus area that may change from term to term. The goals and structure of the course remain consistent: critical analysis, a certain amount of reading and/or writing. The framework course includes the content rigor and intent and shall meet the approval criteria, standards and process as a new course in accordance with section 7 of this procedure. One example is a vocational Spanish course for which the objectives, assignments, and methods of instruction and evaluation are specified and consistently used, but the focus shifts each semester, i.e., from Spanish for nurses, to Spanish for automotive technicians, to Spanish for construction workers. The reading list would change as well but be sufficient to support the content.~~

~~If a particular focus area is offered regularly, it should be approved as a separate course.~~

~~9.3 Special topics framework courses shall:~~

~~9.3.1 be numbered from 392 to 399, with each number assigned letters from A to Z corresponding to specific focus areas;~~

~~9.3.2 be approved in accordance with section 7 of this procedure;~~

~~9.3.3 appear in the catalog only as the approved framework course and not the specific focus area.~~

~~9.4 Special topics focus areas shall:~~

~~9.4.1 be approved by the Vice President, Instruction;~~

~~9.4.2 be approved by the originating college curriculum committee;~~

~~9.4.3 be submitted to the Curriculum and Instructional Council as a point of information;~~

~~9.4.4 be scheduled as the same special topics "focus area" course not more than twice in any two-year period;~~

~~9.4.5 appear in the class schedule of courses as the "focus area" course;~~

~~9.4.6 appear on student transcripts as the "focus area" course.~~

~~10.1 DISTANCE EDUCATION COURSES~~

~~Courses may be offered in which the instructor and student are separated by distance and interact through the assistance of broadcast and other technology delivery systems.~~

~~10.2 Courses being offered by Distance Education delivery systems shall:~~

~~10.2.1 be reviewed separately through the established curriculum approval process 5300.2. (Title 5, Section 55378);~~

~~10.2.2 be reviewed by the college curriculum committee offering the Distance Education course with focus on~~

~~10.2.2.1 method of effective regular contact between instructor and student through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities; and~~

~~10.2.2.2 achievement of learning outcomes. (Title 5, Sections 55352-55380)~~

~~10.2.3 have the same standards of course quality applied to as are applied to traditional classroom courses.~~

~~10.2.3.1 Determinations and judgments about the quality of Distance Education under the course quality standards shall be made with the full involvement of faculty in accordance with 53200- (Title 5, Section 55374)~~

~~10.2.3.2 Instructors of sections delivered via Distance Education technology shall be selected by the same procedures used to determine all instructional assignments and shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. (Title 5, Section 55380)~~

~~10.3 Have the Distance Education approval form attached to the outline of record.~~

~~11.1 CERTIFICATES OF COMPLETION~~

~~A "Certificate of Completion" recognizes the attainment of knowledge and/or skill through the successful completion of two or more courses as specified by a department (not to exceed seventeen units). Certificates requiring 18 or more units are "Certificates of Achievement," and must be approved by the State Chancellor's Office.~~

~~Certificates of Completion are designed to prepare students for employment, job enhancement and/or job advancement. The completion of a certificate does not imply that a graduation requirement has been met.~~

~~11.2 Approval Process~~

~~11.2.1 The proposing discipline shall complete the Program Proposal form to include the following:~~

~~11.2.1.1 certificate title, TOP Code, discipline;~~

~~11.2.1.2 list of courses and units comprising the certificate;~~

~~11.2.1.3 rationale for the development of the certificate;~~

~~11.2.1.4 relationship to other career ladder certificates and/or programs where appropriate;~~

~~11.2.1.5 anticipated date that the certificate will first be offered.~~

~~11.2.2 The department chair shall review for format, clarity, accuracy, and completion and shall forward to the school dean within ten working days.~~

~~11.2.3 The school dean shall review for feasibility and shall forward to the Vice President, Instruction, within ten working days.~~

~~11.2.4 The Vice President, Instruction, shall review and place on college curriculum committee agenda for action within ten working days.~~

~~11.2.5 The curriculum committee shall take action.~~

- ~~11.2.5.1 The chair shall return the proposal to the originator with comments if not approved.~~
- ~~11.2.5.2 The Vice President, Instruction, shall forward the proposal to District Instructional Services to place on the Curriculum Instructional Council (CIC) agenda if approved.~~
- ~~11.2.6 Curriculum Instructional Council shall review and take action.~~
- ~~11.2.7 The Assistant Chancellor, Instructional Services, shall submit the proposal to the Board of Trustees for adoption if approved.~~
- ~~11.2.8 Description of the approved certificate shall be published in the college catalog.~~
- ~~11.2.9 Certificates of Completion may include experimental special topics courses. However, such certificates shall not be published in the college catalog until such time as the experimental/special topics course is approved as a permanent course.~~
- ~~11.2.10 The application/petition for a "Certificate of Completion" shall differentiate Certificates of Completion from Certificates of Course Completion, Certificates of Achievement and Associate Degrees.~~
- ~~11.2.11 The evaluator shall issue Certificates of Completion based upon requirements as published in the catalog.~~
- ~~11.2.12 Certificates of Completion shall be awarded following the conclusion of course work. Students must achieve a grade of "C" or better in each of the required courses.~~
- ~~11.2.13 All course work for the Certificate of Completion shall be completed at institutions in the San Diego Community College District. No course from other institutions can be applied toward the certificate.~~
- ~~11.2.14 Petitions for modifications to course requirements or determination of equivalencies using courses from institutions from within SDCCD will be filed with the Evaluations Office at the respective colleges. Final determination will be made by the appropriate college review committee.~~
- ~~11.2.15 Students shall not be required to have transcripts on file from previous institutions for issuance.~~
- ~~11.2.16 Students shall not be required to have an official Education Plan on file.~~
- ~~11.2.17 Award of a Certificate of Completion will be recorded on the official transcript.~~
- ~~11.2.18 The certificate shall be re-issued if lost and record of issuance shall be made on ISIS (Student Comments Screen).~~
- ~~11.2.19 Student catalog rights shall apply.~~
- ~~11.2.20 Current enrollment or registration is not required for the issuance of a Certificate of Completion.~~
- ~~11.2.21 The College Curriculum Review Committee shall approve the format and language for each Certificate of Completion and the title printed in~~

~~the catalog shall be printed on the certificate as follows: Certificate of Completion in _____.~~

~~11.2.22 The discipline, course number and title of courses comprising the certificate shall appear on the back of the certificate.~~

~~11.2.23 Students shall file an application/petition for a Certificate of Completion in the Evaluations Office upon completion of the required courses.~~

~~11.2.24 An evaluator shall verify completion of coursework from the official records (course work must be on the student transcript).~~

~~11.2.25 Evaluations Office shall issue the Certificate of Completion at completion of course work and shall maintain a record of the certificate. (May not follow the degree/certificate cycles of June and August.)~~

~~12.1 CONTINUING EDUCATION NEW NON-CREDIT COURSE APPROVAL AND CHANGE PROCESS~~

~~12.2 Faculty (contract or adjunct), students, administrators, college and District councils and committees, members of the Board of Trustees and members of the community may originate curriculum proposals.~~

~~12.3 Originator of new course or course change proposal first consults with appropriate faculty, chair, resource instructor and dean, then consults with appropriate advisory committee.~~

~~12.4 Originator creates a draft of a course outline, using the Continuing Education integrated course outline format; consultation with a member of the Continuing Education Curriculum Committee is advised.~~

~~12.5 Originator sends course outline to the Continuing Education instructional services office for technical review. The instructional services office prepares the new course approval or course and catalog change form for submission to the curriculum council.~~

~~12.6 Curriculum council reviews the curriculum and recommends changes or approval.~~

~~12.7 Once the new course or course change has been approved by the curriculum committee, the Continuing Education Instructional Services office shall forward the new course and catalog change forms and course outlines to the District Curriculum Instructional Council for review, and the originator shall be notified of Curriculum Instructional Council's (CIC) action.~~

~~12.8 Courses that require Board approval shall be sent to the Chancellor and the Board for approval, and the originator shall be notified of the Board's action.~~

~~12.9 Courses that require State approval shall be sent to the State Chancellor's Office for approval.~~

13.1 COMMUNITY COLLEGE TO UNIVERSITY ARTICULATION

Articulation is the process of faculty review leading to the articulation of courses between institutions. It is coordinated and facilitated by the articulation officer on each campus. Articulation is an integral component in the institution's instructional program. Most articulation refers to course articulation. That is the process of developing a formal written agreement between two institutions to accept a specific course (or sequence of courses) successfully completed on a sending campus that is comparable to, or in lieu of, a specific course (or courses) at the receiving campus. Articulation supports the integrity and rigor of the curriculum that facilitates transfer within the K-18 system.

TYPES OF ARTICULATION:

- 1) Transferable (Baccalaureate) Course Lists
- 2) General Education – Breadth Agreement
- 3) Guaranteed Transfer Agreement
- 4) Course-to-Course Agreement
- 5) Major Preparation Agreement

13.2 ARTICULATION PROCESS:

13.1.1 TRANSFERABLE (BACCALAUREATE) COURSE LISTS AND

GENERAL EDUCATION – BREADTH AGREEMENTS AND

AMERICAN INSTITUTIONS REQUIREMENT (Executive Order 405 Appendix N)

- 13.1.1.1 Community college faculty recommend courses on their campuses for baccalaureate and/or general education credit (procedure 5300.2).
- 13.1.1.2 Faculty submit course to college Articulation Officer for review/approval (procedure 5300.2).
- 13.1.1.3 The college Curriculum Committee approves/disapproves the baccalaureate and/or general education status of course (procedure 5300.2).
- 13.1.1.4 The District Articulation Officer submits the proposed baccalaureate and/or general education course (in

~~consultation with the college Articulation Officer) to the appropriate system-wide offices.~~

~~13.1.1.5 Maintenance of baccalaureate and/or general education breadth agreements is a function of the District Instructional Services office, working in collaboration with the college Articulation Officer.~~

~~Maintenance activities include the following:~~

~~13. 1.1.5.1 Course deactivations~~

~~13. 1.1.5.2 Course modifications (units, titles, etc.)~~

~~13. 1.1.5.3 Course additions~~

~~13.1.1.6 College Articulation Officer distributes (notifies) appropriate college and district faculty and administrators.~~

~~13.1.2 GUARANTEED TRANSFER AGREEMENTS~~

~~A guaranteed transfer agreement is an agreement between the SDCCD and a receiving four-year institution. Upon successful completion of specific requirements of the agreement, a SDCCD student is guaranteed admission to the receiving institution. In some instances, these agreements also guarantee admission to a major. The agreements that follow are based on current articulation agreements with the receiving institutions:~~

~~Transfer Agreement Guarantee (TAG-UC San Diego)~~

~~Transfer Agreement Guarantee (TAG-San Diego State University)~~

~~Transfer Admission Agreement (TAA-UC Davis)~~

~~Cooperative Admissions Program (CAP-UC Berkeley)~~

~~13.1.2.1 Four-year institution notifies District Instructional Services office of annual review and request for agreement modification.~~

~~13.1.2.2 District Articulation Officer meets with college Articulation Officer to review/revise agreement.~~

~~13.1.2.3 College Articulation Officer consults with appropriate faculty (department chair, transfer center director, etc.) for input and revisions.~~

~~13.1.2.4 College Articulation Officer submits recommended revisions to District Articulation Officer.~~

~~13.1.2.5 District Articulation Officer notifies four-year institution of any revision.~~

~~13.1.2.6 District Articulation Officer receives amended agreement from four-year institution and distributes to college Articulation Officer.~~

~~13.1.2.7 College Articulation Officer distributes to appropriate counseling offices.~~

~~13.1.3 COURSE TO COURSE AGREEMENTS AND MAJOR PREPARATION AGREEMENTS~~

~~13.1.3.1 College Articulation Officer submits proposed articulation agreement to four-year institution.~~

~~13.1.3.2 Four-year institution may request further information (course outlines, syllabus, etc.).~~

~~13.1.3.3 College Articulation Officer sends supporting documentation to four-year institution.~~

~~13.1.3.4 Four-year institution Articulation Officer notifies college Articulation Officer of action taken.~~

~~13.1.3.5 College Articulation Officer distributes agreements & notifies appropriate college and district faculty and administrators.~~

~~13.1.4 College Articulation Officer responsibilities for articulation:~~

~~13.1.4.1 Initiates faculty approved articulation agreements between the community college and four-year institutions.~~

~~13.1.4.2 Manages, updates, and disseminates current, accurate articulation data.~~

~~13.1.4.3 Serves as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptance.~~

~~13.1.4.4 Serves as a well-informed resource person, consultant, advocate and a liaison as appropriate.~~

~~13.1.4.5 Serves as a member and a resource to the campus curriculum committee.~~

~~13.1.4.6 Serves as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulation institutions.~~

~~13.1.4.7 Monitors each stage of the articulation process and follows up with departments/faculty.~~

~~13.1.4.8 Communicates and interprets trends, changes, new requirements that affect transfer preparation.~~

~~13.1.4.9 Attend and participate in regional and intersegmental programs and meetings.~~

~~Essential to this process is the involvement, communication, and cooperation among the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.~~

~~13.1.5 College faculty responsibilities for articulation:~~

~~13.1.5.1 Maintain the rigor, integrity and currency of the curriculum by assuring Title V standards and regulations as follows:~~

~~Appropriate course prerequisites~~

~~Measurable course objectives~~

~~Collegiate level textbooks~~

~~Current textbook dates (not older than 5 years)~~

~~Evidence of critical thinking~~

~~Written assignments that reflect university standards~~

~~Outside assignments that reflect rigor of course~~

~~Course evaluation that clearly measures course objectives~~

~~13.1.5.2 Review course content, identification of comparable courses, and authorization of acceptance of specific courses for transferring students.~~

~~13.1.5.3 Prior to the initiation of new curriculum, faculty meet with AO to review four year and Title V standards and regulations. (Refer to Title V, CCR51022b)~~

~~13.1.6 Curriculum Committee responsibilities for articulation:~~

~~(refer to policy 5300.2 Section 2.0)~~

~~13.1.7 District Articulation Officer responsibilities for articulation:~~

~~13.1.7.1 Maintain oversight of articulation services provided by the Instructional Services Office, inclusive of, but not limited to the following:~~

~~13.1.7.1.1 Support of the work of the District Articulation Council (DAC).~~

~~13.1.7.1.2 Maintenance of the ASSIST database.~~

~~13.1.7.1.3 Preparation and submission of CSU GEB, UC TCA, and IGETC.~~

~~13.1.7.1.4 Preparation and submission of UCSD and SDSU articulation.~~

~~13.1.7.1.5 Preparation, submission and distribution of UCSD TAG, UC Davis TAA, UC Berkley CAP, and UC Santa Cruz GATE.~~

~~13.1.7.1.6 Distribution of course outlines to support articulation agreements involving all District colleges.~~

~~13.1.7.1.7 Maintain archive of articulation agreements for high school to community college and for community college to University.~~

~~14.1 HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION / CREDIT BY EXAM PROCESS~~

~~14.2 ARTICULATION PROCEDURES FOR AGREEMENT DEVELOPMENT:~~

~~14.2.1 High school faculty request course for articulation.~~

~~14.2.1.1 Tech Prep Associate Dean forwards paperwork to requesting faculty.~~

~~14.2.1.2 Requesting faculty completes paperwork and sends back to Tech Prep office.~~

~~14.2.2 Evaluation of course equivalency.~~

~~14.2.2.1 Tech Prep Associate Dean conducts initial evaluation of course(s) for equivalency.~~

~~14.2.2.2 Tech Prep office convenes Articulation Committee (faculty, dean, chair, Tech Prep staff). Discipline specific college faculty must be included on each articulation committee.~~

~~14.2.2.3 Articulation Committee reviews curriculum for equivalency following Title 5 Standards and Regulations (course outlines, objectives, learning outcomes, textbooks, critical thinking, written assignments, outside assignments, course evaluation, and final examination/performance standards). College faculty determine final exam and performance assessments following the Credit by Exam process.~~

~~14.2.3 Tech Prep office develops articulation agreement.~~

~~14.2.3.1 Articulation agreement is drafted and sent to appropriate institutions for signatures.~~

~~14.2.3.2 Tech Prep office records the articulation agreement and notifies the appropriate faculty/staff at each institution.~~

~~14.2.3.3 All articulation agreements are renewed each year. The renewal process requires an articulation committee to conduct a curriculum review following the same guidelines set forth in Section 14.1.2.~~

~~14.2.4 Tech Prep Associate Dean responsibilities for articulation:~~

~~14.2.4.1 Facilitates and manages the articulation agreement development process.~~

~~14.2.4.2 Serves as a consultant to faculty and administration, providing needed materials and information about articulation process and guidelines.~~

~~14.2.4.3 Manages, updates, and disseminates current and accurate articulation data.~~

~~14.2.4.4 Serves as a member and resource to the District Articulation Council.~~

~~14.2.4.5 Serves as a moderator and mediator of problems or disagreements between the high school and community college faculty and administration.~~

~~14.2.4.6 Monitors each stage of the articulation process providing the necessary follow up to departments/faculty.~~

~~14.2.4.7 Communicates and interprets trends, changes, and new requirements that affect high school to college articulation.~~

~~14.2.5 High school faculty responsibilities for articulation:~~

~~14.2.5.1 Maintain the rigor, integrity, and currency of the curriculum.~~

~~14.2.5.2 Serve as a member of the articulation review committee.~~

~~14.2.5.3 Communicate any changes or revisions to articulated courses to the Associate Dean of Tech Prep.~~

~~14.2.5.4 Authorize student success through signature on "Tech Prep Certification Form".~~

~~14.2.5.5 Serve as an advocate for post-secondary educational opportunities for all students.~~

~~14.2.6 Community college faculty responsibilities for articulation:~~

~~14.2.6.1 Serve as a member of the articulation committee.~~

~~14.2.6.2 Evaluate course equivalency based on rigor, outlines, objectives, competencies, learning outcomes, performance standards, and final exam/performance.~~

~~14.2.6.3 Serve as a well-informed discipline-specific resource person for high school instructors.~~

~~14.2.6.4 Create a collaborative environment and mindset for articulation.~~

~~14.2.6.5 Work with high school faculty to develop curriculum that is equivalent to college-level coursework.~~

~~14.2.6.6 Give final approval for course equivalency.~~

~~15.1 MILITARY TO COMMUNITY COLLEGE ARTICULATION: PROCEDURES~~

~~15.2 COLLEGE COURSE EQUIVALENCIES REVIEW~~

~~15.2.1 COURSE REVIEW PROCEDURES~~

~~College faculty identify courses in military programs that have ACE Guide recommendation for college credit.~~

~~Military course outlines are reviewed for equivalency with SDCCD course outlines.~~

~~The District Articulation Officer reviews the draft Articulation Agreement with College Articulation Officer.~~

~~The College Articulation Officer consults with appropriate discipline faculty, department chair, and dean for input and revisions.~~

~~Each college must approve courses concurrently offered by more than one campus. Issues that cannot be resolved will be referred to an intercollegiate team of faculty/chair representatives and Articulation Officers convened by the Office of the Assistant Chancellor of Instructional Services and Economic Development.~~

~~15.2.2 REQUIRED SIGNATURES~~

~~The Department Chair(s) will sign the completed Articulation Agreement and submit it to the appropriate Dean(s) for review, approval and signature.~~

~~The Agreement will be forwarded to the College Articulation Officer for information and signature.~~

~~After the document receives the signatures of the Chair, the Dean, the Articulation Officer, and the Vice President of Instruction, the college will forward the Articulation Agreement to the Office of the Assistant Chancellor of Instructional Services and Economic Development.~~

~~15.3 ARTICULATION AGREEMENT DISTRIBUTION~~

~~The final Agreement with original signatures will be filed in the Office of the Assistant Chancellor of Instructional Services and Economic Development.~~

~~15.3.1 Final Agreements will be distributed to the District Offices of Instructional Services and Economic Development, college Articulation Officers for distribution to Counseling, and the District Office of Student Services for distribution to college Evaluators.~~

~~16.0 FORMS AND REFERENCES~~

~~California Code of Regulations, Title 5, Sections 51023.7, 53200, 53203, 53402, 53492, 55001 55002, 55005, 55201, 55352-55380, 55601, 55805, 55806, 56028, 58161 California Community Colleges Curriculum Standards Handbook~~

~~California Education Code Section 70901~~

~~District Instructional Services Calendar~~

~~San Diego Community College District Policy 0003, 5300~~

~~OFFICE OF PRIMARY RESPONSIBILITY—Instructional Services~~

~~Adopted: _____ August 27, 2008~~

~~SUPERSEDES~~

~~Procedure 5300.2, 02/08/89, 09/01/92, 06/13/97, 06/23/98, 06/16/99, 02/13/01, 9/18/01, 10/24/02, 11/19/02, 3/3/03, 3/2/04, 05/07/2005, 02/06/2006~~



Administrative Procedure

Chapter 4 – Instructional Services

AP 4025.2 – PHILOSOPHY AND CRITERIA FOR BACCALAUREATE DEGREES AND GENERAL EDUCATION

Bachelor of Science (BS) Degrees

The Bachelor of Science degree is intended for students interested in high-level career technical education.

The following is required for all BS Degrees:

1. A combination of lower division and upper division coursework totaling a minimum of 120 semester units (180 quarter units) that are applicable to a baccalaureate degree as defined within this procedure.
 - ~~2. Completion of the CSU General Education Breadth or Intersegmental General Education Transfer Curriculum pattern.~~
 3. Completion of a minimum of 40 45 semester units (~~67.5 quarter units calculate~~) of upper division coursework including units in the major and in general education, including a minimum of nine semester units (13.5 quarter units) of upper division general education.
 4. Completion of a minimum of 36 semester units of general education divided as follows:
 - a. Lower division general education semester units in accordance with Title 5 Section 55061 and Title 5 Section 55062; and
 - b. Nine units upper division general education in accordance with Title 5 Section 55091. Nine (9) units upper division general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in communication, oral communication, or computation.
- ~~An identified major that includes a minimum of 18 semester units (27 quarter units) of lower division courses and 36 semester units (54 quarter units) of upper division courses.~~
5. Courses designated as an upper division major requirement must be completed with a minimum grade of "C" or "P"
 6. Completion of the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses.
 7. Satisfactory completion of at least 12 semester units of upper division courses at colleges within the awarding district.

Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled lower division baccalaureate degree general education requirement.

Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the baccalaureate degree lower division general education requirements.

Students may receive credit for knowledge or skills acquired through the district's procedures for awarding credit for prior learning in accordance with Title 5, Section 55050.

Enrollment in upper division courses shall be limited to students admitted to a baccalaureate program at a California community college.

Lower Division Coursework

~~Lower division courses shall be consistent with the requirements for the associate degree applicable credit courses outlined in the California Code of Regulations (CCR) Title 5, Sections 55061 and 55062. These courses include the following:~~

- ~~1. All lower division courses accepted toward a baccalaureate degree granted by the California State University (CSU) or University of California (UC) or designed to be offered for transfer.~~
- ~~2. Credit courses that apply to the major or area of emphasis in career technical fields that would typically be applicable to an associate degree. (Double check language)~~

Lower Division General Education

- ~~1. Students shall complete CSU General Education Breadth (CSU GE) or the Intersegmental General Education Transfer Curriculum (IGETC) general education pattern.~~
- ~~2. Students who have earned a baccalaureate degree from a regionally accredited institution, but who have not completed CSU GE Breadth or IGETC, must fulfill any missing requirements.~~

Lower Division Major Coursework

~~Students shall complete at least 18 units of identified lower division coursework in the baccalaureate degree major. A "major" is defined as a single field of study or related fields, as listed in the community college's Taxonomy of Programs.~~

Upper Division Coursework

~~Upper division courses apply knowledge obtained at the lower division level with demonstrated additional critical thinking through writing, oral communication, or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicums or capstone projects. Upper division courses typically have one or more lower or upper division prerequisites. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees. Upper division requirements include the following:~~

- ~~1. A minimum of 40 semester units (67.5 quarter units) of upper division coursework, including a minimum of nine semester units (14 quarter units) of upper division general education courses.~~

- ~~2. At least nine semester units (14 quarter units) of upper division general education courses from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication or computation. These upper division general education courses may be developed in any discipline, but the courses should relate to the required coursework for baccalaureate students. Upper division general education courses are intended only for baccalaureate students and should not be open to students who are not enrolled in the baccalaureate program.~~
- ~~3. All courses designated as an upper division major requirement must be completed with a grade of C or better.~~

Program Recency

Program recency may be established to require major courses to be completed no less than 36 months prior to the date of awarding the degree. Program recency shall:

1. Be established by discipline faculty only if it has been determined a significant lapse of time will have an impact on a student's ability to successfully fulfill the degree's goals and objectives;
2. Be stated in the official degree program report; and
3. Be required of all students in the program.

Reference: California Code of Regulations, Title 5, Sections 55061; 55062, 55070, 55072, 55090, 55091, 55092, 55093, 51022, 55130, 55600 et seq.
Education Code: Section 70901, 70902, 78106
WASC/ACCJC Accreditation **Standard II.A.**

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Administrative Procedure

Chapter 4 – Instructional Services

AP 4100 – GRADUATION REQUIREMENTS FOR DEGREES AND CREDIT CERTIFICATES

Definitions:

- A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.
- An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

I. Baccalaureate Degrees

To earn a baccalaureate degree, students must satisfactorily complete at least 120 semester units of degree-applicable coursework, including a minimum of 40 semester units of upper-division coursework fulfilling major and general education requirements.

General Education

Students must complete a minimum of 36 semester units of general education distributed as follows:

- a. Lower Division General Education
 - i. A minimum of 27 semester lower division general education units as specified by Title 5 Section 55061 and Title 5 Section 55062.
 - ii. Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled lower division baccalaureate degree general education.
 - iii. Students who have been awarded a bachelor’s degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the baccalaureate degree.
- b. Upper Division General Education:
A minimum of nine (9) semester units in upper division general education, as outlined by Title 5, Section 55091. These nine (9) units must be selected from at least two disciplines outside the student’s major; one course must emphasize communication, oral communication, or computation.

Grade Point Average (GPA) and Minimum Grade Requirements

- Students must earn a grade of “C” or better in courses required for the major. A pass grade, “P”, meets this requirement.

- Students must complete the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in degree applicable courses.

Minimum Units in Residence

Students must successfully complete at least 12 upper division semester units in residence within the San Diego Community College District.

Credit for Prior Learning

Courses completed via credit for prior learning, including credit by exam, do not qualify for the 12-unit in residence requirement.

II. Associate Degrees for Transfer

To earn an Associate in Arts for Transfer (AA-T) or an Associate in Science for Transfer (AS-T) degree, students must satisfactorily complete the graduation requirements outlined in Title 5 regulations, Senate Bill 1440, and Senate Bill 400.

These transfer degrees are specifically designed for students intending to pursue a baccalaureate degree in a related major at a California State University (CSU). However, acceptance of an AA-T or AS-T degree may vary by CSU campus and major.

General Education

Students must successfully complete California General Education Transfer Curriculum (Cal-GETC).

Students who have established and maintained catalog rights may fulfill general education requirements by using an approved intersegmental lower-division general education transfer pattern (e.g., IGETC or CSU GE) that was in effect when they first enrolled at a California community college aligned with their designated catalog year.

Grade Point Average (GPA) and Minimum Grade Requirements

- Students must earn a grade of "C" or better in courses required for the major. A pass grade, "P", meets this requirement.
- Students must complete the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in degree applicable courses.

Minimum Units in Residence

Students must successfully complete at least 12 degree-applicable semester units in residence within the San Diego Community College District.

III. Associate Degrees.

For the Associate Degree, Associate of Science (AS) or Associate of Arts degree (AA), students must satisfactorily complete at least 60 semester units or 90 quarter units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

The courses must include at least 18 semester units in general education and at least 18 semester units or in a major listed in the community college's "Taxonomy of Programs."

Courses completed at other institutionally accredited institutions that meet or exceed the standards of the California Community Colleges will be accepted and counted toward the unit requirements for an associate degree.

Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

IV. General Education

The degree must include at least 21 semester units or 28-31.5 quarter units of general education. One course must be selected from each of the following areas: English Composition; Oral Communication and Critical Thinking; Mathematical Concepts and Quantitative Reasoning; Arts and Humanities; Social and Behavioral Sciences; Natural Sciences; and Ethnic Studies.

Students may use the same course to meet both a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

Grade Point Average (GPA) and Minimum Grade Requirements

- Students must earn a grade of "C" or better in courses required for the major. A pass grade, "P", meets this requirement.
- Students must complete the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in degree applicable courses.

Minimum Units in Residence

Students must successfully complete at least 12 degree-applicable semester units in residence within the San Diego Community College District.

This 12-unit residence requirement is effective for all degrees awarded regardless of catalog year.

Courses completed via credit for prior learning, including credit by examination, do not qualify for the 12-unit residence requirement.

The Board may excuse the residence requirement to alleviate injustice or undue hardship.

Credit for Prior Learning:

1. Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning. See Credit for Prior Learning.

2. Students may petition to have completion of a noncredit course counted toward satisfaction of requirements for an associate degree.

V. Certificates of Achievement

Students may earn certificates of achievement based on the completion of two or more degree-applicable credit courses as follows:

1. By completing 16 or more semester units of coursework fulfilling Title 5 regulations; or
2. By completing 8–15.5 semester units with a grade of “C” or higher in each course if the certificate has been approved by the California Community Colleges Chancellor’s Office. Students following this path are not eligible for financial aid.

These certificates must be structured as learning pathways that develop specific capabilities, oriented either toward career advancement, intersegmental general education, or local needs. It is the responsibility of each college to ensure that all Certificates of Achievement receive approval from the college’s curriculum committees, the Curriculum and Instructional Council, the Board of Trustees, the California Community Colleges Chancellor’s Office, ACCJC, and/or other relevant accrediting agencies.

Intersegmental general education includes coursework taken to satisfy transfer patterns established by the University of California and the California State University, or accredited public institutions in adjacent states that award the baccalaureate degree.

For a certificate of achievement a student must satisfy the requirements outlined in the college catalog including: meet all standards for admission to the desired certificate program; earn a grade of “C” or higher in each course. A “P” pass grade meetings this requirement; and complete a minimum of six semester units of the required courses for the certificate at City, Mesa, or Miramar College.

VI. Certificates of Performance

Shorter credit programs that lead to a certificate may be established by the District. These programs are titled Certificates of Performance.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Certificates for which California Community Colleges Chancellor’s Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

The District may obtain approval of a direct assessment competency-based program from the California Community Colleges Chancellor’s Office.

VII. Curriculum Approval

All degrees and certificates of achievement shall be approved by the colleges’ curriculum committees, Curriculum and Instructional Council, the Board of Trustees, the California

Community Colleges Chancellor's Office, Accrediting Commission for Community and Junior Colleges (ACCJC), and/or appropriate external accrediting agencies.

Certificates of Performance shall be approved by the colleges' curriculum committees, Curriculum and Instructional Council. And the Board of Trustees.

See AP 4025, AP 4025.1, and AP 4025.2 for additional information regarding baccalaureate degrees, associate degrees, and credit and noncredit certificates.

Reference: Education Code Section 66720-66744; 70902(b)(3);
Title 5 Sections 55060 et. Seq., 51022 subdivision (b) ,55270 et. Seq, and
55051; and ACCJC Accreditation Standard 2.

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Administrative Procedure

Chapter 4 – ~~Academic Affairs~~ Instructional Services

AP ~~5102~~ 4102 – CAREER TECHNICAL EDUCATION PROGRAMS

Procedures for the establishment of an appointment process for related advisory committees and the provisions for documenting the competence of students completing vocational and occupational programs are as follows:

1. California Code of Regulations, title 5, Section 55601 requires that each career and technical education program have a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.
 - a. Career education faculty seek industry partners to serve on career education program advisory committees.
 - b. Advisory committees provide guidance for program review, planning, curriculum development, and enhancing college-industry relations.
 - c. Those committees meet at least once per year with all committee rosters, agendas, and meeting minutes retained on file in the office of the dean of career education.
 - d. Districtwide guidance shall be provided through a districtwide Handbook managed through District Educational Services. This handbook will be reviewed no less than every two years.
 - e. Advisory committee membership lists will be submitted to the board, per Title 5 Section 55601, every other year in alignment with the CTE Biennial Review.
 - f. The handbook shall address meeting frequency and committee representation requirements, promising practices, and tools to support advisory committee meeting management and employer engagement on these committees.
 2. California Education Code 78016 requires all occupational programs be reviewed every two years by the governing board of the district to ensure that each program:
 - Meets a documented labor market demand
 - Does not represent unnecessary duplication
 - Is of demonstrated effectiveness as measure by the employment and completion success of its students
1. -

Consistent with federal regulations pertaining to federal financial aid eligibility, the Chancellor or designee shall ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional

materials and on its website. The Chancellor or designee shall establish processes to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Reference: Title 5 Sections 55600 et seq.;
34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
WASC/ACCJC Accreditation Standard ~~II.A.14~~ 2
Ed Code 78016

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