

## CCC-510: Substantial Changes to an Approved Credit Program


This application requires one original, with original signatures, and one copy. The form may be downloaded from the Chancellor's Office web site at <http://www.cccco.edu> by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

### When to use this form:

Use this form to request substantial changes to a previously approved program. Typical changes are:

- The goals and objectives of the program are substantially changed.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past.
- The college wishes to add a new award to an existing program. It may be used to add a certificate of achievement to an existing degree or add a degree to one or more existing certificates of achievement. All existing and proposed awards should be categorized in the **same four-digit T.O.P. code**.
- An existing program is split into two or more tracks, options, emphases, etc. in the **same four-digit T.O.P. code**. In most cases the proposed changes in a 5-digit T.O.P. sub-discipline may be considered within an existing program classified in the corresponding four-digit T.O.P. discipline.

Refer to the discussion beginning on p. 43 for further information about correctly using this form. If the Chancellor's Office believes the proposed changes should have been submitted as a new program, it may request additional information, which may include any of the elements on the "CCC-501: Application for Approval–New Credit Program" form, as necessary.

CCC-510		Rev. Nov. 2008	
Application Date		 California Community Colleges	
<b>SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM</b>			
TITLE OF PROPOSED PROGRAM		CONTACT PERSON	
TITLE OF EXISTING PROGRAM (IF DIFFERENT)		TITLE	
EXISTING PROGRAM T.O.P. CODE	EXISTING PROGRAM UNIQUE CODE	PHONE NUMBER	
COLLEGE	DISTRICT	E-MAIL ADDRESS	
PROJECTED START DATE FOR CHANGE			
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>			
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE)	<input type="checkbox"/> TRANSFER	<input type="checkbox"/> OTHER	

**Title of Proposed Program:** Please provide the exact title that is proposed for the catalog. A program title should clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page.

**Existing Program Information:** Before completing these five fields, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>. Please provide the **title**

**of the existing program** as it is listed in the Inventory of Approved Programs. Names of the **college** and **district**, along with the **T.O.P.** and **unique** codes, are necessary in order for the reviewer to identify the specific existing program that will be modified.

**Contact Person:** The person designated as contact person for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the division or department chair of the originating department, or the originating faculty member who has designed the program.

**Title, Phone Number and E-mail Address** are used for interim communications from the Chancellor's Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication regarding the status of program approval applications is sent to the chief instructional officer with a copy to the contact person.

**Projected Start Date for Change:** Enter the month and year when the college plans to offer the first required course in the proposed program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, if for some reason the program has already started, please indicate "Already started (term) (year)" and explain the reason in the narrative for **4. Optional: Discussion of background and rationale.**

**Primary Goal(s) of Program:** Please check all appropriate boxes. Each choice requires different narrative and documentation as described on the following pages. The narrative for **Criteria A: Appropriateness to Mission** should include explanations for all choices. For the proposed programs that are categorized by T.O.P. codes that are designated for vocational or career technical education, the proposer must complete all sections required for career technical education.

### Planning Summary

Type of change requested: Check all that apply.		Recommended T.O.P. Code	
Replace Existing Program	<input type="checkbox"/>	Units for Degree Major or Area of Emphasis	
Add new Certificate of Achievement	<input type="checkbox"/>	Required Units—Certificate	
Add Degree to Existing Certificate Program	<input type="checkbox"/>	Projected Annual Completers	
Add new Option/Track to Existing Degree	<input type="checkbox"/>		
Delete Existing Degree Major, Area of Emphasis, Track or Option	<input type="checkbox"/>		
Delete Existing Certificate	<input type="checkbox"/>		

**Type of change requested:** Please check the appropriate box or boxes. More than one change to the same existing program can be accomplished with this form. The changes that are marked should then be included in your narrative for **Criteria A. Appropriateness to Mission** as explained below.

**Recommended T.O.P. Code:** The Taxonomy of Programs code is the category that groups the proposed program together with degree and certificate programs on other campuses that have similar goals and objectives. The code is used to aggregate system-wide data on awards,

program completions, placements, job success and other outcomes and serves as the basis for reporting county and statewide job market supply data. For non-occupational programs, the T.O.P. reflects the main discipline or subject matter.

The T.O.P. code is assigned according to the content and outcomes of the program, and should conform closely to the code assigned to similar programs in other colleges around the state. The T.O.P. code is not based on local departmental structure, faculty qualifications, or budget groupings. It is not appropriate to list more than one T.O.P. code for a single application.

If the appropriate T.O.P. code for the new option or certificate is within a **different** four-digit T.O.P. discipline, the CCC-501: "Application for Approval – New Credit Program" form should be used. A college that has difficulty identifying the most appropriate T.O.P. code should contact the Chancellor's Office. The Chancellor's Office may change the T.O.P. code, if necessary, after consulting the college.

**Units for Degree Major or Area of Emphasis** In the space provided, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence.

When the proposed change includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

**Required Units–Certificate:** The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents. If the application seeks approval of a certificate of less than 18 units, refer to p. 47 for instructions.

**Projected Annual Completers:** Number of students estimated to receive the degree or certificate each year after the program is fully established. Explanation must be provided in the attached narrative for **5. Enrollment and Completer Projections**.

## Development Criteria Narrative & Documentation

Describe the development of the proposed program, addressing the five criteria as listed on the form. **Number** the sections of the narrative to match the application form. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated. When this form is used to request approval of a locally approved, low-unit certificate as a Certificate of Achievement, all items numbered from 1-9, including item 4, and appropriate attachments **are required**.

### Criteria A. Appropriateness to Mission

#### **1. Statement of goals and objectives**

A statement must be submitted that defines the goal(s) of the program, including the proposed changes. On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed revision to the program is appropriate to the mission of the community colleges.

For a CTE program, the objectives of the program must list the main competencies students will have achieved that fulfill the requirements of a specific occupation. This statement must, at a minimum, clearly indicate the:

- specific occupation(s) or field(s) that the program will prepare students to enter;
- basic occupational competencies students will acquire.

For a transfer program, the stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a four-year institution. These courses may meet the lower division requirements of a major at four-year institutions.

It is possible that the proposed program could be designated as both CTE and transfer. In this case, both goals should be discussed here. Documentation relevant to both goals is required. For example, if the catalog description of the proposed CTE program states that students will be prepared to transfer, then both labor market analysis and transfer documentation must be submitted with the application.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. It is possible that the required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the program reflects a goal other than CTE or transfer, please explain in detail how this program conforms to the community college mission. When describing a proposed degree with a goal other than CTE or transfer, it is important to describe how it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

It is the application's statement of goal(s) and objectives that serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for Chancellor's Office approval purposes.

## 2. Catalog description

The catalog description of the proposed program should be entered exactly as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description should convey also what students may expect as an outcome and include both the existing program and the new option.

The catalog description for an associate degree should provide an overview of the knowledge and skills that students who complete the requirements should demonstrate (student learning outcomes). If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors should be identified. If the degree is designed for employment preparation, then a list of potential careers should be included. In addition, all prerequisite skills or enrollment limitations should be described.

The catalog description represents a commitment to the student. Exaggerated statements should not be included. Assertions of transfer applicability as well as career applicability should be reasonable and capable of being documented. If transfer applicability is included, proper explanation and documentation must be provided in **9. Transfer Applicability**.

Where job market data or other factors as documented in the application suggest some caveats of which students should be aware, these warnings should be as clearly conveyed in the catalog description as possible. It is recommended that the catalog description mention the

risks, such as for degrees and certificates in occupations that are inherently competitive, low-salaried, and/or in occupational areas where inexperienced graduates are not generally hired.

### 3. New program requirements

The program requirements should be consistent with the catalog description. It should be clear how requirements for the proposed program differ from requirements for the existing program. The number of units, specific course requirements and design of individual courses, and the sequence of the courses should be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local discipline faculty and curriculum committees in regard to the appropriateness of program requirements.

Display a **list of all courses required** for completion of the program, including core requirements, restricted electives, and other requirements. For each course, indicate the course number, course title, and unit values. The total number of units for the new program must be shown.

For degree programs, general education requirements must be indicated. These requirements that may include the local general education pattern, CSU-Breadth or IGETC may be described in any of several ways:

- college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog; or
- required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

For degrees that are designed for students who intend to transfer, students should be advised to complete the CSU-GE or IGETC pattern. Unless the major requires a high number of units, students should not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer. Colleges may request approval of two degrees: one that is not intended for transfer and that allows students to complete the 18-unit minimum general education requirements, and a second degree that is intended for transfer and requires students to complete the CSU-GE or IGETC pattern. When approved, the two degrees will be assigned separate unique codes by the Chancellor's Office and the college must track whether a student completes the non-transfer or transfer requirements.

The **total units required** for the degree should also be shown, including the major requirements or area of emphasis, general education, and electives. If applicable, include any other graduation requirements for completion of the degree as well.

Collectively, the courses designated for the program must be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses should be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime. The set of requirements for a CTE program should reflect the thinking of the advisory committee, as indicated in the advisory committee minutes that are submitted as part of the application. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college should explain its departure from those recommendations.

#### 4. Optional: Discussion of background and rationale (if needed)

This section is required when the proposal requests approval of a certificate of fewer than 18 semester units as a Certificate of Achievement. Otherwise, this section is only required if there are aspects of the new option that need special explanation. This section may include some history of how the proposed change came about, what is different about the program and its importance and why the program is especially appropriate for the region and for the college, including reference to appropriate community support. These explanations should be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This item may be used to justify program objectives or the inclusion of a given course as a requirement. This is an opportunity for a college to explain special considerations and unusual circumstances.

#### Criteria B. Need

##### 5. Enrollment and Completer Projections

Enrollment figures should be based upon enrollment in current courses and/or a survey of prospective students. A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, as well as a description of the population surveyed, and survey results should be included in this documentation.

If possible, include enrollment data for at least two recent semesters and provide estimates of the:

- number of sections of core courses to be offered annually
- annual enrollment (student headcount) in the number of sections estimated above. (It is not necessary to break down enrollment estimates by course. A total enrollment estimate is sufficient.)
- number of anticipated program completers per year after the proposed changes go into effect

For CTE programs, the enrollment and completer projections should be compared to the **Net Job Market**, discussed in **8. Labor Market Information & Analysis**. It is expected that data should demonstrate adequate demand for the estimated completers.

##### 6. Place of proposed change in the curriculum

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory online at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>. This section must indicate if the proposed program replaces any existing program(s) on the college's inventory. The proposer should specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

This narrative should address questions, such as:

- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?

Explain how, if at all, this program makes a new or more productive use of existing resources, and/or builds upon existing programs or services and establishes a new direction for the college. The proposer needs to provide relevant details if this program is related to the termination or scaling down of another program(s),

### **7. Discussion of impact on other colleges in region**

This item is optional for transfer only programs. The narrative should describe all similar programs offered by colleges **within commuting distance** of the college, commonly known as the “college service area.” A brief description of each program is required. Photocopied pages from other colleges' catalogs may be included. Similarities and differences need to be described and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis, targets a different market, demonstrates "state of the art" offerings or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that program developers have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also should demonstrate how such communication helped to design the proposed program. When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important.

### **8. Analysis of labor market need or job availability (for CTE only)**

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e. those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at <http://www.labormarketinfo.edd.ca.gov/>. The Labor Market Information division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the web site to search for labor market projections, choose the “Educators / Schools” link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (T.O.P.) codes. The instructions for accessing the data are subject to change.

**Statewide or national employment data is not acceptable** unless the applicant can show that career mobility in this occupation is common. The application should include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the application must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, please explain and provide other data that justifies the need for the proposed program.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and

Workforce Development Division. Through the web site at <http://coecc.org>, individuals can access comprehensive reports on emerging occupations, called “Environmental Scans,” as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the application, instead summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

Table 3 on p. 58 lists some suggested areas of discussion to include in the analysis of labor market need or job availability.

### Criteria C. Curriculum Standards

#### **9. Transfer applicability to two four-year institutions (if applicable)**

When transfer is included as a major goal in the “Statement of Goals and Objectives” or in the catalog description as an intended goal for students completing the program, the proposed program must be approved with “transfer status.” This status is recorded in the Inventory of Approved Programs when approval is granted. For these programs, evidence must be submitted that courses fulfill lower-division requirements of a specific baccalaureate major or prepare students in an area of emphasis for a major field of study at a four-year institution.

This section is the single most important section of documentation for a transfer program. It must document that the coursework required for the community college program **substantially** satisfies the lower-division coursework requirements of the corresponding university major or prepares students for a particular major/field of study. For those degrees that do not satisfy lower division major preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one four-year institution.

Please indicate to which specific four-year institutions the proposed program may transfer. Documentation for need must be provided or the program will not be approved with transfer status. Programmatic articulation information must be attached, comparing the requirements for the proposed program with the lower-division requirements for the corresponding major, or with lower-division courses that prepare students for the particular area of study, in **two** senior institutions to which students would typically transfer. If the catalog description of the CTE program includes any reference to transferability in the catalog description, then this section of the application should discuss information on the program’s transferability. If such documentation cannot be provided, then the transfer language should be removed from the catalog description.

If articulation cannot be demonstrated with more than one institution, the application can be submitted with “Other” as a primary goal. However, transfer should not be included in the proposed catalog description unless the program has provided adequate evidence for “transfer status.”

Some CTE programs in technical fields are approved with “transfer status.” A program that is **primarily** for the purpose of preparing students for employment immediately after completion should be considered CTE for purposes of program approval. If the catalog description of the CTE program includes any reference to transferability, then this section should discuss information on the program's transferability. If such documentation cannot be provided, then the transfer language should be removed from the catalog description.

#### **Attachment: Outlines of Record for Required Courses**

Outlines of record must be included for **all** courses required of **all** students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. In these cases, the course outlines of record for all courses in the list must be submitted.

Usually, outlines should also be included for all restricted electives. However, if there are more than 10 elective courses, a representative sample of at least three outlines should be included. Do not send outlines for general education courses.

If several related programs are submitted together for approval, do not send duplicate copies of the course outlines. Include the course outlines with one of the applications or narratives, and in all others, refer the reader to the course outlines.

**Attachment: Transfer Documentation (if applicable)**

Provide documentation of transferability for all programs with a primary goal of transfer and for those CTE programs designed for students intending to transfer. This documentation must show that required courses fulfill lower-division requirements. The ASSIST web site (<http://www.assist.org>) provides documentation of transferability from California Community Colleges to California State University and University of California campuses. Printouts from ASSIST may be used in lieu of programmatic articulation agreements, if they do not exist.

The documentation should show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer. When programmatic articulation does not exist, evidence that the required courses are accepted for general education and/or elective credit by more than one four-year institution may be acceptable.

Criteria D. Adequate Resources**10. Discussion of facilities, additional faculty, and new equipment or library resources**

This optional section is only required if the proposed changes to the existing program will require a substantial new investment of facilities, equipment, funding, or faculty. Please discuss how each of these needs will be met, and how the college knows it will be able to provide the resources to continue the option. For guidance in completing this narrative, see instructions for discussion of Criteria D for the CCC-501 form beginning on p. 63.

Criteria E. Compliance**11. Discussion of enrollment restrictions and licensing or accreditation standards**

In this optional item, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed. Program admission or selection procedures should comply with the provisions of Title 5, §55201 and §58106. For guidance in completing this narrative, see instructions for discussion of Criteria E for the CCC-501 form on p. 64.

Signature Page

The proposed program title and name of the college at the top of this page must match the title at the top of the application's first page. If obtaining signatures in sequence is a problem in the time frame provided, photocopies of the signature page may be made, provided each copy shows the name of the proposed program. Signatures may then be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Career Technical Education Regional Consortium when that person is at a different college.

Please be sure to provide all signatures required and fill in all blanks. A date must be filled in for each signature, as well as a typed or printed name. Note that the second box of signatures and date of recommendation for approval by the Career Technical Education Regional Consortium must be filled in **for CTE only**. All programs that are categorized in T.O.P. codes designated as vocational or career technical education must be reviewed by the Career Technical Education Regional Consortium.

In the signature block for the superintendent or chancellor of the district, one of the two boxes must be checked. Either approval by the district governing board (with the date of board approval filled in), **or** approval by the superintendent/chancellor who approved the option under a delegation of authority is required.

Applications missing required signatures, dates or other information will not be reviewed until all parts have been completed.

The original CCC-510 application and one copy, with attachments, should be submitted to:

Credit Program Approval  
Academic Affairs Division  
California Community Colleges  
1102 Q Street  
Sacramento, CA 95811-6549