Victor Valley College
Catalog Committee Booklet
(Last Revised 05/30/2017)

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Committee Purpose

The Catalog Committee is a sub-committee of the Victor Valley College Academic Senate. The following is the committee charge.

The ultimate responsibility for the accuracy and the production of the catalog rests with the Instruction Office, but all decisions regarding production timeline, content, format, design, vendors, printing, and distribution are shared between Instruction and the Catalog Committee. The committee chair and the dean (or designee) work collegially to arrive at a product which is comprehensive, accurate, attractive, and most of all, helpful to students.

Committee Membership

The Senate's Catalog Committee is made up of a chair and other faculty members appointed by the Senate. Resource members contribute to the Catalog Committee charge. The Office of Instruction is typically represented by the Dean and the Schedule Coordinator. Ad hoc members from relevant campus departments also attend committee meetings and contribute to the final product.

Catalog Committee Role	Position	Title
Catalog Committee Chair	Chair	Counselor
Faculty Members	Member	Counselor & Articulation Officer
	Member	Counselor
	Member	Counselor
	Member	Counselor
	Member	Instructor & Curriculum Committee Chair
Resource Members		Dean of Instruction
		Curriculum & Scheduling Coordinator
		Director Admissions & Records
		Director Financial Aid
		Director Marketing & Public Information Officer

Though not a member of the Catalog Committee, the graphic designer produces the final catalog document using design software and publishing the document as a Portable Document Format (PDF). This has been accomplished in the past using both VVC staff and external resources. Currently the catalog is designed in house by a VVC staff member who works on this project via overtime.

Annual Committee Membership

Committee members and resource staff will participate on the committee for one academic year. At the conclusion of each academic year, the committee members will be asked if they plan to volunteer for the following academic year or step down. If members decide not to continue for an additional year, the Chair will ask for volunteers from the Counseling department. Resource members are based on

positions held within the college and will remain on the committee as long as they hold that position at the college.

Meetings & Minutes

The Catalog Committee meets the final Tuesday of each month during the Fall and Spring semesters. The first meeting of the year takes place in September and the final meeting of the year takes place in May. Currently the committee meets from 9:00 to 10:30 am in the Instruction Office conference room.

Minutes are taken by the Curriculum & Scheduling Coordinator.

The Catalog Committee has a SharePoint folder titled "College Catalog" where minutes, handouts, drafts, and any other related items are stored and editable by appropriate staff.

Roles and Responsibilities

Faculty Chair – Duties of the Faculty Chair include gathering catalog related items from staff and faculty, chairing Catalog Committee meetings, and assisting with review of the final catalog document. Specific responsibilities are listed below.

- Prepares agenda for monthly meetings.
- Leads committee meetings.
- Works with appropriate staff for updates and completion of the catalog.
- Reviews and edits the catalog document draft alongside the Curriculum & Scheduling Coordinator.

Faculty Members – Faculty members contribute ideas and suggestions for both the catalog document and the production process. Counseling faculty work with respective department chairs to assist with revisions. Counseling faculty also help to ensure that catalog revisions are submitted by the expected deadlines.

Dean of Instruction – Duties of the Dean of Instruction include overseeing overall scheduling, staffing, and budgeting of the catalog production process, and distribution of the catalog on an annual basis. Specific responsibilities are listed below.

- Designates a budget for the production (graphic design) and printing of the catalog.
- Assigns various aspects of the catalog production to appropriate staff and monitors their work.
- Works with appropriate committees and stakeholder groups such as the Curriculum Committee, Deans, and managers for accurate and timely content.
- Contributes at monthly Catalog Committee meetings.

Staff – There are two staff members who contribute to the catalog production.

The Curriculum & Scheduling Coordinator is responsible for organizing committee meetings and documentation, revising the catalog document, publishing the catalog on the website, and distribution of printed copies. Specific responsibilities are listed below.

- Distributes committee meeting agendas and handouts.
- Takes committee meeting minutes.
- Revises the content of catalog document after compiling revisions from various administrators and from approved Curriculum Committee action. Approved Curriculum Committee action must be approved by all other levels of necessary (i.e. Board of Trustees, Chancellor's Office, etc.) for inclusion in the catalog.
- Delivers the revised catalog document to the graphic designer and works back and forth with the designer until all revisions are completed.
- Delivers the final electronic catalog document to the Webmaster for publishing on the website.
- Delivers the final catalog document for hard copy printing.
- Coordinates the distribution printed catalogs to all areas on campus according to the distribution list.

The Graphic Designer is responsible for importing the updated catalog content into a design software to make the catalog easy to access and read, and making it visually appealing. Specific responsibilities are listed below.

- Receives the catalog content from the Curriculum & Scheduling Coordinator and designs the catalog.
- Delivers a draft of each section to the Office of Instruction by the established deadlines.
- After receiving feedback from both the Curriculum & Scheduling Coordinator and the Catalog Committee Faculty Co-Chair, the Graphic Designer finalizes the document.

Administrators – The additional administrators on the catalog committee contribute ideas and suggestions for both the catalog document and the production process. They also revise their respective sections of the catalog.

Annual Timeline

The production of the catalog is a year-long process. Below are the monthly benchmarks that should be achieved for a quality product, an efficient process, and adherence to the deadlines.

September

- Review and approve the timelines for the year.
- Confirm Counselor contacts for designated departments, make changes (new departments, changes in departments, deactivated departments).
- Discuss any items that may need to be vetted through appropriate areas on campus.

October

- Continue to discuss items related to the catalog and any need for vetting.
- Send reminders to all faculty regarding deadlines for curriculum changes to be included in the upcoming catalog responsibilities and deadlines.

November

- Send out request for revisions to non-instructional pages.
- Ensure that any documents or policies included in the catalog are approved by appropriate committees or stakeholder groups. For example, AP/IB/CLEP charts should be approved by the Academic Senate. Another example, updated Board Policies such as Student Conduct must have approval at all necessary levels.

January - February

- Continue to discuss items related to the catalog and any need for vetting.

March

- Finalize preparation of instructional pages.
- Assessment of catalog via survey to students and staff.

April

- Send out request for revisions to instructional pages.
- Receive revisions and incorporate into draft for graphic designer.
- Review results of catalog assessment survey.

May

- Submit draft to graphic designer.
- Complete final review of draft.
- Designate a budget line item for the upcoming catalog production.
- Discuss any committee member changes for the upcoming year (for example members may want to step down, or new members may need to be added, etc.)
- Agree upon regular meeting dates, times and location and schedule the meetings.

June

- Print and publish final catalog.
- Distribute hard copies to campus community.

Addendum

Adherence to the deadlines approved for the year should result in a catalog that is produced on time. However, in the event of unexpected items that must be included in the catalog for a given year, an addendum may be published. Examples of unexpected items would be new mandates, changes in regulations, etc. and likely come from external sources outside the control of regular college planning.

At the conclusion of the academic year, the Catalog Committee Chair and the Dean of Instruction will review curricular items that have been submitted through the Curriculum Committee or have been received from the Chancellor's Office after the established catalog deadline for the year and determine if an addendum is warranted. An addendum would publish changes in curriculum and/or policies. It would cover the time period after the original catalog deadline up through the fall of the current year. All items past this timeframe would need to be held until the following year's catalog for implementation.

Budget

The Dean of Instruction will establish a budget in the spring of each academic year to fund the catalog production for the upcoming academic year. Budget items will include the cost of design and printing of the catalog. In addition, when the Catalog Committee is prepared to adopt a fully online catalog software, the Dean of Instruction will establish a budget for the implementation and maintenance of this system. When the catalog is migrated to an online system, hard copy catalogs will still be printed for certain college staff members.

Appendices

Catalog Committee Members for the 2016-2017 Academic Year

Catalog Committee Role	Title	Name
Committee Chair	Counselor	Lorena Dorn
Faculty Members	Counselor & Articulation Officer	Pamela James
	Counselor	Diane Wollan
	Counselor	Fernando Contreras
	Counselor	Manuel Gaytan
	Instructor & Curriculum Committee Chair	Deborah Blanchard
Resource Members	Dean of Instruction	Vacant
	Curriculum & Scheduling Coordinator	Melina Rodriguez
	Director Admissions & Records	Greta Moon
	Director Financial Aid	Jason Judkins
	Director Marketing & Public Information Officer	Robert Sewell

Annual Catalog Process and Timelines
2017-2018 Catalog (updated 04/25/17)

Term	Week	Activity	Responsible Person(s)	Due Date
Spring 2016	?	Ensure that budget is allocated for upcoming fiscal year	Dean of Instruction	Final Meeting
	Week 15	Set up Fall 2016 and Spring 2017 meeting times (book meeting rooms; invite attendees)	Catalog Committee Chair	Final Meeting
Fall 2016	Week 3	Dean, Chair, and Instruction Staff meet to set up timeline for the year	Dean of Instruction and Catalog Committee Chair	09/16/16
	Week 5	First committee meeting • Establish contract with vendor or designate internal staff for graphic design • Establish assignments and deadlines (Production Timelines)	Dean of Instruction and Catalog Committee Chair	09/27/16
	Week 9	Instruction Office send note to all faculty that curriculum revisions must be on the 02/23/17 curriculum committee agenda (or earlier) in order to be included in the 2017-2018 catalog	Dean of Instruction	10/25/16
	Week 14	Send out request for revisions on non-instructional pages	Instruction Staff	11/29/16
	Week 14	Ensure that AP/IB/CLEP Charts are updated and approved by Curriculum/Academic Senate	Catalog Committee Chair and Curriculum Committee Representative	11/29/16
Win-ter 2017	Winter	Deadline for non-instructional page updates	Instruction Staff	01/13/17
	Winter	Deliver non-instructional pages to graphic designer	Instruction Staff	02/03/17
Spring 2017	Week 3	Deadline for graphic designer to submit draft of non-instructional pages	Instruction Staff	03/03/17
	Week 3	Send preliminary message to all Department Chairs regarding instructional page updates	Dean of Instruction	02/28/17
	Week 4	Distribute non-instructional draft to committee	Instruction Staff	03/06/17

	Week 4	Gather revisions from counselors	Catalog Committee Chair	03/10/17
	Week 5	Proofread graphic designer draft of non-instructional pages	Catalog Committee	03/06/17 03/17/17
	Week 5	Distribute assessment of catalog to students & staff	Dean of Instruction	03/17/17
	Week 7	Distribute Instructional (Program/Course) sections to department chairs for revisions	Instruction Staff	03/31/17
	Week 7	Deadline for graphic designer to deliver final copy of non-instructional	Instruction Staff	03/31/17
	Spring Break			
	Week 9	2nd Non-Instructional draft due from graphic designer and send out to committee for review	Instruction Staff	04/17/17
	Week 10	Final review on Non-Instructional draft due from committee to Instruction Staff	Catalog Committee	04/25/17
	Week 10	Final Non-Instructional revisions due to graphic designer	Instruction Staff	04/25/17
	Week 10	Review assessment of catalog	Catalog Committee	04/25/17
	Week 10	Reminder to Department Chairs of upcoming deadline	Dean of Instruction	04/25/17
	Week 10	Deadline for Instructional page revisions from department chairs to counselors	Counselors on Catalog Committee	04/28/17
	Week 11	Reminder e-mail to Department Chairs and Deans for those who missed the deadline (if needed)	Dean of Instruction/VP of Instruction	05/01/17
	Week 11	Final Non-Instructional draft due from graphic designer to Office of Instruction	Instruction Staff	05/02/17
	Week 11 & 12	Consolidation of revisions/feedback into one document	Instruction Staff	05/01/17 05/12/17
	Week 12	Final Reminder to Department Chairs and Deans for those who still have not met the deadline (if needed)	VP of Instruction	05/08/17
	Week 12	Deliver Instructional section to graphic designer	Instruction Staff	05/12/17
	Week 14	Instructional draft due from graphic designer	Instruction Staff	05/22/17
	Week 14	Catalog Committee reviews draft	Catalog Committee	05/22/17 05/29/17
	Week 15	Catalog Committee provides feedback at final meeting	Catalog Committee	05/30/17

	Week 15	Deliver final Instructional draft to graphic designer	Instruction Staff	05/31/17
Summer 2017	Summer	2nd Instructional draft due from graphic designer	Instruction Staff	06/05/17
	Sumer	Final review on Instructional draft due from committee for Instruction Staff to resend to graphic designer	Catalog Committee Chair and Instruction Staff (and committee members, if available)	06/05/17 06/12/17
	Summer	Consolidation of revisions/feedback	Instruction Staff	06/12/17 06/15/17
	Summer	Deliver edits to graphic designer	Instruction Staff	06/19/17
	Summer	Deadline for graphic designer to complete project	Dean of Instruction and Instruction Staff	06/22/17
	Summer	Print catalog and publish on website	Director of Marketing & PIO	06/29/17
	Summer	Market catalog in Bookstore	Bookstore Manager	07/03/17

Annual Addendum Process and Timelines
2017-2018 Catalog

Term	Week	Activity	Responsible Person(s)	Due Date
Spring 2017	Week 15	Final Curriculum Committee meeting where approved curriculum may be included in the upcoming academic year addendum.	Instruction Staff	06/08/17
	Week 15	Determine if an addendum for the upcoming academic year is imperative.	Dean of Instruction and Catalog Committee Chair	06/09/17
Summer 2017		Confirm that all curriculum action through the final spring meeting has approval at all levels (BOT, Chancellor's Office, etc.)	Instruction Staff	07/31/17
		Ensure that graphic designer's contract is approved for additional addendum work.	Dean of Instruction	08/15/17
Fall 2017	Week 5	Review addendum draft	Catalog Committee	09/30/17
	Week 7	Submit addendum draft to graphic designer	Instruction Staff	10/15/17
	Week 10	Deadline for graphic designer to submit addendum draft/final	Instruction Staff	10/31/17
	Week 12	Publish addendum on website. Print and distribute hard copies to managers, counselors, Admissions & Records, and Financial Aid staff.	Catalog Committee Chair	11/15/17

Revised 02/21/2017

Catalog Section Assignments

Assigned to:

President Message

BOT

Administration

Vision, Values, Mission and Goals   President's Office

Campus Culture and Climate
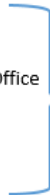
College History

What We Offer

- Degrees and Certificates
- Technical Education
- ESL (English and Spanish)   Mark Clair
- Distance Education
- Adult and Community Ed
- Community Service

Campus Locations and Services

- Student Services (list them and ask to refer to websites)
    - Bldg 50 – DSPS, CalWorks, EOPS, CARE
    - Bldg 52 – Admissions and Records, Financial Aid and Bursar's Office
    - Bldg 53 – Student Services Lab   Margie Sandello
    - Bldg 55 – Counseling, Assessment, Transfer Center
    - Bldg 21 – Help Desk, WebAdvisor, Blackboard
    - VRC
- Classrooms and Off Campus Locations   Steve Garcia and Kelley Johnson
- RPSTC   Ron Graham
- Bookstore   Deanna Murphy
- Library   Mark Clair
- Tutoring   Herbert English
- Campus Police (Campus Security/Police) pg.17   Chief Knight
- Amenities
    - SAC   Robert Sewell
    - Parking Structure (alternative parking options) pg. 23   Chief Knight
    - Emergency Phones (emergency phones and vending machines) pg. 25   Chief Knight
    - Restroom   Steve Garcia
    - Vending Machine (emergency phones and vending machines) pg. 25   Deanna Murphy
- Child Development and Head Start Program (pg.   Kelley Johnson
- Co-Curricular Programs
    - Performance Arts Center
        - Ticket Information Center   Deanna Murphy
    - Clubs   Robert Sewell/Herb English
    - Athletics   Jay Tashima

Policies and Regulations

- Open Class Policy ——————————→ Mark Clair
- Academic Freedom ——————————→ Jessica Gibbs (Academic Senate)
- Student Handbook
    - Student Responsibilities
    - Student ID   Carey Alstadt
    - Student Insurance
- Human Resources Topics
    - Equal Opportunity (English and Spanish) pg.17
    - Non-Discriminatory (English and Spanish) pg. 19
        - Discrimination/Complaint pg. 18   Human Resources (Raymond Quan)
    - ADA pg. 19
    - Sexual Harassment (English/Spanish) pg.18
    - Student Record/Directory pg. 19
    - Student Affirm Action (SSSP) pg.18 ——————→ Herbert English/Carey Alstadt

- Campus Police Topics
    - Safety (53) pg.53
    - VAWA pg.17
    - Parking Rules and Regulations pg.23
    - Parking Enforcement and Regulations   pg.23   Chief Knight
    - Citations pg.23
    - Other Campus Regulations pg. 17
    - Drug/Alcohol Free pg. 16
    - Smoke Free pg.17

↓ Student Honors and Graduation Honors moved to "Managing Your Education" Section
↓ Awards moved to Student Services Section

Catalog Distribution List

	Catalog Distribution List for VVC Employees
6	Board of Trustees
2	President
3	Executive Vice President
26	Deans, Directors, Managers
40	Department Chairs
80	All other Full-Time Faculty
5	Presidents: Academic Senate, VVCFA, AFT, CSEA, ASB
10	Curriculum Committee
7	Instruction Office
10	Admissions & Records
6	Financial Aid
100	Counselors (plus a class set of 30 and copies for HS Counselor Luncheon)
3	Transfer Center
3	RampUp
5	Library
3	Research Department
1	Catalog Graphic Designer

310 Total

For all administrators, a second copy for their administrative assistants is included.

Revised: 11/16/2016

Victor Valley College Divisions and Department Chairs
Academic Year: 2016 - 2017

HASS - Dean: Dr. Ellerson

DEPARTMENTS	CHAIR	
AMUS/MUSC	D Graham	x2729
ANTH	Richard Cerreto	x2385
ART/CART/PHOT	Frank Foster	x2423
ASL/FREN/SPAN	Mo Franco	x2343
BADM/BRE/ECON	Dave Hollomon	x2382
BET	Barbara Becker	x2661
CMST/JOUR	Jackie Augustine	x2722
ENGL	Karen Tomlin	x2311
GEOG	*Lisa Ellis (temp)*	*x2684*
HIST	Lisa Ellis	x2684
LIB/EDUC/ETEC	Leslie Huiner	x2321
NON-CREDIT	Dean of HASS	
PAL/POLS	Dave Dupree	x2229
PHIL/RLST	Lisa Ellis (temp)	x2224
PSYC	Patricia Jennings	x2730
SOC	Eugene Tashima	x2258
TA	Ed Heaberlin	x2638

STUSVC - Dean: Art Lopez

DEPARTMENTS	CHAIR	
GUID/COUN/DVST	Diane Wollan	x2637
ATHL	*N/A*	

SES - Dean: Herbert English

DEPARTMENTS	CHAIR	
BSKL	Patty Golder	x2540
ESL/AENG/ACOM	Maria Ruiz	x2686

HSPS - Dean: Dr. Graham

DEPARTMENTS	CHAIR	
APE/PE/KIN/KIND/HLTH	Christa White	x2365
AGNR	Neville Slade	x2698
AJ	Rand Padgett	x2710
ALDH/NURS	Diego Garcia	x2337
AUTO	Lee Bennett	x2426
AVA	Chris Oshita	246-9794
COOP	TBA	x2288
CT/CTMF/CTMT/CTPW	Anthony Bonato	x2817
EMS	Dave Oleson	x2738
FIRE	Heath Cohen	x3116
RMGT	*N/A*	
RSPT	Traci Marin	x2509
WELD	*T. Kuhns*	*x2426*

STEM - Dean: Dr. Eydgahi

DEPARTMENTS	CHAIR	
BIOL	Lisa Harvey	x2658
CHDV	Marsha Cole/ Sandy Visser	x2776/ x2771
CHEM/GEOL/OCEA/PSCI	T.J. Kennedy	x2276
CIDG/ELCT/MERT	Claude Oliver	x2391
CIS	Paul Tonning	x2409
MATH	Steve Toner	x2770
PHYS/ASTR	Michael Butros	x2506

10/24/16

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Catalog Committee

Counselor Contacts for VVC Academic Departments

Manuel Gaytan (ext. 2442)			
AJ	EMS	OCEA	PSYC
ASTR	FIRE	PHYS	
CHEM	GEOL	PSCI	

Pamela James (ext. 2550)			
APE	CMST	HLTH	MUSC
ART	EDUC	JOUR	PHOT
CART	ENGL	KIN	SOC
CHDV	ETEC	KIND/TA	TA

Diane Wollan (ext. 2637)			
ALDH	BSKL	MATH	RSPT
ATHL	DVST	NURS	
BIOL	GUID	PAL	

Lorena Dorn (ext. 2270)			
ACOM	ANTH	CIS	PHIL
ADPE	ASL	ECON	RLST
AENG	BADM	ELCT	SPAN
AHOM	BET	FREN	
AMUS	BRE	HIST	
APAR	CIDG	MERT	

Fernando Contreras (ext. 2388)			
AGNR	CT	ESL	WELD
AUTO	CTMF	GEOG	
AVA	CTMT	POLS	
COOP	CTPW	RMGT	

Catalog Addendum Criteria Discussion
7/28/2016

Types of Curriculum Updates Since Last Catalog Deadline:	What Is The Impact On:
New Courses Removal of a Prerequisite Course Deactivation Program Deactivation (Certs/Degrees) Course Number Changes Change of Instructional Method Course Description Changes Course Title Changes Recommended Preparation Changes Department Name Changes Program Changes: • Course Removal • Course Addition • Course Title Changes • Course Unit Changes	Students **District Liability (FA & Federal Funding)** ACCJC Requirements Articulation Agreements Operations

Catalog	Addendum
New Courses Course Deactivations (?) Program Deactivations Course Number Changes Change of Instructional Method Recommended Prep. Changes Department Name Changes Program Change: Course Removal Program Change: Course Additions Program Change: Course Title Changes Program Change: Course Unit Changes	Prerequisite Removal Course Title Changes Course Description Changes Course Deactivations (?) If BOT Approved by the Catalog deadline Pending Chancellor Approval ONLY: • Program Change: Course Removal • Program Change: Course Addition • Program Change: Title Changes • Program Change: Unit Changes

End Note - Catalog Requirements

The following list of required information must be included in the college catalog.

1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the
- Institution
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length,
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

2. Requirements

- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

4. Locations or Publications Where Other Policies may be found

§ 52010. Effect of Regulations, Revision of District Policies and Publications.

Each community college district must comply with all regulatory requirements set forth in this division once such requirements take effect. Notwithstanding the foregoing, unless otherwise expressly provided in a particular regulation, a district will not be considered to be out of compliance with a regulatory requirement solely because its written district policies or procedures have not been revised, provided that it conforms such policies or procedures to the regulatory requirement within one hundred and eighty (180) days after the effective date of such regulations and, at the first available opportunity, incorporates necessary changes into its catalog and class schedules.

§ 55005. Publication of Course Standards.

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

(a) The designation of the course as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.

(b) Whether the course is transferable to baccalaureate institutions.

(c) Whether the course fulfills a major/area of emphasis or general education requirement.

(d) Whether the course is offered on the "pass-no pass" basis.

§ 55531. Institutional Responsibilities.

(a) The governing board of each community college district shall adopt policies reflecting the provisions of section 55530, Student Rights and Responsibilities. Colleges shall take steps to ensure that information regarding its matriculation policies are accessible and available to all students during or prior to enrollment (e.g., during orientation) and are included in class schedules, catalogs, or other appropriate communications describing student rights and responsibilities under this subchapter.

(b) Once the student has identified a course of study and completed 15 semester units or 22 quarter units of degree applicable course work, the college must provide the student with an opportunity to develop a comprehensive student education plan pursuant to section 55524 within a reasonable time period. Student responsibilities shall also be identified in the student's education plan developed pursuant to section 55524.

(c) Colleges are required to provide nonexempt students with the services specified in sections 55520, 55521, 55522, 55523, and 55524. Initial implementation of these services is required for first time students identified in section 55530(b) by the fall 2015 term. Beginning with the spring 2015 term, districts shall notify students of the requirements established by this subchapter.

(d) Districts may establish a policy providing that a nonexempt student will have a hold placed on registration or lose registration priority pursuant to section 58108 if a student fails to fulfill the responsibilities set forth in section 55530(b) and (c).

(e) Districts and colleges shall make reasonable efforts to avoid duplication of the orientation, assessment, counseling, advising, or other education planning services, and development of student education plans funded through this subchapter or funded through other programs.

(f) It is the intent of this subchapter that instructional and student services departments at each college shall use multiple sources of data from student education planning efforts and identified courses of study to coordinate course scheduling.

Curriculum Approval and Authority

Community college program and course proposals require review and approval by the Chancellor's Office prior to being offered at a community college. Formal notifications of (new and substantial change) program and course approvals are sent by email to the campus Chief Instructional Officer with a copy to campus designee(s).

Colleges that receive Chancellor's Office approval of a new credit or noncredit program or course are authorized to:

- Publish the description of a new program or course in the catalog or publicize a new program or course in other ways (California Code of Regulations, Title 5, § 55005).
- Offer programs and courses as they were described and approved in the proposal.
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Education Code, § 70901(b)(10); California Code of Regulations, Title 5, § 55130 and § 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate (Education Code, §§ 70901(b)(10) and 70902(b)(2)). Degree or certificate awards for programs that have not been approved by the Chancellor's Office when approval is required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates and degrees on student transcripts (California Code of Regulations, Title 5, §§ 55060-55072).
- Collect Related and Supplemental Instruction (RSI) funding if the Division of Apprenticeship Standards (DAS) has also formally approved a proposed apprenticeship program.

Open Courses

Every community college is required, as a minimum condition of state aid, to place a statement on open courses in its catalog and class schedules. Title 5, section 51006, requires colleges to publish a statement in the official catalog and schedule of classes that all course sections or classes for which state aid is awarded are open to enrollment and participation by any person admitted to the college. The college may only restrict enrollment in a course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet prerequisites that have been established pursuant to Title 5, section 55003. Situations where enrollment limitation may be allowed are discussed more specifically in Title 5, section 58106. These sections allow the college to restrict students from enrolling in a course when:

- Prerequisites, corequisites, or other advisories on recommended preparation have been established for the course.

- Health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.

Special Classes Instruction for Students with Disabilities

Pursuant to Title 5, section 56028:

Special classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes shall be open to enrollment to students who do not have disabilities; however, to qualify for a special class, a majority of those enrolled in the class must be students with disabilities.

Special classes may also refer, however, to distinct courses with their own CORs, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course with objectives unique to that population. In both cases, special classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California community colleges. Such courses cannot be designed primarily to provide group activities or services (e.g., therapeutic activity, counseling, or assessment testing), but must instead provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Title 5 contains definitions and specific provisions related to approval of courses for students with disabilities:

- Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (California Code of Regulations, Title 5, § 56028).
- The course description published in the college catalog may note that it has been designed for students with specific disabilities, but the college may not restrict enrollment to such students, nor require students to register for classes through the Disabled Student Program and Services (DSPS) program or counselor, nor otherwise violate the open-enrollment provisions of state law (California Code of Regulations, Title 5, § 1006).
- California Code of Regulations, Title 5, section 56029, allows extended repetitions of DSPS courses under certain circumstances.

General Education

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

NARRATIVE TEMPLATE for Associate Degrees for Transfer (ADTs)

Item 2. Catalog Description

The catalog description of the proposed ADT represents a commitment to the student and must be entered exactly as it will appear in the college catalog. Please include an overview of the knowledge and skills students will demonstrate upon completion.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them.

SUBMISSION CHECKLIST

Item 2. Catalog Description

- Entered exactly as it will appear in the college catalog
- Refers to the ADT using the following convention – Associate in Arts/Science in (approved discipline) for Transfer – for example, "Associate in Arts in Art History for Transfer"
- Includes an overview of the knowledge and skills students will demonstrate upon completion
- Includes ADT completion requirements pursuant to SB1440 (as cited in the Supporting Documentation – Narrative sub-section of this Guide)
    - o Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    - o The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
    - o (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
    - o (2) Obtainment of a minimum grade point average of 2.0.
    - o ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.
    - o If the ADT program goal selected is "Career Technical Education (CTE) and Transfer" the potential careers students may enter upon completion are listed

NARRATIVE TEMPLATE for a Traditional Associate Degree: Associate of Arts (A.A.) and Associate of Science (A.S.)

Item 2. Catalog Description

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

- Convey the associate degree's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes Transfer, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must 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 faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

NARRATIVE TEMPLATE for a Certificate of Achievement

Item 2. Catalog Description

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

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the certificate program goal selected is "Career Technical Education (CTE)," then the description must list the potential careers students may enter upon completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must 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 faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

NARRATIVE TEMPLATE for a Certificate of Competency

Item 2. Catalog Description

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

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations

- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must 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 faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

NARRATIVE TEMPLATE for a Certificate of Completion

Item 2. Catalog Description

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

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the certificate program goal selected is "Career Technical Education (CTE)," then the description must list the potential careers students may enter upon completion.

- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

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

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must 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 faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.