

**SANTA
BARBARA CITY
COLLEGE
CURRICULUM
HANDBOOK**

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About the Curriculum Committee

The [Curriculum Advisory Committee](#) (CAC), page 12 in the bylaws, is a subcommittee of the Academic Senate.

Functions and Responsibilities:

- Reviews and approves all proposed changes and additions to college curriculum.
- Ensures adherence to Federal, State and District laws, guidelines and regulations.
- Reviews other college functions related to curriculum.
- Advises the Executive Vice President, Educational Programs, on curriculum development.
- Reviews the GE requirements and recommends changes as appropriate.

Continuity of Instruction and Services

Santa Barbara City College Curriculum Advisory Committee
March 9, 2020

In the event of an emergency situation which requires an interruption of instruction for all classes at SBCC, faculty may use whatever online or technology tools they can to deliver their instructional materials as long as all equity considerations in relation to access to the technology and the assignment of grades are taken into consideration. The requirement for mandated Distance Ed training will be temporarily waived for the duration of the campus closure. CAC does not expect these adaptations to go through a curriculum review process unless those adaptations continue after the official interruption of instruction has been suspended. In compliance with the Chancellor's office guidance a blanket Distance Ed addendum will be drafted.

Board Policies and Administrative Procedures

[Chapter 3 General Institution](#)

[Chapter 4 Academic Affairs](#)

[BP 4020](#) Curriculum

[AP 4020](#) Curriculum

[BP 4021](#) Establishing, Modifying or Discontinuing Programs

[AP 4021](#) Establishing, Modifying or Discontinuing Programs

[AP 4022](#) Course Approval

Membership

- 1 CAC Chair (elected at large)
- 11 Faculty (1 from each division; voting member)
- 4 At-Large Faculty (no more than a total of 3 from any one division; non-voting member)
- 2 Noncredit Faculty (voting member)
- 1 Educational Programs Dean (non-voting)
Educational Programs Deans (resources as needed; non-voting member)
- 1 Articulation Officer (resource; non-voting member)
- 1 Resource Distance Education Specialist (non-voting member)
- 1 Librarian (resource; non-voting member)
- 1 Accessibility Specialist/ ESD (resource; non-voting)
- 1 Academic Senate Liaison (non-voting)
- 1 Student Liaison (non voting)
- 2 Curriculum Coordinators (non voting)

CAC Chair recruitment

CAC is an Academic Senate Committee, and its chair is compensated with 6 TLUs per semester. We require a 3-year commitment (per Senate bylaws), and the senate and EVPs office support annual training at the ASCCC Curriculum Institute in July.

CAC Chair responsibilities

- Chair twice-monthly CAC meetings and the alternate Mondays tech reviews and training sessions
- Work with the curriculum coordinator to develop meeting agendas
- Cast the tie-breaking vote on CAC decisions, as needed
- Provide advice and support to department chairs working on new and modified curriculum and programs
- Establish and maintain cooperative and effective relationships working as a liaison with faculty and the Curriculum Coordinator
- Plan and lead inservice curriculum workshops, including currIQúnet training
- Communicate changes to local, state and federal regulations to appropriate stakeholders
- Provide final faculty approval on all curriculum items referred to the Board of Trustees
- Demonstrate and apply curriculum-related knowledge from key foundational documents: the Education Code, Title 5 and the Program and Course Approval Handbook
- Assist the Curriculum Advisory Coordinator in overseeing District curriculum processes, timelines and deadlines. Assist the coordinator in maintaining accuracy and integrity of the district curriculum records of instructional programs and course documents
- Maintain currency of curriculum compliance with Title 5 regulations; disseminate changes in Title 5 regulations to administrators, faculty, and staff; identify areas of curriculum affected by these changes; compare and contrast changes to Title 5 regulations and make appropriate adjustments to materials and other resources as required
- Attend ASCCC July Curriculum Institute

The Chair will...

- Conduct each meeting according to the Brown Act and Robert's Rules of Order
- Be responsible for bringing issues and concerns to the membership
- Appoint a subcommittee, when necessary, composed of committee members and other full-time certified personnel as deemed appropriate
- Call for Special Meetings when necessary

Curriculum Coordinators will...

- Work with the CAC Chair on the agenda
- Post the agenda 72 hours in advance for regular meetings and 24 hours in advance for special meetings
- Take minutes during regular and special meetings
- Assist Faculty with software issues
- Keep records and maintain the Curriculum Advisory Committee (CAC) shared drive
- Assist CAC Chair with In-Service curriculum workshops
- Work with CAC Chair to keep the website updated

Faculty's role in curriculum development

Faculty are responsible for the creation of curriculum. The Course Outline of Record or COR is the fundamental structure of a course, outlining the content of the course, units/hours, student learning outcomes, instructional methods and methods of evaluation.

Faculty are responsible for:

- Ensuring course content is current and relevant

- Equity elements are in the Course Outline of Record
- Updating courses for their required five year review or two year review for CTE
- Choosing a Discipline to identify Minimum Qualification Discipline Designation (Min Quals or MQ's)
- Track proposals through the CAC approval process

Equity in the Course Outline of Record

As SBCC looks to the future, we recognize that student success will improve with equity elements integrated more holistically into course design. The development of the COR (course outline of record) is an effective place to organize a college-wide integration of equity in courses. This is true for online courses as well as face-to-face courses. SBCC's CAC is formally committed to developing a process by which equity is explicitly addressed in the COR of every course that is modified or created at CAC. The CAC is also dedicated to development of specific mechanisms by which equity concerns, strategies, and pedagogical approaches are recorded into the course management program (i.e., currlQúnet) for all courses.

CAC Division Representative's role in curriculum development

Division Reps are responsible for reviewing and approving changes of content in the Course Outline of Record or COR, such as but not limited to, course content, units/hours, student learning outcomes, instructional methods and methods of evaluation.

CAC Reps are responsible for:

- Reviewing CORs to ensure alignment throughout the elements of the COR, such as Objectives, SLOs and course content
- Confirm a Minimum Qualification Discipline Designation (Min Quals or MQ's) have been identified

- Double check the textbooks are current or have the appropriate legacy explanation
- Identify issues in currIQúnet course proposals that course originators need to address and refer originators to resources on the CAC website that they may utilize in writing or correcting COR
- Assist Instructor in presenting course at CAC meetings

CAC Meetings

The Curriculum Advisory Committee meets the first Monday of the Fall and Spring semesters and then on the first and third Mondays of each month. The CAC Chair can/will add Special Meetings to the calendar as needed during the academic year.

Meetings are from 3:00-5:00pm in BC-214, located in the Business/Communications Center and in Room 19 at the Wake Campus. Once a quorum has been reached the meeting will start.

Agenda

The agenda will be prepared for each meeting by the CAC Chair and Curriculum Coordinators. The agenda will be posted on Board Docs a minimum of three days (72 hours) prior to the meeting. Special Meetings agendas will be posted on Board Docs a minimum of one day (24 hours) prior to the meeting. Meetings are typically posted on Friday around noon.

The Curriculum Advisory Committee is a Brown Act committee and will:

- Only discuss items on the agenda
- Place courses and programs on the Action agenda. The committee can carry any item to the next meeting if they deem the item not ready for Action.

- CAC Reps or approval experts may request a course/program to be placed on the Hearing agenda for the entire committee to review and make recommendations. Once the committee has come to an agreement the course/program will be placed in the following Action agenda.

Requesting an item to be added to the agenda

1. **How do I get a topic on the agenda?** To request a topic to be added either request a topic to be added to an agenda during the meeting in the Topics for future meetings item or contact the CAC Chair and Curriculum Coordinators prior to the meeting
2. **What is the deadline to get a topic on the agenda?** When possible the Curriculum Coordinators request a week or two notice. They build out an agenda and invite instructors to attend meetings a week or so in advance. Some days the agendas are packed full and there is very little wiggle room to add discussion items. The CAC Chair will make the final decision on what will appear on the agenda.
3. **What if I miss the deadline and I feel the topic is important?** The CAC Chair can request a Special Meeting and bring the committee together the following Monday.

Minutes

Minutes of each meeting will be approved by the CAC at or close to the next meeting. Approved minutes will be uploaded to Board Docs. Anyone may request Historical minutes from the Curriculum Coordinators.

Annual Curriculum Approval Certification

Each year the Chancellor's Office requires Santa Barbara City College to sign and abide by the policies laid out in the Annual Curriculum Approval Certification.

- Colleges are certifying that all approved curriculum will align with all requirements outlines in Education Code, Title 5, and the most current edition of the Program and Course Approval Handbook (PCAH)
- College must have a board policy related to the credit hour. Policy must be submitted to the CO with the certification memo. (BP 4020) (AP 4020)(AP4022)
- College must have a cooperative work experience plan that has been approved by the local governing board (plan does not need to be submitted to the CO) (BP 4103) (AP 4103)

The CAC Chair, Academic Senate President, EVP and President are required to sign the memo which allows SBCC to have automated approval of :

- Credit Courses (including Work Experience)
- Modification to Local Degrees/Certificates (including CTE modifications)
- Must have Original Narrative/ Advisory Committee minutes/ Regional Consortia recommendation
- Requires Revised Narrative
- New Local Credit Degrees and Certificates (without CTE Top Code)

Automated approval allows:

1. The Curriculum Coordinator to 'chapter' SBCC's curriculum in the State curriculum software
2. To receive a Course Control Number (CCC#) within a 48 hour period.
3. Enter in non-substantial edits or make corrections
4. Update local programs

Resources

Resource links can be found on the [CAC website under Resources](#)

- Program and Course Approval Handbook

- California Community Colleges Curriculum Submission and Approval Technical Manual (pending)
- Title 5
- THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED
- Principles of Course Enrollment Maximums Guidelines for Establishing Class Caps: A Working Document*
- Minimum Qualifications for Faculty and Administrators
- Top Codes

Moving a proposal through the CAC

Courses

Fall In-Service workshops are available to assist Faculty in creating proposals in the curriculum software. The deadline for submitting proposals can be found on the [CAC Website](#). One-on-one sessions with a Curriculum Coordinator may be scheduled at any point during the semester.

There are three phases to moving a course proposal through the [CAC system](#):

Phase I The Build

There are 15 different tabs/forms in the curriculum software to assist an Originator in building a Chancellor's Office approved Course Outline of Record. During Phase I -The Build, the Originator creates a proposal in the curriculum software and works with their CAC Division Rep to create a State approvable proposal. The originator meets with the Articulation Officer when building the course proposal to address any questions or concerns related to the transferability and articulation of the course to four-year universities.

Phase II Local Approval

The CAC Division Rep and Originator bring forth the new/modified curriculum to the CAC for Hearing and Action. Courses that require current adjustments to programs, certificates or skill competency awards will be required to bring program modifications forward at the same time.

Phase III Implementation

When a control number is issued, the proposal is implemented in the curriculum software and made Active. This Active course's information is sent to Scheduling and the course information is created or updated in Banner.

Course Fees

[Student Fee Handbook](#)

Courses with approved fees can be found in the Catalog: [Course Fees](#)

Honors

The Honors Program at SBCC seeks students to be part of a rewarding and challenging interdisciplinary approach to general education and community, grounded in a shared theme chosen by students. This creates a more coherent, interesting approach to GE and IGETC requirements, allowing Honors students to investigate ideas across disciplines.

Contact the Faculty member in charge of the Honors program when creating a new course.

1. Honors courses need the H attached to the number, example ENG 110H
2. Honors courses are usually 4 units
3. The course description mentions Honors
4. Honor courses need the Honors SLO: Analyze, synthesize, and evaluate course material beyond the standard course work

5. The Course Content usually has a few additions, is a little 'beefier' for the honors course
6. The assignment is written for the Honors course

Work Experience (290), Internships (295), Independent Study (299)

[This document](#) is a reference for anybody developing or approving a course in Work Experience (290), Internships (295), or Independent Study (299). This document emphasizes the allowable number of units per semester and hours per unit, as well as other general information.

(Please note that 298 courses are not included in this document because 298 is not a special designation. 298 courses exist, but content is highly variable.)

Work Experience 1-4 units (290)

BP 4103 COOPERATIVE WORK EXPERIENCE

AP 4103 COOPERATIVE WORK EXPERIENCE

Internships 2-4 units (295)

Independent Study 1-4 units (299)

BP 4101 INDEPENDENT STUDY

AP 4101 INDEPENDENT STUDY

Programs of Study

New and Modified Programs of Study

All Programs of Study will be evaluated by the following five criteria as stated in the PCAH:

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

- Compliance

Phase I The Build

Academic Department Chairs, or assigned full time Faculty, may propose new or modified Programs of Study. The Originator, person responsible for the Program of Study proposal, **will need to:**

1. Consult with your Division Dean
 - a. CTE Programs
 - i. Request LMI from Regional Consortia
 - ii. Advisory Committee Recommendation
2. Meet with the Articulation Officer to determine initial assessment
3. Submit a [New Program Feasibility Statement](#) to your area Dean
4. Create a New/Modified Program proposal in the curriculum software
5. Fill out all information in all the tabs in the curriculum software
6. Upload the Narrative or the Revised Narrative
7. Upload any additional required documents (CTE)
8. Program submitted to Program Evaluation Committee (PEC)
9. Work with CAC experts to refine the proposal
10. CTE Programs submit to Regional Consortia

Phase I - The Build Approval Steps

1. Originator
2. Department Chair
3. Division Dean
4. PEC (new programs or substantive modifications)
5. Articulation Officer
6. SLO Chair
7. CAC Rep

Phase II - Local approval

Only proposals that have completed Phase I will be invited to the CAC meeting to present the Program. CAC meetings are held on the 1st and 3rd Monday of each month during the Fall/Spring semester.

Phase II - Local Approval

1. CAC Chair

2. EVP
3. BOT

Phase II Local Approval

The proposal will run through a series of curriculum experts to ensure compliance.

- Division Dean
- Program Evaluation Committee (PEC)
- Articulation Officer
- SLO Subcommittee Chair
- CAC Division Rep
- Publication Editor

The Originator of the proposal will be invited to attend a CAC meeting to present the changes.

Phase III Implementation

Once the proposal has been approved by the Board of Trustees, the information is uploaded into COCI2.0 at the Chancellor's Office. When a control number is issued, the proposal is implemented in curriculum software, marking it as Active. This Active program's information is sent to the Curriculum Notification group email and the program information is created or updated in Banner.

Phase III - Implementation - approval process

1. Information uploaded in COCI2.0 at the Chancellor's Office
2. Implementation - CurrIQunet
3. Banner - information update/created

Career Technical Education (CTE) Programs of Study

[BP 4102 CAREER AND TECHNICAL PROGRAMS](#)

[AP 4102 CAREER AND TECHNICAL PROGRAMS](#)

CTE Programs require a review every two years.

When submitting a CTE degree or certificate, the following steps must be followed:

1. The narrative that accompanies the submission to the State must include the members of your Advisory Committee, as well as a confirmation that the Advisory Committee has recommended this program of study. An Advisory Committee is a group of local employers. Departments that are Perkins-funded are required to meet with your Advisory Committee annually.
2. The narrative needs to include *local* labor market data. (See below for the details.) CTE degrees also require a *local* employer survey results to be included in the submission.

The program of study needs to be submitted to the South Central Coast Regional Consortium (SCCRC) before submitting it to CAC. The Consortium is a group of colleges in our region which includes Ventura CCC, College of the Canyons, Allan Hancock and Cuesta. The idea here is that the State does not want colleges in the same geographic area to compete with one other in job training.

The Consortium process was recently "enhanced" to be a multi-step process. The process often takes 2-3 months, *if you're lucky*. Here's what it takes:

1. You submit a proposal to the Consortium.
2. The Consortium meets and provisionally approves the program of study.
3. The Consortium resources provide you with local labor market data. If the *local labor market data does not support the job titles for your CTE program, that's the end of the process*. This would include a confirmation that local employers will hire individuals who complete the 2-year degree or certificate.
4. If local labor market data supports the job titles, then you include a summary of that data in your narrative.
5. You then enter all of the *individual* components of your narrative to the SCCRC Web site.

6. The Consortium formally approves the program of study.

At that point, you can enter the program of study into the curriculum software. The submission must also not only include the narrative, but also include the minutes of the final Consortium "approval" meeting as well. Also file our Advisory Committee Minutes through the Perkins Grant Dean, Alan Price.

Requirements

- Original Narrative*
- LMI Data
- Regional Consortia recommendation
- Advisory Committee minutes

*Once a CTE program has an Original Narrative chapter in the COCI, a revised Narrative may be used. Many of our CTE Programs do not have Original Narratives chaptered at the Chancellor's Office.

Stackable Certificates

Example 1:

"Stackable" certificates that culminate in a final level certificate which will have a corresponding A.S degree that will include general education courses. Since the curriculum is built in a scaffolding progression, the different certificates will share the same foundational PSLOs of the previous levels plus the PSLOs that assess the additional content/courses required for each certificate.

Distance Education

Online courses provide excellent opportunities for students to pursue their educational goals with time and place flexibility. These courses are offered over the Internet and should not require on-campus attendance. Online courses comprise

equivalent content and satisfy the same academic requirements as their on-campus counterparts.

Board Policies and Administrative Procedures

Chapter 4 Academic Affairs

BP 4105 Distance Education

AP 4105 Distance Education

Online Course Requests

- When submitting a proposal for an online course (hybrid or fully online), schedule a meeting with Kathy O'Connor (Distance Education course and curriculum design), Laurie Vasquez (accessibility compliance), and the Faculty Resource Center (course design and training).
- Meet regularly with FRC staff during the semester you submit your proposal to begin online course training and development
- Attend Tech Review appointment during the semester you are developing your course prior to the CAC hearing and representation of your course
- Once your proposal has the seal of approval from your CAC Rep and Tech Review, you are required to attend a CAC Hearing and represent your course.

Equity and Accessibility for Distance Education courses

Diversity, Equity, Inclusion, and Accessibility (DEIAA) are powerful pedagogical frameworks that have empirically shown to improve student success rates. Providing diverse points of view allows marginalized students to see themselves in course content and allows all students to integrate new perspectives as they gain a much deeper understanding of the material. This equity-minded approach recognizes that knowledge in our disciplines has been created by all types of people, not just those who have traditionally held power. As our disciplines evolve with new discoveries and the recognition of marginalized voices, incorporating DEIA allows us to remain at the forefront of our fields, create a welcoming environment for our diverse SBCC student body, and support student success.

As reflected in the [SBCC Mission Statement and Core Principles](#) include a primary focus in meeting our student's needs through a commitment to diversity, inclusion and equity. Our work in revising our CORs to include DEIA, reflects those values directly and helps advance the college's mission of student success.

Distance Learning Summary Attachments (DLS)

You can download the Distance Learning Summary (DLS) spreadsheet from the CAC website [Distance Education](#).

When naming the DLS for submission, please use the following file name structure:

File naming examples:

ART120HybridFall2020DLS

BIOL100OnlineSummer2022DLS

Noncredit

State Noncredit Curriculum Development guidelines and standards are described in the California Community Colleges Chancellor's Office's Program and Course Approval Handbook or [PCAH 8th Edition](#) PART III: NONCREDIT CURRICULUM page 97

Noncredit Categories

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in CCR, Title 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served. (PCAH 7th edition; page 111)

The 10 instructional areas are:

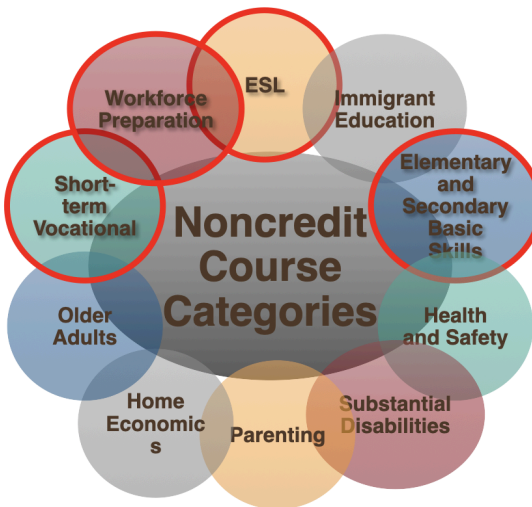
1. English as a Second Language
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

Noncredit Instructional Categories Eligible for Apportionment

[EC § 84757; Title 5 § 58160] | [CDCP: EC § 84760.5; Title 5 § 55151]

STREAMLINED APPROVAL!
 Noncredit courses are approved by districts and “chaptered” by CCCCCO via the CO Curriculum Inventory (COCI)

Refer to PCAH for specific curriculum submission requirements applicable to each category



*Note: A noncredit instructional category that is **outlined/circled in red** denotes an instructional category in which eligible noncredit courses may be sequenced to lead to a **Career Development and College Preparation (CDCP)** (“enhanced funding”) certificate program, pursuant to Ed Code § 84760.5.*

1

¹ “Noncredit Basics.” ASCCC, 8 July 2020, www.asccc.org/content/noncredit-basics.

Noncredit Courses

Phase I The Build

The Originator should consult the Noncredit Curriculum Guide prior to entering information into the curriculum software.

There are 15 different tabs/forms in the curriculum software to assist an Originator in building a Chancellor's Office approved Course Outline of Record. During Phase I -The Build, the Originator creates a proposal in the curriculum software and works with their CAC Division Rep to create a State approvable proposal.

If you are proposing Distance Education for a noncredit course, reach out to the Distance Education expert on the CAC for assistance.

Phase II Local Approval

The CAC Division Rep and Originator bring forth the new/modified curriculum to the CAC for Hearing and Action. Courses that require current adjustments to Certificates of Completion/Competency will be required to bring program modifications forward at the same time.

Phase III Implementation

When a control number is issued, the proposal is implemented in currIQúnet and made Active. This Active course's information is sent to Scheduling and the course information is created or updated in Banner.

Noncredit Distance Education material can be found on the [CAC website](#)

Noncredit Career Development and College Preparation (CDCP) Certificates

- Certificate of Competency - typically noncredit ESL , Adult High School, GED/GEDB
- Certificate of Completion - Workforce prep and vocational
- Adult High School

Phase I The Build

New Certificate (Program) submission steps

Academic Department Chairs, or assigned full time Faculty, may propose new or modified Programs of Study. The Originator, person responsible for the Program of Study proposal, **will need to**:

1. Consult with your Division Dean
 1. CTE Programs
 1. Request LMI from Regional Consortia
 2. Advisory Committee Recommendation
 2. Meet with the Articulation Officer to determine initial assessment
 3. Submit a New [Program Feasibility Statement](#) to your area Dean
 4. Create a New/Modified Program proposal in the curriculum software
 5. Fill out all information in all the tabs in the curriculum software
 6. Upload the Narrative or the Revised Narrative
 7. Upload any additional required documents (CTE)
 8. Program submitted to Program Evaluation Committee (PEC)
 9. Work with CAC experts to refine the proposal
 10. CTE Programs submit to Regional Consortia

Modified Certificate (Program) submission steps

1. Consult with the Noncredit Dean about proposed Certificate changes
2. Create a Program modification in the curriculum software

3. Update/edit information in all the tabs in the curriculum software
4. Upload the revised Narrative
5. Upload any additional required documents (vocational)
6. Work with CAC experts to refine the proposal
7. Attend a CAC meeting to present the proposed changes

Phase II Local Approval

The proposal will run through a series of curriculum experts to ensure compliance.

- Noncredit Dean
- Program Evaluation Committee (PEC)
- SLO Subcommittee Chair
- CAC Division Rep
- Publication Editor

The Originator of the proposal will be invited to a CAC meeting to present the changes.

Phase III Implementation

The modifications are uploaded and chaptered in the Chancellor's Office curriculum software. A notification is sent out to the Curriculum Notifications group email indicating the Start date for the modification.

Tutorials

Several Step by Step tutorials have been created to assist CAC Representatives and Faculty to navigate the curriculum software.

[Course and Program Tutorials Courses](#)

[Step by Step Directions to enter in a course](#) - A guide for CAC Reps to reference when Tech Reviewing a proposal

Acronyms/Definitions

AA	Associate of Arts
AA-T	Associate of Arts for Transfer Degree
ACCJC	Accreditation Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AO	Articulation Officer
AoE	Area of Emphasis
Articulation	Evaluating courses to determine whether a particular course offered at SBCC is comparable to, or acceptable in lieu of, a corresponding course at a particular UC, CSU, independent or out-of-state university. Types of articulation include general education, department, major, electives and transfer admission guaranteed agreements.
AHSD	Adult High School Diploma
AS	Associate of Science
AS-T	Associate of Science for Transfer Degree
ASCCC	Academic Senate for California Community Colleges
BA	Bachelor of Arts
BS	Bachelor of Science

CAC	Curriculum Advisory Committee
CB	Course Basic Codes
CBL	Competency Based Learning
CCC	California Community College
CCCCO	California Community College Chancellor's Office
CDCP	Career Development and College Preparation
C-ID	Course Identification Numbering System
COA	Certificate of Achievement
COCI	Chancellor's Office Curriculum Index
COE	Conditions of Enrollment
COR	Course Outline of Record
CPL	Credit for Prior Learning
CRT	Culturally Responsive Teaching
CSU	California State University
CSU GEB	CSU General Education Breadth Requirements
CTE	Career and Technical Education
DE	Distance Education
DEI	Diversity, Equity and Inclusion
DEIA	Diversity, Equity, Inclusion and Accessibility
DEIAA	Diversity, Equity, Inclusion, Accessibility and Anti-racism

DEIB	Diversity, Equity, Inclusion and Belonging
Ed Code	California Education Code
f2f	face-to-face
FRC	Faculty Resource Center
GE	General Education
IGETC	Intersegmental General Education Transfer Curriculum (UC and CSU)
LMI	Labor Market Information
MIS	Management Information Systems
MQs	Minimum Qualification Discipline Designation
OEP	Open Educational Practices
OER	Open Educational Resources
Originator	Faculty/Instructor who proposes the changes in curriculum
PCAH	Program and Course Approval Handbook
PEC	Program Evaluation Committee
PLO	Program Learning Outcomes
RSI	Regular and Substantive Interaction
SBCC	Santa Barbara City College
SLO	Student Learning Outcomes
Title 5	Interprets the Education Code for community Colleges and provides the mandates for curriculum guidelines

TLC	Teaching and Learning Committee
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California
VPAA	Vice President Academic Affairs
VPSS	Vice President Student Services

Program and Course Approval Handbook, 2019,
asccc.org/sites/default/files/CCCCO_Report_Program_Course_Approval-web-102819.pdf

Summary of presentations and approvals:
March 1, 2021: CAC Handbook (v1.0) adopted by the CAC.
April 25, 2022: CAC Handbook (v2.0) adopted by the CAC