Cerro Coso Community College

Curriculum Handbook

Academic Year 2017-2018

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Cerro Coso Community College Goals and Strategies

Cerro Coso Community College has established the following goals that relate to various aspects of the college in concert with our mission.

Strategic Goal #1: Student Success

1. Increase Completion
   o Improve just-in-time communication to students
   o Improve CTE completion rate
2. Improve Milestone Achievements
   o Increase persistence at KRV and among CTE students
   o Improve basic skills achievement
3. Increase Student Engagement
   o Increase scope and use of ESCC Learning Assistance Center
   o Expand EOPS opportunities supportive of educational goals
   o Improve online student engagement

Strategic Goal #2: Equity

1. Close Achievement Gaps
   o Narrow gaps in access for underrepresented groups
   o Narrow gaps in matriculation completion by underrepresented groups
   o Narrow gaps in performance by underrepresented groups
   o Improve success rates for DSPS and EOPS students, particularly in basic skills
   o Review and analyze equity gaps at the campus level

Strategic Goal #3: Access

1. Optimize Student Enrollment
   o Grow enrollments
   o Increase assistance with prospective and first year students in Financial Aid and Admissions and Records
   o Expand student enrollment in engineering pathway to CSULB
2. Be the Higher Education Option of First Choice
   o Optimize strategies for recruitment and outreach
   o Improve public awareness and participation in the college programs, services, and activities
   o Increase high school yield

Strategic Goal #4: Community Connections

1. Provide Workforce and Economic Development Programs that Respond to Local Industry
   - o Increase college prominence in local workforce development
   - o Implement Adult Education Plan (AB86)
2. Reflect the Communities We Serve
   - o Promote a diverse workforce and provide specific plans for ensuring equal employment opportunity
   - o Increase the percentage of available child care opportunities going to student families

Strategic Goal #5: Organization Effectiveness

1. Provide Effective Professional Development
   - o Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan
   - o Establish an infrastructure for ongoing professional development
   - o Improve employee understanding of board policies and procedures
2. Meet and Exceed Internal and External Standards and Requirements
   - o Meet External Standards for SLO Assessment and Internal Standards for Program Review Completion
   - o Improve the effectiveness of the Continuing Education program
   - o Improve the effectiveness of the Budget Development committee
3. Increase Trust and Create a Collaborative Culture
   - o Improve communication internally
4. Improve Facilities and Maintenance
   - o Complete the main building modernization project
   - o Complete Kern River Valley campus renovation project
   - o Improve M&O response time for work requests
   - o Improve grounds
   - o Keep technology current
5. Improve Institutional Effectiveness
   - o Increase opportunities for ongoing feedback to Financial Aid and Admissions and Records
   - o Increase automated processes in Admissions and Records
   - o Ensure consistency of HR functions
   - o Foster Fiscal Responsibility
6. Generate Revenue
   - o Actively pursue CTE grants that align with the mission of the district and the college
   - o Improve alumni base, interactions, and relationships
   - o Strengthen CCCC Foundation, Inc. through providing vision, leadership, strategic direction, and administrative oversight

Purpose of this Handbook

This handbook is intended to help new and experienced faculty at Cerro Coso Community College in the process of curriculum development including creating new courses, updating existing courses, and proposing or modifying programs. It provides information, guidance, how-to-guides, and other tools for faculty and administrators. This handbook is subject to change as new questions and resources arise.

Curriculum Committee Purpose

The Curriculum Committee promotes development of curriculum, in cooperation with the instructional departments, that meets the identified needs of the students, community, regional work places, and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements, and identifies courses that meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the college.

Effective practices for curriculum approval:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance (Title 5)

Faculty Responsibility for Curriculum

The college faculty is responsible for initiating curriculum development and revision. Title 5 (53200 b) "10 + 1" requirements state "Academic and Professional Matters" include policy development and implementation of the following:

1. Curriculum including establishing prerequisites and planning courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Curriculum Committee Composition

The Cerro Coso College Curriculum Committee is comprised of **17** total members. The appropriate constituent leadership appoints members to the committee. These appointed members must be approved by an affirmative vote of the academic senate each year.

Committee Membership

CIC membership is specified in the senate's standing rules, section 5.1.1. Membership consists of the following:

- CIC Chair
- Student Learning Outcome Coordinator
- Library Chair
- Allied Health, Child Development/Education, Public Service
- Business, Computer Information Systems, Industrial Arts
- English/Foreign Languages
- Kinesiology and Health Science
- Mathematics and Science
- Social Science, Visual and Performing Arts
- Counseling
- Site Representative
- Member at Large (2)
- Vice President, Academic Affairs
- Articulation Office
- Instruction Office Specialist, Classified
- Student Representative

Technical Review Team

- Faculty Chairs/Dean
- Vice President, Academic Affairs
- Articulation Officer
- Student Learning Outcomes Coordinator
- Instruction Office Specialist
- CIC Chair

The technical review team assists curriculum developers with curriculum development, offering feedback about courses or programs going through CIC before they can proceed to the first reading by the committee. This includes checking all proposals for grammar, consistency, legality, and compliance.

Meeting Schedules

CIC meets on alternating Fridays during both the fall and spring semesters from 9:00 a.m. – 12:00 p.m. in the LRC, Room 631

Curriculum Job Descriptions and Responsibilities

Curriculum Committee Member

- Reviews agenda and assigned curriculum, reads proposals before each meeting
- Offers suggestions and input on courses/programs for course developers before and during CIC meetings
- Attends CIC meetings
- Reports on curriculum issues and requests faculty input on curricular issues in their own area division
- Assists colleagues with curriculum development and revision

Vice President, Academic Affairs

- Serves as a non-voting member of CIC and attends CIC meetings
- Acts as part of the technical review team to offer input and feedback before courses proceed to the CIC agenda
- Acts as a latter step of the final review of courses/programs after they have been approved by CIC

CIC Chair

- Acts as the final stage of technical review. Once technical review changes are made the CIC chair places the course/program on the agenda for first reading
- Works with the Instruction Office Specialist to develop curriculum committee meeting agendas, minutes, and to address general curriculum issues
- Serves on the Academic Senate Executive Committee to communicate curriculum issues; provides a regular report on CIC accomplishments and happenings; this includes deadlines for launching courses, programs, and revisions
- Serves on the Institutional Effectiveness Committee as a voice for college curriculum to contribute to the dialogue of the college's mission, master educational vision, strategic direction, department and unit goals, community needs, and student success
- Attends the Curriculum Institute sponsored by the California Community College Statewide Academic Senate
- Moves course and program proposals through the approval process in eLumen
- Maintains detailed tracking of course and program proposals throughout the curriculum process
- Leads the CIC meetings, and is a voting member
- Meets with faculty developers to assist in curriculum development

Instruction Office Specialist

Under the direction of the Vice President, Academic Affairs:

- Serves as a non-voting member of CIC and attends CIC meetings
- Acts as a part of the technical review team to offer feedback before courses and programs proceed to the CIC agenda in order to ensure compliance with Ed Code, Title 5 requirements, and KCCD board policy
- Takes meeting minutes at each CIC meeting, submits draft minutes to the committee for review, and posts approved minutes to the college website
- Works with the CIC chair to develop meeting agendas and post to the college website
- Coordinates with the college Articulation Officer, Dean of Letters and Sciences, Dean of Career and Technical Education, and Vice President of Instruction as appropriate in the preparation of course and program documentation for submission to the region and state and in the tracking of curriculum proposals through the approval process
- Maintains accuracy of courses and programs with the California Community Colleges Chancellor's Office Curriculum Inventory
- Acts as liaison with the State Chancellor's Office for all technical matters pertaining to the submission of courses and programs to the Curriculum Inventory
- Assists in the development of the annual college catalog
- Coordinates with the Web Content Editor for accurate posting of course and program information to the college website
- Works with the CIC chair to coordinate updates and maintain currency of the CIC page on the college website

Articulation Officer

- Attends CIC meetings
- Reviews and suggests edits on curriculum proposals as a Technical Review team member
- Communicates curriculum issues to the CIC Chair and Office Instruction Specialist
- Works with other colleges and universities on transferability
- Coordinates articulation agreements
- Prepares transfer degree documentation (TMCs) and keeps committee informed on progress

Importance of Course Outlines and Program Outlines

Well-written course and program outlines are essential. Please note the following:

- Faculty are both legally (Title 5) and contractually (KCCDCCA union contract) required to teach to the Course Outline of Record (COR)
- Four-year colleges and universities articulate courses with community colleges based upon official Course Outlines of Record
- Accreditation standards require that the community college assess how well students achieve the student learning outcomes and the program learning outcomes contained in the official Course and Program Outlines of Record

For more information see:

- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017)

Reviewing a Course or Program for Approval

The following questions should be kept in mind as you review curriculum proposals:

- Does the course or program fit the mission of the college?
- Is the course or program appropriate for the college level?
- Is the incorporation of critical thinking apparent throughout the outline, particularly in the description, learning outcomes and objectives, and instruction and evaluation methods?
- Does each part of the outline integrate with and reinforce other parts of the outline?

STANDARDS FOR APPROVAL

All credit and noncredit courses offered by a community college are subject to the approval by the district governing board ("local approval"). All of these courses must be reviewed by CIC. CIC and the governing board must then determine that the course meets the standards of Title 5. Curriculum approval at the local level plays a central role in ensuring that all students receive the same quality of instruction. This is also a fundamental mechanism that engages faculty in a design and evaluation of curriculum and its effectiveness in helping students.

Requirements for local curriculum approval include:

- Local CIC approval of all credit courses or sequences of courses that constitute a program
- CIC review has been established by a mutual agreement between the college and district and the Cerro Coso Academic Senate
- CIC shall recommend approval of the course only if the course
  - Covers appropriate subject matter, and
  - Uses resource materials, teaching methods, and standards of attendance and achievement deemed appropriate by CIC
- The Course Outline of Record (COR) specifies the scope, content, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met

At Cerro Coso this is done by faculty proposal of new, revision, update, or deletion of courses or programs. These proposals then go through the process of technical review, then placed on the CIC agenda for two different reviews by the committee (with the exception of course updates which only require one review). Once approved by the committee the CIC Chair then processes them forward to the Vice President of Instruction and Instruction Office Specialist for review by the Board of Trustees.

For more information, see:

- Title 5, sections 55002, 55002.5, 55003, 55062
- Program and Course Approval Handbook 6th ed., page 40
- ASCCC Paper "The Course Outline of Record: A Curriculum Reference Guide Revisited" (2017)
- Education Code, section 66010.4

Types of Curriculum Proposals

Course Proposals:

New: A proposal to create a new Course Outline of Record at Cerro Coso that does not currently exist at the college

Revision: A proposal to revise a current Course Outline of Record at Cerro Coso

Deletion: A proposal to delete a current Course Outline of Record at Cerro Coso

Update: This is an update to the course that doesn't require a full revision. For an update only the following entities may be changed:

- Methods of Evaluation
- Methods of Instruction (not distance education which is different)
- Textbooks, Readings, or Related Materials
- Out of class assignments

Program Proposals:

New Program: A proposal to create a new degree or certificate at Cerro Coso

Revision: A proposal to revise a degree or certificate at Cerro Coso

Deletion: A proposal to delete a degree or certificate at Cerro Coso at Cerro Coso

The Curriculum Process – Beginning to End

eLumen　　　eLumen is the Cerro Coso Community College curriculum management system used by faculty to develop and maintain curriculum.

Draft　　　When a faculty member, referred to as "curriculum developer," initiates a curriculum proposal, it appears in eLumen in Draft status. The proposal stays in Draft status until the faculty member "launches" or "withdraws" the proposal.

Tech Review　　After a proposal is "launched," the status in eLumen changes to department review. The department chair will receive an email message with a request to review the course/program**.** This is the first stage of technical review. All members of the technical review team will offer assistance to curriculum developers, give feedback, and make suggestions for changes to be made in the proposal. Once technical review is complete the CIC chair will add the proposal to the next available agenda for first review

First Review　　Once the proposal is moved to "first read" status, it is placed on a CIC agenda. The members of the curriculum committee review the proposal and direct comments to the curriculum developer both before and during the scheduled CIC meeting.

Second Review After all agreed-upon edits from the first reading are complete, the proposal is moved to "second read" status by the CIC Chair and placed on another CIC meeting agenda. The committee members vote on the proposal for approval (or further corrections). If the proposal is approved, the CIC Chair moves the proposal to the next level (Vice President, Academic Affairs, Office Instruction Specialist, Board of Trustees).

Catalogue　　Once proposals have gone through the entire approval process they will be ready to be entered in the next college catalogue or addendum to the catalogue.

Deleting a Course

When deleting a course, developers must be aware that the deletion of a course may lower the unit value on a program and jeopardize its approval status. Curriculum developers initiating a course deletion are responsible for notifying all departments and faculty who have:

- A cross-listed course associated with the deletion
- The course listed as a prerequisite, co-requisite, or advisory to another course
- The course listed as part of a degree and/or certificate. This information is listed in the course outline in the section titled "program applicability"

Course Considerations

Course Repetition and Repeatability

Title 5, section 55041 permits local districts to designate certain courses as repeatable. However, ONLY the following courses may be designated as repeatable:

- Courses Required for CSU or UC Major Requirements IF those courses are repeatable at the CSU or UC level as verified in the university's catalog. Example: Orchestra, choir, or community band
- Intercollegiate Athletics Courses. Example: Intercollegiate baseball, General conditioning for competitive athletes
- Intercollegiate Competition Courses, such as debate. Cerro Coso has none of these courses

That's it. At Cerro Coso, you can be about 100% assured that any proposal you bring forward as a new or revised course will not be in the exception. What about a class that a student has to take over and over for work or for some legally mandated reason—such as CPR for EMT's? There is a petition for such students to fill out and submit for a repeat exception. But note that there is a difference between a STUDENT being allowed to repeat a course through petition and a COURSE being designated as repeatable. Only the courses above may be designated as repeatable on the course outline of record

For more information, see:

- Title 5, sections 55040-55046
- Program and Course Approval Handbook 6th ed., pages 51-52
- Chancellor's Office publication Credit Repetition Guidelines

Conditions of Enrollment

Conditions of Enrollment are organized into three categories:

Prerequisite: Prerequisites are Conditions of Enrollment (COE) that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

Corequisite: Corequisites are COE that signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

Advisory: Advisories are COE that a student is advised, but not required to meet before or in conjunction with enrollment in a course or educational program.

For more information see:

- Title 5, Section 55003
- Program and Course Approval Handbook 6th ed., pages 50 - 51

Articulation

The process by which one college agrees to accept a similar course taught at another college for credit is called articulation. The Articulation Officer at the college is a member of the Curriculum and Instruction Council and is available for assistance with articulation questions.

Associate Degrees for Transfer (ADT)

In 2010, the California Legislature passed and the Governor signed the Student Transfer Achievement Reform Act, also known as Senate Bill 1440. This joint initiative with the California Community Colleges and the California State University facilitates the transition from California Community Colleges to California State Universities by guaranteeing that students who complete the Associate Degree for Transfer are able to transfer to a CSU campus and further guarantees that students be required to take no more than 60 additional semester units to graduate. The two systems have worked together to approve the framework for associate degrees for transfer open to community college students waning to participate in the program. This initiative defines the associate degree as having 60 transferrable units that include a minimum of 18 units in a major or area of emphasis and an approved general education curriculum (either IGETC or CSU GE Breadth).

Course Identification Numbering System (C-ID)

In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the Course Identification Numbering System (C-ID). This numbering system provides a common, intersegmental mechanism to help in the identification of similar courses. Typically, these courses are lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards. C-ID numbers are assigned to a specific transfer course and accompany existing local course numbers.

C-ID will enable "descriptor-based articulation," allowing the four-year institutions to make articulation decisions based on the C-ID number rather than individual course outlines. C-ID faculty discipline review groups include faculty from all three segments who meet to develop descriptors that include the minimum content for a course. Once there is agreement about those descriptors, the course descriptor is assigned a C-ID number. Individual community colleges then submit local course outlines that are judged by faculty evaluators against the descriptors. Each C-ID number identifies a specific lower-division transferable course commonly articulated between the CCCs and UC and CSU, as well as with many of California's independent colleges and universities.

C-ID provides a structure to identify comparable courses and a means of facilitating articulation. C-ID has the potential to make valuable contributions to the process of improving and clarifying transfer paths across all segments of California higher education. Ultimately, the project will serve as a common

numbering system that improves curricular consistency for courses throughout the state, regardless of local course numbering systems. As CCCs and CSUs develop associate degrees for transfer, courses with C-ID numbers will become the building blocks that fit into the framework of the degrees. Ultimately, the C-ID system will allow students to identify the right courses to assemble their transfer pathways, even if they are attending different colleges, each with its own local numbering system.

Credit by Examination

Credit may be granted to any student who satisfactorily passes an examination approved by discipline faculty and conducted by a designated authority of the College. Such credit may be granted only to a student who is registered at the College and is in good standing, and only for a course listed in the College catalog.

Any department hoping to offer a course to high school students through high school articulation MUST select YES for credit by exam.

For more information see:
- Title 5, section 55051

Minimum Qualifications for Faculty

Minimum qualifications for faculty and administrators in California community colleges are established through a Discipline List that is reviewed every two years by The Academic Senate for California Community Colleges. The latest edition of the minimum qualifications can be downloaded by clicking http://asccc.org/disciplines-list.

Minimum qualifications for faculty teaching a course must be present on the COR. The minimum qualifications that are included in the COR are the minimum requirements that are needed to teach the course being reviewed. Different courses and programs require different qualifications. This requires more rigidness for some courses and more inclusiveness for others depending on the course and program goals and outcome.

For more information see:
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017) pg. 12-13

Student Learning Outcomes (SLO) Assessment

Cerro Coso Community College is committed to the ongoing assessment of student learning in academic programs and through student services through a systematic, college-wide assessment plan. The results of assessment provide clear evidence of student learning and are used to make further improvement to instruction and services.

The Accrediting Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes. These outcomes are an important part of the COR, and are a key factor in course revisions that come before CIC. The SLOs are determined by the faculty that is proposing the course or revision. These decisions are made in conjunction with the faculty proposing the course, the department that the course belongs in, and the SLO committee.

Student Learning Outcomes are different from Course Objectives. Course objectives are incorporated throughout the COR in order to align with C-ID. Course Outcome are assessed by faculty on a regular basis to ensure proper teaching methods and student success.

Textbook Adoption and Online Educational Resources (OER)

Texts and instructional materials should be completely referenced: author, title, publisher, and date. The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject. The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old.

For more information see:
- Title 5, section 55002
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017) pg. 33

In addition to traditional textbooks, the adoption of Online Educational Resources (OER) is being widely promoted in order to keep the costs of college down for students. This has been shown to aid in student success, and to be a key for student equity.

For more information on OER see:
- http://www.asccc.org/content/open-educational-resources-and-california-community-colleges

Materials Fee

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This practice alerts students to possible costs that may influence their decision to enroll in a course. Under current regulation, colleges may not charge a general materials fee if students do not walk away with a physical object or permanent access to some body of knowledge as they would with a book and may not require online materials to which a student does not have access for a minimum period after the conclusion of the course.

For more information see:
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017) pg. 33-34

Noncredit Courses

There are several examples of noncredit courses. It is important to provide, in the briefest form, the necessary information for students to plan for, and meet their educational needs. The catalog must be clear about any fiscal and logistical impositions any course may have.

The following elements must be included in the catalog course description for noncredit courses:

For more information see:
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017) Pages 37-48

Distance Education Addendum

The number of online course offerings continues to grow across all segments of education. Curriculum development and management of distance education courses often presents some unique challenges beyond those of traditional face-to-face classes. For example, in addition to all of the core requirements for Course Outlines of Record, faculty who wish to teach a course online must also determine how to establish and document regular and effective contact, ensure accessibility of all online resources and materials, and verify legitimate student attendance in the online environment. Many faculty also have great interest in exploring best pedagogical practices to promote student success and retention in online courses. Also, Distance Education portions of any class go through a separate approval process, this occurs at the same time as the course being approved (Title 5, 55206).

Cerro Coso provides students the opportunity to take several courses through CC Online. Through the internet and Canvas, students can interact with faculty in a virtual classroom setting, allowing for flexibility and convenience for students. CC Online offers 18 accredited online Associate's Degrees, 17 online certificates, and more than 160 courses per year. Many resources are available to assist faculty, and in curriculum development, with distance education. Some of these include:

- Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)
- Evidence of Quality in Distance Education (U.S. Department of Education, 2006)
- Title 5 Guidelines on Distance Education: 55200 – 55210
- Distance Education Access Guidelines for Students with Disabilities (http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf)
- Guide to Evaluating Distance Education and Correspondence Education (ACCJC, 2010)

eLumen Curriculum Step-by-Step

1. Log onto eLumen with your regular campus logon
   a. https://cerrocoso.elumenapp.com
   b. https://cerrocosotest.elumenapp.com – (training session only)
2. Choose your role next to the drop-down menu next to your name
3. If appropriate choose the right discipline (most will only have one)
4. Click on the Curriculum tab

REVISE AN EXISTING COURSE

1. Log in as "faculty" in your correct department (again most will only have one)
2. Select the "Courses and Programs" button
   a. This will list all courses in your division
3. Click (or check the box) of the course you want to revise
4. Select "New Revision" (blue button)
5. Click tabs across the top to see different areas of course information
6. Make changes appropriate to your revision
   a. WARNING – Do not click the "Submit" button until you are completely done
7. When revision is complete click on the blue "submit" button

CREATE A NEW COURSE

1. Make sure you are logged in a "faculty"
   a. Choose discipline if appropriate
   b. Click on "Curriculum" tab
2. Click on "Courses and Programs" tab
   a. Choose "Courses" button
3. Make sure "Courses" button is selected
   a. Reduce the list of campus courses by clicking on the department dropdown menu
   b. Select "Select None" and locate your discipline
4. Scroll down and click the "New Course" button
5. Select the appropriate workflow
6. Click on tabs across the top to see different areas of course information
   a. WARNING – Do not click the "Submit" button until you are completely done

*NOTE – Revising or Creating a program will be done in the same manner as courses. Instead of choosing the "Courses" button, you will simply choose the "Programs" button