



Long-Term Schedule Guidelines

Cerro Coso Community College's long-term schedule (LTS) is a commitment to students and to the communities it serves that the college provides the needed courses for students to complete programs at its campuses and in the delivery modes identified.

In doing so, the LTS is an assurance that the college has the organizational means and resources to fulfill expectations that the institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, course sequencing, and time to completion.

A key principle of the LTS is that it is subject to college-wide dialogue among instructional departments, educational administrators, counseling staff, and classified staff where appropriate. As counseling staff are the ones implementing a program's LTS with students during education planning, it is crucial that they understand the logic of a program's distribution of courses on the LTS as an intention of the department.

Considerations

1. The LTS is based on program pathways which are a recommendation of the academic senate based on the 10+1 items of 1) curriculum, including establishing prerequisites and placing courses within disciplines, 2) degree and certificate requirements, and 4) educational program development;
2. The current version of the LTS for any department is a shared product of the department faculty and educational administrator, who is responsible for implementing it, and is subject annually to possible revision;
3. It is highly encouraged for a member of counseling to be involved in conversations about the development of and changes to a department's LTS.
4. Classes are expected to be offered according to the LTS. Departments will recommend faculty to staff the courses. Educational administrators will not cut courses for low enrollment without first consulting the faculty chair and counseling to consider repercussions for students.
5. When a class on the LTS cannot be offered, the department, the educational administrator, and a member of counseling shall communicate to determine what students are affected, what mitigations could go into place, and how students are to be communicated with.
6. Low enrollment of program classes as a pattern will be the basis of a discussion about program improvement; continued low enrollment after attempts at improvement have been given a reasonable time for implementation may be the basis of program discontinuance;
7. Because a class is not on the LTS does not mean it cannot be scheduled and offered (a "risk" allocation may be made to a department or program to increase its offerings for a defined time if growth is reasonably expected based on planning);
8. LTS is to be updated once per year in December and closed to further changes until the following December. This is so that changes can be communicated to counselors and advisors working with students in early spring as they register for summer and fall semesters. This makes

early- and middle-fall a good time for the department, dean, and counseling to consider prospective changes.

9. The office of instruction will maintain the LTS on the G drive or other central location in locked form and be solely responsible for the accuracy and completeness of the agreed-upon revisions.
10. Significant changes to the LTS captured in the December document should be presented by the faculty chair and educational administrator to counseling staff as soon as practicable. January and early February is a good window so that counseling staff have the latest when advising students enrolling in summer and fall semesters;
11. When it is determined that the LTS must be modified, because there are a vast number of possible ways the program can change from the very disruptive (adding a new core class, putting a prerequisite in place) to the non-disruptive (adding an elective option), the department, the educational administrator, and a member of counseling should communicate to determine when that change goes into effect and therefore during what year it is to be updated in the LTS.
12. Changes in the LTS caused by program modification can be up to two years out (CIC process, state approval process, etc. ... see the accompanying document "LTS Step-by-Step Workflow"). For this reason, a communication plan for current and prospective students should be determined and employed by the department, educational administrator, and counselor depending on the program and the changes (e.g., Navigate direct messaging, website alerts, print brochures, etc.).



Journey of the New Course

Community colleges are often praised for their ability to make quick turn-arounds in response to student and community needs for new courses and programs. So how long does it actually take a newly created class to wind its way through the various approval processes and offered for the first time? And what are all the steps?

What	When	How Long
1. Department completes a course's second read at CIC		0 months
2. Instruction Office submits course to the board of trustees.	Next available board meeting	1-2 months
3. Instruction Office chapters course at the Chancellor's Office.	Within one month of board approval	2-3 months
4. If applicable, Articulation Officer submits course for C-ID approval.	Ongoing, any time after board approval	2-3 months
5. Instruction Office publishes course in the catalog or addendum	The next March for catalog; next August for addendum	4-9 months
6. If applicable, Articulation Officer submits course for approval to TCA for general UC transferability.	Once a year, the next August (<i>hear back following October/ November</i>)	3-10 months (6-13 months)
7. If applicable, Articulation Officer submits course for IGETC and CSU Breadth.	Once a year, the next December (<i>hear back following April</i>)	2-12 months (6-16 months)
8. Department and Dean put course on the long-term schedule.	September-December preceding the effective date	4-24 months
9. Department and Dean promote new course to counseling and students.	Any time after December preceding the effective date	8-28 months
10. Department can begin offering course according to the long-term schedule.	August	15-35 months

Narrative Details

1. **Department** completes a course's second read at CIC.

This starts the COR on its way. CIC votes to approve the COR revision or new course proposal, and the CIC chair forwards it to the instruction office specialist for submission to the board.

COMMUNICATION and NEXT ACTION: Instruction office initiates board action item

2. **Instruction Office** submits course to the board of trustees as an approval item. 1-2 months.

Board meetings take place once per month except January. The *shortest* time it can take is one month, as agenda items are due to the board one month ahead of the meeting. Therefore, if a course proposal (whether revised or new) comes out of CIC just in time to be put on the board agenda, it takes a month. If it comes out just after the agenda deadline, it takes two months. If it comes out right after the agenda deadline in November and misses the December meeting, it takes until February.

COMMUNICATION and NEXT ACTION: Instruction office initiates build in Banner

3. **Instruction Office** chapters the course at the Chancellor's Office and builds it in Banner. 0-1 month.

This means the course is made current in the Chancellor's Office Curriculum Inventory, where it receives a unique course control number. We cannot offer a class without a CCN. If it is a new course, its record has to be added. If it a revised course, its record MAY need to be revised and get a new CCN (depends on the type of revision). In general, the instruction office tries to chapter the course as soon after board approval as possible, but it depends on the time of year and other office priorities (like load sheets and payroll).

Building the course in Banner is likewise done as soon as practicable. With eLumen this has required the detailed collation of COR information and CIC notes and not infrequently involved communication with the course proposer and/or CIC chair that has extended the process.

COMMUNICATION and NEXT ACTION: Instruction office adds the course to the catalog or the addendum depending on time of year.

4. If applicable, **Articulation Officer** submits course for C-ID approval. 0-1 month.

This step can coincide with step 3. Submitting for C-ID approval can take place any time of the year after the course is approved by the board of trustees.

How long does it take to hear back? *Palms in the air.* Sometimes we hear back right away, sometimes it can take weeks or months.

COMMUNICATION and NEXT ACTION: Articulation officer notifies the chair, counseling, and instruction office of the C-ID decision. If approved, the AO adds the information to the COR.

5. **Instruction Office** adds the course to the catalog or to the catalog addendum. 4-9 months.

This step can also coincide with the previous two steps. The catalog is developed in February and submitted every year in early March for approval at the April board meeting. The catalog captures all curriculum approved prior to the November deadline for the December board meeting (the “catalog deadline”). The addendum is prepared every August/September and does not need to be submitted for board approval. It captures all curriculum approved after the catalog deadline in November until the end of the academic year.

So the shortest time possible is if a class is approved in early May, it can get into the addendum in August, a total of 4 months. The longest time is if a class is approved in late November after the December board deadline. It misses the catalog and so has to wait to also be put in the addendum the following August, a total of 9 months.

COMMUNICATION and NEXT ACTION: Instruction Office staff works with AO, counseling, graphic designer, web content editor, faculty chairs, and a number of student services departments to develop the catalog. The addendum generally does not require all these eyes, usually just the AO, CIC counseling rep, graphic designer, web content editor, and affected faculty chairs. An email goes out to cc_all when the new catalog is approved by the board and becomes active; an email goes out to cc_all when the new addendum is posted.

6. If applicable, **Articulation Officer** submits course for TCA approval for general UC transferability. 6-13 months.

The following two steps, often taken together, are the longest delays in the workflow. If a course is meant to be transferable to the UC system, it has to be approved by them. We have one date a year to submit this information by: August 25. So that means any new course brought through CIC in the fall (for example, to make the next year’s catalog) is not eligible for TCA submittal until the following August. Ironically, a class that goes through CIC at a much later date in the academic year, while missing the catalog, still catches the addendum and is eligible for the same August deadline. (A course being submitted for TCA has to be in either the catalog or the addendum for verification.)

The college hears back pretty quickly on TCA submissions, generally October or November.

The good news: if a course does not need UC approval (like a CTE class or a class meant to transfer only to the CSU system), then it does not undergo this process.

COMMUNICATION and NEXT ACTION: Articulation Officer notifies faculty chair, counseling, and instruction office of TCA decisions. The instruction office flags the new approvals for incorporation in the next catalog.

7. If applicable, **Articulation Officer** submits course for IGETC and CSU Breadth approval. 6-18 months.

For a new course meant to fulfill an IGETC or CSU GE requirement, it also has to be submitted for approval and also can be submitted only once a year: this time in December. That window is designed to follow on the TCA process so that a new class approved for general UC transferability in November can be immediately turned around and submitted for IGETC approval right away.

The college hears back in April.

So with these two steps taken together, the longest it could possibly take is a new UC class approved by CIC in October of academic year 1 not being able to be submitted for TCA until August of academic year 2, being submitted for IGETC in December, and gaining GE approval in April of academic year 2 (calendar year 3)—some 18 months later. The shortest it could possibly take is a class being submitted *only* for CSU-Breadth that gets through CIC in October in enough time to be approved by the Board of Trustees and submitted for CSU-Breadth approval in December, receiving its approval in April—6 months.

COMMUNICATION and NEXT ACTION: Articulation Officer notifies faculty chair, counseling, and instruction office of IGETC and CSU-Breadth decisions in April/May. The instruction office publishes GE approvals in the August catalog addendum and works with counseling, the articulation officer, the web content editor, and the college graphic designer to modify the website and major sheets as needed.

8. **Department and Dean** put course on the long-term schedule. September-December after approvals.

Once the class has all its approvals (or no approvals at all), it is ready to be put on the long-term schedule. A new draft version of the LTS is opened for changes each September for the following academic year (i.e., September of academic year 1 for long-term schedules in effect academic year 2) until the end of the semester in December.

At that time, the LTS is closed for the year so that changes can be published on the website and counseling staff informed (who are working with students in January and February). Copies of the LTS—official, draft, and archived ones—are housed on the G drive with write access limited to Instruction Office staff.

COMMUNICATION and NEXT ACTION: Dean works with the department to identify changes to the LTS if any and enters them into the draft LTS. Once the LTS is closed for the year, the instruction office notifies faculty chairs and counselors. Instruction office works with the web content editor to make any changes on the website required by the revised LTS.

9. **Department and Dean** promote new course to counseling and students. January after being put on the LTS.

In January, the department and dean should explain/promote new courses put on the LTS to counseling staff and detail any changes to the LTS that will help counselors and advisers effectively work with students in February and March.

COMMUNICATION and NEXT ACTION: Dean works with the department to schedule summer and fall semester potentially with the new course and any other LTS changes. Department and dean provide counseling with any written material that will help advise students. Department and dean work with the college's outreach coordinator and marketing director as appropriate to promote the new class/revised program.

10. **Department** can begin offering course according to the long-term schedule.

Whew. The shortest amount of time this process can take from start to class offering—the approval out of CIC of a new CTE course in May that is approved by the board in June or July, put on the LTS in December, and offered for the first time in August—is **15 months**. The longest this process could take—approval out of CIC of a new UC-transfer IGETC class in October, submittal to TCA the next August, submittal for GE approval in December, hear back the following April, put on the LTS in December, and offered for the first time in August—is **35 months** (longer than that if the new course isn't to be offered until later semesters on the LTS, or is rejected for approvals along the way).

New Course Workflow from CIC to Initial Offering

