COURSE CODING PROCEDURES AND GUIDELINES

Course coding is a key activity in the State Board’s process to gather information necessary to describe and quantify instructional effort and determine state funding eligibility. Codes are used for multiple purposes, including: federal reporting; determining the number of faculty positions funded with state funds; identifying the number of students enrolled in various programs; and other research-related functions.

Colleges have the ability to add and revise their college’s course records each quarter.

To establish the appropriate coding for courses, the following procedures must be followed:

A college develops a new course or desires to change an existing course. Information to be supplied includes:

A. A course description with sufficient detail to convey subject area and institutional intent of the proposed offering.

B. Course numbers — Level: Basic skills/developmental education courses must be numbered below 100. Lower division academic courses other than basic skills and pre-college (aka developmental) education must be numbered between 100 and 299. Upper division courses may only be offered by college authorized to award an applied baccalaureate degree and must be numbered between 300 and 499.

C. Assignment of a course title. Each course will have one approved title used for both reporting and publication purposes.

D. Assignment of a three-digit Educational Program Code (EPC), if the course is or will be part of an approved Vocational Preparatory program (see CIP Crosswalk Sorted by CIP). Note: If a course is part of more than one program, use the EPC of the program that predominates.

E. Number and type of instructional contact hours and course credits.

F. Whether the course is designed to meet academically disadvantaged students or those with limited English skills.

G. Whether the course has a work place training component.