THE DIVISION OF ACADEMIC AFFAIRS

Program and Course Approval Handbook

6th Edition

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Eloy Ortiz Oakley, Chancellor

The PCAH is dedicated to Randal L. Lawson, beloved colleague and friend.

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PART I: OVERVIEW OF CURRICULUM AUTHORITY AND APPROVAL

SECTION 1:

AN OVERVIEW OF PROGRAM AND COURSE APPROVAL

SECTION 1. AN OVERVIEW OF PROGRAM AND COURSE APPROVAL

OVERVIEW

This section provides an overview of program and course approval and identifies portions of the Handbook relevant to credit and noncredit curriculum.

- Credit Curriculum
- Noncredit Curriculum

OVERVIEW OF CURRICULUM AUTHORITY AND APPROVAL

Section 1: An Overview of Program and Course Approval

This Program and Course Approval Handbook (PCAH) assists California Community College (CCC) administrators, faculty, and staff in the development of programs and courses and the submission of these proposals for review by the Chancellor's Office.

By law, the Chancellor is required to prepare and distribute a handbook for program and course approval (Cal. Code Regs., tit 5, § 55000.5). The Chancellor has delegated these responsibilities to the Academic Affairs Division of the Chancellor's Office. The PCAH was developed to provide the CCC system with general guidelines and instructions for the submission of curriculum for approval and maintenance. Since the first publication, updates have been published May 1985, July 1987, 1992, March 1995, September 2001, March 2003, March 2009, September 2012, and July 2017, to improve and incorporate new information, clarify previous language, and inform and provide guidance on updates to California Education Code and California Code of Regulations, title 5. Each published edition of the PCAH supersedes preceding editions.

The complete and current text of all California statutes, including the California Education Code sections referred to herein, may be viewed at www.leginfo.ca.gov. The complete and current text of all regulations in the California Code of Regulations, title 5, including those referred to in this Handbook, may be viewed on the at www.calregs.com. All regulatory references of "title 5" are to California Code of Regulations, title 5.

This edition of the PCAH is organized into two major components: Part one covers credit curriculum with part two covering noncredit curriculum. Each part is divided into three sections as follows:

PART II: CREDIT CURRICULUM

Section 1: Introduction to Program and Course Approval provides an overview of curriculum regulations and includes a brief history of curriculum approval, outlines the legal authority and roles of state and local entities, explains the underlying minimum conditions and open course regulations and how they interact with curriculum development and approval. It also provides a brief introduction to the Chancellor's Office processes, the Curriculum Inventory system, and a list of acronyms and definitions for common curriculum and approval terms, concluding with the Development Criteria for Curriculum statement endorsed by the California Community Colleges Curriculum Committee (formerly known as System Advisory Committee on Curriculum (SACC)).

Section 2: Credit Course Review Criteria outlines the curriculum standards and criteria used by Chancellor's Office staff in the review of all types of credit courses. It also covers miscellaneous curriculum standards and topics.

Section 3: Credit Program Approval Standards covers all aspects of the curriculum development submission process for Chancellor's Office review or approval of credit programs as per Education Code 70901.b(10). This includes program development standards, submission requirements, approval criteria, supporting documentation, requirements for local and regional approval, and submission categories.

PART III: NONCREDIT CURRICULUM

Section 1: Introduction to Noncredit Program and Course Approval is an overview of curriculum regulations and includes a brief history of curriculum approval, outlines the legal authority and roles of state and local entities and explains the underlying minimum conditions and open courses regulations and how they interact with curriculum development and approval. It also provides a brief introduction to the Chancellor's Office approval process, the Curriculum Inventory system, and a list of acronyms and definitions for common curriculum and approval terms, concluding with the Development Criteria for Curriculum statement endorsed by the California Community Colleges Curriculum Committee (CCCCC).

Section 2: Noncredit Course and Standards Criteria provides a general overview of noncredit courses, including development guidelines, review criteria, and approval standards for courses.

Section 3: Noncredit Program Criteria and Standards outlines a general overview of noncredit programs, including development guidelines, review criteria, and approval standards for programs.

PART I: OVERVIEW OF CURRICULUM AUTHORITY AND APPROVAL

SECTION 2:

INTRODUCTION TO PROGRAM AND COURSE APPROVAL

SECTION 2. INTRODUCTION TO PROGRAM AND COURSE APPROVAL

OVERVIEW

This section provides an overview of program and course approval and identifies portions of the Handbook relevant to credit and noncredit curriculum.

- History and Legal Authority for Curriculum
- Development Criteria
- Open Courses
- Curriculum Regulations

A. History and Legal Authority for Curriculum

Background

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in California Education Code section 70901:

70901: Board of governors; duties; rules and regulations; delegation; consultation

(b) The board of governors shall . . . perform the following functions:...

(b)(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors.

The Legislature also established the requirement for state approval as part of the finance law for community colleges. This provision was part of the California Education Code for many decades, but in 1991, it was shifted to the California Code of Regulations, title 5, section 58050:

58050: Conditions for Claiming Attendance.

(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:

(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of subchapter 2 (commencing with section 55100) of chapter 6.

(2) The course must meet the criteria and standards for courses prescribed by section 55002.

In 2004, the Chancellor's Office developed the System Advisory Committee on Curriculum (SACC) to coordinate efforts between local and statewide curriculum processes. This committee provides a collaborative forum for statewide discussions pertaining to curriculum to guide related Chancellor's Office policies and practices.

In 2016, the committee endorsed a renaming of the committee to the California Community Colleges Curriculum Committee (CCCCC) and updated the committee's charge to reflect its shift from an advisory role to a recommending body.

Minimum Conditions

Minimum Conditions are selected areas of regulations that may result in denial or reduction of state aid if violated. These minimum conditions are contained in title 5, sections 51000-51027. The Minimum Condition regulation on program and course approval is as follows:

> **51021: Curriculum**
>
> Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community colleges. All courses shall be approved by the Chancellor in the manner provided in subchapter 1 (commencing with section 55000) of chapter 6.

Both California Education Code and California Code of Regulations, title 5, grant other specific authority for the approval of certain types of curriculum to local governing boards, without requiring separate approval by the Board of Governors through the Chancellor's Office. The authority of local governing boards to approve courses without separate approval from the Board of Governors or the Chancellor's Office is established in Education Code section 70902(b)(2), which states that, "The [local] governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors." The minimum conditions set forth in title 5, section 51021, require that all curriculum must be approved by the Chancellor's Office in a manner consistent with the standards set forth in section 55000, et seq. Section 55100(a), which falls within the section referenced in section 51021, then reaffirms the authority of local governing boards to approve courses in approved educational programs, stating that they "…need not be separately approved by the Chancellor." Taken together these regulations underscore the complementary, but distinct, roles and authorities for various components of the California Community College system.

Chancellor's Office Curriculum Review

California Education Code and California Code of Regulations, title 5, provide the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals pursuant to title 5 regulations. Community college course and program approval must be submitted electronically using the California Community Colleges Curriculum Inventory system.

The Chancellor's Office *approves* the following:

- New and substantial changes to existing credit programs
- New and revised noncredit programs and courses

The Chancellor's Office *reviews* the following:

- New and revised credit courses
- Nonsubstantial changes to approved credit programs

Formal notifications of (new and substantial change) noncredit program and course approvals are sent by email to the campus CIO with a copy to campus designee(s).

Once a course or program has gone through the above process and has been returned to the college, the college is then authorized to:

- Publish the description of a new program or course in the catalog or publicize a new program or course in other ways (Cal. Code Regs., tit 5, § 55005).
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Ed. Code § 70901(b)(10); Cal. Code Regs., tit 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 (Ed. 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 (Cal. Code Regs., tit 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.

B. Development Criteria

Five criteria are used by the Chancellor's Office to approve credit programs and noncredit programs and courses that are subject to Chancellor's Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.

These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development. The five criteria are as follows:

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

Criteria A. Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record (COR), must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community Colleges (CCCs) offer five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and fee-based community service classes. State approval is required for credit programs and for noncredit programs and courses.

The following are points to consider in evaluating how a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- Programs and courses should also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment. As the CCCs shift towards offering baccalaureate education, alignment with system mission will expand to incorporate that component of credit curriculum into the system mission.

Criteria B. Need

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.

Need is determined by multiple factors, such as the educational master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum in a process called program review. Program review is a planning process whereby departments determine the future needs and goals of their educational programs. Both new and revised curriculum should reflect the fulfillment of this planning.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education (GE) has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for GE requirements at the four-year institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a program or course and its transition to credit work has been documented. For both credit and noncredit Career Technical Education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information (LMI) within the local service area of the individual college and/or a recent employer survey as per Education Code 78015. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation from the appropriate CTE Regional Consortium as per title 5, section 55130(b)(8)E. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services,
- Develop and coordinate staff development,
- Increase the knowledge of programs and services in the region, and disseminate best practices.

Evidence of labor market need may be submitted in the form of:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's (EDD) Labor Market Information (LMI) system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Further specifics on labor market need are found in the following places: the instructions for completing the application form for approval of a new credit career technical education (CTE) program or the instructions for completing the application form for approval of a new noncredit career technical education program (in Module 3: Noncredit Curriculum).

Criteria C. Curriculum Standards

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board pursuant to title 5, beginning with section 55100. Title 5, section 55130(b)(8)(E), also requires that CTE credit programs must be recommended by CTE Regional Consortia, where applicable. The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a program narrative addressing the elements required in title 5, section 55130 along with supporting documentation from advisory committees, local industry, and transfer institutions as needed for the program type. The application process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- The COR meet all the requirements of title 5, section 55002 for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty developers and college curriculum committees may find useful. Links for curriculum resources are available at http://www.ccccurriculum.net.

Criteria D. Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

Criteria E. Compliance

The design of the program or the course may not be in conflict with any state or federal laws, statutes or regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered. Some of the title 5 sections to note are:

- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repetition and repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040-55046 and 58161)
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168-58172)
- Regulations regarding open/entry open exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (Cal. Code Regs., tit. 16)

C. Open Courses

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 the following are true:

- Prerequisites, corequisites, or other advisories on recommended preparation have been established for the course and/or;
- Health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.

The college can limit enrollment only through one or more of the following approaches:

- Enrolling on a "first-come, first-serve" basis or other non-evaluative selection technique (Cal. Code Regs., title 5, § 58006)
- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the local board

- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses
- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal to a total number of units or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established prerequisites as described below.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (Cal. Code Regs., tit. 5, § 58051(d)) and law enforcement trainees (Pen. Code, § 832.3(c)), courses conducted in a jail or federal prison (Cal. Code Regs., tit. 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (Cal. Code Regs., tit. 5, § 58106), and apprentices in "related and supplemental instruction" courses (Lab. Code, § 3076.3).

D. Curriculum Regulations

The legal parameters and standards for curriculum are established in the following sections of Education Code and California Code of Regulations.

SECTION NO.	LAWS AND REGULATIONS
California Education Code	
70900	Creation of the System
70901	Board of Governors

SECTION NO.	LAWS AND REGULATIONS
California Code of Regulations, title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction	
70902	Local Governing Board Approval of Curriculum
55000.5	Handbook; Monitoring and Review of Approved Courses and Programs
55002	Standards and Criteria for Courses
55002.5	Credit Hour
55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
55005	Publication of Course Standards
55006	Records and Reports
55040	District Policy for Course Repetition
55041	Repeatable Courses
55042	Course Repetition to Alleviate Substandard Academic Work
55060	District Policy
55061	Philosophy and Criteria for Associate Degree and General Education
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55070	Credit Certificates
55072	Award of Certificates
55100	Course Approval
55130	Approval of Credit Programs
55150	Approval of Noncredit Courses and Programs
55153	Other Noncredit Programs Providing 288 Hours or More of Instruction
55154	Adult High School Diploma Program
55155	Noncredit Certificates
55160	Approval of Community Service Offerings
55170	Contract Courses
55180	Definitions
55182	Assessment of Needs and Preferences
55183	Identification of Objectives
55184	Analysis of Alternative Delivery Systems
55185	Additional Criteria for Approval of Educational Centers
55200	Definition and Application
55250	Approved Plan Required
55250.3	"Work Experience Education"
55252	Types of Cooperative Work Experience Education
58160	Noncredit Course Funding

SECTION NO.	LAWS AND REGULATIONS (continued)
California Code of Regulations, title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction	
58161	Apportionment for Course Enrollment
58164	Open Entry/Open Exit Courses
58168	Tutoring
58170	Apportionment for Tutoring
58172	Learning Assistance

Alphabetical List of Acronyms

ACRONYM	DEFINITION
AA	Associate of Arts
AAM	Articulation Agreement by Major
AA-T	Associate in Arts for Transfer
AB	Assembly Bill
ACCJC	Accreditation Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AHSD	Adult High School Diploma
AS	Associate of Science
AS-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Inter-institutional Student Transfer
BCT	CSU Baccalaureate Level Course List by Department
C-ID	Course Identification Numbering System
CB	Course Basic
CCC	California Community Colleges
CCCCC	California Community Colleges Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CDCP	Career Development and College Preparation
COCI	Chancellor's Office Curriculum Inventory
COR	Course Outline of Record
CIP	Classification of Instructional Programs
CSU	California State University
CSU GE-Breadth	California State University General Education-Breadth
CTE	Career Technical Education
DAS	Division of Apprenticeship Standards
DED	Data Element Dictionary
DSPS	Disabled Students Programs and Services
EDD	Employment Development Department

ACRONYM	DEFINITION (continued)
ESL	English as a Second Language
ETAC	Educational Technologies Advancement Committee
FII	Fund for Instructional Improvement
FTES	Full-time Equivalent Students
GECC	CSU GE Certification Course List by Area
HBA	Hours by Arrangement
ICAS	Intersegmental Committee of Academic Senates
IGETC	Intersegmental General Education Transfer Curriculum
IMC	Intersegmental Model Curriculum
JAC	Joint Apprenticeship Committee
LMI	Labor Market Information
LMID	Labor Market Information Division
MC	Model Curriculum
MIS	Management Information Systems
NPA	Nursing Practice Act
OES	Occupational Employment Statistic
PCAH	Program and Course Approval Handbook
RN	Registered Nurse
RSI	Related and Supplemental Instruction
SACC	System Advisory Committee on Curriculum
SAM	Student Accountability Model
SB	Senate Bill
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SOC	Standard Occupational Classification
STEM	Science, Technology, Engineering and Mathematics
TBA	To be Arranged
TCSU	Transfer California State University (CSU)
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California
WASC	Western Association of Schools and Colleges

Definitions and Terms:

Catalog Description

The catalog description should summarize the purpose and goals of the course and subject matter to be covered. In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.

Objectives

Objectives should clearly specify what students should know and/or be able to do upon successful completion of the course.

Course Content

Content, in terms of a specific body of knowledge, should depict the scope and depth of topics or subjects to be covered by the course.

Instructional Methodology

Instructional methodology identifies the key methods and activities used to deliver instruction, including, but not limited to, lecture, laboratory, distance education, and independent study.

Examples of Assignments

Examples of assignments and/or activities include written assignments, special projects and field trips.

Methods of Evaluation

Methods of evaluation for determining student achievement of stated objectives should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives. Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.

PART II: CREDIT CURRICULUM

SECTION 1:

INTRODUCTION TO CREDIT COURSE CRITERIA AND STANDARDS

SECTION 1. CREDIT COURSE CRITERIA AND STANDARDS

I. Credit Course Criteria

OVERVIEW

This section provides an overview of the criteria used by Chancellor's Office staff in evaluating credit course submissions. The review criteria are rooted in the curriculum standards established in title 5, section 55000 et seq. and explained in the Credit Course Standards section of this Handbook. To ensure that standards for all criteria are met, colleges are required to submit the following:

- Criteria for Credit Course Submissions
- Criteria for Data elements
- Criteria for the Course Outline of Record

A. Criteria for Credit Course Submissions

Local districts are responsible for ensuring that submitted course outlines of record (COR) contain the required elements specified in title 5, section 55002, and that local approval is consistent with all standards in section 55000 et seq. The Chancellor's Office reviews credit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. The review criteria used by Chancellor's Office staff are based on the standards for course curriculum established in title 5 and explained in the Credit Course Standards section of this Handbook. Submission and validation of credit courses is conducted through review of the following components submitted by local colleges:

- Completed Curriculum Inventory Proposal Fields for Data Elements
- Course Outline of Record meeting the standards in title 5, section 55002, and approved by the local governing board.

B. Criteria for Data Elements

The following data elements are entered into the Chancellor's Office Curriculum Inventory (COCI) and evaluated by Chancellor's Office staff during the submission review process. The CCCCO MIS Division identifies some of these data elements as Course Basic (CB) codes. Many course elements require CB codes. Other course elements such as District Governing Board Approval Date and Catalog Description do not require CB codes, but are critical components of the review process. Entry errors associated with these elements can result in course submissions being returned to the college for revisions.

DED NO.	DATA ELEMENT NAME
CB00	Course Control Number (this number is assigned by the Chancellor's Office, it is not necessary for new courses.
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status

Course basic record (CB) codes are used to identify particular components of course curriculum for tracking, reporting, and apportionment.

CB01: Department and Number

This identifier should be structured to include an abbreviation of the department to which the course belongs, followed by the numbers and/or letters used to distinguish it from other courses in the same department. It is the identifier that occurs on the student's academic transcript, for example: ARTS 110. The department number must be entered exactly as it is entered into the college and/or district's enterprise resource system. If there are no spaces between the department and course number, do not add a space in the CI. Inconsistencies in data entry will impact MIS reporting.

CB02: Course Title

This data element records the course title exactly as it appears in the COR and the college catalog. If the college uses long and short titles, enter the long title. This field is limited to a maximum of 68 characters including punctuation and spaces, and must be different from CB01.

CB03: Taxonomy of Programs Code

This field is for recording the appropriate TOP Code for the course. An asterisk (*) in this field denotes a vocational TOP Code. A link to the Taxonomy of Programs (TOP) Code Manual, 6th Edition is available on the Chancellor's Office website, under Academic Affairs Curriculum and Instruction page.

The TOP Code should be assigned according to the content and outcomes of the course, and must conform closely to the TOP Code given to similar courses at other colleges around the state. The TOP Code reflects the main discipline or subject matter and is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP Code should contact the Chancellor's Office; if the proposed TOP Code does not seem appropriate, the Chancellor's Office will advise the college.

CB04: Credit Status

This element indicates the credit status of a course (defined in title 5, section 55002). All credit courses will use either a "D" (degree applicable) or "C" (not degree applicable) in this field, indicating the appropriate type of credit course.

CB05: Transfer Status

This element indicates the transfer status of a course. The local college determines CSU transferability during the curriculum approval process. The designation of UC transferable requires UC approval. For

the purposes of course submissions, the UC transferability indicated in this data element can be aspirational and subsequently amended if the course is denied this status upon UC review.

CB06: Course Units Maximum

This element indicates the maximum number of units (semester or quarter) of academic credit a student may earn from enrolling in a single section of the course. This number is entered as a decimal, for example, one and one-half unit would be entered as 1.5. This number is greater than or equal to the number entered for CB07. The unit value in this field must match the maximum unit value listed on the COR, which is consistent with unit calculations as set forth in title 5, section 55002.5 and explained in the standards for credit hour calculations in Part I, Section 2 of this Handbook.

CB07: Course Units Minimum

The minimum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course is entered as a decimal. For example, one-half unit would be entered as 0.5. This number is less than or equal to the number entered for CB06. If sections with variable units of credit are not permitted for this course, enter the same value in this field and in Units of Credit Maximum (CB06). The unit value in this field must match the minimum unit value listed on the COR, which is consistent with unit calculations as set forth in title 5, section 55002.5, and explained in the standards for credit hour calculations in Part I, Section 2 of this Handbook.

CB08: Basic Skill Status

The basic skills status is indicated as either B (Course is a basic skills course) or N (Course is not a basic skills course). If this element is coded as B (Course is a basic skills course), then the previously selected CB04: Credit Status must be C – Not Degree-Applicable.

CB09: Student Accountability Model (SAM) Priority Code

This element is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. The SAM Priority Code selected must correspond with the CB03: TOP Code selected. For example, if a vocational TOP Code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational) and respectively cannot equal E (Non-occupational).

CB10: Cooperative Work Experience

This element indicates whether the course is part of a cooperative work experience education program, according to the provisions of title 5, section 55252, and will be coded "C" (Is part of a

cooperative work experience educational program) or "N" (Is not part of a cooperative work experience educational program).

CB11: Course Classification Status

This element classifies a course in accordance with its primary objective. This field is auto-populated with "Y" denoting the Classification Status is a Credit Course.

CB13: Educational Assistance Class Instruction (Approved Special Class)

This data element indicates whether the course is "educational assistance class instruction" according to the provisions of title 5, section 56028, and will be coded "S" (Couse is designated as an approved special class for students with disabilities) or "N" (Course is not a special class).

CB21: Prior Transfer Level

This element indicates course level status for English, writing, ESL, reading and mathematics courses. Indicate the relationship of the course to college level by selecting one of the following eight options: Y (Not applicable), A (One level below transfer), B (Two levels below transfer), C (Three levels below transfer), D (Four levels below transfer), E (Five levels below transfer), F (Six levels below transfer), or G (Seven levels below transfer).

The selected code must correspond with the CB05: Transfer Status selected, as well as with processing edit checks in the CCCCO MIS Data Element Dictionary (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element. Additionally, extensive rubrics were created to determine appropriate coding for this element. These rubrics can be found on the Basic Skills Initiative website at http://www.cccbsi.org.

CB22: Noncredit Category

This field is auto-populated with "Y" denoting the Credit Course is Not Applicable.

CB23: Funding Agency Category

This element describes whether or not a Chancellor's Office Workforce and Economic Development grant was used to fully or partially develop a course and/or curriculum. Select one of the following three options: A (primarily developed using Economic Development funds), B (partially developed using Economic Development Funds, exceeding 40 percent of total development costs), or Y (not applicable).

CB24: Program Status

This element indicates whether or not a course is part of an educational program as defined in title 5, § 55000. Select one of the two following options: 1 (Program-applicable – the noncredit course is part of a sequence of courses or program that results in a certificate of completion or certificate of competency) or 2 (Not Program-applicable – the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or certificate of competency).

District Governing Board Approved

The college certifies that the local district governing board, pursuant to title 5, sections 55002 and 55100, approved the course by selecting "Yes."

District Governing Board Approval Date

This section requires the date that the local governing board, pursuant to title 5, sections 55002 and 55100, originally approved the course.

Catalog Description

Enter the catalog description exactly as it appears in the COR and the college catalog.

C. Criteria for the Course Outline of Record

The Chancellor's Office review process requires the submission of a COR that meets the standards for courses established in title 5, section 55002, and contains, at a minimum, the following elements:

COR COMPONENTS REQUIRED FOR CREDIT COURSES
▪ Unit value
▪ The expected number of contact hours for the course as a whole
▪ Prerequisites, corequisites or advisories on recommended preparation (if any) for the course
▪ Catalog description
▪ Objectives
▪ Content in terms of a specific body of knowledge
▪ Types or examples of required reading and writing assignments
▪ Other outside-of-class assignments
▪ Instructional methodology
▪ Methods of evaluation for determining whether the stated objectives have been met by students

In addition to verification of the above COR components, the Chancellor's Office review criteria focuses on the validation of two components of the COR for consistency with regulations and MIS data elements: Unit Values and Contact Hours.

Unit Value

The unit value listed on the COR must conform to the standards for unit calculation set forth in title 5, section 55002.5 and be consistent with the unit values entered into the minimum and maximum unit fields in the COCI. The relationship of hours to units must be based on the unit calculation method appropriate to the course type, expressed in total hours for an entire term. Standards for credit hour calculations are contained in title 5, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. Zero-unit courses are not permissible.

Credit hour calculations, as established in title 5, section 55002.5(a), are based on total student learning hours, defined as the sum of all contact and homework hours. While this section does not define ratios for in-class to outside-of-class work, as a matter of standard practice in higher education, lecture credits assume that students will spend two hours outside-of-class for every hour in class; laboratory credits, particularly in natural sciences laboratory and health occupations, clinicals are typically calculated only on hours spent in the classroom, with minimal or no outside-of-class hours expected; and activity courses, studio courses, laboratory with homework, and other similar credit categories typically assume one hour of homework for every two hours of work in class. Variations on standard practices for in-class to outside-of-class ratios, clock hour programs, cooperative work experience courses, and open entry/open exit standards are discussed in greater detail in the Credit Course Standards section of this Handbook and in the Submission and Approval Guidelines. Colleges must exercise caution in the development of local policies or standards for credit calculations to ensure that practices are compliant with state and federal laws, and are aligned with standard practices in higher education. Failure to follow standard patterns can jeopardize course articulation and transferability, as well as apportionment and financial aid.

The COR for many districts does not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the COR, the calculation of credit hours must include the expected hours of student work outside-of-class as described above. When this information is not included on the COR, periodic audits of course submissions may require clarification of local policy and practices for awarding credit hours to ensure that colleges are properly accounting for outside-of-class hours in their calculations. This is described in greater detail in Calculation Categories and Outside-of-Class Hours.

Contact Hours

Contact hours are defined as the total time per term that a student will be under the direct supervision of an instructor or other qualified employee as defined in title 5, sections 55002(a)(3) and 58161. Contact hours are the basis for apportionment and are a required component of the COR.

PART II: CREDIT CURRICULUM

SECTION 2:

CREDIT COURSE CRITERIA AND STANDARDS

SECTION 2: CREDIT COURSE CRITERIA AND STANDARDS

II. Credit Course Standards

OVERVIEW

This section provides an overview of the standards for all credit course curricula, including requirements for local approval, the course outline of record, MIS data elements, credit course categories, credit hour calculations, and standards for particular course types. This section is organized as follows:

A. The Course Outline of Record

B. Course Types and Definitions

C. Standards for Approval

D. Standards for Credit Hour Calculations

E. Other Course Types and Standards

A. The Course Outline of Record

All credit courses are required to have an official Course Outline of Record (COR) that meets the standards in title 5, section 55002(a)(3). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor. It is recommended that CORs include, at a minimum, the following elements:

RECOMMENDED ELEMENTS FOR CREDIT CORs:
▪ Course number and title
▪ Status (noncredit versus credit or others)
▪ Contact Hours
▪ Catalog description
▪ Prerequisites, corequisites, advisories on recommended preparation, or other enrollment limitations (if any)
▪ Repeatability
▪ Content in terms of a specific body of knowledge
▪ Objectives
▪ Field Trips
▪ Methods of Instruction
▪ Methods of Evaluation
▪ Assignments and/or Other Activities

The following COR components are required for credit courses:

COR COMPONENTS REQUIRED FOR CREDIT COURSES
▪ Unit value
▪ The expected number of contact hours for the course as a whole
▪ Prerequisites, corequisites or advisories on recommended preparation (if any) for the course
▪ Catalog description
▪ Objectives
▪ Content in terms of a specific body of knowledge
▪ Types or examples of required reading and writing assignments
▪ Other outside-of-class assignments
▪ Instructional methodology
▪ Methods of evaluation for determining whether the stated objectives have been met by students

This standard places the burden of rigor upon the curriculum committee to determine that course elements of the COR are appropriate to the intended students.

In addition to these components, Chancellor's Office review of credit courses requires the submission of all MIS data elements listed in the previous section of this Handbook. While there is no regulatory requirement that these are listed on the COR, good practice suggests that MIS data elements should be included as part of the local curriculum review and submission process, whether on the COR or on attachments to the COR.

For a detailed discussion of good practices related to COR development and explanations of the standards for local course approval set forth in title 5, refer to the Academic Senate paper titled, The Course Outline of Record: A Curriculum Reference Guide (2008), and can be downloaded from the Academic Senate for California Community Colleges (ASCCC's) website at www.asccc.org under the "publications" tab.

B. Course Types and Definitions

Credit courses are classified under one or more of the following basic course definitions to determine appropriate standards, criteria, and approval processes:

- Program Applicable
- Degree-Applicable
- Nondegree-Applicable
- Stand-Alone

1. Program Applicable

A course is considered program applicable if it meets one of these criteria:

- The course is required for a degree or certificate in a program approved by the Chancellor's Office;
- When a course is on a list of restricted electives for a degree or certificate, specified by course title or number, from which students are required to choose to achieve a degree or certificate in a program approved by the Chancellor's Office; or
- The course is part of an approved general education (GE) pattern such as IGETC, CSU-GE Breadth, or a local pattern conforming to the requirements in title 5.

A course is not considered program applicable when it is only required for a certificate that has been approved locally, but not by the Chancellor's Office, such as a certificate requiring fewer than 18 semester or 27 quarter units. A program is considered approved by the Chancellor's

Office when it is listed as approved and appears with a valid control number in the COCI. When new courses are submitted as part of a new or revised program that has not yet received approval, these courses may be submitted as "program applicable" during the new course and program submission process.

2. Degree-Applicable

A course is considered to be degree-applicable when it has been designated as appropriate to the associate degree in accordance with the requirements of title 5, section 55062 and has been recommended by the college and/or district curriculum committee and approved by the district governing board. This section establishes the following types of courses as degree-applicable:

- All lower division courses accepted toward the baccalaureate degree by UC or CSU
- Courses accepted for transfer to the UC or CSU systems (CB05)
- Courses within a TOP Code designated as vocational, which are part of an approved CTE program
- English composition or reading courses not more than one level below the first transfer level course. ESL courses may not be considered under this definition
- All mathematics courses above and including Elementary Algebra
- Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition (for English) or comparable to elementary algebra (for mathematics)

3. Nondegree-Applicable

The category of credit, nondegree-applicable courses was created by regulatory amendments adopted by the Board of Governors in 1986, and includes the following types of courses:

- Basic skills courses as defined in title 5, section 55000(t) and (u)
- Courses designed to help students succeed in degree-applicable credit courses that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills
- Pre-collegiate CTE preparation courses designed to provide foundational skills for students preparing for entry into degree-applicable CTE courses or programs
- Essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required

Title 5, section 55002(b) requires that nondegree-applicable credit courses be approved by the college curriculum committee and district governing board.

4. Stand-Alone

When a course is *not* a part of an approved program as defined above, it is referred to as a "stand-alone course." Stand-alone courses are identified in CB24, where it has been coded using the number "2." This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor's Office as a Certificate of Achievement. All stand-alone courses including experimental courses and selected topics courses as described below, must have a control number prior to being offered and claimed for apportionment. The CORs for stand-alone courses must contain all required elements and adhere to the same standards as other credit courses.

A community college district may approve and offer nondegree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program without separate approval by the Chancellor. However, stand-alone credit courses still need to be submitted to the Chancellor's Office for chaptering and to receive a control number. The Chancellor will conduct a periodic review to ensure that districts are in compliance. Please refer to title 5, section 55100(b) for full language.

- **Experimental and Special Topics Courses**

  One type of stand-alone credit course is the "experimental" course. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis. After an experimental course has been offered twice, it must be submitted to the college curriculum committee for approval as a regular course, or the college must discontinue offering the course as experimental. As noted above, experimental courses must be submitted through the regular Chancellor's Office review process and receive a control number in order for the college to claim apportionment.

  A "special topics" course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. For example, a college may develop a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term, but the basic disciplinary framework is consistent. If a particular topic is addressed regularly, it should be approved as a regular course. At some colleges, special topics may not be defined as narrowly as this. Some colleges may use the terminology "special topics" in lieu of "experimental." These terms are not defined in title 5, and may be establish a local district policy; however, the CORs for these courses must meet all requirements and standards.

C. Standards for Approval

All credit and noncredit courses offered by a community college are subject to approval by the district governing board (often called "local approval"). Local approval of degree-applicable credit, nondegree-applicable credit and noncredit courses must include review by a curriculum committee established in accordance with title 5, section 55002. The curriculum committee and the governing board must determine that the course meets the standards of title 5, sections 55002, 55002.5, 55003, 55062, and all other applicable provisions of title 5. These standards are explained in the ASCCC paper, "The Course Outline of Record: A Curriculum Reference Guide." In addition, all courses must be appropriate to the mission of the California community college (CCC) system, as defined in Education Code section 66010.4, and must be consistent with the requirements of accrediting agencies.

Curriculum approval at the local level plays a central role in ensuring that all students receive the same quality of instruction. More importantly, it is the fundamental mechanism that engages faculty in the design and evaluation of curriculum and its effectiveness in helping students.

Requirements for local curriculum approval include:

- Local curriculum committee approval of all credit courses or sequences of courses constituting a program.
- The curriculum committee conducting review has been established by mutual agreement between the college and/or district administration and the local Academic Senate. The committee is a committee of the local Academic Senate or a committee that includes primarily faculty.
- The curriculum committee shall recommend approval of the course only if the course:
    - covers the appropriate subject matter, and
    - uses resource materials, teaching methods and standards of attendance and achievement that the committee deems appropriate of the enrolled students.
- The COR shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.
- The COR serves as the official record of the course description; is maintained in the official college files; and is made available to each instructor.
- The COR indicates approval by the chair of the curriculum committee and the chief instructional officer.
- All sections of the course are taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.
- The district governing board has approved all courses.

Title 5, section 55002, establishes two credit course categories and standards for approvals:

1. Associate Degree-applicable Credit Courses

Title 5, section 55002(a) defines an associate degree-applicable course as a course that has been designated as appropriate to the associate degree in accordance with the requirements of title 5, section 55062. Degree-applicable courses must meet the standards specified in title 5, section 55002(a)(2) in the following categories for approval by the local curriculum committee and governing board:

Grading Policy

Title 5, section 55002(a)(2)(A) requires that all degree-applicable courses must culminate in a recorded grade based on the standards outlined in title 5, section 55023. Two key components of this section that must be addressed as part of local approval are that the COR bases grades on:

- Demonstrated proficiency in the subject matter, and
- The ability to demonstrate proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

Units

Title 5, section 55002(a)(2)(B) specifies that the local process for approval of curriculum assures that the COR grants units of credit for courses based on a relationship between the number of units and the number of hours or other performance criteria. Title 5, section 55002.5, provides specific direction on the standards for this calculation; however, this section set forth the following principles:

- Units of credit are based on a relationship with hours that is specified by the local governing board.
- Each unit of credit represents a minimum of three hours of study, including class time, per week, over the length of the primary term used by the college.
- Hours per week are prorated for short term or extended term, laboratory, and activity courses as appropriate.

Standards for credit calculation are explained in detail later in this chapter.

Intensity

Title 5, section 55002(a)(2)(C) establishes the standard that degree-applicable credit courses must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. This standard interacts with title 5, sections 55002(b)(2)(B) and 55002.5, where the calculation of units is based on total student learning hours, inclusive of all hours spent inside and outside of the class. The COR should provide sufficient scope and rigor to account for outside-of-class hours.

Prerequisites and Corequisites

Title 5, section 55002(a)(2)(D) requires that local curriculum approval include an assessment of entry skills that may be necessary for students to successfully complete the course, but that are not covered in the course. This section of regulation is primarily directed at the pre and corequisites other than communication or computation, which are covered in the next section. The total standards, criteria, and approval process for prerequisites and corequisites is covered in title 5, section 55003 and further explained in subsequent sections of this Handbook.

Basic Skills Requirements

Title 5, section 55002(a)(2)(E) outlines the requirement of establishing a pre or corequisite of eligibility for entry into an associate degree level course in English or math when student success in the course is dependent on skills in communication or computation. Of note in this regulation is the following clause:

> "If success in the course is dependent upon communication or computation skills, then the course *shall require…*"

Local curriculum approval must include an assessment of this area and, where it is determined that students must be able to communicate or compute at college level, the establishment of pre or corequisites in English or math. The establishment of requirements under this section must conform to the standards and criteria specified in title 5, section 55003.

Difficulty and Level

Title 5, section 55002(b)(2)(F) and (G) require that degree-applicable courses include work requiring critical thinking and understanding and application of concepts at a college level. Additionally, the local approval process must ensure that each degree-applicable course includes learning skills and vocabulary that are at college level.

2. Nondegree-applicable Credit Courses

Nondegree-applicable courses as defined in section 55002(b) are a type of stand-alone course that must provide instruction in critical thinking, prepare students to study independently outside-of-class, and include reading and writing assignments. However, the course materials and level of difficulty are not required to be at the college level. These courses must meet the approval standards specified in section 55002(b) in the following categories for approval by the local curriculum committee and governing board:

Grading Policy

Title 5, section 55002(b)(2)(A), requires that course grading standards measure student performance against the course objectives and that grades are awarded in compliance with section 55023. Two key components of section 55002(b)(2)(A) that must be addressed as part of local approval, that the COR bases grades on are:

- Demonstrated proficiency in subject matter, and
- The ability to demonstrate proficiency, in part, through essays, problem solving exercises, or skills demonstrations, as deemed appropriate by the curriculum committee.

Units

Title 5, section 55002(b)(2)(B) specifies that the local process for approval of curriculum assures that the COR grants units of credit for courses based on a relationship between the number of units and the number of hours or other performance criteria. Title 5, section 55002.5 provides specific direction on the standards for this calculation; however, this section sets forth the following principles:

- Units of credit are based on a relationship with hours that is specified by the local governing board.
- Each unit of credit represents a minimum of three hours, including class time, per week.
- Hours per week are prorated for short term or extended term, laboratory, and activity courses as appropriate.

Standards for credit calculation are explained in detail in the "Credit Hour Calculation" section of this Handbook.

Intensity

Title 5, section 55002(b)(2)(C) establishes that the course must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. Likewise, the course must include writing and reading assignments and homework. This standard interacts with title 5, sections 55002(b)(2)(B) and 55002.5 where the calculation of units is based on total student learning hours, inclusive of all hours spent inside and outside of the class. The course must demonstrate scope and intensity that prepares students, either through completion of this course or a required sequence of courses linked to this course, for degree-applicable work.

Prerequisites and Corequisites

Title 5, section 55002(b)(2)(D) allows a college or district to require pre or corequisites for nondegree-applicable courses. This is different from the standards for degree-applicable courses that *require* pre or corequisites where applicable. Nondegree-applicable courses must follow the standards, criteria, and approval process for prerequisites and corequisites outlined in title 5, section 55003.

D. Standards for Credit Hour Calculations

Credit hour calculations are governed by the standards in title 5, sections 55002(a)(2)(B), 55002(b)(2)(B) and 55002.5, which collectively provide the definitions and parameters for credit hour calculations for most courses. Title 5, sections 55002(a)(2)(B)-(b)(2)(B) grant local governing boards the authority to specify the relationship between units of credit and hours of classroom instruction, state the minimum weekly hours for one unit of credit, and provide for prorating hours of in-class to outside-of-class work appropriate to term length and instructional format. The calculation of units of credit for cooperative work experience programs is established in title 5, section 55256.5.

1. Standard Formula

The standard formula for credit hour calculations applies to the majority of courses and course types and is derived from title 5, section 55002.5. Colleges are required to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours pursuant to title 5, section 55002.5(a). This is based on the assumption of 3 hours of student work per week over a 16-week term, for 1 unit of credit. The Chancellor's Office recommends the use of 54 total hours of student work (18 weeks x 3 hours) for this calculation, rather than the minimum 48. As a result, all examples in this section use 54 hours as the basis for this calculation. In practice, local districts may use a number or a range between 48 and 54, depending on local practices, but must apply this number

consistently in credit hour calculations. This number is referred to as the "hours-per-unit divisor" in the sections below. The total of all contact hours and outside-of-class hours, as described below, is referred to as "total student learning hours" and is the dividend in the credit calculation formula.

Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

Divide total student learning hours by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible.

Definitions

The following definitions are used in the application of this formula:

Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in title 5, sections 58050, 58051 and 58161. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g., lecture and laboratory, lecture and activity, lecture and clinical.

Outside-of-class Hours: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside-of-class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, To Be Arranged (TBA) etc., must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.

Traditionally, these ratios are expressed as follows:

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Other categories or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described in the above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation; therefore, should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours, must be included in the total student learning hours for the calculation.

Hours-per-unit Divisor: This is the value or value range used by the college to define the number of hours required to award each unit of credit. The value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the 51 = 1 unit calculation to determine the hours of lecture and outside-of-class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48–54 should show that same range for the dividend in the equation and resulting unit calculation.

Term Length and Hours-per-unit Divisor

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. California finance laws assume that primary terms average 17-weeks on the semester system and 11⅔-weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in

the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation. It is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to "flex" activities will not result in the district not providing the minimum number of hours required by title 5, section 55002.5 to award a unit of credit.

Calculation Categories and Outside-of-class Hours

As outlined in the sample table on page 46, colleges can use a variety of calculation categories to describe configurations and expectations for contact to outside-of-class hours. The traditional credit hour model for classroom instruction (lecture, discussion, recitation, etc.) assumes one hour in the classroom and two hours of outside work each week for the length of the primary term for one unit of credit. All other categories must provide at least as much time, with the in-class to outside-of-class hours reflecting standard practices and expectations for that academic activity. The sample table provides the three most common configurations and names for these categories, but practices and nomenclature may vary among institutions.

The activity or laboratory with homework category, described in the table as an expectation of two hours in the classroom and one hour of outside-of-class work, should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside-of-class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields can jeopardize programmatic accreditation and acceptability in meeting major or GE requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices in higher education. This category is commonly found in the visual and performing arts, physical education, CTE fields, and other disciplines. The term "activity" as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term and related credit calculations interchangeably with laboratory.

The COR for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the COR, the calculation of credit hours must include the expected hours of student work outside-of-class as described 46. When this information is not included on the COR, periodic audits of course submissions may require clarification of local policy and practices for awarding credit hours to ensure that colleges are properly accounting for outside-of-class hours in their calculations.

While most courses fall into one of the calculation categories listed above, some courses use a combination of categories, such as lecture combined with lab, activity, TBA, studio, or clinical hours on a single COR. Guidance for alignment with standard practices in higher education and sample calculation tables for common course formats and combinations of calculation categories are contained in the Submission and Approval Guidelines.

2. Fractional Unit Awards and Minimum Thresholds

Title 5, section 55002.5(c) and (d) govern the awarding of fractional units of credit. Specifically, section (c) requires the college to award units of credit in a minimum of .5 increments; whereas section (d) allows colleges to award units in increments smaller than .5 if permitted by local policy.

Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold. For example, if a course is designed to require 180 total student learning hours (108 contact hours and 72 outside-of-class hours), the calculation of units works as follows:

180 / 54 = 3.33
3 units of credit

In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another example is a course offered for 36 contact hours, with 4 hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, 40 total student learning hours divided by 54 = .75, which meets the minimum threshold for .5 units of credit, but does not pass the minimum threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to the award of grades where,

for example, a student earns a "B" for any percentage between 80 and 89. The student is only awarded an "A" when they reach the minimum threshold of 90 percent.

3. Cooperative Work Experience Formula

Credit hour calculations for work experience are governed by the regulations set forth in title 5, section 55256.5. In title 5, section 55256.5(c)(1-2) the following requirements are specified:

- Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

4. Clock Hour Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in 34 Code of Federal Regulations sections 668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program for purposes of the Title IV, Higher Education Act (HEA) program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34 Code of Federal Regulations section 668.8(l). Compliance with this credit hour calculation is a component of regional accreditation review; however, title 5 regulations do not include specific guidance or methods for calculating credit in clock hour programs.

5. Local Policy

Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy or formal calculation document helps districts fulfill the responsibility for local governing boards under California Code of Regulations, title 5, section 55002 to establish the relationship between units and hours for the local curriculum development and approval process.

6. Open Entry/Open Exit Course Credit Calculation

Courses approved by the curriculum committee as meeting the definitions in title 5, section 58164, for open entry/open exit courses are required by title 5, section 58164(b) to calculate one unit of credit as a minimum of 48 hours of total student work, regardless of the course format. This is not functionally different from the standard formula described previously, but it is contained in a separate section of title 5. Fractional units are awarded in the same proportion.

E. Other Course Types and Standards

1. Standards for Conditions of Enrollment

Standards for establishing and monitoring Prerequisites, Corequisites, and Advisories on Recommended Preparation are outlined in title 5, section 55003. This section of regulations includes: definitions; allowance for the establishment of conditions of enrollment (COE) on the basis of content review or content review with statistical validation; the requirement that all conditions of enrollment must be made on a course-by-course or program-by-program basis; requirements for the development of local policy; directions for local governing boards to develop a plan for the establishment of conditions of enrollment by content review for English or mathematics; requirements for course availability; and other provisions.

COE are organized into three categories:

Prerequisite: Prerequisites are 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 on Recommended Preparation: 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.

These standards are interpreted in detail in the 2012 publication, *Guidelines for title 5, section 55003: Policies, Prerequisites, Advisories on Recommended Preparation*, which are available on the Chancellor's Office Academic Affairs Division website on the What's News page under Resources. These guidelines provide extensive explanations of this section of title 5 and recommendations for implementation and compliance.

2. Credit Course Repetition

The primary regulations for credit course repetition are contained in title 5, sections 55040–55046. The bulk of these sections deal with student repetition of credit courses, rather than the development and approval of curriculum. The Chancellor's Office published the *Credit Repetition Guidelines* in November of 2013, to provide guidance to local districts on establishing policies, processes, and curricula that are compliant with all regulations. This document is available on the www.cccco.edu website, on the Curriculum and Instruction page of the Academic Affairs Division. Standards for the development of repeatable credit courses and other elements linked to curriculum development and approvals are contained in title 5, sections 55040 and 55041.

Repeatable Courses

Title 5, section 55041 permits local districts to designate certain courses as repeatable, permitting up to four takes of a course so designated. The following types of courses may be designated repeatable:

Courses Required for CSU or UC Major Requirements

Title 5, section 55041(a)(1) permits a district to designate a course as repeatable when repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The requirement for repetition must be verifiable to the district through the individual CSU or UC's catalog, degree or major requirements documents, or other official publication. An informal letter from the department or faculty member is not sufficient verification to designate a course as repeatable under this regulation as it is not binding on CSU or UC. This designation is limited to the lower division component of the major at the CSU or UC.

Intercollegiate Athletics Courses

Title 5, section 55041(a)(2) permits a district to designate intercollegiate athletics courses, as defined in title 5, section 55000, as repeatable. The limit for repeatability in this instance is not a specific number of enrollments, as requirements for student athlete enrollment in these courses are governed by other sections of state regulations, which limit student athletes to 350 contact hours of intercollegiate athletics per year. However, districts may only claim apportionment for four enrollments, no matter the structure of the course established through the curriculum process or the manner in which the course is scheduled.

These types of courses are intended to be narrowly construed, meaning the course is either the one that the athlete must be enrolled in to participate in the sport that is sponsored by the district or the course that is devoted to conditioning the athlete to safely participate in the competitive sport. Typical sports theory courses, e.g., courses in which students watch a game film and discuss the film with coaches, are not conditioning courses that support the organized competitive sport and thus, are not courses that a district may properly designate as repeatable.

Intercollegiate Competition Courses

Title 5, section 55041(a)(3) permits a district to designate courses designed for intercollegiate academic or vocational competition as a repeatable. Intercollegiate academic or vocational competition courses are very narrowly defined as courses that meet all of the following criteria: 1) the course must be designed specifically for participation in non-athletic competitive events; 2) the competition must be between students from different colleges; 3) the competition must be sanctioned by a formal collegiate or industry governing body; and 4) the participation in the sanctioned competitive event between students from different colleges must be a course requirement and that requirement must be specified in the course content and objectives pursuant to title 5, section 55002 subdivisions (a) or (b).

The *Course Repetition Guidelines* provides greater detail and examples for all of these course types. Districts designating courses repeatable under the provisions of this section must comply with the requirements under title 5, section 55041(b) requiring the identification of all repeatable courses and the designation of those courses in the catalog. The district and district curriculum committee may not designate any other courses as repeatable. All other components of credit course repetition are tied to the student, not the curriculum. However, in some instances, the curriculum development and approval process can be used to strengthen the ability of the student and the district to apply the other exceptions outlined in title 5.

3. Standards for Distance Education

Distance Education (DE) is regulated by title 5, chapter 6, subchapter 3, starting with section 55200. DE is defined in title 5, section 55200, as instruction in which the teacher and student are separated by distance and interact through communication technology. Both credit and noncredit courses may be offered through distance education.

Title 5, sections on Distance Education

TITLE 5	TOPIC
55200	Definition and Application
55202	Course Quality Standards
55204	Instructor Contact
55206	Separate Approval
55208	Faculty Selection and Workload
55210	Ongoing Responsibility of Districts

These regulations refer to all courses that are developed with the intent that individual classes or sections, or any portion of the course, may be scheduled as distance education instead of traditional, face-to-face instruction. This includes courses referred to as "hybrid" that combine traditional, face-to-face instruction and DE with either synchronous or asynchronous instructor-student interaction through communication technology.

Title 5, sections 55200-55205, specifies that course quality standards apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students.

4. Standards for Open Entry/Open Exit Courses

Open entry/open exit courses are defined in title 5, section 58164 as credit or noncredit courses in which students enroll at different times and complete at various times or at varying paces within a defined time period, such as a semester or quarter.

When an open entry/open exit course provides supplemental learning assistance (pursuant to Cal. Code Reg., tit. 5, § 58172) in support of another course or courses, the COR for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours must be based on a maximum number of hours that the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental COR must be prepared in light of the primary course objectives, but the hours for the supplemental COR will then be based on the objectives and related assignments specified in the supplemental COR.

Open entry/open exit courses must be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and complete the course successfully in about 48–54 hours per unit of credit. Some students may need more hours to complete the course and may need greater assistance from faculty and staff; whereas other students may need fewer hours to do the same and need little or no assistance. Regardless of the number of hours the student needs to complete the course, the number of units earned will be the same and the number of hours needed by most students to complete the course as approved by the curriculum committee will be recorded in the COR.

5. Cooperative Work Experience Education

Cooperative Work Experience Education is authorized by title 5, section 55250 et seq. Community college districts offering cooperative work experience must develop, submit, and receive approval for their Cooperative Work Experience District Plan as specified in title 5, section 55250, prior to offering these courses. This category of course is an exception to the usual requirement that state-reimbursed community college education be under the immediate supervision of a qualified academic employee. A college that offers Cooperative Work Experience must provide contractual services, including supervision by a qualified instructor or coordinator, written evaluation of students' progress, consultation with employers, specific objectives, and other elements. Units of work experience must be earned in patterns as described in regulations.

Title 5, sections on Cooperative Work Experience Education

TITLE 5	TOPIC
55250	Approved Plan Required
55250.2	Laws or Rules Applicable to Minor Students in Work Experience
55250.3	Work Experience Education
55250.4	Funds for Work Experience Programs for Students with Developmental Disabilities
55250.5	Work-Experience Education Involving Apprenticeable Occupations
55250.6	Work Experience Outside of District
55250.7	Wages and Workers' Compensation
55251	Requirements of Plan
55252	Types of Cooperative Work Experience Education
55253	College Credit and Repetition
55254	Student Qualifications
55255	District Services
55256	Records
55256.5	Work Experience Credit
55257	Job Learning Stations

Title 5, section 55252 establishes two types of Cooperative Work Experience Education. General Work Experience Education is supervised employment intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience does need not be related to the student's specific educational goals. Occupational Work Experience Education is supervised employment where on-the-job learning relates to the student's specific educational or occupational goal. Title 5, section 55253 states that a student may earn up to a maximum of 16 semester units or 24 quarter units of both types of work experience education combined. Title 5, section 55253, and related sections, allow for student repetition of Cooperative Work Experience courses; however, title 5, section 55041 does not allow for these courses to be designated as "repeatable" for the purposes of curriculum development processes. Districts may permit students to re-enroll in these courses as many times as it takes to reach the maximum units as described above, within title 5, section 55253 semester and quarter limitations.

When Cooperative Work Experience Education is reported in the Chancellor's Office Management Information Systems (MIS), the TOP Code 4932.00 must be used for General Work Experience Education. Occupational Work Experience must be reported in the same TOP Code as the program of which it is a part. For example, Occupational Work Experience in the area of automotive technology must be reported in TOP Code 0948.00.

Resources and information about Cooperative Work Experience Education can be found on the Chancellor's Office website (www.cccco.edu) under the Workforce and Economic Development Division page, under the CTE section. The Work-Based Learning Handbook is an online reference to topics and issues central to the effective implementation and operation of Cooperative Work Experience Education and work-based learning programs.

6. Independent Study Courses

The standards for Independent Study are set forth in title 5, section 55230 et seq. Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee.

Title 5, sections on Independent Study

TITLE 5	TOPIC
55230	Purpose
55232	Academic Standards
55234	Student Progress
55236	Availability of Instructor
55238	Eligibility for State Funds
55240	Instruction

This should not be confused with the requirement in title 5, section 55002 that all courses offered for credit must require students to study independently outside-of-class. Instead, independent study in this context refers to a course that is not regularly scheduled, but for which it is expected that the student will interact directly with the instructor on an individual basis. Title 5, section 55232 requires that independent study courses must maintain the same academic standards as applied to other credit or noncredit courses.

7. Educational Assistance Class Instruction (Approved Special Class)

Title 5, section 56028 establishes the definition and requirements for educational assistance classes as follows:

> Educational assistance classes are instructional activities offered consistent with the provisions of Subchapter 1 of Chapter 7 of this Division, and designed to address the educational limitations of students with disabilities who are admitted to the institution pursuant Educational Code section 76000 et seq. and would be unable to substantially benefit from general college classes even with appropriate academic adjustments, auxiliary aids and services. Such classes generate revenue based on the number of full-time equivalent student (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as an educational assistance class, a majority of those enrolled in the class must be students with disabilities….

Educational assistance 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, educational assistance classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the CCCs. 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, section 56028 requires that classes designed to meet the needs of students with disabilities must be open to enrollment of students who do not have disabilities, but provides that in order to qualify as an educational assistance class, a majority of those enrolled must be students with disabilities. 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 (Cal. Code Regs., tit. 5, § 51006).

Title 5, section 56208 requires courses designed to meet the needs of students with specific disabilities to adhere to the academic standards for courses as specified in title 5, section 55002, and meet the following requirements:

- Be designed to enable students with disabilities to compensate for educational limitations and/or acquire the skills necessary to complete their educational objectives;
- Employ instructors who meet minimum qualifications set forth in title 5, section 53414;
- Utilize curriculum, instructional methods, or materials specifically designed to address the educational limitations of students with disabilities. Curriculum committees responsible for reviewing and/or recommending educational assistance class offerings shall have or obtain the expertise appropriate for determining whether the requirements of this section are satisfied; and
- Utilize student/instructor ratios determined to be appropriate by the District given the educational limitations of the students with disabilities enrolled in each class. Class size should not be so large as to impede measurable progress or to endanger the well-being and safety of students or staff.

Title 5, section 56029 allows extended repetitions of DSPS courses under certain circumstances that are discussed in the Credit Course Repetition chapter of this Handbook.

The COR for a course developed in compliance with title 5, section 56028, should:

- Specify the disability or disabilities the course is designed to address;
- Describe the objectives the course is to fulfill as they relate to these disabilities;
- Describe why a special course is needed to meet this need, rather than being met through accommodation in a regular course;
- Specify how it will be determined that the objectives have been achieved; and
- Explain what disability-specific instructional methods, materials, equipment, etc., will be used and why.

Course sections that are merely adapted to enable students with disabilities to meet the regular course objectives in an alternative way do not require separate Chancellor's Office approval.

8. Apprenticeships

Apprenticeships are regulated in multiple sections of state regulations and codes, including title 5, section 55250.5 and Labor Code sections 3070-3098. These regulations define an apprenticeship as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. The

California Division of Apprenticeship Standards (DAS) within the California Department of Industrial Relations and the Chancellor's Office of the CCCs share responsibility for the approval of credit and noncredit apprenticeship programs. This shared responsibility has created a partnership for developing apprenticeship programs that includes the community college and the employer, also known as the program sponsor.

The DAS approves matters dealing with on-the-job instruction and maintains the standards. Both the California Apprenticeship Law and the annual California Budget Act refer to the off-the-job formal education as related and supplemental instruction (RSI). Providing RSI is the job of the community colleges, adult schools, and regional occupational program centers. In addition, Labor Code section 3074 states that apprenticeship RSI shall be the responsibility of and be provided by state and local boards in charge of CTE in partnership with the program sponsor, who is normally the employer. The program or courses must have the approval of the Chancellor's Office for both curriculum and RSI funding.

Required documentation must be signed by the Chief of the DAS (or designee) to indicate that the apprenticeship has been approved, including the specific campus approved for the RSI, apprenticeship title, file number, and sponsor contact information. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study (LMI), pursuant to Education Code section 78015.

The Chancellor's Office has delegated authority to the Apprenticeship Program Coordinator, who provides support to the college and the program sponsor throughout the development and implementation of an apprenticeship program. The Vice Chancellor of Educational Services (or designee) reviews the programs and courses offered by the community college using criteria that represent the standards of good practice established in the field of curriculum design.

Apprenticeship proposals require additional supporting documentation including a California Division of Apprenticeship Standards (DAS) Approval Letter. Refer to the Submission and Approval Guidelines for more details on the proposal requirements for apprenticeships.

9. Contract Education

Contract curriculum is one of several educational options authorized by Education Code (Ed. Code § 78020(a)) to be offered within the California Community Colleges. Contract Education is legally defined as "those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college."

Mandates and Regulations Related to Course Standards and Approval

AUTHORITY	TOPIC
Ed. Code section 76300(e)(3)	Contract Education Student Fee Requirement
Ed. Code section 78020(a)	Contract Education Definition
Ed. Code section 78021(a)	Establishing Contract Education
Ed. Code section 78021(c)	Contract Education Attendance Requirements
Ed. Code section 780222(a)	Contract Education Faculty Requirements
Ed. Code section 78022(b)	Contract Education for Credit and Noncredit Faculty Compensation
Ed. Code section 78022(d)	Contract Education Not-for-Credit Faculty Compensation
Ed. Code section 78023	Nonprofit Public Benefit Corporations
Ed. Code section 78020(a)	Contract Education Definition
Title 5, section 55170	Contract Courses

Community colleges are authorized to conduct contract education offerings to meet the specific training needs of private corporations or other public agencies. This authorization is contained in Education Code section 78021.

Most contract education offerings do not generate state apportionment, because they are customized offerings paid for by business for their employees. However, contract education courses that are open to any student of the college and meet all other legal requirements may generate apportionment. Approval of contract education classes is covered in title 5, section 55170.

Title 5, section 55170 Contract Courses

(a) Any course approved pursuant to section 55002 may be offered by a college through contract education pursuant to Education Code section 78021. Approval of such a contract course may be required by other state agencies, but approval by the Chancellor is not required unless the course is part of a credit educational program subject to approval pursuant to section 55130 or is a noncredit course subject to approval pursuant to article 2 of this subchapter.

(b) The approval of the Chancellor is not required for any contract except for vocational education contracts pursuant to subchapter 7.

PART II: CREDIT CURRICULUM

SECTION 3

CREDIT PROGRAM CRITERIA AND STANDARDS

SECTION 3: CREDIT PROGRAMS CRITERIA AND STANDARDS

I. Overview of Credit Programs

OVERVIEW

This section provides an overview of the standards for all credit programs and is organized as follows:

- Program Types
- General Associate Degree Standards
- Standards for Writing and Computation Competency

II. Associate Degree for Transfer Degrees: AA-T and AS-T

OVERVIEW

This section provides an overview of the standards for all credit programs and is organized as follows:

- Degree Standards
- Criteria for Approval
- Double Counting Procedures for General Education

III. Career Technical Education Degrees: AA and AS

OVERVIEW

This section provides an overview of the standards for all Career Technical Education Degrees (AA and AS) and is organized as follows:

- Degree Standards
- Criteria for Approval

IV. Local Associate Degrees: AA and AS

OVERVIEW

This section provides an overview of the standards for Local Degrees (AA and AS) and is organized as follows:

- Degree Standards
- Criteria for Approval

V. Certificates of Achievement

OVERVIEW

This section provides an overview of the standards for Local Degrees (AA and AS) and is organized as follows:

- Standards and Definition
- Criteria for Approval

VI. Collaborative Programs

VII. Labor Market Information and Analysis

I. Overview of Credit Programs

An educational program is defined in title 5, section 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All associate degrees and certificates of achievement that appear by name on a student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation (CTE), transfer (ADT), transfer preparation, as a record of academic achievement, or to fulfill other community needs.

The types of credit educational programs that must be submitted to the Chancellor's Office for approval include: Associate Degrees – local AA or AS and AA-T/AS-T, and Certificates of Achievement that require 12 or more semester units (or 18 or more quarter units) and Certificates of Achievement that require 18 or more semester units (or 27 or more quarter units).

A. Program Types

All associate degrees in the California Community College system are classified in four general categories:

- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)
- Associate of Arts (AA)
- Associate of Science (AS)

Certificates of Achievement, defined in title 5, section 55070 are the only credit certificates that may appear by name on a student transcript, diploma, or completion award. Colleges *must* submit programs of 18 or more semester units or 27 or more quarter units of degree-applicable coursework for Chancellor's Office approval. Colleges *may* submit programs of 12 or more semester units or 18 or more quarter units of degree-applicable coursework for Chancellor's office approval in order that the program may be included in the student transcript.

Additionally, all programs submitted for Chancellor's Office review are required to state the primary goal of the program. This program goal is used to determine the standards and documentation for approval, but is not a component of state data tracking or reports and is not included for MIS data submissions. The three program goals are:

- Transfer: All ADTs and Certificates of Achievement for CSU GE-Breadth or IGETC.
- Career Technical Education (CTE): Limited to programs in a CTE TOP Code. May include both CTE and transfer goals (not including ADTs).

- Local: All other AA and AS degrees and certificates, not in a CTE TOP Code, that are developed to meet locally defined needs consistent with the system mission, including transfer preparation. These degrees must align with a TOP Code.

Degrees submitted with a program goal of "CTE" or "Local" may include transfer preparation as a component or as the primary intent of the program. Standards and further explanations of these categories and associated approval criteria are discussed in detail in this chapter.

The Chancellor's Office supports ASCCC Resolution 9.06, approved in Spring 2008, which provided guidelines for classifying disciplines into AA or AS degrees as follows:

- Associate of Science (AS) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate of Arts (AA) are strongly recommended for all other disciplines
- Associate in Science for Transfer (AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate in Arts for Transfer (AA-T) must be used for all other disciplines

B. General Associate Degree Standards

The general standards for the Associate degree are set forth in title 5, section 55063 which specifies the following requirements:

- At least 18 semester units or 27 quarter units defining a major or area of emphasis and aligned with the TOP Code identified for the degree
- At least 18 semester units or 27 quarter units of GE
- At least 60 total semester units or 90 quarter units

The 18 semester units or 27 quarter units in the major or area of emphasis can be in a single discipline or related disciplines, or it can be in an area of emphasis, defined as a more general grouping of lower division course work that prepares students for a field of study or specific major at a CSU or UC. The standards for GE are further defined in title 5, section 55061. The remaining units may be used for local graduation requirements or electives, as permitted for the degree type.

C. Standards for Writing and Computation Competency

All students awarded a degree must demonstrate competence in writing by obtaining a satisfactory grade in an English course at the level of Freshman Composition or by achieving a score on an assessment comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition or higher satisfies both this competency requirement and the English Composition GE coursework requirement.

Competence in mathematics must be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by achieving a score on an assessment comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra or higher satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

II. Associate Degree for Transfer Degrees: AA-T and AS-T

Associate Degrees for Transfer (ADT) were developed in response to Senate Bill 1440 (Padilla, 2010) and subsequent revisions to Education Code section 66746(a) that required community colleges to develop and offer "associate degrees for transfer" which fulfill the lower division component of a baccalaureate major at a California State University. These degrees allow students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete an ADT and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. These degrees require students to meet both of the following requirements:

> (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
>
> > (A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).
> > (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.
>
> (2) Obtainment of a minimum grade point average of 2.0.

ADTs include both Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. The law authorizing these degrees also requires that students must earn a "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis. Education Code section 66746(b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial

non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T). Title 5, section 55002(b) describes such courses as "nondegree-applicable credit courses."

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code section 66746. The term "transfer degree" is likewise restricted to ADTs.

A. Degree Standards

The following standards apply to the development and approval of the Associate Degree for Transfer:

- 60 semester units or 90 quarter units,
- Minimum 18 semester or 27 quarter units in major or area of emphasis,
- Must use CSU GE-Breadth or IGETC,
- May include transferable electives to reach 60 semester units or 90 quarter units,
- No local graduation requirements,
- Must align with structure of TMC, and
- Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor's Office Template.

1. Minimum Units

The minimum number of units for the ADT is 60 semester or 90 quarter units that are CSU transferable. Students awarded this degree must complete at least 12 semester or 18 quarter units in residence.

2. Major or Area of Emphasis: Transfer Model Curriculum

An inter-segmentally developed Transfer Model Curriculum (TMC) defines the major or area of emphasis for all ADT degrees. In the implementation process for SB 1440 and Education Code section 66746 the ASCCC, in collaboration with the CSU Academic Senate, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a CCC to CSU. According to title 5, section 55063 and Education Code section 66746 the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester or 27 quarter units.

TMCs were developed as a means of facilitating a statewide response to the mandate that all community colleges offer "associate degrees for transfer." Draft TMCs are developed by intersegmental faculty (CCC and CSU, primarily) in the discipline and then made available for vetting at www.c-id.net. Once a template for a TMC is finalized, community college faculty may

then develop degrees that align with the TMC. The designators for these aligned TMC degrees are Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).

When an associate degree for transfer is approved by the California Community Colleges Chancellor's Office, the CSU Chancellor's Office will be notified so that the approved associate degree may be included in the CSU Mentor transfer application and in other publications. This data is used to identify eligible students who apply to the CSU for admission as described in Education Code section 66747.

Education Code section 66746 requires that community colleges create an ADT when they offer a degree in the same discipline (i.e., under the same TOP Code) as an existing transfer model curriculum (TMC) according to the following timelines:

a. For any approved TMC finalized prior to the start of the 2013–14 academic year, a community college must create an ADT in the major and area of emphasis offered by that college, before the start of the 2015–16 academic year.
b. For any approved TMC approved subsequent to the commencement of the 2013–14 academic year a community college must create an ADT in every major and area of emphasis offered by that college within 18 months of the approval of the TMC.

A TMC is considered to have final approval when the template is posted by the Chancellor's Office. The approved templates are located on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad) on the Templates for Transfer Model Curriculum webpage.

3. General Education

Education Code section 66746(a)(1)(A) requires that students complete the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education–Breadth (CSU GE-Breadth) Requirements. Additional GE requirements are not permitted. Courses used to meet the major requirement may also be used to meet the GE requirement if those courses have been approved for IGETC or CSU GE-Breadth.

Most ADTs require full completion of IGETC or CSU GE-Breadth. However, certain ADTs are instead based on the completion of IGETC for STEM or CSU GE-Breadth for STEM. The IGETC for STEM and CSU GE-Breadth for STEM options permit students to follow the IGETC or CSU

GE-Breadth curriculum but delay one Arts or Humanities course and one Social or Behavioral Science course until after transfer.

4. Electives

ADTs may include additional transferable electives, if necessary, to bring the total degree-applicable units to 60 semester units or 90 quarter units.

5. Prohibited Practices

Education Code section 66746(b) states "community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements …." Local college or district requirements that are prohibited include additional graduation requirements, such as additional GE requirements or a residency requirement that exceeds the minimum set by title 5.

While the current program submission and approval process requires colleges to design ADTs that do not exceed 60 semester or 90 quarter units, a community college may confer the ADT to students who exceed the minimum units required for the degree.

B. Criteria for Approval

The Submission and Approval Guidelines provide greater detail on the process of obtaining Chancellor's Office approval of the ADT. In summary, ADTs must meet the following criteria for approval:

- Submission includes all required documentation:
  - Program Narrative,
  - Completed Chancellor's Office Template,
  - C-ID or ASSIST Articulation Information, as required by the TMC, and
  - COR for all courses included in major or area of emphasis.
- Degree meets all standards as listed above. Verification of meeting these standards is conducted through review of required documentation.
- Degree is submitted with program goal of "Transfer."

1. Program Narrative

Only the Program Goals and Objectives and Catalog Description items are required for the Narrative. The catalog description must reflect the following:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses,
- Minimum overall grade point average of 2.0,

- Minimum grade of "C" (or "P") for each course in the major, and
- Completion of IGETC and/or CSU GE-Breadth.

Submission of a COR is required for each course specified in the major. All ADT degrees are submitted with "Transfer" as the program goal.

2. Chancellor's Office Templates for Approved Transfer Model Curriculum

The Chancellor's Office develops a template for each approved TMC. The templates are located on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad) on the Templates for Transfer Model Curriculum webpage. All submissions must include a completed, current template.

3. Course Identification Numbering System or ASSIST Articulation Documentation

The template specifies all of the courses that may be included in the ADT and the documentation required for each course when the degree is submitted for approval. Typically, all required core courses are identified by a Course Identification Numbering System (C-ID) descriptor, which sets the minimum standards for what should be included the COR. When a C-ID descriptor is listed on the template, C-ID articulation is required for the course(s) to be included in that section of the template. Additional information on C-ID descriptors and C-ID articulation is located on www.c-id.net. However, courses pending C-ID approval over 45 days may be included in the degree if the program application demonstrates evidence that those courses has been submitted to and are under review in the C-ID System (e.g., submitted, resubmitted, in progress, conditional and/or approved). Thus, for evidence, please submit a screenshot from the C-ID website that includes the date of submission, course name, and college.

Courses on the template that do not need an approved C-ID descriptor require different documentation to justify the inclusion of the course. These include:

- *Articulation Agreement by Major* (AAM) demonstrating lower division preparation at one CSU campus,
- *CSU Baccalaureate Level Course List by Department* (BCT) showing the courses are CSU transferable, and
- *CSU GE-Breadth Certification Course List by Area* (GECC) identifying the transfer GE area(s) for which the course was approved.

Documentation for the above can be located on the articulation website (www.assist.org) for inclusion in the application.

C. Double Counting Procedures for General Education

The TMC template also requires the IGETC and CSU GE-Breadth status of each course and how the units may be double counted, i.e., how the units can be used to fulfill both major preparation and transfer GE requirements. The general guidelines for double counting are:

The maximum number of "double counted" units is limited to the number of units assigned to each GE Area (see Submission and Approval Guide for a listing of CSU GE-Breadth and IGETC areas and assigned units).

Example: A college's Calculus course is 5 units. The maximum number of units allowed for CSU GE-B Area B4 and IGETC Area 2 is 3 units. Thus, only 3 of the 5 units of the calculus course can be double counted for the CSU GE Area B4 or IGETC Area 2.

Courses can only be double counted in one GE Area.

Example: The Early Childhood Education Transfer Model Curriculum (TMC) identifies C-ID CDEV100 as applicable to CSU GE Area D and Area E. However, the "double counted" units can only apply to either CSU GE Area D or E, but not both. (The course maximum for either CSU-GE Area D or E is 3.)

III. Career Technical Education Degrees: AA and AS

The standards for all associate degrees are set forth in title 5, section 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE, and elective courses as needed to meet the minimum unit requirement. Associate degrees are classified as Career Technical Education (CTE) when they are in a TOP Code designated as vocational in the TOP Manual. CTE degrees may include transfer preparation as a component or as the primary intent of the program.

A. Degree Standards

Associate degrees classified as CTE must meet the following standards applicable to the development and approval of all AA and AS degrees submitted in this category:

- Minimum of 60 semester units or 90 quarter units;
- Minimum 18 semester units or 27 quarter units in major or area of emphasis as described in title 5, section 55063(a);
- Any GE pattern allowed by regulations, as determined by the college;
- Must include local graduation requirements;

- Must be offered in a vocational TOP Code;
- Must be approved by appropriate Regional Consortium; and
- May be designed for both CTE and transfer preparation.

1. Minimum Units

Title 5, section 55063 requires that students earning the associate degree complete at least 60 semester units or 90 quarter units of degree-applicable credit course work. These units must include at least 18 semester units or 27 quarter units in GE and at least 18 semester units or 27 quarter units in a major or area of emphasis. Of the total required units, at least 12 semester units or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

2. Major or Area of Emphasis

Title 5, section 55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or "area of emphasis." A major may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An area of emphasis is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a particular major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major, area of emphasis, or field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of emphasis will be awarded as a separate degree and assigned a separate program control number.

If the CTE degree is designed to provide specific transfer preparation in addition to career preparation, the proposal must demonstrate through the narrative and required documentation that required courses in the program substantially satisfy the lower division coursework requirements for the corresponding baccalaureate major or concentration. The submission must show a good-faith effort on the part of the college to assure that, to the extent possible:

- Courses will count not only for transfer, but specifically toward completion of a major after transfer;
- Courses required in the lower division will not have to be repeated in the upper division; and
- All major requirements usually fulfilled in the lower division can be fulfilled at the community college.

3. General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, section 55061 describes the completion of GE, one component of the degree, as a learning experience that demonstrates:

> ...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

Title 5, section 55063(b) requires that students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of GE coursework that includes a minimum of 3 semester or 4 quarter units in each of the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
    - English Composition
    - Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement.

All students awarded a degree must demonstrate competence in writing by obtaining a satisfactory grade in an English course at the level Freshman Composition or by achieving a score on an assessment comparable to satisfactory completion of the specified English course.

Satisfactory completion of an English course at the level of Freshman Composition or higher satisfies both this competency requirement and the English Composition GE coursework requirement.

Competence in mathematics must be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by achieving a score on an assessment comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra or higher satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

GE transfer patterns do not satisfy the requirement for a major or an area of emphasis. In other words, an associate degree cannot consist solely of CSU–GE-Breadth, IGETC, or the local GE pattern with the remaining units (to reach 60 semester or 90 quarter) in other GE courses or electives, selected at the student's discretion.

When an associate degree is developed for students who do not intend to transfer, a local GE pattern of a minimum of 18 semester or 27 quarter units may be required. When colleges offer degrees that include transfer preparation with a choice of local or transfer GE, colleges should strongly recommend or require that a student select the appropriate GE pattern for the student's intended goal with advice from a counselor. This may include CSU GE-Breadth, IGETC pattern, GE pattern for a four-year institution in an adjacent state, or the local GE pattern. There may also be additional graduation requirements at individual colleges, such as physical education. Some students who intend to transfer will complete more than 60 semester or 90 quarter units in order to meet all requirements for the associate degree.

4. Electives and Local Graduation Requirements

Associate degrees may include additional graduation requirements or electives, if necessary, to bring the total degree-applicable units to a minimum of 60 semester units or 90 quarter units.

B. Criteria for Approval

The Submission and Approval Guidelines provide greater detail on the process of obtaining Chancellor's Office approval of the CTE programs. In summary, CTE associate degrees must meet the following criteria for approval:

- Submission must include all required documentation, including:
    - Narrative
    - CORs for all courses included in major or area of emphasis
    - Labor Market Information (LMI)
    - Advisory Committee Recommendation
    - Regional Consortium Recommendation
    - Appropriate transfer preparation documentation from the list of allowable documents if the program is designed for both CTE and transfer preparation
- Degree is submitted with program goal of "Career Technical Education"

1. Program Narrative

All new and substantially changed CTE associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid workforce preparation purpose and may address transfer preparation
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.
- Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California
- Enrollment and Completer Projections – projection of number of students to earn degree annually
- Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory
- Similar Programs at Other Colleges in Service Area – justification of need for program in the region
- Transfer preparation information – if transfer preparation is a component of the program

2. Required Documentation

In addition to a narrative, all new and substantially changed CTE programs must include:

- Labor Market Information and Analysis – see Section VII for a discussion on LMI analysis and considerations

- Advisory Committee Recommendation – includes advisory committee membership, minutes and summary of recommendations
- Regional Consortia Approval Meeting Minutes – showing program recommendation

Apprenticeship programs do not require advisory committee and regional consortia minutes, but do require labor market information and analysis, and an approval letter from the California Division of Apprenticeship Standards (DAS).

If a CTE program is designed to provide transfer preparation, as a component of or as the primary intent of the degree, then it must include at least one of the following documents to substantiate the alignment of the degree with transfer preparation standards. Appropriate documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

IV. Local Degrees: Associate Degree of Art and Associate Degree of Science

The standards for all associate degrees are set forth in title 5, section 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE and elective courses, if needed to meet the minimum unit requirement. All associate degrees with the exception of ADTs and CTE degrees are considered "local" for the purposes of submission to the Chancellor's Office. However, this designation may include degrees intended to prepare students for transfer to a particular baccalaureate program or major. The "local" designation is limited to the submission and approval process and has no bearing on how these degrees are tracked for other purposes.

A. Degree Standards

Associate degrees classified as "Local" must meet the following standards:

- Minimum of 60 semester units or 90 quarter units
- Minimum 18 semester units or 27 quarter units in major or area of emphasis as described in title 5, section 55063(a)
- Any GE pattern allowed by regulations, as determined by the college
- Must include local graduation requirements
- Must be offered in a non-vocational TOP Code
- May be designed to serve either transfer preparation and/or community needs

1. Minimum Units

Title 5, section 55063 requires that students earning the associate degree complete at least 60 semester units or 90 quarter units of degree-applicable credit course work. These units must include at least 18 semester units or 27 quarter units in GE and at least 18 semester units or 27 quarter units in a major or area of emphasis. Of the total required units, at least 12 semester units or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to the residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

2. Major or Area of Emphasis

Title 5, section 55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or "area of emphasis." A major may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An area of emphasis is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a particular major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major/area field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of

emphasis will be awarded as a separate degree and assigned a separate program control number.

If a local associate degree is designed to provide transfer preparation, the proposal must demonstrate through the narrative and required documentation that required courses in the program substantially satisfy the lower division coursework requirements for the corresponding baccalaureate major or concentration.

The submission must show a good-faith effort on the part of the college to assure that, to the extent possible:

- Courses will count not only for transfer, but specifically toward completion of a major after transfer;
- Courses required in the lower division will not have to be repeated in the upper division; and
- All major requirements usually fulfilled in the lower division can be fulfilled at the community college.

3. General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, section 55061 describes the completion of GE, one component of the degree, as a learning experience that demonstrates:

> ...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

Title 5, section 55063(b) requires that students receiving an associate degree shall complete a minimum of 18 semester units or 27 quarter units of GE coursework that includes a minimum of 3 semester or 4 quarter units in each of the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities

- Language and Rationality
  - English Composition
  - Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement.

All students awarded a degree must demonstrate competence in writing by obtaining a satisfactory grade in an English course at the level Freshman Composition or by achieving a score on an assessment comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition or higher satisfies both this competency requirement and the English Composition GE coursework requirement.

Competence in mathematics must be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by achieving a score on an assessment comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra or higher satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

GE transfer patterns do not satisfy the requirement for a major or an area of emphasis. In other words, an associate degree cannot consist solely of CSU GE-Breadth (CSU GE-Breadth), IGETC, or the local GE pattern with the remaining units (to reach 60 semester or 90 quarter) in other GE courses or electives, selected at the student's discretion.

Students intending to transfer may be required to complete the appropriate GE pattern, which may include CSU GE-Breadth, IGETC pattern, local GE, or GE pattern for a four-year institution in an adjacent state to fulfill CSU GE-Breadth, 18 or more semester units (or 27 quarter units) in a major or area of emphasis, and the balance of units (to reach 60 or 90 quarter) in transferable courses in order to receive an associate degree. There may also be additional graduation requirements at individual colleges, such as physical education. Some students who

intend to transfer will complete more than 60 semester units or 90 quarter units in order to meet all requirements for the associate degree.

When an associate degree is developed for students who do not intend to transfer, a local GE pattern of a minimum of 18 semester units or 27 quarter units may be required. When colleges offer degrees with a choice of local or transfer GE, colleges should strongly recommend or require that a student select the appropriate GE pattern for the student's intended goal with advice from a counselor.

4. Electives and Local Graduation Requirements

Associate degrees may include additional graduation requirements or electives, if necessary, to bring the total degree-applicable units to a minimum of 60 semester units or 90 quarter units.

B. Criteria for Approval

The Submission and Approval Guidelines provide greater detail on the process of obtaining Chancellor's Office approval of the associate degree. In summary, local associate degrees must meet the following criteria for approval:

- Submission must include all required documentation, including:
  - Narrative,
  - CORs for all courses included in major or area of emphasis based on the same TOP Code, and
  - Appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation.
- Degree is submitted with program goal of "Local."

1. Program Narrative

All new and substantially changed local associate degree proposals must include a narrative that addresses:

1. Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
2. Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
3. Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.

4. Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California
5. Enrollment and Completer Projections – projection of number of students to earn degree annually
6. Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory
7. Similar Programs at Other Colleges in Service Area–justification of need for program in the region
8. Transfer preparation information, if transfer preparation is a component of the program

2. Other Documentation

If a program is designed to provide transfer preparation, as a component of, or as the primary intent of the degree, then it must include at least one of the following documents to substantiate the alignment of the degree with transfer preparation standards. When programs are designed to provide transfer preparation for more than one baccalaureate institution, documentation should demonstrate alignment with the requirements for lower division major preparation at no more than one institution. Appropriate documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

If a local program is intended to address community need the college must submit community-need-related documentation, such as letters of support, survey results, or anything that provides evidence that the program fulfills a need of the community. When seeking approval for such programs, the intent must be clearly expressed in the narrative portion of the proposal.

V. Certificates of Achievement

A. Standards and Definition

Title 5, section 55070 defines Certificate of Achievement as a credit certificate that appears by name on a student transcript, diploma, or completion award. Chancellor's Office approval is required. The college can develop and propose a Certificate of Achievement that includes coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states. Certificates of Achievement that consist solely of basic skills and/or ESL courses are not permitted.

Certificates of Achievement represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE. Colleges *must* submit programs of 18 or more semester units or 27 or more quarter units of degree-applicable coursework for Chancellor's Office approval. Colleges *may* submit programs of 12 or more semester units or 18 or more quarter units of degree-applicable coursework for Chancellor's office approval in order that the program may be included in the student transcript.

Community colleges may also award certificates for fewer than 18 semester units or 27 quarter units without Chancellor's Office approval, but must call such certificates something other than "Certificate of Achievement." The award names "Certificate of Completion" and "Certificate of Competency" are likewise reserved for noncredit certificates and may not be used for locally-approved certificates

1. Unit Thresholds and Requirements

As detailed above, a certificate that requires 18 or more semester units or 27 or more quarter units of degree-applicable coursework must receive Chancellor's Office approval and must be called Certificate of Achievement. A certificate that requires fewer than 18 semester units or 27 quarter units may be submitted for Chancellor's Office approval if it requires at least 12 semester units or 18 quarter units of degree-applicable coursework. If approved, it must be called a Certificate of Achievement.

2. Sequence of Courses

According to title 5, section 55070 the award of a Certificate of Achievement should represent more than an accumulation of units. It should symbolize successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or GE.

When a college creates a sequence of certificates in a single four-digit TOP Code, arranged such that a student must complete one level before taking another level and the set or sequence as a whole requires 18 semester units or 27 quarter units or more, then the entire certificate sequence requires Chancellor's Office approval. For example, if a college creates the low-unit certificates listed below but then makes the Level I low-unit certificate prerequisite to Level II, the college has essentially created an 18-unit program:

- Multimedia, Basic (or Level I) – 9 units
- Multimedia, Advanced (or Level II) – requires completion of Level I or equivalent skills and knowledge plus an additional 9 units

As such, the college needs to submit the entire 18 units for approval as a Certificate of Achievement. However, Chancellor's Office approval of these two certificates would not be possible if the Basic (Level I) certificate is not required for the Advanced (Level II) because each certificate requires fewer than 12 semester units.

3. Certificates in California State University General Education Breadth and Intersegmental GE Transfer Curriculum or Adjacent State Transfer Pattern

Title 5, section 55070 allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU, or accredited public baccalaureate institutions in adjacent states, which award the baccalaureate degree. To maintain statewide consistency, only the two titles listed below are permissible for this unique type of certificate:

- CSU GE-Breadth
- Intersegmental GE Transfer Curriculum (IGETC)

Certificates for public baccalaureate institutions in adjacent states may have any relevant title. Community colleges may not offer a Certificate of Achievement for completion of GE requirements for a private college or university or for completion of community college GE requirements.

B. Criteria for Approval

The Submission and Approval Guide details the process of obtaining Chancellor's Office approval of the Certificate of Achievement. However, the background and criteria of some of the required elements are briefly discussed below.

1. Narrative

All new and substantially changed Certificate of Achievement proposals must include a narrative that addresses:

1. Program Goals and Objectives – must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. For the purposes of Chancellor's Office submission and approval, programs may select one of three program goals: transfer, CTE, or local. Transfer is applied only to certificates for CSU GE-Breadth IGETC. CTE is limited to certificates in a vocational TOP Code. Local is used for all other certificates, but may include certificates designed to prepare students for transfer.
2. Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
3. Program Requirements – includes course requirements and sequencing that reflect program goals
4. Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California
5. Enrollment and Completer Projections – projection of number of students to earn certificate annually
6. Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory
7. Similar Programs at Other Colleges in Service Area – justification of need for program in the region

2. Career Technical Education Certificates–Additional Documentation

In addition to a narrative, all new and substantially changed CTE programs must include:

- Labor Market Information and Analysis – refer to the section VII for additional information
- Advisory Committee Recommendation – includes advisory committee membership, minutes and summary of recommendations
- Regional Consortia Approval Meeting Minutes – showing program recommendation

Apprenticeship programs do not require advisory committee and regional consortia minutes, but do require labor market information and analysis and an approval letter from the California Division of Apprenticeship Standards (DAS).

3. Local (non-CTE) Certificates–Additional Documentation

In addition to a narrative, all new and substantially changed local certificates may include:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

VI. Collaborative Programs

A collaborative program is one in which one or more colleges rely on another college or colleges to offer some of the coursework required for an approved degree or certificate. Collaborating colleges may either be in reasonable proximity to permit students to take classroom-based courses or the courses may be offered online through distance education local or shared platforms. This collaboration may be an ideal option for colleges who find themselves unable to add a specific ADT or a CTE degree or certificate to their offerings as a consequence of their inability to offer the entire breadth of required or restricted elective courses.

The development of collaborative programs can make better use of the CCC system's overall resources, facilitate legislated degree development mandates, and ensure that CTE programs meet regional workforce needs. Colleges determine the most effective and efficient pathway for the student when developing a collaborative program, which must be described through a written agreement between the colleges that delineates the responsibilities of each college with respect to the curriculum offered and the scheduling of classes. Any changes to the agreement should be mutually agreed upon to minimize any negative effects on students. A collaborative program should be designed and offered with students' needs in mind.

VII. Labor Market Information and Analysis

Pursuant to Education Code section 78015 Labor Market Information (LMI) data is specifically required for all new CTE program proposals, where available. Current LMI and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Regional, statewide, or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary.

The proposal must include projections from LMI for the most applicable Standard Occupational Classification (SOC) codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading.

Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year, taking into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff refers to the Data Mart, available on the Chancellor's Office website (www.cccco.datamart.edu), to confirm the number of completers in a particular discipline.

If LMI is not available, other data sources may include:

- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (beyond required advisory committee meeting minutes)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

A commonly referenced data source is the EDD's LMI system (http://www.labormarketinfo.edd.ca.gov), which provides statistical projections of growth in specific jobs by county (or labor market area). Title 5, section 55130 requires the college seeking approval of a new program to show the "relation of the proposed program to job market analysis, where applicable."

Labor Market Analysis

Suggested areas of discussion:

	DISCUSSION POINTS FOR LABOR MARKET ANALYSIS
Net Job Market	• Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? • Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?
Earning Potential	• What is the average initial salary? • What is the average percentage of salary increase in two years? Five years?
Program Credibility / Career Potential	• If advanced degrees are typically needed for career advancement, will the courses required for this program count toward completion of the requirements for those degrees? • Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career? • Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? • Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?
Emerging Occupations	When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. A carefully designed employer survey can elicit documentation demonstrating that employers: • Share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees. • Recognize the value of the proposed degree or certificate in the hiring or promoting of staff.

	DISCUSSION POINTS FOR LABOR MARKET ANALYSIS (continued)
Competitive Fields	Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations, often in the arts and entertainment, it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.
Career Technical Education Skills	Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.
Small Businesses or Cottage Industries	Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the CCCCO Workforce and Economic Development (WED) Division. The Initiative website (www.coeccc.org) includes comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published.

PART III: NONCREDIT CURRICULUM

SECTION 1

INTRODUCTION TO NONCREDIT PROGRAM AND COURSE APPROVAL

SECTION 1. INTRODUCTION TO NONCREDIT PROGRAM AND COURSE APPROVAL

A. History and Philosophy

Noncredit instruction evolved from the first adult school in California in 1865. It was established by the San Francisco Board of Education, followed by Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887. Noncredit instruction in the California Community Colleges (CCC) is an important contributor to "open access" for students with diverse backgrounds. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction and the workforce. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and for those who are not native English speakers, among others.

Noncredit instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no cost courses including a focus on elementary and secondary basic skills, English as a second language, citizenship and workforce preparation, programs for adults with disabilities, short-term career technical education (CTE), parenting, older adult needs, health and safety, and home economics.

The benefits of noncredit curriculum for California Community College students are many. Noncredit courses are free and provide options for students who do not qualify for financial aid. Noncredit courses focus on skill attainment, not grades or units. They are repeatable and not affected by the 30 unit basic skills limitation. Noncredit courses can provide flexible scheduling and can be open entry/exit for students who are working and managing college at the same time. Noncredit courses are accessible to nearly all students and serve as elementary level skill building courses leading to pre-collegiate curriculum. Noncredit courses can also serve as a bridge to other educational/career pathways. They provide preparation, practice and certification in career and technical education. Noncredit courses may also be a point of entry into college-level courses for students who are not yet ready to enroll in a credit program.

B. Legal Authority

The Board of Governors, by statute, has statewide responsibility for approving all new instructional noncredit programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges (CCCs) was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in Education Code section 70901:

70901: Board of governors; duties; rules and regulations; delegation; consultation
(a) The Board of Governors of the California Community Colleges shall . . . perform the following functions:...
(b)(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors.

The Legislature also made the requirement for state approval part of the finance law for community colleges. This provision was part of the Education Code for many decades, but in 1991, it was shifted to California Code of Regulations, title 5, section 58050:

58050: Conditions for Claiming Attendance.
(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:
(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of subchapter 2 (commencing with section 55100) of chapter 6.
(2) The course must meet the criteria and standards for courses prescribed by section 55002.

To facilitate coordinated efforts between local and system responsibilities and curriculum processes, in 2004, the Chancellor's Office developed the System Advisory Committee on Curriculum (SACC), which in 2016 was renamed the California Community Colleges Curriculum Committee (5C) to more accurately reflect its charter. The committee provides a collaborative forum for system-level discussions pertaining to curriculum to guide related Chancellor's Office policies and practices.

Minimum Conditions

Minimum Conditions are selected areas of regulations that may result in denial or reduction of state aid if violated. These minimum conditions are contained in title 5, sections 51000-51027. The Minimum Condition regulation on program and course approval is as follows:

> **51021: Curriculum**
>
> Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community college. All courses shall be approved by the Chancellor in the manner provided in subchapter 1 (commencing with section 55000) of chapter 6.

Chancellor's Office Curriculum Review

California Education Code and California Code of Regulations, title 5, provide the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals within the context of title 5. Community college noncredit course and program approval must be submitted electronically using the Chancellor's Office Curriculum Inventory (COCI).

Community college noncredit course and program 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) noncredit program and course approvals are sent by email to the campus CIO with a copy to campus designee(s).

Colleges that receive Chancellor's Office approval of a new 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 (Cal. Code Regs., tit. 5, § 55005).
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Ed. Code § 70901(b)(10); Cal. Code Regs., tit. 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 (Ed. 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.

- Collect Related and Supplemental Instruction (RSI) funding if the Division of Apprenticeship Standards (DAS) has also formally approved a proposed apprenticeship program.

C. Development Criteria

Five criteria are used by the Chancellor's Office to approve credit programs and noncredit programs and courses that are subject to Chancellor's Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.

These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development.

The five criteria are as follows:

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

Full explanations of these criteria are provided in Part 1, Section 1 of this Handbook.

D. Open Courses

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 noncredit course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet advisories 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:

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

The college can limit enrollment only through one or more of the following approaches:

- Enrolling on a "first-come, first-served" basis or other non-evaluative selection technique (Cal. Code Regs., tit. 5, § 58006)
- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the local board
- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses
- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no noncredit course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a noncredit course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established advisories.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (Cal. Code Regs., tit. 5, § 58051(d)) and law enforcement trainees (Pen. Code, § 832.3(c)), courses conducted in a jail or federal prison (Cal. Code Regs., tit. 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (Cal. Code Regs., tit. 5, § 58106), and apprentices in "related and supplemental instruction" courses (Lab. Code, § 3076.3).

E. Noncredit Curriculum Regulations

The legal parameters and standards for curriculum are established in the following sections of Education Code and California Code of Regulations.

Noncredit curriculum is defined in title 5, section 55002(c): "A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a) (1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students."

Noncredit instruction is one of several educational options authorized by Education Code section 84757 to be offered within the CCCs. Students are offered access to a variety of courses at no cost, with the exception of textbooks and other materials, to assist them in reaching their personal, academic, and professional goals.

Mandates and Regulations Related to Noncredit Course Standards and Approval

Authority	Topic
Ed. Code , section 66010.4(a)(1)	Missions and Functions of California Community Colleges
Ed. Code, section 70901(b)(1)(D)	Minimum Standards for Credit and Noncredit Courses
Ed. Code, section 78401(a)	Governing Board of any community college district's authority to maintain and establish courses for adults
Ed. Code, section 79144	Definitions of Apprenticeship Programs
Ed. Code, section 84750.5	Annual Budget Requests
Ed. Code, section 84757(a)(1-9)	Noncredit Courses Eligible for Funding
Ed. Code, section 84760.5	Attendance Hours Generated by Instruction in Career Development and College Preparation
Ed. Code, section 84810.5(a)(2)	Inmate Education Programs
Title 5, section 51006	Open Course Regulations
Title 5, section 53200	Definitions (Faculty, Academic Senate, Academic and Professional Matters, and Consult Collegially)

Mandates and Regulations Related to Noncredit Course Standards and Approval (cont.)

Authority	Topic
Title 5, section 53412	Minimum Qualifications for Instructors of Noncredit Courses
Title 5, section 53414(e)(1-4)	Minimum Qualifications for Disabled Students Programs and Services Employees
Title 5, section 55000	Definitions
Title 5, section 55000(g)	Contract Course
Title 5, section 55002(a)(1)	Standards and Criteria for Courses (Curriculum Committees)
Title 5, section 55002(c)(1)(2)(3)	Standards and Criteria for Courses (c) (Noncredit Course Standards)
Title 5, section 55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.
Title 5, section 55021	Grading Policies
Title 5, section 55040-55046	Course Repeatability Regulations
Title 5, section 55050	Credit by Examination
Title 5, section 55064	Acceptance of Noncredit Courses
Title 5, section 55100	Course Approval
Title 5, section 55150	Approval of Noncredit Courses and Programs
Title 5, section 55151	Career Development and College Preparation
Title 5, section 55154	Adult High School Diploma Programs
Title 5, section 55155	Noncredit Certificates
Title 5, sections 55200-55210	Distance Education
Title 5, section 55220	Excursions and Field Trips
Title 5, section 55222	Provision of Medical or Hospital Service for Students
Title 5, section 56028	Educational Assistance Class Instruction
Title 5, section 58003.1(f)(2)	Full-time Equivalent Student; Computation
Title 5, section 58007	Noncredit Courses
Title 5, section 58012	Decimals; Rounding Off; References to Whole Numbers (Attendance Reporting)
Title 5, section 58051.5	Reports for Apportionment; Prohibited Classes

Mandates and Regulations Related to Noncredit Course Standards and Approval (cont.)

Authority	Topic
Title 5, section 58102	Course Description
Title 5, section 58104	Dissemination of Information
Title 5, section 58130	Noncredit Classes in Dancing of Recreational Physical Education; State Aid or Apportionment for Attendance
Title 5, section 58160	Noncredit Course Funding
Title 5, section 58161.7	Recommendations Regarding Repetition of Noncredit Courses and Related Issues
Title 5, section 58164	Open Entry/Open Exit Courses
Title 5, section 58168	Tutoring
Title 5, section 58170	Apportionment for Tutoring
Title 5, section 58172	Learning Assistance
Title 5, section 58760	Description of Noncredit Activities
Title 5, section 58762	Noncredit Activities

PART III: NONCREDIT CURRICULUM

SECTION 2

NONCREDIT COURSE CRITERIA AND STANDARDS

SECTION 2: NONCREDIT COURSE CRITERIA AND STANDARDS

I. Noncredit Course Criteria

OVERVIEW

Noncredit instruction is one of several educational options authorized by Education Code section 84757 to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost, with the exception of textbooks and other materials, to assist them in reaching their personal, academic, and professional goals.

This section provides an overview of the criteria used by the Chancellor's Office staff in evaluating noncredit course submissions. The review criteria used by the Chancellor's Office staff are rooted in the curriculum standards established in title 5, section 55000 et. seq., and explained in the Noncredit Course Standards section of this Handbook. To ensure that standards for all criteria are met, and is organized as follows:

- Noncredit Categories
- Criteria for Data Elements

II. Noncredit Course Standards

OVERVIEW

This section provides an overview of the standards for all noncredit course curricula, including requirements for local approval, the COR, and MIS data elements. This section is organized as follows:

- The Course Outline of Record for Noncredit Courses
- Standards for Approval of Noncredit Curriculum
- Other Topics and Standards in Noncredit Courses

A. Noncredit Categories

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

1. English as A Second Language (ESL) courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).

2. Immigrant courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).

3. Elementary and Secondary Basic Skills includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).

4. Health and Safety courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

5. Substantial Disabilities courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an "assistance class" according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).

   Educational Assistance 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 generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

6. Parenting includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children's education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).

7. Home Economics or family and consumer sciences includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

8. Courses for Older Adults offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).
9. Short-term Vocational Programs are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).
10. Workforce Preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

Criteria for Noncredit Course Submissions

Local districts are responsible for ensuring that the submitted Course Outline of Record (COR) contains all required elements as specified in section 55002 and that local approval is consistent with all standards in title 5, section 55000 et seq. The Chancellor's Office reviews and approves noncredit course submissions to ensure that courses meet these standards and to validate that the associated data elements for each course are correct and compliant with regulations. The review criteria used by the Chancellor's Office staff are based on the standards for course curriculum established in title 5 and

explained in the Noncredit Course Standards section of this Handbook. Submission and approval of noncredit courses is conducted through review of the following components submitted by local colleges:

- Completed Curriculum Inventory Proposal Fields for Data Elements
- COR meeting the standards in title 5, section 55002, and approved by the local governing board

B. Criteria for Data Elements

The following data elements are entered into the COCI and evaluated by Chancellor's Office staff during the submission review process. The CCCCO MIS Division identifies some of these data elements as Course Basic (CB) codes. Many course elements require CB codes. Other course elements such as District Governing Board Approval Date and Catalog Description do not require CB codes, but are critical components of the review process. Entry errors associated with these elements and inconsistencies can result in course submissions being returned to the college for revisions.

DED NO.	DATA ELEMENT NAME
CB00	Course Control Number (this number is assigned by the Chancellor's Office, it is not necessary for new courses)
CB01	Department Number
CB02	Course Title
CB03	TOP Code
CB04	Credit Status
CB05	Transfer Status
CB08	Basic Skills Status
CB09	SAM Priority Code
CB10	Cooperative Work Experience
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Prior Transfer Level
CB22	Noncredit Category
CB23	Funding Agency Category
CB24	Program Status

CB01: Department Number

This identifier should be structured to include an abbreviation of the department to which the course belongs, followed by the numbers and/or letters used to distinguish it from other courses in the same department. It is the identifier that occurs on the student's academic transcript, for example, ESL501. The department number must be entered exactly as it is entered into the college and/or district's enterprise resource system. If there are no spaces between the department and course number, do not add a space in the CI. Inconsistencies in data entry will impact MIS reporting.

CB02: Course Title

This data element records the course title exactly as it appears in the COR and the college catalog. If the college uses long and short titles, enter the long title. This field is limited to a maximum of 68 characters including punctuation and spaces, and the title must be different from what is entered in CB01.

CB03: TOP Code

This field is for recording the appropriate TOP Code for the course. An asterisk (*) in this field denotes a vocational TOP Code. A link to the Taxonomy of Programs (TOP) Code Manual, 6th Edition is available on the Chancellor's Office website, under Academic Affairs Curriculum and Instruction page.

The TOP Code should be assigned according to the content and outcomes of the course, and must conform closely to the TOP Code given to similar courses at other colleges around the state. The TOP Code reflects the main discipline or subject matter and is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP Code should contact the Chancellor's Office; if the proposed TOP Code does not seem appropriate, the Chancellor's Office will advise the college.

CB04: Credit Status

This element indicates the credit status of a course (defined in Cal. Code Regs., tit.5, § 55002). All noncredit courses will select "N" (noncredit) in this field, indicating the course is noncredit.

CB05: Transfer Status

This element indicates the transfer status of a course. COCI automatically populates this field with C-Not Transferable, the only available option for noncredit courses.

Course Hours Minimum

This field indicates the minimum number of contact hours for the course as a whole. Enter the minimum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives, sufficiently covering the course scope and breadth of topics. This number must be entered in CI as a decimal. For example, ten and one-half hours would be entered as 10.5.

Course Hours Maximum

This field indicates maximum number of contact hours of the course as a whole. Enter the maximum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives, sufficiently covering the course scope and breadth of topics. This number must be entered in CI as a decimal. For example, ten and one-half hours would be entered as 10.5. This number must be greater than or equal to the number entered in the course hours minimum field.

CB08: Basic Skills Status

The basic skills status is indicated as either B (Course is a basic skills course) or N (course is not a basic skills course).

CB09: Student Accountability Model (SAM) Priority Code

This element is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. This element corresponds with the CB03 TOP Code selected. For example, if a vocational TOP Code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational), and respectively cannot equal E (Non-occupational).

CB10: Cooperative Work Experience

This element indicates whether the course is part of a cooperative work experience program, according to the provisions of title 5, section 55252. In COCI, select N if the course is not part of a cooperative work experience program or select C if the course is part of a cooperative work experience program. N indicating noncredit should be for CB04 not CB10.

CB11: Course Classification Status

This element identifies courses eligible for enhanced funding. In COCI, select one of the following codes: Use code "J" if the course is part of an approved noncredit program in the area of Workforce Preparation authorized by title 5, section 55151; use code "K" if the course has been approved for

noncredit enhanced funding, but does not meet the criteria for "J"; or use code "L" if the course has not been approved for noncredit enhanced funding.

CB13: Educational Assistance Class Instruction (Approved Special Class)

This data element indicates whether the course is "educational assistance class instruction" according to the provisions of title 5, section 56028, and will be coded "S" (Course is designated as an approved special class for disabled students) or "N" (Course is not a special class).

CB21: Prior Transfer Level

This element indicates course level status for English, writing, ESL, reading, and mathematics courses. Indicate the relationship of the course to college level by selecting one of the following eight options: Y (Not applicable), A (One level below transfer), B (Two levels below transfer), C (Three levels below transfer), D (Four levels below transfer), E (Five levels below transfer), F (Six levels below transfer), G (Seven levels below transfer), or H (Eight levels below transfer).

The selected code must correspond with the CB05: Transfer Status selected, as well as with processing edit checks in the MIS Data Element Dictionary (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element. Additionally, extensive rubrics were created to determine appropriate coding for this element. These rubrics can be found on the Basic Skills Initiative website at http://www.cccbsi.org.

CB22: Noncredit Category

This element classifies a noncredit course in accordance with its primary objective within the ten state-supported noncredit categories set forth in Education Code section 84757(a). Select the appropriate noncredit category: A=ESL; B=Citizenship for Immigrants; C=Elementary and Secondary Basic Skills; D=Health and Safety; E=Courses for Persons with Substantial Disabilities; F=Parenting; G=Home Economics; H=Older Adults; I=Short-term Vocational; and J=Workforce Preparation.

CB23: Funding Agency Category

This element describes whether or not a Chancellor's Office Economic Development Grant was used to fully or partially develop a course and/or curriculum. Select one of the following three options: A (primarily developed using Economic Development funds), B (partially developed using Economic Development Funds, exceeding 40 percent of total development costs), or Y (not applicable).

CB24: Program Status

This element indicates whether or not a course is part of an educational program as defined in title 5, section 55000. Select one of the two following options: 1 (Program-applicable – the noncredit course is part of a sequence of courses or program that results in a certificate of completion or certificate of competency) or 2 (Not Program-applicable – the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or certificate of competency).

Special Characteristics Code Descriptor

This code is used to identify special characteristics of the noncredit course. Select the appropriate characteristic(s) from the following seven options (if applicable):

- Learning Assistance – a form of supplemental instruction
- Bilingual Instruction – a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English
- Convalescent Setting – a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home
- Correctional Facility – a course taught either at or through a federal, state, or local correctional institution
- Apprenticeship – a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards
- Persons of Substantial Disabilities – a course designed to serve persons with substantial disabilities
- Citizenship for Immigrants – a course designed to provide instruction and services in citizenship

District Governing Board Approved

The college certifies that the local district governing board, pursuant to title 5, sections 55002 and 55100, approved the course by selecting "yes".

District Governing Board Approval Date

This section requires the date that the local governing board, pursuant to title 5, sections 55002 and 55100, originally approved the course.

Catalog Description

Enter the catalog description exactly as it appears in the COR and the college catalog.

II. Noncredit Course Standards

A. The Course Outline of Record for Noncredit Courses

All noncredit courses are required to have an official Course Outline of Record (COR) that meets the standards in title 5, section 55002 (a)(3). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor. It is recommended that CORs include, at a minimum, the following elements:

RECOMMENDED ELEMENTS FOR NONCREDIT CORs:
▪ Course number and title
▪ Status (noncredit versus credit or others)
▪ Contact Hours
▪ Catalog Description
▪ Prerequisites, corequisites, advisories on recommended preparation, or other enrollment limitations (if any)
▪ Repeatability
▪ Content in terms of a specific body of knowledge
▪ Objectives
▪ Field Trips
▪ Methods of Instruction
▪ Methods of Evaluation
▪ Assignments and/or Other Activities

The following COR components are required for noncredit courses:

COR COMPONENTS REQUIRED FOR NONCREDIT COURSES
▪ Number of contact hours normally required for a student to complete the course
▪ Catalog description
▪ Objectives
▪ Content in terms of assignments and/or activities
▪ Methods of evaluation for determining whether the stated objectives have been met

This standard places the burden of rigor upon the curriculum committee to determine that course elements of the COR are appropriate to the intended students.

In addition to these components, Chancellor's Office approval of noncredit courses requires the submission of all MIS data elements listed in the previous section of this Handbook. While there is no regulatory requirement that these are listed on the COR, good practice suggests that MIS data elements should be included as part of the local curriculum review and submission process, whether on the COR or on attachments to the COR.

For a detailed discussion of good practices related to COR development and the explanations of the standards for local course approval set forth in title 5, refer to the ASCCC paper titled, The Course Outline of Record: A Curriculum Reference Guide (2008), which may be downloaded from the ASCCC website at www.asccc.org under the "publications" tab.

Contact Hours

This is the number of instructional hours normally required for a student to complete the course of study. Instructional hours should be sufficient to cover the scope and breadth of the course and to ensure student progress toward achieving the course objectives. Contact hours may be stated as a specific number or a range of minimum to maximum number of hours according to local practice.

B. Standards for Approval of Noncredit Curriculum

All noncredit courses offered by a community college are subject to approval by the district governing board (often called "local approval"). Local approval of noncredit courses must include review by a curriculum committee established in accordance with title 5, section 55002. The curriculum committee and governing board must determine that the noncredit course meets the standards of title 5, sections 55002, 55002.5, 55003, 55062, and all other applicable provisions of title 5. These standards are explained in the ASCCC paper, "The Course Outline of Record: A Curriculum Reference Guide." In addition, all noncredit courses must be appropriate to the mission of the California community college (CCC) system, as defined in Education Code section 66010.4, and must be consistent with the requirements of accrediting agencies.

Curriculum approval at the local level plays a central role in ensuring that noncredit students receive the same quality of instruction provided to other students. More importantly, it is the fundamental mechanism that engages faculty in the design and evaluation of noncredit curriculum and its effectiveness in helping students to transition to college, gain meaningful wage work and contribute to the community and civic society.

Requirements for local curriculum approval include:

- Local curriculum committee approval of all noncredit courses or sequences of courses constituting a program.
- The curriculum committee conducting review has been established by mutual agreement between the college and/or district administration and the local Academic Senate. The committee is a committee of the local Academic Senate or a committee that includes primarily faculty.
- The curriculum committee shall recommend approval of the course only if the course:
    - covers the appropriate subject matter and
    - uses resource materials, teaching methods and standards of attendance and achievement that the committee deems appropriate of the enrolled students.
- The COR shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.
- The COR serves as the official record of the noncredit course description; is maintained in the official college files; and is made available to each instructor.
- The COR indicates approval by the chair of the curriculum committee and the chief instructional officer.
- All sections of the noncredit course are taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.
- The district governing board has approved all noncredit courses.
- For the purposes of noncredit state apportionment, courses fall within one of the categories listed in Education Code sections 84757, 84750.5, and 84760.5 and are approved by the Chancellor's Office.

C. Other Topics and Standards in Noncredit Courses

1. Conduct of Noncredit Courses

The conduct of noncredit courses is defined in title 5, section 55002(a)(4) "Conduct of Course." Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record." All sections of the course are to be taught by a qualified instructor pursuant to title 5, section 53412.

2. Repetition and Noncredit Courses

There are no specific limitations on noncredit course repetition. Noncredit repetition and multiple enrollments are defined as follows:

- Repetition in noncredit courses – the student has completed the maximum number of hours required for the course and re-enrolls and repeats the same course content.
- Re-enrollment in noncredit courses – a student has completed fewer than the maximum number of hours required for the course and re-enrolls in the same course during another term. The student then proceeds in the course and completes subsequent content or another portion or all of the required hours for the course.
- Multiple enrollments in noncredit courses – a student enrolls in more than one section of the same course during the same term.
- Completion of noncredit courses – a student has participated in the course for the total number of hours specified on the course outline. The hours required for a noncredit course completion may be accumulated in one section during one term, over multiple terms or by enrolling in multiple sections during a single term or terms.

3. Grading Policy for Noncredit Courses

The grading policy for noncredit courses is defined in title 5, section 55021(c): "The grading policy may provide for award of grades in noncredit courses, including courses which are part of a high school diploma program or may be accepted for high school credit by a high school."

4. Acceptance of Noncredit Courses towards Requirements for an Associate Degree

Students may seek to receive credit for knowledge or skills acquired through completion of a noncredit course in accordance with title 5, section 55050. The governing board of each community college district shall establish and publish administrative procedures to implement Credit by Examination. These procedures shall assure all such examinations are established by faculty in accordance with the standards set out in title 5, section 55050. Refer to your local credit by examination policy and procedure.

5. Apportionment and Noncredit Courses

Title 5, section 58130, clearly states, "[n]o state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education." While the courses may still be approved and offered under the current noncredit course approval policies, these courses may not be included in attendance data for apportionment purposes. Determining whether or not a course falls into these categories and

deciding if a course should be added to the schedule is a matter of careful consideration for each campus. Respectively, an ongoing review of noncredit course offerings in the TOP Codes of 0835.XX (Physical Education) or 1008.XX (Dance) is imperative. If a college chooses to offer these courses, they may not include the courses in its noncredit attendance calculations for the Apportionment Attendance Reports (CCFS-320) submitted to the Chancellor's Office.

According to, title 5, section 51006, each governing board of a community college district is required to adopt a policy or resolution stating "[t]he policy of this district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to section 55003 of division 6 of title 5 of the California Code of Regulations." This policy must be available to students. It "shall be published in the official catalog, schedule of classes, and addenda to the schedule of classes for which full-time equivalent student (FTES) is reported for state apportionment." Additionally, "a copy of the statement shall also be filed with the Chancellor."

Title 5, section 58051.5(a), states "No community college district may claim for purposes of state apportionment any classes: …(3) if such classes are not located in facilities clearly identified in such a manner, and established by appropriate procedures, to ensure that attendance in such classes is open to the general public, except that students may be required to meet prerequisites which have been established pursuant to sections 55002 and 55003."

6. Noncredit and FTES and Computation of Enrollment

Attendance reporting procedures for noncredit courses are defined in title 5, section 58007: Contact hours of enrollment in noncredit courses, except for noncredit courses using the alternative attendance accounting procedure described in title 5, section 58003.1(f)(2), shall be based upon the count of students present at each course meeting. Full-time equivalent students in noncredit courses shall be computed by dividing the sum of contact hours of enrollment by 525, except for noncredit courses using the alternative attendance accounting procedure described in title 5, section 58003.1(f)(2). Nonresidents may be claimed for purposes of calculating full-time equivalent students only if they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter.

7. Noncredit Distance Education

Pursuant to title 5, sections 55200-55205, and 58003.1(f)(2), noncredit courses may be offered via distance education. Title 5, sections 55200-55205, specifies that course quality standards

apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students. Title 5, section 58003.1(f)(2), specifies the attendance accounting method for noncredit courses offered via distance education.

8. Noncredit Apprenticeship Courses

Apprenticeships are regulated in multiple sections of state regulations and code, including title 5, section 55250.5 and Labor Code sections 3070-3098. These regulations define an apprenticeship as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. The California Division of Apprenticeship Standards (DAS) within the California Department of Industrial Relations and the Chancellor's Office of the CCCs share responsibility for the approval of noncredit apprenticeship programs. This shared responsibility has created a partnership for developing apprenticeship

programs that includes the community college and the employer, also known as the program sponsor.

The DAS approves matters dealing with on-the-job instruction and maintains the standards. Both the California Apprenticeship Law and the annual California Budget Act refer to the off-the-job formal education as related and supplemental instruction (RSI). Providing RSI is the job of the community colleges, adult schools, and regional occupational program centers. In addition, Labor Code section 3074 states that apprenticeship RSI shall be the responsibility of and be provided by state and local boards in charge of CTE in partnership with the program sponsor, who is normally the employer. The noncredit programs or courses must have the approval of the Chancellor's Office for both curriculum and RSI funding.

Required documentation must be signed by the Chief of the DAS (or designee) to indicate that the apprenticeship has been approved, including the specific campus approved for the RSI, apprenticeship title, file number, and sponsor contact information. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study (LMI), pursuant to Education Code section 78015.

The Chancellor's Office has delegated authority to the Apprenticeship Program Coordinator, who provides support to the college and the program sponsor throughout the development and implementation of an apprenticeship program. The Vice Chancellor of Educational

Services (or designee) reviews the programs and courses offered by the community college using criteria that represent the standards of good practice established in the field of curriculum design.

Apprenticeship proposals require additional supporting documentation including a California Division of Apprenticeship Standards (DAS) Approval Letter. Refer to the Submission and Approval Guidelines for more details on the proposal requirements for apprenticeships.

9. Standards for Open Entry/Open Exit Noncredit Courses

Open entry/open exit courses are defined in title 5, section 58164 as credit or noncredit courses in which students may enroll at different times and complete at various times or at varying paces within a defined period, such as a semester or quarter.

When an open entry/open exit course provides supplemental learning assistance (pursuant to Cal. Code Regs., tit. 5, § 58172) in support of another course or courses, the COR for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours must be based on the maximum number of hours that the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental COR must be prepared in light of the primary course objectives, but the hours for the supplemental COR will then be based on the objectives and related assignments specified in the supplemental COR.

10. Noncredit Tutoring

In addition to the ten eligible areas, title 5, sections 58168 and 58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Education Code § 84757) in support of primary/parent noncredit courses.

For further guidelines regarding noncredit tutoring see the "California Community Colleges Supplemental Learning Assistance and Tutoring Regulations and Guidelines," located on the California Community Colleges Chancellor's Office website under the Academic Affairs Basic Skills and English as a Second Language (ESL) webpage.

PART III: NONCREDIT CURRICULUM

SECTION 3

NONCREDIT PROGRAM CRITERIA AND STANDARDS

SECTION 3. NONCREDIT CRITERIA AND STANDARDS

OVERVIEW OF NONCREDIT PROGRAMS

OVERVIEW

This section provides an overview of the standards for all noncredit programs and is organized as follows:

- Definitions of Noncredit Program and Award Types
- Noncredit Program Approval
- Noncredit Career Development and College Preparation
- Adult High School Diploma
- Noncredit Apprenticeship Programs
- Locally Approved Programs

A. Definitions of Noncredit Program and Award Types

An education program is defined in title 5, section 55000(m), as "… an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All noncredit programs that receive state funding require Chancellor's Office approval.

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. The authority is contained in Education Code section 70901. Title 5, section 55150 – Approval of Noncredit Courses and Programs, sets forth the basic requirements for approval of a noncredit instructional program.

Approval of a noncredit educational program is effective until either:

- The noncredit educational program or implementation of the noncredit educational program is discontinued or modified in any substantial way; or

- The Chancellor evaluates the noncredit educational program after its approval on the basis of factors listed in title 5, section 55151 or 55154, as applicable. If the Chancellor determines that the noncredit educational program should no longer be offered based on the evaluation, the Chancellor may terminate the approval and determine the effective date of termination.

B. Noncredit Program Approval

There are five criteria used by the Chancellor's Office to approve noncredit programs and courses. The five criteria were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting agencies, and the standards of good practice established in the field of curriculum design. These criteria are as follows:

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

Full explanations of these criteria are provided in Part 1 of this Handbook.

The types of noncredit educational programs that must be submitted to the Chancellor's Office for approval are the following:

- Career Development and College Preparation (CDCP) Programs
    - Certificate of Competency—a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
    - Certificate of Completion—a certificate leading to improved employability or job opportunities
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

C. Noncredit and Career Development and College Preparation

Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college level-credit coursework. In accordance with title 5, section 55151 colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5. CDCP certificates can be awarded in the following four noncredit categories: elementary and secondary basic skills, workforce preparation, short-term vocational program, English as a second language and vocational English as a second language (see title 5, 55151).

As with all noncredit programs, the courses must first be approved before the college can submit a proposal for a new CDCP program. CDCP funding for courses that are part of a CDCP program cannot be received until the program is approved.

For short-term vocational program proposals colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the list of occupational titles with high employment potential (http://www.labormarketinfo.ca.gov) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified.

CDCP programs must be approved in accordance with title 5, sections 55002 and 55100. Upon approval, a program is assigned a unique Program Control Number. For more information regarding MIS data elements, refer to the Data Element Dictionary (DED) available on the Chancellor's Office website (www.cccco.edu).

1. Certificate of Competency

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency or a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL, a Certificate of Competency may be awarded. A noncredit Certificate of Competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The Certificate of Competency must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, and list the relevant competencies achieved by the student.

2. Certificate of Completion

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a certificate leading to improved employability or job opportunities. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded. A noncredit Certificate of Completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares students to progress in a career path or to take degree-applicable credit courses. The Certificate of Completion must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

D. Adult High School Diploma

Pursuant to title 5, section 55154 colleges may offer a sequence of noncredit courses that culminate in an Adult High School Diploma (AHSD). An AHSD is composed of a sequence of noncredit courses leading to a high school diploma that is awarded by the community college district or jointly by the district and a high school in accordance with title 5, section 55154. The course content standards should meet or exceed the standards for high school curriculum established by the California State Board of Education. A high school diploma is granted when the student has completed the equivalent of at least 160 high school credits, including the specified minimum number of credits in the five general subject areas of English, mathematics, natural sciences, social and behavioral science, and

humanities. In addition, at least 20 of the total 160 required high school credits must be completed in residence at the community college granting the diploma. This specialized program requires additional justification not required for other noncredit programs.

E. Noncredit Apprenticeship Programs

Apprenticeship noncredit offerings have some unique elements regarding curriculum approval and funding approval. All apprenticeship noncredit programs and courses must obtain Chancellor's Office approval for each college responsible for the offerings. This is specifically required by the annual Budget Act.

The apprenticeship curriculum offered by community colleges, adult schools, and regional occupational program centers is referred to as related and supplemental instruction (RSI) in the apprenticeship law and in the Budget Act. Apprenticeship RSI described in Education Code section 79144.

An employer who has an apprenticeship RSI program at an adult school or regional occupational program center can apply to move the program to a community college. If the college wants approval to offer the program, it must follow the procedures set forth in Submission Guidelines. Apprenticeships must also be approved by the state Department of Industrial Relations.

If a district intends to receive apprenticeship RSI funding, the Budget Act states that the program or courses must have the approval of the Chancellor's Office. Thus a district must receive from the Chancellor's Office both curriculum approval and RSI funding approval. For both of these approvals, the application must contain documentation that the Division of Apprenticeship Standards (DAS) within the Department of Industrial Relations has approved the apprenticeship. The approval documentation must list the specific campus approved for the RSI, and must be signed by the chief of the DAS or designee.

Apprenticeship programs involve long-range planning to provide adequate funding; therefore, it is important for the community college district to notify the Chancellor's Office apprenticeship coordinator as soon as the district decides to give the employer or program sponsor a letter of intent to be the Local Educational Agency (LEA). This notification is to be used when working with a new apprenticeship program or applying for the transfer of an existing program from another community college, adult school, or regional occupational program center.

F. Locally Approved Programs

Colleges may develop locally approved programs, but they may not title them certificates of completion, competency, or achievement (credit). The courses comprising a locally approved program will not receive CDCP funding.