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AAUP Ethics Statement

The Academic Senate for California Community Colleges adopted the "American Association of University Professors (AAUP) Ethics Statement" in 1987. The full text is below.

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Curriculum Committee Mission Statement

The purpose of the Grossmont College Curriculum Committee is to ensure a curriculum that not only meets Title 5 Regulations, but also one that reflects the mission of Grossmont College and is academically sound, comprehensive, and responsive to the evolving needs of the community.
CURRICULUM COMMITTEE MEMBERSHIP

1 ADMINISTRATIVE CO-CHAIR, Vice President of Academic Affairs

1 FACULTY CO-CHAIR, Elected by the Curriculum Committee

13 MEMBERS APPOINTED BY THE ACADEMIC SENATE
   1 Academic Senate Representative (filled by faculty co-chair)
   2 CTE, Workforce Development
   2 Arts, Languages, and Communication
   1 Allied Health and Nursing
   1 Counseling, Student Development and Matriculation
   2 English, Social/Behavioral Sciences
   1 Learning Resources
   2 Mathematics, Natural Sciences, Exercise Science and Wellness
   1 Disabled Students Programs and Services
   1 Member at Large

1 ARTICULATION OFFICER OR DESIGNEE

2 DEANS APPOINTED BY COLLEGE VICE PRESIDENTS

1 EVALUATOR

1 INSTRUCTIONAL OPERATIONS SUPERVISOR

1 STUDENT SELECTED BY ASGC

21 TOTAL MEMBERS

All members vote each week with the exception of the Instruction Operations Supervisor and the designated chair for the week. Co-chairs rotate when necessary. The faculty co-chair is elected every two years.
RESPONSIBILITIES OF CURRICULUM COMMITTEE MEMBERS

1. The Curriculum Committee Division Representatives serve as a liaison between the Curriculum Committee and the departments in the division they represent. The division representative will:
   a. Serve as a consultant to departments in their division during curriculum development by answering questions, providing information, preparing the faculty for their visit to the curriculum meeting, etc. This is on an “as needed” basis.
   b. Bring questions from departments to the curriculum chair if uncertain of the answer.
   c. Inform and update the division members in the course of division meetings held during professional development week about curricular issues such as prerequisites, alignment issues, and curriculum deadlines.
   d. Inform and update the curriculum chair of curricular issues in their represented departments.
   e. Present the department’s proposal if the department so chooses.

2. All members serving on the Curriculum Committee, including those who do not represent a specific division, have the following responsibilities:
   a. Check proposals for issues including:
      i. Incorrect spelling and/or punctuation
      ii. Correct usage of Bloom’s taxonomy in course objectives
      iii. Adequate explanations of why the modification/addition/deletion is necessary
      iv. Adequate explanations of fiscal impacts, general education requests, distance ed requests, content review issues
      v. Unforeseen impacts the proposal would have on departments across campus
      vi. Other issues that would affect other courses, programs, etc, at either college in the district
   b. Contact the Instructional Operations Supervisor at 644-7153 with issues that appear to be substantive so she can notify the department and division dean to make the necessary corrections prior to coming to the committee with the proposal.
   c. Come to the Curriculum Committee meeting ready to discuss the proposals and to bring up any issues with those proposals.
   d. Contact the Instructional Operations Supervisor at 644-7153 if unable to attend a meeting or if you will arrive late or leave early. The Chair can then be notified prior to the meeting if the committee will lack a quorum.
CURRICULUM COMMITTEE MEETING TIMES

The Curriculum Committee is scheduled to meet each Tuesday afternoon from 2:00pm to 4:00pm beginning early to mid-September through mid-December in the fall semester and late January through May in the spring semester. The Committee might not meet on a given Tuesday if there are no proposals ready to be brought forward and no other business ready or necessary to be discussed.

IMPORTANT CURRICULUM DATES

Coming Soon

CURRICULUM PROPOSAL PROCESS

See the Curriculum Website’s section on Proposing New or Modifying Existing Curriculum for a step-by-step approach to the curriculum process here at Grossmont.

COMMITTEE REVIEW PROCESS

FIRST READING FOR INFORMATION AND ACTION

1. Presentation by department representative(s) providing background and justification for the course or program proposal.
2. Committee discussion takes place.
3. Vote of the committee after time for review and discussion with the department representative(s). If there are questions or concerns that require further research by the committee or the department, the proposal(s) can be tabled and rescheduled for a second reading at a later date after the research has been conducted.

OPTIONAL SECOND READING FOR ACTION

1. The department representative(s) respond to questions and/or concerns formulated at the first reading. Members might also present findings from their research.
2. The vote of the committee is taken on the proposal(s) if deemed appropriate.

VOTING PROCESS

1. The Chair will only vote in the event of a tie.
2. Committee members who are presenters may vote for their proposal.
3. Voting will be confined to committee members present in open session.
4. Results will be announced immediately after a vote is taken.
There are five criteria used by the Chancellor’s Office to approve credit 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 SACC as an integral part of the best practice for curriculum development, and they should be utilized throughout the development process at the originating college and local district, as well as during Chancellor’s Office approval.

A. **Appropriateness to Mission**
B. **Need**
C. **Curriculum Standards**
D. **Adequate Resources**
E. **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, must be consistent with the mission of the community colleges as established by the Legislature in CEC §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 College System offers 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 services. State approval is required for credit programs and for noncredit programs and courses. Some credit courses require approval; detailed information is included in this handbook, starting on p. 22. Contract education curriculum only requires state approval if college credit/units are awarded to students; community services curriculum does not require state approval.

Following are some of the points the Chancellor’s Office considers in judging whether 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.
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 Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum in a process called “program review” during which the faculty and administrators review the program requirements and course content in consultation with advisory groups. Program Review is a planning process whereby academic 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 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 general education 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 within the local service area of the individual college and/or a recent employer survey. 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 for approval from the appropriate Career Technical Education Regional Consortium. 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 Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and career technical educational programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region, and to disseminate best practices

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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 Labor Market Information 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 instructions for completing the application form for approval of a new credit career technical education (CTE) program (p. 51) or 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 Chapter 6, Subchapter 2, beginning with §55100). **Title 5** §55130(b)(8)(E) also requires that credit programs must be reviewed by Career Technical Education Regional Consortia, when 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 description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. 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.
- Outlines of Record for all courses meet all the requirements of **Title 5** §55002 for credit and noncredit course requirements.

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 application. This includes funding for faculty compensation, facilities and equipment and library or learning resources and the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the Course Outline(s) of Record (COR). 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

It is also required that the design of the program or the course is not in conflict with any law including state and federal laws, both statutes and 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 the following:

- Open course regulations [California Code of Regulations, Title 5 §51006]
- Course repeatability regulations [Title 5 §55040-55046 and 58161]
- Regulations regarding tutoring and learning assistance [Title 5 §58168-58172]
- Regulations regarding open-entry open exit courses [Title 5 §58164]
- Statutes and regulations on student fees [Title 5 Chapter 9, Subchapter 6]
- Prerequisite and enrollment limitation regulations [Title 5 §55003]
- Particular provisions of the Nursing Practice Act [Title 16]

Colleges that have the authority to locally approve stand-alone courses must assure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses.
Standards and Criteria for Course Development

The Academic Senate for California Community Colleges prepared a document in 2008 that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. The document is titled “The Course Outline of Record: A Curriculum Reference Guide” and can be downloaded from the website of the Academic Senate for California Community Colleges at http://www.asccc.org.

The same standards for development should be applied to all instruction, including all credit and noncredit programs and courses. The overall framework for developing courses is described in Title 5 §55002, which specifies that the college and governing board are responsible for approving both credit and noncredit courses.

Development Criteria

Faculty developers and college curriculum committees are encouraged to use the following criteria throughout the course development process.

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

These are the same five criteria used by the Chancellor’s Office for program approval. These criteria are 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.

Course Outline of Record

Every course is required to have an official course outline of record (COR). The course outline of record, for either credit or noncredit courses, must fully describe the course. Table 1 below lists the required elements for degree-applicable credit courses, nondegree-applicable credit courses, and noncredit courses. Required elements for credit courses, both degree-applicable and nondegree-applicable, are specified in Title 5 §55002 (a) and (b); required elements for noncredit courses are specified in §55002 (c). Current course outlines of record must be maintained in the official college files (paper or electronic database) and made available to each instructor.

The Chancellor’s Office also requires copies of current course outlines of record (COR) for the following reporting and approval processes:

- New program approvals require CORs for all courses.
- Substantial changes to existing, approved programs require submittal of CORs for all courses.
- Noncredit courses are approved by the Chancellor’s Office only after the COR and CCC-456 form are received with the appropriate original signatures.
Taken together, the content of the course, the methods of instruction, the assignments, and the methods of evaluation should be described in the course outline of record in a manner that is integrated and leads to the achievement of the course objectives.

**Information on the format of the course outlines at Grossmont College can be found on the curriculum website at** [http://www.grossmont.edu/curriculum/CourseOutlineofRecord.asp](http://www.grossmont.edu/curriculum/CourseOutlineofRecord.asp).

**Course Data Elements**

In addition to Title 5 requirements, each course that is approved must also be identified with proper values for course data elements that are reported to the Chancellor’s Office Management Information Systems. Some of the course data elements provide information on the following:

- Taxonomy of Programs (T.O.P.) code (CB03)
- Credit status (CB04)
- Transfer status (CB05)
- Basic skills status (CB08)
- SAM code (occupational status) (CB09)
- Course classification code (CB11)
- Special class status (CB13)
- Prior to college level (CB21)

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<th>Degree-applicable Credit</th>
<th>Nondegree-applicable Credit</th>
<th>Noncredit</th>
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</tr>
<tr>
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<td>Any prerequisites, corequisites &amp; any advisories</td>
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<td>Content / specific body of knowledge</td>
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<td>Methods of Instruction</td>
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<tr>
<td>Examples of reading, writing &amp; out-of-class assignments</td>
<td>Examples of reading, writing &amp; out-of-class assignments</td>
<td>Examples of assignments and/or activities. Out-of-class work is optional</td>
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<tr>
<td>Methods of Evaluation</td>
<td>Methods of Evaluation</td>
<td>Methods of Evaluation (Grades Optional)</td>
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Course Approval Procedures

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 CEC Section 70901(b)(10), where it requires the Board of Governors to “review and approve all educational programs offered by community college districts.” In Title 5, Section 55130, the Board of Governors has delegated this responsibility to the Chancellor.

It is the responsibility of the governing board of each community college district, under CEC §70902, to approve courses offered in that district. Title 5 §55002 further provides that every course must be recommended for approval by a curriculum committee before it goes to the governing board for approval.

Title 5 §55000 defines course as "an organized pattern of instruction on a specified subject offered by a community college." Title 5 §55002 further defines courses as degree-applicable credit, nondegree-applicable credit and noncredit courses. Title 5 §55100 provides the framework for approval of credit courses. In order for noncredit courses to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to Title 5, Chapter 6, Subchapter 2, Article 2 (commencing with §55150) and satisfy the requirements of §58160 and other applicable provisions of Chapter 9, commencing with §58000.

All credit and noncredit courses offered by a community college are subject to approval by the district governing board. That approval is often called “local approval”. Local approval of degree-applicable credit, nondegree-applicable credit and noncredit courses must include review by the curriculum committee established according to Title 5 §55002. The curriculum committee and the governing board should determine that the course meets the standards of §55002, 55002.5, 55003, 55062 and all other applicable provisions of Title 5. In addition, all courses should be appropriate to the mission of the community college system, as defined in CEC §66010.4 and should also be consistent with requirements of accrediting agencies.

Local approval is required prior to submitting any course for Chancellor’s Office approval. All noncredit courses are subject to Chancellor’s Office approval before students may be allowed to enroll in the courses. Under some conditions, credit courses may not require Chancellor’s Office approval.

Noncredit Courses

In 2006 the Chancellor’s Office issued a publication called “Noncredit at a Glance” that defines noncredit as one of several educational options offered within the California Community College System. It offers students access to a variety of low cost programs and courses that assist students in reaching their personal and professional goals. Noncredit programs and courses are intended to provide students with lifelong learning, college transfer and career preparation opportunities. Noncredit often serves as a first point of entry for many underserved students as well as a transition point to credit instruction.
Noncredit courses are classified by CEC §84757(a) into ten instructional areas:

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships. (CB22 – F)
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts. (CB22 – C)
3. English as a Second Language. (CB22 – A)
4. Classes and courses for immigrants eligible for educational services in citizenship, English as a Second Language, and workforce preparation classes 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 training. (CB22 – B)
5. Education programs for persons with substantial disabilities. (CB22 – E)
6. Short-term vocational programs with high employment potential (includes apprenticeship). (CB22 – I)
7. Education programs for older adults. (CB22 – H)
8. Education programs for home economics (known as Family and Consumer Sciences). (CB22 – G)
10. Workforce Preparation courses in basic skills of speaking, listening, reading, writing, mathematics, decision making, and problem solving that are necessary to participate in job specific training. (CB22 – J)

Four of the ten noncredit categories are eligible for enhanced funding only if they are part of a sequence of courses or program that leads to employment or college level work. The four categories under Career Development and College Preparation for enhanced funding include:

- Career technical education (short-term vocational program with high employment potential) (CB22-I)
- Elementary and secondary basic skills (CB22-C)
- Workforce preparation in basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training (CB22 - J); and
- English as a Second Language (ESL) and Vocational English as a Second Language (VESL) (CB22- A).

In general, noncredit courses must be approved by the Chancellor’s Office.

Credit Courses
In October 2006, Assembly Bill (AB) 1943 permitted community college districts to locally approve credit courses that are not part of an approved educational program, commonly called “stand-alone” courses. The colleges may approve through their Boards of Trustees and offer these credit courses without submitting them to the Chancellor’s Office for approval under conditions authorized by Title 5 §55100.

AB 1943 also specified that the Chancellor’s Office monitor the local approval of stand-alone credit courses. In order to comply with this legal requirement, a thorough inventory of all courses offered by all California community colleges was conducted and all courses were assigned unique course control.
numbers. These numbers are required when submitting enrollment data to the Chancellor’s Office Management Information Systems division.

Program-Applicable Courses
Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives for a degree, certificate or program approved by the Chancellor’s Office. Program-applicable credit courses are approved as part of the credit program approval process, which requires that colleges submit course outlines of record for all required courses with the program approval application. After the program is approved, new courses developed for the program are not subject to Chancellor’s Office approval.

When the college submits substantial changes to existing, approved programs, course outlines for all required courses are submitted with the proposal to change the program. This requirement helps to fulfill the legal requirement that the Chancellor’s Office monitor the local approval of credit courses. The college will be notified if course outlines are not compliant with Title 5 §55002 and technical assistance on correcting the outlines will be available to the college curriculum committee.

For any course that will apply toward the associate degree, Title 5 §55002(a) requires that the curriculum committee determine that the coursework is truly at a college level, and that the course incorporates critical thinking, among other standards.

There is also a description in Title 5 §55062 of the types of courses that are to be considered degree-applicable. Only courses that are included in these categories may be offered for degree-applicable credit:

All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer.

- Courses that apply to a major or an area of emphasis in CTE fields. The Chancellor’s Office interprets this to mean courses within a T.O.P. code designated as vocational.
- English composition or reading courses not more than one level below the first transfer level course in these areas.
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.

Degree-applicable credit courses must be appropriate to the associate degree and recommended by the college curriculum committee, which is comprised of faculty and others as established by the mutual agreement of the college and/or district administration and the academic senate. In addition, all new courses must be approved by the district governing board.

The curriculum committee approves degree-applicable credit courses based on the following standards:

- **Grading policy**, based on uniform standards pursuant to Title 5 §55023, that demonstrates proficiency in subject matter by means of written communication, problem solving and/or skills demonstrations, as appropriate to the course content.
• **Units**, based on a relationship specified by the governing board in compliance with Title 5 §55002.5, which requires that a minimum of 48 hours of lecture, laboratory, out-of-class assignments or other types of study for one unit of credit. For each hour of lecture, the course should require two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.

• **Intensity and rigor**, as evidenced by the outline of course topics, the course objectives, assignments, assessments, and reading materials identified in the course outline of record. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each one hour of lecture.

• **Recommended preparation** for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with Title 5 §55003.

• **Basic skills prerequisites** for success in the degree-applicable course that is dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses, as determined by an approved assessment method.

• **Difficulty and level**, as determined by the curriculum committee, which ensures that the course requires critical thinking, learning skills and vocabulary appropriate for a college level course.

### Stand-alone Courses

When a credit course is not part of an approved program as defined above, it is referred to as a "stand-alone course." 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.

Effective in Fall 2007, districts were delegated authority to approve stand-alone courses that are offered for credit, if the college where the courses will be offered is certified for local approval pursuant to Title 5 §55100. The approved course must be reported to the Chancellor’s Office in order to assign a unique course control number. This number is required when submitting enrollment data to the Chancellor’s Office Management Information Systems.

**Title 5** §55100 requires the district to annually submit certification that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor’s Office in the policies and procedures related to the curriculum review and approval process. Annually, training is available from the Chancellor’s Office for chief instructional officers and curriculum committee chairs, who are then responsible for training all persons who are involved in the curriculum approval process. Colleges are required to complete the training annually to be certified.

If a college is not certified to locally approve stand-alone credit courses, then approval from the Chancellor’s Office is required.

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The college may not approve a stand-alone course that was previously denied approval by the Chancellor’s Office, unless the course is modified to adequately address the reasons for denial. Such courses must be re-approved as revised by the college curriculum committee and district governing board, but Chancellor’s Office approval is not required if the college is certified for local approval of credit courses.

One type of stand-alone course that colleges have locally approved even before local approval of stand-alone courses was delegated is the “experimental” course or the course that covers “special topics” in a specific discipline. 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 trial basis. After an experimental course has been offered more than once in the same year, it should be submitted to the college curriculum committee for approval as a regular course, or the college should discontinue offering the course as “experimental.” A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a “Special Topics in Political Science” or “Current Events in Political Science” course in which the content will be different in each term. 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 interpreted in district policy in either way.

When a college offers a group of stand-alone credit courses in the same T.O.P. Code that total 18 semester units or 27 quarter units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered “stand-alone” and Chancellor’s Office program approval is required. The college should submit this sequence of courses for approval as a Certificate of Achievement.

This is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These three stand-alone courses are required for a 10-unit Skills Certificate in Accounting. At this point, the college is in compliance and can offer these courses and award the certificate without Chancellor’s Office approval.

Two years later, however, the college approves some new stand-alone courses in Tax Studies, including ACCT 200 Introduction to Tax Law (3 units), ACCT 201 Tax Preparation (3 units) and ACCT 202 Tax Planning (3 units). The course ACCT 120 is a prerequisite to ACCT 200, which is prerequisite to ACCT 201 and corequisite to ACCT 202. Now there is a sequence of 19 units of stand-alone courses that are linked together by prerequisites and corequisites. Approval of all the listed Accounting courses as a program is now required, after which the status of these courses changes to “program-applicable.”

Students may not count, in order to fulfill requirements for a certificate or degree major or area of emphasis, 18 or more semester units (or 27 or more quarter units) of courses that have been approved as “stand-alone” courses. This requirement may limit the number of stand-alone courses that students may choose to complete to fulfill requirements for an award.
Nondegree-Applicable Credit Courses

The category of nondegree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986. There were two primary purposes: (a) to allow community college students to receive "workload credit" (which would apply toward maintaining the unit load necessary to receive financial aid) for precollegiate basic skills courses; and (b) to safeguard the integrity of the associate degree by ensuring that such courses were not counted within the degree. It should be noted that this type of course is very different from noncredit courses.

Title 5 §55002(b) requires that nondegree-applicable credit courses be approved by the college curriculum committee and district governing board. There are four types of nondegree applicable credit courses as follows:

1. Nondegree-applicable basic skills courses (see subsection (j) of section 55000)
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide foundation skills for enrollment in credit degree-applicable career technical education programs.
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

The college curriculum committee is responsible for recommending approval of nondegree-applicable credit courses based on the following standards:

- **Grading policy**, based on uniform standards pursuant to Title 5 §55023, that demonstrates proficiency in subject matter by means of written communication, problem solving and/or skills demonstrations, as appropriate to the course content.
- **Units**, based on a relationship specified by the governing board in compliance with Title 5 §55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments or other types of study for one unit of credit.
- **Intensity**, as evidenced by the course outline of record. Nondegree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.
- **Recommended preparation for success in the course**, such as prerequisite or corequisite courses, as determined by the curriculum committee and in compliance with Title 5 §55003.
Other Curriculum Topics

Distance Education  (For specific information about distance education at Grossmont, look here.)

Distance education is covered by Title 5, Chapter 6, Subchapter 3, starting with §55200. Both credit and noncredit courses may be offered through distance education, which is defined as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

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” which combine traditional, face-to-face instruction and distance education with either synchronous or asynchronous instructor-student interaction through communication technology.

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for traditionally delivered courses and that each course designed for delivery via distance education must be separately approved by the college curriculum committee. In addition, the regulations require regular effective contact between instructors and students.

The Academic Affairs Division of the Chancellor’s Office has prepared a publication, “Distance Education Regulations and Guidelines”. This publication was prepared collaboratively with the Education Technologies Advisory Committee (ETAC), which is composed of faculty, administrators, distance education coordinators, and Chancellor’s Office staff.

Relationship of Hours to Units

Title 5 §55002.5 establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in class.

The following examples apply to semester units:

Lecture or Lab Only Courses
- One-unit lecture course = 16 hours (minimum) in-class lecture plus 32 hours (minimum) out of class study
- One-unit laboratory course = 48 hours (minimum) in-class laboratory

Lecture and Lab Combined
- Three-units = 32 hours (minimum) in-class lecture, 48 hours (minimum) in-class laboratory, plus 64 hours (minimum) out-of-class study

In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. For example, a course for which 3 units is awarded may meet 4 hours a week over a semester and still be in compliance with these regulations if it is assumed that the
increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

When the combination of lecture, study, and/or laboratory work reaches 96 hours on the semester system, 66 hours on the quarter system, or twice the minimum number of hours required for one unit, students should earn at least 2 units of credit. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

For credit courses, a district may choose to award units of credit in increments of one half or smaller. It is not permissible, however, to approve a credit course with zero units of credit.

In the California Community College system, the number of hours per unit is often expressed as slightly higher than the figures cited in the regulation. That is because California finance laws assume that semesters average 17.5 weeks on the semester system and 11 2/3 weeks on the quarter system. For purposes of classroom or laboratory time, an hour is defined by Title 5 §58023 as 50 minutes. However, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

Thus, for a one-unit semester lecture course, the minimum hours would normally be as follows:

16 hours of classroom time
+32 hours of homework
48 hours total student learning time

The minimum number of hours expected for a three-unit semester lecture course would be as follows:

48 hours of classroom time
+96 hours of homework
144 hours total student learning time

Of course, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the course outline of record and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework.

These configurations illustrate the hours required for lecture-type courses in semester-length terms. For each unit of credit in a college using the quarter system, a minimum of 11 hours of classroom time and 22 hours of homework would be expected in a lecture course. For a three unit course on the quarter system, a minimum of 33 hours of classroom time and 66 hours of homework would be expected.

When a term is more or less than 16 weeks, then the class time and assignments for a one unit course must be adjusted to meet the required credit hours. For instance, suppose a college schedules a one-unit lecture course in a compressed time frame that meets every weekday for two weeks. The minimum hours would be as follows:

1.6 hours of lecture each day
+3.2 hours of homework each day
4.8 hours of student learning each day
It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by Title 5. For example, consider a 1-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours or 2 hours per week for eight weeks. One couldn’t schedule this course as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It’s feasible that the class could be scheduled on Saturdays over several weeks, as long as doing so would allow adequate time for students to complete the course requirements.

In laboratory or activity courses, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours of laboratory or activity work performed on campus under the immediate supervision and control of a qualified academic employee. For example, a minimum of 48 hours of chemistry laboratory (three hours per week over 16 weeks) would grant one semester unit of credit, whereas a minimum of 48 hours of chemistry lecture would grant three units.

However, some community colleges have assigned a unit of credit for fewer than three hours a week of laboratory or activity, in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For example, in a computer applications course which is primarily laboratory, there may be a certain amount of reading or additional practice required outside of class. The college may award one unit of credit for only two hours per week of hands-on computer instruction, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice. However, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class lecture and laboratory hours. Students wishing to transfer a course that includes two hours of lab and one hour of homework for one unit may not earn the same amount of transfer credit for major or general education purposes as that awarded at four-year institutions.

Credit Course Repetition
Repetition of credit courses is covered in Title 5, Chapter 6, Subchapter 1, Article 4, commencing with §55040. This article covers all circumstances in which a district may permit repetition of credit courses. It should be noted that districts are not required to allow repetition of credit courses, but if the district chooses to establish policies and procedures that allow course repetition, then this article guides how that policy should be constructed.

Title 5 §55041 permits colleges to designate certain courses as “repeatable.” Repeatable courses must be clearly identified in the college catalog, and repetition must be limited to not more than three semesters or five quarters. The college curriculum committee must determine whether a course is repeatable when the course outline of record is reviewed for approval.
Courses may be identified as repeatable when:

- Repetition of the course is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- The content of the course differs each time it is offered.
- The course is an “activity course” in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.

The course outline of an activity course should clearly show that skills or proficiencies are enhanced by supervised repetition and practice within class periods or that active participation in individual or group assignments is the primary learning activity. Activity courses that are designated as repeatable include, but are not limited to, physical education courses and visual or performing arts courses in music, fine arts, theater or dance. However, as indicated in Title 5 §55041, foreign language, ESL and nondegree-applicable basic skills courses are not considered activity courses and thus are not repeatable.

Repetition is limited in activity courses in physical education when two or more courses in the same activity either (1) offer varying levels of that activity (e.g., beginning, intermediate, advanced) or (2) offer variations of the activity. An example of the first situation would be a set of physical education courses in aerobics: Beginning Aerobics, Intermediate Aerobics, and Advanced Aerobics. Students would be allowed to repeat these activity courses; however, the repetition would be limited to three semesters or five quarters in a single course or in a combination of courses since this set of courses is comprised of a similar activity. An example of the second situation would be a set of physical education courses in swimming: Masters Swimming, Distance Swimming, and Swimming for the Triathlete. Students would be allowed to repeat these activity courses; however, the repetition would be limited to three semesters or five quarters in a single course or in a combination of courses since this set of courses is comprised of a similar activity.

Activity courses in visual or performing arts areas that are part of a sequence of transfer courses may be repeated three times per course. Visual and performing arts activity courses award credit for students who participate in activities like orchestra, theatre productions, and studio art. Each visual or performing arts course in the transfer sequence may be repeated for a maximum of three semesters or five quarters, even when the courses are all in the same field of study or primary educational activity.

Additional information about credit course repetition is in the document “Guiding Principles and Assumptions for Credit Course Repetition and Withdrawal Examples.” This document was developed in collaboration with Chancellor’s Office staff and Chief Student Services Officers in June 2008 in order to provide guidance on the changes to Title 5 that were approved at that time. The document is available from the Chancellor’s Office web site under the Academic Affairs Division.

Open Courses

Every community college is required, as a minimum condition of State aid, to place a statement on open courses in its catalog and class schedules. Title 5 §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 §55003. The situations when enrollment limitation may be allowed are discussed more specifically in Title 5 §58106. These sections allow the college to restrict students from enrolling in a course when:

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

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

- Enroll on a “first-come, first-served” basis or other non-evaluative selection technique;
- Special registration assistance to the handicapped or disadvantaged student;
- Enroll 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;
- Enrollment limited to a cohort of students enrolled in two or more courses;
- 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, or students concurrently enrolled in a neighboring university, or persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for persons in a particular group, for example, persons 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 persons 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 (Title 5, Section 58051[d]) and law enforcement trainees (Penal Code Section 832.3[c]), courses conducted in a jail or federal prison (Title 5, §58051.6), students who are part of a cohort concurrently enrolled in another specified course (Title 5, §58106), and apprentices in “related and supplemental instruction” courses (Labor Code Section 3076.3).

**Prerequisites**

Title 5, §55002 requires, for degree-applicable credit courses, that the curriculum committee determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for nondegree-applicable credit courses. However, Title 5 §55003 requires, with certain limited exceptions, that prerequisites must be carefully scrutinized before they are established, to be certain that they are necessary and not discriminatory. Establishment of prerequisite English and math levels for courses in the content areas (that are not English and mathematics courses) require a process of statistical research validation. The review of prerequisites and corequisites is part
of the curriculum review conducted by the college curriculum committee. In accordance with Title 5, §55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate and non-discriminatory, or as required by regulation or statute. Prerequisites that are met by assessment must conform to the Matriculation assessment process as found in Title 5 §5500.

Title 5, §55003 also requires that prerequisites and corequisites be affirmed through a process of "content review" at least once every six years, except that prerequisites and corequisites for career technical education courses or programs must be reviewed every two years.

Terms used in §55003 are defined as follows:

- “Advisory on recommended preparation” means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- “Corequisite” means a condition of enrollment consisting of a course in which a student is required to enroll in order to succeed in another course. The student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course. For example, a course may require an Introduction to Medical Terminology course as corequisite to a course in Medical Transcription. The student’s familiarity with medical terms will enable the student to succeed in medical transcription.
- “Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Completing the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the “target” course. The prerequisite ensures that students will achieve skills or knowledge necessary for success in a program or course. For example a course might require completion of an English course (or placement into English at a specific level) before the student may enroll in a Philosophy course that requires high level reading and writing skills.

A prerequisite or corequisite may be required by statute or regulation, or may ensure the health and safety of students in the course for which the prerequisite or corequisite is established. For example, a college might require that students complete a course in Food Safety as a corequisite to an Introduction to Culinary Arts course. It is possible that a course may be established as a prerequisite or corequisite. In this event, the student may enroll in the prerequisite or corequisite course either prior to or simultaneously with the “target” course.

The following are links to references and documents pertaining to prerequisite, corequisite and advisory regulations published by the Academic Affairs division, the Matriculation unit within the Student Services division and the Academic Senate. These documents and references offer advice, examples, and proposed answers to questions concerning prerequisites, corequisites and advisories.

- [www.cccco.edu/divisions/ss/matriculation/attachments/establishingprereqs.doc](http://www.cccco.edu/divisions/ss/matriculation/attachments/establishingprereqs.doc)
- [www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/prerequisites.doc](http://www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/prerequisites.doc)
Transferable Courses
Community college courses may be transferable to four-year institutions for three different purposes: elective credit, general education, and/or lower-division preparation for a baccalaureate major. Faculty, curriculum committees, and articulation officers share responsibility for determining and ensuring the transferable status of courses.

The predominant transfer-receiving institutions for California community colleges are the California State University (CSU) and the University of California (UC) systems. Under "Executive Order #167," the CSU Chancellor has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the UC Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one UC campus.

Challenges may be raised at CSU campuses to particular courses that are certified by a community college as transferable, but such challenges do not often occur. Transferability of elective credit, however, does not create any presumption of acceptance for general education or credit to the major or area of emphasis.

Decisions on transferability of individual courses required as part of a university major are made by departmental faculty and committees at each university campus. Major-specific articulation information for most campuses can be found in the database of the "Articulation System Stimulating Inter-institutional Student Transfer" (ASSIST), online at http://www.assist.org.

The four-year public segments (CSU and UC) have extensive requirements for general education. Identifying those community college courses that will be accepted by CSU or UC as satisfying their general education requirements is very important to the success of transfer students.

For the University of California, the acceptability of a course for general education is predicated on the acceptability of the equivalent UC course, since each course transferred to UC has been identified, by staff review at the Office of the President, as essentially equivalent to an existing UC course. General education requirements vary greatly from campus to campus in the UC system.

For the California State University, general education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU’s general education requirements are set forth in the CSU Chancellor’s Executive Order 595, which is available online at http://www.calstate.edu/EO/EO-595.pdf.

Since 1993, new courses intended for general education transfer have been reviewed for acceptability by CSU Chancellor’s Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for the Intersegmental General Education Transfer Curriculum (IGETC),
which is accepted by both UC and CSU systems as an alternative pattern for satisfying lower-division general education requirements.

In spring 2000, the Intersegmental Committee of Academic Senates (ICAS) concluded in a report based on a study of the use, effectiveness and awareness of IGETC that this general education pattern is useful and preferred by students who intend to transfer. The paper titled “Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum (IGETC) An Evaluation” is available on the web site of the Academic Senate of the California Community Colleges at http://www.asccc.org.

Determining the eligibility of a particular course for university transfer for all these purposes—elective credit, major or area of emphasis requirements, and general education—is an essential part of the process of local course approval by the curriculum committee, generally with the assistance of a college articulation officer. For course outlines submitted to the Chancellor’s Office, evidence of transferability is a quality criterion that is reviewed for all programs and courses in traditionally or potentially transferable disciplines.

**Special Courses for Students with Disabilities**

Some classes for disabled students are simply class sections of existing courses. In such a case, the class is taught in accordance with the course outline of record, but the teaching methods or materials are supplemented to accommodate stated disabilities.

Special classes may also refer, however, to distinct courses with their own outlines of record, 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, special classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California Community Colleges. 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 contains definitions and specific provisions related to approval of courses for students with disabilities:

- Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (Title 5, §56028).
- 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 DSP&S program or counselor, nor otherwise violate the open-enrollment provisions of State law (Title 5 §51006).
- **Title 5** §56029 allows extended repetitions of DSPS courses under certain circumstances.
The Chancellor’s Office recommends that DSP&S course outlines of record should:

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

Sections of courses in the regular curriculum that are merely adapted to enable students with disabilities to meet the regular course objectives in alternative ways do not require separate Chancellor’s Office approval.

**Open-Entry / Open-Exit**

*Title 5* §58164 defines open-entry / open-exit 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.

When an open-entry / open-exit course provides supplemental learning assistance (pursuant to *Title 5* §58172) in support of another course or courses, the outline of record 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 should be based on a maximum number of hours which the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline should be prepared in light of the primary course objectives, but the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline.

Open-entry/open-exit courses should 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 do the same and may need greater assistance from faculty and staff. Some students may need fewer hours to complete the course 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 outline of record.
Independent Study
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. This should not be confused with the requirement in Title 5 §55002 that all courses offered for credit should require students to study independently outside of class. Instead, this discussion of independent study 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. All colleges may offer locally approved independent study courses. Title 5 §58009 was revised in 2006 in order to address disparity in apportionment for laboratory independent study courses and traditional courses. Apportionment for independent study laboratory courses is now calculated based on the student contact hours rather than on units.

Cooperative Work Experience Education
Cooperative work experience education is another exception to the usual requirement that state-reimbursed community college education be under the immediate supervision and control of a qualified academic employee. Resources on the Chancellor’s Office web site for information about Cooperative Work Experience Education can be found under the Economic Development and Workforce Education division in the section on Career Technical Education. “The Work-Based Learning Handbook” is an online quick reference to areas and issues central to the effective implementation and operation of cooperative work experience education and work based learning programs. The regulations for cooperative work experience are covered in Title 5, Chapter 6, Subchapter 3, Article 4, beginning with §55250.

A college that offers cooperative work experience must provide certain services, including supervision by a qualified instructor or coordinator, written evaluation of students' progress, consultation with employers, and other elements. Units of work experience must be earned in certain patterns described in regulations.

There are 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. It 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 §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.
# Board Policies and Administrative Procedures related to curriculum

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Proposing New or Modifying Existing Curriculum

STEP ONE is to discuss your proposal with your department chair. If modifying curriculum, there might be a need to modify more than those things you have in mind. Textbooks might need updating, catalog descriptions might need rewriting, …

If you are uncertain if the types of modifications or the amount of modification qualifies as minor (see below) or extensive {extensive changes MIGHT require deletion (option 5) of the old course and addition (option 2) of a new course}, then contact Jeff Waller (644-7248) or Marsha Raybourn (644-7153).

Once you have spoken to your department chair, and you are certain about the level of changes your proposal requires (minor or extensive), then you can choose the option below that best describes what you want/need to do.

1. **I want to MODIFY one or more of the following for a course**: (these are minor modifications)

   - Adv. Req. Preparation
   - Catalog Description
   - Computer Ass. Instruct.
   - Corequisites
   - Course Content
   - Course Number
   - Course Objectives
   - Course Title
   - Distance Learning
   - Instruction Facilities
   - Lab Hours
   - Lecture Hours
   - Lecture/Lab Hours
   - Method of Evaluation
   - Method of Instruction
   - Outside Assignments
   - Prerequisite
   - Special Materials
   - Subject Heading
   - Texts
   - Title 5 Classification
   - Unit Value
   - Work Exp. Hours

2. **I want to ADD a new course (or the modifications I am making require a course addition)**

3. **I want to MODIFY a degree/certificate/area of emphasis**

4. **I want to ADD a degree/certificate/area of emphasis**

5. **I want to DELETE a course or a degree/certificate/area of emphasis**

Curriculum Forms

- **Alignment Verification** – used when modifying an aligned course
- **Content Review: Entrance Skills** – used to demonstrate need for prerequisite or recommended prep
- **Content Review: Exit Skills** – used to demonstrate need for prerequisite or recommended prep
- **Content Review: Corequisite Skills** – used to demonstrate need for corequisite
- **Course Addition**
- **Course Modification**
- **Course/Program Deletion**
- **Curriculum Initiation Form** – used to notify related department at other college of your curricular intentions
- **Degree/Certificate Addition**
- **Degree/Certificate Modification**
- **General Education Applications**
- **Letter of Intent**
- **Prerequisite Enforcement Form**