



**8th Edition**

# Program and Course Approval Handbook

California Community Colleges Chancellor's Office | Daisy Gonzales, P.h.D., Interim Chancellor



# 2022 PROGRAM AND COURSE APPROVAL HANDBOOK

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Prepared By

**California Community Colleges Chancellor's Office**

Educational Services and Support and the  
California Community Colleges Curriculum Committee



***The Program and Course Approval Handbook (PCAH) is dedicated to the legacy of Randal “Randy” L. Lawson, beloved colleague, friend, mentor, and champion of students.***

One of Randal “Randy” Lawson’s most significant and lasting accomplishments was his partnership with the Academic Senate for California Community Colleges (ASCCC) and, in 2005, his determination to establish the System Advisory Curriculum Committee (SACC), later renamed the California Community College Curriculum Committee (5C). He worked tirelessly with the ASCCC and the Chancellor’s Office to create a framework for curriculum issues to be discussed, vetted, and reviewed at a system-wide scale with recommendations to the Chancellor’s Office and to the Board of Governors for final approval. His leadership as CIO co-chair of 5C continued to his death in 2014. Because of his leadership and dedication to this effort, this committee effectively continues its work today.

Randal “Randy” Lawson worked at Santa Monica College for 35 years and was the Executive Vice President and Chief Instructional Officer when he passed away. Randy was an advisor, a mentor, and a tireless advocate for student success. He had the utmost respect and admiration of those who met and knew him. Randy was known for his sense of humor, love of music, and a dedication to education that won him statewide recognition. Randy was often described as a quiet, yet strong, leader. Those who knew him and worked closely with Randy valued his integrity, passion for students, and his transformational leadership.

The PCAH is dedicated to the legacy left by Randy, including the collaborative efforts and system-wide impact of 5C, and to all current, past, and future members of 5C. May their work continue to be defined by the integrity, dedication, transformational leadership, and commitment to students and to student success modeled by Randy.



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**PART I:  
OVERVIEW OF CURRICULUM AUTHORITY AND APPROVAL**



## **SECTION 1: AN OVERVIEW OF PROGRAM AND COURSE APPROVAL**

This section provides an overview of program and course approval and identifies portions of the Program and Course Approval handbook (PCAH) relevant to credit and noncredit curriculum.

- Credit Curriculum
- Noncredit Curriculum



## Overview

This Program and Course Approval Handbook (PCAH) assists California community college administrators, faculty, and classified professionals in the development of programs and courses and the submission of these proposals for review and chaptering by the Chancellor's Office.

By regulation, the Chancellor is required to prepare and distribute a handbook for program and course approval (California Code Regulations, Title 5, § 55000.5). The Chancellor has delegated these responsibilities to the Equitable Student Learning, Experience and Impact Office in the Educational Services and Support Division of the California Community Colleges Chancellor's Office (Chancellor's Office). The PCAH was developed to provide the California community college system with general guidelines and instructions for the submission of curriculum for approval, chaptering 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, July 2017, and November 2019 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 (CCR), 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 the [California Legislative Information website](http://leginfo.legislature.ca.gov), <http://leginfo.legislature.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 at the [Westlaw California Code of Regulations website](https://govt.westlaw.com/calregs), <https://govt.westlaw.com/calregs>. All regulatory references of "Title 5" are to California Code of Regulations, Title 5. Education, Division 6. California Community Colleges.

This edition of the PCAH is organized into two major components: credit curriculum and noncredit curriculum. Each component is divided into three segments as follows:

### Credit Curriculum

#### 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 Chancellor's Office 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)).

#### 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.

### **3. Credit Program Approval Standards**

Covers all aspects of the curriculum development submission process for Chancellor's Office review and then chaptering of credit programs as per Education Code § 70901.b(10). This includes program development standards, submission requirements, approval criteria, supporting documentation, requirements for local approval and regional recommendation, and submission categories.

## **Noncredit Curriculum**

### **1. Introduction to Noncredit Program and Course Approval**

Provides 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 review process and then chaptering of noncredit programs per Title 5 § 55150, the Chancellor's Office 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.

### **2. Noncredit Course Criteria and Standards**

Provides a general overview of noncredit courses, including development guidelines, review criteria, and chaptering and approval standards for courses.

### **3. Noncredit Program Criteria and Standards**

Provides a general overview of noncredit programs, including development guidelines, review criteria, and chaptering and approval standards for programs.

## **SECTION 2: INTRODUCTION TO PROGRAM AND COURSE APPROVAL**

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



## History and Legal Authority for Curriculum

### Background

The California Community Colleges 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, § 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 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, § 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.*

### **Approval by the Chancellor**

Both California Education Code and California Code of Regulations, Title 5, grant other specific authority for the approval of certain types of curriculum to district governing boards, without requiring separate approval by the Board of Governors through the Chancellor's Office. The authority of district governing boards to approve courses without separate approval from the Board of Governors or the Chancellor is established in Education Code § 70902(b)(2), which states that, "The [district] 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, § 51021 require that all curriculum be approved by the Chancellor in a manner consistent with the standards set forth in subchapter 2 of chapter 6(.), which falls within the section referenced in § 51021, then reaffirms the authority of district 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.

All courses and programs that have been approved by the district governing board and have received a control number, whether through Chancellor's Office review or through automated approval via the Annual Course and Program Certification, are then Chaptered by the Chancellor's Office. This is considered to be approval by the Chancellor. A course or program is considered chaptered by the Chancellor's Office when it appears with a valid control number in the Chancellor's Office curriculum inventory 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. All courses and programs are submitted to the Chancellor's Office for chaptering.

#### **Elements of "approval" processes:**

1. The District Governing Board approves the course or program
2. The Regional Consortium recommends the program (only for programs with an occupational goal)
3. The Chancellor's Office chapters the course or program and a control number is issued

## Annual Course and Program Certification

Every college is required to submit an Annual Course and Program Certification form that is signed by the college Chief Executive Officer (CEO), Chief Instructional Officer (CIO), Academic Senate President and Faculty Curriculum Chair in order to be eligible for automated chaptering of designated courses and programs. Each September, the Chancellor's Office will provide a memo to the colleges indicating which courses and programs may be certified for automated chaptering, along with the Annual Course and Program Certification form. The form certifies the following:

- Course hours and units are correct in accordance with Chancellor's Office Course Calculations;
- The college/district course outline of record has been approved by the District Governing Board;
- The district governing board has a policy 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 – Title 5 § 55002.5;
- Cooperative work experience courses have local board approval;
- Credit courses and programs that are submitted to the Chancellor's Office curriculum inventory system are accurate and compliant with California Education Code, California Code of Regulations, Title 5, and the current Chancellor's Office Program and Course Approval Handbook (PCAH);
- Credit programs have the required attachments in accordance to the current Chancellor's Office PCAH; and
- Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, Title 5 §55002(a) (1)).

The form also specifies which courses and programs receive automated approval and which courses and programs must undergo a review by the Chancellor's Office before chaptering.

Once a course or program has gone through the above process and has received a control number, 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 (CCR., Title 5, § 55005).
- Schedule and 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); CCR, Title 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 reviewed and chaptered by the Chancellor's Office when required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates and degrees on student transcripts (CCR, Title 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.

Colleges submitting the Annual Course and Program Certification form are subject to the following conditions relative to automated approval:

- Colleges will have their curriculum reviewed on a regular basis as determined by the Chancellor's Office.
- Colleges that have been found to have curriculum that does not meet all requirements will be contacted by the Chancellor's Office.
- Colleges may be encouraged to have an assistance visit by representatives from the Chancellor's Office, CIOs, and ASCCC.
- Colleges that do not follow the requirements for automated approval will have the automated approval disabled and all curriculum will need to be reviewed by the Chancellor's Office before a control number will be issued (Title 5 §§ 55100, 55130, 55150).

## 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 § 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 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 service classes (not-for-credit). State charting 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. Those colleges that have been approved to offer a baccalaureate degree may offer baccalaureate level courses appropriate to general education and the major.
- 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 educational master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum as part of the program review process. 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 General Education (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, § 55130(b)(7)(C). 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:

- Data for emerging occupations available from the Centers of Excellence, an initiative of the Chancellor's Office Workforce and Economic Development (WED) Division. The [Initiative website](http://www.coeccc.org) (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.
- 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 documenting labor market need can be found in Part II: Credit Curriculum and Part III: 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 § 55100. Title 5, § 55130(b)(7)(C), 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 submitting a program for chaptering, the Chancellor's Office requires that the college provide a program narrative addressing the elements required in Title 5, § 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, § 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 on the [ASCCC Curriculum website](http://www.ccccurriculum.net), [www.ccccurriculum.net](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 required courses for the program at least once every two years, unless the program goals and rationale for the particular program justify or support 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 (CCR, Title 5, § 51006)
- Course repetition and repeatability regulations (CCR, Title 5, §§ 55040-55046 and 58161)
- Regulations regarding tutoring and learning assistance (CCR, Title 5, §§ 58168-58172)
- Regulations regarding open/entry open exit courses (CCR, Title 5, § 58164)
- Statutes and regulations on student fees (CCR, Title 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (CCR, Title 5, § 55003)
- Particular provisions of the Nursing Practice Act (CCR, Title 16)

## Open Courses

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.

Situations where 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 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 (CCR, Title 5, § 58006)
- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the district governing 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 (CCR, Title 5, § 58051(d)) and law enforcement trainees (Pen. Code, § 832.3(c)), courses conducted in a jail or federal prison (CCR, Title 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (CCR, Title 5, § 58106), and apprentices in “related and supplemental instruction” courses (Lab. Code, § 3076.3).

## Curriculum Regulations

The legal parameters and standards for curriculum are established in sections of Education Code and California Code of Regulations as listed in tables 1 and 2.

**Table 1 — California Education Code**

Code Section Number	Laws and Regulations
70900	Creation of the System
70901	Board of Governors
70902	District Governing Board Approval of Curriculum

**Table 2 — California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction**

<b>Code Section Number</b>	<b>Laws and Regulations</b>
55000	Definitions
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
55009	Baccalaureate Degree Program Handbook
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
55151	Career Development and College Preparation
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

<b>Code Section Number</b>	<b>Laws and Regulations</b>
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
55522	English and Mathematics Placement and Assessment
55260	Correspondence Education
58106	Limitations on Enrollment
58160	Noncredit Course Funding
58161	Apportionment for Course Enrollment
58162	Intercollegiate Athletics
58164	Open Entry/Open Exit Courses
58166	Field Trips
58168	Tutoring
58170	Apportionment for Tutoring
58172	Learning Assistance

**Table 3 – Alphabetical List of Acronyms**

<b>Acronym</b>	<b>Definition</b>
AA	Associate of Arts
AAM	Articulation Agreement by Major
AA-T	Associate in Arts for Transfer
AB	Assembly Bill
ACCE	Association of Community and Continuing Education
ACCJC	Accrediting 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 Interinstitutional Student Transfer
BA	Bachelor of Arts

<b>Acronym</b>	<b>Definition</b>
<b>BCT</b>	CSU Baccalaureate Level Course List by Department
<b>BS</b>	Bachelor of Science
<b>C-ID</b>	Course Identification Numbering System
<b>CB</b>	Course Basic
<b>5C</b>	California Community Colleges Curriculum Committee
<b>CCCAOE</b>	California Community College Association for Occupational Education
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CDCP</b>	Career Development and College Preparation
<b>COCI</b>	Chancellor's Office curriculum inventory system
<b>COR</b>	Course Outline of Record
<b>CIP</b>	Classification of Instructional Programs
<b>CSU</b>	California State University
<b>CSU GE-Breadth</b>	California State University General Education-Breadth
<b>CTE</b>	Career Technical Education
<b>DAS</b>	Division of Apprenticeship Standards
<b>DED</b>	Data Element Dictionary
<b>DSPS</b>	Disabled Students Programs and Services
<b>Ed Code</b>	California Education Code
<b>EDD</b>	Employment Development Department
<b>ESL</b>	English as a Second Language
<b>ETAC</b>	Educational Technologies Advancement Committee
<b>FII</b>	Fund for Instructional Improvement
<b>FTES</b>	Full-time Equivalent Students
<b>GECC</b>	CSU GE Certification Course List by Area
<b>HBA</b>	Hours by Arrangement
<b>ICAS</b>	Intersegmental Committee of Academic Senates
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>IMC</b>	Intersegmental Model Curriculum
<b>JAC</b>	Joint Apprenticeship Committee
<b>LMI</b>	Labor Market Information
<b>LMID</b>	Labor Market Information Division

<b>Acronym</b>	<b>Definition</b>
<b>MC</b>	Model Curriculum
<b>MIS</b>	Management Information Systems
<b>NPA</b>	Nursing Practice Act
<b>OES</b>	Occupational Employment Statistic
<b>PCAH</b>	Program and Course Approval Handbook
<b>RN</b>	Registered Nurse
<b>RSI</b>	Related and Supplemental Instruction
<b>SACC</b>	System Advisory Committee on Curriculum
<b>SAM</b>	Student Accountability Model
<b>SB</b>	Senate Bill
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills
<b>SOC</b>	Standard Occupational Classification
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TBA</b>	To be Arranged
<b>TCSU</b>	Transfer California State University (CSU)
<b>TMC</b>	Transfer Model Curriculum
<b>TOP</b>	Taxonomy of Programs
<b>UC</b>	University of California
<b>UCTP</b>	University of California Transfer Program
<b>WASC</b>	Western Association of Schools and Colleges
<b>WSCH</b>	Weekly Student Contact Hour

## 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. Per Title 5, § 55002, the catalog description should include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.

### Objectives

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

Note: The term “objectives” is used in Title 5. The term “learning outcomes” is used in the ACCJC Eligibility Requirements, Standards, and Commission Policies per federal requirements. Definitions and use of the two terms may differ depending on local practice.

### 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 may include but are not limited to written assignments, special projects and field trips. They should be representative of the types of assignments used by faculty to promote and enhance student learning and achievement of course objectives.

### 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: CREDIT COURSE CRITERIA**

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, §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 and retain the records of the following:

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



## 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, § 55002, and that local approval is consistent with all standards in § 55000 et seq. The Chancellor’s Office periodically 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 (COR) meeting the standards in Title 5, § 55002, and approved by the district governing board.

## Criteria for Data Elements

The following data elements are entered into the Chancellor’s Office curriculum inventory (COCI) for credit and noncredit courses and validated via technology during the submission review process. The Data Element Dictionary (DED) 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 submission and chaptering process. Entry errors associated with these elements can result in submission being returned to the college for revisions as well as in flags when Chancellor’s Office staff conducts periodic reviews of approved and chaptered curriculum approved by District Governing Boards and chaptered via the Chancellor’s Office curriculum.

**Table 4 – Data Element Dictionary (DED)**

DED Number	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

DED Number	Data Element Name
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
CB25	Course General Education Status
CB26	Course Support Status
CB27	Course Upper Division 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. 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 and TOP/CIP Crosswalk](#) is available on the Chancellor's Office website, under the Educational Services webpage.

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, § 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, § 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, § 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, § 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, § 56028, and will be coded “S” (Course 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/reading, ESL, mathematics/quantitative reasoning courses. The English writing/reading and mathematics/quantitative reasoning rubrics were updated spring 2019. The ESL rubrics were updated fall 2019.

Indicate the relationship of the course to college level by selecting one of the following seven options:

- |  |                                       |
|--|---------------------------------------|
| <b>Y</b> - Not applicable              | <b>D</b> - Four levels below transfer |
| <b>A</b> - One level below transfer    | <b>E</b> - Five levels below transfer |
| <b>B</b> - Two levels below transfer   | <b>F</b> - Six levels below transfer  |
| <b>C</b> - Three levels below transfer |                                       |

For example, a course such that when the student successfully completes the course means the student is ready for transfer level would be coded as “A”. Some courses may span several levels.

The selected code must correspond with the CB05: Transfer Status selected, as well as with processing edit checks in the Chancellor’s Office 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 ASCCC website as Fall 2019 Resolution Numbers 09.01 and 09.04.

### **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% of total development costs
- 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
- 2** - Not Program-applicable – the noncredit course is not part of a sequence of courses or program that results in a certificate of completion, certificate of competency, adult high school diploma program, or noncredit apprenticeship program

### **CB25: Course General Education Status**

This element indicates whether a course fulfills general education requirements for mathematics/quantitative reasoning or English composition/critical thinking in the context of transfer, degree, and certificate programs. Select one of the following four options:

**A** - Course meets any of the following:

- CSU General Education Breadth Area A2: Written Communication  
CSU General Education Breadth Area A3: Critical Thinking  
UC IGETC Area 1A: English Composition  
UC IGETC Area 1B: Critical Thinking-English Composition
- OR
- Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four-year institution
- OR
- Course fulfills local general education requirements for English Composition as outlined in Title 5 § 55063

**B** - Course meets any of the following:

- CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning  
UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
- OR
- Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

**D** - Course is not transferable to fulfill general education mathematics or quantitative reasoning at a four-year institution, but fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 § 55063

**Y** - Not Applicable

If the course is coded “A” or “B”, then the CB05 code must be “A” or “B”. If the course is coded as “C” then the CB04 code must be “D”. This field is auto-populated with “Y” denoting “not applicable”. The college will update this code when appropriate.

### **CB26: Course Support Course Status**

This element indicates whether a course is associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course. Courses are coded S (course is a support course) or N (course is not a support course).

This field is auto-populated with “N” denoting “course is not a support course”. The college will update this code when appropriate.

### **CB27: Course Upper Division Status**

This element indicates whether a course is an approved upper division course associated with a baccalaureate program. Courses are coded A (course is an upper division course) or N (course is not an upper division course).

This field is auto-populated with “N” denoting “course is not an upper division course”. The college will update this code when appropriate.

### **District Governing Board Approved**

The college certifies that the district governing board, pursuant to Title 5, §§ 55002 and 55100, approved the course by selecting “Yes.”

### **District Governing Board Approval Date**

This section requires the date that the district governing board, pursuant to Title 5, §§ 55002 and 55100, originally approved the course.

### **Catalog Description**

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

## Criteria for the Course Outline of Record

The Chancellor's Office review and chaptering processes require the submission of a COR that meets the standards for courses established in Title 5, § 55002, and contains, at a minimum, the following elements:

### COR Components Required for Credit Courses

- Unit value
- The expected number of contact hours
- The expected number of outside of class hours
- The expected number of total student learning 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
- Types or examples of other outside-of-class assignments
- Types or examples of instructional methodology
- Types or examples of methods of evaluation

In addition to verification of the above COR components, validation within the Chancellor's Office curriculum inventory system and the Chancellor's Office periodic 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, § 55002.5 and be consistent with the unit values entered into the minimum and maximum unit fields in the Chancellor's Office curriculum inventory system. 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, §§ 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:

$$\frac{(\text{Total Contract Hours} + \text{Outside-of-class Hours})}{\text{Hours-per-unit Divisor}}$$

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 credit courses are not permissible.

Credit hour calculations, as established in Title 5, § 55002.5(a), are based on total student learning hours, defined as the sum of inside and outside-of-class hours or 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. The governing board of each college district must have an established policy for credit calculations, 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, §§ 55002(a)(3) and 58161. Contact hours are the basis for apportionment and are a required component of the COR.

## **SECTION 2: CREDIT COURSE STANDARDS**

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:

- The Course Outline of Record
- Course Types and Definitions
- Standards for Approval
- Standards for Credit Hour Calculations
- Other Course Types and Standards



## 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, § 55002(a)(3). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor. The following COR components are required for credit courses:

### COR Components Required For Credit Courses

- Unit value
- The expected number of contact hours
- The expected number of outside of class hours
- The expected number of total student learning 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
- Types or examples of other outside-of-class assignments
- Types or examples of instructional methodology
- Types or examples of methods of evaluation

It is recommended that CORs also include, at a minimum, the following elements:

### Recommended Elements For Credit CORs

- Course number and title
- Status (noncredit versus credit or others)
- Enrollment limitations (if any)
- Repeatability
- Content in terms of a specific body of knowledge
- Objectives
- Field Trips
- Student Learning Outcomes (in COR or addendum – ACCJC requires student learning outcomes to be in official course outline)
- Representative Textbook(s), including open educational resources that meet course standards (necessary for articulation)

These standards place 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 for California Community Colleges (ASCCC) paper titled, [The Course Outline of Record: A Curriculum Reference Guide Revisited](#) (2017), and can be downloaded from the [ASCCC website](#) ([www.asccc.org](http://www.asccc.org)) under the “publications” tab.

## 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

### 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 an approved program that has been chaptered 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 an approved program that has been chaptered 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 chaptered by the Chancellor’s Office, such as a certificate requiring fewer than 16 semester or 24 quarter units. A program is considered chaptered by the Chancellor’s Office when it appears with a valid control number in the Chancellor’s Office curriculum inventory system (COCI). When new courses are submitted as part of a new or modified program that have not yet been chaptered, these courses may be submitted as “program applicable” during the new course and program submission process.

## 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, § 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)

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

## 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 16 semester or 24 quarter units that has not been approved and chaptered 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 review 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 colleges and districts are compliant with Title 5 regulations. Please refer to Title 5, § 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 to the Chancellor's Office curriculum inventory system 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 established by a local district policy; however, the CORs for these courses must meet all requirements and standards.

### **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”) and must include review by a curriculum committee established in accordance with Title 5, § 55002. The curriculum committee and the governing board must determine that the course meets the standards of Title 5, §§ 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 Revisited](#) (2017). In addition, all courses must be appropriate to the mission of the California community college 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 the 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 curriculum committee and possibly other entities dependent upon local practice.
- All sections of the course are taught by a qualified instructor in accordance with the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) and the set of objectives and other specifications defined in the COR.
- The district governing board has approved all courses.

Title 5, § 55002, establishes two credit course categories and standards for approval:

- Associate Degree-applicable Credit Courses
- Nondegree-applicable Credit Courses

### **Associate Degree-applicable Credit Courses**

Title 5, § 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, § 55062. Degree-applicable courses must meet the standards specified in Title 5, § 55002(a)(2) in the following categories for approval by the local and/or district curriculum committee and district governing board:

## Grading Policy

Title 5, § 55002(a)(2)(A) requires that all degree-applicable courses must culminate in a recorded grade based on the standards outlined in Title 5, § 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, § 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, § 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 district 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, § 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, §§ 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. Grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

## Prerequisites and Corequisites

*“When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article” (CCR, Title 5, § 55002(a)(2)(D)).*

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, § 55003 and further explained in subsequent sections of this Handbook.

### **Basic Skills Requirements**

Title 5, § 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 basic skills requirements 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 mathematics. The establishment of requirements under this section must conform to the standards and criteria specified in Title 5, § 55003.

### **Difficulty and Level**

Title 5, § 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.

### **Nondegree-applicable Credit Courses**

Nondegree-applicable courses as defined in Title 5 § 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 § 55002(b) in the following categories for approval by the local and/or district curriculum committee and district governing board:

### **Grading Policy**

Title 5, § 55002(b)(2)(A), requires that course grading standards measure student performance against the course objectives and that grades are awarded in compliance with § 55023. Two key components of § 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, § 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, § 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 district 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, § 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, §§ 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. Grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

## Prerequisites and Corequisites

Title 5, § 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, § 55003.

## Standards for Credit Hour Calculations

Credit hour calculations are governed by the standards in Title 5, §§ 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, §§ 55002(a)(2)(B)-(b)(2)(B) grant district 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, § 55256.5.

### Standard Formula

The standard formula for credit hour calculations applies to the majority of courses and course types and is derived from Title 5, § 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, § 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:

$$\frac{(\text{Total Contract Hours} + \text{Outside-of-class Hours})}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

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, §§ 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 shown in the following table:

**Table 5 — In-class to Out-of-class Hours Ratio**

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 17.5-weeks on the semester system and 11 $\frac{2}{3}$ -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 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 failing to provide the minimum number of hours required by Title 5, § 55002.5 to award a unit of credit.

**Calculation Categories and Outside-of-class Hours:** As outlined in the sample table on page 53, 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 must include both in-class hours and outside-of-class hours.

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 guidance from the Chancellor’s Office.

### **Fractional Unit Awards and Minimum Thresholds**

Title 5, § 55002.5(c) and (d) govern the awarding of fractional units of credit. Specifically, section (c) permits the college to award units of credit in a minimum of .5 increments; whereas section (d) permits colleges to award units in increments smaller than .5 if established 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 is .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.

### Cooperative Work Experience Formula

Credit hour calculations for work experience are governed by the regulations set forth in Title 5, § 55256.5. In Title 5, § 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.

### 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 §§ 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 § 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.

### Local Policy

Annually, the College Chief Education Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair sign an affidavit certifying that all curriculum was approved in accordance with Title 5 and Chancellor’s Office requirements. The certification requires

that districts have district governing board policy on awarding credit. This policy must specify 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 district governing boards under California Code of Regulations, Title 5, § 55002 to establish the relationship between units and hours for the local curriculum development and approval process.

### **Open Entry/Open Exit Course Credit Calculation**

Courses approved by the curriculum committee as meeting the definitions in Title 5, § 58164, for open entry/open exit courses are required by Title 5, § 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.

### **Other Course Types and Standards**

#### **Standards for Conditions of Enrollment**

Standards for establishing and monitoring Prerequisites, Corequisites, and Advisories on Recommended Preparation are outlined in Title 5, § 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 district 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 are 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.

## Credit Course Repetition

The primary regulations for credit course repetition are contained in Title 5, §§ 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. Standards for the development of repeatable credit courses and other elements linked to curriculum development and approvals are contained in Title 5, §§ 55040 and 55041.

## Repeatable Courses

Note: This is separate from students repeating a course due to receiving a substandard grade.

Title 5, § 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, § 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 baccalaureate 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, § 55041(a)(2) permits a district to designate intercollegiate athletics courses, as defined in Title 5, § 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, § 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, § 55002 subdivisions (a) or (b).

The [Credit 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, § 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.

### Standards for Distance Education

Distance Education (DE) is regulated by Title 5, Chapter 6, Subchapter 3, Article 1 starting with section 55200. DE is defined in Title 5, § 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.

**Table 6 — Title 5, Sections on Distance Education**

Title 5 Section Number	Topic
55200	Definition and Application
55202	Course Quality Standards
55204	Instructor Contact
55206	Separate Course 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 partially online, formerly 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, §§ 55200-55204, specifies that course quality standards apply to distance education in the same manner as for in-person courses and that each course delivered via distance education provide regular effective contact between instructors and students, and among students.

Title 5, § 55206 states that, **“If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required.”** The addendum is to address “...how course outcomes will be achieved in a distance education mode...” to include meeting regular and effective contact and Americans with Disabilities Act requirements.

### **Standards for Open Entry/Open Exit Courses**

Open entry/open exit courses are defined in Title 5, § 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., Title 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.

Credit 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.

### **Cooperative Work Experience Education**

Cooperative Work Experience Education is authorized by Title 5, § 55250 et seq. Community college districts offering cooperative work experience must develop, submit, and receive district governing board approval for their Cooperative Work Experience District Plan as specified in Title 5, § 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 Title 5, § 55256.5.

**Table 7 — Title 5, Sections on Cooperative Work Experience Education**

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

Title 5, § 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 not need to 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. Title 5, § 55253, and related sections, allow for student repetition of Cooperative Work Experience courses; however, Title 5, § 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, § 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](http://www.cccco.edu) (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.

### Independent Study Courses

The standards for Independent Study are set forth in Title 5, § 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.

**Table 8 — Title 5, Sections on Independent Study**

Title 5 Section Number	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, § 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, § 55232 requires that independent study courses must maintain the same academic standards as applied to other credit or noncredit courses.

### Standards for Correspondence Education

Correspondence Education (CE) is regulated by Title 5, Chapter 6, Subchapter 3, Article 1 starting with section 55260. CE is defined in Title 5, § 55260, as instruction provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Both credit and noncredit courses may be offered through correspondence education.

**Table 9 — Title 5, Sections on Correspondence Education**

Title 5 Section Number	Topic
55260	Definition and Application
55261	Course Quality Standards
55262	Instructor Contact

Title 5 Section Number	Topic
55263	Separate Course Approval
55264	Faculty Selection and Workload
55265	Reporting
55266	Determination of Full-Time Status

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 correspondence education instead of distance education or traditional, face-to-face instruction.

Title 5, §§ 55260-55264, specifies that course quality standards apply to correspondence education in the same manner as standards for regular classroom courses. In addition, each course delivered via correspondence education must be separately approved as such through local curriculum approval processes. The regulations further state that interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student.

Title 5, § 55263 states that, **“If any portion of the instruction in a new or existing course is to be provided through correspondence education, an addendum to the official course outline of record shall be required.”**

### **Educational Assistance Class Instruction (Approved Special Class)**

Title 5, § 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 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, § 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 (CCR, Title 5, § 51006).

Title 5, § 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, § 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, § 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, § 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, § 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 additional Chancellor's Office review.

## Apprenticeships

Apprenticeships are regulated in multiple sections of state regulations and codes, including Title 5, § 55250.5 and Labor Code §§ 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 California Community Colleges Chancellor’s Office 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 by 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 labor 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.

## 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.”

**Table 10 — Mandates and Regulations Related to Course Standards and Approval**

<b>Authority</b>	<b>Topic</b>
<b>Ed. Code § 76300(e)(3)</b>	Contract Education Student Fee Requirement
<b>Ed. Code § 78020(a)</b>	Contract Education Definition
<b>Ed. Code § 78021(a)</b>	Establishing Contract Education
<b>Ed. Code § 78021(c)</b>	Contract Education Attendance Requirements
<b>Ed. Code § 78022(a)</b>	Contract Education Faculty Requirements
<b>Ed. Code § 78022(b)</b>	Contract Education for Credit and Noncredit Faculty Compensation
<b>Ed. Code § 78022(d)</b>	Contract Education Not-for-Credit Faculty Compensation
<b>Ed. Code § 78023</b>	Nonprofit Public Benefit Corporations
<b>Ed. Code § 78020(a)</b>	Contract Education Definition
<b>Title 5, § 55170</b>	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 § 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, § 55170.

**Title 5, § 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.*

## SECTION 3: CREDIT PROGRAMS CRITERIA AND STANDARDS

- **Overview of Credit Programs**

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

- **Baccalaureate Degree: B.S. and B.A.**

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

- Degree Standards
- Criteria for Approval

- **Associate Degree for Transfer Degrees: AA-T and AS-T**

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

- **Career Technical Education Degrees: AA and AS**

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

- **Local Associate Degrees: AA and AS**

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

- Degree Standards
- Criteria for Approval

- **Certificates of Achievement**

This section provides an overview of the standards for Certificates of Achievement and is organized as follows:

- Standards and Definition
- Criteria for Approval

- **Collaborative Programs**

- **Labor Market Information and Analysis**

## Overview of Credit Programs

An educational program is defined in Title 5, § 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 baccalaureate degrees, associate degrees and certificates of achievement that appear by name on a student transcript or diploma must be chaptered by the Chancellor’s Office, whether they are intended primarily for employment preparation (CTE), for transfer (ADT) or 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 chaptering include: Baccalaureate Degree, Associate Degrees – local AA or AS, AA-T/AS-T, and Certificates of Achievement.

## Program Types

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

- Baccalaureate Degree that meets all the requirements of California Education code § 78042
- Associate Degrees for Transfer (ADT) that meet all requirements of Education Codes § 66745-66747:
  - Associate in Arts for Transfer (AA-T)
  - Associate in Science for Transfer (AS-T)
- Local Degrees:
  - Associate of Arts (AA)
  - Associate of Science (AS)

Certificates of Achievement, defined in Title 5, § 55070 are the only credit certificates that may appear by name on a student transcript, diploma, or completion award. Colleges **must** submit programs of 16 or more semester units or 24 or more quarter units of degree-applicable coursework to be chaptered by the Chancellor’s Office. Colleges **may** submit programs of 8 or more semester units or 12 or more quarter units of degree-applicable coursework to be chaptered by the Chancellor’s Office 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, BS/BA degrees and Certificates of Achievement, 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) is strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate of Arts (AA) is 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

### **General Baccalaureate Degree Standards**

All baccalaureate degrees offered by a California community college must meet the minimum requirements outlined in this section. These requirements are designed to ensure the baccalaureate degrees are equivalent or superior to other baccalaureate degrees offered by other regionally accredited community colleges or universities throughout the United States. Each degree program must include the following:

1. A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units that are applicable to a baccalaureate degree as defined within these guidelines. A minimum degree requirement of 60 semester credits or 90 quarter units at the associate level.
2. At least 36 semester or 54 quarter units of lower division general education is required.
3. Completion of a minimum of 40 semester or 60 quarter units of upper division courses.
4. At least nine semester or 13.5 quarter units of upper division general education coursework is required.
5. The general education requirements are integrated and distributed to both lower and upper division courses.

## Lower Division Coursework

**A. Degree Applicable Lower Division Courses** Lower division courses are consistent with the requirements for associate degree applicable credit courses outlined in the California Code of Regulations Title 5, § 55062. These courses include the following:

1. All lower division courses accepted toward a baccalaureate degree granted by the CSU or UC or designed to be offered for transfer.
2. Credit courses that apply to the major or area of emphasis in career technical fields that would typically be applicable to an associate degree.
3. Title 5, § 55062 permits colleges to designate nontransferable courses in mathematics (elementary and beginning algebra), reading, English, and English as a Second Language (ESL) as applicable for an associate degree; however, these courses do not transfer to four-year universities and the units are not applicable to baccalaureate degree programs.

**B. Lower Division General Education Requirements**

All students are expected to complete lower division general education as part of the lower division course requirements for a baccalaureate degree. Currently, the only allowable lower division general education patterns for baccalaureate degrees are CSU General Education Breadth or the Intersegmental General Education Transfer Curriculum, which consists of two versions, one intended for students transferring to a CSU and one for students planning to transfer to a UC campus. Since it is not the primary intent of the community college baccalaureate degree program to facilitate transfer, either of these options may be used. Colleges have the option to designate only one option as acceptable for their baccalaureate degree, but such a restriction is not required. Locally defined associate degree general education patterns that are consistent with Title 5, § 55063, are not applicable for baccalaureate degree programs.

**C. Lower Division Major Requirements**

As required for associate degrees in Title 5, § 55063, colleges should identify a minimum of 18 semester or 27 quarter units of lower division coursework in the declared major for each baccalaureate degree. A declared major is defined as a single field of study or related fields, as listed in the community colleges Taxonomy of Programs or an area of emphasis involving lower division coursework, which prepares students for the identified field of baccalaureate study.

## Upper Division Coursework

### A. Definition of Upper Division

Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5, § 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.

### B. Upper Division Unit and General Education Requirements

A minimum of nine semester or 13.5 quarter units of upper division general education courses. Upper division general education courses should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation. These upper division general education courses may be developed in any discipline, but the courses should relate to the required coursework for baccalaureate students. Upper division general education courses are intended only for California Community College baccalaureate students and should not be open to students who are not enrolled in a California Community College baccalaureate program.

### C. Upper Division Major Requirements

A minimum of 40 semester credits or equivalent or total upper division coursework, including the major and general education, is required. The minimum total number of semester credits required is 120. A major is defined as a single field of study from the Classification of Instructional Programs. Colleges may determine that a lower division course meets the requirements for an identified upper division course requirement, but the minimum number of upper division units must still be completed.

All courses designated as an upper division major requirement must be completed with a minimum grade of “C” (or “P”) for each course in the major.

## Criteria for Approval

Baccalaureate degree programs must meet the following criteria for approval:

- Submission includes all required documentation, including:
  - Program Narrative
  - CORs for all courses included in major
  - Evidence the baccalaureate degree to be offered will help address unmet workforce needs:
    - Labor Market Information (LMI)

- Employers are having difficulty filling positions that require a baccalaureate degree
- Employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree
- Employers have preference for candidates with the proposed baccalaureate degree.
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly stating the consortium’s recommendations. (only for new programs)
- Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college and clearly details the committee’s recommendation.
- Consultation with Regional Employers and Workforce Development Boards.

**Modified baccalaureate degrees must include the following for approval:**

- Narrative
- Required CORs for all courses included in major

All other documentation should already be attached to the program, as was required when submitting a new program. If documents are not attached, they will need to be added.

**Program Narrative**

Baccalaureate degree proposals must include a narrative. All sections noted below must be submitted to the District Governing Board for approval, submitted to the Chancellor’s Office curriculum inventory system, and maintained by colleges:

- Program Goals and Objectives - must address unmet workforce needs and may address transfer preparation
- Administrative Plan – includes, but is not limited to, the governing board of the district’s funding plan for its specific district
- Expertise, Resources, and Student Interest - documentation of the district’s expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements, faculty, facilities, and sequencing that reflect program goals
- Master Planning – describes how the program 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 local community or region of the district.

**Modified baccalaureate degree proposals must include a narrative that addresses:**

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- 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.

**General Associate Degree Standards**

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

- At least 18 semester units or 27 quarter units in a major or in an area of emphasis
- 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 can be in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs”, 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, § 55061. The remaining units may be used for local graduation requirements or electives, as permitted for the degree type.

**Standards for Written Expression, Mathematics, and Reading Competency and satisfactory completion of a course in Ethnic Studies**

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 demonstrating competency that is 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 or above the level of the course typically known as Intermediate

Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is 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.

It should be noted that the competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the district governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.

Requirements for demonstrating competency in reading shall be locally determined.

Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

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.

### **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 § 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, where a Pass is defined as a “C” or better. Education Code § 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, § 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 § 66746. The term “transfer degree” is likewise restricted to ADTs.

## **Degree Standards**

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

- 60 semester units or 90 quarter units,
- Require a minimum of 18 semester or 27 quarter units in the 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,
- Does not require local graduation requirements not specified or permitted in the statute,
- Align with structure of the Transfer Model Curriculum (TMC) framework, and
- Require constituent courses to have either a Course Identification (C-ID) number or articulation/transfer status with CSU, as specified on the TMC and the Chancellor’s Office TMC Template.

## **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.

## **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 § 66746 the ASCCC, in collaboration with the Academic Senate of the California State University, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California community college to CSU. According to Title 5, § 55063 and Education Code § 66746 the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester or 27 quarter units.

When an associate degree for transfer is approved by the California Community Colleges Chancellor’s Office, the California State University Chancellor’s Office will be notified so that

the approved associate degree may be included in the Cal State Apply 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 § 66747.

Education Code § 66746 requires that community colleges create an ADT when they offer an associate-level degree in the same discipline (i.e., under the same TOP Code) as an existing transfer model curriculum (TMC) 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 [Educational Services and Support Division webpage](#) under [Templates for Transfer Model Curriculum](#).

Furthermore, similar agreements between UC and the California community colleges that depend on an approved transfer pathway template for development and approval of the degree shall be submitted using the same program goal and process as ADTs.

### General Education

Education Code § 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.

### Electives

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

### Prohibited Practices

Education Code § 66746(b) states a “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.

## Criteria for Approval

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.”

## Program Narrative

The College Name, Program Name, Program Goals and Objectives and Catalog Description 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.

## 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 [Equitable Student Learning, Experience and Impact Office in the Educational Services and Support Division webpage](#) under [Templates for Approved Transfer Model Curriculum](#). All submissions must include a completed, current template.

## 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 [C-ID](http://www.c-id.net) ([www.c-id.net](http://www.c-id.net)). However, courses pending C-ID approval over 45 calendar days may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C-ID System. Thus, for evidence, a screenshot should be submitted from the C-ID website that includes the C-ID descriptor number, descriptor, department name, department number, local course title, college, submitted date, status, expires, and last update columns. 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 [ASSIST](http://www.assist.org) ([www.assist.org](http://www.assist.org)) for inclusion in the application.

## 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.

**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.)

## Career Technical Education Degrees: AA and AS

The standards for all associate degrees are set forth in Title 5, § 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.

### 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, § 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;
- Recommendation by appropriate Regional Consortium
- May be designed for both CTE and transfer preparation.

### Minimum Units

Title 5, § 55063(a) requires that students earning the associate degree with the satisfactory completion of 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 district governing board when it determines that an injustice or undue hardship would be placed on the student. Satisfactory completion means either credit earned on a “pass-no pass” basis, or with a grade point average of 2.0 or better in the associate degree community college credit courses.

### Major or Area of Emphasis

Title 5, § 55063(b) 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 in 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 single 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 elective credit, 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.

## 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, § 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, § 55063(c) 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

Title 5, § 55063(d) requires all students awarded a degree to 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 or above 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 demonstrating competency that is 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.

It should be noted that the competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the district governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.

Requirements for demonstrating competency in reading shall be locally determined.

Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

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.

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.

### **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.

### **Criteria for Approval**

New CTE associate degrees submitted for approval must include all required documentation below:

- Narrative
- CORs for all courses included in major or area of emphasis
- Labor Market Information (LMI)
- Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detailing the recommendation for the specific program being offered by the college.
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly stating the consortium's recommendations. (only for new programs)
- Appropriate transfer preparation documentation from the list of allowable documents if the program is designed for both CTE and transfer preparation
- Program goal of "Career Technical Education"

### **Program Narrative**

All new CTE associate degree proposals must include a narrative. All sections noted below must be submitted to the District Governing Board for approval, submitted to the Chancellor's Office curriculum inventory system (COCI), and maintained by colleges.

- 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 the program 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 enroll and earn a 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 the program in the region
- Transfer Preparation Information – if transfer preparation is a component of the program

### Criteria for Modified CTE Associate Degree Approval

**Modified CTE associate degrees must include the following for approval:**

- Narrative
- Required CORs for all courses included in major or area of emphasis

All other documentation should already be attached to the program, as was required when submitting a new program. If documents are not attached, they will need to be added.

**Modified CTE associate degree proposals must include a narrative that addresses:**

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- 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.

### Required Documentation

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

- Current Labor Market Information and Analysis – see Section VII for a discussion on LMI analysis and considerations
- Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college and clearly details the committee’s recommendation.
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly state the consortium’s recommendations. (only for new programs)

## Apprenticeship Programs

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 (Within the last five years) verifying that a majority (51 percent 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 may be 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 California Community Colleges 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 its program curriculum

## Local Degrees: Associate Degree of Art and Associate Degree of Science

The standards for all associate degrees are set forth in Title 5, § 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.

## 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, § 55063(a)
- Any GE pattern allowed by regulations, as determined by the college

- Include local graduation requirements
- Offered in a non-vocational TOP Code
- Designed to serve either transfer preparation and/or community needs

### Minimum Units

Title 5, § 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 district governing board when it determines that an injustice or undue hardship would be placed on the student.

### Major or Area of Emphasis

Title 5, § 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 in 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 single 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 elective credit, 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.

## 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, § 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, § 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 three semester or four quarter units in each of the following areas:

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

Title 5, § 55063(d) requires all students awarded a degree to demonstrate competence in writing by obtaining a satisfactory grade in an English course at the level Freshman Composition or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. 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 or above 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 demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

It should be noted that the competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the district governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.

Requirements for demonstrating competency in reading shall be locally determined.

Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

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.

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 courses from 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 courses from 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 with 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.

### **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.

### **Criteria for Approval**

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, 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.”

## Program Narrative

New local associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- 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 – ways the program 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 – ways the program fits in the 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

## Criteria for Modified Associates Degree Approval

Modified associate degree 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.

For modified programs, if any documents are missing that are required when submitting a new program, those documents will need to be added.

Modified local associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- 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

## 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 (Within the last five years) verifying that a majority (51 percent 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 California Community Colleges 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 documentation, such as letters of support, survey results, or other 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.

## Certificates of Achievement

### Standards and Definition

Title 5, § 55070 defines a Certificate of Achievement as a credit certificate that appears by name on a student transcript, diploma, or completion award. All Certificates of Achievement must be submitted to the Chancellor's Office for chaptering. 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 16 or more semester units or 24 or more quarter units of degree-applicable coursework for Chancellor's Office chaptering. Colleges may submit programs of 8 or more semester units or 12 or more quarter units of degree-applicable coursework for Chancellor's office chaptering in order for the program to be included in the student transcript, and be titled as a Certificate of Achievement.

Community colleges may also award certificates for fewer than 16 semester units or 24 quarter units without Chancellor’s Office chaptering, but must call such certificates something other than “Certificate of Achievement.” Such certificates may not be noted on the student’s transcript. The award names “Certificate of Completion” and “Certificate of Competency” are likewise reserved for noncredit certificates and may not be used for locally approved credit certificates.

### **Unit Thresholds and Requirements**

As detailed above, a certificate that requires 16 or more semester units or 24 or more quarter units of degree-applicable coursework must be chaptered by the Chancellor’s Office and must be called a Certificate of Achievement. A certificate that requires fewer than 16 semester units or 24 quarter units may be submitted to the Chancellor’s Office for chaptering if it requires at least 8 semester units or 12 quarter units of degree-applicable coursework, and it must be called a Certificate of Achievement.

### **Sequence of Courses**

According to Title 5, § 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 16 semester units or 24 quarter units or more, then the entire certificate sequence must be submitted to the Chancellor’s Office for chaptering. 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 a 16-unit program:

- Multimedia, Basic (or Level I) – 7 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 16 units for chaptering as a Certificate of Achievement. However, Chancellor’s Office chaptering 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 8 semester units.

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

Title 5, § 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 office chaptering in order for the program to be included in the student transcript, and be titled as a Certificate of Achievement.

Community colleges may also award certificates for fewer than 16 semester units or 24 quarter units without Chancellor’s Office chaptering, but must call such certificates something other than “Certificate of Achievement.” Such certificates may not be noted on the student’s transcript. The award names “Certificate of Completion” and “Certificate of Competency” are likewise reserved for noncredit certificates and may not be used for locally approved credit certificates.

### **Unit Thresholds and Requirements**

As detailed above, a certificate that requires 16 or more semester units or 24 or more quarter units of degree-applicable coursework must be chaptered by the Chancellor’s Office and must be called a Certificate of Achievement. A certificate that requires fewer than 16 semester units or 24 quarter units may be submitted to the Chancellor’s Office for chaptering if it requires at least 8 semester units or 12 quarter units of degree-applicable coursework, and it must be called a Certificate of Achievement.

### **Sequence of Courses**

According to Title 5, § 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 16 semester units or 24 quarter units or more, then the entire certificate sequence must be submitted to the Chancellor’s Office for chaptering. 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 a 16-unit program:

- Multimedia, Basic (or Level I) – 7 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 16 units for chaptering as a Certificate of Achievement. However, Chancellor’s Office chaptering 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 8 semester units

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

Title 5, § 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.

### Criteria for Approval

All new Certificates of Achievement 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.
- Transfer Certificates: copy of the current college catalog detailing the CSU-GE Breadth or IGETC transfer requirements will be sufficient instead of CORs.
- Appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation

### Narrative – For New Certificates of Achievement

- 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.
- 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
- Master Planning – describes 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 certificate 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

## Criteria for Modified Certificate of Achievement Approval

All modified Certificates of Achievement 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.
- Transfer Certificates: copy of the current college catalog detailing the CSU-GE Breadth or IGET transfer requirements will be sufficient instead of CORs.

For modified programs, if any documents are missing that are required when submitting a new program, those documents will need to be added.

Modified Certificates of Achievement proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- 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

## Career Technical Education Certificates–Additional Documentation

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

- Labor Market Information and Analysis – refer to the section VII for additional information.
- Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college.
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly stating the consortium's recommendations. (only for new programs)

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).

## Local (non-CTE) Certificates–Additional Documentation

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

- Programmatic articulation agreements
- ASSIST documentation (Within the last five years) 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 California Community Colleges 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

## 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 California community college 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.

See [Memo AA 19-44](#) on Collaborative Programs Eligibility Criteria and Submission Guidelines released October 22, 2019.

## Labor Market Information and Analysis

Pursuant to Education Code § 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 [Data Mart](https://datamart.cccco.edu/) (https://datamart.cccco.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) (www.labormarketinfo.edd.ca.gov), which provides statistical projections of growth in specific jobs by county (or labor market area). Title 5, § 55130 requires the college seeking approval of a new program to show the “relation of the proposed program to job market analysis, where applicable.”

**Table 11 — Labor Market Analysis: Suggested Areas of Discussion**

Topic	Discussion Points for Labor Market Analysis
Net Job Market	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?</li> </ul>
Earning Potential	<ul style="list-style-type: none"> <li>• What is the average initial salary?</li> <li>• What is the average percentage of salary increase in two years? Five years?</li> </ul>

Topic	Discussion Points for Labor Market Analysis
Program Credibility/ Career Potential	<ul style="list-style-type: none"> <li>• 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?</li> <li>• 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?</li> <li>• Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade?</li> <li>• Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?</li> </ul>
Emerging Occupations	<p>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:</p> <ul style="list-style-type: none"> <li>• Share the college’s assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees.</li> <li>• Recognize the value of the proposed degree or certificate in the hiring or promoting of staff.</li> </ul>
Competitive Fields	<p>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.</p>
Career Technical Education Skills	<p>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.</p>
Small Businesses or Cottage Industries	<p>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.</p>

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 Chancellor’s Office Workforce and Economic Development (WED) Division. The [Initiative website](http://www.coecc.org) (www.coecc.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**

- History and Philosophy
- Legal Authority
- Development Criteria
- Open Courses
- Noncredit Curriculum Regulations



## 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. For decades, California legislation authorized individual school districts to offer postsecondary courses and provided funding to these independent districts. Prior to the modern community college system, adult education was a 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 action formally established the community college district system, and approval of curriculum transferred to the new Board as part of its responsibility to oversee districts. While some adult education is still provided by K-12 school districts, the community colleges now offer a far wider range of adult education in the form of noncredit courses and programs and community service offerings. California continues to affirm the importance of community college adult and noncredit curriculum in legislation. Education Code section 84756 states that “It is the intent of the Legislature that community college districts with noncredit programs recognize the importance of noncredit programs and that they will continue to support these offerings.”

While not awarding credit for coursework, the benefits of noncredit curriculum for community college students are many. 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 (ESL), 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.

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. Unlike credit courses, students can take the course multiple times to achieve mastery of the content. Many noncredit courses are offered online as Distance Education (DE) for students with limited time or resources. Noncredit courses can be offered as open entry/open exit for even more flexibility.

Noncredit courses often serve as a first point of entry for those who are underserved in a community, as well as a transition point to prepare students for credit instruction and entry into 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 courses are accessible to nearly all students and can 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.

## Legal Authority

The Board of Governors, by statute, has statewide responsibility for approving and chaptering all new instructional noncredit programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. California Education Code Title 3, Division 7, Part 43, California Community Colleges, lays out the requirements of the Board of Governors, the district governing boards, and other agencies as determined by law, including curriculum responsibilities:

### **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)(1) Establish minimum standards as required by law, including but not limited to, the following:*

*(b)(1)(D) Minimum standards for credit and noncredit classes.*

*(b)(6)(a) Establish minimum conditions entitling districts to receive state aid for support of community colleges*

*(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.*

*(c) Subject to and in furtherance of, subdivision (a), the board of governors shall have full authority to adopt rules and regulations necessary and proper to execute the functions specified in this section as well as other functions that the board of governors is expressly authorized by statute to regulate.*

The Board of Governors produced the California Code of Regulations, Title 5, Division 6 California Community Colleges to comply with the Board's legislative mandate to "adopt rules and regulations necessary and proper to execute the functions specified..." in sections 70900 et seq. Title 5, § 6 encompasses the statutory requirements levied on the Board of Governors, the California Community Colleges Chancellor's Office, and community college districts to operate the California community college system. All noncredit as well as credit course and program policies and procedures are included in this document.

The Legislature establishes the funding allowances for districts who offer approved courses and programs Ed Code section 84750.5 specifies the separate funding rates for noncredit courses in section (d)(3). Districts can claim apportionment for both individual noncredit courses and courses associated with noncredit programs (which are discussed further in this section).

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, consisting of district faculty, staff, student and Chancellor's Office representatives, provides a

collaborative forum for system-level discussions pertaining to curriculum to guide related Chancellor's Office policies and practices. Both credit and noncredit courses, programs, and related topics are addressed and recommendations made to the Board of Governors as needed. Minutes and recommendations from these meetings are posted on the Chancellor's Office website.

## 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, § 51000- 51027. The Minimum Condition requirement for community college curriculum 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.*

While the Chancellor is responsible for establishing the manner in which curriculum is approved, both California Education Code and California Code of Regulations, Title 5, grant other specific authority for the approval of certain types of curriculum to district governing boards, without requiring separate approval by the Board of Governors through the Chancellor's Office. The authority of district governing boards to approve courses without separate approval from the Board of Governors or the Chancellor is established in Education Code § 70902(b)(2), which states that, "The [district] governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors." Title 5, § 55150, Approval of Noncredit Courses and Programs, specifies the responsibilities of the governing board of each community college district for establishing policies for, and approving noncredit courses. This section further establishes each district's responsibilities for approving noncredit educational programs and the process for submitting these courses and programs to the Chancellor's Office for chaptering. Ultimately, the Chancellor has the authority to conduct reviews of these courses and programs, and limit or terminate a district's ability to approve or offer noncredit courses if the district fails to comply with statutory requirements. Taken together, these statutes and 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, provides the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals pursuant to Title 5 regulations. All courses and programs offered by a college, eligible for apportionment and meeting the specifications of title 5 are submitted to the Chancellor's Office for chaptering in the Chancellor's office curriculum inventory system.

## Annual Course and Program Certification

Every college is required to submit an Annual Course and Program Certification form that is signed by the college Chief Executive Officer (CEO), Chief Instructional Officer (CIO), Academic Senate President and Faculty Curriculum Chair in order to be eligible for automated chaptering of designated courses and programs. Each September, the Chancellor's Office will provide a memo to the colleges indicating which courses and programs may be certified for automated chaptering, along with the Annual Course and Program Certification form. The colleges must annually certify noncredit as well as credit course and program approval to continue automated chaptering.

Colleges that receive Chancellor's Office chaptering 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 (CCR, Title 5, § 55005).
- Collect state apportionment for student attendance (Ed. Code § 87450.4 and 87450.5; CCR, Title 5, §§ 55150, 55151 and 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a certificate with the designated title and require specific courses for the completion of a certificate (Ed. Code, §§ 70901(b)(10) and 70902(b)(2)).
- Collect Related and Supplemental Instruction (RSI) funding if the [Division of Apprenticeship Standards](#) (DAS) has also formally approved a proposed apprenticeship program.

## Development Criteria

Five criteria are used by the Chancellor's Office to review and chapter both 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 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 2 of this Handbook.](#)

## Open Courses

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 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, § 55003. Situations where enrollment limitation may be allowed are discussed more specifically in Title 5, § 58106.

[See Part 1, Section 2 of this Handbook for additional details.](#)

## Noncredit Curriculum Regulations

Noncredit instruction is one of several educational options authorized by Ed Code section 84757 to be offered within the California community college system. The legal parameters and standards for noncredit courses and programs are established in the following sections of Education Code and California Code of Regulations, title 5. The most current version of each can be found by conducting an online search.

Noncredit curriculum is defined in Title 5, § 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.”

**Table 12 — Mandates and Regulations Related to Noncredit Course Standards and Approval**

Authority	Topic
<b>Ed. Code, § 66010.4(a)(1)</b>	Missions and Functions of California Community Colleges
<b>Ed. Code, § 70901(b)(1)(D)</b>	Minimum Standards for Credit and Noncredit Courses
<b>Ed. Code, § 78401(a)</b>	Governing Board of any community college district’s authority to maintain and establish courses for adults
<b>Ed. Code, § 79144 - 79149.2</b>	Apprenticeship Programs
<b>Ed. Code, § 84750.5</b>	Annual Budget Requests
<b>Ed. Code, § 84757(a)(1-9)</b>	Noncredit Courses Eligible for Funding
<b>Ed. Code, § 84760.5</b>	Attendance Hours Generated by Instruction in Career Development and College Preparation
<b>Ed. Code, § 84810.5(a)(2)</b>	Inmate Education Programs
<b>Title 5, § 51006</b>	Open Course Regulations
<b>Title 5, § 53200</b>	Definitions (Faculty, Academic Senate, Academic and Professional Matters, and Consult Collegially)
<b>Title 5, § 53412</b>	Minimum Qualifications for Instructors of Noncredit Courses

<b>Authority</b>	<b>Topic</b>
<b>Title 5, § 53414(e)(1-4)</b>	Minimum Qualifications for Disabled Students Programs and Services Employees
<b>Title 5, § 55000</b>	Definitions
<b>Title 5, § 55000(g)</b>	Contract Course
<b>Title 5, § 55002</b>	Standards and Criteria for Courses
<b>Title 5, § 55002(c)(1-5)</b>	Standards and Criteria for Courses (c) (Noncredit Course Standards)
<b>Title 5, § 55003</b>	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.
<b>Title 5, § 55021</b>	Grading Policies
<b>Title 5, §§ 55040-55046</b>	Course Repeatability Regulations
<b>Title 5, § 55050</b>	Credit for Prior Learning
<b>Title 5, § 55064</b>	Acceptance of Noncredit Courses
<b>Title 5, § 55100</b>	Course Approval
<b>Title 5, § 55150</b>	Approval of Noncredit Courses and Programs
<b>Title 5, § 55151</b>	Career Development and College Preparation
<b>Title 5, § 55154</b>	Adult High School Diploma Programs
<b>Title 5, § 55155</b>	Noncredit Certificates
<b>Title 5, §§ 55200-55210</b>	Distance Education
<b>Title 5, § 55220</b>	Excursions and Field Trips
<b>Title 5, § 55222</b>	Provision of Medical or Hospital Service for Students
<b>Title 5, § 55260-3</b>	Correspondence Education
<b>Title 5, § 56028</b>	Educational Assistance Class Instruction
<b>Title 5, § 58003.1(f)(2)</b>	Full-time Equivalent Student; Computation
<b>Title 5, § 58006</b>	Application of Actual Student Contact Hours of Attendance Procedures
<b>Title 5, § 58007</b>	Noncredit Courses
<b>Title 5, § 58009</b>	Application of Alternative Attendance Procedures for Independent Study, Correspondence, Work Experience and Certain Distance Education Courses
<b>Title 5, § 58051</b>	Reports for Apportionment; Prohibited Classes
<b>Title 5, § 58102</b>	Course Description
<b>Title 5, § 58104</b>	Dissemination of Information

<b>Authority</b>	<b>Topic</b>
<b>Title 5, § 58106</b>	Limitations on Enrollment
<b>Title 5, § 58130</b>	Noncredit Classes in Dancing of Recreational Physical Education; State Aid or Apportionment for Attendance
<b>Title 5, § 58160</b>	Noncredit Course Funding
<b>Title 5, § 58161.7</b>	Recommendations Regarding Repetition of Noncredit Courses and Related Issues
<b>Title 5, § 58164</b>	Open Entry/Open Exit Courses
<b>Title 5, § 58168</b>	Tutoring
<b>Title 5, § 58170</b>	Apportionment for Tutoring
<b>Title 5, § 58172</b>	Learning Assistance
<b>Title 5, § 58760</b>	Description of Noncredit Activities
<b>Title 5, § 58762</b>	Noncredit Activities



## **SECTION 2: NONCREDIT COURSE CRITERIA AND STANDARDS**

- **Noncredit Course Criteria**
- **Criteria for Data Elements**
- **Noncredit Course Standards**



## Noncredit Course Criteria

### The Noncredit Course

A noncredit course 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 (1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.”

This section provides an overview of the criteria used by the Chancellor’s Office staff in reviewing noncredit course submissions. These criteria are derived from the curriculum standards established in title 5 section 55000 et. seq., and explained in the [noncredit course standards section](#) of this handbook.

### Noncredit Course Criteria

Noncredit courses are classified into ten legislated instructional areas as derived from Ed Code section 84757 and defined in title 5 section 55151. The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

The 10 instructional areas are:

1. English as a Second Language (ESL)
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

In addition, community colleges can claim apportionment for supervised tutoring and learning assistance subject to regulations under Title 5, § 58170 and 58172.

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. Note: Refer to the Chancellor's Office Management Information Systems Data Element Dictionary (DED) for a list of TOP codes assigned to this noncredit category (CB22). Noncredit courses in this instructional category are eligible for career development and college preparation ("CDCP") enhanced funding when approved in accordance with applicable statutory and regulatory policies. Refer to the [Noncredit Career Development and College Preparation section](#) of this Handbook for additional information on noncredit CDCP certificate programs. (See title 5 section 55151 and Ed. Code § 84757(a)(3)). Note: the DED can be found on the [Chancellor's Office website](https://webdata.cccco.edu/ded/cb/cb.htm) at <https://webdata.cccco.edu/ded/cb/cb.htm>.

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. 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. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22) (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. Note: Noncredit courses in this instructional category are eligible for career development and college preparation ("CDCP") enhanced funding when approved in accordance with applicable statutory and regulatory policies. Refer to the [Noncredit Career Development and College Preparation section](#) of this Handbook for additional information on noncredit CDCP certificate programs. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22) (See title 5 section 55151 and 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. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22) (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 §

35.104, resulting in an educational limitation as defined in Title 5, § 56001. Courses for students with substantial disabilities are an “assistance class” according to title 5 section 56028. 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. 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. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22).

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. 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. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22) (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. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22) (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. 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. Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22) (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. Generally, noncredit short-term vocational educational programs are designed in a manner that allows for a completion time frame of one year or less. Note: Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22). Noncredit courses in this instructional category are eligible for career development and college preparation ("CDCP") enhanced funding when approved in accordance with applicable statutory and regulatory policies. Refer to the [Noncredit Career Development and College Preparation section](#) of this Handbook for additional information on noncredit CDCP certificate programs. (See title 5 section 55151 and 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. Note: Refer to the DED for a list of TOP codes assigned to this noncredit category (CB22). Noncredit courses in this instructional category are eligible for career development and college preparation ("CDCP") enhanced funding when approved in accordance with applicable statutory and regulatory policies. Refer to the [Noncredit Career Development and College Preparation section](#) of this Handbook for additional information on noncredit CDCP certificate programs. (CCR, Title 5, § 55151).

In addition to the ten eligible areas, Title 5, §§ 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Refer to the section on [tutoring and supplemental learning assistance](#), below, for specific guidelines in these areas.

### 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, § 55000 et seq. The Chancellor's Office chapters and periodically reviews 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. Refer to the [Chancellor’s Office Management Information System Data Element Dictionary](#) (DED) for the complete set of elements associated with courses and programs, at <https://webdata.cccco.edu/ded/ded.htm>.
- COR meeting the standards in Title 5, § 55002, and approved by the district governing board. Additional COR elements are required for Apprenticeship and DE courses. See sections on apprenticeship and DE, below for additional information on these requirements. DE courses also require an Addendum. See the section on DE, above.

### Criteria for Data Elements

The following data elements are entered into the Chancellor’s Office curriculum inventory (COCI) for credit and noncredit courses and validated via technology during the submission review process. The Data Element Dictionary (DED) 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 submission and chaptering process. Entry errors associated with these elements can result in submission being returned to the college for revisions as well as in flags when Chancellor’s Office staff conducts periodic reviews of approved and chaptered curriculum approved by District Governing Boards and chaptered via the Chancellor’s Office curriculum.

**Table 13 — Data Elements**

DED Number	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	Course Prior to College Level

DED Number	Data Element Name
CB22	Noncredit Category
CB23	Funding Agency Category
CB24	Program Status
CB26	Course Support Course Status
CB26	Course Upper Division 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 [Educational Services and Support 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 CCR, Title 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. The Chancellor’s Office curriculum inventory system automatically populates this field with C-Not Transferable, the only available option for noncredit courses.

### **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). This data element is related to the CB21 and CB22 data fields, discussed below.

### **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 education program, according to the provisions of Title 5, § 55252. Noncredit courses must be coded “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. Noncredit courses fall into one of three categories, two of which are associated with approved noncredit programs, discussed below:

J – Workforce preparations Enhanced Funding. 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

K – Other noncredit Enhanced Funding. Use code “K if the course has been approved for noncredit enhanced funding but does not meet the criteria for “J” as authorized by title 5 section 55151

L – Non-enhanced Funding. Use code “L” if the course has not been approved for noncredit enhanced funding under title 5 section 55151

These codes identify courses eligible to receive enhanced funding associated with programs approved as a Career Development and College Preparation (CDCP) as authorized by Ed Code section 84750.5 and 84760.5, and defined in title 5 section 55151.

Courses that are not part of a CDCP program must use the code of L when submitting the proposal. No course is authorized to claim enhanced apportionment as CB11 J or K until the course is part of an approved CDCP program.

### **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, § 56028, and will be coded “S” (Course 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 the course’s prior to college (transfer) level status for English writing/reading, ESL, mathematics/quantitative reasoning courses. The English writing/reading, mathematics/quantitative reasoning, and ESL rubrics were updated in 2019. These rubrics were adopted by the Academic Senate and can be found on the [ASCCC website](#) as [Resolution 09-01](#) and [Resolution 09-04](#). Indicate the relationship of the course to college level by selecting one of the following seven 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

The selected code must correspond with the CB08: Basic Skills Level, and the CB22: Noncredit Category, below, as well as with processing edit checks in the DED; please consult the DED for a complete listing of fidelity and integrity checks for this element.

### **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) and title 5 section 58160. Select the appropriate noncredit category for the course objectives:

- 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

**J** - Workforce Preparation

A list of TOP codes associated with each of these categories is included in the description of this data element. The proper coding of this data field is associated with the CB08, CB09, CB11, CB21 and CB24 data fields.

### **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% of total development costs

**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

**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

Only certain courses can be considered program applicable as determined by title 5 section 55151. Courses that are a part of an CDCP program can be coded “1” - Program-applicable. This enables them to receive enhanced funding. A course becomes program applicable when it is approved as part of an approved CDCP program.

### **CB26: Course Support Course**

This element indicates whether a course is associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course.

### **CB27: Course Upper Division Status**

This element indicates whether a course is an approved upper division course associated with a baccalaureate program. Courses are coded A (course is an upper division course) or N (course is not an upper division course).

This field is auto-populated with “N” denoting “course is not an upper division course”. The college will update this code when appropriate.

## Course Hours

### Course Hours Minimum

This field indicates the minimum number of contact hours for the course as a whole. The minimum contact hours stated in the COR is used for this field. This value does not include out-of-class hours. 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 topic.

### Course Hours Maximum

This field indicates maximum number of contact hours of the course as a whole. The maximum contact hours stated in the COR is used for this field. This value does not include out-of-class hours. 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 greater than or equal to the number entered in the course hours minimum field.

### Special Characteristics Code Descriptor (under review)

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 Approval Date

This section requires the date that the district governing board, pursuant to Title 5, §§ 55002 and 55100, originally approved the course.

## Catalog Description

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

## Noncredit Course Standards

### 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, § 55002 (c)(2). Current CORs must be maintained in the official college files and made available to each instructor.

#### **The following COR components are required for noncredit courses (Title 5 §55002(c)(2)):**

- Number of contact hours normally required for a student to complete the course (the minimum and maximum contact hours must match the fields in the curriculum inventory proposal)
- Catalog description
- Objectives
- Contents in terms of a specific body of knowledge
- Instructional methodology
- Examples of assignments and/or activities
- Methods of evaluation

#### **It is recommended that CORs include, at a minimum, the following elements:**

- Course number and title
- Prerequisites, corequisites, advisories on recommended preparation, or other enrollment limitations (if any)
- Student Learning Outcomes (in COR or addendum – ACCJC requires student learning outcomes to be in official course outline)
- Representative Textbook(s), including open educational resources that meet course standards
- Field Trips

These standards place 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 chaptering of noncredit courses in the curriculum inventory system requires the submission of all MIS data elements listed above. While there is no regulatory requirement to list the data elements in the COR, best practice suggests that they be included as part of the local curriculum review and submission process, whether in the COR or on attachments to the COR.

For a detailed discussion of statutory requirements and recommended practices related to COR development refer to the ASCCC paper titled, “[The Course Outline of Record: A Curriculum Reference Guide Revisited \(2017\)](#)”, on the [ASCCC website](#) ([www.asccc.org](http://www.asccc.org)).

### 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. The contact hour identified in the COR should match the minimum and maximum contact hours shown in the COR as required by title 5 section 55002.

### Standards for Approval of Noncredit Curriculum

District board approval is required for each noncredit course that is chaptered in the Chancellor’s office curriculum system. Local approval of noncredit courses must include review by a curriculum committee established in accordance with Title 5, § 55002. The curriculum committee and district governing board must determine that the noncredit course meets the standards of title 5, §§ 55002, 55003, 55150, 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 Revisited \(2017\)](#),” on the [ASCCC.org website](#). In addition, all noncredit courses must be appropriate to the mission of the California Community College system, as defined in Education Code § 66010.4, and must be consistent with the requirements of accrediting agencies.

Requirements for district approval and Chancellor’s office chaptering include the following:

- Local curriculum committee approval of all noncredit courses or sequences of courses constituting a program.
- The curriculum committee conducting the 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 who have training regarding rules, regulations, and local policies applicable to the approval of noncredit courses
- The curriculum committee recommends approval of the course only if the course meets all standards set forth in title 5 section 55002 and other portions of title 5 that apply.
- 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. If additional attachments are required such as approval by DAS or a DE addendum, these documents are approved and kept on file.
- The COR indicates approval by the curriculum committee and other entities dependent upon local practice.

- 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 that qualify to be offered for state apportionment.
- For the purposes of noncredit state apportionment, noncredit courses fall within one of the categories listed in Education Code §§ 84757, 84750.5, and 84760.5 and are chaptered by the Chancellor’s Office.

## Other Topics and Standards in Noncredit Courses

### Conduct of Noncredit Courses

The conduct of noncredit courses is defined in Title 5, § 55002(c)(3) “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, § 53412.

### 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 to provide additional opportunity for instruction and mastery of skill of knowledge.
- 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.

### Grading Policy for Noncredit Courses

The grading policy for noncredit courses is defined in Title 5, § 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.”

### 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, § 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, § 55050. Refer to your local credit by examination policy and procedure.

### **Apportionment and Noncredit Courses**

State apportionment for noncredit courses is established in Ed Code sections 84757 and 84750.5. Title 5 section 58160 contains the list of eligible course categories established by statute and described in detail in the section above, titled Noncredit Course Criteria.

Title 5, § 58050 et. seq. explicitly states the conditions for claiming attendance in a course to qualify for state apportionment. The importance of adhering to these conditions cannot be overstated. Failure to comply can result in the loss of funding for the district or other actions as determined by state auditing standards.

Noncredit course attendance is determined by actual contact hours of enrollment as specified in title 5 sections 58003.1 (e) and 58007. Typically and historically, noncredit courses have been offered as taught synchronously using what is commonly called “Positive Attendance” or where the student is present with the instructor for a specified period of time. Title 5 section 55002(c)(2) requires the noncredit COR for all courses to include “...the number of contact hours normally required for a student to complete the course,...”. This value does not include outside of class instruction.

Contact hours of enrollment for noncredit is defined in title 5 section 58007 as “...the count of students present at each course meeting.” FTES is calculated for course funding purposes based on this value.

Noncredit FTES (for funding) can be computed using only two methods. The first method is described above and in more detail in title 5 section 58007. The second method, for noncredit courses offered as Distance Education (DE) where instruction is delivered asynchronously, districts must use the provisions of title 5 section 55003.1(f)(2) as summarized in the [Student Attendance Accounting Manual on the CCCCO website](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Manuals) (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Manuals>) (SAAM), beginning on page 3-20.

Title 5, § 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, § 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, § 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.”

### **Noncredit and FTES and Computation of Enrollment**

Attendance reporting procedures for noncredit courses are defined in Title 5, § 58007, and the SAAM. See the section above, titled Apportionment and Noncredit Courses.

### **Noncredit Distance Education**

Pursuant to Title 5, §§ 55200-55208, and 58003.1(f)(2), noncredit courses may be offered via distance education. Title 5 specifies that course quality standards apply to distance education in the same manner as for regular classroom courses. For any noncredit course offered via DE, the COR or an addendum to the official COR must address how course outcomes will be achieved in a DE mode. The course design and all materials must be accessible to every student, including students with disabilities. The COR or addendum must also convey how the portion of instruction delivered by DE meets the requirement for regular and substantive interaction as specified in title 5 section 55204. The district uses its adopted curriculum approval process to evaluate DE offerings

Substantive interaction is thus defined by title 5 section 55204:

“(b) “Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- (1) Providing direct instruction;
- (2) Assessing or providing feedback on a student's coursework;
- (3) Providing information or responding to questions about the content of a course or competency;
- (4) Facilitating a group discussion regarding the content of a course or competency; or
- (5) Other instructional activities approved by the institution's or program's accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

- (1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- (2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- (d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.”

### Noncredit Apprenticeship Courses

Noncredit Apprenticeships are regulated in multiple sections of state regulations and code, including Title 5, § 55250.5 and Labor Code sections 3070-3098. These regulations define an apprenticeship, credit or noncredit, 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 California Community Colleges 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 be chaptered by the Chancellor’s Office for both curriculum and RSI funding (note: CDCP in the short-term vocational instructional domain requires Chancellor’s Office approval).

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 § 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.

## Standards for Open Entry/Open Exit Noncredit Courses

Open entry/open exit courses are defined in Title 5, § 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 CCR, Title 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 discipline faculty and the curriculum committee consider 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.

## Noncredit Supplemental Learning Assistance and Tutoring

Colleges may claim noncredit apportionment for providing supplemental learning and tutoring to students who need additional help in other courses when offered in accordance with title 5 sections 58168-58172.

### Supplemental Learning Assistance

Title 5 section 58172, Learning Assistance states:

Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either:

- a) The learning assistance is a required component of another course, for all students in that course; or
- b) The learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

Supplemental learning assistance is linked to a primary/parent course. The supplemental course is designed to further students' ability to succeed in the "primary" or "parent" course and the course outline of record must identify the parent course with which it is linked. Adhering to the general provisions of Title 5, §§ 58172, 58164, 58009, 58050, and 59402 will help to ensure compliance with applicable regulatory requirements.

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 noncredit eligible areas outlined in Education Code § 84757 and title 5 section 58160, in support of primary/parent noncredit courses.

Only in limited circumstances, such as English as a Second Language (ESL) and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. In occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

A separate course outline of record is required for a supplemental learning assistance course. A supplemental course needs to be approvable on its own merit in accordance with title 5 section 55002 and, at the same time, address skills and/or concepts covered in the primary/parent courses that it supports. In order to be approved on its own merit, noncredit short-term vocational courses (one of the noncredit categories eligible for apportionment) need to prepare students for employment. Refer to the section above for standards on open entry/open exit noncredit courses.

Apportionment may not be claimed for optional attendance at artistic and cultural presentations or events or for using college/district facilities, equipment or resources that are not related to instructional learning objectives and competencies as outlined in course outline of record. There must be instruction that involves objectives and competencies that are described in an approved course outline of record.

### **Tutoring**

Tutoring, when provided by a college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code § 84757(a)(2), basic skills. (CCR Title 5, § 58168). Title 5, § 58170 describes the conditions for claiming apportionment for tutoring.

Apportionment may be claimed for individual student tutoring only if all the following conditions are met: (CCR Title 5, § 58170)

*(a) The individual student tutoring is conducted through a designated learning center.*

*(b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by Title 5, § 53415.*

*(c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester- or three quarter-units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.*

*(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring."*

*(e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to Title § 58108, after referral by a counselor or an instructor on the basis of an identified learning need.*

*(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.*

*(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.*

*(h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.*

### **Community Services Offerings**

Community Services Offerings are defined in title 5 section 55000(e) and described in section 55002(d). Such courses are fee-supported community services classes offered pursuant to Education Code section 78300. As such, they are ineligible for apportionment and are not included in the Chancellor's Office curriculum inventory system.



### **SECTION 3: NONCREDIT PROGRAM CRITERIA AND STANDARDS**

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



## Definitions of Noncredit Program and Award Types

An education program is defined in Title 5, § 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 chaptering (note: CDCP in the short-term vocational instructional domain requires Chancellor's Office review before chaptering).

The Board of Governors, by statute, has statewide responsibility for oversight on all new instructional programs in community colleges. The authority is contained in Education Code § 70901. Title 5, § 55150 – Approval of Noncredit Courses and Programs, sets forth the basic requirements for chaptering 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 chaptering on the basis of factors listed in Title 5, § 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.

## Noncredit Program Approval

There are five criteria used by the Chancellor's Office to chapter 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 chaptering include:

- Career Development and College Preparation (CDCP) Programs (note: CDCP certificate programs in the short-term vocational instructional domain require Chancellor's Office review before chaptering)

- 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 Programs

## Noncredit 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, § 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 and chaptered, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code §§ 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 with high employment potential program, English as a Second Language (ESL) and vocational English as a Second Language (ESL) (see Title 5, § 55151). CDCP programs in the short-term vocational instructional domain require Chancellor’s Office review before chaptering.

CDCP funding for courses that are part of a CDCP program cannot be received until the program is chaptered.

For program proposals in the CDCP category of short-term vocational with high employment potential, 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.edd.ca.gov) (<http://www.labormarketinfo.edd.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, §§ 55150, 55151 and 55155. Upon chaptering, a program is assigned a unique Program Control Number. For more information regarding MIS data elements, refer to the discussion above, on noncredit course data criteria elements, and the [Data Element Dictionary](https://webdata.cccco.edu/ded/cb/cb.htm) (DED) available on the Chancellor’s Office website at <https://webdata.cccco.edu/ded/cb/cb.htm>.

**Table 14 — Noncredit Coding Guide for CDCP Enhanced Funding**

<b>CDCP Category of Certificate</b>	<b>CB24: Course Program Status</b>	<b>CB22: Noncredit Category</b>	<b>CB11: Course Classification Status</b>
Workforce Preparation	1 – Program Applicable	J – Workforce Preparation	J – Workforce Preparation
ESL Elementary and Secondary Basic Skills Short-term Vocational with High Employment Potential	1 – Program Applicable	A - ESL C - Elementary and Secondary Basic Skills I - Short-term Vocational with High Employment Potential	K – Other Noncredit Enhanced Funding

Note: refer to the Noncredit Categories section of this Handbook, above, for additional information on the noncredit instructional categories and Course Basic (“CB”) fields listed in this table.

### **Certificate of Competency**

Pursuant to Title 5, § 55151, students completing noncredit courses in a prescribed pathway, chaptered by the Chancellor’s Office, that prepares students to take non-degree-applicable credit coursework, including basic skills and English as a Second Language (ESL), or to take degree- applicable credit coursework leading to completion of a credit certificate, an associate of arts degree, or transfer to a baccalaureate institution, a Certificate of Competency may be awarded. A noncredit Certificate of Competency is 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 the student to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses (CCR, Title 5, §55151(i)).

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.

### **Certificate of Completion**

Pursuant to Title 5, § 55151, students completing noncredit courses in a prescribed pathway, chaptered by the Chancellor’s Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded. A noncredit Certificate of Completion is a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares the student to progress in a career path or to take degree-applicable credit courses (CCR, Title 5 §55151(h)). 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.

## Criteria for Approval

The background and criteria of some of the required elements for noncredit program approval are briefly discussed below. All CDCP certificate programs in the short-term vocational instructional domain require Chancellor's Office review before charting.

### **The submission must include all required documentation, including:**

- Narrative
- Course Outlines of Record (COR) for all courses
- Labor Market Information (LMI) for short-term vocational with high employment potential only
- NOTE: unlike credit Career Technical Education programs, noncredit vocational programs do not require Advisory Committee or Regional Consortium recommendations

## Narrative

All new and modified noncredit certificates must include a narrative that addresses the following four items:

- Program Goals and Objectives - must address a valid transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning purpose. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Select an appropriate program goal of either: CTE, for short-term vocational or local, for all other certificates. Note: If the certificate program goal selected is "Career Technical Education (CTE)," then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire
- 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 courses specified must coincide with the courses associated with the certificate proposal record. Within the program requirements table, specify the total student contact hours of each course
- Master Planning – describe how the certificate program fits into the mission, curriculum, and master planning of the college and higher education in California

## Labor Market Information (LMI)

All new and modified noncredit CDCP certificates in the short-term vocational instructional domain must provide Labor Market Information that is less than two years old.

## Adult High School Diploma

Pursuant to Title 5, § 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, § 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. Note: A noncredit course in any college awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work (CCR, Title 5, § 55154). Each course shall be of sufficient duration to permit a student to master the content of the course as specified in the California State Board of Education's Course Content Standards (CCR, Title 5, § 55154).

### Criteria for Approval

The background and criteria of some of the required elements are briefly discussed below.

#### **The submission must include all required documentation, including:**

- Narrative - describing the development of the AHSD program (see narrative sub-components below; the narrative subcomponents are pursuant to Title 5, § 55154)
- Course Outlines of Record (COR)

### Narrative Components

- **Demonstration of Need:** Provide quantitative and qualitative data demonstrating the need for the proposed Adult High School Diploma program in the college. For example, discuss the number of students that have not completed high school in the service area (dropout rate); address the total number of students that have not passed the California High School Exit Exam (CAHSEE) in the service area; and/or demonstrate the requirement of a high school diploma for employment in the industries in the service areas. Describe how the college has verified that this program will not have an adverse impact on similar programs and options at neighboring colleges.
- **Catalog Description:** Provide a description of the program that will be placed in the college's catalog and schedule of classes. This description should cover the program's goals, objectives, and expected outcomes.
- **Program Organization:** Describe how the program will be consistent with the mission of the college and the relationship to other programs that complement or link to the AHSD program. Additionally, provide an organizational chart consisting of the AHSD program faculty and staff.

- **Ongoing Faculty/Staff Efforts:** Describe in detail how the college will fund ongoing faculty/staff needed in order to sustain the program.
- **Professional Development for Faculty and Staff:** Describe the professional development activities that will be available for faculty teaching in the program to ensure that faculty has the necessary knowledge and skills to facilitate student success and completion of the AHSD program.
- **Student Services:** Describe the support services provided to students to assist them in completing the program (e.g., counseling, orientation, student follow-up, and monitoring).
- **Student Assessment:** Provide a description of student assessment procedures for academic placement in the program. Describe the method the college will use in evaluating student progress and the tools the college will utilize to determine student progress towards the program's objectives
- **Instructional Support Services for Students:** Identify and describe the instructional support services for students, such as tutoring, supplemental instruction, and other instructional support services such as those provided in the learning resource center.
- **Facilities:** Describe the facilities where the program will be implemented. If facilities are not currently available, describe the district's master plan for providing appropriate facilities for this program.
- **Curriculum Alternatives:** Provide a description of requirements or conditions by which a student can obtain high school credit by examination or by successfully completing college degree-applicable or non-degree-applicable credit course work and any alternative means for students to complete the prescribed course of study. All alternative means must meet or exceed the content standards for the high school curriculum established by the California State Board of Education. These can be found on the [California State Board of Education website](http://www.cde.ca.gov/be/st/ss/) (www.cde.ca.gov/be/st/ss/).

## 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. The approval requirement is specifically required by the annual Budget Act. See the information above, for noncredit course requirements for apprenticeship courses. For purposes of submission into the Chancellor's office curriculum inventory system, an apprenticeship program is considered short-term vocational and will use the data elements associated with this type of program in the DED.

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 § 79144. 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. 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.

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

### **Locally Approved Programs**

Per title 5 section 55155, the district may develop locally approved noncredit programs, but they may not designate or refer to them as a certificate of completion, certificate of competency, certificate of achievement (credit), or, by extension, an adult high school diploma. No CDCP enhanced noncredit funding nor credit apportionment may be collected. A noncredit certificate of completion and certificate of competency that is not chaptered by the Chancellor's Office will not receive CDCP enhanced funding.



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