

**SANTA**  
**ANA**  
**COLLEGE**

# CURRICULUM AND INSTRUCTION HANDBOOK K

Revised  
8/2013  
Approved  
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## About the Handbook

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The Curriculum and Instruction Handbook is a collection of important documents to assist faculty in the process of developing and revising credit and non-credit courses. It includes statewide regulations, district and college framework, important policies and procedures, and sample forms and checklists.

Because district and college documents are updated regularly, faculty and staff should turn to the curriculum office for official copies of the documents provided in this handbook.

**This handbook was revised and developed by:**

Monica Porter  
Chair, Curriculum & Instruction Council  
[porter\\_monica@sac.edu](mailto:porter_monica@sac.edu)

**A copy of this handbook can also be found:**

SAC Curriculum and Instruction Website  
[http://www.insidesac.net/committee/curriculum\\_council/resources.asp](http://www.insidesac.net/committee/curriculum_council/resources.asp)

District Curriculum and Instruction Website  
<http://rscdd.edu/Discover-RSCCD/Pages/District-Curriculum-and-Instruction-Council.aspx>

SAC Division Office

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# SECTION 1

# CURRICULUM COMMITTEE

# District Curriculum and Instruction Council (DCIC)

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## **District Vision Statement**

The colleges and centers of the Rancho Santiago Community College District (RSCCD) are learning communities. The RSCCD Board of Trustees is committed to ensuring access, equity, and success for students by providing comprehensive educational opportunities throughout our communities. The RSCCD will be a global leader in many fields, delivering cost-effective, innovative and sustainable programs and services that are responsive to the diverse needs and interests of all students. The RSCCD will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment of the RSCCD will be collegial and supportive for students, staff, and the communities we serve.

The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups, to further the goal of enhancing our communities' cultural, educational, and economic well-being.

The RSCCD will be a leader in the state in student learning. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.



# ROLE OF THE DISTRICT C&I COUNCIL

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## Mission Statement

This council fulfills the role of insuring common/shared curriculum and academic policies between Santiago Canyon College and Santa Ana College. It is the body which receives, for information purposes, policy changes for the catalog approved by the Curriculum and Instruction Councils of each college, e.g.,

- ❖ IGETC and CSU courses
- ❖ AA degree requirements
- ❖ All academic standards and policies which are developed at the Curriculum and Instruction Council

The official annual letters prepared for the Board of Trustees by the college Curriculum and Instruction Council chairs will be reviewed by the District Curriculum and Instruction Council co-chairs for information prior to presentation to the Board. The two letters will be presented to the Board at the same board meeting.

The District Curriculum and Instruction Council will meet as needed.

## Adjudication Process

The council is also responsible for adjudicating disputes between the two colleges, e.g., course revisions, placement of courses in Plan B and Plan C, and will be the last resort for resolution of all conflicts. A simple majority vote will determine the outcome.

Collegial resolution should occur at the department level, and if this does not prove viable, the two Curriculum and Instruction Council Chairs will confer with the affected faculty to seek resolution. If resolution is not possible, this issue will be sent for formal review by the District Curriculum and Instruction Council.

The affected faculty will present rationale in writing to the council. The faculty will attend a District Curriculum and Instruction Council meeting to explain and answer questions. After presentation, the voting members of the council will discuss the issue in closed session and determine the disposition. The parties will be informed in writing of disposition and reasons within 10 working days of the District Curriculum and Instruction Council meeting.

***Membership of the District Curriculum and Instruction Council***  
**12 Members**

2 Representatives: Chair, SAC Curriculum and Instruction Council  
Chair, SCC Curriculum and Instruction Council

2 Representatives: Academic Senate President, SAC  
Academic Senate President, SCC

2 Representatives: Vice President of Academic Affairs, SAC  
Vice President of Academic Affairs, SCC

4 Representatives: 2 Faculty Representative from SAC  
2 Faculty Representative from SCC

Appointed by the respective Academic Senates

2 Representatives: \*Articulation Officer, SAC  
\*Articulation Officer, SCC

2 Representatives: \*Support Services Assistant, SAC  
\*Support Services Assistant, SCC

\*Non-voting resource

**Santa Ana College (SAC)**

# Curriculum and Instruction Council (CIC)

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## *College Mission Statement*

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

## *SAC CIC Mission Statement*

The Curriculum and Instruction Council fulfills the state-mandated role of certifying the academic integrity of all credit and non-credit classes and programs. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to consult collegially on all academic and professional matters. The Council is also part of the district shared governance framework and provides a forum for students, staff, and faculty to participate in formulating curricular, instructional, and academic policy.

## *Membership*

18 Individuals

### **VOTING MEMBERS**

- 1 Representative: Academic Senate President (or designee as Chair)
- 1 Representative: At-Large Academic Senate Appointee
- 1 Representative: Chief Instructional Officer (or designee)
- 1 Representative: Academic Dean
- 1 Representative: Student (not counted toward quorum if absent)
- 14 Representatives: One faculty from each Division Curriculum Committee

- Business
- Continuing Education
- Counseling
- Fine & Performing Arts
- Health Sciences
- Human Services
- Humanities
- Kinesiology
- Library
- Math
- Science
- Social Sciences
- Student Services
- Technology

**NON-VOTING MEMBERS**  
**(not counted toward quorum if absent)**

1 Representative:	Articulation Officer
1 Representative:	Matriculation
1 Representative:	Support Services Assistant

A sub-committee of the Academic Senate, the Curriculum and Instruction Council is charged with curriculum development and policy review.

The main functions of the Council are (a) approval, review, and modification of all course outlines; (b) approval of all catalogue and policy changes affecting curriculum, instruction, degree requirements, standards of student participation, etc.; (c) approval and modifications of all college academic standards and policies to be approved by the Board of Trustees.

At Santa Ana College, the Curriculum Committee is chaired by either the Academic Senate President or a faculty member that has been appointed by the President of the Academic Senate as their designee. Support and leadership is also provided by the Chief Instructional Officer who is an ex-officio member of the committee, academic deans, and other resource members from articulation, matriculation, and catalog/schedule coordinator.

The committee assists faculty with creating course and program proposals and revisions that comply with Title 5 requirements.

The committee meets on the 2<sup>nd</sup> and 4<sup>th</sup> Mondays during the fall and spring semesters to review curriculum proposals and recommend adoption of new courses and changes to existing courses to the Board of Trustees. Updated calendars which show the dates for development and submission of new and revised course and program proposals can be found on the C&I council website.

This handbook was designed to assist faculty in the preparation of all proposals and includes information on utilizing CurricUNET, SAC's internet based curriculum approval system. However, the Committee Chair, division representatives, Academic Deans and the Curriculum assistant are also available to assist you with the preparation of a proposal.

## **ROLES AND RESPONSIBILITIES:**

### **Chair of C&I Council**

The Chair of the Curriculum and Instruction Council **has two principle roles:**

- (1) To preside over committee meetings and (2) to facilitate curriculum planning and academic policy making which are in the best interests of the college community.

Other responsibilities of the C&I Chair include the following:

- work closely with the Curriculum Assistant in structuring agendas, reviewing minutes and implementing committee recommendations and decisions.
- set the calendar of committee meetings
- keep informed of curriculum standards including Title 5, the Curriculum Standard Handbook, intersegmental, and accreditation
- supervise the orientation of new members and on-going training of continuing member
- assist discipline faculty in the curriculum development process (usually with faculty curriculum committee member from that division)
- assure that committee functions take place smoothly: technical review, prerequisite review, distance education review, general education review, library sign-off, and articulation. *If issues remain to be resolved following technical review, the Chair may facilitate dialogue between the C&I division reps and appropriate department members and dean.*
- report regularly to the academic senate
- sign off on final version of curriculum recommendations to the Board
- sign off on IGETC and CSU-GE Breadth submittal forms
- review catalog drafts for concurrence with approved changes

### **Curriculum Assistant**

- Assist faculty with the use of CurricUNET
- Troubleshoot the CurricUNET system to ensure efficient processing of curriculum proposals
- Organize and maintain curriculum records
- Work closely with the C&I chair to prepare documents which include agendas and minutes
- Collaborate with catalog and schedule coordinator to ensure accuracy and consistency of curricular information

### **Division Curriculum Representative**

- Assists faculty within their division with curriculum proposals and represents the division in curriculum and policy matters.
- Assure that division faculty are aware of the curriculum master calendar
- Distribute curriculum materials to appropriate division members.
- Maintain communication with division regarding curriculum information and any changes in processes.
- Work with faculty originators to share proposals early and continuously throughout the development process.
- Review proposals of division and make suggestions for revisions and confirm that corrections are made as needed
- Work with faculty originators to address the following areas:
  - Title 5 (section 55002- Standards and Criteria for Courses) have been considered and the course meets one or more of the college's missions statements.
  - The description, course objectives, and outline are properly written and integrated.
  - All screens have been completed in CurricUNET.
- Thoroughly review all proposals on the agenda for the Curriculum Committee prior to the meeting.
- Read all distributed materials in advance and try to raise questions and resolve problems with the originators before proposals come to the committee meeting for approval.
- Be alert to how proposals from other departments or general policy proposals may have an impact on curriculum or offerings within the division.
- Encourage originators to be present at council meetings when their proposals are being presented for review.

### **Faculty Originator**

- Researches and coordinates the development of all information and drafts all documentation.
- Adheres to all processes and deadlines including those set by the Curriculum Council calendar, the department and the Division Dean.
- Follows submitted proposal throughout the approval process on CurricUNET. Make changes as they are recommended.
- Counsels with appropriate support personnel if assistance is required with the development of required documents (i.e., Articulation Officer, Work Experience Coordinator, Director of Distance Education etc.)
- Originators should plan to attend and present their curriculum at the council meeting when it is up for approval.

### **Academic Dean**

Facilitates the curriculum development process in the following way:

- Review and provide feedback of curriculum proposals using CurricUNET. Post recommendations at the appropriate stages in the process.
- Verify that appropriate TOP codes and SAM codes have been assigned to the proposed curriculum

### **Department Chair**

Facilitates the curriculum development process in the following way:

- Review all curriculum proposals from department faculty. Provide suggestions for revisions in CurricUNET.
- Act as an advisory resource to faculty proposing modified or new curriculum.

### **Vice President of Instruction (CIO)**

Facilitates the curriculum development process in the following way:

- Serve as a creative catalyst in curriculum development, providing ideas from peers, conferences, and other resources.
- Review needs assessment and proposed curriculum to ensure its compliance with the discipline/department plan and mission of the college and assess its impact on other offerings.
- Consider fiscal impact on new and modified curriculum.
- Communicate about proposed curriculum additions/changes with the College President and act as an informational liaison between the C&I council and administration as well as an advocate for revised and new curriculum.

# SAC CIC Technical Review Committee

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## Functions

The CIC Technical Review Committee meets one week prior to each scheduled Curriculum and Instruction Council (CIC) meeting.

1. To ascertain that all policy, program and course proposals being proposed for the council agenda are complete.
2. To insure accuracy and proper formatting of information entered by the discipline experts.
3. To determine which proposals will be placed on the agendas (Consent, Discussion or Action).
  - a. Consent items are non-substantial changes which do not require council voting, such as minor syntax/punctuation for clarifications, course content, Student Learning Outcomes, etc.
  - b. Discussion items are set to be reviewed by the council for a 1<sup>st</sup> reading, such as revisions made to prerequisite/corequisite/recommended preparation, units, hours, or new curriculum proposals. Previously approved courses proposing additional General Education (GE) approval are required for 1<sup>st</sup> reading.
  - c. Action items are previous discussion items requiring council voting.
4. Prerequisite review.

## Membership 4 Individuals

1 Representative: Curriculum and Instruction Council Chair  
1 Representative: Chief Instructional Officer  
1 Representative: Support Services Assistant  
1 Representative: Articulation Officer  
Other representatives as appointed by C&I Council Chair



# SECTION 2

# CURRICULUM DEVELOPMENT

# RSCCD - BP6117 & AR6117 Common Curriculum

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## **Curriculum Board Policy - BP6117**

Courses of instruction and educational programs shall be established and modified under the direction of the Board of Trustees, and submitted to the Board of Governors for approval, following state regulations. Courses of instruction and educational programs, when applicable, shall be articulated with proximate high schools, four-year colleges and universities under the direction of the District Board of Trustees. The colleges will maintain a common curriculum.

Adopted 03/28/77  
Revised 01/22/07

### **Legal Reference:**

Education Code: 51022 Instructional Programs

## **Curriculum Administrative Regulation - AR6117**

Procedures and requirements attendant to BP6117 shall be published in the Curriculum and Instruction Handbook, which is maintained by the Curriculum and Instruction Council and the Office of Instructional Services.

January 1, 1997

### **Legal Reference:**

Education Code 78200, 78201, 78203

### **Responsible Manager:**

Vice Presidents of Academic Affairs  
Vice Presidents of Academic Affairs

# Procedures and Requirements Attendant to BP6117

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## Introduction

In the best interest of students, the colleges in the Rancho Santiago Community College District have agreed to maintain a common curriculum, i.e., shared curriculum. The Academic Senates at Santa Ana College and Santiago Canyon College have endorsed this principle, and as a result, the Curriculum and Instruction Councils at each college have cooperated and acted in concert in every possible instance. This means a continuing and ongoing commitment to a common, i.e., shared curriculum within general education and transfer requirements. Also, each college should have the flexibility to develop in ways that best suit the needs of students at each college.

## Purpose

The clear and practical curriculum procedures explained in this document will provide maximum student access and faculty cooperation between the two colleges, while preserving academic freedom and encouraging innovation.

## Courses

Courses with the same number will have the same title, number of units and basically the same course content. As a result, revisions of common, i.e., shared curriculum must be communicated between the respective departments at each college. Course Outlines of Record may be structured to allow each college flexibility in approach and emphasis as long as the content is basically the same. If, after serious and due consideration, one of the colleges wishes to make a substantive change to the course content or any change in the number of units, and the other does not agree, the college making the change must invoke a number change and handle all state requirements and articulation changes.

**Note:** Due to the fact that transferable courses are articulated primarily on course description and content and are also reviewed for course purpose/objectives, textbook/materials, instructional methods, outside assignments, and standards of achievement, even a slight variation in any of the areas listed above may result in a different articulation outcome for a *common course*.

## Plan A or the General Education Requirements for the AA Degree

Agreement on Plan A is critical to making it as easy as possible for a student to attend both colleges. Because of the different course offerings at each individual college, Plan A cannot be identical at both but should be as similar as possible. While the placement of courses in each Plan A area will reflect the specific courses offered at each individual college, if a course is offered at both colleges, placement on Plan A must be the same at both colleges.

1. Changes to Plan A, Section I. *Units and Residency Requirements* require the approval of the Curriculum and Instruction Councils at both colleges.
2. Changes to the description of Plan A Section II. *General Education Requirements* require the approval of the Curriculum and Instruction Councils at both colleges. Changes to the number of areas within Plan A, Section II, General Education Requirements, or to the type and designation of the areas within Plan A, Section II, also require the approval of both Curriculum and Instruction Councils. If a course is taught at only one college, that college determines the placement within the areas of the Plan A, Section II. *General Education Requirements*.

If a student completes a Plan A, Section II *General Education Requirements* in an area using a course taught at either college, both colleges will honor it. For example, the modern language possibilities in the Plan A, Area C Humanities Requirement include Vietnamese 101 in the SAC catalog but not in the SCC catalog. SCC, therefore, accepts Vietnamese 101 as meeting the Area C requirement. By contrast, if the student took Vietnamese 101 at Orange Coast College, the course would not automatically be accepted in that area.

3. Changes to the description of Plan A, Section III. *Major Requirements* require the approval of the Curriculum and Instruction Councils at both colleges. Changes to the actual major requirements are addressed under the heading of *Degree/Certificate Requirements of the Academic Departments*.
4. Changes to the description of Plan A, Sections IV-V, *Required Proficiencies*. Because there are many ways to demonstrate proficiency, each college will determine how each individual proficiency requirement in Plan A, Sections IVA, Reading; IVB, Mathematics; and V Oral Communication is met. However, the proficiency categories must be the same.

**Note:** The General Education Philosophy Statement is reflective of the college's SLOs, and therefore the college's mission statement. Since each college has a different mission statement, it is difficult to align the SLOs in the exact same manner. For this reason, the colleges may have different philosophy statements, mission statements and SLOs.

### **Plan B (CSU) and Plan C (IGETC)**

The Plan B (CSU) and C (IGETC) at each college will reflect the course offerings at each college. Because these agreements are with the California State University and the University of California systems, they will be unique to each individual college in the RSCCD. However, if a course is common i.e., shared, to both colleges and it appears on one of the plans at one college, it must also appear on the same plan at the other college and be placed in the same area. For example, Anthropology 101 appears as a life science: Plan B Area B2 for CSU and Plan C Area 5 Group B for UC. It may not appear as a life science for one college and a social science for the other (i.e., Plan B Area D; Plan C Area 4).

### **Degree/Certificate Requirements of the Academic Departments**

Degree and Certificate requirements should be the same at both colleges whenever reasonably possible. However, because of different specific course offerings, this will not always be feasible. When degree or certificate requirements differ, they must still be comparable in depth and breadth of content at both colleges. For example, if one college lacks a facility, the degree cannot require completion requiring this facility.

# Curriculum Approval and Authority

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Community college program and course proposals require review and approval by the Chancellor's Office prior to being offered at a community college. Formal notifications of (new and substantial change) program and course approvals are sent by email to the campus Chief Instructional Officer with a copy to campus designee(s).

Colleges that receive Chancellor's Office approval of a new credit or 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 (California Code of Regulations, Title 5, § 55005).
- Offer programs and courses as they were described and approved in the proposal.
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Education Code, § 70901(b)(10); California Code of Regulations, 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 (Education Code, §§ 70901(b)(10) and 70902(b)(2)). Degree or certificate awards for programs that have not been approved by the Chancellor's Office when approval is required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates and degrees on student transcripts (California Code of Regulations, 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.

Note: Chancellor's Office approved proposals are public record pursuant to the California Public Records Act (Government Code § 6250 et seq.). Therefore, the Chancellor's Office provides access to a college's approved proposal (including the accompanying curriculum) to colleges, individuals, or organizations upon request. (PCAH, CCCCO, 5<sup>th</sup> Ed)

# Collegial Procedures for the Curriculum Process

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The curriculum process is under the direction of the Academic Senate, which delegates that responsibility to the Curriculum and Instruction Council. Since curriculum represents one of the most important endeavors of any college, the task of course revision and new course development deserves adequate discussion with colleagues within departments.

## REVISED COURSES

Course revisions are completed on existing courses to either update the information or as a part of a quadrennial review process. A department or discipline may elect to revise a course at any time, while quadrennial review is required every four years. A list of required quadrennial courses is available every fall for the following academic year from the Curriculum Office.

As faculty begin the revision and/or review process, they need to meet with the department to examine each revision in terms of the effect it may/will have on other programs. ***If the course is common/shared with SCC, a collegial discussion with department counterparts is required.*** Each college may do a draft of the revision and then agree on the changes, or one college may agree that the other college will do the revision.

After departmental approval, the course must go through the CurricuNET process prior to being viewed at the Technical Committee. Further, to complete the process, the Course Outline of Record (COR) must be approved by both college C&I councils for any change to become effective. Changes in courses approved during the fall semester will be included in the following academic catalog.

**What if faculty at SAC want to make a revision but SCC does not agree and will not approve the revision?** If faculty cannot reach agreement, a new number will need to be assigned and a new course created. It will then need to go through the curriculum process as a new course.

## **Submission of course revisions to the Curriculum and Instruction Council:**

If the course revision contains only minor changes that do not affect statutory or regulatory curriculum standards, the Technical Committee may elect to place the course directly on the technical report. Minor changes consist of the following:

- ✚ Minor, non-substantive changes in Catalog Description, Objectives, or Content
- ✚ Change in course number (within college policy)
- ✚ Change in course title
- ✚ Add/drop from an Associate degree or certificate program
- ✚ Add/drop from the Associate degree general education list with the expectation that the change would be based on well established criteria as reviewed and recommended either by divisional faculty or a general education subcommittee

If a course is placed on the Technical report, it is being recommended to the council for approval without need for further discussion. However, any committee member may request that an item on the technical report be removed for discussion if they feel it is warranted.

Should the revision be deemed substantive the item will appear on the council agenda as a discussion item for a vote. Once before the council, there will be a first reading that may include discussion, followed by a second reading and action at the next council meeting. A vote is taken after the second reading.

Substantive changes include the following:

- ✚ Major change in Catalog Description, Objectives, or Content which
  - Alters the need or justification for the course
  - Calls into question the ability of the course to meet standards in Title 5 or the PCAH
- ✚ Change in units and hours
- ✚ Number of repetitions
- ✚ Credit/no credit status
- ✚ Prerequisites (separate review required by Title 5 §55200)
- ✚ Distance education mode (separate review required by Title 5 §55376)
- ✚ Offering a course in experimental status
- ✚ Determination of imminent need to initiate expedited approval



Just a reminder, council approval of revised courses does not automatically place the course on any list of general education requirements. If you wish for the course to be included as a general education requirement, this will require separate documentation and process.

**How similar do the SASC and SCC COR's need to be?**

To be considered common/shared, the following items must be the same: course number, course title, catalog description and basic content. Course objectives, methods of instruction, methods of evaluation, assignments, required text /other instructional material and Student Learning Outcomes may vary.

**NEW COURSES**

The development of a new course again requires collegial discussions with not only the department or discipline at SAC but with SCC, as well, if the course has the potential of becoming common/shared. A new course may be appropriate for only one of the colleges due to demographics, program need, transferability, occupational agreements, or any number of reasons, but both colleges must have the right to proceed with providing the college with the course if a program exists. Should one college proceed with the development of a new course, then they have the obligation of demonstrating that the other college has been informed in a timely manner and given the opportunity to participate in the development of this new course.

The development of a new course requires that the appropriate forms be completed: New Course Proposal Form; Course Outline of Record; Co-Prerequisite Approval Form, Technologically Mediated Instruction Form (TMI).

The approval process then follows the same procedures as course revisions. However, no new course may ever be placed on the Curriculum and Instruction council Technical report. In addition, the complete course will be reviewed by council members.

In addition, any changes to Plan A, Section I. *Units and Residency Requirements* require the approval of the Curriculum and Instruction Councils at both colleges.

# Approval Criteria For Courses and Programs: Excerpts from the Program and Course Approval Handbook (PCAH, 5<sup>th</sup> Ed)

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

These criteria have been endorsed by SAC as an integral part of the best practice for curriculum development, and they should be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office approval.

- A. Appropriateness to Mission**
- B. Need**
- C. Curriculum Standards**
- D. Adequate Resources**
- E. Compliance**

Criteria A. Appropriateness to Mission

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

The California Community College System offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and fee-based community services. State approval is required for credit programs and for noncredit programs and courses. Some credit courses require approval; detailed information is included in this handbook, starting on p. 22. Contract education curriculum only requires state approval if college credit/units are awarded to students; community services curriculum does not require state approval.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:

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

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment.

### **Criteria B. Need**

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

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum in a process called "program review" during which the faculty and administrators review the program requirements and course content in consultation with advisory groups. Program Review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum should reflect the fulfillment of this planning.

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

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a program or course and its transition to credit work has been documented.

For both credit and noncredit career technical education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information within the local service area of the individual college and/or a recent employer survey. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

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

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium<sup>2</sup>. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

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

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

- ❖ Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- ❖ Recent employer surveys
- ❖ Industry studies
- ❖ Regional economic studies
- ❖ Letters from employers

- ❖ Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- ❖ Job advertisements for positions in the individual college's service area
- ❖ Newspaper or magazine articles on industry or employment trends
- ❖ Studies or data from licensing agencies or professional associations

Further specifics on labor market need are found in the instructions for completing the application form for approval of a new credit career technical education (CTE) program (p. 51) or of a new noncredit career technical education program (in Module 3: Noncredit Curriculum)

### **Criteria C. Curriculum Standards**

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Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to Chapter 6, Subchapter 2, beginning with §55100). Title 5 §55130(b)(8)(E) also requires that credit programs must be reviewed by Career Technical Education Regional Consortia, when applicable. The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The application process and forms are intended to ensure the following:

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

### **Criteria D. Adequate Resources**

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

Course Outline(s) of Record (COR). The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

### **Criteria E. Compliance**

It is also required that the design of the program or the course is not in conflict with any law including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the Title 5 sections to note are the following:

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

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

# Approval Criteria For Courses and Programs: Excerpts from the Program and Course Approval Handbook (PCAH, 5<sup>th</sup> Ed)

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## **Standards and Criteria for Course Development**

### **Course Outline of Record**

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

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

- ❖ New program approvals require CORs for all courses.
- ❖ Substantial changes to existing, approved programs require submittal of CORs for all courses.
- ❖ Noncredit courses are approved by the Chancellor's Office only after the COR and CCC-456 form are received with the appropriate original signatures.

**Table 5. Comparison of Requirements by COR Type**

Credit Degree-Applicable and Credit Degree NonApplicable	Noncredit
Contact Hours and Units	Contact Hours (no Units)
Prerequisites, Corequisites, and/or Advisories	Advisories or Course Entry Expectations (optional)
Catalog Description	Catalog Description
Objectives	Objectives
Content / Specific Body of Knowledge	Content / Specific Body of Knowledge
Methods of Instruction	Methods of Instruction
Examples of Required Reading, Writing and Out-of-Class Assignments	Examples of Assignments and/or Activities. Out-of-Class Work is optional
Methods of Evaluation	Methods of Evaluation (Grades Optional)

Taken together, the content of the course, the methods of instruction, the assignments, and the methods of evaluation must be described in the course outline of record in a manner that is integrated and leads to the achievement of the course objectives.



In addition to Title 5 requirements, each course submitted to the Chancellor’s office for approval must also identify the appropriate values for MIS Data Elements in the Course Basic Record. MIS data elements are shown in Table 6 below. Upon approval, a course will be assigned a unique Course Control Number (CBOO).

**Table 6. MIS Data Elements – Course Basic Record**

DED#	
CB00	Course Control Number
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Course Special Class Status
CB21	Course Prior to Transfer Level
CB22	Noncredit Eligibility Category
CB23	Funding Agency Category
CB24	Course Program Status

## **Navigating the CCC Curriculum Inventory**

The CCC Curriculum Inventory website is: <http://curriculum.cccco.edu>. (Note: some internet applications will not load the site if entered using [www.](http://) and require the <http://> convention.) California Community Colleges Chancellor's Office Program and Course Approval Handbook, 5th Edition

### **Public Search Tool**

On September 10, 2012, the Public Search Tool feature of the CCC Curriculum Inventory officially launched. The Public Search Tool added to the CCC Curriculum Inventory does not require sign-in or a password. The Tool is open to the public and enables a user to access varying levels of data using filters in a search or report format. Search Tool filters include: college name, program filters such as program award and program goal, course filters such as credit status, and TOP code sorted numerically or alphabetically. The college filter includes a new feature enabling users to select data categories using a check box system (red arrow #1 on the following page). For example, multiple colleges may be selected (by region, district, or desired clustering) when conducting a search. In addition to filters, the Tool features a "keyword" search function. Results from a keyword search should be critically interpreted as program and course titles vary significantly and respectively results may not include all desired data available in the Inventory. Finally, a quick search feature is available for a user to search using a specific program or course control number and college (red arrow #2 on the following page).

The screenshot shows the "Filter" section of the CCC Curriculum Inventory website. At the top, there is a navigation bar with the logo on the left, the text "CCC Curriculum Inventory" in the center, and a "[ Sign In ]" link on the right. Below the navigation bar are tabs for "Home", "Search", and "Reports". The main content area is titled "Filter" and contains the following elements:

- A heading "Filter" and a sub-heading "Filter".
- A instruction: "Select a college(s) and the type of filter(s) you would like to apply to the data, then click on 'search'".
- A "College(s):" section with a list of checkboxes and college names: "Check All", "ALAMEDA", "ALLAN HANCOCK", "AMERICAN RIVER", "ANTELOPE VALLEY", "BAKERSFIELD", and "BARSTOW".
- A "Courses/Programs:" dropdown menu set to "Courses".
- A "Discipline / TOP Code (Alpha):" dropdown menu set to "[All]".
- A "Discipline / TOP Code (Numeric):" dropdown menu set to "[All]".
- A "Keyword:" text input field.
- A "Control Number:" text input field.
- An "Additional Course Filters" section with a "Credit Status:" dropdown menu set to "[All]".
- A "Search" button at the bottom.

The Tool only includes active data in results shown. The search feature results are abbreviated data whereas the reports feature results in more extensive results options. Both the search and report features include the ability to export data directly to Excel®. Given the Tool is an open source, easily accessible means of securing community college curriculum data, it is imperative that colleges continuously review and maintain accuracy of data in the CCC Curriculum Inventory. The Inventory provides a streamlined process for amending data in the Inventory as a correction or change. Programs and courses that are no longer offered by the college may also be updated in the Inventory and identified as inactive which would subsequently remove the program or course from results shown in the Public Search Tool.

When reviewing data reported using the Tool, it is important to remind a college user to ensure the individual is not signed into the CCC Curriculum Inventory. The user should access the Public Search Tool landing page and should not sign in. When a college user is signed into the CCC Curriculum Inventory and uses the Public Search Tool, the individual will notice that results include all data (both active and inactive) in the Inventory. This enables college users to create custom reports via the Inventory when signed into the system. This view is clearly different from what the general public sees; however, attempting to review data accessible to the general public when using the Public Search Tool and signed into the Inventory is an easy mistake to make.

Respectively, when signed into the CCC Curriculum Inventory and using the search tool, a college user can access hyperlinked inventory records by clicking on the corresponding *View* hyperlink shown in the first, left column of search results.

### **Chancellor's Office Review Process**

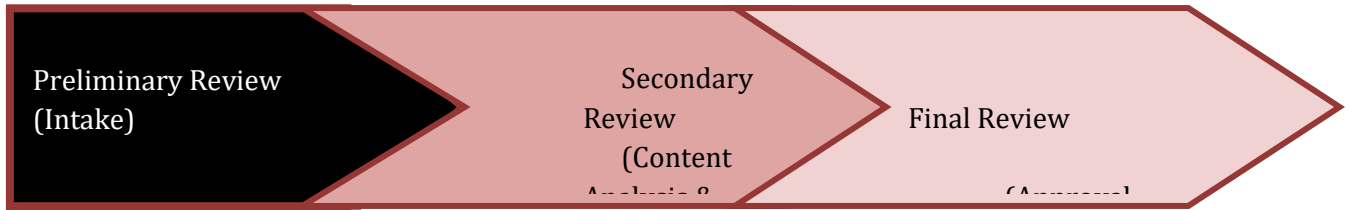
The Chancellor's Office reviews curriculum submitted via the CCC Curriculum Inventory eleven months per year. Effective summer 2014, the Chancellor's Office Academic Affairs Division will suspend submissions and reviews for the month of August, and each August thereafter, to perform system upgrades to the CCC Curriculum Inventory. This closure is consistent with protocols historically conducted during the month of August by the Chancellor's Office Technology, Research and Information Systems Division.

Chancellor's Office staff reviews curriculum proposals on a first-in-first-out (FIFO) basis. The sole exception to this process is the need to give ongoing top priority to A.A.-T and A.S.-T degrees.

Due to efficiencies garnered from the (September 2012) transition to the second version of the CCC Curriculum Inventory, all **course** proposals are reviewed for final decision (approval or denial) at the preliminary review level.

For **programs**, Chancellor's Office staff conducts a three stage review process which includes: intake, content analysis and technical assistance, and approval/denial (shown in Figure One).

**Figure 1. Chancellor's Office Review Process for Programs**



Upon arrival to the Chancellor's Office, a preliminary review is conducted to ensure all required proposals components are included in the submission. Technical assistance is provided if inaccurate, incomplete or missing proposal requirements are identified. Specifically, the proposal may be returned to the college via the CCC Curriculum Inventory with the proposal status of *Revision Requested*. The college user may then review comments from Chancellor's Office staff, make necessary revisions to the proposals, and resubmit the proposal to the Chancellor's Office for further review.

Next, at the secondary review level a deeper analysis of the proposal content is conducted and technical assistance is provided if needed to revise or refine the proposal. Finally, the proposal is reviewed for final decision (approval or denial). If approved, the proposal status for the proposal will change from submitted to approved. For new or substantially changed (amended) proposals, the CCC Curriculum Inventory interfaces with the Chancellor's Office vendor and Management Information Systems databases to generate a new program or course control number for the proposals. Ultimately, the proposal status for the proposals will change from approved to active and an approval award letter is generated.

The approval letter is emailed to the College CIO alias and all college users identified in the CCC Curriculum Inventory with the role *College CIO*.

## **Accrediting Commission for Community and Junior Colleges**

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a “**substantive change.**” Various federal programs (e.g., financial aid, veteran’s benefits, etc.) require that the U.S. Department of Education have documentation that programs have been approved through the state legal and regional accreditation processes.

Colleges must take the following steps:

1. Seek initial approval through the CCC Curriculum Inventory for the new program award(s) (such as an Associate Degree for Transfer).
2. Once a program is approved by the California Community Colleges Chancellor’s Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual ([www.accjc.org](http://www.accjc.org)). The first step includes formal communication with the ACCJC (email communication is sufficient). ACCJC staff will review the proposed change and determine whether it is substantive.
3. Upon approval from the Chancellor’s Office and the ACCJC, colleges can begin to award the degrees without the loss of state apportionment or federal support. Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor’s Office and the ACCJC.

## **Approval Procedures**

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in CEC Section 70901(b)(10), where it requires the Board of Governors to “review and approve all educational programs offered by community college districts.” In Title 5, Section 55130, the Board of Governors has delegated this responsibility to the Chancellor.

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

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

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

CEC section 66010.4:

- (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
- (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
  - (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
  - (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

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

### **NONCREDIT COURSES**

Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals. Currently, 10 categories of noncredit courses are eligible for state funding and are discussed in this section. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. 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/or for those who are not native English speakers, among others.

The California Community Colleges Chancellor's Office website ([www.cccco.edu](http://www.cccco.edu)) provides links to resources that can assist with the development of noncredit courses and programs as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as Title 5 in this *Handbook*).

## Noncredit Categories Eligible for Apportionment

Chancellor’s Office approval is required for all noncredit courses that receive state funds. Ten noncredit categories (CB22) classify a noncredit course in accordance with its primary objective. The classifications of noncredit courses are eligible for state apportionment in accordance with Education Code sections 84757(a) and 84760.5, and Title 5, section 58160. Table Nine aligns CB22 with applicable TOP codes for each Noncredit Eligibility Category, as described in the *Taxonomy of Programs Manual, 6th Edition* available on the Chancellor’s Office Academic Affairs Division website ([www.cccco.edu/aad](http://www.cccco.edu/aad)). Note: a ^ denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course (refer to the preceding discussion in this Handbook section for additional information).

**Table 9. Noncredit Categories (CB22) and Valid TOP Codes**

CB22 Code	Noncredit Eligibility Category	Valid TOP Codes <sup>^</sup>
A	English as a Second Language (ESL) Provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, and personal goals. English as a Second Language provides instruction primarily in, but not limited to, the areas of listening, speaking, reading, and writing, and may integrate other areas such as computer literacy, cultural competency, Secretaries Commission on Achieving Necessary Skills (SCANS) competency, study skills, vocational skills, and life skills. Based upon student goals, noncredit ESL provides pathways to a variety of academic, career-technical, and personal growth opportunities.	493084 <sup>^</sup> 493085 <sup>^</sup> 493086 <sup>^</sup> 493087 <sup>^</sup> 493100 <sup>^</sup>
B	Immigrant Education Provide immigrants and their families with the opportunity to become active and participating members of economic and civic society, and may include preparation for citizenship.	220120 220500 220700 493090 <sup>^</sup>
C	Elementary and Secondary Basic Skills 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, vocational, and personal goals. Elementary-level is generally recognized to mean that, where appropriate, the coursework addresses the content and proficiencies at levels through the 8th grade. Secondary-level is generally recognized to mean that the coursework addresses the content and proficiencies at levels through the 12th grade and may incorporate a high school diploma. Based on community needs, a college can develop an Adult High School Diploma program. Supplemental instruction, which includes supervised tutoring and learning assistance, is also authorized under this heading. Learning assistance can be a required component of another course for all students in that course	150100 <sup>^</sup> 152000 <sup>^</sup> 170100 <sup>^</sup> 170200 493009 <sup>^</sup> 493014 493030 493031 493032 493033 493060 <sup>^</sup>



	<p>(California Code of Regulations, Title 5, section 58172), or the learning assistance may be optional and is provided through an open-entry/open-exit course, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses (California Code of Regulations, Title 5, section 58164).</p> <p>Supervised tutoring, as addressed in Title 5, sections 58168 and 58170, must be provided only in noncredit courses with the title “Supervised Tutoring” that are designated with the TOP code 493009. More than one supervised tutoring course may be developed and offered in specific disciplines—such as mathematics skills for construction trades, writing skills for business management, or reading comprehension in support of history courses—but they cannot be designed for a specific course or courses.</p>	
D	<p><b>Health and Safety</b> Offer lifelong education to promote the health, safety, and well-being of individuals, families, and communities.</p>	<p>083510 083570 083580 083700 089900 129900</p>
E	<p><b>Substantial Disabilities</b> Provide individuals with life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.</p>	<p><b>ANY TOP code</b></p>
F	<p><b>Parenting</b> Offer lifelong education in parenting (parent and child relationships, parent cooperative preschools), child growth and development, and family relations in order to enhance the quality of home, family, career, and community life.</p>	<p>130500- 130590 130800</p>
G	<p><b>Home Economics</b> Offer lifelong education to enhance the quality of home, family, career, and community life. This area of instruction is designed to provide educational opportunities that respond to human needs in preparing individuals for employment, degree/certificate credit parenting programs, consumer decision-making, and lifelong learning.</p>	<p>130100- 139900</p>

H	<p><b>Courses for Older Adults</b> Offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.</p>	ANY TOP code
I	<p><b>Short-term Vocational</b> Defined in Title 5, section 55151, as programs that require one or more courses that have been approved for short-term vocational programs “which the Chancellor, in consultation with the Employment Development Department, has determined to have high employment potential.” Also included in this area are noncredit apprenticeship program courses. An apprenticeship is defined 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. <b>Note: Vocational TOP codes are denoted with an asterisk (*) in the <i>Taxonomy of Programs Manual, 6th Edition.</i></b></p>	ANY VOCATIONAL TOP code
J	<p><b>Workforce Preparation</b> Provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training. <b>Note: Vocational TOP codes are denoted with an asterisk (*) in the <i>Taxonomy of Programs Manual, 6th Edition.</i></b></p>	ANY VOCATIONAL TOP code or 493010 493011 493012 493013 493072

***Restriction Summary for Noncredit Courses:***

[Refer to Title 5 for all restrictions]

- “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” (California Code of Regulations, Title 5, § 58130)
- The CORs for courses intended for one of the special population noncredit categories (Immigrant Education, Parenting, Substantial Disabilities, and Older Adults) must clearly demonstrate that the course meets the needs of these special populations, particularly in the course description, objectives, content, methods of instruction, and methods of evaluation.
- Ensure that noncredit course proposals do not appear to be closed to the public. Courses that are in conflict with the “open course” provisions of Title 5, section 51006 and section 58051.5(a)(3), will not be approved by the Chancellor’s Office.
- **Dancing and Recreational Physical Education:** Title 5, section 58130 clearly states that, “No 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; they 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 0835.xx (Physical Education) or 1008.xx (Dance) T.O.P. codes is imperative. If a college chooses to offer these courses, even though they may have been approved by the Chancellor’s Office, the college may not include the courses in its noncredit attendance calculations for the Apportionment Attendance Reports (CCFS-320) submitted to the Chancellor’s Office, and therefore the college may want to review the fiscal efficacy of such a decision.



### ***Career Development and College Preparation (CDCP)***

Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college-level credit coursework. In accordance with Title 5, section 55151, colleges may offer a sequence of noncredit courses that culminate in:

- Certificate of Competency - in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificate of Completion - leading to improved employability or job opportunities
- Adult High School Diploma

A subset of the CB22 element coding (4 of the 10) is used in the CCC Curriculum Inventory for collecting comparable program data; the field is titled *CDCP Eligibility Category*. Table Ten identifies the four distinct enhanced funding categories available for approved noncredit courses associated with an approved noncredit program.

**Table 10. Enhanced Funding Categories (referred to as CDCP Eligibility Category for programs and CB22: Noncredit Category for courses) – Code and Meaning Code**

Code	Meaning
A	English as a Second Language (ESL)
C	Elementary and Secondary Basic Skills
I	Short-term Vocational
J	Workforce Preparation: In the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

Other noncredit programs may be approved and offered locally without approval by the Chancellor’s Office, but such programs will not receive enhanced funding, and must not be called Certificate of Competency, Certificate of Completion, or Certificate of Achievement (credit).

**CREDIT COURSES**

***Program-Applicable Courses***

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

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

## ***Degree-Applicable Credit Courses***

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

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

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

(b) Courses that apply to the major or an area of emphasis in non-baccalaureate career technical fields.”

Note: The Chancellor’s Office interprets this as courses within a TOP code designated as vocational.

*“(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.*

(d) All mathematics courses above and including Elementary Algebra.

*(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivision (c) and (d) above.”*

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

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

Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.

Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture required, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.

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

Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.

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

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

## ***Stand-Alone Credit Courses***

When a credit course (CB04= C or D) is not part of an approved program, it is “not degree-applicable” (CB24=2) or commonly referred to as a **stand-alone credit course**. This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor’s Office as a Certificate of Achievement.

Effective fall 2007, districts were delegated authority to approve stand-alone credit courses that are offered for credit, if the college where the courses will be offered is certified for local approval pursuant to Title 5, section 55100. Locally approved courses are still submitted to the Chancellor’s Office via the CCC Curriculum Inventory to receive a unique course control number and interface with the Chancellor’s Office Management Information Systems (MIS).

Title 5, section 55100, requires the district to annually certify that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor’s Office in the policies and procedures related to the curriculum review and approval process. Annually, training is available from the Chancellor’s Office for Chief Instructional Officers and curriculum committee chairs, who are then responsible for training all persons who are involved in the curriculum approval process. Colleges are required to complete the training annually to be certified. Documentation of training completion at each college is required by September 30th of each year to the Chancellor’s Office Academic Affairs Division. Training materials are available on the Chancellor’s Office Academic Affairs Division website ([www.cccco.edu/aad](http://www.cccco.edu/aad)).

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

One type of stand-alone credit course that colleges have locally approved, even before local approval of stand-alone courses was delegated, is the “experimental” course or the course that covers “special topics” in a specific discipline. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis. After an experimental course has been offered more than once in

the same year, 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. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term. If a particular topic is addressed regularly, it must be approved as a regular course. At some colleges, special topics may not be defined as narrowly as this. Some colleges may use the terminology "special topics" in lieu of "experimental." These terms are not defined in Title 5 and may be interpreted in district policy in either way.

When a college offers a group of stand-alone credit courses in the same Taxonomy of Programs (TOP) code that total 18 semester units or 27 quarter units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered stand-alone and Chancellor's Office program approval is required. The college must submit this sequence of courses for approval as a Certificate of Achievement. This is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone credit courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting, and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These three stand-alone credit courses are required for a 10-unit Skills Certificate in Accounting. At this point, the college is in compliance and can offer these courses and award the certificate without Chancellor's Office approval. Two years later, however, the college approves some new stand-alone courses in Tax Studies, including ACCT 200 Introduction to Tax Law (3 units), ACCT 201 Tax Preparation (3 units), and ACCT 202 Tax Planning (3 units). The course ACCT 120 is a prerequisite to ACCT 200, which is prerequisite to ACCT 201 and corequisite to ACCT 202. The 19 units of stand-credit alone courses are linked together by prerequisites and corequisites and approval is needed. The status of these courses changes from stand-alone credit courses to program-applicable.

In order to fulfill requirements for a certificate or degree major or area of emphasis, students cannot count 18 or more semester units (or 27 or more quarter units) of courses that have been approved as stand-alone credit courses. This requirement may limit the number of stand-alone credit courses that students may choose to complete to fulfill requirements for an award.

Pursuant to Title 5, section 55100, the fall 2007 delegated authority to approve stand-alone credit courses terminated December 31, 2012 at which point review and approval of all courses (including stand-alone courses) was returned to the Board of Governors of the California Community Colleges (namely Chancellor's Office Academic Affairs Division). Respectively, Assembly Bill number 1029,



approved by the Governor on July 25, 2011, noted that effective January 1, 2013 delegated authority to local college governing boards for review and approval of stand-alone courses was slated to sunset (be deleted from Title 5). Thus, the Chancellor's Office Academic Affairs Division would return to reviewing and approving all courses (including stand-alone courses). AB1029 extended local delegated authority through December 31, 2013 (see deletion of the requirement revised to January 1, 2014). Consequently, local college governing boards may continue to review and approve stand-alone courses and submit said approvals to the Chancellor's Office to receive a course control number via the CCC Curriculum Inventory thru the 2013 calendar year. Unless additional legislation is pursued, the aforementioned provisions will officially sunset January 1, 2014 and review of all courses (including stand-alone courses) will again return to the board of governors and ultimately Chancellor's Office Academic Affairs Division.

### ***Nondegree-Applicable Credit Courses***

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

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

1. Nondegree-applicable basic skills courses (California Code of Regulations, Title 5, §55000(j)).
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

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

Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.

Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit.

Intensity, as evidenced by the COR. Nondegree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.

Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee and in compliance with Title 5, section 55003.

### **Other Curriculum Topics**

#### ***Relationship of Hours to Units***

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

Because California finance laws assume that primary terms average  $17\frac{1}{2}$  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

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

The guidelines provided below are all predicated on an 18-week semester or 12-week quarter term. In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. We refer to the combination of these hours as "student learning hours." For example, a course for which three units is awarded may meet four hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

For lab units, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours performed on campus under the immediate supervision and control of a qualified academic

employee. For example, 54 hours of chemistry laboratory (three hours per week over 18-weeks) would grant one semester unit of credit, whereas 54 hours of chemistry lecture would grant three units.

The following examples apply to semester units:

#### Lecture or Lab Only Courses

One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study

One-unit laboratory course = 54 hours in-class laboratory

#### Lecture and Lab Combined

Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study

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

When the combination of lecture and out-of-class study plus laboratory work reaches 108 student learning hours on the semester system or 72 student learning hours on the quarter system, or twice the number of hours required for one unit, students must earn at least two units of credit.

Note that a college may not offer two units of credit unless total hours of lecture and out-of-class study plus laboratory work reaches a minimum of 96 student learning hours on the semester system or 66 student learning hours on the quarter system. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

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

Given that some colleges begin with total student contact hours in order to derive the appropriate units to assign to a course, the following examples are provided. All examples use semester hours.

1. 27 lecture contact hours: a college must offer 1.5 units of credit under the assumption that there are 54 hours of out-of-class study for a total of 81 student learning hours. A college may not offer 2 units of credit, since the minimum of 96 student learning hours (per Title 5) has not been attained.

2. 18 lecture contact hours and 36 lab contact hours: a college may offer 1.5 units of credit under the assumption that the lecture hours entail 36 hours of out-of-class study, resulting in a total of 90 student learning hours; if a college presumes that each lab contact hour also entails half an hour of out-of-class work, then the total hours would equal 108 student learning hours, requiring the college to offer 2 units of credit.

Given the variety in calculation of total student contact hours, colleges must make explicit in the COR not only the total units for the course, but the lecture/lab breakdown of the units, the term length being used for the total student contact hour calculation, and the total student contact hours.

Accreditation standards require a minimum of 48 student learning hours for the award of a unit of credit. Although Title 5, section 58023, defines an hour of classroom or laboratory time as 50 minutes, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

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

16 hours of classroom time

+ 32 hours of homework

48 hours total student learning time

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

48 hours of classroom time

+ 96 hours of homework

144 hours total student learning time

Colleges must take into account holidays and flex days when constructing the academic calendar in order to ensure that all courses can meet the 48-student-learning-hour minimum for each unit of credit awarded. In addition, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the COR and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework.

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

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

1.6 hours of lecture each day

+ 3.2 hours of homework each day\_\_

4.8 hours of student learning each day

It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by Title 5. For example, consider a one-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours, or 2 hours per week for eight weeks. This course cannot be offered as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It is feasible that the class could be scheduled on Saturdays over several weeks, as

long as doing so would allow adequate time for students to complete the course requirements.

### ***To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02***

Pursuant to Legal Advisory 08-02, **TBA** has been defined: “Some courses with regularly scheduled hours of instruction have ‘hours to be arranged’ (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures. The procedures which must be followed for the TBA hours are described [in the Legal Advisory]. In some situations the entire course might be on TBA, and in that case this course would follow the same rules. (Note: The Student Attendance Accounting Manual, page 3.3, refers to TBA hours or “hours to be arranged,” which for purposes of this advisory have the same meaning as ‘HBA’ or ‘hours by arrangement’ or any other local term used to designate these hours.)”

For more information, refer to the Chancellor’s Office website ([www.cccco.edu](http://www.cccco.edu)) Legal Affairs Division, Legal Advisory 08-02.

### ***Credit Course Repetition***

Since 2011 the regulations governing when district policy may permit a student repeat (or enroll again) in a credit course have undergone significant changes. The changes were made for many reasons, not the least of which was to reduce the number of times a student could enroll in the same or similar physical education, visual arts, or performing arts courses to one time except in limited circumstances. In response to the regulatory changes, districts will need to reevaluate their course offerings and in some cases rewrite curriculum. In doing so, district should ensure that local responses to these regulatory changes, including the development of new courses, course revisions, groupings of courses “related in content,” policies, and processes are consistent with the mission of the California Community Colleges in providing credit and vocational instruction at the lower division level (i.e., the first two years of instruction.) (Ed. Code, § 66010.4(a)(1).)

To assist districts in developing policies, the Chancellor’s Office issued the *Preliminary Credit Course Repetition Guidelines* (July 2013) to clarify provisions of Title 5 of the California Code of Regulations governing the repetition of credit

courses (§§55024, 55040 et seq., 58161). The *Guidelines* provide a comprehensive explanation of the Title 5 regulations governing when a student may repeat a credit course and when a district may claim apportionment for that repetition. The *Guidelines* do not restate all the provisions of Title 5, and for a full understanding of the legal requirements the Guidelines must be read in conjunction with the corresponding Title 5 regulation(s) and local district policies. Although the regulations set the upper limit on the number of times and circumstances within which a district may permit a student to enroll in the same credit course, district policy may be more restrictive. The *Guidelines* are available on the Chancellor's Office Academic Affairs Division ([www.cccco.edu/aad](http://www.cccco.edu/aad)).

### ***Labor Market Information (LMI) & Analysis***

Pursuant to Education Code section 78015, labor market information (LMI) data are specifically required for new Career Technical Education (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. Statewide or national labor market evidence may be included as supplementary support but evidence of need in the specific college service area or region is also necessary.

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

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

An analysis of labor market needs and trends is required; 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 Employment Development Department's Labor Market Information system (<http://www.labormarketinfo.edd.ca.gov>) which provides statistical projections of growth in specific jobs by county (or labor market area) from. To use the LMI system website to search for labor market projections, choose the "Educators/Schools" link on the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to CCC TOP codes. The instructions for accessing the data are subject to change.

Highlight the applicable lines for the program being proposed with a marker, or another easily visible method, on the printout of data from the LMI. (Note: It is insufficient to merely provide a link to the applicable LMI source.) Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show "the relation of the proposed program to a job market analysis." The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

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 California Community Colleges Economic and Workforce Development Division. The Initiate website ([www.coecc.org](http://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. For Chancellor's Office proposals, please do not attach

the complete report to the Narrative submission. Rather summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

Additional suggested areas of discussion for LMI include but are not limited to those provided in Table Eight (not all are required for every proposal – use those that contribute materially to the analysis):

Table 8. Labor Market Analysis Suggested Areas of Discussion

LMI Area	Discussion Points for Labor Market Analysis
Net Job Market	<p>Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?            Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?</p>
Earning Potential	<p>What is the average initial salary?            What is the average percentage of salary increase in two years? Five years?</p>
Program Credibility / Career Potential	<p>If advanced degrees are typically needed for career advancement, will the courses required for this program count toward completion of the requirements for those degrees?            Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career?            Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade?            Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?</p>
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:            share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees            recognize the value of the proposed degree or certificate in the hiring of promoting of staff</p>
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</p>

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

**Employer Survey:** When strong data (current labor market information and analysis) is not available to demonstrate adequate local employment opportunities for program completers, an employer survey may be submitted. Provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

The survey must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal. When reporting survey results, it is important to address the following:

Methodology: when the survey was administered and how (email, mail, telephone)

Response Rate: How many employers were surveyed and how many responded

Scope: The specific title(s) of the jobs covered by the survey

Projections:

How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years

Whether the employer believes the program as described would qualify students for the specific positions

Whether the employer would preferentially hire students who have completed the program

### ***Transferable Courses***

Community college courses may be transferable to baccalaureate institutions for three different purposes: elective credit, general education, and/or lower-division preparation for a baccalaureate major. Faculty, curriculum committees, and articulation officers share responsibility for determining and ensuring the transferable status of courses.

The predominant transfer-receiving institutions for California community colleges are the California State University (CSU) and the University of California (UC) systems. Under Executive Order No. 167, the CSU Chancellor has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the UC Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one UC campus.

Challenges may be raised at CSU campuses to particular courses that are certified by a community college as transferable, but such challenges do not often occur.

Transferability of elective credit, however, does not create any presumption of acceptance for general education or credit to the major or area of emphasis.

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

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

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

For the CSU, general education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU's general education requirements are set forth in the CSU Chancellor's Executive Order 1065, which is available online at [www.calstate.edu](http://www.calstate.edu).

Since 1993, new courses intended for general education transfer have been reviewed for acceptability by CSU Chancellor's Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for the Intersegmental General Education Transfer Curriculum (IGETC), which is accepted by both UC and CSU systems as an alternative pattern for satisfying lower-division general education requirements. In Spring 2000, the Intersegmental Committee of Academic Senates (ICAS) concluded in a report based on a study of the use, effectiveness, and awareness of IGETC that this general education pattern is useful and preferred by students who intend to transfer. The paper, titled "Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum (IGETC) an Evaluation," is available on the website of the ASCCC at [www.asccc.org](http://www.asccc.org).

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

## ***Associate of Arts/Science Degree***

The key regulatory sections regarding associate degree requirements are found in Title 5, division 6, Chapter 6, Subchapter 1, Article 6, sections 55060–55064, which describe the criteria and minimum requirements. The associate degree is comprised of three sections: general education, a major or an area of emphasis, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units or 90 quarter units.

All associate degrees that may appear by name on a student transcript or diploma require Chancellor’s Office approval, whether they are intended primarily for employment preparation (CTE), as a record of academic achievement, or to prepare for transfer. Thus, a program that awards an Associate of Science degree in Electronics Technology requires approval, as well as an Associate of Arts degree in English or Social Sciences.

All associate degrees in California are one of four general types:

- ❖ Associate of Arts (A.A.)
- ❖ Associate of Science (A.S.)
- ❖ Associate in Arts for Transfer (A.A.-T)
- ❖ Associate in Science for Transfer (A.S.-T)

The Chancellor’s Office supports the ASCCC Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

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

### ***Transfer Model Curriculum (TMC)***

In the implementation process for SB 1440 and Education Code section 66746, the ASCCC, in collaboration with the CSU Academic Senate, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California community college to CSU. Each TMC represents a structure developed by intersegmental faculty for establishing the major component of a California community college associate degree. According to Title 5, section 55063, and Education Code, section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units.

TMCs are being developed as a means of facilitating a statewide response to the mandate that all California community colleges offer “associate degrees for transfer.” Draft TMCs are developed by intersegmental faculty (CCC and CSU, primarily) in the discipline and then made available for vetting at [www.c-id.net](http://www.c-id.net). Once a TMC template is finalized, CCC faculty has the option of developing degrees that align with the TMC. The designators for these aligned TMC degrees are Associate in Arts for Transfer (A.A.-T) and Associate in Science for Transfer (A.S.-T). The approved TMC templates are located on the Chancellor’s Office Academic Affairs Division ([www.cccco.edu/aad](http://www.cccco.edu/aad)) website under the Transfer Model Curriculum section.

### ***Associate Degree for Transfer (ADT)***

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” that 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 General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

(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 also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these 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 (A.A.-T or A.S.-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

The benefit for students completing these associate degrees for transfer is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer.

CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In addition, section 66747 states that “a student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.”

When an associate degree for transfer is approved by the CCC Chancellor’s Office, the CSU Chancellor’s Office will be notified so that the approved associate degree and its similar CSU baccalaureate degrees may be identified. These data will be used to identify eligible students who apply to the CSU for admission as described in Education Code section 66747.

The ultimate advantage for students completing these associate degrees is that the associate degree may not require more than 60 semester (or 90 quarter) units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester (or 180 quarter) units required for the baccalaureate degree (pursuant to Education Code section 66748). Section 66748(b) allows an exception for the maximum units



required at the CSU when the Chancellors of the CSU and the CCC systems, and their respective Academic Senates, specify high-unit majors that require more than 120 semester (or 180 quarter) units for the baccalaureate degree. The CSU is prohibited by Education Code section 66748(c) from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

The designators for the Associate in Arts for Transfer (A.A.-T) and the Associate in Science for Transfer (A.S.-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code section 66746.

### ***General Education***

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

General education 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 – General Education –

Breadth (CSU-GE-Breadth), IGETC, or the local general education pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion.

Students intending to transfer must be required to complete the CSU-GE-Breadth, IGETC pattern, or general education pattern for a four-year institution in an adjacent state to fulfill general education, 18 or more semester units (or 27 quarter units) in a major or area of emphasis, and the balance of units (to reach 60) 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 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 general education pattern of a minimum of 18 semester or 27 quarter units may be required. However, colleges should strongly recommend or require that a student select the appropriate general education pattern for his or her intended goal with advice from a counselor.

There are high-unit baccalaureate majors, such as engineering and architecture, which require a large number of lower division major preparation courses. Students who intend to transfer into such programs at a baccalaureate institution may complete fewer units of general education at the community college than the number required in CSU-GE-Breadth and IGETC patterns. They may need to complete a local general education pattern consisting of 18 or more units and complete any remaining general education requirements after they transfer.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate. If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors or areas of emphasis must be identified. If the degree is designed for employment preparation, a list of potential careers must be included. In addition, all prerequisite skills or enrollment limitations must be described.

Section 66055.8 of the California Education Code creates an exception to the requirements for the associate degree. To obtain an associate degree in nursing, students who have baccalaureate or higher degrees are only required to complete the course work required for completion of the registered nursing program, including prerequisites and nursing course work. These students are not to be required to complete any other courses required by the college for an associate degree.

## ***Major or Area of Emphasis***

In 2007, Title 5, section 55063(a), was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or “area of emphasis.” A **major** may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college.

Requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

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

The area of emphasis might be as broad as Social Sciences, or a college could design a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as American Studies, International Business, or Multicultural Studies. However, if the area of emphasis is designed to prepare students for transfer, all of the required courses for the area of emphasis must be transferable and must prepare students for a field of study offered at a baccalaureate institution.

Proposed majors or areas of emphasis may meet community needs and reflect the educational philosophy of the faculty in those discipline(s). These degrees can represent a cohesive packaging of courses that are not accepted for transfer at baccalaureate institutions. When seeking approval for such degrees, the intent must be clearly expressed in the narrative portion of the proposal. Documentation of need can include letters of support, survey results, or anything that provides evidence that the degree fulfills a need of the community.

## **Certificates of Achievement**

Title 5, section 55070, defines **Certificate of Achievement** as any credit certificate that may appear by name on a student transcript, diploma, or completion award and which requires 18 or more semester units or 27 or more quarter units of degree-applicable coursework. Chancellor's Office approval is required. The college can develop and propose a Certificate of Achievement that includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states. Community colleges are encouraged to develop and seek approval of Certificates of Achievement in CSU-GE-Breadth and IGETC.

The college may also request approval from the Chancellor's Office for certificate programs that require fewer units in order to list these certificates on student transcripts. In order to be approved, the proposed certificate must require 12 or more semester units (or 18 or more quarter units) of degree-applicable credit coursework and must represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. After Chancellor's Office approval, they must be called Certificates of Achievement and may be listed on student transcripts. The proposals for these proposed certificates will demonstrate the same levels of need and academic rigor that is required for certificates requiring 18 or more semester (27 or more quarter) units. The proposal requires the same narrative and documentation required for all Certificates of Achievement.

Community colleges may also award certificates for fewer than 18 semester or 27 quarter units without Chancellor's Office approval, but must call such certificates something other than "Certificate of Achievement." Any group of credit courses in the same four-digit TOP code that totals 18 or more semester units and that are linked to one another by prerequisites or corequisites, are defined as an "educational program" that requires Chancellor's Office approval. The college must submit this sequence of courses for approval as a Certificate of Achievement.

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

the Level I low-unit certificate prerequisite to Level II, the college has essentially created an 18-unit program.

Multimedia, Basic (or Level I) – 9 units

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

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

Certificates of Achievement in CSU-GE-Breadth and IGETC

Title 5, section 55070, allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU, or accredited public baccalaureate institutions in adjacent states which award the baccalaureate degree.

To maintain statewide consistency in titling these certificates at community colleges, only the two titles listed below are permissible for this unique type of certificates:

- ❖ CSU General Education (CSU-GE-Breadth)
- ❖ Intersegmental General Education 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 general education requirements for a private college or university or for completion of community college general education requirements.

# SECTION 3

# CHECKLIST

# ELEMENTS OF COURSE OUTLINE OF RECORD (COR) AND CHECKLIST

<b>Course Outline of Record Checklist</b>			
Credit Degree-Applicable and Credit Degree-Non Applicable			
*indicates items required for both credit and noncredit			
		Y	N
<b>Discipline</b>	<p><b>Has the course been assigned to the appropriate discipline based on title, objective and content?</b></p> <p><i>The discipline category indicates what level of academic preparation is required on the part of the instructor. Resource: Minimum Qualifications for Faculty and Administrators in the California Community Colleges (Disciplines List). Some courses may be cross listed across two disciplines or, some courses may be listed in the Interdisciplinary discipline which is a combination of 2 or more disciplines.</i></p> <p><i>Part of CIC responsibility is to assure that the course is assigned to the appropriate discipline.</i></p> <p><b>(Resources:</b>  <b>COR: A Curriculum Reference Guide, ASCCC, 2008, page 14,:</b>  <b>Program and Course Approval Handbook, CCCCCO, 5<sup>th</sup> Ed)</b></p>		
<b>*Units</b>	<p><b>Has the appropriate hour to unit ratio been determined?</b></p> <p><i>One credit hour or units should encompass now fewer than 48 hours of coursework (lecture, laboratory/activity, study time, or combination). Range: 48-54 hours for 1 unit.</i></p> <p><i>For each hour of lecture, it is assumed that student will require an additional two hours of study outside of the classroom. The number of units awarded for laboratory courses is generally based on the number of hours of lab work, presuming that students are completing most of the required work in class. Articulation agreements and other external factors may need to be considered</i></p> <p><i>The following examples apply to semester units:</i></p> <p><i>Lecture or Lab Only Courses</i></p> <ul style="list-style-type: none"> <li>❖ <i>One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study</i></li> <li>❖ <i>One-unit laboratory course = 54 hours in-class laboratory</i></li> </ul> <p><i>Lecture and Lab Combined</i></p> <ul style="list-style-type: none"> <li>❖ <i>Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study</i></li> </ul> <p><b><u>NONCREDIT:</u></b></p> <p><i>COR will identify the total contact hours. In NonCredit work outside of class time is not required and therefore contact hours will usually encompass all course activities and learning time.</i></p> <p><b>(Resources: COR: A Curriculum Reference Guide, ASCCC, 2008, page 17; Program and Course Approval Handbook, CCCCCO, 5<sup>th</sup> Edition, Page 80; Title 5, section 55002.5)</b></p>		

<p><b>Prerequisites</b></p>	<p><b>Has appropriate validation been provided to establish the proposed prerequisite?</b></p>		
<p><i>Must demonstrate need. Validation is required. (separate addendum)</i>  <i>Current RSCCD policy:</i>  1) Sequential courses within a discipline requires, at minimum, content review. Process of content review needs to demonstrate how the skills achieved in the requisite course are fundamental to the success of most of the students taking the 'requiring' course.  2) When prerequisites of computation or communication are being required outside of the respective programs, the process requires content review combined with statistical validation.  <i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, ASCCC, 2008, page 18,</i>  <i>Program and Course Approval Handbook, CCCCCO, 5<sup>th</sup> Edition, Page 83,;</i>  <i>Title 5, section 55002; 55003)</i></p>			
<p><b>*Catalog Description</b></p>	<p><b>Does the course content provide a well-developed overview of topics to be covered in the course?</b></p>		
<p><i>The catalog description provides a well-developed overview of topics to be covered in the course, but is brief and concise in manner.</i>  <i>Could include identification of a target audience depending on whether or not the course is required of for the major, degree, or certificate, transfer etc. Can assist students in their educational planning. Field trip potential or other requirements that may impose a logistical or fiscal burden on the student should be included.</i>  <b>*NONCREDIT</b>  <i>Noncredit courses are designed to meet the needs of specific population and/or to achieve a specified objective.</i>  <i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, ASCCC, 2008, page 20, *44)</i></p>			
<p><b>*Course Objectives</b></p>	<p><b>Do the objectives provide information on the discrete skills, tools and/or content which are needed for students to be able to fulfill an established outcome?</b></p>		
<p><i>The discrete skills, tools and/or content which are needed for students to be able to fulfill an established outcome. Course objectives describe the small, discreet skills of the course that require basic thinking skills. Objectives could be thought of as the building blocks used to produce whatever is used by the faculty member to demonstrate student mastery of an outcome. Faculty Input (objectives) versus Student output (outcomes)</i>  <i>e.g., Students will review nutritional recommendations and components</i>  <i>Students will describe causes and consequences of nutritional problems</i>  <i>(Resources:</i>  <i>TFR: The Follow-Up Report: Writing Student Learning Outcomes, Titterud., T; 2009;</i>  <i>COR: A Curriculum Reference Guide, ASCCC, 2008 page 24, *49)</i></p>			
<p><b>*Course Content</b></p>	<p><b>Is the listed content of the course relevant to the course objectives?</b></p>		
<p><i>Format is commonly that of an outline. Topics are typically arranged using major and minor headings. Outline should be detailed enough to fully convey topics being covered, but not so lengthy that the scope of the course cannot be ascertained quickly.</i>  <i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, 2008, page 28, *51)</i></p>			



<b>*Methods of Instruction</b>	<b>Do the methods of instruction (i.e, lecture, group presentations etc) reflect an integration with the objectives of the course?</b>		
	<b>Do the methods of instruction provide some detail that critical thinking is expected of students, taught in class, practiced in outside assignments and evaluated as the basis for their grade?</b>		
	<p><i>Should be appropriate to the stated objectives of the course. Should be more than a checklist. If more detail is provided than just indicating "lecture" the course more clearly states that critical thinking is expected of students, taught in class, and practiced in outside assignments and evaluated as the basis for their grade. Better meets Title 5 regulations for a degree-applicable credit course.</i></p> <p><b>Examples:</b>  <b>Course Objective:</b> Define and demonstrate an understanding of general theatre terminology.  <b>Methods of Instruction:</b> "Lecture presentations and classroom discussion using the language of theatre."  <b>Other examples tied to course objectives:</b>  "Group presentations of major projects followed by in-class discussion and evaluation."  "Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances."  (Resources:  COR: A Curriculum Reference Guide, ASCCC, 2008, page 30, *52)</p>		
<b>*Methods of Evaluation</b>	<b>Do the methods of evaluation reflect integration with the stated course objectives in addition to the established methods of instruction?</b>		
	<p><i>Examples listed should reflect integration with the stated course objectives in addition to methods of instruction.</i></p> <p><b>Course Objective:</b> Define and demonstrate an understanding of general theatre terminology.  <b>Method of Evaluation:</b> Evaluation of written analysis for content, form, and application of dramatic performance review techniques.  Other examples:  Evaluation of contributions during class discussion  Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.  (Resources:COR: A Curriculum Reference Guide, ASCCC, 2008, page 34, *55;  Title 5 section 55002)</p>		
<b>*Assignments</b>	<b>Do the assignments listed demonstrate integration with course objectives and content by describing their purpose?</b>		
	<b>Are optional and alternate assignments included, if appropriate?</b>		
	<p><i>Listed assignments should reflect coverage of all objectives and content. Optional and alternate assignments should be included. Title 5 does not mandate a comprehensive list but the outline should provide examples. Good to include purpose of each assignment. Helps to also indicate that out of class assignments are clearly sufficient to meet the minimum study time hours</i></p>		

	<p><i>outside of class for each unit of credit awarded. Provides clarity that critical thinking is expected for a degree-applicable credit course.</i></p> <p><b>Course Objective:</b> Define and demonstrate an understanding of general theatre terminology.</p> <p><b>Sample Assignments:</b></p> <p><i>Participation in class discussions about plays</i></p> <p><i>Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.</i></p> <p><i>Written reviews of live performance.</i></p> <p><i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, ASCCC, 2008, page 37, *57;</i>  <i>Title 5 section 55002)</i></p>		
Required Text and Other instructional materials	<b>If a text is required, has the Author, title, publisher, and date of publication been included?</b>		
	<b>If the text is more than 5 years old, has an explanation been provided?</b>		
	<b>Does the outline only contain texts/materials that are required for the student to be able to effectively participate in the class and successfully pass the course?</b>		
	<b>Have required materials or other equipment that would be required for the student to effectively participate in the course been listed?</b>		
	<p><i>Texts and instructional materials should be completely referenced. Includes Author, title, publisher, and date.</i></p> <p><i>Items listed are only what is required for the student to be able to effectively participate in the class and successfully pass the course.</i></p> <p><i>Reminder that articulated courses to UC and CSU generally require that texts be no more than five years old. If beyond the five years, a written explanation should be provided.</i></p> <p><i>Required materials or other equipment that would be required for the student to effectively participate in the course should also be listed in this section.</i></p> <p><i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, ASCCC, page 40; Title 5 section 55002)</i></p>		
Grading Policy	<b>Does the course provide for measurement of student performance in terms of the stated course objectives?</b>		
	<p><i>Based on uniform standards pursuant to Title 5 §55023, that demonstrates proficiency in subject matter by means of written communication, problem solving and/or skills demonstrations, as appropriate to the course content.</i></p>		
<b>GENERAL CONSIDERATIONS</b>			
Intensity and Rigor	<b>Does the course treat subject matter with a scope and intensity that requires students to study independently outs of class time?</b>		
	<p><i>Evidence for level of intensity and rigor should be derived by the course topics, course objectives, assignments, assessments and reading materials that are presented in the Course Outline of Record. A degree-applicable credit course must require students to study independently outside of assigned class time</i></p>		

	<i>(reading, writing and other type of outside assignments). The expectation is that students will spend two hours outside of class for every hour of lecture.</i>		
<b>Difficulty and Level</b>	<b>Does the course demonstrate the need for critical thinking and the understanding and application of concepts at the college level?</b>		
	<b>Does the course require learning skills and a vocabulary that is appropriate for a college level course?</b>		
	<i>The curriculum committee ensures that the course proposed requires critical thinking, learning skills and vocabulary that is appropriate for a college level course.</i>		
<b>Recommended Preparation</b>	<b>Have prerequisites or corequisites been established to ensure success within a given course (title 5 §55003)</b>		
<b>Basic Skills Requirement</b>	<b>Is the success of the course dependent upon either communication or computation skills?</b>		
	<b>Is a prerequisite or corequisite recommended?</b>		
	<i>Needed for success in a degree applicable course that is dependent on either communication and/or computational skills. Approval is separate from course outline.</i>		
<b>Repeatability</b>	<b>Does the course appear to be appropriately classified based on current repetition guidelines as outlined by the Chancellor's Office?</b>		
	<p><i>General rule: district policy cannot permit a student to re-enroll in a credit course if the student received a satisfactory grade on the previous enrollment, unless an exception to the general rule applies.</i></p> <p><b>Exceptions include the following:</b></p> <p><i>Courses properly designated as repeatable</i></p> <p><i>Three Types of Courses that may be designated as repeatable are the following:</i></p> <ol style="list-style-type: none"> <li><i>1) "Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree (§55041(a)(1))</i></li> <li><i>2) "Intercollegiate Athletic"s (§55041(a)(2))</i></li> <li><i>3) "Intercollegiate academic or vocational competition" (§55041(a)(3))</i></li> </ol> <p><i>Significant Lapse in Time</i></p> <p><i>Variable unit courses that are offered open-entry/open exit</i></p> <p><i>Extenuating Circumstances</i></p> <p><i>Occupational Work Experience</i></p> <p><i>Legally Mandated</i></p> <p><i>Courses necessary due to significant change in industry or licensure standards</i></p> <p><i>(resource:</i>  <i>Credit Course Repetition Guidelines, CCCCO, July 2013: <a href="http://www.ccccurriculum.net/wp-content/uploads/2013/07/CreditCourseRepetitionGuidelinesFinal070513.pdf">http://www.ccccurriculum.net/wp-content/uploads/2013/07/CreditCourseRepetitionGuidelinesFinal070513.pdf</a>)</i></p>		
<b>Modality of Instruction</b>	<b>Is the originator proposing the offering of the course via distance Education?</b>		
	<i>Title 5 (§55206) mandates a separate review process. The separate review process is to ensure that the course being proposed can be taught in DE to the proposed COR and can maintain the same quality through regular effective instructor-student contact. Distance Education Addendum.</i>		
<b>Honors</b>	<b>If an honors course, has the honors addendum been completed and attached to COR?</b>		

<b>Overall</b>	<b>If course may have impact in other areas, has consultation with faculty taken place?</b>		
	<b>Have any typographical errors or grammatical errors been identified that need to be reported back to originator?</b>		

<b>APPROVAL CRITERIA FOR COURSES AND PROGRAMS</b> (excerpts from the Program And Course Approval Handbook, 5 <sup>th</sup> edition, California Community Colleges Chancellor's Office)		<b>Y</b>	<b>N</b>
<b>Appropriateness to Mission</b>	Are the objectives of the proposed program or the objectives outlined in the Course outline of Record consistent with the Mission of the community colleges by providing systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning? (ref: Legislature in CEC §66010)		
	Does the course fall under one of the 5 types of approved curriculum of CCC's? ❖ Degree-applicable credit ❖ Nondegree-applicable credit ❖ Noncredit ❖ Contract education ❖ Fee based community service		
	The program or course is directed at the appropriate level for CCC's. The course is not directed beyond the associates degree or first two years of college.		
	Does the course address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose? Courses cannot be primarily avocational or recreational.		
	Is the program or course in line with the mission statement and master plan of the college and district?		
	Does the course provide distinct instructional content and specific instructional objectives?		
	<b>Need</b>	Does the proposal demonstrate a need for either a program or course that meets stated goals/objectives in the region?	
Will the new proposed program cause harmful competition or unneeded duplication with an existing program at another college?			
Is the proposed program, new course or revised course in line with the Academic Master plan of the college/district and accreditation standards?			
If program is CTE in nature, has labor market information or employer survey from the local service area been provided? (Other forms of data include: industry studies, letters from employers, minutes of industry advisory committee meetings)			

	when offered with other evidence, studies or data from licensing agencies or professional associations) (resource: California Education Code (CEC) section 78015)		
	If program is CTE in nature, has a recommendation for approval from the appropriate Career Technical Education Regional Consortium been obtained or in process?		
<b>Curriculum Standards</b>	Has the program been designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives?		
	Are the programs and courses integrated? Are the courses designed to effectively meet their objectives and the objectives of the overall program?		
	Does the outline meet all Title 5 requirements (§55002) for credit and noncredit course requirements? (ie., units, description, objectives etc)		
<b>Adequate Resources</b>	Based on the proposed program description or Course outline of Record, does the college have the necessary resources needed to offer the program/course(s) at the level of quality described?		
<b>Compliance</b>	Is the course compliant with all state and federal laws, both statutes and regulations? (e.g, open course regulations, course repeatability, Open entry /open exit etc)		

# SECTION 4

## REQUIRED DATA ELEMENTS

# REQUIRED COURSE DATA ELEMENTS FOR CREDIT AND NON-CREDIT

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**Classification Code:** This element classifies a course in accordance with its primary objective.

Coding	Meaning
<b>CREDIT COURSES</b>	
<b>Y</b>	<b>Credit Course</b>
<b>NON CREDIT COURSES</b>	
<b>J</b>	Workforce Preparation Enhanced Funding Use code “J” if the course is part of an approved noncredit program in the area of Workforce Preparation authorized by CCR Title 5. §55151.
<b>K</b>	Other Noncredit Enhanced Funding Use code “K” if the course has been approved for noncredit enhanced funding in noncredit categories (CB22) A, C or I and does not meet the criteria for “J”.
<b>L</b>	Non-Enhanced Funding Use code “L” if the course has not been approved for noncredit enhanced funding.
<b>CODING Course-Noncredit-Category (CB22)</b>	
<b>English as a Second Language (ESL)</b>	
<b>A</b>	Courses providing instruction in the English language to adult, non-native English speakers with varied academic, vocational and personal goals.
<b>Citizenship for Immigrants</b>	
<b>B</b>	Courses for immigrants eligible for educational services in citizenship, English as a second language, and work force 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 training.
<b>Elementary and Secondary Basic Skills</b>	
<b>C</b>	Including courses such as remedial academic courses or classes in reading, mathematics, and language arts.
<b>Health and Safety</b>	
<b>D</b>	Health and safety education.
<b>Courses for Persons with Substantial Disabilities</b>	
<b>E</b>	Course is an “approved special class” according to the provisions of Title 5, Section 56028.

<b>Parenting</b>	
<b>F</b>	Including parent cooperative preschools, classes in child growth and development and parent-child relationships.
<b>Home Economics</b>	
<b>G</b>	Education programs for home economics.
<b>Courses for Older Adults</b>	
<b>H</b>	Education programs for older adults.
<b>Short-Term Vocational</b>	
<b>I</b>	Includes courses required for programs with high employment potential.
<b>Workforce Preparation</b>	
<b>J</b>	Workforce preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem skills that are necessary to participate in job-specific technical training.
<b>Credit Course</b>	
<b>Y</b>	Not applicable; a credit course.

**Transfer Code:** This element indicates whether or not the course is transferable to the University of California (UC) and/or to the California State University (CSU) systems on the basis of articulation agreements.

<b>Coding</b>	<b>Meaning</b>
<b>A</b>	<b>Transferable to both UC and CSU</b>
<b>B</b>	<b>Transferable to CSU only</b>
<b>C</b>	<b>Not transferable</b>

**SAM Priority Code:** This code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs.

<b>Coding</b>	<b>Meaning</b>
<b>A</b>	<b>Apprenticeship</b> (offered to apprentices only) The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards. Some examples of apprenticeship courses are: Carpentry, Plumbing and Electrician.
<b>B</b>	<b>Advanced Occupational</b> (not limited to apprentices) Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this



	area. The course may be a “capstone course” that is taken as the last requirement for a career technical education program. Priority letter “B” should be assigned sparingly; in most cases no more than two courses in any one program should be labeled “B”. Each “B” level course must have a “C” level prerequisite in the same program area. Some examples of “B” level courses are: Dental Pathology, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.
<b>C</b>	<b>Clearly Occupational</b> (but not advanced) Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract “drop-ins”. A “C” level course may be offered in several occupational programs within a broad area such as business or agriculture. The “C” priority, however, should also be used for courses within a specific program area when the criteria for “B” classification are not met. A “C” level course should provide the student with entry-level job skills. Some examples of “C” level courses are: Soils, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business Management, Advanced Keyboarding, Technical Engineering.
<b>D</b>	<b>Possibly Occupational</b> “D” courses are those taken by students in the beginning stages of their occupational programs. The “D” priority can also be used for service (or survey) courses for other occupational Programs. Some examples of “D” level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), Accounting (Beginning).
<b>E</b>	<b>Non-Occupational</b> These courses are non-occupational.

**\*Note: Work Experience courses not tied to a specific occupational program should be assigned the “E” priority. However, if the course is tied to a specific program, a “C” priority is appropriate.**

**Repeatability:** This data element indicates whether the credit course has been designated by the district as one for which repetitions may be claimed for state apportionment according to the provisions of Title 5, Section 55041.

***General rule:*** District policy cannot permit a student to re-enroll in a credit course if the student received a satisfactory grade on the previous enrollment, unless an exception to the general rule applies. With this rule in place, the majority of courses will NOT be repeatable.

Based on current regulations (Title 5 §55040), there are only three types of courses that may be designated as “repeatable”.

1. "Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree" (§55041(a)(1))
2. "Intercollegiate Athletics" (§55041(a)(2))
3. "Intercollegiate academic or vocational competition" (§55041(a)(3))

Though outside of the courses listed above courses will be identified as non-repeatable, there are a few exceptions to the general rule that permits a district to adopt policies which would allow a student who has received a satisfactory grade to enroll in the same credit course again (§55040(b)). The exceptions include the following:

- ❖ courses properly designated by a district as repeatable,
- ❖ a subsequent enrollment due to significant lapse of time,
- ❖ variable unit courses offered on an open-entry/open-exit basis,
- ❖ extenuating circumstances,
- ❖ occupational work experience courses,
- ❖ students with disabilities repeating a special class,
- ❖ legally mandated courses, and
- ❖ courses necessary as a result of significant change in industry or licensure standards.

For an additional enrollment to be allowed, either the student must meet the circumstances specified in the regulations for the exception or, in the case of repeatable courses, the district has properly designated the course as repeatable.

Districts are responsible for maintaining adequate support documentation so that the Chancellor's Office, Auditor General, and the auditor retained by the district pursuant to Education Code section 84040 may independently determine the adequacy of the course enrollment, attendance, and disenrollment information that forms the basis of the full-time equivalent student (FTES) reported by the district for state apportionment purposes. (§ 58030.) Simply put, a third party should be able to examine the district's records and determine that the repetition of a course by a student and the subsequent apportionment claim by the district for the attendance of that student in that course was allowable.

(Credit Course Repetition Guidelines, CCCCCO, July 2013).

### **The Taxonomy of Programs (TOPS Code)**

The Taxonomy of Programs (TOP) is a system of numerical codes used at the system level to collect and report system-wide information on programs and courses that have similar outcomes. Local program titles; however, differ substantially from college to college. For example, one college may offer a program titled Mechanized Agriculture, another college may offer a program titled Agriculture Engineering Technology, and a third college may offer a program with the title Agriculture Equipment Operations and Maintenance, all under TOP code 0116.00.

Although the TOP was originally designed to aggregate information about programs, the use of TOP codes has been extended to courses as well. Each program and course must be assigned a TOP code that is consistent with its content. TOP codes and titles serve a variety of purposes at the system level and are used in the following ways:

- The CCC Curriculum Inventory, to identify the particular types of curriculum throughout the state
- The MIS database, to collect and report information on student awards (degrees and certificates) granted for particular types of programs, enrollment, and full-time equivalent students (FTES) in courses within particular curriculum categories
- Career Technical Education (CTE) accountability reports on program completions and course success in particular types of occupational programs
- The reporting of noncredit programs and courses for each noncredit eligibility category and for determining eligibility for enhanced funding

**The *Taxonomy of Programs, 6th Edition* includes a list of TOP codes currently in use and is available on the Chancellor's Office Academic Affairs Division website ([www.cccco.edu/aad](http://www.cccco.edu/aad))**

In June 2012, the manual was revised to reflect the addition of TOP code sub-discipline Kinesiology (1270.00) to the Top code discipline of Health (12). In a March 19, 2007 memo, the Chancellor's Office clarified the use of TOP Codes in the **TOP-49 Interdisciplinary Studies** category. Many colleges have found the content of this memo helpful.

The Taxonomy of Programs (TOP) code should be assigned which best indicates the subject matter of the course. The TOP code assigned to a course is not to be linked to the TOP code of a particular program for Chancellor's Office approval purposes. See Taxonomy of Programs manual for the specific code and their values:

[http://curriculum.cccco.edu/Content/publicpagefiles/TOPmanual6\\_2009corrected7.8.13.pdf](http://curriculum.cccco.edu/Content/publicpagefiles/TOPmanual6_2009corrected7.8.13.pdf)

# SECTION V

## CURRICUNET USER GUIDE

# CurricUNET User Guide

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CurricUNET is an internet based curriculum process system SAC faculty use to process and store Curriculum. CurricUNET is accessible to all faculty and staff anywhere there is internet access. CurricUNET is also accessible to Students and others interested in viewing the Curriculum of Santa Ana College by accessing [www.curriculum.com/SAC](http://www.curriculum.com/SAC).

## COURSE REVISIONS:

### Logging on:

1. Log onto the internet using; Internet Explorer, Firefox, Safari or Chrome for PC and Firefox, Safari or Chrome for MAC.
2. Go to: [www.curricunet.com/sac](http://www.curricunet.com/sac).
3. Enter your login information: lowercase.
  - a. Username; last name\_first name.
  - b. Password; last name1.
4. Click on **OK**.

=====

### Course Revision:

1. On the left side of the screen you will see a list of tools.
2. Under the heading “**Build**” click on “**Courses**”.
3. You will see two (2) choices:
  - a. Course Revision: Changing or modifying an existing course.
  - b. Create Course: Create a New Course.
4. Since you are “**revising**” a course, click on “**Course Revision**”.
5. You will see the “**Course Search**” screen.
  - a. Status: A bullet should appear in either ALL or ACTIVE.
  - b. Discipline: From the pull down menu choose your **department**.
  - c. Course Number: You can enter the course number you wish to revise or leave blank.
  - d. Course Title – You can enter the course title you wish to revise or leave blank.
  - e. Click on **OK**.
6. You will see the “**Course Search Results**” screen.
7. You will see either the single course you searched for or all the courses in that department.
8. You will see two (2) icons on the left side under “actions”;

- a. WR: Course Outline Report, the actual outline.
  - b. 2 sheets of paper: Copy the original.
9. You will be using the **2 sheets of paper (copy icon)** to revise this course.
10. Click on the **2 sheets of paper** (copy icon).
11. You will see the “**Course Update Screen**”.
  - a. The course information will automatically appear.
  - b. Proposal Type: From the pull down menu you will choose “**Revised Course Proposal**”.
  - c. Click on **NEXT**.
17. You will see the “**Course Update Screen**” with a **rationale text box**.
  - a. “**Quadrennial Revision**” can be entered into this textbox.
  - b. Click on **OK**.
18. You will see the “**Course Construction Main Menu**”.
  - a. It contains the course number, title, short title and co-contributor.
  - b. If you'd like a Co-Contributor, this is the time to add one. (If you do not want a co-contributor skip to # 20.)
19. In the “**Course Construction Main Menu**”
  - a. Click on “**Add a Co-Contributor(s)**”.
  - b. You will see the “**Co-Contributor Screen.**” Here you will choose a Co-Contributor(s) from a pull down menu. You will also choose what areas in the Co-Contributor will be able to access.
20. On the right side of the screen you see the “**Course Check List**”. These are the pages of the course outline you will be revising.
  - a. If this is the first time the course has been revised in curricUNET (conversion was July 2010), you should look at all the pages.
  - b. If you are revising a course that has already been through curricUNET, you may not need to revise all the pages.
  - c. Click on the **page** you wish to revise from the “**Course Check List**” on the right side of the screen.
  - d. When making your revisions do not strike through or underline.
  - e. You should delete words, sentences, and numbers that are no longer part of the content.
  - f. You can cut & paste from an existing word document.
  - g. If you are missing any required information when you “save” the page, a message will appear in red either at the location or top of the page.

21. When you have finished your revision on that entire page, you have two choices; **Save or Finish**.
  - a. **Save**: Saves the information you entered and allows you to continue the revision at another time.
  - b. **Finish**: Saves the information you entered and completes (locks) that page. You can always go back later to “**unlock**” and edit, then “**finish**” again.
  - c. **Finish** also activates a summary text box at the top of the page that confirms you have completed all necessary information for that page.
  - d. As each page is “**Finished**”, a green check mark will appear on the “**Course Check List**” in the corresponding box(es). Indicating that page is complete.
22. The **SUBMIT** button will appear on the left side of the screen.
23. Click on **SUBMIT** only when you are absolutely sure you have completed your entire course revision and it is ready to go to the next level.
24. Your revised course outline has entered the approval process and moved forward to your department chairs' queue.
25. **IMPORTANT NOTE**: Please email any changes to: Budget Code, Classification Code, Transfer Code, Method of Instruction Code, SAM Code, or Tops Code to your curriculum secretary.

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Updated: 04-27-2011

## CREATE COURSE (NEW)

### Logging on:

4. Log onto the internet using; Internet Explorer, Firefox, Safari or Chrome for PC and Firefox, Safari or Chrome for MAC.
5. Go to: [www.curricunet.com/sac](http://www.curricunet.com/sac).
6. Enter your login information: lowercase.
  - a. Username; last name\_first name.
  - b. Password; last name1.
4. Click on **OK**.

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### Create New Course:

13. On the left side of the screen you will see a list of tools.
14. Under the heading "**Build**" click on "**Courses**".
15. You will see two (2) choices:
  - c. Course Revision: Changing or modifying an existing course.
  - d. Create Course: Create a New Course.
16. Since you are "**creating a new**" course, click on "**Create Course**".
17. You will see the "**Create New Course**" screen.
  - f. Subject: Only the subject(s) you have originator functions will be in the pull down menu.
  - g. Course Number: Check with your curriculum secretary for available new course numbers.
  - h. Course Title: Enter new course title.
  - i. Catalog Description: Enter in, or cut & paste from a word document, the catalog description.
  - j. Proposal Type: Choose **New Course Proposal**.
  - k. Click on **OK**.
18. You will see the "**Course Construction Main Menu**".
  - c. It contains the course number, title, short title and co-contributor.
  - d. If you'd like a Co-Contributor, this is the time to add one. (If you do not want a co-contributor skip to # 8)
19. In the "**Course Construction Main Menu**"
  - c. Click on **Add a Co-Contributor(s)**.
  - d. You will see the "**Co-Contributor Screen.**" Here you will choose a Co-Contributor(s) from a pull down menu. You will also choose what areas in the Co-Contributor will be able to access.



20. On the right side of the screen you see the “**Course Check List**”. These are the pages of the course outline you will be populating.
  - a. Click on the page you wish to begin populating. You do not have to go in order.
  - b. You may cut & paste from an existing word document.
  - c. If you are missing any required information when you “save” the page, a message will appear in **red** either at the location or top of the page.
21. When you have finished populating that entire page, you have two choices; **Save** or **Finish**.
  - a. **Save**: Saves the information you entered and allows you to continue the revision at another time.
  - b. **Finish**: Saves the information you entered and completes (locks) that page. You can always go back later to “**unlock**” and edit, then “**finish**” again.
  - c. **Finish** also activates a summary text box at the top of the page that confirms you have completed all necessary information for that page.
  - d. As each page is “**Finished**”, a green check mark will appear on the “**Course Check List**” in the corresponding box(es). Indicating that page is complete.
22. The **SUBMIT** button will appear on the left side of the screen.
  - a. Click on **SUBMIT** only when you are absolutely sure you have completed the entire course and it is ready to go to the next level.
23. The new course outline has moved forward to your department chairs’ queue.
24. **IMPORTANT NOTE**: Please email your new course Budget Code, Classification Code, Transfer Code, Method of Instruction Code, SAM Code, and Top Code to your curriculum secretary.

Created: 02-15-2011  
Updated: 04-27-2011

## COURSE DELETION/ARCHIVE

### Logging on:

7. Log onto the internet using; Internet Explorer, Firefox, Safari or Chrome for PC and Firefox, Safari or Chrome for MAC.
8. Go to: [www.curricunet.com/sac](http://www.curricunet.com/sac).
9. Enter your login information: lowercase.
  - a. Username; last name\_first name.
  - b. Password; last name1.
4. Click on **OK**.

=====

### Course Deletion/Archive:

25. On the left side of the screen you will see a list of tools.
26. Under the heading "**Build**" click on "**Courses**".
27. You will see two (2) choices:
  - e. Course Revision: Changing, modifying or archiving an existing course.
  - f. Create Course: New Course.
28. Since you are "**deleting/archiving**" a course, click on "**Course Revision**".
29. You will see the "**Course Search**" screen.
  - l. Status: A bullet should appear either in ALL or ACTIVE.
  - m. Discipline: From the pull down menu choose your **department**.
  - n. Course Number: You can enter the course number you wish to delete/archive or leave blank.
  - o. Course Title: You can enter the course title you wish to delete/archive or leave blank.
  - p. Click on **OK**.
30. You will see the "**Course Search Results**" screen.
31. You will see either the single course you searched for or all the courses in that department.
32. You will see two (2) icons on the left side under "actions";
  - c. WR: Course Outline Report, the actual outline.
  - d. 2 sheets of paper: Copy the original.
33. You will be using the 2 sheets of paper (copy icon) to **deleting/archiving** this course.
34. Click on the **2 sheets of paper** (copy icon).
35. You will see the "**Course Review Proposal Screen**".
  - d. The course information will automatically appear.

- e. Proposal Type: From the pull down menu you will choose "**Course Deletion**".
- f. Click on **NEXT**.
12. You will see the "**Course Review Proposal Screen**" with a **rationale text box**.
  - c. Type in your rationale (example: Course has not been offered for several semesters).
  - d. Click on **OK**.
13. You will see the "**Course Construction Main Menu**".
  - e. It contains the course number, title, short title and co-contributor.
14. On the right side of the screen you see the "**Course Check List**". Click on **Cover**.
15. Scroll down to the "Proposal Information" section.
16. You will see "Proposed Start"
17. Enter the year this course will be removed from the catalog (example: 2012).
18. Enter the semester from the pull down menu.
19. Click on Save.
20. Click on Finish and the **SUBMIT** button will appear on the left side of the screen.
21. Click on **SUBMIT**.
22. Your deleted/archived course outline has entered the approval process and has moved forward to your department chairs' queue.

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Updated: 04-27-2011

# SECTION VI

## STANDARDS FOR CRITERIA & COURSES

**The curriculum committee is the ‘vehicle’ upon which the local academic senate relies in carrying out its responsibility to develop curriculum recommendations for presentation to the local governing board. As stated in the following Title 5 sections, courses and programs must be recommended by the curriculum committee and approved by the governing board of a college district. The Board of Governors has final approval for educational programs passed the local board and assures the local governance procedures affirm the primary responsibility of the academic senate in academic and curricular matters.**

# Standards for Criteria and Courses

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## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

##### **Subchapter 1. Programs, Courses and Classes**

##### **Article 1. Program, Course and Class Classification and Standards**

##### **§ 55002. Standards and Criteria for Courses.**

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

***(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.***

***(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:***

**(A) Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that 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 demonstrations by students.

**(B) Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

(C) **Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) **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 that are established, reviewed, and applied in accordance with the requirements of this article.

(E) **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) **Difficulty.** The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) **Level.** The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) **Conduct of Course.** Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) **Repetition.** Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(b) **Nondegree-Applicable Credit Course.** A credit course designated by the governing board as not applicable to the associate degree 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 is approved by the district governing board.

**(1) Types of Courses. Nondegree-applicable credit courses are:**

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

**(2) Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) **Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is 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.

(B) **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) **Intensity.** The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses,

will have acquired the skills necessary to successfully complete degree-applicable work.

(D) ***Prerequisites and corequisites.*** When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) **Conduct of Course.** All sections of the course are 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.

(5) **Repetition.** Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(c) **Noncredit Course.** 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.

(1) ***Standards for Approval.*** The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.



(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

**Note:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901, Education Code.

# SECTION VII

## POLICIES FOR PREREQUISITES/COREQUI SITES/ADVISORIES

# Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation

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Title 5, section 55002, requires, for degree-applicable credit courses, that the campus curriculum committee determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for nondegree-applicable credit courses.

However, Title 5, section 55003, through local district polices, requires with certain limited exceptions, that prerequisites must be carefully scrutinized before they are established, to be certain that they are necessary and not discriminatory. The review of prerequisites and corequisites is part of the curriculum review conducted by the college curriculum committee. In accordance with Title 5, section 55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate, and non-discriminatory, or required by regulation or statute. Prerequisites that are met by assessment must conform to the matriculation assessment process found in Title 5, section 55500.

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

Terms used in Title 5, section 55003, are defined as follows:

- **Advisory on recommended preparation** means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- **Corequisite** means a condition of enrollment consisting of a course in which a student is required to enroll in order to succeed in another course. The

student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course. For example, a course in Medical Transcription may require an Introduction to Medical Terminology course as corequisite. The student's familiarity with medical terms will enable the student to succeed in medical transcription.

- **Prerequisite** means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Meeting the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the target course. The prerequisite ensures that students possess the skills or knowledge necessary for success in a program or course. For example a course might establish completion of an English course (or placement into English at a specific level) as a prerequisite before the student may enroll in a Philosophy course that requires high-level reading and writing skills.

A prerequisite or corequisite may be required by statute or regulation, or may ensure the health and safety of students in the course for which the prerequisite or corequisite is established. For example, a college might require that students complete a course in Food Safety as a corequisite to an Introduction to Culinary Arts course. The knowledge of food safety is required by health regulations and also ensures the safety of students in the laboratory portion of the Culinary Arts course.

A course may be established as a prerequisite or a corequisite. If established as a prerequisite, a student must enroll in the course prior to enrollment in the target course. If established as a corequisite, the student may enroll in the corequisite prior to enrolling in the target course or simultaneously with the target course.

*The Guidelines for Title 5, section 55003: Policies, Prerequisites, Advisories on Recommended Preparation* document was released February 2012 and is available on the Chancellor's Office Academic Affairs Division website ([www.cccco.edu/aad](http://www.cccco.edu/aad)). (PCAH, CCCCO, 5<sup>th</sup> ed., 2013)

# Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation

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## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

##### **Subchapter 1. Programs, Courses and Classes**

###### **Article 1. Program, Course and Class Classification and Standards**

###### **§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.**

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

(1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.

(2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record,

particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.

(4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites based on content review.

(d) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

(1) it is required by statute or regulation; or

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(3) it is required by four-year institutions; or

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and

the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:



(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or

(6) Such other grounds for challenge as may be established by the district governing board.

(q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

(r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

**Note:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

# RSCCD BP6133 - Course Prerequisites, Corequisites, and Advisories

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The Rancho Santiago Community College District adopts a policy on course prerequisites, corequisites, and advisories in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The policy, which is specified for implementation as Administrative Regulation (to be determined), is established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Sub-Chapter 1 of Chapter 6 of Title 5 of the California Code of Regulations. The Board recognizes that if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately they constitute unjustifiable obstacles to student access and success; therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards and in assuring the health and safety of students as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

Adopted 03/14/94

# RSCCD AR6133 - Course Prerequisites, Corequisites, and Advisories

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**January 1, 1997**

The Rancho Santiago Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are not needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between two concerns.

## **I. COLLEGE POLICIES AND PROCEDURES**

### **A. Information in the Catalog and Schedule of Classes**

The following explanations will appear both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines and the various types of challenge that are established in law.
3. Define advisories on recommended preparation and the right of a student to choose to take a course without meeting the advisory.

### **B. Challenge Process**

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. The student can obtain Prerequisite/Corequisite Challenge Form from a division office. The student completes the form, providing a reason and evidence for the challenge, and submits it to the appropriate Division Dean.
2. The challenge will be reviewed by a committee consisting of the Division Dean, or designee, department chair, or designee, and one department or division representative or designee.
3. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge in a timely manner. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.
4. Grounds for challenge shall include the following:
  - a. Those grounds for challenge specified in Section 55201(e) of Title 5.
  - b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more to the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.
  - c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

### **C. Curriculum Review Process**

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) upon the recommendation of the Curriculum and Instruction Council. Certain limitations on enrollment must be established in the same manner. See II.C. below.
2. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a. The faculty in the discipline or, if there is no faculty member in the discipline, the faculty in the department do all of the following:
    - (1) Approve the course, and,
    - (2) As a separate action, approve any prerequisites, or corequisites, only if:
      - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program; and as

demonstrated by a content review including, at a minimum, all of the following:

- i. involvement of faculty with appropriate expertise;
- ii. consideration of course objectives set by relevant departments(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
- iii. be based on a detailed course syllabus and outline of record, tests, related instruction materials, course format, type and number of examinations, and grading criteria.
- iv. specification of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment.
- v. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
- vi. Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and
- vii. maintain documentation that the above steps were taken.

(b) The prerequisite or corequisite meets the scrutiny specified in one of the following: II.A.1.a. through II.A.1.g. and specify which.

(3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

(4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

(a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum and Instruction Council.

(b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication. If receiving a satisfactory grade is sufficiently dependent on such

skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics respectively.

(c) A course which should have a prerequisite or corequisite as proved in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

(1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit or community service; (Section 55002) or

(2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

b. The Curriculum and Instruction Council also reviews the course and prerequisite in a manner that meet each of the requirements specified in Title 5, Section 55002(a)(1).

#### **D. Program Review**

As a regular part of the curriculum review process or at least every six years, the faculty shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum and Instruction Council and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

#### **E. Implementing Prerequisites, Corequisites, and Limitations on Enrollment**

Implementation of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

#### **F. Instructor's Formal Agreement to Teach the Course as Described**

By accepting employment with the district, faculty agree to teach in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the established of the prerequisite or corequisite.

## **II. Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but rather, an advisory on recommended reparation and must be identified as such in the class schedule and catalog. Establishing advisories does not require all the following steps. (See II.B. below)

### **A. Prerequisites and Corequisites**

#### **1. Levels of Scrutiny**

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:

##### **a. The Standard Prerequisites or Corequisites**

The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the faculty in the discipline or department and the Curriculum and Instruction Council as provided above, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflects in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

##### **b. Sequential Courses Within and Across Disciplines**

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum and Instruction Council as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

##### **c. Courses in Communication or Computation Skills**



Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done.

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- (2) Research is conducted as provided in II.A.1.g.
- (3) The prerequisite or corequisite may be established for a period of not more than one year while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a. and by the Curriculum and Instruction Council as provided in I.C.2.b. and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

#### **d. Cut Scores and Prerequisites**

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and class schedules or reinforced in subsequent semesters until the problems are resolved, and subsequent data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g. of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory or recommended preparation while the problems are being resolved.

#### **e. Programs**

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

#### **f. Health and Safety**

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum and Instruction Council as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
- (2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

**g. Recency and Other Measures of Readiness**

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- (2) Data are gathered according to sound research practices in at least one of the following areas:
  - (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.
  - (b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the College determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
  - (c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
  - (d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.
- (3) The standard or any comparison done pursuant to II.A.1.g. shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or corequisite as a recommended preparation and may seek to establish it as a prerequisite or corequisite

only by the following the process described in this policy and any applicable college policies.

- (4) If the Curriculum and Instruction Council has determined that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than one year while research is being conducted and a determination is being made, provided that
- (a) All other requirements for establishing the prerequisite or corequisite have already been met; and
  - (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may no constitute more than 20% of those enrolled in any one course.
  - (c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must reviewed. (See I.D. above)

## **2. Additional Rules**

Title 5, Section 55202 specified additional rules which are to be considered part of this document as though reproduced here.

## **B. Advisories on Recommended Preparation**

The College may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided in I.C. above. Such recommended standards of readiness are called advisory prerequisites.

## **C. Limitations on Enrollment**

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the Curriculum and Instruction Council specified above including the requirement to review them again at least every six years. The following requirements must also be met in order to establish these particular limitations on enrollment.

### **1. Performance Courses**

The College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- b. The College includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- c. Limitations on enrollment established as provided for performance courses shall be reviewed at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512)

## **2. Honors Courses**

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above there is another section or another course or courses at the College which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

## **3. Blocks of Courses or Sections**

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of student. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum and Instruction Council as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the course, then the College must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

**Legal reference:** N/A

**Responsible Manager:** Executive Dean of Instruction

# RSCCD Prerequisite Validation Form

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Department Requesting a Prerequisite: \_\_\_\_\_

Prerequisite Course Requested: \_\_\_\_\_

Exit knowledge and skills a student should possess upon successful completion of the pre-requisite course:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Knowledge and skills that students should possess to be ready to take: \_\_\_\_\_

\_\_\_\_\_

Next to each of the skills below, please place an X in the box corresponding to the pre-requisite exit skill(s) listed above.

	Pre-requisite Exit Skills				
1.					
2.					
3.					
4.					
5.					

# Prerequisite/Corequisite Challenge Form

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Phone: (    ) \_\_\_\_\_ Street Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Course I wish to enter:	Prerequisite or course requirement I wish to challenge:
-------------------------	---------------------------------------------------------

SAMPLE

## Prerequisite / Corequisites Challenge Procedures

*Check the box that best describes the reason you are challenging the prerequisite/corequisite:*

- 1. It has not been made reasonably available.** I understand that I must take the petition directly to the dean of the division, who will consult with the department chair in which the course is offered who will determine with 5 working days whether the required course was reasonably available, and if not, will waive the prerequisite for the term. My request must be made prior to the first day of the semester (or summer session).
- 2. It is not valid because it is not necessary for success in the course for which it is required (student documentation required).** I understand that I must take the petition directly to the dean of the division in which the course is offered who will review the petition with appropriate faculty and provide written notification to the student within 5 working days.
- 3. The prerequisite is discriminatory or applied in a discriminatory manner (student documentation required).** I understand that I should present documentary evidence to the dean of the division in which the course is offered who will review the evidence with faculty and provide written notification to me within 5 working days.
- 4. I have the knowledge or ability to succeed in the course despite not meeting the prerequisite (student documentation required).** I understand that I must take the petition directly to the dean of the division in which the course is offered who will arrange for an appropriate instructor to evaluate the documentation within 5 working days.

I have received the student's petition and I have arranged for the appropriate instructor(s) to evaluate the documentation.

\_\_\_\_\_  
Division Dean

## Petition to Challenge Prerequisite / Corequisites (attach documentation)

*It is the responsibility of the student to provide compelling evidence to support the challenge.*

I acknowledge that Rancho Santiago College has determined that this prerequisite or corequisite is necessary for success in the course and that, in the event prerequisite/corequisite is waived, I am taking personal responsibility for succeeding without this prerequisite.

## For Official Use Only:

Action Taken: \_\_\_\_\_ Date: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Department Chair or Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division dean signature for waiver under #1 above: \_\_\_\_\_ Date: \_\_\_\_\_

# SECTION VIII

## MINIMUM REQUIREMENTS FOR ASSOCIATE DEGREE

# Minimum Requirements for the Associate Degree Policies

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## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

##### **Subchapter 1. Programs, Courses and Classes**

##### **Article 6. The Associate Degree**

##### **§ 55063. Minimum Requirements for the Associate Degree.**

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra



shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

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 which, as determined by the local 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.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general

education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy

both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) 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.

**Note:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

# SECTION IX

## PROGRAM DISCONTINUANCE

# RSCCD AR6134 – Program Discontinuance

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**January 2000**

The procedures are based on the guiding principles that: 1) considerations of program discontinuance are distinct from program improvement; 2) if there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, the processes of this procedure [i.e., two semesters of program review and convening of the Program Discontinuance Review Committee of (PDRC)] do not need to go into effect; 3) program discontinuance is an academic and professional matter for local academic senates, and; insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases. As a result, this procedure will be kept separate from development of Department/Discipline portfolios. In addition, if this procedure needs to be invoked, or if a program is to be discontinued on the basis of mutual faculty/Administrator agreement, the bargaining unit will be notified and given the necessary time to resolve the issues of collective bargaining. Vital academic considerations include effects on students, balancing the college curriculum, education and budget planning and issues of regional coordination for occupational programs. Qualitative as well as quantitative data need to be used as a result. Qualitative data is less statistical and more value-laden. The quality of the breadth and depth of the curriculum, and the teaching and learning process should be taken into consideration. Student satisfaction and how the program is perceived by articulating universities or employing business and industry are factors as well. Quantitative data include weak enrollment trend (e.g., lack of demand); insufficient frequency of course section offerings to assure reasonable availability for students; poor retention; poor term-to-term persistence for those in courses in the major; poor rate for student achievement of program goals; lack of demand in the workforce; or unavailability of transfer major.

1. A review process will go into effect when the department chair, in consultation with the discipline faculty, and/or the administrator working directly with the program in consultation with the faculty and the Vice President of Academic Affairs, using the factors listed above, have determined that a program is in jeopardy. Department/discipline members and the administrator working directly with the program will identify aspects, e.g., qualitative and quantitative data, which apply to the specific program and then do a preliminary analysis of items related to the mission of the college, enrollments trends, workforce-related

issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements. Then, formal notice, including the factors used to make the determination, will be sent to the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the collective bargaining unit, and the Vice President of Academic Affairs.

2. The department/discipline will then work internally for two semesters to review program goals and attempt to ameliorate the situation. Ongoing documentation will be needed. Notice of process will again be sent to the President of the Academic Senate, the chair of the Curriculum and Instruction Council, the bargaining unit, the Vice President of Academic Affairs, and the President of the college.
3. After two semesters, a comparative study will be conducted on the quantitative/qualitative factors identified as pertinent to the program. If the situation persists, the area administration, in consultation with the faculty, will ask the District Curriculum and Instruction Council to convene the Program Discontinuance Review Committee to make a recommendation. This committee will hold meetings with provision for public comment, and will have a first and second reading of action items. The membership of this committee will include the District Curriculum and Instruction Council Chair or designee as ex officio member, the affected department chair(s), one faculty member, chosen by the department chair(s) from within the program or related discipline and two from outside the program, (chosen by the Curriculum and Instruction Council Chair with the approval of the Curriculum and Instruction Council), the affected Division Dean/Administrator and the Vice President(s) of Academic Affairs. If a program is unique to either SAC or SCC, the designated committee makeup will include the department chair, faculty and administrators from the affected college.
4. If it is determined by the Program Discontinuance Review Committee that the program should be discontinued, by an absolute majority, there will also be a recommendation for a phase-out period which will vary from program to program to ensure that all students in the program have the opportunity to complete the program, and to ensure that all students in the program have the opportunity to complete the program, and to ensure that the bargaining unit may resolve contractual issues for faculty in the affected program. These recommendations will then be forwarded to the Board of Trustees for approval.

**Legal reference:** Title 5: 55130, 55102 Education Code: 78016

**Responsible Manager:** Vice Presidents of Academic Affairs

# SECTION X

## ACADEMIC HONESTY



# Academic Honesty Policy Information

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## *Introduction*

Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. We as an institution, also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

## *Procedures*

In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an "Academic Honesty Incident Report" form and distribute the form to the appropriate offices listed.

There are two categories of sanctions: Limited and College-wide. Limited sanctions include an academic action such as assigning a lower letter grade or a grade of "F" for the assignment, project, or test. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including a suspension or expulsion from the college.

In matters relating to academic honesty policy violations, the primary responsibility for the disciplinary proceedings rests with the instructor and the academic division where the violation allegedly occurred. The Dean of Student Affairs will assist in all College-wide sanctions.

**ACADEMIC HONESTY INCIDENT REPORT FORM**

<input type="checkbox"/> Santa Ana College	<input type="checkbox"/> Santiago Canyon College
--------------------------------------------	--------------------------------------------------

Student: \_\_\_\_\_  
Name Student ID Number

Class: \_\_\_\_\_  
Title Ticket # Semester

Instructor: \_\_\_\_\_  
Name (Please Print) Department  
\_\_\_\_\_  
Signature Date Phone Number

**Date of Incident:** \_\_\_\_\_

**Description of Incident:** (Attach additional pages or supplementary report as necessary; please include original, photocopy or facsimile copies of supporting documents.)

Academic penalty assessed by instructor (limited to assigning a lower grade or a grade of "F" for the assignment, project, quiz or exam):

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**Instructor must forward copies of completed form to:**

- Student
- Associate Dean of Student Development
- Division Dean

# SECTION XI

# DISTANCE EDUCATION

# Definition of Distance Education (DE)

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## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

#### **Subchapter 3. Alternative Instructional Methodologies**

#### **Article 1. Distance Education**

#### **§ 55200. Definition and Application.**

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

#### **Note:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Title 29 United States Code Section 794d.

Title 42 United States Code section 12100 et seq.

### **Distance Education**

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

These regulations refer to all courses that are developed with the intent that individual classes or sections, or any portion of the course, may be scheduled as distance education instead of traditional, face-to-face instruction. This includes courses referred to as “hybrid” which combine traditional, face-to-face instruction

and distance education with either synchronous or asynchronous instructor-student interaction through communication technology.

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

Additional resources related to distance education include:

- The Integrated Postsecondary Education Data System (IPEDS) provides a glossary of terms related to distance education ([www.nces.ed.gov](http://www.nces.ed.gov), see *Glossary*).
- The Accrediting Commission for Community and Junior Colleges (ACCJC) *Substantive Change Manual* cites the “addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education” as a substantive change for accreditation purposes (August 2012, p. 10).
- The Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC) published a *Guide to Evaluating Distance Education and Correspondence* (August 2012) available at [www.accjc.org](http://www.accjc.org).

The Chancellor's Office Academic Affairs Division with the Education Technologies Advisory Committee (ETAC) published *Distance Education Regulations and Guidelines* (2008 Omnibus Version) available at [www.cccco.edu/aad](http://www.cccco.edu/aad). In addition, *Distance Education Regulations and Guidelines for Students with Disabilities* (January 2011), was published via a Chancellor's Office task force with expertise from Disabled Student Programs and Services Regional Coordinators, the High Tech Training Center Training Unit Advisory Committee, and the Educational Technology Advisory Committee. (PCAH, CCCCO, 5<sup>TH</sup> Ed, 2013)

# Instructor Contact Distance Education (DE)

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## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

#### **Subchapter 3. Alternative Instructional Methodologies**

#### **Article 1. Distance Education**

#### **§ 55204. Instructor Contact.**

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

#### **Note:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

# Distance Education (DE) Addendum Approval

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## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

#### **Subchapter 3. Alternative Instructional Methodologies**

#### **Article 1. Distance Education**

#### **§ 55206. Separate Course Approval.**

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

#### **Note:**

Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

# Santa Ana College Regular Effective Contact Policy

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## **Regulations:**

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

### **55200. Definition and Application.**

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

### **55202. Course Quality Standards.**

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

**Guideline for Section 55202** This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

### **55204. Instructor Contact.**

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:



(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **Guideline for Section 55204**

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

### **Background:**

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, face-to-face office visits, or live electronic interaction; such as Skype or CCC Confer.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process

and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all DE courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session”.

### **SAC POLICY**

All DE courses at SAC, whether hybrid or fully online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- **Frequency:** DE Courses are considered the “virtual equivalent” to on-campus courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, on-campus course.
- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

**Type of Contact:** Regarding the type of contact that will exist in all SAC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Interactive tools, such as discussion boards, blogs, wikis, and chat, within the course management system, with appropriate active instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
- General email/messages
- Weekly announcements in the Course Management System
- Timely feedback for student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

### **Suggestions:**

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System. <http://www.cccconfer.org>
- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.
- Instructors should prepare for online course delivery by completing college requirements to teach online.

*These policies were adapted from Mt. San Jacinto College.*

*SAC Academic Senate Approval 5-14-13*

## Distance Education Instructor Certification Policy

Instructors assigned to teach online or hybrid classes as defined in the class schedule, will be required to complete the following training:

**Phase 1: Before an instructor is assigned to teach a distance education class for the first time\* they must complete training in the following areas:**

- Course Management System (Bb) training
- New Technologies Training
- Online Teaching and Pedagogy
- Effective and Engaging Techniques
- Assessment Methods
- Capstone – Online Course Creation & Review (optional for blended courses)

Examples of satisfactory training include completion of one of the following:

- Santa Ana College's Online Instruction Certification
- Completion of the California Community College @One Online Teaching Certification

(<http://www.onefortraining.org/certification/>) within the last three years.

**Phase 2: After an instructor has started teaching a distance education course, it is strongly recommended that they complete the following:**

- Mentoring from an experienced distance education instructor for at least the first semester and longer if deemed appropriate.
- Continue professional development in online teaching and new technology

Phase 2 can be accomplished through a variety of means including but not limited to:

- Presenting or participating in online learning multimedia courses and workshops offered during Santa Ana College Flex Week.
- Participation in conferences, webinars, listservs, forums or workshops related to online teaching.
- Mentoring new online instructors.

### **Continuing Evaluation**

A critical component of maintaining the quality of online education is continued evaluation. Online classes should be evaluated as part of the normal instructor evaluation process. Online and traditional instruction are dissimilar, they require different skill sets for class preparation and delivery. If an instructor teaches both online and in the classroom, it is most strongly recommended that both venues be evaluated in a comprehensive instructional evaluation.

*Adapted from Cuyamaca College*

\* Distance education instructors already teaching online/hybrid prior to the implementation of this policy will have one year in which to complete their training.

Academic Senate Approval 5-14-13

## Beginning-of-Semester Checklist for Distance Education Instructors



✓	<b>To-Do's</b>
<input type="checkbox"/>	Logon to Blackboard ( <a href="http://rscdd.blackboard.com">http://rscdd.blackboard.com</a> ) and request a Bb course shell if you don't see one for the current semester (send an email and be sure to include your course name and section #)
<input type="checkbox"/>	(Optional) Export your course from a prior semester and Import into this semester's course shell
<input type="checkbox"/>	<b>Delete any replicated menu items</b>
<input type="checkbox"/>	Upload your new course syllabus
	<b>Delete any old Announcements and Discussion board items</b> as old dates are confusing to students
	<b>Update any due dates</b> within Assignment submittals, Exams and the Grade Center
	<p><b>Create a new Welcome Announcement</b> with instructions on where to begin your course and expectations for the online student for evidence of course attendance.</p> <ul style="list-style-type: none"> <li>❖ You may want to create your Welcome announcement before classes begin and email the announcement to all students.</li> </ul>
	<p><b>Orient your students to your course.</b></p> <ul style="list-style-type: none"> <li>❖ Consider making a screen capture video of how your Blackboard course is set up, present your syllabus, set expectations, and receive and answer questions.</li> <li>❖ Consider using CCCConfer to meet live with your students. Students unable to make the live orientation are still able to view a recording of the conference at any time.</li> </ul>
	<b>Check all external links and file links</b> to assure they are all valid/current
	<b>Verify Blackboard Students against WebAdvisor Roster</b> (see attached)
	Notify the <a href="#">Distance Education Office</a> if you know of any <b>students that are Out-of-State</b> in your online course. (see attached)
	Regularly look through your course to assure Regular and Substantive Interaction. <b>You must have evidence of academic engagement for online/hybrid enrollments and regular substantive interaction.</b> (see attached)
	<p>Assure you have <b>Reminders to students</b> to:</p> <ol style="list-style-type: none"> <li>1. Update their Bb and WebAdvisor emails</li> <li>2. Assure their computer and browsers are in good working condition – direct students to <a href="#">DE web page on web browsers</a>. If you use online tests, have a zero-point or extra credit quiz for students to assure their computer/browser/internet connection are ready for online exams.</li> </ol>
	<b>Make your course available</b> for students (Control Panel-Customization-Properties-Click “Yes” to “Make Course Available”-Submit)
	<p><b>Regularly Contact/Drop inactive students and document Last Day of Attendance (LDA)</b> The LDA must be documented based on a student's last <i>academically related activity</i>. Blackboard log in statistics are not appropriate. See attached for important details.</p>
	<b>Save dropped student work</b> (see attached)

## Rosters

- **WebAdvisor is your “true” roster.** On Monday, the first day of classes, your Blackboard roster should reflect all students that have enrolled in your course and all students that have dropped from the Friday before class start. Thus, it is possible that any students dropping over the weekend will not be reflected on Blackboard.
- **Adds from WebAdvisor will be run twice a day for the first two weeks of classes.** However, let your add students know that they should see your course on Bb later in the day or the next day at the latest.
- Any drops that occur after classes begin are up to the instructor to remove.
- **Any problems or questions, please have them email/call/stop-by the Distance Education Office**
- **Check your Blackboard Roster against your WebAdvisor Roster!**
  - o Any missing students on Bb, contact Distance Education
  - o Any students on Bb that are not on WebAdvisor, please remove them from Bb (Users and Groups-Users-Click the user-Click Remove Users from Course)

## Out of State Students (New!)

The US Department of Education requires that colleges offering distance education, to students in which it is not physically located, must meet that State’s requirements for it to legally offer postsecondary distance education in that State.<sup>1</sup> Some states do not regulate public institutions. Others require an application fee from the college to apply.

- **Reports** are run on a regular basis by the Distance Education and Admissions Offices to identify students that are enrolled in a distance education course that reside out of state. If the state is one of our identified states of agreement, there is no issue. If the state is one in which we do not have an agreement, the Distance Education Office will notify the state’s department of education. In some cases, if an application fee is required, the Distance Education Office will notify the student and let them know that they cannot take the course.
- Because the regulations of states vary and are subject to change, we need to handle out of state students on a case- by-case basis.
- The college application process notifies out-of-state students to contact the Distance Education Office.

**Bottom line: If you are aware of any out-of-state students in your course, or interest from an out-of-state student, please have them contact our office immediately.**

## **Last Date of Attendance (New!)**

Heightened standards by the Department of Education **require documentation** of “regular and substantive interaction between the students and faculty” showing evidence of academic engagement for online enrollments and regular effective contact. This includes the first week of classes.

Online faculty is required to do the following:

- ❖ **Have one or more regular activities that must be accomplished within a week’s time.**
- ❖ Activities can be any type of student participation such as:
- ❖ **Interactive Activities: Discussion board, Blogs, Wikis, Chats**
  - A “Getting to Know You” discussion board is a nice forum to begin with in a course. A quick 2-3 questions for students to respond to and reply to other student posts allows the class to get to know you and each other. Set a welcoming tone by giving some information about yourself and comment on each student’s post.
- ❖ **Quizzes/Tests**
  - Orientation quizzes are quick and easy to do. A quiz on your syllabus or course site, or a survey on knowledge of your topic area by a given due date will give you drop criteria and will give the student an opportunity to use the online quiz in a situation where the points are minimal or non-existent.
- ❖ **Assignments/Projects**
- ❖ Consider offering **live class sessions** and office hours (via chat, Skype, CCCConfer, etc.)

### **Bottom line:**

- ❖ **Regular and Substantive interaction and activities must occur throughout the entire semester.**
- ❖ The Last Date of Attendance and documentation of when activity stopped should be attainable. This is easily stored in Bb by **a column in the Grade Center for “Last Date of Attendance” with a comment documenting reasons for dropping.**



## Dropping:

- Your **drop policy must be stated in your course syllabus.**
  - ❖ **Example:**
    - In this course:
      - Students must attend one of the mandatory introductory sessions offered during the first week of classes or they will be dropped for non-attendance.
      - Students must complete the “Orientation Exercises” and participate in Week #1’s discussion board by Monday of the second week of classes or they will be dropped.
      - Students must participate on the course site with discussion board posts, online quiz submissions, project submissions or other online interactions for that week (blogs, wikis, chat). If two consecutive weeks of non-participation is observed by the instructor, the student may be dropped.
- **You may not keep a student enrolled in your course if you do not see academic engagement and regular and substantive interaction.**
- **You should attempt to contact students who have stopped all academically related activities to explain that they will be dropped unless they reengage in substantive assignments within your defined time period.**
- Login statistics, such as “Last Access”, are **not evidence of substantive student participation.**
- **(NEW!) All Dropped student work must be saved** along with documentation of when activity stopped.

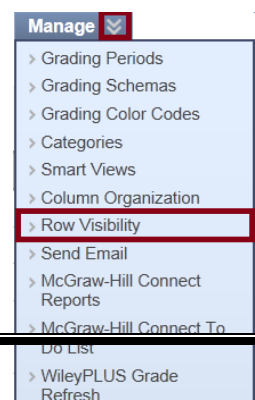
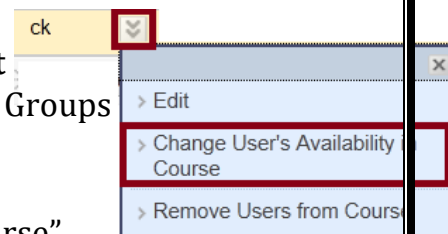
**Do not “Remove”** a student from your Bb course if they have participated in any online course activity.

- ❖ Drop the student from WebAdvisor
- ❖ **Make the course “Unavailable” to the student**
  - Under the Control Panel, select Users and Groups
  - Users
  - Select Chevrons for the student account
  - Click to “Change User’s Availability in Course”
  - Select “No” for “Available for this course only
  - Submit

- ❖ **Hide the dropped student row in Grade Center**

In the Grade Center, select

Select the chevrons  
-Click Row Visibility



- Click the box for the dropped
- Click to “Hide Rows”
- Submit

- ❖ **All student work must be saved, even for dropped students.**
- ❖ **You must have stated criteria for dropping a student and the criteria must be one of academic engagement.**
- ❖ **A student cannot remain enrolled in the course if there is no evidence of academic engagement and regular and substantive interaction.**

### **Student Authentication and Integrity (New!)**

The Higher Education Opportunities Act requires institution processes for student authentication and validation. The Santa Ana College Distance Education Advisory Group will be working out official processes for next semester. In the meantime, we must do our best to ensure student identity which can be done by using one or more of the following methods:

- **Use plagiarism detection software** if appropriate (SafeAssign or Turnitin)
- **Proctored Exam(s)** – Think about offering at least one proctored exam. This can be offered at the SAC Testing Center or an authorized testing center, such as another college testing center.
  - o Ideally a mid-term or final exam with substantial grading consequences

### **Suggestions:**

- ❖ **Engage your online student during the first week!** Let them shake off any trepidation they may have about an online class by letting them take an easy online quiz, or begin participation on the discussion board getting to know their fellow classmates. Encourage a community atmosphere in your virtual classroom.
- ❖ Make your online class a class that the students want to check in on to see what’s happening!
- ❖ **Set expectations** both for the students and yourself! Let students know what you expect and what they can expect of you. **In what time-frame will you respond** to questions on the discussion board, or questions that are emailed to you?
- ❖ **Set up a Q & A Forum** – let students know that rather than emailing you they should post a question on the discussion board. Anyone can answer it, and you’ll always check and respond with the answer or “Suzy was correct in her response to you” type answer. Just like raising

their hand in class, everyone can see if their question was asked and get the response right away.

- ❖ **Surveys!** What a great tool! Surveys are used just like online tests, but are anonymous. Wonderful tools for getting quick feedback on a lesson, a pre-test that doesn't count, a mid-semester way to find out if what you're doing can be improved, or an end of course survey.
- ❖ **Feedback!** Use Bb to send out easy emails. In the Grade Center, check a group of students that did well on a test, poorly, or missed it! It's quick, easy and will let them know you are monitoring them and that you care.
- ❖ **Any questions, concerns, comments** – Please give us a call, email or stop by!

# Online Teaching Faculty Readiness

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## 1. SAC Definitions and Terminology:

### Online

- Taught through the web using the Blackboard courseware system. Online courses provide students with an opportunity to complete coursework without attending classes on campus.
- Curriculum for online courses is the same as the curriculum provided in a traditional face-to-face course.
- Sometimes, according to the instructor's preference and the course content, tests are completed on campus. Arrangements can also be made to complete tests at an alternative site if student(s) do not live near the SAC campus.
- No on-campus meetings (no on-campus instruction) Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the [SAC Regular Effective Contact Policy](#).
- **Proctored exam dates and meeting dates must be stated in comments section of WebAdvisor when students register.**

### Hybrid (Blended)

- Taught partially online, but have regular on-campus meetings. Hybrid courses are courses that have some regularly scheduled meetings on campus that are accompanied by online activities.
- The hours spent on campus vary from course to course, and students should check the schedule carefully to know when the course meets on campus. Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the [SAC Regular Effective Contact Policy](#).
- **Class meeting dates must be stated and scheduled on WebAdvisor when students register.**

## 2. Curriculum Approval:

All courses that use distance education as a modality for instruction in lieu of face-to-face instruction must go through the curriculum approval process by completing a DE Addendum and have it approved by the curriculum committee. (Appendix A) Approval of distance education addendums follows the Santa Ana College curriculum procedures.

### **3. Training and Support:**

Academic Senate has adopted the following faculty readiness criteria for faculty members prior to teaching online/hybrid courses:

**Before an instructor is assigned to teach a distance education class for the first time they must complete training in the following areas:**

- Course Management System (Bb) training
- New Technologies Training
- Online Teaching and Pedagogy
- Effective and Engaging Techniques
- Assessment Methods
- Capstone – Online Course Creation & Review (optional for blended courses)

Examples of satisfactory training include completion of one of the following:

- [Santa Ana College's Online Instruction Certification](#)
- Completion of the California Community College [@One Online Teaching Certification](#) (<http://www.onefortraining.org/certification/>) within the last three years.

**Blackboard training** is offered during flexweek and online.

**Distance Education** departmental team support is always available to faculty and students. Utilize departmental services through:

- DE website: <http://sac.edu/disted>
- Blackboard Instructor course, containing handouts and video assistance (Logon to Blackboard (<http://rsccd.blackboard.com>) and click on the "Faculty Information site 2013-2014" course)
- Contacting the office directly:
  - Cesar Chavez building: A-101
  - (714) 564-6725 or email: [sac\\_disted@sac.edu](mailto:sac_disted@sac.edu)

## DESIGNING A COURSE

### **1. Effective Practices**

Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and their implementation important to local academic senates. In particular, it includes current information regarding a separate DE curriculum review and instructor-student contact. It suggests a variety of effective practices in educational technology appropriate for college governance that will facilitate planning: [Ensuring The Appropriate Use of Educational Technology: An Update For Local Academic Senates](#)

The list of best practice strategies is based on “Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” by the combined efforts of Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies, WCET and Instructional Technology Council (ITC), and UT TeleCampus of the University of Texas System: [Best Practice Strategies to Promote Academic Integrity in Online Education](#)

In addition, the Santa Ana College Online Instruction Certification modules are based on a “Learner Centered” approach and active learning techniques as a basis for best practice techniques. The modules are formulated to assist faculty in the development of their online teaching/facilitating techniques.

### **2. Policies and Checklist for Course Design**

Policies, checklists and resources are available in the Blackboard **Faculty Information site**. Access is through our district site: <http://rscdd.blackboard.com> using your WebAdvisor id and password.

### **3. Compliance**

#### ***Accessibility***

It is a federal mandate that all online course materials be designed to be accessible to students who are vision and hearing impaired. Unlike just-in-time accommodation in the face-to-face classroom, online course materials must be accessible at the time they are posted for student use. Accessibility workshops are held during flexweek.

Accessibility is also a focus area in the SAC Online Instruction Certificate.

There are a few different tools that can be used for video captioning. It is best to contact the Distance Education Office regarding captioning of existing videos or creation of your own videos. We work in conjunction with Educational Multimedia Services and Disabled Student Program & Services (DSPS) to assist in transcription and captioning. For more information regarding alternate media visit the [High Tech Center Training Unit](#) website.

Blackboard is fully accessible. However, if you have a visually impaired student in your course, it would be a good idea to notify the Disabled Students Programs and Services (DSPS) department and request that they review your course. The DE Office works with DSPS for course access. (DSPS (714) 564-6264, U-103)

## ***Authentication***

Public Law 110-315: [Higher Education Opportunity Act \(2008\)](#), Section 495

*“(ii) the agency or association requires an institution that offers distance education or correspondence education to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit;”*

This regulation reminds institutions that they have the responsibility to validate that the registered student in a distance education or correspondence education course is indeed the same person receiving course credit.

Santa Ana College complies with the authentication regulation through:

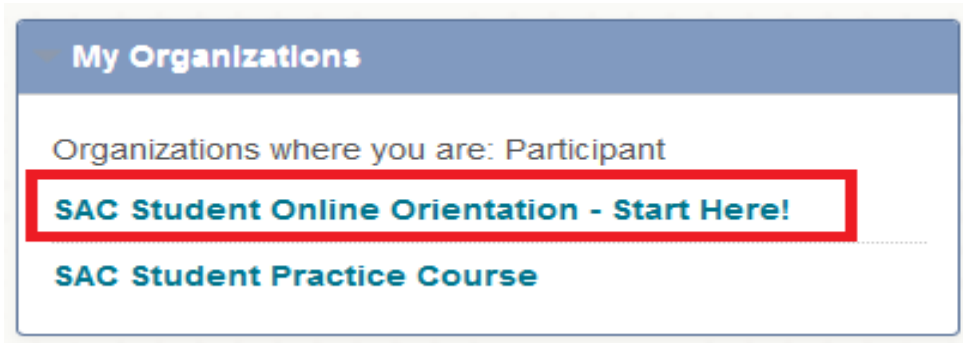
- Secure Login: Students logging into our Course Management System, Blackboard, are verified through the district LDAP server which authenticates the student and allows Bb access if the credentials are successful. A secured verification through a unique, secure login with the student’s current WebAdvisor ID/password is used for Blackboard course access.
- In course verification techniques such as:
  - Assessment proctoring (instructor or test center led with photo-ID verification ([Online Test Proctoring Form](#) ”, which can also be found at our website (Appendix E)
  - Best practices that utilize:
    - Integrated Turnitin or SafeAssign for originality check.
    - Multiple measures of assessing student achievement
    - Assessments developed using techniques discouraging plagiarism and encouraging originality
    - Monitoring by faculty of the student-voice in their active engagement contact, via course tools, such as: discussion board, blogs, and wikis

## ***Academic Integrity***

It is a requirement for SAC faculty to define cheating and plagiarism in their course documentation and syllabus. Faculty should have a link to the technology acceptable use policy and student conduct policy. Very often community college students do not understand what plagiarism means. A recommended method would be to hold a discussion forum asking students to write what it means to plagiarize. It should be made clear in the course content that the topic should be course specific. The following link would serve as a good example: [Rutgers – Interactive Plagiarism Video, Real Life Examples, and Quiz and What is Plagiarism?](#)

Faculty can assist students in their online class preparation, which will help to improve online course retention rates.

SAC offers a [Student Online Orientation](#) that SAC students can take at any time. Have your student logon to Blackboard and take the “SAC Student Online Orientation”:



### *Regular Effective Contact*

When administration receives student complaints about online courses, the top complaint, is that the instructor had not kept in touch with them either by not answering emails promptly or by not posting announcements or discussion responses. SAC has adopted a regular effective contact policy, as mandated by Title 5 regulations. Faculty are encouraged to review the [SAC Regular Effective Contact Policy](#) (Appendix D). The policy pertains to instructor-initiated contact with students mandated by Title 5 regulations. It has been found that student retention and success rates are directly tied to how well faculty communicate with online students. Faculty are required to participate in discussion activities with their students



## *Copyright*

Understanding what copyright is, why it exists, and being able to effectively apply “fair use” guidelines when faculty use copyrighted materials in their courses are essential tools for any educator. However, teaching online generally adds some additional challenging questions to the mix. To ensure faculty are provided with a clear and comprehensive overview of the topic, faculty are requested to read the shared [Copyright 101](#) module created by BYU. “Copyright 101” is designed to:

- Increase faculty knowledge and understanding of copyright and licensing issues; and know what it means to say that someone owns the copyright to a creative work.
- Learn more about why copyright law exists and where it all started (the history of copyright).
- Know how to resolve basic copyright/licensing questions and when and who to ask for more help.
- Realize and respect the ethical/moral aspects involved in using materials protected by copyright.
- Be able to answer a variety of copyright questions and solve specific case studies.

**The Teach Act:** The Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 extends an instructor’s legal use of copyrighted materials in online instruction at accredited nonprofit education institutions. Applying the TEACH Act is complex and relies on the instructor’s adherence to a specific set of criteria. Faculty are encouraged to speak directly with members of their own institution to understand if specific use of copyrighted materials in their online classes is within the guidelines of the TEACH Act. Faculty may find the resource, [The TEACH Act: How the Law Affects Online Instruction](#) created and shared by Florida State University helpful.

**Creative Commons:** The friction between copyright law and digital media have led to the development of Creative Commons. Creative Commons (CC) provides flexible copyright licenses that copyright owners may choose to apply to their work. The CC licenses grant more flexibility than traditional copyright but not as much as “public domain.” A work in the public domain may be used freely. A Creative Commons licensed work still requires the user to adhere to specific guidelines but may be as simple as “crediting the author.” The popularity of CC has resulted in the fostering of a culture of sharing and there are now thousands of works online that faculty may use without violating copyright. If the instructor is seeking images or audio for a class, it is in the interest of the instructor to check for CC licensed work. The following link can be helpful in this regard: [“What is Creative Commons”](#).

## *Unit of Credit*

A unit of credit is approximately one hour of class plus two hours of study per week, or three hours of laboratory per week carried through the term. For each hour of lecture/discussion, two hours of

preparation are assumed. To receive credit, the student must be officially enrolled in the course. Students not officially enrolled by the proper date will not receive credit for the course, even if they complete all course work.

### ***Last Date of Attendance***

Financial aid is tied to student course activity. When students are no longer attending a course their financial aid must stop. Any unearned financial aid shall be returned to the federal government by the institution. Distance education courses determine student attendance through “regular and effective contact”. The Department of Education now requires that there be “academically related activity”. Attendance via the log-in statistic in Blackboard cannot be used for attendance, nor for the “last date of attendance”.

All distance education courses must include “regular and effective contact” and use it to determine if a student is active in the course. Distance education courses must track which students are still active in the course and drop them when they are no longer active. Instructors must have evidence of the last date of attendance. This evidence and drop policies must be clear on the course syllabus. Faculty should put include their student participation expectations in their course syllabus. They should expect students to remain active participants throughout the entire course, completing and submitting assignments. If a student becomes inactive for an extended period, faculty will drop them from the course. See “[Recommended Online Course Outline Additions](#)” for policy wording. (Appendix C)

### ***State Authorization***

Federal Regulation Chapter 34, § 600.9(c)

*“if an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State’s approval upon request.”*

SAC Process:

- Reports are run by Admissions and the DE office on a regular basis identifying students that are not residing in California. Faculty is informed if any out-of-state students are reported.
- If an out of state DE student resides in a state *requiring* state authorization *with a required fee* payment, the Distance Education Office will notify the student and provide information on state authority and contact information for complaint filing, and drop the student from the course.
- Online faculty are notified at the start of each semester that they must notify the Distance Education Office regarding any known out of state students (for report verification purposes) and that a known out-of-state student should

not be reinstated without notifying Admissions or the Distance Education Office first.

Student Information:

- A webpage with information regarding the [regulation and complaint resolution by state](#) is available on the Distance Education website.
- A statement regarding Santa Ana College Out of State regulations is stated at the beginning of the Santa Ana College Application.

***For Further information regarding Distance Education policies and procedures, please see the complete DE Faculty Handbook 2013 located on the Distance Education website and C&I website.***

# ONLINE LEARNING ADENDUM

## SANTA ANA COLLEGE

**Course:** [Click here to enter text.](#)

**Title:** [Click here to enter text.](#)

**Date:** [Click here to enter a date.](#)

**A. Type of delivery (Check all that apply):**

**Online Hybrid**

**100% Online**

**Other** [Click here to enter text.](#)

**B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode?** Describe and give examples of online methods of instruction, which might include course management system discussion boards, blogs, or wikis; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; webinars; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor website; online library requests; textbook supplements.

**C. Title 5 (55376) states that "all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lessons, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities." Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.**

**D. Describe how you will promote and monitor effective student-to-student contact.**

**E. Describe and give examples of how student learning will be evaluated.**

**F. Describe college resources that will be required by you and your students in each of the following areas:**

1. **Facilities** (e.g., classroom for orientation sessions, exams, etc.)

2. **Technology** (e.g., software, hardware, technical support, etc.)

**3. Student Support Services** (e.g., online library services, counseling, tutoring, DSPS, testing center, etc.)

**G. Will you be using any of the following technologies for instruction?**

- Multimedia (streaming video, audio)
- Flash
- Timed Responses
- Third-party software
- Images (JPEG, GIF, etc.)
- Other [Click here to enter text.](#)

If any of the boxes above are checked, how will you ensure that instruction is accessible to students with disabilities?

*Approved February 2014*

## ONLINE LEARNING ADDENDUM (SAMPLE)

SANTA ANA COLLEGE

Course: BUS150

Title: Introduction to Information Systems and Applications

Date: 1/13/2014

### 1. Type of delivery (Check all that apply):

Online Hybrid

100% Online

Other Click here to enter text.

### 2. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode?

Describe and give examples of online methods of instruction, which might include course management system discussion boards, blogs, or wikis; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; webinars; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor website; online library requests; textbook supplements.

It should be first noted that the Business division retains the same objectives, content and integrity for its online courses as it does for traditional on-campus courses.

Reading and assimilation of material is required as it is for the traditional course

1. **Discussion Board:** Applying concepts and discussion of material application will be achieved in weekly discussion board topics requiring student response and responses to classmates. (*e.g. Discussions regarding Wireless Internet Security – what networks are not secured, what measures students can take, etc.*) Course questions will also be handled via the discussion board for all students to use and to learn from any student Q&A.

2. **Video clips:** Pertinent video clips will be used to highlight important course lecture concepts. Instructor videos will be used to present the material and summarize highlights. All videos will be captioned.

3. **Publisher Materials:** Test banks will be available, for the instructor to use as needed.

4. **Project Submittal:** Projects will be submitted via Blackboard enabling students to go back to any previously submitted work and instructor feedback. If essays are utilized for assessment, Turnitin will be used as an additional student verification technique.

5. **Student Feedback:** Rubrics will be used for feedback clarity with comments. Videos created for student feedback will be used as needed.

3. Title 5 (55376) states that "all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lessons, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities." **Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.**

1. **Introductory Announcement/Email:** Sent to students a week before classes begin and posted on the coursesite. Gives instructions on how to access their course, where to begin, tutorial links for Blackboard, how to get help, first tasks that must be accomplished for "attendance" for students to remain enrolled.
2. **Student Orientation:** Face-to-face orientation or video orientation will be required. If a video orientation is used, it will be included as part of a required orientation quiz.
3. **Discussion Board:** Weekly discussion boards with instructor-student and student-student participation. Course questions will be handled on the discussion board.
4. **Additional Contact:**
  - a. **Announcements/Email:** Announcements are posted and emailed weekly to assure students are aware of current assignments and do not forget about the course.
  - b. **Emails are sent from the grade center:** Students missing work, doing poorly, and doing well, are emailed and notified with appropriate comments.
  - c. **Assessment feedback:** Rubrics with individual comments are provided for all project assignments.
  - d. **Email, Phone, Online or Physical Office Hours:** Students may also email, discuss by phone, Skype or drop in during office hours or make arrangements for a convenient time for any questions or concerns.
  - e. **Contact Commitment:** The instructor will respond to an email or post within the syllabus stated response time of 2 weekdays.

4. **Describe how you will promote and monitor effective student-to-student contact.**

Weekly discussion board usage is required and monitored by the instructor. Replies to the prompt as well as a minimum of two student responses are required. The discussion board is also used for course/assignment questions. Students can respond and help fellow classmates in this discussion board forum. Keeping the weekly topics current and relevant help to peak student interest in our weekly topics. The instructor will use email to contact students that are not participating. A chat room will also be provided for students that wish to synchronously chat at any time during the class.

5. **Describe and give examples of how student learning will be evaluated.**

Course evaluation will be based on:

- Topic Application: Discussion board responses and participation (qualitative and quantitative evaluation)
- Information Systems: Quiz or writing assessments
- Spreadsheet skills: Six projects assessed with rubrics/comments and if needed, individual video feedback
- Database skills: Six projects assessed with rubrics/comments and if needed, individual video feedback



**6. Describe college resources that will be required by you and your students in each of the following areas:**

**1. Facilities** (e.g., classroom for orientation sessions, exams, etc.)

Classroom for Orientation (two sessions: lunchtime and evening sessions during first week)  
Classroom for Instructor Proctoring of Final exam (during finals week)

**2. Technology** (e.g., software, hardware, technical support, etc.)

Blackboard, our Course Management System (CMS) will be used for material, assessments, project submittal, discussion boards, grade center, chat and all aspects of the course. It will provide a means to obtain all historical data necessary for grade grievances and student participation activities.  
Classroom for Orientation: Mediated Instructor station (Internet access for Blackboard) with Office (Excel & Access)  
Classroom for Final Exam: Student and Instructor stations. Final exam will be taken on Blackboard.

**3. Student Support Services** (e.g., online library services, counseling, tutoring, DSPS, testing center, etc.)

Testing Center: May be needed for make-up final exam for extenuating circumstances  
Distance Education: Technical support may be needed for student and instructor support.

**H. Will you be using any of the following technologies for instruction?**

- Multimedia (streaming video, audio)
- Flash
- Timed Responses
- Third-party software
- Images (JPEG, GIF, etc.)
- Other **MS Office (Excel, Access)**

If any of the boxes above are checked, how will you ensure that instruction is accessible to students with disabilities?

All videos will be captioned and all images will have tags for read-outs. Flash-based content will be used only for student feedback where students are able to view flash content. Alternate formats, that are Section 508 compliant, will be provided. Blackboard is used for all content and it is an accessible CMS. (e.g. Camtasia Relay with captions)

Should any student require additional time or have special needs, additional time can be given within the Blackboard course, or alternately at the DSPS office or Testing Center.

**SECTION  
XII**

**GENERAL EDUCATION**

# Local General Education Pattern

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## *Sample Pattern - SAC*

- A. Natural Sciences (*minimum 3 units*)
- B. Social and Behavioral Sciences (*minimum 6 units*)
  - B1. American Institutions (*minimum 3 units*)
  - B2. Social Science Elective (*minimum 3 units*)
- C. Humanities (minimum 3 units)
- D. Cultural Breadth (3 units from D1 or D2)
  - D1. Ethnic Studies/ Woman's Studies
  - D2. International Perspective
- E. Language and Rationality (*minimum 6 units*)
  - E1. English Composition (minimum 3 units)
  - E2. Communication and Analytical Thinking (minimum 3 units)
- F. Lifelong Understanding and Self-Development (*minimum 3 units*)

# Rationale for Changing Categories for the Associate Degree

## Santa Ana College

Course \_\_\_\_\_

1. What category is this course currently under? \_\_\_\_\_

2. What category change is being proposed? \_\_\_\_\_

3. Has the course been revised to meet the requirements of the new category?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Have all affected departments been notified of this change and/or consulted?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Please write a brief narrative statement as to why this course should be changed from one category to another.

# Executive Order 1065: CSU General Education Breadth Requirements

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## Article 4. Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women as well as men.

- Area A**      **English Language Communication and Critical Thinking**  
**Minimum 9 semester units or 12 quarter units** -one course in each subarea
- A1 Oral Communication**  
(3 semester units or 4 quarter units)
  - A2 Written Communication**  
(3 semester units or 4 quarter units)
  - A3 Critical Thinking**  
(3 semester units or 4 quarter units)

A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

**Area B**            **Scientific Inquiry and Quantitative Reasoning**

**Minimum of 12 semester units or 18 quarter units**

-one course each in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses

**B1 Physical Science**

(3 semester units or 4 quarter units)

**B2 Life Science**

(3 semester units or 4 quarter units)

**B3 Laboratory Activity**

associated with a course taken to satisfy either B1 or B2

**B4 Mathematics/Quantitative Reasoning**

(3 semester units or 4 quarter units)

A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

In subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

**Area C**            **Arts and Humanities**

**Minimum of 12 semester units or 18 quarter units**

-at least one course completed in each of these two subareas:

**C1 Arts: Arts, Cinema, Dance, Music, Theater**

**C2 Humanities: Literature, Philosophy, Languages  
Other than English**

A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages. Across the disciplines in their Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

**Area D      Social Sciences**

**Minimum of 12 semester units or 18 quarter units**

A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

**Area E      Lifelong Learning and Self-Development**

**Minimum of 3 semester units or 4 quarter units**

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

<http://www.calstate.edu/eo/EO-1065.html>

# California State University General Education- Breadth Requirements

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## **Title 5. Education**

### **Division 5. Board of Trustees of the California State Universities**

#### **Chapter 1. California State Universities**

#### **Subchapter 2. Educational Program**

#### **Article 5. General Requirements for Graduation**

#### **§ 40405.1. CSU General Education – Breadth Requirements**

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program which includes a minimum of 48 semester units or 72 quarter units of which 9 semester units or 12 quarter units shall be upper division level and shall be taken no sooner than the term in which the candidate achieves upper division status. At least 9 of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

(1) A minimum of 9 semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

(2) A minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

(3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.

(4) A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

(5) A minimum of 3 semester units or 4 quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the



bachelor's degree under the provisions of this subdivision (a) should not be less than 48 semester units or 72 quarter units.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

(c) In the case of a baccalaureate degree being pursued by a post-baccalaureate student, the requirements of this section shall be satisfied if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

**Note:**

Authority cited: Sections 89030, Education Code.

Reference: Sections 66055.8 and 89030, Education Code.

# IGETC Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum

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## 10.0 Subject Areas and Course Guidelines

This council fulfills the role of insuring common, i.e., shared curriculum and academic policies between Santa Ana College and Santiago Canyon College. It is the body which receives, for information

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area.

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

IGETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

Coursework taken at a United States regionally accredited institution of higher education taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

**Exception:** Courses in the area of written communication/critical thinking and oral communication must be delivered in English. (IGETC Area 1)

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

## **10.1 Subject Area 1: English Communication**

*(3 courses; 9 semester, 12-15 quarter units)*

**Area 1A:** One course, English composition, 3 semester/4-5 quarter units;

**Area 1B:** One course, Critical Thinking/English Composition, 3 semester/4-5 quarter units;

**Area 1C:** One course, oral communication, 3 semester/4-5 quarter units.

**Exception:** Area 1C, Oral Communication, is required only for students transferring to the CSU.

### **10.1.1 Subject Area 1A: English Composition**

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

#### **10.1.1a Courses That Do Not Fulfill the English Composition Requirement, including but not limited to:**

1. English as a Second Language courses (*ESL*).
2. English composition courses which are intended for non-native or international students.  
Example: English 101, English Composition for Non-Native Speakers (same as English 100, Freshman English Composition)
3. Writing courses designed to meet the needs of a particular major, (*e.g., Writing for Accountants, Journalism, Business Writing/Communication*).
4. Courses designed exclusively for the satisfaction of remedial composition (*ELD*).

### **10.1.2 Subject Area 1B: Critical Thinking and Composition**

Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written

composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

#### **10.1.2a Critical Thinking and Composition Background**

From fall 1991 through the summer of 1993 there was a phase-in period for courses meeting the critical thinking and composition requirement. Community college students could satisfy this requirement by completing a second-semester English composition course and a critical thinking course, with no regard to the actual date of transfer. Students, who completed one of the two courses for this requirement prior to fall 1993, may still satisfy the requirement by completing the remaining course. After the summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement.

Please refer to IGETC Areas 8A and 8B available on the ASSIST Coordination site at <http://www.assist.org>.

#### **10.1.2b Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System**

In most cases, courses are found lacking in instruction in critical thinking if the course description and objectives did not specifically include critical thinking skills. Introduction to principles of inductive and deductive processes, the relationship of language to logic, and the abilities to analyze, criticize, and advocate ideas often are not evident. The critical thinking component should go beyond critical reasoning or literary criticism.

When certifying completion of coursework taken at non-CCC United States regionally accredited institutions, the rule is that community college faculty in the discipline or their designee determines that the coursework is comparable to courses approved for IGETC at a California Community College. Since it is unlikely that institutions other than California Community Colleges will have a combined course in Critical Thinking/English Composition, certification of coursework from other institutions to satisfy this requirement is not common.

However, there are some courses outside the CCC system that have been found to meet this requirement. Care should be taken when evaluating the course to ensure that it meets the course requirements as outlined in the above paragraphs. It is strongly suggested that valid documentation (*i.e. course outline of record or syllabus*) be kept on file by the CCC and by the student.

### **10.1.3 Subject Area 1C: Oral Communication (CSU Requirement Only)**

*(One course: 3 semester, 4 quarter units)*

Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

#### **10.1.3a Oral Communication Online/Distance Education/Telecourse Limitations**

Oral communication courses must include faculty-supervised, faculty evaluated practice in communicating orally in the

presence of other listeners. Rhetorical principles must be covered; for example, study of effective communication in formal speeches or social interaction is appropriate.

The CSU Communication departments have asked that for courses submitted for IGETC Area 1C, the “methods of instruction” and “methods of evaluation” section of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners and not online or recorded. This request is met by language in the CSU’s executive order governing General Education Breadth:

<http://www.calstate.edu/EO/EO-1033.html>

Acceptable courses must include faculty-supervised, faculty-evaluated practice in communicating orally (*live*) in the physical presence of other (*live*) listeners. Rhetorical principles must be included and specified in the course outline (*for example, the study of effective communication in formal speeches or social interaction would be appropriate*). Acceptable outlines will specify the “methods of instruction” and “methods of evaluation” to assist reviewers in determining whether performance and evaluation take place live in the presence of faculty and other listeners.

Strictly online oral communication courses may not be used on IGETC Area 1C (*CSU Only*). Hybrid-delivery courses may meet the area criteria.

## **10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning** (1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound

foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.

### **10.3 Subject Area 3 A/B: Arts and Humanities**

*(3 courses; 9 semester, 12-15 quarter units)*

At least one course in the Arts and at least one course in the Humanities are required.

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and should recognize the contributions to knowledge, civilization, and society that have been made by men and women, and members of various ethnic or cultural groups.

At least one course shall be completed in the Arts (*Area 3A*) and one in the Humanities (*Area 3B*). Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of men and women, and members of various ethnic or cultural groups shall be included.

#### **10.3.1 Courses That Do Not Fulfill the Arts Requirement**

The Arts courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (*e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance*).

### **10.3.2 Courses That Do Not Fulfill the Humanities Requirement**

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses if the focus is not solely on technique but includes the role of logic in humanities disciplines.

## **10.4 Subject Area 4: Social and Behavioral Sciences**

*(3 courses: 9 semester, 12-15 quarter units);* from at least two academic disciplines.

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with behavior in human social, political, and economic institutions; the three courses must be in a minimum of two academic disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the *AI* graduation requirement.



Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men and women, and members of various ethnic or cultural groups as part of such study will provide a more complete and accurate view of the world.

Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required for the CSU AI requirement.

#### **10.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement**

Only courses taught from the perspective of a social or behavioral science are approved. Consequently, courses such as Physical Geography and Statistics do not meet the IGETC specifications for this area and are not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus are not approved (*See Section 6.0*). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.

#### **10.5 Subject Area 5 A/B/C: Physical and Biological Sciences**

*(At least 2 courses: 7-9 semester, 9-12 quarter units); A minimum of one course in each area is required, and at least one must include a laboratory.*

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science (*Area 5A*) and one in Biological Science (*Area 5B*), at least one of which incorporates a laboratory (*area 5C*). Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

### **10.5.1 Courses That Do Not Fulfill the Physical and Biological Sciences Requirement**

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.

### **10.5.2 IGETC Laboratory Science Requirement (Area 5C)**

The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject. It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers.

### **10.5.3 Unit Requirement for Laboratory Science Courses**

Three semester or four quarter unit laboratory science courses may be used on IGETC to clear the laboratory science requirement as long as the minimum unit value is met for this area (*7 semester or 9 quarter units*). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/qtr. unit.

**Example A:** 1 biological science w/lab, 3 semester units  
1 physical science, lecture, 4 semester units  
Conclusion: Area 5 satisfied

**Example B:** 1 biological science w/lab, 3 semester units  
1 physical science, lecture, 3 semester units  
1 physical or 1 biological science, lecture, 3 semester units  
Conclusion: Area 5 satisfied

## 10.6 Language Other Than English (*LOTE*)

**Exception:** Only students transferring to the UC are required to meet this area.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as a prerequisite a course equivalent to the third year of high school study or one year of college level in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.

### 10.6.1 Certification of Competence in a Language Other Than English

Students transferring to the University of California are required to demonstrate competence (*proficiency*) in a language other than English equal to two years of high school study. Competence may be demonstrated through one of the following mechanisms:

1. Satisfactory completion of two years of high school coursework (*United States high school or high school in country where the language of instruction is English*) in a language other than English, with a grade of "C-" or better in each course. The two years must be in the same language.
2. Satisfactory completion of a course (*or courses*) at a college or university with a grade of "C" (2.0) or better in each course. Usually, one semester of college work in a language other than English is equivalent to two years of high school work. The equivalency is usually stated in the college catalog. For the purpose of the Intersegmental General Education Transfer Curriculum, the appropriate course (*or courses*) that can be used to satisfy the Language Other Than English (*LOTE*) requirement is indicated on the approved IGETC list of each community college.
3. Satisfactory completion, with "C" (2.0) grades or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate

that the required coursework was completed. If an official sealed transcript cannot be obtained from a foreign institution an unofficial or opened transcript may be used to verify proficiency. Students who cannot provide documentation should either pass one of the examinations or tests listed below in 4 through 10, or satisfactorily complete an appropriate language course at their college, as outlined in 2 above.

4. Satisfactory score on the SAT II: Subject Test in languages other than English.

*Before May 1995 use 1st score; if taken after May 1995 use 2nd score:*

Chinese with listening: 500/520

Hebrew (Modern): 500/470

Korean/Korean with listening: /500

French/French with listening: 500/540

Italian: 500/520

Latin: 500/530

German/German with listening: 500/510

Japanese with listening: 500/510

Spanish/Spanish with listening: 500/520

5. Satisfactory score, 3 or higher, on the College Board Advanced Placement examinations in languages other than English.
6. Satisfactory score, 5 or higher, on the International Baccalaureate Higher Level Examinations in language other than English.
7. Satisfactory completion of an achievement test administered by a community college, university, or other college in a language other than English. The test will have to assess the student's proficiency at the level equivalent to two years of high school language. This conclusion must be posted on a transcript indicating unit, course title and grade or on a document with letter head of the institution granting proficiency stating that the student has mastered proficiency in the language equivalent to two years of high school language.
8. If an achievement test is not available, a faculty member associated with a United States regionally accredited institution of higher education can verify a student's competency. The institution must provide a document on letterhead asserting that the student has mastered proficiency in the language equivalent to two years of high school study. (See Section 11.6 for a sample. This sample must be printed on college/ university letterhead.)
9. Language other than English "O" level exam with grade of "A", "B", or "C".
10. Language other than English International "A" Level exam with a score of 5, 6, or 7.

11. A Defense Language Institute language other than English course which is indicated as passed with a “C” or higher on the official transcript.

#### **10.6.1a Language Other Than English-Sequential Knowledge**

In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to two years of high school study are identified by a footnote and with the IGETC Area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the IGETC Area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. Credit should be granted for each individual course as indicated on the community college transcript. For practical purposes this policy began in the 2005-06 year but UC campuses may use discretion when considering students from past years. Flexibility is encouraged whenever possible.

#### **10.6.2 Using High School Courses to Meet the Language Proficiency Requirement**

The following are regulations used by the University of California in evaluating high school work in Languages Other Than English:

##### **10.6.2a Acceptable Courses**

Two years of high school coursework in a language other than English. The two years must be in the same language.

**Example:** If a student takes two languages, but completes only one year in each, he/she **has not met** the requirement. If a student has not completed two years of foreign language in high school, he/she can meet the proficiency requirement by completing a community college course that is equivalent in level to two years of high school, with a “C” (2.0) grade or better.

##### **10.6.2b Seventh and Eighth Grade Courses**

Courses in languages other than English completed in the 7th and 8th grades with grades of at least “C-” may be used (*see Section 9.3/10.6.2d*). However, the principal of the high school from which a student graduates must certify that the 7th and 8th grade courses are comparable in content to those offered at the high

school. This may be done by including the names of and grades for these courses on the student's transcript, or by stating their equivalency on the transcript. The 7th and 8th grade courses may also be validated if the student completes one semester or more of a foreign language in the high school at level three or higher.

#### **10.6.2c Validation of Less Advanced Coursework**

A more advanced course may be used to “validate” a less advanced course even if the less advanced course does not appear on the high school transcript.

**Example:** Spanish level 2 in high school completed with at least “C-” grades “validates” Spanish level 1.

#### **10.6.2d Evaluation of Letter Grades**

The University of California does not count “minus” or “plus” grades in computing the grade point average; only the whole grade is used from high school coursework. In other words, a “C-” grade is counted as a whole “C”.

**Example:** A student receiving “C-” grades in Spanish level 1 and level 2 meets the language proficiency requirement.

#### **10.6.2e “D” and “F” Grades in Less Advanced Work**

Students may clear “D” and “F” grades in less advanced work by completing more advanced work with grades of “C-” or higher.

##### **Examples:**

1. A student taking two years of the same language with grades “DD” and “CC” meets the requirement because the “CC” in the more advanced course validates the “DD” in the first level course.
2. Two years of the same language with grades “DD” and “DC” meets the requirement because the “D’s” are validated by the grade in the most advanced class.
3. Two years of the same language with grades “CC” and “DD” does NOT meet the requirement because the “D” grade is in the most advanced course.

#### **10.6.2f Repeating Courses with “D” or “F” Grades**

A student may clear “D” and “F” grades by repeating the course(s) in which the “D” or “F” grades were received.

**Example:** If a student repeats Spanish level 1 because of “D” grades and then gets a “C-” or better, it counts as one

year completed. However, the student will still need to take an additional year (*Spanish level 2*) to meet the requirement.

### **10.6.3 Placement of Courses Meeting the Language Other Than English Requirement**

The completion of an advanced course, such as French level 3, “validates” the student's proficiency in the language and can be used to satisfy proficiency and clear IGETC Area 6A, Language Other Than English. Appropriate exams can be used to certify the Language Other Than English (*LOTE*) requirement. The more advanced language courses that focus on culture and otherwise satisfy the specifications of the humanities can be used to satisfy the Area 3B (*Humanities*) and clear IGETC Area 6A, Language Other Than English (*LOTE*).

### **10.7 CSU U.S. History, Constitution, and American Ideals Requirement**

The CSU U.S. History, Constitution, and American Ideals (*AI*) graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed and applied to IGETC Subject Areas 3B and/or 4. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

<http://icas-ca.org/Websites/icasca/images/IGETC Standards Final version 1.4.pdf>

## CSU GE Breadth vs. IGETC

Both the CSU GE Breadth and IGETC patterns are designed to educate students to think, write, and speak clearly and logically; to reason quantitatively; to gain knowledge about the human body and mind, the development and functioning of human society, the physical and biological world, and human cultures and civilizations; and to develop an understanding of the principles, methods, and values of human inquiry.

They do so by grouping disciplines and modes of inquiry into areas such as science and social science, and each area is further divided into subareas such as “Biological Sciences” or “Ethnic Studies.” Most areas and subareas in GE-Breadth match those in IGETC, and so course outlines are routinely submitted for both.

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	AREA 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	
AREA B	B1	Physical Sciences	5A	AREAS 5 and 2
	B2	Biological Sciences	5B	
	B3	Laboratory Activity	5A or 5B	
	B4	Mathematics	2	
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D1	Anthropology & Archeology	4A	AREA 4
	D2	Economics	4B	
	D3	Ethnic Studies	4C	
	D4	Gender Studies	4D	
	D5	Geography	4E	
	D6	History	4F	
	D7	Interdisciplinary Soc. Science	4G	
	D8	Political Science	4H	
	D9	Psychology	4I	
	D0	Sociology & Criminology	4J	
AREA E	E	Lifelong Learning		[no area]
[no area]		Language Other Than English	6A	AREA 6A



Detailed review criteria for each area and subarea, as well as sample reviewer’s responses for each, comprise the next section of these Guiding Notes. Reviewers consider similar questions for the two patterns.

However, within their similarities are some important differences:

GE Breadth pattern (CSU only)	IGETC pattern (CSU plus UC)
⇒ requires oral communication	⇒ doesn’t require oral communication of students transferring to the UC
⇒ doesn’t require Language Other Than English	⇒ requires Language Other Than English for students transferring to the UC
⇒ any passing grade will count*	⇒ only grades of C or better will count
⇒ a single course may carry any number of units	⇒ each course must carry at least three semester- or four quarter-units
⇒ students may be fully or partially certified (one area at a time)	⇒ only full (all-area) certification is ordinarily available
⇒ includes an area in Lifelong Understanding and Self-Development	⇒ no area in Lifelong Understanding and Self-Development

\*Note: while any passing grade will allow a course to count for GE credit, for the sake of admission to the CSU, students may still be held to minimum grades of C or better in certain GE areas.

In practice the IGETC pattern is more restrictive. Courses that are approved for IGETC are automatically approved for the corresponding area(s) or subarea(s) in GE Breadth. However, not all courses approved for GE Breadth are approved for IGETC.

[http://icas-ca.org/Websites/icasca/Images/VII Transfer%20Update a.pdf](http://icas-ca.org/Websites/icasca/Images/VII%20Transfer%20Update%20a.pdf)

**SECTION  
XIII**

**APPENDIX**

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# PASS/NO PASS Petition

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The "Pass/No Pass" option encourages students to explore academic areas outside their major. "Pass" indicates an equivalent grade of C or better, and "No Pass" is the equivalent to a substandard performance (equivalent to a grade of D or F). While "Pass/No Pass" does not count toward the grade point average, it does count toward progress probation. "No Pass" is NOT the same as auditing. Santiago Canyon College does not permit auditing.

The following limitations apply to the "Pass/No Pass" option:

- Course used toward a student's major may NOT be taken on a "Pass/No Pass" basis.
- Every university has a limitation on the number of courses/units that can be completed on a "Pass/No Pass" option.
- Universities typically do not accept "Pass/No Pass" grades in courses that meet English, mathematics, speech, and critical thinking requirements.
- Students may not revise this petition once it is submitted to the Admissions & Records Office.
- Deadlines (end of the 5<sup>th</sup> week for semester length classes/30% of the length of a short term class) are strictly enforced.
- The maximum number of "Pass/No Pass" units a student may apply for at Santiago Canyon College in a lifetime is 12 units. The maximum per semester is 6 units. This total does not include classes that are offered solely as "Pass/No Pass" without the option of a grade.

Every student must carefully consider the consequences of exercising this option. Therefore, students are **required** to consult with a counselor before submitting this petition.

_____	_____	_____	_____
Last Name	First Name	Middle	Student ID #
_____	_____	_____	_____
Semester/Year	Ticket #	Subject & Course #	Print Instructor's Name
_____	_____	_____	_____
Major at Santiago Canyon College	Major for Bachelor's Degree (if applicable)		
_____			
University/Universities to which I may transfer			

## Counselor Recommendation Required:

Based upon the information provide by the student at this time:

- I have met with the student and discussed the advantages and the potential disadvantages of selecting a "Pass/No Pass" option for this course.
- I have recommended this student not select the "Pass/No Pass" option for this course.

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

-----

I have met with a counselor regarding the advantages and potential disadvantages of selecting a "Pass/No Pass" grading option for this course. I am electing to enroll for the "Pass/No Pass" grade option **and I understand that once I receive a grade of "Pass/No Pass" it may not revert to a letter grade.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Pass/No Pass is annotated on transcripts as: CR = pass and NC = no pass  
Distribution of copies: White: Santiago Canyon College Admissions Pink: Instructor Yellow: Student

# Independent Study Policy

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Independent Study allows students to pursue projects under faculty advisement and supervision. The projects may be directed field experience, research, or development of skills and competencies. Independent Study credit may be earned in any discipline. Transfer credit is designated as Independent Study 199; nontransfer credit is designated as Independent Study 099.

Independent Study projects are normally for one unit of credit and require a minimum of 54 hours of directed work per unit of credit. Within the 54-hour minimum, the instructor meets with each student on a weekly basis for at least one hour or a minimum of 18-hours for each one-unit project. The proposed project must be approved by the supervising instructor and the division dean, with notification to the Executive Dean of Instruction. Normally, projects are for one unit. Independent Study may be repeated for credit for a maximum of three units. Recommended projects of more than one unit must have prior approval from the Executive Dean of Instruction. Independent Study is offered on a credit/no credit basis.

Independent Study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rule must be approved by both the division dean of the student's academic major and the dean of the division to which the student is applying for exception.

To be eligible for Independent Study, a student must be concurrently enrolled in at least one other class in the Rancho Santiago Community College District, with the exception of summer sessions. The student must also show evidence of competence in academic major and the area in which independent study is proposed.

The proposal is subject to prior approval by the supervising instructor and the division dean in order for the student to enroll in Independent Study 099 or 199.

# Independent Study Proposal

## Rancho Santiago Community College District

Application Date: \_\_\_\_\_ Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Project Semester: \_\_\_\_\_ Telephone: \_\_\_\_\_ Student #: \_\_\_\_\_

*List completed courses (not more than three) or equivalent experience related to the field of Independent Study. Include any other Independent Study projects attempted and/or completed. If course work was completed at another Institution, so indicate.*

Course	Instructor	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Experience	Firm or Institution	Inclusive Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Proposed Project *(attach pages as necessary)*

Title: \_\_\_\_\_ Units: \_\_\_\_\_

Description of the Project: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Describe ways in which the project will be evaluated: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Beginning Date of Project: \_\_\_\_\_ Anticipated Completion Date: \_\_\_\_\_

### APPROVAL OF AGREEMENT

The policy governing Independent Study is on the reverse side of this form. I have read the policy and I understand that an incomplete (I) will be issued if the completion date of the project is not met. To receive credit, the project must be completed by the end of the following semester.

Student	Date	Supervising Instructor	Date
Division Dean	Date	Executive Dean of Instruction	Date

*(only if project is more than 1 unit)*

**Distribution: Original: Division Office**  
**Green: Student**  
**Yellow: Instructor**  
**Pink: Admissions Office**  
**Goldenrod: Office of Instruction**

# APPROVAL CRITERIA FOR COURSES AND PROGRAMS-CHECKLIST

<b>APPROVAL CRITERIA FOR COURSES AND PROGRAMS (excerpts from the Program And Course Approval Handbook, 5<sup>th</sup> edition, California Community Colleges Chancellor's Office)</b>		Y	N
<b>Appropriateness to Mission</b>	Are the objectives of the proposed program or the objectives outlined in the Course outline of Record consistent with the Mission of the community colleges by providing systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning? (ref: Legislature in CEC §66010)		
	Does the course fall under one of the 5 types of approved curriculum of CCC's? ❖ Degree-applicable credit ❖ Nondegree-applicable credit ❖ Noncredit ❖ Contract education ❖ Fee based community service		
	The program or course is directed at the appropriate level for CCC's. The course is not directed beyond the associates degree or first two years of college.		
	Does the course address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose? Courses cannot be primarily avocational or recreational.		
	Is the program or course in line with the mission statement and master plan of the college and district?		
	Does the course provide distinct instructional content and specific instructional objectives?		
	<b>Need</b>	Does the proposal demonstrate a need for either a program or course that meets stated goals/objectives in the region?	
Will the new proposed program cause harmful competition or unneeded duplication with an existing program at another college?			
Is the proposed program, new course or revised course in line with the Academic Master plan of the college/district and accreditation standards?			
If program is CTE in nature, has labor market information or employer survey from the local service area been provided? (Other forms of data include: industry studies, letters from employers, minutes of industry advisory committee meetings when offered with other evidence, studies or data from licensing agencies or professional associations) (resource: California Education Code (CEC) section 78015)			
If program is CTE in nature, has a recommendation for approval from the appropriate Career Technical Education Regional Consortium been obtained or in process?			

<b>Curriculum Standards</b>	Has the program been designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives?		
	Are the programs and courses integrated? Are the courses designed to effectively meet their objectives and the objectives of the overall program?		
	Does the outline meet all Title 5 requirements (§55002) for credit and noncredit course requirements? (ie., units, description, objectives etc)		
<b>Adequate Resources</b>	Based on the proposed program description or Course outline of Record, does the college have the necessary resources needed to offer the program/course(s) at the level of quality described?		
<b>Compliance</b>	Is the course compliant with all state and federal laws, both statutes and regulations? (e.g, open course regulations, course repeatability, Open entry open exit etc)		



# ELEMENTS OF COURSE OUTLINE OF RECORD (COR) AND CHECKLIST

<b>Course Outline of Record Checklist</b> Credit Degree-Applicable and Credit Degree-Non Applicable			
*indicates items for both credit and noncredit			
		Y	N
<b>Discipline</b>	<b>Has the course been assigned to the appropriate discipline based on title, objective and content?</b>		
	<p><i>The discipline category indicates what level of academic preparation is required on the part of the instructor. Resource: Minimum Qualifications for Faculty and Administrators in the California Community Colleges (Disciplines List). Some courses may be cross listed across two disciplines or, some courses may be listed in the Interdisciplinary discipline which is a combination of 2 or more disciplines.</i></p> <p><i>Part of CIC responsibility is to assure that the course is assigned to the appropriate discipline.</i></p> <p><b>(Resources:</b>  <b>COR: A Curriculum Reference Guide, ASCCC, 2008, page 14,:</b>  <b>Program and Course Approval Handbook, CCCCCO, 5<sup>th</sup> Ed)</b></p>		
<b>*Units</b>	<b>Has the appropriate hour to unit ratio been determined?</b>		
	<p><i>One credit hour or units should encompass now fewer than 48 hours of coursework (lecture, laboratory/activity, study time, or combination). Range: 48-54 hours for 1 unit.</i></p> <p><i>For each hour of lecture, it is assumed that student will require an additional two hours of study outside of the classroom. The number of units awarded for laboratory courses is generally based on the number of hours of lab work, presuming that students are completing most of the required work in class. Articulation agreements and other external factors may need to be considered</i></p> <p><i>The following examples apply to semester units:</i></p> <p><i>Lecture or Lab Only Courses</i></p> <ul style="list-style-type: none"> <li>❖ <i>One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study</i></li> <li>❖ <i>One-unit laboratory course = 54 hours in-class laboratory</i></li> </ul> <p><i>Lecture and Lab Combined</i></p> <ul style="list-style-type: none"> <li>❖ <i>Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study</i></li> </ul> <p><b><u>NONCREDIT:</u></b></p> <p><i>COR will identify the total contact hours. In NonCredit work outside of class time is not required and therefore contact hours will usually encompass all course activities and learning time.</i></p> <p><b>(Resources: COR: A Curriculum Reference Guide, ASCCC, 2008, page 17; Program and Course Approval Handbook, CCCCCO, 5<sup>th</sup> Edition, Page 80; Title 5, section 55002.5)</b></p>		

<b>Prerequisites</b>	<b>Has appropriate validation been provided to establish the proposed prerequisite?</b>		
	<p><i>Must demonstrate need. Validation is required. (separate addendum)</i></p> <p><i>Current RSCCD policy:</i></p> <p>1). Sequential courses within a discipline requires at minimum content review. Process of content review needs to demonstrate how the skills achieved in the requisite course are fundamental to the success of most of the students taking the 'requiring' course.</p> <p>2) When prerequisites of computation or communication are being required outside of the respective programs, the process requires content review combined with statistical validation.</p> <p><i>(Resources:</i>  COR: A Curriculum Reference Guide, ASCCC, 2008, page 18,  Program and Course Approval Handbook, CCCC0, 5<sup>th</sup> Edition, Page 83;  Title 5, section 55002; 55003)</p>		
<b>*Catalog Description</b>	<b>Does the course content provide a well-developed overview of topics to be covered in the course?</b>		
	<p><i>The catalog description provides a well-developed overview of topics to be covered in the course, but is brief and concise in manner.</i></p> <p><i>Could include identification of a target audience depending on whether or not the course is required of for the major, degree, or certificate, transfer etc. Can assist students in their educational planning. Field trip potential or other requirements that may impose a logistical or fiscal burden on the student should be included.</i></p> <p><b><u>*NONCREDIT</u></b>  <i>Noncredit courses are designed to meet the needs of specific population and/or to achieve a specified objective.</i></p> <p><i>(Resources:</i>  COR: A Curriculum Reference Guide, ASCCC, 2008, page 20, *44)</p>		
<b>*Course Objectives</b>	<b>Do the objectives provide information on the discrete skills, tools and/or content which are needed for students to be able to fulfill an established outcome?</b>		
	<p><i>The discrete skills, tools and/or content which are needed for students to be able to fulfill an established outcome. Course objectives describe the small, discreet skills of the course that require basic thinking skills. Objectives could be thought of as the building blocks used to produce whatever is used by the faculty member to demonstrate student mastery of an outcome. Faculty Input (objectives) versus Student output (outcomes)</i>  <i>e.g., Students will review nutritional recommendations and components</i>  <i>Students will describe causes and consequences of nutritional problems</i></p> <p><i>(Resources:</i>  TFR: The Follow-Up Report: Writing Student Learning Outcomes, Titterud., T; 2009;  COR: A Curriculum Reference Guide, ASCCC, 2008 page 24, *49)</p>		
<b>*Course Content</b>	<b>Is the listed content of the course relevant to the course objectives?</b>		
	<p><i>Format is commonly that of an outline. Topics are typically arranged using major and minor headings. Outline should be detailed enough to fully convey</i></p>		

	<p>topics being covered, but not so lengthy that the scope of the course cannot be ascertained quickly.</p> <p><i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, 2008, page 28, *51)</i></p>		
<b>*Methods of Instruction</b>	<p><b>Do the methods of instruction (i.e, lecture, group presentations etc) reflect an integration with the objectives of the course?</b></p>		
	<p><b>Do the methods of instruction provide some detail that critical thinking is expected of students, taught in class, practiced in outside assignments and evaluated as the basis for their grade?</b></p>		
	<p><i>Should be appropriate to the stated objectives of the course. Should be more than a checklist. If more detail is provided than just indicating "lecture" the course more clearly states that critical thinking is expected of students, taught in class, and practiced in outside assignments and evaluated as the basis for their grade. Better meets Title 5 regulations for a degree-applicable credit course.</i></p> <p><b>Examples:</b>  <b>Course Objective:</b> Define and demonstrate an understanding of general theatre terminology.  <b>Methods of Instruction:</b> "Lecture presentations and classroom discussion using the language of theatre."   <b>Other examples tied to course objectives:</b>          "Group presentations of major projects followed by in-class discussion and evaluation."          "Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances."  <i>(Resources:</i>  <i>COR: A Curriculum Reference Guide, ASCCC, 2008, page 30, *52)</i></p>		
<b>*Methods of Evaluation</b>	<p><b>Do the methods of evaluation reflect integration with the stated course objectives in addition to the established methods of instruction?</b></p>		
	<p><i>Examples listed should reflect integration with the stated course objectives in addition to methods of instruction.</i></p> <p><b>Course Objective:</b> Define and demonstrate an understanding of general theatre terminology.  <b>Method of Evaluation:</b> Evaluation of written analysis for content, form, and application of dramatic performance review techniques.   <i>Other examples:</i>          Evaluation of contributions during class discussion          Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.  <i>(Resources:COR: A Curriculum Reference Guide, ASCCC, 2008, page 34, *55;</i>  <i>Title 5 section 55002)</i></p>		
<b>*Assignments</b>	<p><b>Do the assignments listed demonstrate integration with course objectives and content by describing their purpose?</b></p>		
	<p><b>Are optional and alternate assignments included, if appropriate?</b></p>		

	<p>Listed assignments should reflect coverage of all objectives and content. Optional and alternate assignments should be included. Title 5 does not mandate a comprehensive list but the outline should provide examples. Good to include purpose of each assignment. Helps to also indicate that out of class assignments are clearly sufficient to meet the minimum study time hours outside of class for each unit of credit awarded. Provides clarity that critical thinking is expected for a degree-applicable credit course.</p> <p><b>Course Objective:</b> Define and demonstrate an understanding of general theatre terminology.</p> <p><b>Sample Assignments:</b>  Participation in class discussions about plays  Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.  Written reviews of live performance.  (Resources:  COR: A Curriculum Reference Guide, ASCCC, 2008, page 37, *57;  Title 5 section 55002)</p>		
<b>Required Text and Other instructional materials</b>	<b>If a text is required, has the Author, title, publisher, and date of publication been included?</b>		
	<b>If the text is more than 5 years old, has an explanation been provided?</b>		
	<b>Does the outline only contain texts/materials that are required for the student to be able to effectively participate in the class and successfully pass the course?</b>		
	<b>Have required materials or other equipment that would be required for the student to effectively participate in the course been listed?</b>		
	<p>Texts and instructional materials should be completely referenced. Includes Author, title, publisher, and date.</p> <p>Items listed are only what is required for the student to be able to effectively participate in the class and successfully pass the course.</p> <p>Reminder that articulated courses to UC and CSU generally require that texts be no more than five years old. If beyond the five years, a written explanation should be provided.</p> <p>Required materials or other equipment that would be required for the student to effectively participate in the course should also be listed in this section.  (Resources:  COR: A Curriculum Reference Guide, ASCCC, page 40; Title 5 section 55002)</p>		
<b>Grading Policy</b>	<b>Does the course provide for measurement of student performance in terms of the stated course objectives?</b>		
	<p>Based on uniform standards pursuant to Title 5 §55023, that demonstrates proficiency in subject matter by means of written communication, problem solving and/or skills demonstrations, as appropriate to the course content.</p>		

## GENERAL CONSIDERATIONS

<b>Intensity and Rigor</b>	<b>Does the course treat subject matter with a scope and intensity that requires students to study independently outs of class time?</b>		
	<i>Evidence for level of intensity and rigor should be derived by the course topics, course objectives, assignments, assessments and reading materials that are presented in the Course Outline of Record. A degree-applicable credit course must require students to study independently outside of assigned class time (reading, writing and other type of outside assignments). The expectation is that students will spend two hours outside of class for every hour of lecture.</i>		
<b>Difficulty and Level</b>	<b>Does the course demonstrate the need for critical thinking and the understanding and application of concepts at the college level?</b>		
	<b>Does the course require learning skills and a vocabulary that is appropriate for a college level course?</b>		
	<i>The curriculum committee ensures that the course proposed requires critical thinking, learning skills and vocabulary that is appropriate for a college level course.</i>		
<b>Recommended Preparation</b>	<b>Have prerequisites or corequisites been established to ensure success within a given course (title 5 §55003)</b>		
<b>Basic Skills Requirement</b>	<b>Is the success of the course dependent upon either communication or computation skills?</b>		
	<b>Is a prerequisite or corequisite recommended?</b>		
	<i>Needed for success in a degree applicable course that is dependent on either communication and/or computational skills. Approval is separate from course outline.</i>		
<b>Repeatability</b>	<b>Does the course appear to be appropriately classified based on current repetition guidelines as outlined by the Chancellor's Office?</b>		
	<p><i>General rule: district policy cannot permit a student to re-enroll in a credit course if the student received a satisfactory grade on the previous enrollment, unless an exception to the general rule applies.</i></p> <p><b>Exceptions include the following:</b>  <i>Courses properly designated as repeatable</i>  <i>Three Types of Courses that may be designated as repeatable are the following:</i></p> <ul style="list-style-type: none"> <li>4) "Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree (§55041(a)(1))</li> <li>5) "Intercollegiate Athletic"s (§55041(a)(2))</li> <li>6) "Intercollegiate academic or vocational competition" (§55041(a)(3))</li> </ul> <p><i>Significant Lapse in Time</i>  <i>Variable unit courses that are offered open-entry/open exit</i></p>		

	<i>Extenuating Circumstances</i> <i>Occupational Work Experience</i> <i>Legally Mandated</i> <i>Courses necessary due to significant change in industry or licensure standards</i> <i>(resource:</i> <i>Credit Course Repetition Guidelines, CCCC, July 2013: <a href="http://www.ccccurriculum.net/wp-content/uploads/2013/07/CreditCourseRepetitionGuidelinesFinal070513.pdf">http://www.ccccurriculum.net/wp-content/uploads/2013/07/CreditCourseRepetitionGuidelinesFinal070513.pdf</a>)</i>		
<b>Modality of Instruction</b>	<b>Is the originator proposing the offering of the course via distance Education?</b>		
	Title 5 (§55206) mandates a separate review process. The separate review process is to ensure that the course being proposed can be taught in DE to the proposed COR and can maintain the same quality through regular effective instructor-student contact. Distance Education Addendum.		
<b>Honors</b>	<b>If an honors course, has the honors addendum been completed and attached to COR?</b>		
<b>Overall</b>	<b>If course may have impact in other areas, has consultation with faculty taken place at both SAC &amp; SCC?</b>		
	<b>Have any typographical errors or grammatical errors been identified that need to be reported back to originator?</b>		

# FACULTY RESOURCES

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- (1) The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice: <http://asccc.org/node/174846>
  
- (2) The Academic Senate for California Community Colleges prepared a document in 2008 that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. The document is titled “**The Course Outline of Record: A Curriculum Reference Guide**” and can be downloaded from the web site of the Academic Senate for California Community Colleges at <http://www.asccc.org>.
  
- (3) Program and Course Approval Handbook (PCAH, 5<sup>th</sup> Ed):  
[http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook\\_5thEd\\_BOGapproved.pdf](http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf)
  
- (4) Title 5 Curriculum Regulations:  
<http://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
  
- (5) Academic Senate for California Community Colleges; <http://asccc.org/>