

A decorative graphic on the right side of the page consists of several overlapping circles in various shades of blue. Two thin, light blue lines cross the page diagonally, one from the top-left to the bottom-right, and another from the top-right to the bottom-left. The circles are arranged in a way that they appear to be floating or overlapping each other, with some partially cut off by the edges of the page.

California Community Colleges Guidelines for Title 5 Regulations, Chapter 6, Part 1

Adopted by the California Community Colleges
Board of Governors July 9, 2007 and effective
August 16, 2007

This document summarizes and provides guidelines for
selected Title 5 Regulations recently passed by the California
Community Colleges Board of Governors regarding
curriculum and instruction.

**Chancellor's Office, California Community Colleges
February 2008**

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California Community Colleges Program and Course Approval Regulations and Guidelines

This document is designed to provide guidance and assistance to colleges in the implementation of selected regulations that were submitted to the Board of Governors on July 9, 2007 and that became effective on August 16, 2007. The regulations cited and referenced in this document, and the accompanying guidelines, clarify the circumstances under which California Community Colleges may develop and offer new credit and noncredit programs and courses. The document is divided into two (2) parts, credit and noncredit. There are a total of eleven (11) Title 5 Regulations that are discussed in these guidelines, seven (7) credit and four (4) noncredit.

While the guideline accompanying each regulation is not legally binding, it is important to note that district and college observance of each guideline will play an important part in the community college system's continued review and evaluation of credit course and program development and any subsequent revisions of applicable regulations. Districts that follow these guidelines will likely be in compliance with all regulatory requirements. The guidelines can and will be revised by the Chancellor as deemed necessary.

Credit Courses and Programs

Several sections regarding credit programs and courses are addressed in these guidelines:

- § 55002 - Standards and Criteria for Courses
- § 55002.5 - Credit Hour
- § 55003 - Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
- § 55063 - Minimum Requirements for the Associate Degree
- § 55070 - Credit Certificates
- § 55100 - Course Approval
- § 55130 - Approval of Credit Programs

Section 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 provisions of sections 51002, 55040-55043 and 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 provisions of sections 51002, 55040-55043 and 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.

Guideline for Section 55002

This section limits the classification of courses, as defined in subdivision (f) of section 55000, as either degree-applicable credit, nondegree-applicable credit, or noncredit and lists requirements for each type. Subdivision (d) of section 55002 lists requirements for community services offerings, as defined in subdivision (b) of section 55000.

Degree-applicable credit courses must be approved by the district governing board and appropriate to the associate degree as required in §55062, 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*. The curriculum committee approves degree-applicable credit courses based on the following standards:

Grading policy, based on uniform standards pursuant to section 55021 and a grading scale adopted pursuant to section 55023. The grade assigned to a student is to be based on the extent to which the student 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 of hours to units specified by the governing board in compliance with §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. The number of expected contact hours and the number of units to be awarded

must be specified in the course outline of record. For each hour of lecture, the course should require two hours of outside of class study (homework) and/or assigned outside of class activity. Laboratory or activity courses, however, may require minimal study/work outside of class scheduled meeting times.

Intensity, as evidenced by the outline of topics, the course objectives, assignments, assessments, and reading materials identified in the course outline of record. Achieving the objectives of degree-applicable credit courses typically requires students to study independently outside of class time. There is an expectation that students will be assigned two hours of study outside of class for each hour of lecture. Even when supplemental learning assistance is associated with a lecture course, students enrolled in the lecture component must be given some homework to complete independently. For example, if the district chooses, students could be encouraged to concurrently enroll in an approved supplemental learning assistance course that is linked to the parent lecture course. A college also could offer a co-requisite or prerequisite learning assistance course that would be required of all students enrolled in a lecture course. In the outlines for the supplemental learning assistance courses, the objectives that students must reach should be specified. Neither of these options, however, can replace the necessity for students enrolled in a course with lecture contact hours to study independently. (See Title 5, sections 58164, 58168, 58170, and 58172.)

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

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

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

The section also requires that the course outline of record for all degree-applicable credit courses be maintained in the official college files and available to every instructor. The outline of record for degree-applicable credit courses must include:

- 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
- content in terms of a specific body of knowledge
- specific types or examples of required reading and writing assignments and other outside-of-class assignments

- instructional methodology
- methods of evaluation for determining whether the stated objectives have been met by students.

Nondegree-applicable credit courses must be approved by the district board and designated as not applicable to the associate degree. There are **four types** of nondegree-applicable credit courses as follows:

1. Nondegree-applicable basic skills courses (see subdivision (j) of section 55000)
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide student foundation skills for enrollment in credit degree-applicable technical career 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 §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 §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. The number of expected contact hours and the number of units awarded must be specified in the course outline of record.

Intensity, as evidenced by the course outline of record, the course objectives, assignments, assessments, and reading materials identified. Nondegree-applicable credit courses must include reading and writing assignments and prepare students to succeed in degree-applicable credit courses. Achieving the objectives of nondegree-applicable credit courses typically requires students to study independently outside of class time. There is an expectation that students will be assigned two hours of study outside of class for each hour of lecture. Even when supplemental learning assistance is associated with a lecture course, students enrolled in the lecture component must be given some homework to complete independently. For example, if the district chooses, students could be encouraged to concurrently enroll in an approved supplemental learning assistance course that is linked to the parent lecture course. A college also could offer a co-requisite or prerequisite learning assistance course that would be required of all students enrolled in a lecture course. In the outlines for the

supplemental learning assistance courses, the objectives that students must reach should be specified. Neither of these options, however, can replace the necessity for students enrolled in a course with lecture contact hours to study independently. (See Title 5, sections 58164, 58168, 58170, and 58172.)

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

The section also requires that the course outlines of record for all nondegree-applicable credit courses be maintained in the official college files and available to every instructor. The outline of record for nondegree-applicable credit courses must include the same requirements specified for degree-applicable credit courses in subdivision (a) (3). In addition to the requirements of this section, all credit courses must be approved pursuant to Title 5, §55100. The Chancellor's Office recommends that outlines of record for credit courses provide information on the proper values for course data elements that will be reported to the Management Information Systems. This data includes values for T.O.P. code, credit status, transfer status, basic skills status, SAM code, classification code (CB11), special class status, prior to college level, funding agency category (CB23) and program status (CB24). For more information about the data elements, refer to the Data Element Dictionary available on the Chancellor's Office web site.

The amendments to this regulation became effective on August 16, 2007.

Section 55002.5. Credit Hour.

- (a) *One credit hour of community college work requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.*
- (b) *A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.*
- (c) *The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments.*
- (d) *A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.*

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

Guideline for Sec

tion 55002.5

In this section, the basic unit of college credit is defined to avoid reference to specific term lengths (previously described in terms of hours/week over a 16-week term). A **minimum** of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, lab work is required for one unit of credit regardless of term length. The section establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in class.

The following examples apply to semester units:

Lecture or Lab Only Courses

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

Lecture and Lab Combined

- Three units = 32 hours (minimum) in-class lecture, 48 hours (minimum) in-class laboratory, plus 64 hours (minimum) out-of-class study. In this case, two units are awarded for lecture and one unit for laboratory.

In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. For example, a course for which 3 units is awarded may meet 4 hours a week over a semester and still be in compliance with these regulations if it is determined that the increased classroom time serves to decrease outside study time. In general, however, the units awarded for lecture and lab hours specified in the examples above apply. In the new version of the Program and Course Approval Handbook, examples that illustrate scheduling additional contact hours and making some adjustments in homework requirements will be provided. In this way, the next version of the Program and Course Approval Handbook will provide additional guidance related to the relationship of hours to units.

When the combination of lecture, study, and/or laboratory work reaches 96 hours on the semester system, 66 hours on the quarter system, or twice the number of hours locally required for one unit, part (b) of this section requires that students will earn at least 2 units of credit. This part of the regulation is new and may affect the number of units awarded in some disciplines that offer courses with a number of contact hours mandated by professional certification requirements.

The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments, but a district may elect to adjust the amount of credit awarded in increments of less than one half unit. It is not permissible to approve credit courses with zero units of credit.

This amended regulation became effective on August 16, 2007.

Section 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).*
- (b) *A 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. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in subdivision (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.*
 - (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, 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.*
 - (4) *The bases and process for an individual student to challenge the application of a prerequisite or corequisite.*
- (c) *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.*
- (d) *Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed pursuant to subdivision (b)(3) 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 so scrutinized until it is reviewed pursuant to subdivision (b) (3) 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.*
- (e) *A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee 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 (d) 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:*
- (1) *baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or*
 - (2) *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:*
 - (A) *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*

- (B) 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.*
- (f) 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.*
- (g) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.*
- (h) 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. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with Section 55500) of this chapter.*
- (i) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that nondegree-applicable basic skills 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.*
- (j) 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.*
- (k) 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.*
- (l) 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 applicable enrollment fees are 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.*
- (m) 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.*
- (n) *In the case of a challenge under subdivision (m)(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.*
- (o) *District policies adopted pursuant to this section shall be submitted to the Chancellor as part of the district's matriculation plan pursuant to section 55510.*

NOTE: Authority cited: Section 70901, Education Code. Reference: Section 70901, Education Code.

Guidelines for Section 55003

Definitions: In accordance with Title 5, Section 55003, Prerequisites and Co-requisites can only be established if they are determined to be *necessary, appropriate and non-discriminatory, or are required by regulation or statute*. Prerequisites that are met by assessment must conform to the requirements of the regulations for the matriculation program which appear in subchapter 6 of chapter 6 of title 5, commencing with Section 55500. Terms used in section 55003 can be 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 which a student is required to take simultaneously in order to enroll and succeed in another course. *The student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course.* Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course. For example, a course may require an introduction to a medical terminology course as corequisite to a course in Medical Transcription. The student's familiarity with medical terms will enable the student to succeed in medical transcription.

“Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or

educational program. *Completing the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the “target” course.* The prerequisite ensures that students will achieve skills or knowledge necessary for success in a course or program. For example, a course might require completion of an English course (or placement into English at a specific level) before the student may enroll in a Philosophy course that requires high level reading and writing skills.

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

It is possible that a college could determine that a corequisite could be taken either prior to or during the same term as the parent course. This means that students would have a choice to complete a corequisite at either time.

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

- www.cccco.edu/Portals/4/AA/CP%20&%20CA3/Prerequisites.doc
- www.ccccurriculum.info/Curriculum/RegulationsGuidelines/ModelDistrictPolicy.htm#Implementing

Section 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.**
- (3) *Ethnic Studies will be offered in at least one of the areas required by subdivision (2).*
- (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.

Guidelines for Section 55063

This section of the regulation describes the criteria and minimum requirements for the associate degree, which must require coursework in a major or area of emphasis.

A **major** may be defined by the lower-division requirements of a specific major at the University of California or California State University or 18 units in a field or related fields selected by the community college.

An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 units in related fields intended to prepare the student for a particular major at the four-year institution or to prepare a student for a particular field as defined by the community college. For example, the 18 units would provide the student with an understanding of a discipline, such as psychology. Within the 18 units there might be just two psychology courses while the remaining courses would be foundational courses in philosophy, biology, and statistics.

An area of emphasis is similar to patterns of learning that a student in the first two years of attendance at a 4-year institution might follow in order to explore an area of interest as a possible major. It is not expected that all associate degrees with an area of emphasis will consist of courses that are aligned with the requirements for transfer in a major, but associate degrees can be designed so that all of the 18 units in the area of emphasis are transferable and prepare the student well for an intended major area at the four-year institution.

General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis. In other words, an Associate Degree cannot consist of CSU breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in electives, selected at the student's discretion. For students intending to transfer, the Associate degree would ideally include the CSU breadth/IGETC pattern to fulfill the GE requirement, the requirements for a major or area of emphasis (18 units), and the balance of units (to reach 60) in electives selected by the student.

Proposed majors or areas of emphasis may also meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. These degrees can represent a cohesive packaging of courses that are not accepted for transfer at 4-year institutions. The intent of such degrees must be clearly expressed in the narrative portion of the application for approval of a new degree program.

Documentation of need can be letters of support, survey results, or anything that provides evidence that the degree fulfills a need of the community.

As specified in earlier guidelines, effective in the Fall 2009 term, minimum requirements for competency in written expression must be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Competency in mathematics is now specified as satisfactory completion of a course at the level of Intermediate Algebra. Competency in written expression and mathematics may be met by completing an assessment with a score comparable to satisfactory completion of the specified course. Courses in English and mathematics taught in or on behalf of other departments may be approved by the local governing board to fulfill the requirements for Freshman Composition and Intermediate Algebra.

Also effective for all students admitted to a community college in Fall 2009 and thereafter, all courses that count toward the associate degree major or area of emphasis must be “satisfactorily completed” with grades of A, B, C or P (pass). All degree requirements, including general education, must be completed with an overall grade point average of 2.0 or better.

Section 55070 - Credit Certificates

- (a) Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education. For purposes of this subdivision, the term “general education” 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 which award the baccalaureate degree.*
- (b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred to as a certificate of achievement, a certificate of completion, or a certificate of competency, unless approved by the Chancellor pursuant to subdivision (c). Such a certificate may not be listed on a student's transcript, unless approved by the Chancellor pursuant to subdivision (c).*
- (c) A district may submit any sequence of courses consisting of 12 or more semester units or 18 or more quarter units of degree-applicable credit coursework to the Chancellor and request that it be approved as a program leading to a certificate of*

achievement. The Chancellor may approve such a program if he or she determines that it satisfies the requirements of subdivision (a) despite requiring fewer than 18 semester or 27 quarter units of degree-applicable credit coursework.

- (d) Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity which may be developed by the Chancellor, the Academic Senate for California Community Colleges or other appropriate statewide bodies.*
- (e) A description of each approved program shall be included in the college catalog.*
- (f) The Chancellor shall develop forms and procedures for submission of applications for approval of a program leading to a certificate of achievement.*
- (g) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.*

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

Guidelines for Section 55070

This section defines “certificates of achievement” as a sequence of courses of 18 semester units or more (27 or more quarter units). The Certificate of Achievement is an educational program that requires Chancellor’s Office approval and that is transcribed. Colleges may develop Certificates of Achievement based upon IGETC or CSU Breadth or General Education patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states.

This section establishes that any credit certificate which requires 18 or more semester units or 27 or more quarter units of coursework must be approved by the Chancellor’s Office. Such a certificate would be called a "certificate of achievement" and may appear by name on a student transcript. Only those certificates for which Chancellor’s Office approval is obtained may bear the title “certificate of achievement” and may appear on the transcript. It is appropriate to develop and propose a certificate of achievement that includes coursework taken to satisfy general education patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states.

Community colleges may also award certificates for fewer units without Chancellor’s Office approval, but such certificates must be called something other than "certificate of achievement." Noncredit certificates eligible for enhanced funding must be called “certificate of completion” or “certificate of competency”, so credit certificates offering fewer than 18 units may not use these names either. There are a variety of names used for credit certificates with fewer than 18 semester (or 27 quarter) units at community colleges, such as skills certificate, career certificate, certificate of proficiency and others.

When the college wishes to offer a low-unit certificate as a certificate of achievement

and include it on student transcripts, the college must request program approval to identify the certificate as a "Certificate of Achievement." 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 pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

This section went into effect August 16, 2007, but those provisions relating to the naming of certificates will not become effective until the Fall 2008 term.

Section 55100. Course Approval.

- (a) The governing board of each community college district shall establish policies for, and may approve individual degree-applicable credit courses which are offered as part of an educational program approved by the Chancellor pursuant to section 55130. Such courses need not be separately approved by the Chancellor.*
- (b) Effective for courses to be offered beginning in Fall 2007, a community college district may, until December 31, 2012, approve and offer nondegree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without separate approval by the Chancellor, provided that the district continuously complies with the following requirements:*
 - (1) the college curriculum committee and district governing board have approved each such course pursuant to section 55002;*
 - (2) the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs;*
 - (3) no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board;*
 - (4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites;*
 - (5) no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree; and*
 - (6) the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System.*

- (c) *The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d).*
- (d) *Effective January 1, 2013, or earlier if so required by subdivision (c), the governing board of each community college district shall separately submit for approval by the Chancellor all nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.*

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

Guidelines for Section 55100

This section reiterates that all courses must be approved by the college curriculum committee and district governing board. After an educational program has been approved by the Chancellor's Office, new courses that are developed for the approved program do not require individual approval by the Chancellor's Office provided that the district continuously complies with the requirements in this section.

A new part of the regulation became effective for the Fall 2007 term and will continue to be effective until January 1, 2013. If all conditions and requirements in this section have been fulfilled, a community college district may approve and offer credit courses, which are not part of an approved program, without approval by the Chancellor's Office. These courses are commonly known as "stand-alone" courses.

The district must annually submit certification that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor's Office in the policies and procedures related to the curriculum review and approval process. In 2007, the Chancellor's Office offered ten opportunities for college curriculum committee members, administrators and staff to be trained. In addition, each college could designate a trainer for others on campus. Training for 2008-09 and subsequent years will again be available from the Chancellor's Office. Colleges will be required to complete the training annually to be certified.

The college may not approve stand-alone courses that were previously submitted to the Chancellor's Office but were denied approval, unless the courses are modified to adequately address the reasons for denial. These courses must be re-approved, as revised, by the college curriculum committee and district governing board.

When a college offers a group of courses in the same T.O.P. Code that total 18 semester units or 27 quarter units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered "stand-alone" and Chancellor's Office approval is required. Even though a certificate may not be awarded, the linked sequence of courses is defined as an "educational program" when the total number of units equals 18 or more semester units or 27 or more quarter units.

- (b) (4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit*

Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites;

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

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

Students may not count, in order to fulfill requirements for a certificate or degree major or area of emphasis, 18 or more semester units (or 27 or more quarter units) of courses that have been approved as "stand-alone" courses.

The district is required to report all locally approved stand-alone courses through data submission prior to the end of the first term in which the courses were first offered. Information about this process, when it is available, will be distributed through normal channels.

This section of the regulation became effective for the Fall 2007 term. Full implementation of the reporting process is expected to continue into, and be completed by the end of, the Spring 2008 term.

Section 55130. Approval of Credit Programs.

- (a) Before offering any credit course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.*
- (b) The application for approval shall contain at least the following:*
 - (1) The name of the proposed program.*
 - (2) The description of the proposed program.*
 - (3) A list of required courses to be included in the program.*
 - (4) Course outlines of record for all courses in the program.*
 - (5) The purposes and specific objectives of the proposed program.*
 - (6) The place of the proposed program in the district master plan.*
 - (7) An explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.*

- (8) *The need for the proposed program ascertained with regard to at least the following factors:*
- (A) *Other community colleges in the area currently offering the program;*
 - (B) *Other programs closely related to the proposed program offered by the college;*
 - (C) *Relation of the proposed program to job market analysis, where applicable;*
 - (D) *Enrollment projection for the proposed program;*
 - (E) *Recommendations of career technical education regional consortia, when applicable; and*
 - (F) *The classification of the courses in the program in accordance with section 5500I.*
- (9) *The need for and present adequacy of the following resources shall be determined in relation to the proposed program:*
- (A) *Library and media center resources;*
 - (B) *Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.*
 - (C) *Availability of adequate or proposed financial support; and*
 - (D) *Availability of faculty.*
- (c) *The development, establishment and evaluation of an education program shall include representative faculty involvement.*
- (d) *An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.*
- (e) *In multicollege districts, program approval is granted for a specific college.*

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

Guidelines for Section 55130

Subdivision (b) of this regulation was updated to include the same requirements for new program proposals as those which were published in the **Program and Course Approval Handbook, 2nd edition**, March 2003. Subdivisions (b)(3) and (b)(4) were added so that submission of course outlines of record for all courses required in the program are submitted with new and substantially revised program applications.

New applications for credit program approval reflecting these changes will be distributed for use as soon as possible, and will replace existing applications. The **Program and Course Approval Handbook, 3rd edition**, is under development and will include instructions for these new forms.

New applications for credit program approval reflecting these changes were distributed in October 2007. The forms and related instructions are available for download from the Chancellor's Office web site. Follow this path to Applications and Forms:

Noncredit Courses and Programs

The Title 5 Regulations for noncredit course classification and standards in Section 55002 (c) and the approval of noncredit courses and programs in Sections 55150 to 55155 were submitted to the Board of Governors on July 9, 2007, filed with the Secretary of State on July 17, 2007 and became effective on August 16, 2007. These regulations provide the basis for the California Community Colleges to claim apportionment for noncredit courses and programs. This document is designed to provide guidance to the colleges on regulatory requirements for obtaining approval for noncredit courses and programs.

Several sections regarding noncredit programs and courses are addressed in these guidelines:

- § 55002(c) - Standards and Criteria for Courses
- § 55150 - Approval of Noncredit Courses and Programs
- § 55152 - Short-Term Vocational Programs Providing 288 Hours or More of Instruction
- § 55155 - Noncredit Certificates

For each Title 5 section, the regulation and the corresponding guideline, which may include examples, follow.

Section 55002 (c) – Noncredit Course

- (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.*

Guidelines for Section 55002 (c)

All noncredit courses must be approved by the local curriculum committee and by the governing board of the district. The local curriculum committee conducting the review of noncredit curriculum must be established by mutual agreement of the college and/or district administration and the local academic senate. The committee is 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 academic senate.

Curriculum review for noncredit courses should be conducted by the curriculum committee using the same general procedures as those followed when reviewing credit courses. References to the regulations and guidelines for monitoring and review of noncredit courses and programs will be incorporated in the *California Community Colleges Program and Course Approval Handbook* and in the resource document, *Noncredit at a Glance*, when those documents are revised.

The course outline of record and revisions to the course outline should be on file at the college. A copy of the course outline must be provided to the instructor of record.

The noncredit course outline of record shall include seven components:

1. Number of instructional hours normally required for a student to complete the course of study. Instructional hours should be sufficient to cover the scope and breadth of the course and to ensure student progress toward achieving the course objectives.
2. College catalog description should summarize the purpose and goals of the course and subject matter to be covered. In those cases where the purpose of the course is to serve a special population (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.
3. Objectives should clearly specify what students should know and/or be able to do upon successful completion of the course.
4. Content, in terms of a specific body of knowledge, should depict the scope and depth of topics or subjects to be covered by the course.

5. Instructional methodology identifies the key methods and activities used to deliver instruction, including, but not limited to, lecture, laboratory, distance education, and independent study.
6. Examples of assignments and/or activities include written assignments, special projects, field trips, and out-of-class assignments (homework).
7. Methods of evaluation for determining student achievement of stated objectives should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives. Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.

All courses are to be taught by qualified noncredit faculty. "Faculty" or "faculty member" means those employees of a district who are employed in academic positions that are not designated as supervisory or management and for which minimum qualifications are specified in Sections 53410-53414. In addition, the full description of minimum qualifications for each of the areas of noncredit instruction can be located in the *Noncredit at a Glance*, September 21, 2006 document.

Section 55150. Approval of Noncredit Courses and Programs.

- (a) *Each noncredit course shall be approved by the Chancellor in accordance with this article on forms provided by the Chancellor.*
- (b) *Noncredit programs shall be approved by the Chancellor as provided in sections 55152, 55153 and 55154 on forms provided by the Chancellor. An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate a noncredit program, after its approval, on the basis of factors listed in sections 55152, 55153 or 55154, as applicable. If on the basis of such an evaluation the Chancellor determines that the program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.*
- (c) *Course outlines for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course.*
- (d) *Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor.*
- (e) *In order to be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5, a career development or college preparation noncredit course must be part of a program or sequence of courses approved by the Chancellor pursuant to sections 55151 or 55152.*

*Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code.
Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.*

Guidelines for Section 55150

The local curriculum committee and the governing board of the district shall approve all noncredit courses and programs. All noncredit course outlines must be on file at the

community college offering the course. The college shall submit all noncredit courses for approval to the Chancellor's Office, with the exception of a course that is part of a noncredit program that is 288 hours or more of instruction, is *not* claiming enhanced funding, and has been approved by the Chancellor's Office.

Except as provided for in section 55152, colleges shall not offer noncredit courses or programs without obtaining notification of approval from the Chancellor's Office. The colleges shall use the application forms and instructions located on the Chancellor's Office website. All noncredit course and program applications require the original signatures of the Superintendent/Chancellor, Chief Instructional Officer, and the Chair of the local curriculum committee. The signature of the Superintendent/Chancellor signifies that all courses and programs have been reviewed in accordance with 55002(c) and Sections 55150 through 55155 and have been approved by the local governing board of the district.

A noncredit course involving career development or college preparation is eligible for enhanced funding (\$3092 per FTES) if it satisfies the requirements of Education Code sections 84750.5 and 84760.5 and Title 5, Section 55151 or 55152 of the regulations. Noncredit categories that are eligible for enhanced funding are as follows:

1. Short-term vocational with high employment potential (Career-Technical Education)
2. Elementary and secondary basic skills
3. English as a Second Language or Vocational English as a Second Language (VESL)
4. Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training

Section 55152. Short-Term Vocational Programs Providing 288 Hours or More of Instruction.

- (a) Before offering any noncredit short-term vocational program providing 288 hours or more of instruction on or after June 30, 2008, the governing board of a community college district shall obtain approval of the program pursuant to this section. Each course which is to be part of the program must be approved by the college curriculum committee pursuant to subdivision (c) of section 55002.*
- (b) The Chancellor, in consultation with the Employment Development Department, must determine that the program has high employment potential. In making this determination, the Chancellor shall utilize job demand data provided by the Employment Development Department. If current job demand data in the relevant field is not available from the Employment Development Department, the Chancellor and the Employment Development Department may rely upon other data submitted by the college.*

- (c) *If a district seeks to claim enhanced funding for the program pursuant to Education Code sections 84750.5 and 84760.5, the program must also be designed to lead to one of the types of certificates described in subdivision (b) of section 55151.*
- (d) *Applications shall include all of the following:*
 - (1) *a list of required courses to be included in the program;*
 - (2) *course outlines for all courses in the program;*
 - (3) *a statement of the goals and objectives of the program;*
 - (4) *a description of the relationship of the proposed program to other programs;*
 - (5) *a discussion of the possible impact of the proposed program on nearby community colleges; and*
 - (6) *an analysis of labor market need or job availability.*
- (e) *The Chancellor shall develop forms and procedures for review and approval of such programs. If a program was approved pursuant to section 55151 prior to June 30, 2007, information provided with the prior application need not be resubmitted.*
- (f) *If a program is approved by the Chancellor pursuant to this section, the program may be subsequently modified by the addition of other noncredit courses without the necessity to obtain separate approval of such courses from the Chancellor.*
- (g) *Nothing in this section shall be construed to require a particular student to complete a certificate or to characterize failure to do so as a negative outcome.*
- (h) *Nothing in this section shall be construed to prevent a particular student from taking additional degree-applicable coursework, pursuing an associate degree, or pursuing transfer to a baccalaureate institution in addition to or instead of seeking immediate employment.*

*Note: Authority cited: sections 66700, 70901, 78401 and 84760.5, Education Code.
Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.*

Guidelines for Section 55152

The standards of approval for noncredit short-term vocational programs providing 288 hours or more of instruction are similar to the standards for obtaining approval of a short-term vocational program for enhanced funding. Application requirements are clearly identified in Section 55152. Short-term vocational programs, regardless of receipt of enhanced funding, need to demonstrate that there is a labor demand for the program and that the demand can be substantiated by labor market information provided by the California Employment Development Department or some other credible source of labor market information.

The difference between this section and section 55151 is that when the program includes 288 hours or more of instruction, the approval criteria are more comprehensive. The application must include a statement of goals and objectives, and colleges must address the impact of the proposed program on existing programs within the college as well as the impact of programs on neighboring colleges. The latter is demonstrated in the credit world by bringing the program to the regional occupational consortia for review and recommendation. This standard will also be applied to these short term noncredit vocational programs.

Once the program providing 288 hours of instruction has been approved, the college does not have to submit to the Chancellor's Office new courses added later to the program. The college, however, will need to identify new courses as being a part of the program using the appropriate designation in the MIS data system when reporting enrollments for the first time.

Section 55155. Noncredit Certificates.

- (a) *Any noncredit program leading to a certificate must be approved by the college curriculum committee and the district governing board and all courses in the program must be individually approved by the Chancellor pursuant to section 55150, except where a course is subsequently added to a program after it is approved by the Chancellor pursuant to sections 55152, 55153 or 55154.*
- (b) *All programs or sequences of courses leading to a noncredit certificate of completion or competency are subject to approval by the Chancellor pursuant to sections 55151 or 55152.*
- (c) *If a district does not seek enhanced funding for a program or sequence of noncredit courses, or the program or sequence of courses does not qualify for enhanced funding pursuant to section 55151, a noncredit certificate program may be established by the district without approval by the Chancellor except as required in sections 55152, 55153 or 55154. A district may award a noncredit certificate to a student completing such a program, but may not designate or refer to it as a certificate of completion or a certificate of competency.*
- (d) *A noncredit certificate may not be referred to as a certificate of achievement regardless of its length or whether or not it has been approved by the Chancellor.*
- (e) *A description of each approved program shall be included in the college catalog.*
- (f) *Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.*

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

Guidelines for § 55155

A program or sequence of courses with fewer than 288 hours of instruction which the district wishes to claim for enhanced funding does not need to be submitted to the Chancellor's Office for program approval. Such a program or sequence of courses does need to be submitted to the Chancellor's Office to be approved for receiving enhanced noncredit funding. All courses that make up the program must be approved by the Chancellor's Office. In addition the title of the certificate cannot be referenced as a certificate of completion, a certificate of competency or a certificate of achievement.