OVERVIEW

The work of Curriculum Committee is guided by statutory and regulatory criteria found in Title 5 and the state Education Code. These standards relate to:

- Degree credit courses
- Non-degree credit courses
- Degree programs and certificates
- Non-credit courses
- Non-credit certificates

COURSES AND PROGRAMS

Community colleges are authorized to offer different types of courses and programs. Courses may be categorized as credit, non-credit, or community education. Credit courses are further broken down into credit courses that apply to the associate degree and those that do not. Programs are divided into those for credit and those for non-credit.

CRITERIA:

The following criteria are used by the Chancellor’s Office to approve courses and programs. They are derived from a variety of sources, including statue, regulation, intersegmental agreements, transfer guidelines, accrediting recommendations, and standards of good practice in curriculum development. The Academic Senate endorses them. (Program and Course Approval Handbook, March 2012, pg. 17)

- Appropriateness to Mission
  - The stated goals and objectives of the proposed program, or the objectives of the course, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4
  - Example: lower division GE preparation, lower division major preparation, and career technical education. Avocational or strictly recreational courses are no longer part of the mission of the CCC system.
  - Must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement.

- Need for the course
  - Academic Master Plan
  - Program Review
  - Transfer applicability for major preparation or GE
  - CTE need must be documented through labor market information in local service area &/or employer survey. Additionally a current job
market analysis must show that jobs are available or that job enhancement justifies the proposed curriculum.

- CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium.

- **Outline reflects quality**
  - Course – description, objectives, content, assignments, and methods of evaluation are cohesive and enable a student to demonstrate they have met the objectives.
  - Program – the program has outcomes and is designed to enable students to meet those outcomes

- **Feasibility**
  - Course - the college has the resources to offer a course at the level of quality described in the course outline.
  - Program – college has the resources to realistically maintain the program at the required level, including funding, faculty, and facilities. The college also commits to offering all the required courses for the program at least once every 2 years.

- **Compliance** - the design of the program or course must not conflict with any law, statute, or regulation. Examples:
  - Repeatability
  - Tutoring
  - Open-entry, open-exit courses
  - Prerequisite and enrollment limitations
  - Nursing Practice Act

In addition to the criteria listed above for all courses, the course outline of record (COR) must show the following elements to be approved and classified as a degree credit course under Title 5. The curriculum committee uses these criteria and standards to fulfill its mandate to determine is the coursework is at college level and incorporates critical thinking. The course outline should contain sufficient information to permit the curriculum committee to correctly determine the correct category for the course. The committee will determine if the course should be recommended for approval and classified as either degree credit, non-degree credit, or noncredit under Title 5 of the California Administrative Code. Both the curriculum committee and Board of Trustees must approve degree credit courses. (Title 5, section 55002(a))

**DEGREE CREDIT COURSE CRITERIA**

**CRITERIA:**

A degree credit course must meet one of the following criteria specified in Title 5. Section 55062:
- A lower division course accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- A course that applies to the major in CTE fields.
- An English course not more than one level below the first transfer level composition course (English 91, 94, or 96 at College of the Canyons). Each student may count only one such course as credit toward the associates degree.
- A mathematics course above and including Intermediate Algebra.
- A credit course in English or mathematics taught in or on behalf of other departments and which, as determined by the local governing board, requires entrance skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.

STANDARDS: Title 5, section 55002(a)

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

- **Grading policy**: based on uniform standards and demonstrates proficiency in the subject matter based on written communication, problem solving, and/or skills demonstrations, as appropriate to the course content, (Title 5, section 55023)
- **Units**: granted based on a relationship of hours to units specified by the governing board in compliance with Title 5, section 55022.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for each unit of credit. The usual method of meeting this standard is that for each hour of lecture, two hours of homework are assigned. In the case of laboratory courses, the three hours are typically all in the laboratory. While Title 5 specifies the minimum hours required, the Chancellor’s Office has recommended recording the maximum hours needed, so 54 is the number used to calculate hours and units. The total number of expected work must be recorded in the course outline of record.
- **Intensity and rigor**: the outline of course topics, course objectives, assignments, methods of evaluation, and reading must indicate that a college level of work is required. In addition those course areas should demonstrate that students must study independently outside of class for at least two hours for every hour of lecture.
- **Prerequisites and co-requisites**: must only be assigned if a student would be highly unlikely to receive a satisfactory grade without the prerequisite or co-requisite. The course outline of record must demonstrate the relationship between the prerequisite/co-requisite skills and those to be acquired in the target course. (Title 5, sections 55002(a)(2)(D), 55002(a)(2)(E), and 55003).
- **Basic skills**: a prerequisite or co-requisite in computation or communication skills must be established if success in the course is dependent on those skills. (Title 5, section 55002(a)(2)(E).
- **Difficulty**: course must incorporate critical thinking and an understanding of concepts at the college level. (Title 5, section 55002(a)(2)(F).
- **Level**: learning skills and vocabulary must be at the college level. (Title 5, section 55002(a)(2)(G).
• **Course outline of record:** COR must be maintained in the official college files and made available to each instructor. Additionally, the course outline must specify: unit value, contact hours for the course as a whole, recommended preparation, catalog description, objectives, content, examples of required reading and writing assignments, other outside assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met. (Title 5, section 55002(a)(3).

• **Conduct of the course:** a qualified instructor must teach each section of the course. (Title 5, section 55002(a)(4). The Disciplines List established by the Academic Senate lists the recognized disciplines and the minimum qualifications to teach in that discipline.

• **Repetition:** repeated enrollment for apportionment is only allowed in certain circumstances. (Title 5, sections 55040 and 55041)

In addition to determining if a course qualifies as a degree-credit course, the committee also determines if it should be approved as a transfer course and/or a general education course.

**TRANSFER COURSES:**

When deciding if a course qualifies as a transfer level course, the most basic consideration is whether or not a comparable course is offered as preparation for a major or as general education at the lower division at a UC or CSU. If the course meets either of those two criteria, then the next consideration is whether or not College of the Canyons needs this course to help students meet their educational goals. Consulting with counseling, local four-year schools, and the Articulation Officer will provide guidance in that area. Examine the C-ID descriptors to verify that the transfer course fits statewide patterns. [http://www.c-id.net/descriptors.html](http://www.c-id.net/descriptors.html)

**GENERAL EDUCATION COURSES:**

General education requirements are a pattern of specific courses required of all students wishing to receive a degree from an accredited institution. The subject matter presented in general education courses is designed to be general, broad, and introductory surveys rather than specialized, narrow, or advanced studies. There are three main general education patterns: associate degree general education, CSU general education-breadth requirements, and Intersegmental General Education Transfer Curriculum (IGETC) for CSU and UC. Each has specific requirements, which are listed in chapter 8, Supplemental Materials, of this manual. The curriculum committee must examine courses requesting general education status based on those criteria. In addition, general education courses proposed for CSU general education and/or IGETC must be approved for that designation prior to offering them at College of the Canyons.

**NON-DEGREE CREDIT COURSES**
Non-degree applicable credit courses are pre-collegiate basic skills courses. The curriculum committee and the district governing board must approve them. (Title 5, section 55002(b)). The course outline of record must contain enough information so that curriculum committee can judge whether or not the course meets the standards of a degree credit, non-degree credit, or noncredit course under Title 5 of the California Administrative Code.

CRITERIA:

- Non-degree applicable basic skills (reading, writing, computation, and English as a Second Language) courses (Cal.Code Regs., tit.5, section 55000(j)).
- Courses designed to prepare students to succeed in degree-applicable courses and which incorporate basic skills instruction throughout the curriculum. Grades are assigned in part on mastery of basic skills. Examples are college orientation, guidance courses, and courses within disciplines such as biology, history, or business.
- Pre-collegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable CTE courses.
- CTE courses for which meeting the standards for degree-applicable credit courses is unnecessary.

STANDARDS: Title 5, section 55002(b)

- **Grading policy**: based on uniform standards and demonstrates proficiency in the subject matter based on written communication, problem solving, and/or skills demonstrations, as appropriate to the course content, (Title 5, section 55023 and section 55002(b)(2)(A)).
- **Units**: granted based on a relationship of hours to units specified by the governing board in compliance with Title 5, section 5502.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for each unit of credit. The usual method of meeting this standard is that for each hour of lecture, two hours of homework are assigned. In the case of laboratory courses, the three hours are typically all in the laboratory. While Title 5 specifies the minimum hours required, the Chancellor’s Office has recommended recording the maximum hours needed, so 54 is the number used to calculate hours and units. The total number of expected work must be recorded in the course outline of record. (Title 5, section 55002(b)(2)(B)).
- **Intensity**: must provide instruction in critical thinking, prepare students to study independently, and prepare students to succeed in degree-applicable credit courses. (Title 5, section 55002(b)(2)(C)).
- **Prerequisites**: may be applied as needed for student success in the same way as degree-applicable credit courses. The course outline of record must demonstrate the relationship between the prerequisite/co-requisite skills and those to be acquired in the target course. (Title 5, sections 55002(a)(2)(D), 55002(a)(2)(E), and 55003).
- **Level**: learning skills and vocabulary are appropriate for a college level course.
- **Course outline of record (COR)**: COR must be maintained in the official college files and made available to each instructor. Additionally, the course outline must
specify: unit value, contact hours for the course as a whole, recommended preparation, catalog description, objectives, content, examples of required reading and writing assignments, other outside assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met. (Title 5, section 55002(b)(3).

- **Conduct of the course**: a qualified instructor must teach each section of the course. (Title 5, section 55002(b)(4). The Disciplines List established by the Academic Senate lists the recognized disciplines and the minimum qualifications to teach in that discipline.

- **Repetition**: repeated enrollment for apportionment is only allowed in certain circumstances. (Title 5, sections 55040 and 55041)

A final issue addressed by the Curriculum Committee is whether or not credit courses are stand-alone courses.

**STAND ALONE STATUS**

When a credit course is not part of an approved program it is classified as a stand-alone credit course. This means the course is not considered either a general education course or a course required for a Chancellor’s Office approved program. A special topic course is one example of a stand-alone course. Colleges are authorized to approve stand-alone courses under certain circumstances. If 18 semester or 27 quarter units (or more) of stand-alone courses in the same T.O.P. code are linked together through prerequisites or co-requisites, then the college is required to create a program and submit it to the Chancellor’s Office. Finally students are prohibited from using more than 18 semester or 27 quarter units to fulfill the requirements of an educational program. (Title 5, section 55100). Care should be exercised when considering developing a stand-alone course. All courses need to follow the current mandates of the community college system: basic skills, transfer, and CTE. The emphasis is on moving students through their educational program

**NON-CREDIT COURSES**

Non-credit courses are authorized by Education Code, Section 84711(a), items 1 through 9. These courses may or may not be designed to prepare students for success in credit programs. Apportionment for these courses differs from credit courses. All non-credit courses must be submitted to the Chancellor’s Office for approval (Title 5, section 55100).

**CRITERIA:**

- Parenting
- Basic skills
- English as a Second Language (ESL)
Citizenship
Short term vocational
Substantial disabilities
Short term vocational programs
Older adults
Family and consumer sciences
Health and safety
Workforce preparation

While all nine areas are allowable, the Chancellor’s Office has recommended for apportionment purposes that community colleges focus on basic skills, citizenship, and vocational courses. In addition, community colleges can claim apportionment for supervising tutoring and learning assistance subject to regulations under Title 5.

STANDARDS:

- Course treats subject matter and uses resource materials, teaching methods, and standards for attendance and achievement that the curriculum committee considers appropriate for the enrolled students. (Title 5, section 55002(c)(1)).
- Course outline of record specifies the number of contact hours to complete the course, catalog description, objectives, content outline, methods of instruction, examples of assignments, and methods of evaluation to meet the stated objectives. (Title 5, section 55002(c)(2)).
- Conduct: a qualified instructor teaches all sections. The minimum qualifications for non-credit courses differ from those for credit courses. Typically a bachelor’s degree is required. (Title 5, section 53412).
- Repetition: not subject to repeatability limitations

COMMUNITY EDUCATION

The Board of Trustees must approve community education courses. However, Title 5 does not mandate that the curriculum committee review and approve community education courses. (Title 5, section 55002(d)).

PROGRAMS AND CERTIFICATES

Title 5, section 55000(g) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” Community colleges are authorized to award different types of degrees and certificates:

- Credit:
ASSOCIATE DEGREES

Associate degree programs are composed of three parts: general education, a major or area of emphasis, and additional electives as necessary to bring the total number of units to at least 60 semester or 90 quarter units. 18 of the 60 units must be in the major or area of emphasis. A major may be defined by lower division requirements of a specific major at a University of California or California State University. A major may also be defined as a minimum of 18 units in a specific field or related fields of study. An area of emphasis is considered to be a broader group of courses. It might be as broad as “social sciences” or theme based such as “American Studies.” (Title 5, sections 55060-55064, and SB 1440) The student learning outcomes and objectives from course work must support the student learning outcomes for the degree. All associate degrees must be approved by the Chancellor’s Office.

There are four types of associate degrees in California:

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

The Chancellor’s Office supports the Academic Senate’s recommendation to classify associate degrees as follows (ASCCC Resolution 9.06, Spring 2008):

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

AA and AS CRITERIA:

Title 5, sections 55061, 55062, and 55063 define the philosophy and type of course work appropriate to the associate degree. It is designed to lead students through learning experiences, which will develop their ability to think and communicate clearly, use mathematics, and understand modes of inquiry. Colleges are given freedom to develop these degrees within the parameters established by the Education Code and Title 5. They must contain at least 18 semester or 27 units of work of general education. General education areas are defined as: natural sciences, social and behavioral sciences, humanities, and
language and rationality. 18 semester or 27 quarter units must be in a major or area of emphasis. The remainder of the units comes from electives and/or specific local requirements. Colleges may exceed the 60 semester or 90 quarter unit minimum.

AA-T and AS-T CRITERIA:

The associate degree for transfer (ADT) was developed to create a seamless transfer process between the California State University System (CSU) and the California Community College System (CCC). These degrees are designed to work across the CSU system, so that students have more flexibility in their transfer decisions and priority admission for completing the ADT (Education Code 66747). ADT follow the same pattern as the associate degree, but also has specific criteria that must be followed.

- General education units are limited to 18 semester or 27 quarter units from IGETC or CSU General Education Breath Requirements. (Education Code 66746(a)).
- No local requirements may be imposed (Education Code 66746).
- The degree may not exceed 60 semester or 90 quarter units except in special circumstances (Education Code 66748).
- Local colleges must follow the Transfer Model Curriculum (TMC) when developing these degrees. The TMC is developed and approved through an intersegmental process involving the community colleges and the CSU system. [http://www.c-id.net](http://www.c-id.net)
- Courses in the ADT must be approved through the Course Identification Number (C-ID) system if there is an approved descriptor for the course. [http://www.c-id.net](http://www.c-id.net)

PROGRAM PREREQUISITE CRITERIA:

This pertains to an educational program that “is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” (Title 5 §55000).

- Determination about prerequisites and co-requisites shall be made on a course-by-course or program-to-program basis.
- Programs cannot have a separate admission process; students are admitted to the college (open access) and enrolled in its courses and programs, although an application for such a program is permitted.
- Identifying those who have met the prerequisites for the program creates the pool of students qualified to enroll in a program. If fewer seats are available for courses in the program than the number of qualified students in the pool, a non-evaluative process must be used to determine who will be in the classes.
CTE CRITERIA:

Career Technical Education programs prepare students for employment immediately after completing the program. There are certain special restrictions on CTE programs whether they are offered as an associate degree or a certificate.

- Cannot be designed exclusively for individuals already employed by a particular employer or industry unless the college also allows other students to enroll or offers a parallel program that is open to all students (Title 5, section 51006).
- Documentation of need includes labor market information and analysis, employer surveys, and advisory committee recommendations. (Education Code 78015).
- Recommendation from the Career Technical Education Regional Consortium to avoid unnecessary duplication of training in the college’s service area (Title 5, section 55130(b)(8)(E)).
- Occupational programs must be reviewed every two years to show continued evidence of labor market demand and employment by its students (Education Code 78016).
- All prerequisites, co-requisites, and advisories must also be reviewed every two years (Title 5, section 55003).

CREDIT CERTIFICATES

- Certificate of achievement: is defined as any sequence of degree-applicable courses consisting of 18 or more semester units or 27 or more quarter units. A certificate of achievement is designed to represent the completion of learning experiences, which develop skill in CTE or general education. It may not be solely based on basic skills and/or ESL courses. Additionally this certificate is considered an education program requiring Chancellor’s Office approval and may be placed on a student’s transcript (Title 5, section 55070).
- Certificate of specialization: is the title given to all credit certificates at College of the Canyons that are less than 18 semester or 27 quarter units. Title 5 does not specify a name for these sorts of certificates, but it does prohibit using certain names (e.g. achievement, completion, competency). This certificate may only appear on a student’s transcript if it is 12 semester to fewer than 18 semester units and has been submitted to the Chancellor’s Office for approval. Credit certificates lower than 12 semester units may not appear on a student’s transcript. (Title 5, section 55070).

NON-CREDIT CERTIFICATES

- Certificates of Completion: are awarded for a sequence of non-credit course work leading to improved employability or job opportunities (Title 5, section 55151).
- Certificates of Competency are awarded for non-credit course work that prepares a student to progress in a career path or to take credit courses. It is based showing competency rather than taking a specific number of courses (Title 5, section 55151).