



7th Edition

Program and Course Approval Handbook

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor

2019 PROGRAM AND COURSE APPROVAL HANDBOOK

Prepared By

California Community Colleges Chancellor's Office

Educational Services and Support and the
California Community Colleges Curriculum Committee.

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

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

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

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

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

SECTION 1: AN OVERVIEW OF PROGRAM AND COURSE APPROVAL

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

- Credit Curriculum
- Noncredit Curriculum

Overview

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

By law, the Chancellor is required to prepare and distribute a handbook for program and course approval (California Code Regulations, Title 5, § 55000.5). The Chancellor has delegated these responsibilities to the Educational Services and Support Division of the California Community Colleges Chancellor's Office (Chancellor's Office). The PCAH was developed to provide the California community college system with general guidelines and instructions for the submission of curriculum for approval, chaptering and maintenance. Since the first publication, updates have been published May 1985, July 1987, 1992, March 1995, September 2001, March 2003, March 2009, September 2012, July 2017, and November 2019 to improve and incorporate new information, clarify previous language, and inform and provide guidance on updates to California Education Code and California Code of Regulations (CCR), Title 5. Each published edition of the PCAH supersedes preceding editions.

The complete and current text of all California statutes, including the California Education Code sections referred to herein, may be viewed at the [California Legislative Information website](http://leginfo.legislature.ca.gov), <http://leginfo.legislature.ca.gov>. The complete and current text of all regulations in the California Code of Regulations, Title 5, including those referred to in this Handbook, may be viewed at the [Westlaw California Code of Regulations website](https://govt.westlaw.com/calregs), <https://govt.westlaw.com/calregs>. All regulatory references of "Title 5" are to California Code of Regulations, Title 5. Education, Division 6. California Community Colleges.

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

Credit Curriculum

1. Introduction to Program and Course Approval

Provides an overview of curriculum regulations and includes a brief history of curriculum approval, outlines the legal authority and roles of state and local entities, explains the underlying minimum conditions and open course regulations and how they interact with curriculum development and approval. It also provides a brief introduction to the Chancellor's Office processes, the Chancellor's Office curriculum inventory system, and a list of acronyms and definitions for common curriculum and approval terms, concluding with the Development Criteria for Curriculum statement endorsed by the California Community Colleges Curriculum Committee (formerly known as System Advisory Committee on Curriculum (SACC)).

2. Credit Course Review Criteria

Outlines the curriculum standards and criteria used by Chancellor's Office staff in the review of all types of credit courses. It also covers miscellaneous curriculum standards and topics.

3. Credit Program Approval Standards

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

Noncredit Curriculum

1. Introduction to Noncredit Program and Course Approval

Provides overview of curriculum regulations and includes a brief history of curriculum approval, outlines the legal authority and roles of state and local entities and explains the underlying minimum conditions and open courses regulations and how they interact with curriculum development and approval. It also provides a brief introduction to the Chancellor's Office review process and then chaptering of noncredit programs per Title 5 § 55150, the Chancellor's Office curriculum inventory system, and a list of acronyms and definitions for common curriculum and approval terms, concluding with the Development Criteria for Curriculum statement endorsed by the California Community Colleges Curriculum Committee.

2. Noncredit Course Criteria and Standards

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

3. Noncredit Program Criteria and Standards

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

SECTION 2: INTRODUCTION TO PROGRAM AND COURSE APPROVAL

This section provides an overview of program and course approval and identifies portions of the Handbook relevant to credit and noncredit curriculum.

- History and Legal Authority for Curriculum
- Development Criteria
- Open Courses
- Curriculum Regulations

History and Legal Authority for Curriculum

Background

The California Community Colleges Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in California Education Code section 70901:

70901: Board of governors; duties; rules and regulations; delegation; consultation

(b) The board of governors shall . . . perform the following functions:...

(b)(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors.

The Legislature also established the requirement for state approval as part of the finance law for community colleges. This provision was part of the California Education Code for many decades, but in 1991, it was shifted to the California Code of Regulations, Title 5, § 58050:

58050: Conditions for Claiming Attendance.

(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:

(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of subchapter 2 (commencing with section 55100) of chapter 6.

(2) The course must meet the criteria and standards for courses prescribed by section 55002.

In 2004, the Chancellor's Office developed the System Advisory Committee on Curriculum (SACC) to coordinate efforts between local and statewide curriculum processes. This committee provides a collaborative forum for statewide discussions pertaining to curriculum to guide related Chancellor's Office policies and practices.

In 2016, the committee endorsed a renaming of the committee to the California Community Colleges Curriculum Committee and updated the committee's charge to reflect its shift from an advisory role to a recommending body.

Minimum Conditions

Minimum Conditions are selected areas of regulations that may result in denial or reduction of state aid if violated. These minimum conditions are contained in title 5, sections 51000-51027. The Minimum Condition regulation on program and course approval is as follows:

51021: Curriculum

Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community colleges. All courses shall be approved by the Chancellor in the manner provided in subchapter 1 (commencing with section 55000) of chapter 6.

Approval by the Chancellor

Both California Education Code and California Code of Regulations, Title 5, grant other specific authority for the approval of certain types of curriculum to district governing boards, without requiring separate approval by the Board of Governors through the Chancellor's Office. The authority of district governing boards to approve courses without separate approval from the Board of Governors or the Chancellor is established in Education Code § 70902(b)(2), which states that, "The [district] governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors." The minimum conditions set forth in Title 5, § 51021, require that all curriculum must be approved by the Chancellor in a manner consistent with the standards set forth in § 55150, et seq., which falls within the section referenced in § 51021, then reaffirms the authority of district governing boards to approve courses in approved educational programs, stating that they "...need not be separately approved by the Chancellor." Taken together these regulations underscore the complementary, but distinct, roles and authorities for various components of the California Community College system.

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

Chancellor's Office Curriculum Review

California Education Code and California Code of Regulations, Title 5, provide the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals pursuant to Title 5 regulations. Community college course and program approval must be submitted electronically using the California Community Colleges curriculum inventory system. All courses and programs are submitted to the Chancellor's Office for chaptering.

Elements of "approval" processes:

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

Annual Course and Program Certification

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

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

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

Once a course or program has gone through the above process and has received a control number, the college is then authorized to:

- Publish the description of a new program or course in the catalog or publicize a new program or course in other ways (CCR., Title 5, § 55005).
- Schedule and collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Ed. Code § 70901(b) (10); CCR, Title 5, §§ 55130 and 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.

- Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate (Ed. Code, §§ 70901(b)(10) and 70902(b)(2)). Degree or certificate awards for programs that have not been reviewed and chaptered by the Chancellor’s Office when required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates and degrees on student transcripts (CCR, Title 5, §§ 55060-55072).
- Collect Related and Supplemental Instruction (RSI) funding if the [Division of Apprenticeship Standards](#) (DAS) has also formally approved a proposed apprenticeship program.

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

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

Development Criteria

Five criteria are used by the Chancellor’s Office to approve credit programs and noncredit programs and courses that are subject to Chancellor’s Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design. These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development.

The five criteria are as follows:

- Appropriateness to Mission
- Need
- Curriculum Standards

- Adequate Resources
- Compliance

Criteria A: Appropriateness to Mission

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

The California Community Colleges offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and fee-based community service classes (not-for-credit). State chaptering is required for credit programs and for noncredit programs and courses.

The following are points to consider in evaluating how a program or course fits within the system's mission:

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

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

Criteria B: Need

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

Need is determined by multiple factors, such as the educational master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum as part of the program review process. Both new and revised curriculum should reflect the fulfillment of this planning.

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

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a program or course and its transition to credit work has been documented. For both credit and noncredit Career Technical Education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information (LMI) within the local service area of the individual college and/or a recent employer survey as per Education Code 78015. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

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

Proposals for credit CTE programs must include a recommendation from the appropriate CTE Regional Consortium as per title 5, section 55130(b)(8)E. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region.

The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services,
- Develop and coordinate staff development,
- Increase the knowledge of programs and services in the region, and disseminate best practices.

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

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

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

Further specifics on documenting labor market need can be found in Part II: Credit Curriculum and Part III: Noncredit Curriculum.

Criteria C: Curriculum Standards

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

When a college is submitting a program for chaptering, the Chancellor's Office requires that the college provide a program narrative addressing the elements required in Title 5, § 55130 along with supporting documentation from advisory committees, local industry, and transfer institutions as needed for the program type.

The application process and forms are intended to ensure the following:

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

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty developers and college curriculum committees may find useful. Links for curriculum resources are available on the [ASCCC Curriculum website](http://www.ccccurriculum.net), www.ccccurriculum.net.

Criteria D: Adequate Resources

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

courses for the program at least once every two years, unless the program goals and rationale for the particular program justify or support a longer time frame as being in the best interests of students.

Criteria E: Compliance

The design of the program or the course may not be in conflict with any state or federal laws, statutes or regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered. Some of the Title 5 sections to note are:

- Open course regulations (CCR, Title 5, § 51006)
- Course repetition and repeatability regulations (CCR, Title 5, §§ 55040-55046 and 58161)
- Regulations regarding tutoring and learning assistance (CCR, Title 5, §§ 58168-58172)
- Regulations regarding open/entry open exit courses (CCR, Title 5, § 58164)
- Statutes and regulations on student fees (CCR, Title 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (CCR, Title 5, § 55003)
- Particular provisions of the Nursing Practice Act (CCR, Title 16)

Open Courses

Title 5, § 51006 requires colleges to publish a statement in the official catalog and schedule of classes that all course sections or classes for which state aid is awarded are open to enrollment and participation by any person admitted to the college. The college may only restrict enrollment in a course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet prerequisites that have been established pursuant to Title 5, § 55003.

Situations where enrollment limitation may be allowed are discussed more specifically in Title 5, § 58106. These sections allow the college to restrict students from enrolling in a course when the following are true:

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

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

- Enrolling on a “first-come, first-serve” basis or other non-evaluative selection technique (CCR, Title 5, § 58006)

- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the district governing board
- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses
- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal to a total number of units or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established prerequisites as described below.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (CCR, Title 5, § 58051(d)) and law enforcement trainees (Pen. Code, § 832.3(c)), courses conducted in a jail or federal prison (CCR, Title 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (CCR, Title 5, § 58106), and apprentices in “related and supplemental instruction” courses (Lab. Code, § 3076.3).

Curriculum Regulations

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

Table 1 — California Education Code

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

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

Code Section Number	Laws and Regulations
55000.5	Handbook; Monitoring and Review of Approved Courses and Programs
55002	Standards and Criteria for Courses
55002.5	Credit Hour
55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
55005	Publication of Course Standards
55006	Records and Reports
55040	District Policy for Course Repetition
55041	Repeatable Courses
55042	Course Repetition to Alleviate Substandard Academic Work
55060	District Policy
55061	Philosophy and Criteria for Associate Degree and General Education
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55070	Credit Certificates
55072	Award of Certificates
55100	Course Approval
55130	Approval of Credit Programs
55150	Approval of Noncredit Courses and Programs
55153	Other Noncredit Programs Providing 288 Hours or More of Instruction
55154	Adult High School Diploma Program
55155	Noncredit Certificates
55160	Approval of Community Service Offerings
55170	Contract Courses
55180	Definitions
55182	Assessment of Needs and Preferences
55183	Identification of Objectives

Code Section Number	Laws and Regulations
55184	Analysis of Alternative Delivery Systems
55185	Additional Criteria for Approval of Educational Centers
55200	Definition and Application
55250	Approved Plan Required
55250.3	“Work Experience Education”
55252	Types of Cooperative Work Experience Education
55522	English and Mathematics Placement and Assessment
58160	Noncredit Course Funding
58161	Apportionment for Course Enrollment
58164	Open Entry/Open Exit Courses
58168	Tutoring
58170	Apportionment for Tutoring
58172	Learning Assistance

Table 3 – Alphabetical List of Acronyms

Acronym	Definition
AA	Associate of Arts
AAM	Articulation Agreement by Major
AA-T	Associate in Arts for Transfer
AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AHSD	Adult High School Diploma
AS	Associate of Science
AS-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
BCT	CSU Baccalaureate Level Course List by Department
C-ID	Course Identification Numbering System
CB	Course Basic
5C	California Community Colleges Curriculum Committee

Acronym	Definition
Chancellor's Office	California Community Colleges Chancellor's Office
CDCP	Career Development and College Preparation
COR	Course Outline of Record
CIP	Classification of Instructional Programs
CSU	California State University
CSU GE-Breadth	California State University General Education-Breadth
CTE	Career Technical Education
DAS	Division of Apprenticeship Standards
DED	Data Element Dictionary
DSPS	Disabled Students Programs and Services
EDD	Employment Development Department
ESL	English as a Second Language
ETAC	Educational Technologies Advancement Committee
FII	Fund for Instructional Improvement
FTES	Full-time Equivalent Students
GECC	CSU GE Certification Course List by Area
HBA	Hours by Arrangement
ICAS	Intersegmental Committee of Academic Senates
IGETC	Intersegmental General Education Transfer Curriculum
IMC	Intersegmental Model Curriculum
JAC	Joint Apprenticeship Committee
LMI	Labor Market Information
LMID	Labor Market Information Division
MC	Model Curriculum
MIS	Management Information Systems
NPA	Nursing Practice Act
OES	Occupational Employment Statistic
PCAH	Program and Course Approval Handbook
RN	Registered Nurse
RSI	Related and Supplemental Instruction

Acronym	Definition
SACC	System Advisory Committee on Curriculum
SAM	Student Accountability Model
SB	Senate Bill
SCANS	Secretary of Labor’s Commission on Achieving Necessary Skills
SOC	Standard Occupational Classification
STEM	Science, Technology, Engineering and Mathematics
TBA	To be Arranged
TCSU	Transfer California State University (CSU)
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California
WASC	Western Association of Schools and Colleges

Definitions and Terms

Catalog Description

The catalog description should summarize the purpose and goals of the course and subject matter to be covered. In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.

Objectives

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

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

Course Content

Content, in terms of a specific body of knowledge, should depict the scope and depth of topics or subjects to be covered by the course.

Instructional Methodology

Instructional methodology identifies the key methods and activities used to deliver instruction, including, but not limited to, lecture, laboratory, distance education, and independent study.

Examples of Assignments

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

Methods of Evaluation

Methods of evaluation for determining student achievement of stated objectives should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives. Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.

PART II: CREDIT CURRICULUM

SECTION 1: CREDIT COURSE CRITERIA

This section provides an overview of the criteria used by Chancellor's Office staff in evaluating credit course submissions. The review criteria are rooted in the curriculum standards established in Title 5, §55000 et seq. and explained in the Credit Course Standards section of this Handbook. To ensure that standards for all criteria are met, colleges are required to submit and retain the records of the following:

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

Criteria for Credit Course Submissions

Local districts are responsible for ensuring that submitted course outlines of record (COR) contain the required elements specified in Title 5, § 55002, and that local approval is consistent with all standards in § 55000 et seq. The Chancellor’s Office periodically reviews credit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. The review criteria used by Chancellor’s Office staff are based on the standards for course curriculum established in Title 5 and explained in the Credit Course Standards section of this Handbook.

Submission and validation of credit courses is conducted through review of the following components submitted by local colleges:

- Completed Curriculum Inventory Proposal Fields for Data Elements
- Course Outline of Record (COR) meeting the standards in Title 5, § 55002, and approved by the district governing board.

Criteria for Data Elements

The following data elements are entered into the Chancellor’s Office curriculum inventory and validated via technology during the submission review process. The Chancellor’s Office MIS Division identifies some of these data elements as Course Basic (CB) codes. Many course elements require CB codes. Other course elements such as District Governing Board Approval Date and Catalog Description do not require CB codes, but are critical components of the submission and chaptering process. Entry errors associated with these elements can result in flags when Chancellor’s Office staff conducts periodic reviews of curriculum approved by District Governing Boards and chaptered via the Chancellor’s Office curriculum inventory system.

Table 4 — Data Element Dictionary (DED)

DED Number	Data Element Name
CB00	Course Control Number (this number is assigned by the Chancellor’s Office, it is not necessary for new courses.)
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code

DED Number	Data Element Name
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status
CB25	Course General Education Status
CB26	Course Support Status

Course basic record (CB) codes are used to identify particular components of course curriculum for tracking, reporting, and apportionment.

CB01: Department and Number

This identifier should be structured to include an abbreviation of the department to which the course belongs, followed by the numbers and/or letters used to distinguish it from other courses in the same department. It is the identifier that occurs on the student’s academic transcript, for example: ARTS 110. The department number must be entered exactly as it is entered into the college and/or district’s enterprise resource system. If there are no spaces between the department and course number, do not add a space in the CI. Inconsistencies in data entry will impact MIS reporting.

CB02: Course Title

This data element records the course title exactly as it appears in the COR and the college catalog. If the college uses long and short titles, enter the long title. This field is limited to a maximum of 68 characters including punctuation and spaces, and must be different from CB01.

CB03: Taxonomy of Programs Code

This field is for recording the appropriate TOP Code for the course. An asterisk (*) in this field denotes a vocational TOP Code. A link to the [Taxonomy of Programs \(TOP\) Code Manual, 6th Edition](#) is available on the Chancellor’s Office website, under the Educational Services webpage.

The TOP Code should be assigned according to the content and outcomes of the course, and must conform closely to the TOP Code given to similar courses at other colleges around the state. The TOP Code reflects the main discipline or subject matter and is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP Code should contact the Chancellor’s Office; if the proposed TOP Code does not seem appropriate, the Chancellor’s Office will advise the college.

CB04: Credit Status

This element indicates the credit status of a course (defined in Title 5, § 55002). All credit courses will use either a “D” (degree applicable) or “C” (not degree applicable) in this field, indicating the appropriate type of credit course.

CB05: Transfer Status

This element indicates the transfer status of a course. The local college determines CSU transferability during the curriculum approval process. The designation of UC transferable requires UC approval. For the purposes of course submissions, the UC transferability indicated in this data element can be aspirational and subsequently amended if the course is denied this status upon UC review.

CB06: Course Units Maximum

This element indicates the maximum number of units (semester or quarter) of academic credit a student may earn from enrolling in a single section of the course. This number is entered as a decimal, for example, one and one-half unit would be entered as 1.5. This number is greater than or equal to the number entered for CB07. The unit value in this field must match the maximum unit value listed on the COR, which is consistent with unit calculations as set forth in Title 5, § 55002.5 and explained in the standards for credit hour calculations in Part I, Section 2 of this Handbook.

CB07: Course Units Minimum

The minimum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course is entered as a decimal. For example, one-half unit would be entered as 0.5. This number is less than or equal to the number entered for CB06. If sections with variable units of credit are not permitted for this course, enter the same value in this field and in Units of Credit Maximum (CB06). The unit value in this field must match the minimum unit value listed on the COR, which is consistent with unit calculations as set forth in Title 5, § 55002.5, and explained in the standards for credit hour calculations in Part I, Section 2 of this Handbook.

CB08: Basic Skill Status

The basic skills status is indicated as either B (Course is a basic skills course) or N (Course is not a basic skills course). If this element is coded as B (Course is a basic skills course), then the previously selected CB04: Credit Status must be C – Not Degree-Applicable.

CB09: Student Accountability Model (SAM) Priority Code

This element is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. The SAM Priority Code selected must correspond with the CB03: TOP Code selected. For example, if a vocational TOP Code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational) and respectively cannot equal E (Non-occupational).

CB10: Cooperative Work Experience

This element indicates whether the course is part of a cooperative work experience education program, according to the provisions of Title 5, § 55252, and will be coded “C” (Is part of a cooperative work experience educational program) or “N” (Is not part of a cooperative work experience educational program).

CB11: Course Classification Status

This element identifies courses eligible for enhanced funding. In COCI, select one of the following codes: Use code “J” if the course is part of an approved noncredit program in the area of Workforce Preparation authorized by title 5, section 55151; use code “K” if the course has been approved for noncredit enhanced funding, but does not meet the criteria for “J”; or use code “L” if the course has not been approved for noncredit enhanced funding and does not meet the criteria for “J” or “K” (course is not eligible for CDCP enhanced funding).

CB13: Educational Assistance Class Instruction (Approved Special Class)

This data element indicates whether the course is “educational assistance class instruction” according to the provisions of title 5, section 56028, and will be coded “S” (Course is designated as an approved special class for students with disabilities) or “N” (Course is not a special class).

CB21: Prior Transfer Level

This element indicates course level status for English writing/reading, ESL, mathematics/quantitative reasoning courses. The English writing/reading and mathematics/quantitative reasoning rubrics were updated spring 2019. The ESL rubrics were updated fall 2019.

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

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

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

The selected code must correspond with the CB05: Transfer Status selected, as well as with processing edit checks in the Chancellor’s Office MIS [Data Element Dictionary](#) (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element. Additionally, extensive rubrics were created to determine appropriate coding for this element. These rubrics can be found on the [Basic Skills Initiative website](#), www.cccbsi.org.

CB22: Noncredit Category

This field is auto-populated with “Y” denoting the Credit Course is Not Applicable.

CB23: Funding Agency Category

This element describes whether or not a Chancellor’s Office Workforce and Economic Development grant was used to fully or partially develop a course and/or curriculum.

Select one of the following three options:

- A** - primarily developed using Economic Development funds
- B** - partially developed using Economic Development Funds, exceeding 40% of total development costs
- Y** - not applicable

CB24: Program Status

This element indicates whether or not a course is part of an educational program as defined in Title 5, § 55000.

Select one of the two following options:

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

CB25: Course General Education Status

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

- A** - Course meets any of the following:
 - CSU General Education Breadth Area A2: Written Communication
CSU General Education Breadth Area A3: Critical Thinking
UC IGETC Area 1A: English Composition
UC IGETC Area 1B: Critical Thinking-English Composition
 - OR
 - Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four-year institution
 - OR