

AP 4020 PROGRAM AND CURRICULUM DEVELOPMENT

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
Accreditation Standards II.A

NOTE: The following procedure is **legally required**. Much of the language from current CLPCCD Policy 6201 is included below.

Program Introduction Process

The Program Introduction Process is a means by which new programs are considered.

The Program Introduction Process includes:

- initiation, review, approval, and evaluation of criteria
- designated responsibility and authority for initiation, review, and approval of courses (e.g., the academic services office, academic senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)
- timelines and limits for the process
- publication of changes and maintenance of records
- use of a range of delivery systems and modes of instruction

Program and curriculum development is outlined and defined in the current curriculum approval structure at each college in accordance with the District's Functional Map as it relates to the role of the Academic Senate in this process.

The following elements should be addressed:

- Develop a proposal for a new program that includes student needs, environmental scan, assessment study, etc.
- Demonstrate program initiation as a result of mission appropriateness, Educational Master Plan, program review, and/or advisory board input, if applicable
- Determination of available resources, levels of support, cost assessment, projected generated FTES, and an implementation schedule
- Dialog with other affected programs in the District, discipline faculty, advisory boards, community/employer partners, students, and other potentially interested contributors

College-approved proposals for new programs and the supporting curriculum paperwork should be vetted through the District Curriculum Council for review and input. After District Curriculum Council approval, Occupational Programs should be forwarded to Career Technical Education Regional Consortium for approval. Following District Curriculum Council review and upon the approval of the College President, proposals may be submitted to the Chancellor for Board of Trustees approval.

District Chancellor/Board of Trustees approval is the final internal approval step within the District.

As appropriate, the following agencies may need to approve the proposed new program: California Community College Chancellor's Office, California Post-secondary Education Commission, and Accrediting Commission for Community and Junior Colleges (ACCJC).

Also refer to the Program Course Approval Handbook from the California Community College Chancellor's Office

NOTE: The **red ink** signifies language that is **legally required** and recommended by the Policy and Procedure Service and its legal counsel. The **green ink** was added during the administrative review on March 21, 2013. The appendices below are shaded in **gray** to evaluate the retention or incorporation into other related documents. This document was reviewed by representatives of the Academic Senates on December 12, 2013.

Date Approved:

(This is a new procedure recommended by the Policy and Procedure Service)

Mutual Agreement/Rely Primarily

Appendix I

Qualitative and Quantitative Measures

When possible the following measures should be described in terms of three-year trends and should be compared to regional and/or similar type programs. These measures may be used in proposing a new program. The list is suggestive, not exhaustive.

Qualitative Measures:

- Consistent with mission and values of the college
- Student requests, needs expressed through surveys
- Employer requests, needs
- Program review information and analyses
- CEMC information and analyses
- Advisory committee information and recommendations
- Balance of curriculum across college
- Transfer program availability
- Community requests and recommendations
- Information from, and needs expressed by, transfer institutions
- Regional demand for the program
- Constraints that may affect enrollments, completion, persistence
- Impact of proposed program on underrepresented and/or at-risk students
- Impact of program on the changing composition and diversity of the community
- Impact of program on other programs
- Student learning outcomes and assessment work
- Currency and articulation of existing curriculum
- Range and appropriateness of current curriculum in relation to industry standards and/or employer expectations
- Outside accreditation issues (ACCJC/WASC and other external accrediting bodies)
- Projected Transfer Outcomes

Quantitative Measures:

- Labor market data, including wage data and job availability (from EDD and other comparable sources)
- Unemployment data
- HS graduation rates
- Scores on HSEE from service region
- Other outcomes data from regional schools
- Similar programs in district and region, with 'region' defined as appropriate to the target population and/or need for the skills and certification provided by the program
- Number of inquiries received from prospective students with a related educational goal
- Retention within existing courses

- Persistence across courses within major or certificate
- Enrollment trends, completion rates and course cancellation patterns in current programs
- Enrollment trends in similar programs at other educational institutions
- Numbers of students achieving related goals at other educational institutions
- Numbers of completers in similar programs at other educational institutions
- Non-instructional cost per FTES (e.g., facilities, equipment, materials, staffing)
- Availability of qualified faculty and staff in region (including recruitment information from other institutions)
- Number of transfers or transfer-ready students

Appendix II

Other Things to Consider in Preparing a Proposal for a New Program:

Plan for recruitment of targeted populations

Cooperative ventures with local employers, transfer institutions, or other community colleges

Course scheduling patterns suited to target population

Articulation of program with K-12

Articulation with four year and/or technical institutions

Faculty development in techniques, methodology, best practices appropriate to new program

Appropriate sequencing of learning outcomes from one course to another in the program

Placement requirements

Program prerequisites

How program content is used in other courses beyond program itself

Student support services required: tutoring, learning skills, child care, financial aid

Need for (and availability of) specialized equipment, facilities, supplies, software

Need for specialized learning resources (library books, AV materials, etc.)

Facility Usage/Impact

Legal Citations for AP 4020

Title 5 Sections 51021, 51022, 55100, 55130, 55150, 55000 et seq., & 55100 et seq.; Accreditation Standard II.A.

5 CCR s 51021
Cal. Admin. Code tit. 5, s 51021

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 2. COMMUNITY COLLEGE STANDARDS
SUBCHAPTER 1. MINIMUM CONDITIONS

s 51021. Curriculum.

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

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 71020.5, Education Code.

5 CCR s 51022
Cal. Admin. Code tit. 5, s 51022

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 2. COMMUNITY COLLEGE STANDARDS
SUBCHAPTER 1. MINIMUM CONDITIONS

s 51022. Instructional Programs.

(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are

articulated with proximate baccalaureate colleges and high schools.

Note: Authority cited: Sections 66700, 70901 and 78401, Education Code. Reference: Sections 70901, 70902 and 78016, Education Code.

5 CCR s 55000

Cal. Admin. Code tit. 5, s 55000

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS
s 55000. Definitions.

For the purpose of this chapter, the following definitions shall apply:

(a) "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.

(b) "Community Services Offering" means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded.

(c) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

(d) "Contract Course" means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization.

(e) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

(f) "Course" means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002.

(g) "Educational program" 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.

(h) "Necessary and appropriate" means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

(i) "Noncredit basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

(j) "Nondegree-applicable basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002.

(k) "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.

(l) "Satisfactory grade" means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023.

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

5 CCR s 55000.5

Cal. Admin. Code tit. 5, s 55000.5

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

s 55000.5. Handbook; Monitoring and Review of Approved Courses and Programs.

(a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by community college districts. The handbook shall contain course approval criteria and procedures for securing course and program approvals.

(b) The Board of Governors hereby adopts and incorporates by reference into this section The California Community Colleges Program and Course Approval Handbook issued March 2003, as it may be revised from time to time, along with any addenda thereto. In the event of a conflict between the provisions of the Handbook and the provisions of this chapter, the provisions of this chapter shall control.

s 55001. Community College Educational Program. **(repealed)**

5 CCR s 55002

Cal. Admin. Code tit. 5, s 55002

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

s 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.

5 CCR s 55002.5
Cal. Admin. Code tit. 5, s 55002.5

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

s 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.

5 CCR s 55003
Cal. Admin. Code tit. 5, s 55003

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

s 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.

s 55004. Social Science Courses. (repealed)

5 CCR s 55005

Cal. Admin. Code tit. 5, s 55005

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS
s 55005. Publication of Course Standards.

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

(a) The designation of the course as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.

(b) Whether the course is transferable to baccalaureate institutions.

(c) Whether the course fulfills a major/area of emphasis or general education requirement.

(d) Whether the course is offered on the "pass-no pass" basis.

5 CCR s 55006

Cal. Admin. Code tit. 5, s 55006

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

s 55006. Records and Reports.

Each community college shall keep and submit such records and reports concerning its courses and offerings as may be required by the Chancellor to fulfill statutory responsibilities.

5 CCR s 55007

Cal. Admin. Code tit. 5, s 55007

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES
ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

s 55007. Multiple and Overlapping Enrollments.

(a) A community college district may not permit a student to enroll in two or more sections of the same credit course during the same term unless the length of the course is such that a student may enroll in two or more sections of the same course during the same term without being enrolled in more than one section at any given time. Students needing additional instruction in the subject matter while enrolled in a course may be referred for individualized tutoring pursuant to section 58170 or supplemental learning assistance pursuant to sections 58172 and 58164.

(b) A district may not permit a student to enroll in two or more courses where the meeting times for the courses overlap, unless the district has established and incorporated into its attendance accounting procedures adopted pursuant to section 58030 a mechanism for ensuring that the following requirements are satisfied:

(1) the student provides a sound justification, other than mere scheduling convenience, of the need for the overlapping schedule;

(2) an appropriate district official approves the schedule;

(3) the college maintains documentation describing the justification for the overlapping schedule and showing that the student made up the hours of overlap in the course partially or wholly not attended as scheduled at some other time during the same week under the supervision of the instructor of the course.

s 55008. Appointment of Vocational Education Advisory Committee by School District Participating in Vocational Education Program. **(repealed)**

5 CCR s 55100

Cal. Admin. Code tit. 5, s 55100

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 2. APPROVAL BY THE CHANCELLOR
ARTICLE 1. APPROVAL OF CREDIT EDUCATIONAL PROGRAMS

s 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 and 78401, Education Code.

s 55101. Chancellor's Report. **(repealed)**

5 CCR s 55130

Cal. Admin. Code tit. 5, s 55130

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 2. APPROVAL BY THE CHANCELLOR
ARTICLE 1. APPROVAL OF CREDIT EDUCATIONAL PROGRAMS

s 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 records 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 55001.

(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 multicollge 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.

5 CCR s 55150
Cal. Admin. Code tit. 5, s 55150

TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 6. CURRICULUM AND INSTRUCTION
SUBCHAPTER 2. APPROVAL BY THE CHANCELLOR
ARTICLE 2. APPROVAL OF NONCREDIT COURSES AND PROGRAMS

s 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.

Accreditation Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that

supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.