



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4020 Curriculum Development
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Status	Active
Legal	<p>34 Code of Federal Regulations (CFR) Part 600.2</p> <p>ACCJC Accreditation Standard II.A</p> <p>California Education Code, Section 78016</p> <p>California Education Code, Sections 70901, 70902(b)</p> <p>Title 5, Section 51021, 51022</p> <p>Title 5, Sections 55000 et seq.</p> <p>Title 5, Section 55100 et seq.</p> <p>Title 5, Section 55130</p> <p>Title 5, Section 55150, 55151, 55154</p> <p>Title 5, Section 54040 et seq.</p> <p>Title 5, Section 55256.5</p> <p>Title 5, Section 58023</p> <p>Title 5, Section 58161</p> <p>U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended</p>
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#### College Curriculum Committees

All curriculum (including credit and noncredit) shall be initiated by the faculty at each college. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, compliance, and currency. The faculty, acting through discipline areas within the academic divisions and through each college's Curriculum Committee, a sub-committee of their Academic Senate, shall be responsible for instructional program and curriculum development. Training will be provided to curriculum committee members in compliance with Title 5 and the state Chancellor's Office.

All new instructional program proposals shall be evaluated for appropriateness to the mission of the college, adherence to all Title 5 Regulations, and will be designed so that successful completion of the program requirements will enable students to fulfill the program goal and objectives.

Approval of new courses, modifications to existing courses, new programs, or modifications to existing programs, and program discontinuance rests first with each college's Curriculum Committee that includes representation from appropriate segments of faculty, administrators, and students.

Courses and instructional programs are reviewed and updated by faculty in the discipline area regularly. This review occurs, at a minimum, every five years for all courses and instructional programs and every two years for career technical education (CTE) courses and instructional programs. Courses and instructional programs are reviewed for their relevance, appropriateness to

mission, currency, compliance, and potential for future needs. In addition, courses are reviewed to ensure the learning objectives may be achieved through the content and assignments within the course outline. Program applicable courses will also be reviewed for alignment with program learning objectives.

Nothing in this AP shall preclude Curriculum Committees from reviewing courses and programs on a more frequent basis in order to meet legally mandated changes or to reflect the input of advisory committees or for other reasons related to the maintenance of high quality curriculum.

### Course Outline of Record

#### Credit Courses

All credit and noncredit courses are required to have an official Course Outline of Record (COR) that meets the standards in Title 5, section 55002(a)(3). Current COR's must be maintained in the official college files (paper or electronic database) and made available to each instructor. It is recommended that CORs include, at a minimum, the following elements:

The following minimum criteria will be reviewed in regards to course offerings, as required:

1. Title and course number
2. Status (noncredit vs. credit or others)
3. Student Learning Outcomes (in COR or addendum - ACCJC requires student learning outcomes to be in the official course outline)
4. Total student learning hours (include in and/or outside-of-class hours)
5. Units
6. Prerequisites/co-requisites/advisories on recommended preparation
7. Limitations on enrollment
8. Repeatability
9. Credit basis (letter grade or pass/no pass)
10. Associate degree and/or transfer applicability
11. General Education applicability (local)
12. Catalog description
13. Field trips
14. Course content
15. Course objectives
16. Distance education, if applicable
17. Minimum qualifications
18. Methods of instruction
19. Types or examples of required reading and writing Assignments
20. Outside-of-Class Assignments
21. Methods of evaluation
22. Textbooks

#### Credit Hour for Credit Courses

1. One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include in and/or outside-of-class hours.
  - a. A course requiring 96 hours or more of total student learning shall provide at least 2 units of credit.
  - b. Courses requiring lecture hours shall require two hours of outside-of-class student work for every one hour of in-class lecture.
  - c. Courses requiring lab hours are not required to assign outside-of-class hours but it is permitted.
  - d. A course for which three units is awarded may meet four hours a week over a semester and still be in compliance with Title 5 Regulations (55002.5) if it is assumed that the increased classroom time serves to decrease outside-of-class time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.
  - e. The standard term length for the purpose of units/hours calculations is 17.5 weeks. Courses offered in a shorter term (summer courses, late start courses) will require the same total number of in-class and outside-of-class hours but in a condensed format.
  - f. Credit hours for all courses may be awarded in increments of .5, unless otherwise required by industry standards and/or regulations.
2. Cooperative work experience courses defined in section 55252 and addressed in AP 4103 shall adhere to the formula for credit hour calculations identified in section 55256.5 as follows:
  - a. One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
  - b. The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

c. The following formula will be used to determine the number of units to be awarded:

1. Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
2. Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter unit.
3. Units may be awarded in 0.5 unit increments.

Consistent with federal regulations applicable to federal financial aid and eligibility the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Noncredit Courses

The following minimum criteria will be reviewed in regards to noncredit course offerings, as required:

- A. Title and course number
- B. Status (noncredit vs. credit or others)
- C. Student Learning Outcomes (in COR or addendum - ACCJC requires student learning outcomes to be in the official course outline)
- D. Total contact hours (hours normally required for a student to complete the course objectives)
- E. Catalog description
- F. Course objectives
- G. Course content
- H. Prerequisites/co-requisites/advisories on recommended preparation
- I. Repeatability
- J. Methods of instruction
- K. Examples of required assignments and/or activities
- L. Methods of evaluation
- M. Grading
- N. Field Trips
- O. Minimum qualifications
- P. TOP code
- Q. Course transfer status
- R. Course basic skills status
- S. SAM code
- T. Course Cooperative Work Education status
- U. Course classification status
- V. Educational assistance class instruction
- W. Course prior to transfer level
- X. Identified noncredit category
- Y. Funding agency category
- Z. Course program status
- AA. Course support status
- AB. Textbooks, including open educational resources that meet course standards

Note: a noncredit course may serve as prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

### Experimental and Special Topics Courses

In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis. After an experimental course has been offered twice, it must be submitted to the college curriculum committee for approval as a regular course, or the college must discontinue offering the course as experimental. As noted above, experimental courses must be submitted through the regular California Community College Chancellor's Office (CCCCO) inventory system and receive a control number in order for the college to claim apportionment.

A "special topics" course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. For example, a college may develop a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term, but the basic disciplinary framework is consistent. If a particular topic is addressed regularly, it should be approved as a regular course. At some colleges, special topics may not be defined as narrowly as this. Some colleges may use the terminology "special topics" in lieu of "experimental." These terms are not defined in Title 5, and may be establish a local district policy; however, the CORs for these courses must meet all requirements and standards.

Community Service Offering

Community service offerings are defined in Education Code 78300 and are not within the purview of the colleges' curriculum committee and do not require submission to the CCCC.

Community Service Courses:

1. are approved by the Board.
2. include courses in civic, vocational, literacy, health, family and consumer sciences, technical, and general education, including, but not limited to, courses in the fields of performing arts, handicraft, science, literature, nature study, nature contacting, aquatic sports, and athletics.
3. are designated for the physical, mental, moral, economic, or civic development of persons enrolled therein;
4. provide subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
5. is conducted in accordance with a predetermined strategy or plan;
6. shall be open for the admission of adults and of those minors who, in the judgment of the governing board, may profit from them.
7. Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes, or may provide instruction in community service classes for remuneration by contract, or with contributions or donations of individuals or groups. The board of governors shall adopt guidelines defining the acceptable reimbursable costs for which a fee may be charged, and shall collect data and maintain uniform accounting procedures to ensure that General Fund moneys are not used for community service classes. Community Service courses may not be claims for apportionment purposes.

Course Quality Standards

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

Compliance will be monitored by

The review and approval of new and modified course outlines by the Curriculum Committee to ensure the formula for calculating the total student learning hours is followed when assigning units as well as adequate outside of classroom assignments to justify the outside of classroom time required by the indicated lecture units.

The scheduling of courses as approved by the designated Dean and Vice President of Academic Affairs or designee in adherence to the lecture and lab hours required by the course outline of record.

Credit Programs

An educational program is defined in Title 5, section 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

All associate degrees and certificates of achievement that appear by name on a student transcript or diploma require CCCC approval, whether they are intended primarily for employment preparation (CTE), transfer (ADT), transfer preparation, as a record of academic achievement, or to fulfill other community needs.

The types of credit educational programs that must be submitted to the CCCC for approval include:

- Associate Degrees - local AA or AS and AA-T/AS-T, and
- Certificates of Achievement that require 16 or more semester units and low-unit Certificates of Achievement that require 8 or more semester units.

Program Types

All associate degrees in the California Community College system are classified in four general categories:

- Associates of Science (AS) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate of Arts (AA) are strongly recommended for all other disciplines
- Associate in Science for Transfer (AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate in Arts for Transfer (AA-T) must be used for all other disciplines
- Associate in Science for UC Transfer (AS-UCTP)
- Associate in Arts for UC Transfer (AA-UCTP)

Certificates of Achievement, defined in Title 5, section 55070 are the only credit certificates that may appear by name on a student transcript, diploma, or completion award. Colleges must submit programs of 16 or more semester units of degree-applicable

coursework for CCCC chaptering. Colleges may submit programs of 8 or more semester units of degree-applicable coursework for CCCC chaptering in order that the program may be included in the student transcript.

Additionally, all programs submitted for CCCC review are required to state the primary goal of the program. This program goal is used to determine the standards and documentation for approval. The three program goals are:

- Transfer: All ADTs and Certificates of Achievement for CSU GE-Breadth or IGETC.
- Career Technical Education (CTE): Limited to programs in a CTE TOP Code. May include both CTE and transfer goals (not including ADTs).
- Local: All other AA and AS degrees and certificates, not in a CTE TOP Code, that are developed to meet locally defined needs consistent with the system mission, including transfer preparation. These degrees must align with a TOP Code.

Degrees submitted with a program goal of "CTE" or "Local" may include transfer preparation as a component or as the primary intent of the program. Refer to the latest version of PCAH for standards and further explanations of these categories and associated approval criteria.

Refer to the latest version of PCAH for CCCC approval criteria and standards, support documentations, and further explanations of these categories and associated approval criteria.

Proficiency Awards are programs that contain a sequence of courses designed to lead students to specific types of employment skills or to enhance their employment opportunities. These proficiency awards (PA) are BoT approved but not CCCC approved and are not recorded on student transcripts. Approval criteria should include, but not limited to, the program narrative and LMI information (LMI can be the same of that certificate of achievement). The narrative should include a catalog description, valid workforce preparation skills, how it fits in the college mission and existing curriculum, and justification of need for program in the region.

Noncredit Programs

The following noncredit educational programs must be submitted to the CCCC for approval:

- Career Development and College Preparation (CDCP) Programs
  - Certificate of Competency- a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
  - Certificate of Completion- a certificate leading to improved employability or job opportunities
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

All noncredit programs that receive state funding require CCCC submission and the program narrative must address: the appropriateness to the college's missions and needs, curriculum standards, adequate resources, and compliance. Refer to the latest version of PCAH for CCCC approval criteria and standards, support documentation, and further explanation of these categories.

District Technical Review Workgroup – Instructional (DTRW-I)

The VCCCD Decision Making Handbook prescribes the membership and responsibility of District Technical Review Workgroup - Instructional (DTRW-I). DTRW-I serves in an advisory capacity and makes appropriate recommendations on curricular and other related matters.

All new and substantially revised courses requiring a new control number (credit and noncredit) and all new and deactivated programs approved by the College Curriculum Committees are forwarded to the District Technical Review Workgroup (DTRW-I) for legal compliance review.

Board of Trustees Approval

In accordance with the current edition of PCAH, the following submission and approval must be adhered to:

Requires Board Approval	Requires CCCC Chaptering	Requires CCCC Approval
New Credit Courses	New Credit and Noncredit Courses	
Modified Credit and Noncredit courses requiring a new control number	Modified Credit and Noncredit courses	
New or Deactivated Credit and Noncredit Programs	New, Modified , or Deactivated Credit and Noncredit Programs	
New ADTs		New and Modified ADTs
New Noncredit Short-Term Vocational Programs		New Noncredit Short-Term Vocational Programs

NOTE: new instructional programs must also be submitted to the Accrediting Commission for Community and Junior Colleges for approval using a substantive change form.

The District shall provide annual certification to the California Community Colleges Chancellor’s Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

Maintenance of Records

- A course inventory is maintained in the District's Banner Information System which serves as the reporting mechanism to the California Community College Management Information System (MIS). The Course Outline of Record (COR) and program requirements are maintained in the District Colleges' curriculum management system. All approved courses and programs are also maintained in the California Community College Curriculum Inventory. The College Catalog, in both print and electronic formats, is the official publication of college curriculum. The Schedule of Classes serves as the semester record of courses offered.

Reference [Board Policy BP 4020](#).

Governance Review

2022 02.25 Consultation Council

2022 02.14 Chancellor's Cabinet

2022 02.10 DTRW-I