

SANTA
ANA
COLLEGE

Table 10. Enhanced Funding Categories (referred to as CDCP Eligibility Category for programs and CB22: Noncredit Category for courses) – Code and Meaning Code

Code	Meaning
A	English as a Second Language (ESL)
C	Elementary and Secondary Basic Skills
I	Short-term Vocational
J	Workforce Preparation: In the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

Other noncredit programs may be approved and offered locally without approval by the Chancellor’s Office, but such programs will not receive enhanced funding, and must not be called Certificate of Competency, Certificate of Completion, or Certificate of Achievement (credit).

CREDIT COURSES

Program-Applicable Courses

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives (including general education requirements) for a degree, certificate, or program approved by the Chancellor’s Office. Program-applicable credit courses are approved as part of the credit program approval process, which requires that colleges submit course outlines of record (COR) for all required courses (including all restricted electives) with the program approval proposal. After the program is approved, new courses developed for the program are not subject to Chancellor’s Office approval.

When the college submits substantial changes to existing, approved programs, CORs for all required courses (including all restricted electives) are submitted with the proposal to change the program. This requirement helps to fulfill the legal requirement that the Chancellor’s Office monitor the local approval of credit courses. The college will be notified if course outlines are not compliant with Title 5, section 55002, and technical assistance on correcting the outlines will be available to the college curriculum committee.

Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5, section 55002(a), requires that the curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards.

There is also a description in Title 5, section 55062, of the types of courses that are to be considered degree-applicable. Only courses that are included in the following categories may be offered for degree-applicable credit:

“(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

(b) Courses that apply to the major or an area of emphasis in non-baccalaureate career technical fields.”

Note: The Chancellor’s Office interprets this as courses within a TOP code designated as vocational.

“(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivision (c) and (d) above.”

Degree-applicable credit courses must be appropriate to the associate degree and recommended by the college curriculum committee, which is comprised of faculty and others as established by the mutual agreement of the college and/or district administration and the academic senate. In addition, all new courses must be approved by the district governing board.

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

Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.

Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture required, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.

Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture required.

Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.

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

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

Stand-Alone Credit Courses

When a credit course (CB04= C or D) is not part of an approved program, it is “not degree-applicable” (CB24=2) or commonly referred to as a **stand-alone credit course**. This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor’s Office as a Certificate of Achievement.

Effective fall 2007, districts were delegated authority to approve stand-alone credit courses that are offered for credit, if the college where the courses will be offered is certified for local approval pursuant to Title 5, section 55100. Locally approved courses are still submitted to the Chancellor’s Office via the CCC Curriculum Inventory to receive a unique course control number and interface with the Chancellor’s Office Management Information Systems (MIS).

Title 5, section 55100, requires the district to annually certify that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor’s Office in the policies and procedures related to the curriculum review and approval process. Annually, training is available from the Chancellor’s Office for Chief Instructional Officers and curriculum committee chairs, who are then responsible for training all persons who are involved in the curriculum approval process. Colleges are required to complete the training annually to be certified. Documentation of training completion at each college is required by September 30th of each year to the Chancellor’s Office Academic Affairs Division. Training materials are available on the Chancellor’s Office Academic Affairs Division website (www.cccco.edu/aad).

If a college is not certified to locally approve stand-alone credit courses, then approval from the Chancellor’s Office is required. The college may not approve a stand-alone credit course that was previously denied approval by the Chancellor’s Office, unless the course is modified to adequately address the reasons for denial. Such courses must be re-approved as revised by the college curriculum committee and district governing board, but Chancellor’s Office approval is not required if the college is certified for local approval of credit courses.

One type of stand-alone credit course that colleges have locally approved, even before local approval of stand-alone courses was delegated, is the “experimental” course or the course that covers “special topics” in a specific discipline. 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 more than once in

the same year, 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. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term. If a particular topic is addressed regularly, it must 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 interpreted in district policy in either way.

When a college offers a group of stand-alone credit courses in the same Taxonomy of Programs (TOP) code that total 18 semester units or 27 quarter units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered stand-alone and Chancellor's Office program approval is required. The college must submit this sequence of courses for approval as a Certificate of Achievement. This is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone credit courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting, and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These three stand-alone credit courses are required for a 10-unit Skills Certificate in Accounting. At this point, the college is in compliance and can offer these courses and award the certificate without Chancellor's Office approval. Two years later, however, the college approves some new stand-alone courses in Tax Studies, including ACCT 200 Introduction to Tax Law (3 units), ACCT 201 Tax Preparation (3 units), and ACCT 202 Tax Planning (3 units). The course ACCT 120 is a prerequisite to ACCT 200, which is prerequisite to ACCT 201 and corequisite to ACCT 202. The 19 units of stand-credit alone courses are linked together by prerequisites and corequisites and approval is needed. The status of these courses changes from stand-alone credit courses to program-applicable.

In order to fulfill requirements for a certificate or degree major or area of emphasis, students cannot count 18 or more semester units (or 27 or more quarter units) of courses that have been approved as stand-alone credit courses. This requirement may limit the number of stand-alone credit courses that students may choose to complete to fulfill requirements for an award.

Pursuant to Title 5, section 55100, the fall 2007 delegated authority to approve stand-alone credit courses terminated December 31, 2012 at which point review and approval of all courses (including stand-alone courses) was returned to the Board of Governors of the California Community Colleges (namely Chancellor's Office Academic Affairs Division). Respectively, Assembly Bill number 1029,

approved by the Governor on July 25, 2011, noted that effective January 1, 2013 delegated authority to local college governing boards for review and approval of stand-alone courses was slated to sunset (be deleted from Title 5). Thus, the Chancellor's Office Academic Affairs Division would return to reviewing and approving all courses (including stand-alone courses). AB1029 extended local delegated authority through December 31, 2013 (see deletion of the requirement revised to January 1, 2014). Consequently, local college governing boards may continue to review and approve stand-alone courses and submit said approvals to the Chancellor's Office to receive a course control number via the CCC Curriculum Inventory thru the 2013 calendar year. Unless additional legislation is pursued, the aforementioned provisions will officially sunset January 1, 2014 and review of all courses (including stand-alone courses) will again return to the board of governors and ultimately Chancellor's Office Academic Affairs Division.

Nondegree-Applicable Credit Courses

The category of nondegree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986. There were two primary purposes: (a) to allow community college students to receive "workload credit" (which would apply toward maintaining the unit load necessary to receive financial aid) for precollegiate basic skills courses and (b) to safeguard the integrity of the associate degree by ensuring that such courses were not counted within the degree.

Title 5, section 55002(b), requires that nondegree-applicable credit courses be approved by the college curriculum committee and district governing board. There are four types of nondegree-applicable credit courses:

1. Nondegree-applicable basic skills courses (California Code of Regulations, Title 5, §55000(j)).
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

The college curriculum committee is responsible for recommending approval of nondegree-applicable credit courses based on the following standards:

Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.

Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit.

Intensity, as evidenced by the COR. Nondegree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.

Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee and in compliance with Title 5, section 55003.

Other Curriculum Topics

Relationship of Hours to Units

Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and/or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, or lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture required, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class.

Because California finance laws assume that primary terms average 17½ weeks on the semester system and 11⅔ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the