

**CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
Teleconference x6759**

**AGENDA
March 13, 2019
1:30pm-3:00pm**

Members Present:

Members Absent:

Guests:

- 1. Call To Order/New Committee Members:**
- 2. Public Comment:**
- 3. Review and Approval of February 27, 2019 Expanded Summary Notes:**
- 4. Discussion Items:**
 - 4.1. Processing Substantial Changes, New Course Packages, and New Programs:**
 - 4.2. 2019-2021 Curriculum Committee Elections and Terms Ending This Year:**
 - 1. Business and Applied Technology (Tracy Kocher)**
 - 2. Business and Applied Technology (Vacant Position-Fill for 2018-2020)**
 - 3. Chino Representative (Michael Escobosa)**
 - 4. Health Sciences (Marlene Soto)**
 - 5. Instructional Support (Megan Keebler)**
 - 6. Kinesiology, Athletics, & Nutrition (Annette Henry)**
 - 7. Language Arts (Stephen Calebotta)**
 - 8. Mathematics and Science (Rob Kopp)**
 - 9. Social and Behavioral Sciences (Linda Marcotte)**
 - 10. Student Services (Helen Leung)**
 - 11. Visual and Performing Arts (John Machado)**
 - 4.3. Proposed Revisions To Title 5 Regulations Regarding Curriculum and Instruction:**
 - 4.4. Local GE Pattern and Math Competency Cont.:**
 - 1. Change to Mathematics/Quantitative Reasoning:**
 - 4.5. University Studies (Sierra College Example):**
 - 4.6. Memorandum AA 19-11: Requirement Changes to Certificates of Achievements:**
 - 4.7. College Planning Council Report Cont.:**
 - 4.8. Minimum Requirements for Associate Degrees:**
- 5. Guided Pathways:**
- 6. Miscellaneous:**

7. Consent Agenda:

7.1. The following programs have switched from BUSOT to BUSTEC in Curricunet:

1. Professional Office Skills—Certificate
2. Microsoft Excel—Certificate
3. Microsoft Office—Certificate
4. BIW Stage One—Certificate
5. BIW Stage Two—Certificate

7.2. The following programs have switch from BUSOTMD to BUSTECM in Curricunet:

1. Medical Insurance Billing Specialist
2. Outpatient Medical Coder Specialist
3. Medical Biller Specialist
4. Inpatient Medical Coder Specialist
5. Electronic Health Records Specialist

7.3. Curricunet Glitch Fix

1. Changed MATH-3 to COMPSCI-4 in Physical Science A.S. Degree. MATH-3 was modified to COMSPCI-4 in 2017 and the modification should have automatically trickled down to the program.

8. NEW BUSINESS:

Program Deactivations: Final Reading

Education Paraprofessional Level I	Certificate of Career Preparation	Approval:
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9. Adjournment:

**CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
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SUMMARY NOTES

February 27, 2019

1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science
Annette Henry, Kinesiology, Nutrition, & Athletics
Charmaine Phipps, Language Arts
Daniel Jacobo, Visual and Performing Arts
Elaine Martinez, Kinesiology, Nutrition, & Athletics
Helen Leung, Counseling
Jeffrey Laguna, Health Sciences
Kathy Lucero, Admissions and Records
Laura Hope, Interim, Associate Superintendent of
Instruction and Institutional Effectiveness
Mark Forde, Chino Representative
Marie Boyd, Curriculum Chair

Megan Keebler, Instructional Support
Misty Burrue, Faculty Senate President
Naomi McCool, Social and Behavioral Sciences
Rob Kopp, Mathematics & Science
Ryan Sipma, Catalog and Schedule Coordinator
Sean Stratton, Articulation Officer
Shelley Marcus, Library Learning Resources
Shireen Awad, Administrative Assistant II, Curriculum
Stephen Shelton, Vice Chair
Tracy Kocher, Business & Applied Technology
Vanessa Thomas, Business and Applied Technology, High
School Articulation

Members Absent:

John Machado, Visual & Performing Arts
Linda Marcotte, Social & Behavioral Sciences
Lucy Serrano, Counseling
Marlene Soto, Health Sciences

Michael Escobosa, Health Sciences
Patricia Bopko, Financial Aid
RuthAnn Garcia, Transfer Center
Stephen Calebotta, Language Arts

Guests:

None

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:37p.m.
2. **Public Comment:** No comment.
3. **Review and Approval of February 13, 2019 Expanded Summary Notes:** The summary notes were approved 13/0/2.
4. **Discussion Items:**
 - 4.1. **Program language distinguishing between a CTE AS and a CTE certificate in the same discipline:** The Chair asked for volunteers to work on language that can distinguish descriptions between a CTE AS and a CTE certificate for the same discipline. The volunteers are Mark Forde, Jeffrey Laguna, Angela Burk-Herrick, and possibly Helen Leung.
 - 4.2. **Local GE Pattern and Math Competency:** Angela Burk-Herrick pointed to page 39 of the Catalog that lists the Math Competency to be "Place[ment] into Mathematics 25 or higher as determined by the Chaffey assessment process." She feels this language may need to be clearer so that students who place into MATH-25 will not need to take a course to fulfill this requirement. Helen Leung pointed to GE Area A2 Communication and Analytical Thinking and stated that if students took a non-math course for that area, students would still need to meet math proficiency. With AB-705 in effect, it is uncertain how the counselors will determine if students have met this proficiency. Laura Hope mentioned that new language is being proposed regarding changes to Title 5 that align with AB-705 which may guide our discussion on the math competency at our next meeting.
 - 4.3. **EO 1100 Approved GE-Area B4 courses:** EO 1100 states that courses that will fulfill the math competency/quantitative reasoning requirement include personal finance, game theory, and computer programming as

examples. The guiding notes are a good starting point for faculty to develop courses that they feel qualify for quantitative reasoning per EO 1100. The Articulation Officer says these courses need to be broad in theory and have quantitative elements. Laura Hope suggested that faculty start with the courses the CSU explicitly outlines in the guiding notes and work towards others after more are defined. These courses include Personal Finance, Math for Liberal Arts, Game Theory, and Fundamentals of Game Programming.

4.4. Curriculum Mapping (Who, What, When, Where, Why, and How?): The Faculty Senate President shared that rich conversation about curriculum has occurred during the mapping process. As a result, she feels the Curriculum Committee should be involved in those discussions to ensure the curriculum process is not circumvented. The maps display the course sequence, including recommendations for general education. She also shared that the maps may be displayed in a portfolio in conjunction with the major sheets and the catalog. The Chair shared that the Curriculum Committee is tasked with the compliance of Title 5 and that more discussion will be needed on whether the curriculum committee would serve a role in the mapping process.

4.5. College Planning Council Report: The Chair shared the Local Goal Setting Data provided by Jim Fillpot. The college has awarded more AD-Ts, but the transfer rate to CSUs has declined. Some reasons pondered include impaction and unpacking of the AD-Ts. The Chair encouraged the committee to share this sheet with their department.

4.6. Low Unit Certificates in Title 5: Kathy Lucero shared that the regulation has been amended and the unit threshold has been lowered to 8 units as possible transcription and sixteen units as mandatory transcription. Colleague will need to be updated to meet these new mandates.

4.7. Minimum Requirements for Associate Degrees: Tabled.

5. Guided Pathways:

5.1. Prototype with sample map: Angela Burk-Herrick shared that the maps are recommended pathway for students' to reach their goal. There may be more than one map per area based upon students' educational goals. Angela also provided a FAQ that address questions about scheduling, the generation of maps, and advisement for students. The maps also help clarify the general education choices that best prepares students for their different interests. Jeffrey Laguna suggested that the maps help guide scheduling so that coordinators can anticipate possible influxes of students during certain semesters based upon the maps. Laura Hope shared that only 20% of our students have comprehensive educational plans that allow us to know the demands for scheduling courses. The technology piece is not available yet, but the Instruction Office is looking at technology that can meet these scheduling needs. Discussion ensued about the scheduling components of the maps, the decisions made around general education courses on the maps, and the advisement piece of the maps. The discussion will continue on how the maps are modified and maintained.

6. Miscellaneous: None.

7. Consent Agenda: The consent agenda was approved 15/0/0.

7.1. Per faculty consent, CB04 Credit Status for ENGL-495 has changed from Degree Applicable to Not Degree Applicable in Curricunet and COCI since this is a basic skills course. CB08 (Basic Skills) was also changed in COCI to Basic Skills.

7.2. Per faculty consent, CB04 Credit Status for MATH-420, MATH-420B, and MATH-450 changed from Degree Applicable to Not Degree Applicable in Curricunet since this is a basic skills course. COCI was coded correctly.

8. NEW BUSINESS:

Program Modifications: Final Reading

Dental Assisting	A.S.	Approval: 16/0/0
Dental Assisting	CA	Approval: 16/0/0

9. Adjournment: The meeting was adjourned at 2:57p.m.

Name	ATTENDANCE	Summary Notes 2-13--2019	Consent Agenda	DENTAL ASSISTING AS	DENTAL ASSISTING CA
Angela Burk-Herrick	X	X	X	X	X
Annette Henry	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X
Daniel Jacobo	X				
Elaine Martinez	X	X	X	X	X
Helen Leung	X	X	X	X	X
Jeffrey Laguna	X	A	X	X	X
John Machado					
Linda Marcotte					
Lucy Serrano					
Mark Forde	X	X	X	X	X
Marlene Soto					
Megan Keebler	X	X	X	X	X
Michael Escobosa					
Misty Burruel	X	X	X	X	X
Naomi McCool	X			X	X
Rob Kopp	X	X	X	X	X
RuthAnn Garcia					
Ryan Sipma	X	X	X	X	X
Sean Stratton	X	X	X	X	X
Shelley Marcus	X	X	X	X	X
Stephen Calebotta					
Tracy Kocher	X	X	X	X	X
Vanessa Thomas	X	A	X	X	X
Total Counts	17	15	15	16	16

Non-Voting	
Kathy Lucero	X
Laura Hope	X
Marie Boyd	X
Patricia Bopko	
Sharon Awad	X
Stephen Shelton	X



**15-DAY NOTICE OF MODIFICATIONS TO TEXT OF PROPOSED
AMENDMENTS TO CALIFORNIA CODE OF REGULATIONS, TITLE 5 REGARDING
CURRICULUM AND INSTRUCTION**

15-day Notice published February 26, 2019

The Board of Governors of the California Community Colleges hereby provides notice of changes to the above-referenced proposed regulatory action that was the subject of a public hearing on January 14, 2019. Section 206, subdivision (c), of the Procedures and Standing Orders of the Board of Governors requires the Board to renotify the proposed regulatory action where the proposed regulations have been previously considered, are being modified, and the modifications are “sufficiently related” to the text of the previously-proposed regulations.

CHANGES TO THE TEXT

Following the 45-day comment period that ended on February 18, 2019, changes were made to the regulatory action in proposed section 55063, subdivision (d). The California Community College Chancellor’s Office will present the regulatory action to the Board of Governors at its March 18-19, 2019 meeting. The changes are submitted for an additional 15-day comment period effective today, February 26, 2019. Comments must be received prior to 4:00 p.m. on March 12, 2019.

The Chancellor’s Office proposes leaving section 55063, subsection (d), unchanged. The changes from the original noticed regulations are denoted by double bold underline and/or double bold strikeout, as indicated below.

§55063. Minimum Requirements for the Associate Degree.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade **point average of 2.0 or better** in ~~California~~ community college credit courses in the curriculum upon which the

degree is based. ~~For a course from another accredited institution, “satisfactorily completed” may mean a grade of C- or better, provided that course and grade is accepted by that institution as “satisfactorily completed”~~

When approved by the Office of Administrative Law, the subdivision will appear in the regulations as follows:

§55063. Minimum Requirements for the Associate Degree.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

WRITTEN COMMENT PERIOD

Any interested person may submit written comments relevant to the changes to the proposed regulatory action subject to this 15-day notice. Comments must be limited to title 5, California Code of Regulations, section 55063, subdivision (d). We will accept comments concerning the changes outlined above in this 15-day notice until March 12, 2019. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549

Comments may also be submitted by facsimile at 916-322-9030 or by email at regcomments@cccco.edu.

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on March 12, 2019. All written comments received by CCCCO staff during the public comment period are subject to disclosure under the Public Records Act.

UPDATED INFORMATIVE DIGEST

In October of 2017, the California legislature approved AB 705, and the Governor signed the bill into law. Over the past year, the Chancellor’s Office has been working with a variety of key stakeholder groups to formulate regulatory changes in title 5 to reflect the inclusion of AB 705 as both curricular and

assessment/placement elements. As the bill itself articulates, traditional placement instruments and tests historically “under-place” students into remedial education sequences that often take years to complete. This phenomenon is particularly acute for students of color and students with economic disadvantages. In order to address these inequities, Assembly Member Jacqui Irwin authored AB 705, which requires community colleges to use high school performance as the primary placement tool, as it is a more accurate predictor of student success than other placement tools. The purpose of the law included the following goals: improve the numbers of students who have direct access to transfer-level English and quantitative reasoning/mathematics; increase the numbers of student who complete transfer-level English and quantitative reasoning/mathematics, and decrease the time English as a Second Language (ESL) learners will require to complete transfer-level English. This item only includes regulatory language related to English and quantitative reasoning/mathematics; however, additional regulatory language will be provided at a future date to further align and harmonize other language within title 5 to AB 705.

When AB 705 was signed into law in October of 2017, the Chancellor’s Office created the AB 705 Implementation Advisory Committee in order to create a forum to unpack the language of the legislation and determine pathways toward implementation. This group, comprised of faculty, classified professionals, researchers, administrators, Board of Governors members, Chancellor’s Office staff, and Success Center staff, met for approximately eight months in order to set a timeline for implementation, define key terms, evaluate research, set the default placement rules, and establish a framework for understanding the implications of the bill. The history of the work of this Committee is available online at the following website: <https://assessment.cccco.edu/ab-705-implementation/>.

The fundamentals determined by the Advisory Committee provided a basis for a series of guidance memos and Frequently Asked Questions documents co-authored by the Chancellor’s Office and the Academic Senate. Those documents, also available on the web, have stimulated local dialogue about implementation and evaluation efforts throughout the System. The Committee also established a separate advisory group to delineate the implications for ESL instruction and students. Because the law had so many implications on college

processes and practices, the Chancellor's Office determined that beginning with guidance rather than regulation would support ongoing discussion and professional development, as well as provided a basis for future regulation. During this period, the Academic Senate, the Chancellor's Office, California Acceleration Project, RP Group, and West Ed have all prioritized providing professional learning for key personnel in the colleges about how to locally apply the tenets of the law to improve student success and equitable outcomes. The Chancellor's Office is also working with researchers to aggregate survey data regarding plans the colleges are making to satisfy the implementation requirements while also building the data infrastructure to provide high school performance information and MIS data collection capabilities to track curricular reforms and concurrent support efforts.

With the implementation date of fall of 2019, the Chancellor's Office has developed regulatory language that reflects and aligns with the work of the past year. These regulations have had the benefit of feedback from the AB 705 Implementation Advisory Committee, the California Community Colleges Curriculum Committee (5C), and Consultation Counsel. 5C, in particular, made additional efforts to fit the regulations into their review schedule so that they could be ready for the January 2019 Board of Governors meeting. Legal counsel has also reviewed and revised the language, using appropriate input, in order for the language to be prepared for a First and Second Reading.

The language represents not only a team effort among many stakeholders but also the best opportunity the California Community College System has to address inequities that begin at the time of placement and continue throughout students' college journeys. With AB 705, the colleges have a reasonable opportunity to address stubborn equity gaps that have not been previously addressed in scalable or significant ways. Since this is a core value in the Vision for Success, AB 705 represents a powerful tool to make progress on those equity goals.

Notice of the proposed regulation was published on January 4, 2019, to begin the 45-day public comment period. The regulations were presented to the Board of Governors on January 14, 2019 for a first reading and public hearing. The public comment period for the 45-day comment period ended on February 18, 2019. The 15-day notice of the proposed title 5 changes is issued on February 26, 2019 with a closing date for comments on March 12, 2019. Attached is the regulation text with changes to section 55063, subdivision (d). It is expected that the Board of Governors will be asked to

adopt the regulatory action, including the changes to section 55063, subsection (d), leaving the subdivision unchanged at the March 18-19, 2019 meeting.

CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to:

Alice Perez, Vice Chancellor
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator, at regcomments@cccco.edu.

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulatory action subject to this 15-day notice is set forth above. All of the information upon which the proposal is based, may be obtained online at:

[Board of Governors Meetings Agenda](#) or [Legal - Regulations](#).

Those who receive the Board of Governors Agenda package for the March 18-19, 2019 meeting can find a further description of the proposal and the full text of the regulations. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

“This document contains strike through and underline text and may also contain double strike through and double underline text, which may require adjustments to screen reading settings.”

ATTACHMENT 1

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS: OF CURRICULUM AND INSTRUCTION 2-26-19

1. Section 55002 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 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 in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of

expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(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. Except as provided in section 55522, ~~When~~ 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 (credit or noncredit) 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, outside-of-class hours, and total student learning 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 of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(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 the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 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 (u) 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 in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(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 (credit or noncredit) 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, outside-of-class hours, and total student learning 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 of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

(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 the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 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.

(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 article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.

(5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.

(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.

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

2. Section 55003 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 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 and subchapter 6, article 1. 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). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district 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.
- (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 to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.
- (4) 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.

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites or corequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether noncredit, credit, basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites and corequisites based on content review.

(d) 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 expressly required by institutions for which the college has transfer agreements; 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, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed 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 scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, 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;~~or~~

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite;or

(5) it is a corequisite that has been recommended through placement guidelines approved by the Chancellor.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, 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 (e) 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 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:

(1) 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

(2) 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.

(h) 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.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) 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, as required by section ~~5521(a)(3)~~ 5522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that 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.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including 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.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) 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.

(n) 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.

(o) 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 student is dropped, the applicable enrollment fees shall be 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.

(p) 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.

(q) In the case of a challenge under subdivision (p)(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.

(r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

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

3. Section 55063 of article 6 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 20019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining

a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by ~~completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500)~~ demonstrating competency and achieving a score determined to be that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 200~~1~~⁹ term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by ~~completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500)~~ demonstrating competency and achieving a score determined to be that is comparable to satisfactory completion of ~~the specified~~ a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural

anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement ~~include~~ including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or C or better in ~~California~~ community college credit courses in the curriculum upon which the degree is based. ~~For a course from another accredited institution, “satisfactorily completed” may mean a grade of C or better, provided that course and grade is accepted by that institution as “satisfactorily completed”.~~

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

4. Section 55500 of article 1 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55500. Scope and Intent.

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Student Success Act of 2012, codified as Education Code sections 78210, et seq., which recognizes that student success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success. The purpose of this subchapter is to implement the Student Success and Support Program to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other education planning services, with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study.

(b) The requirements of this subchapter apply only to districts receiving funds pursuant to Education Code section ~~78216~~ 78222 for the period of time during which such funds are received.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210, 78211, 78212, 78213, 78214, 78215, 78216, 78217, 78218, 78219, 78220, 78221, 78222, Education Code.

5. Section 55522 of article 3 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55522. English and Mathematics Placement and Assessment.

(a) Scope and intent.

(1) For students with a goal of transfer to a four-year institution, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year;

(2) For students with a goal of earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) within one-year;

(3) Minimize disproportionate impacts on students caused by traditional placement practices.

(b) Placement Data

(1) Districts shall use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning). Such data includes the following elements:

(A) High school coursework;

(B) High school grades;

(C) High school grade point average; and

(D) High school equivalency exams approved by the California Department of Education or equivalent exams from other states.

(2) If high school performance data is unavailable from student transcripts or electronic data sources, districts must accept self-reported high school performance data.

(c) Placement Methods

(1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below:

(A) Any Chancellor's Office placement method published by the Chancellor's Office to implement Education Code section 78213.

(B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data.

(i) A district placement method using localized research may utilize multiple measures to increase a student's placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures.

(ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of adoption of the method. The Chancellor shall regularly publish throughput rates achieved by direct placement into transfer-level courses (or college-level courses where appropriate), based upon the best available research at the time of publication.

(C) A district placement method may be based upon guided placement, including self-placement, if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement, including self-placement, shall not:

(i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or

(ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

(2) Placement methods authorized by this section shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English, mathematics (or quantitative reasoning) within one year. Placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless:

(A) the student is highly unlikely to succeed in the transfer-level course; and

(B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one-year.

(3) Districts adopting a district placement method under subparagraph (c)(1)(B) or (c)(1)(C) shall, by July 1, 2019, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the

district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

(4) Districts shall provide new placement recommendations for students placed into pretransfer-level English, mathematics (or quantitative reasoning) courses prior to July 1, 2019, in compliance with this section. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (c)(3).

(5) Any placement for the fall semester or quarter of 2019 must comply with this section and California Education Code section 78213.

(a) Assessment

The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in English, mathematics (or quantitative reasoning), or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics (or quantitative reasoning), or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.

(~~b~~e) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

(~~e~~f) Community college districts shall not, except as provided in subdivision (~~e~~g), do any of the following:

- (1) use an assessment test for placement which has not been approved by the Chancellor pursuant to section 55522, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
- (2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
- (3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter; ~~or~~
- (4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003-; or
- (5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(~~e~~g) Notwithstanding the provisions of subdivision (~~e~~f)(1) and (2), assessment tests approved by the Secretary of the United States Department of Education may be used to determine "ability to benefit" in the process of establishing a student's eligibility for federal financial aid pursuant to title 20 United States Code section 1091(d).

(~~e~~h) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (~~e~~f) or the provisions of sections 55003 or 55522, a community college district may use an assessment test to select students for its nursing program, provided that:

- (1) the district complies with all other provisions of this subchapter;
- (2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and

(3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

(i) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213:

(1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

(3) Annually report all of the following to the Chancellor's Office in a manner and form described by the Chancellor's Office:

(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity; and

(B) For students placed in stand-alone English or mathematics pretransfer-level coursework, colleges shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213.

(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

(i) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78212, 78213 and 78261, Education Code.

GRADUATION REQUIREMENTS



MINIMUM REQUIREMENTS FOR THE ASSOCIATE DEGREE (Title 5 § 55063)

The minimum requirements for graduation with an associate degree are specified by the Board of Governors of the California Community Colleges and the Chaffey College Governing Board. The Associate Degree will be granted upon fulfillment of the specific requirements listed below.

I. GENERAL EDUCATION (*minimum 18 units*)

Complete a general education pattern as specified for each degree in the "Programs of Study" section in the Chaffey College catalog. General education course patterns are listed on the pages that follow. Students should consult with a counselor to determine which general education pattern is most appropriate for their educational goals.

II. MAJOR or AREA OF EMPHASIS (*minimum 18 units*)

Complete the courses required for an associate degree program as described in the "Programs of Study" section in the Chaffey College catalog.

III. ELECTIVES (*as needed*)

Complete any additional units necessary to meet the minimum degree unit requirement.

IV. BASIC SKILLS COMPETENCY REQUIREMENTS

A. WRITTEN EXPRESSION

Complete the composition course English 1A.

B. MATHEMATICS

Place into Mathematics 25 or higher as determined by the Chaffey assessment process, or complete one of the intermediate algebra or higher level math or statistics courses listed below:

Computer Science 4

Mathematics 4, 17, 25, 31, 60, 61, 65A, 65B, 75, 81, 85, 420+420B, 450

Social Science 10

Statistics 10

V. SCHOLARSHIP REQUIREMENTS

All degree requirements including General Education must be completed with an overall grade point average of 2.00 (C average) or better. In addition, all courses that count toward the basic skills competency requirements and the Associate Degree major or area of emphasis must be satisfactorily completed with grades of A, B, C, or P.

VI. TOTAL UNITS and RESIDENCE REQUIREMENTS

A minimum of 60 degree-applicable units are required to earn local associate degrees. Associate degrees for transfer (ADTs) require a minimum of 60 CSU-transferable units. A minimum of 12 units must be earned at Chaffey College.

OTHER REQUIREMENTS FOR GRADUATION

I. APPLICATION FOR GRADUATION

Students must file a formal application for graduation through the Counseling Department (see www.chaffey.edu/counseling). Students may graduate at the end of any semester or Summer session. Refer to the academic calendar for application deadline dates.

II. CONTINUOUS ATTENDANCE / CATALOG RIGHTS

The preceding graduation requirements apply to students during the 2018-2019 school year. Students who enrolled at Chaffey prior to Fall 2018 and who have maintained continuous attendance (attendance in at least one semester or two quarters, excluding Summer sessions, each calendar year - January 1 through December 31 - as indicated on a permanent record) at any accredited college, have the option of meeting the current requirements or those in effect at the time continuous attendance at Chaffey began. In the event that required courses have been discontinued, students may petition for course substitution by making an appointment with a counselor in the Counseling Department.

Sierra College: Using Guided Pathways to Reach the Vision for Success Goals



Willy Duncan, Superintendent/President
Mandy Davies, VP Student Services
Linda Williams, Financial Aid Director



Began in Fall 2015 with formation of the Reengineering Sierra for Student Success (R4S) Task Force



Facilitated discussions on change management and student momentum points for faculty, classified staff, and managers.

Developed Problem Statement:

Students at Sierra are not reaching their educational goals in a timely manner, or at all.



New Systems Design Thinking:

- How can we *support our at-risk and equity populations* who have declared a major for financial aid eligibility but are really undecided about their goal?
- How can we provide career exploration activities to help undecided students make informed choices, *reduce excess units* and *increase completion rates*?

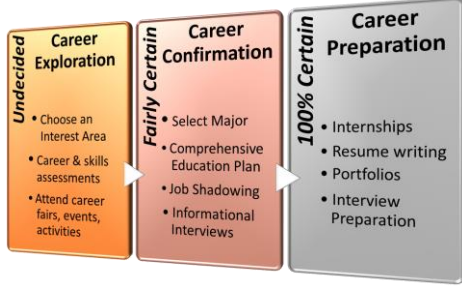
Spring 2018 - began to integrate and resource career planning



Old Paradigm: What's your major? New Paradigm: What's your career goal?



Created Career Development Continuum with targeted activities



US Department of Education regulations regarding financial aid eligibility don't align with the concept of Meta Majors. Students must declare a major to be eligible.





- Made a proposal to Vice Chancellors Perez and Mohr and Executive Vice Chancellor Hope to use "General Studies" for each Interest Area
- Chancellor's Office researched implications, including legal ramifications, and agreed to prototype the solution with Sierra as the test case with the caveat that undecided students must be guided to a program of study within one year



- Articulation Officer created 9 new General Studies programs, one for each Interest Area and flagged them as Financial Aid eligible
- New programs uploaded to CCCApply using student-friendly language
- Created flags in **Starfish** identifying students who didn't declare a major
- Created Financial Aid processes to ensure students will only receive aid for one year
- Providing interventions (e.g. workshops, counseling, informational interviews, job shadows) to help them select a program of study based on career goal by not later than the end of their second term
- Went live in CCCApply for Spring 2019 applicants



Sierra College CCCApply Screen Shot

Declared Major or Program of Study

-- Select --

I haven't decided - People/Culture/Society

Anthropology- AA -T Degree

Art History- AA -T Degree

Comm Studies- AA -T Degree

History- AA -T Degree

Humanities- Alan Studies- AA Degree

Humanities-Diverse Perspec- AA Degree

Humanities-General- AA Degree

Journalism- AA -T Degree

LGBT Studies- AA Degree

Philosophy- AA -T Degree

Philosophy- AA Degree

Political Science- AA -T Degree

Psychology- AA -T Degree

Psychology- AA Degree

Psychology- AS Degree

Social Justice Studies- AA -T Degree

Social and Behavioral Sci- AA Degree

Social and Behavioral Sci- AS Degree



Spring '19 application counts to date under a "soft launch"

	Declared a major	Chose an Interest Area	
Applied Technologies	1989	99	5%
Business and Innovation	1296	165	13%
Earth and Environment	212	60	28%
Education	491	176	36%
Language and Literature	245	65	27%
People, Culture and Society	738	83	11%
Public Safety, Health and Wellness	1851	106	6%
Science, Technology, Engineering and Math	1032	136	13%
Visual and Performing Arts	544	103	19%
Total Spring 19 Applicants to date	8398	993	11%



Questions?



TO: Chief Executive Officers
Chief Instructional Officers
Chief Business Officers

FROM: Alice Perez,
Vice Chancellor, Educational Services & Support

RE: Requirement Changes to Certificates of Achievements

This memorandum is a formal notification that the California Community College Chancellor's Office has revised the unit threshold that classify specific certificates as Certificate of Achievement (title 5 §55070). The purpose of the revision is to assist students in obtaining financial aid assistance. The unit thresholds for a Certificate of Achievement has been lowered to be consistent with guidelines set forth in federal financial aid standards, as well as permit colleges to transcript lower unit Certificates of Achievement. As a result, Certificate of Achievements are now defined with the following unit thresholds:

1. 16 or more semester units (24 or more quarter units): Accordingly, all certificates that are now 16 or more semester units (24 or more quarter units) must be submitted to the Chancellor's office for approval/chaptering. If colleges currently have certificates from 16 to less than 18 semester units (24 to than 27 quarter units) that have not been approved/chaptered by the CO, those certificates must now be submitted into the Chancellor's Office Curriculum Inventory (COCI) system in order to go through the approval process.
 - a. Colleges are now able to submit the lower new unit certificates, 16 or more as Certificates of Achievement; however, the dropped down menu in COCI currently states 'Certificate', not Certificate of Achievement. The Tech Center is addressing the problem and the goal is to have the issue corrected by March 15, 2019. Once the update has been made in COCI, it will auto repopulate the fields to read Certificate of Achievements. For colleges that are entering a new Certificates of Achievement and not an update please be aware that the 'Approval Letter' will be incorrect and will have to be reprinted once the update has been made in COCI.
2. 8 to less than 16 units (12 to less than 24 quarter units): These lower unit certificates may be submitted for CO approval/chaptering if colleges wish to do so. Certificates that have not been approved/chaptered by the CO may not be listed on student transcripts.

If you have questions, please contact Dean Raul Arambula via email at raramubula@cccoco.edu.

cc: Raul Arambula, Dean, Curriculum and Intersegmental Support



Local Goal Setting

In the 2017 **Vision for Success**, the California Community College Chancellor’s Office and Board of Governors established ambitious systemwide goals for improved student outcomes. Now local colleges have an opportunity to articulate how they will contribute to reaching the systemwide goals for improvement.



GOAL 1 Completion

Systemwide goal: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Aligned college-level goal:
(Please fill in at least one of the following)

- **Chaffey College** will increase the total number of completed associate degrees from _____ in 2016-17 to _____ in 2021-22, an increase of _____ percent.
- **Chaffey College** will increase the total number of completed CCCC-approved certificates from _____ in 2016-17 to _____ in 2021-22, an increase of _____ percent.

GOAL 2 Transfer

Systemwide goal: Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

Aligned college-level goal:
(Please fill in at least one of the following)

- **Chaffey College** will increase the total number of completed ADT degrees from _____ in 2016-17 to _____ in 2021-22, an increase of _____ percent.
- **Chaffey College** will increase the total number of transfers to UC/CSU from _____ in 2016-17 to _____ in 2021-22, an increase of _____ percent.



GOAL 3 Unit Accumulation

Systemwide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

Aligned college-level goal:

(Please fill in the following)

- **Chaffey College** will decrease the average units earned per completed associate degree from _____ in 2016-17 to _____ in 2021-22, a decrease of _____ percent.



GOAL 4 Workforce

Systemwide goal: Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69 percent to 76 percent, an increase of 10 percent.

Aligned college-level goal:

(Please fill in at least one of the following)

- **Chaffey College** will increase median annual earnings of exiting students from _____ dollars per year in 2016-17 to _____ dollars per year in 2021-22, an increase of _____ percent.
- **Chaffey College** will increase the number of exiting students earning a living wage from _____ in 2016-17 to _____ in 2021-22, an increase of _____ percent.
- **Chaffey College** will increase the percent of exiting CTE students who report being employed in their field of study from _____ in 2016-17 to _____ in 2021-22, an increase of _____ percent.

Rationale for Local Goal Setting Draft

Each goal (benchmark) is in “draft” form to be circulated for feedback from the campus community. These goals (benchmarks) will be finalized—using the community feedback—at the March and April meeting for recommendation to the Governing Board, who much adopt college goals (benchmarks) by May 31, 2019. The rationale is separated from the goals (benchmarks) because the template does not allow for rationale.

Goal 1: Completion

College Planning Council crafted an ambitious goal with the following factors in mind: the baseline year for the goal is 16-17, and the college has already made significant progress on these goals. Additionally, the group felt that AB 705 and guided pathways will have significant contributions to the advancement of these aggressive goals. Finally, the “Panther Promise” program is designed to help more students attend full-time, which will also make a significant push to achieving the ambitious goals.

Goal 2: Transfer

Given that the college is on track to increase ADT degrees and increase UC transfer, College Planning Council recommended a target that aligns to the Chancellor’s Office goal of a 35% increase, pending additional data from Institutional Research.

Goal 3: Unit Accumulation

College Planning Council noted that because students can technically transfer up to 70 units, and given that Chaffey’s overall average is currently 81 units, the group asserted a reasonable goal of a reduction to 75 units over the next five years. The group believes that two-pronged approach that includes awarding certificates, like CSU certification, and streamlining efforts through the curriculum maps will make a difference to achieving this number.

Goal 4: Workforce

College Planning Council discussed a variety of emerging efforts, like partnerships with the County, increased efforts with workforce partners, and growth in various programs, will help to achieve an 18.8% increase in this metric, which is on par with past performance that was also ambitious.

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§ 55063. Minimum Requirements for the Associate Degree.

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Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 6. the Associate Degree

5 CCR § 55063

§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in 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 Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed

in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

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

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment and redesignation of former subsection (b)(3) as subsection (b)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

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