



Chapter 3

Curriculum Policies

This section includes miscellaneous Curriculum policies.

Curriculum Review

All college curricula should be reviewed on a regular basis to ensure its integrity. The college's Program Review Handbook details the Periodic Review Cycle.

What is Reviewed	How Often Reviewed	Source
Any course with a prerequisite, co-requisite, or recommendation	Every six years	Title 5 requires review and approval as a separate course approval process. Disciplines should conduct follow-up reviews as part of the program review process.
	Every two years	Courses with requisites outside their own discipline must have statistical validation within two years after approval.
	Every two years	Career and Technical Education (CTE) courses with requisites should be reviewed every two years
All college curriculum	Every six years	Accreditation requires regular review of all courses. Disciplines should review and update courses as needed at least once every six years. Courses no longer being offered should be considered for deactivation.
CTE courses	Every two years	Title 5 requires that CTE courses be reviewed every two years.
Distance education	Every six years	Title 5 requires separate approval for distance education and hybrid courses. Disciplines should review the effectiveness of distance education offerings as part of the program review process.



All new courses

The academic year prior
to scheduling

Title 5 and college curriculum policy require approval by the Curriculum Committee prior to offering new courses. The course must appear in the catalog before being offered.

Courses not offered

Every six years

Courses no longer being offered should be considered for deactivation. Proposing deactivation is a discipline's decision.

Requisites

Proposed prerequisites, co-requisites, and recommendations (e.g., advisories) must have separate Curriculum Committee approval and must be validated by content review and statistical analysis.

In the case of any requisite, the standard for any comparison must be that a student is highly unlikely to receive a satisfactory grade in the target course unless the student has met the proposed requisite.

The State Chancellor's Office does not require validation of recommended or advisory courses; however, the Cerritos College procedures include content review for recommendations or advisories (i.e., statistical validation is not required).

Sequence

Disciplines may validate requisites within their own discipline by a content review that includes linking Student Learning Outcomes (SLOs) and objectives from the requisite course that are needed to ensure success in the new course. Multiple SLOs and objectives from the requisite course must be linked as necessary to justify prerequisites and co-requisites.

Statistical validation

Prerequisites and co-requisites outside the discipline must be preliminarily approved by content review of linking SLOs and objectives but must be followed up within two years by a formal statistical validation in consultation with the office of Institutional Effectiveness, Research, Planning, and Grants (IERPG). The validation must be approved by the Curriculum Committee. Failure to complete a



statistical validation within the required period will render a hold on the course being scheduled unless and until the requisite is removed by the Curriculum Committee.

Content review for recommendations

Recommendations may be approved by content review that links SLOs from the requisite course to the course seeking approval. Multiple linked SLOs from the requisite course are preferable, but only one is necessary to create the recommendation. A requisite may be established by content review, too, if it is required at a CSU or UC institution.

Title 5 requires periodic review of requisites. Disciplines should conduct follow-up reviews as part of the program review process to determine their continued validity.

Once a prerequisite or co-requisite has been approved by the Curriculum Committee and validated by statistics or content review, they may be removed only by a new statistical validation or rigorous content review that indicates the requisite is no longer valid.

Periodic Review Recommendation

1. Departments should review all courses within the 5 years prior to their program review year.
 2. Course reviews can be done all together during the year prior to the department's program review year.
- OR*
- Departments can develop a systematic plan to review courses throughout the 5 years.
3. The Curriculum Office will send a 1st reminder in the Spring prior to the 5th year of the program review cycle w/a list of courses that are due for periodic review.
 4. The Curriculum Office will send a 2nd reminder in the Fall prior to your program review year with a list of courses that are due for periodic review.
 5. If departments would like a list of courses at a sooner date, please contact the Curriculum Specialist.



General Education

Per Title 5 (e.g., § 55060, § 55061), General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

Proposals for general education credit require separate Curriculum Committee approval. Submit the General Education Questions found on the Curriculum website. Answers should specifically address the course being proposed.

See Curriculum Committee website for the most current distance education questions.

Distance Education

- a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:
 - (1) The internet.
 - (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
 - (3) Audio conference; or
 - (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.
- b) The definition of “distance education” does not include correspondence courses.
- c) “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. Accessibility is a shared responsibility across Cerritos College. In the case of academic courses, faculty are required to proactively address accessibility by making their course content is accessible to ensure equal opportunity and equitable usability to students with disabilities. For example, this includes providing accurately captioned videos, selecting accessible websites when



assigning online resources to students, ensuring electronic documents can be read by assistive technologies, and selecting accessible publisher materials. There are, however, times Cerritos College may procure products that are less than accessible. For example, the product may be part of an industry standard and is part of the essential functions/technical standards of the department. Therefore, when products are uniquely effective within their educational or functional niche and an accessible alternative is not available, the instructor will partner with Student Accessibility Services to develop an Equally Effective Alternate Access Plan (EEAAP). The EEAAP provides persons with disabilities equally effective alternate access to the same information or services offered by a technology that is less than accessible.

Culturally Responsive Curriculum

Title 5, section 6, chapter 4, subchapter 7 (53605) states that Faculty members shall employ teaching and learning practices and curriculum that reflect Diversity, Equity, Inclusion, and Accessibility (DEIA) and anti-racist principles, and in particular, respect for and acknowledgement of the diverse backgrounds of students and colleagues to improve equitable student outcomes and course completion.

Maximum Class Size

Class Size The class size maximums are determined and identified as part of the Course Outline of Record. Common Curriculum Committee procedure is to establish maximum class size for student enrollment at the time the course is proposed. Discipline faculty propose maximum class enrollment for new courses based on other similar offerings in the discipline. If there are no similar classes in the discipline, look at similar courses in other disciplines. Maximum class enrollment should NOT be based on the number of seats in the classroom that the course might be taught unless it will be scheduled in a specialized lab that cannot take place in a general-purpose classroom. Pedagogy, NOT classroom size, should guide the proposal. If pedagogy suggests a smaller than normal class size, be prepared to defend the proposal with numbers from other colleges or from formal research data.



The Curriculum Committee Class Size Workgroup will recommend class size for new courses and courses requesting class size changes by reviewing pedagogical content in Methods of Instruction, Methods of Evaluation, Assignments, Students Learning Outcomes, and Course Objectives, from the Course Outline. The workgroup generates a report in the Class Size Calculator program prior to Technical Review meetings and makes recommendations based on the report.

Until class size procedures are negotiated through collective bargaining, the Curriculum Committee can only recommend class size modifications to established courses.

Student Learning Outcomes

Course outlines should contain multiple measurable Course Student Learning Outcomes (CSLOs) with four to six CSLOs being the standard for a typical three-unit course. CSLOs should be clearly supported by the objectives.

Disciplines should update CSLOs based on their departments developed SLO Cycle at least once every 6-years.

I Please refer to the [SLO Committee Website](#) for SLO resources and FAQs .

Representation at Tech Review and Curriculum Meetings

To ensure efficient communication, the Curriculum Committee requires the presence of the faculty proposer or other representative (e.g., designee) familiar with the proposal's content and purpose to answer committee questions at Tech Review and Curriculum Committee meetings. Unrepresented or under-represented proposals may be tabled until a future meeting when the committee's questions can be answered.



Cross Listed Courses

Courses may be cross-listed across multiple disciplines if both/all disciplines agree. When such courses are approved, course outlines must be essentially identical and restrict duplicate enrollments in the other discipline. Any modifications to a cross-listed course must be accompanied by duplicate requests for the cross-listed course.

Definition

Cross-listing courses is the practice of creating identical Course Outlines of Record (CORs) submitted in one or more different disciplines with subsequently different course prefixes. Cross-listed courses no longer must be offered simultaneously; however, any offered section is recognized as the “same” course. Each cross-listed course is not open to students enrolled in an ‘identical cross-listed course’ or who have received prior credit in the ‘identical cross-listed course.’

Under Title 5 §53410, faculty may only be assigned to teach courses in disciplines for which they meet Minimum Qualifications (MQs) or have an approved equivalency. This standard helps ensure that students receive instruction grounded in appropriate disciplinary expertise. Assignment outside of one’s qualified discipline is not permitted, regardless of content overlap, prior practice, or instructional need.

For example, a course titled History of Sports cross-listed between History (HIST) and Kinesiology (KIN). An instructor who meets MQs in History but not in Kinesiology may teach the course under HIST, but not under KIN.

To help avoid confusion:

- Cross-listing does not expand an instructor’s qualifications
- Cross-listing does not require multiple prefixes to be taught by the same instructor
- Meeting MQs for one discipline does not authorize teaching under another discipline in the cross-list
- Faculty must meet MQs (or equivalency) in the discipline of the course scheduled

Accordingly, cross-listed courses must be scheduled and staffed in a manner that fully complies with MQ requirements. In summary, Faculty must teach within their discipline qualifications. Cross-listing does not change or expand MQ requirements.

Procedures

All parties must agree to create a new cross-listed course. Equally important, all parties must agree to deactivate (i.e., Cross-listing Dissolution Agreement Form) a cross-listed course when the cross-listed course no longer meets the needs of all cross-listed involved disciplines. *Once a course is approved for cross-listing, it will continue to be offered in this way until proper procedures are followed to effect changes.*

**For new courses:**

- For a new cross-listed course to be approved, each department must submit a course proposal form, a Course Outline of Record, and all other necessary paperwork for the course. The documents must be identical in every way, with the exceptions of the department prefix and number (and in some cases TOP code).
- Additionally, each department must complete and submit the Cross-Listing Agreement Form with the proposed curriculum.
- The Cross-Listing Agreement Form contains signature lines for both (all) concerned disciplines. The form will identify the “primary home” and “secondary home” of the course.
- Signatures on the Cross-Listing Agreement Form signify agreement by both (all) parties to the terms, procedures, policies, and responsibilities outlined in this document.

For revisions:

- Whenever there is a change to a cross-listed course, all disciplines must submit a revision form, revised Course Outline of Record, and all other necessary paperwork reflecting the change(s). The documents must be identical in every way and must be submitted simultaneously for the change to be approved.
- The “Primary Home” cannot change a cross-listed course without the inclusion of the proper paperwork from the “Secondary Home.”

Deletion:

- To sever a cross-listing, all disciplines must submit the Cross-Listing Agreement Dissolution Form requesting to end the agreement. On the form, each department should explain the reason for ending the cross-listing.
- When the dissolution is granted, ONE (OR MORE) cross-listed Course Outlines of Record will be immediately deactivated. The course(s) being deactivated will be determined by the agreement form jointly submitted by all disciplines.
- Dissolution will not become effective until all degrees and certificates impacted by this change have been appropriately updated.

Exemption from deletion may be granted if a course existed prior to the cross-listing approval. However, identical Course Outline or Records may not exist as active.

Conflicting requests:

- In the event of a disagreement (or lack of ability to come to an agreement) about severing the cross-listing, all disciplines agree in advance (as reflected in the Cross-Listing Agreement) to put the matter before a subcommittee, appointed and chaired by the Curriculum Committee Chairperson, to resolve the issue of the original agreement dissolution.



- Said subcommittee shall have the final decision in directing the parties in the dissolution.
- The decision of the curriculum subcommittee is final.
- If the Curriculum subcommittee decides to sever the cross-listing, the course will remain in the primary home and be deactivated in the secondary home.

Rights and Responsibilities

Since a cross-listed course represents an identical single course offered collaboratively through two or more different disciplines, it is the responsibility of all disciplines to coordinate in the scheduling and maintenance of the cross-listed courses for the benefit of all parties. Changes to a cross-listed course cannot be made unilaterally. As previously stated, cross-listed courses no longer have to be offered simultaneously.

Primary Home:

- Assumes responsibility for managing and disseminating COR updates for the benefit of all parties.
- Oversees the minimum qualification requirements for the teaching discipline within the primary home course
- Assigns or approves faculty to teach the primary home cross-listed course
- Offers cross-listed classes responsibly, taking into consideration the needs of the “secondary home” programs.
- Consults with “Secondary Home” when deciding whether to offer a cross-listed class in any given semester to ensure there will be no adverse effect to students or programs.
- Participates with the “secondary home” department in a review of the cross-listed course every three years to ascertain whether the course structure and content remain beneficial to all parties.
- Assesses primary home Course Student Learning Outcomes.
- Maintains curriculum paperwork.

Secondary Home:

- Communicates with course “Primary Home” about student and program needs.
- Oversee the minimum qualification requirements for the teaching discipline within secondary home course.
- Assigns or approves faculty to teach the secondary home cross-listed course.
- Offers cross-listed classes responsibly taking into consideration the needs of the “primary home” programs.
- Assists “Primary Home” with three-year course review mentioned above.
- Assesses secondary home Course Student Learning Outcomes.
- Assists in the maintenance of curriculum paperwork.



Policy for cross-listed courses in existence prior to this document:

- This policy applies retroactively to courses that were previously approved by the Curriculum Committee with the intention of being offered as a cross-listed course.
- Previously approved cross-listed courses are requested to complete the updated Cross-Listing Agreement Form and submit to the Curriculum Committee by the last Curriculum Meeting of the Fall 2026 semester.

■ See the Curriculum Committee website for the cross-listing forms

Effect on Other Courses or Programs

New credit course proposals, except for stand-alone courses, must be part of a program (e.g., certificate or associate degree) approved by the Chancellor's Office. In addition, some courses are prerequisites or co-requisites for other courses, both within and outside the discipline.

When a new credit course is proposed, it must be placed in an educational program. Any program modifications should be made in the same academic year the course is approved, preferably at the same meeting of the Curriculum Committee.

Before a course may be deactivated, all educational programs affected by the course must be modified. Disciplines proposing the deactivation bear the responsibility for informing programs outside the discipline that a course affecting their programs is being deactivated. The Curriculum Specialist will provide an impact report to the faculty requesting to deactivate a course.

Families

Regulations governing the repetition of credit courses in the California Community College system limit repeatability in Dance, Physical Education, Visual Arts, and most Music and Theater courses. Intercollegiate Athletics and some Music and Theater courses that are required for transfer programs are the only courses that have allowable repeatability. In addition, repeatability for other active participatory classes outside these disciplines above may be limited.



While students are not, in most cases, allowed to repeat active participatory courses in Dance, Music, Physical Education, Theater and Visual Arts, they are allowed to enroll in a series of active participatory courses that are related in content—commonly referred to as a family of courses—a maximum of four times.

The Curriculum Committee has extended the family concept beyond Physical Education and performing and visual arts to other disciplines that wish to develop leveled active participatory courses.

The Curriculum Committee establishes initial families in consultation with affected disciplines, and the Curriculum Chair works in consultation with Academic Affairs to update families as new courses are approved.

There are two typical approaches to creating families.

- A grouping may be sequential and be designated as:
 - Level 1, Level 2, etc.
 - A, B, etc.
 - Beginning, Intermediate, etc.Each level should show *increased* skill development.
- Or the grouping may be several independent courses involving similar content or skill building. Each course should develop *similar* skill sets.

However, care should be taken in creating such families or sequences so that they are necessary and lead to specific goals within the discipline.

When creating families to maintain or create the repeated experience, each course outline must be unique. While there may be obvious overlap, each course should contain unique description wording, content items, objectives, and student learning outcomes.

To propose a new family, the discipline should create a one- or two-page summary showing how courses within the family or sequence differ. If courses are subsequently added to a family or sequence, then the summary should include all courses in the family or sequence. When new courses are added to a discipline, the department and Curriculum Committee should critically evaluate whether the new course should be considered part of a new or existing family to avoid unit proliferation by students within the discipline.