



CURRICULUM COMMITTEE

2026–2027 HANDBOOK



Academic
Affairs



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Chapter 1

Senate Committee on Curriculum

The Curriculum Committee is responsible for the overall analysis, evaluation, and direction of courses and educational programs at Cerritos College. The committee serves as the decision-making body to which all courses and educational programs for the college are submitted.

Shared Governance Definition

A. Purposes

- Recommends for approval by the Board of Trustees all new courses and programs of study
- Recommends for approval by the Board of Trustees all course and program revisions
- Recommends for approval by the Board of Trustees all degree and certificate requirements
- Establishes procedures for curricula submission by faculty to the committee
- Provides technical assistance to those submitting curricula to the committee
- Monitors trends and practices on issues within the committee's scope and communicates them to the college

B. Subcommittees

Technical Review Subcommittee
Class Size Workgroup

c. Chairperson (how selected/elected)

1. A faculty member is elected by the voting members of the Curriculum Committee for a two-year term. The term shall commence on July 1 and end on June 30.
2. It is the Chairperson's responsibility with support from the Curriculum Specialist to: prepare and distribute the agenda; conduct meetings; forward recommendations to the Faculty Senate and then to the College Coordinating Committee for information only, then to the Board of Trustees; and to maintain the Committee's website. The college will provide all necessary clerical support for preparation of the agenda, minutes, curriculum submissions to the Chancellor's Office, and website maintenance.
3. If the Chairperson is temporarily unable to perform their duties for any reason (e.g., conference attendance, medical absence), the Faculty Senate Vice President (or Designee) will take over the Chairperson duties until the elected Chairperson is able to resume responsibilities. If the Chairperson is unable to resume responsibilities, the Curriculum Committee will elect a new Chairperson.



D. Other Officers (if any)

None

E. Membership (19 members)

Voting members: 13

Non-voting member: 7

One faculty member is appointed by each of the following instructional areas and confirmed by the Faculty Senate:

- **Voting members: 13**

Continuing Education
Business Education
Counseling
Student Accessibility Services
Fine Arts and Communications
Health Occupations
Humanities/Social Sciences
Liberal Arts
Library and Student Success
Kinesiology
Technology
Science, Engineering, and Mathematics
Vice President, Academic Affairs (or Designee)

- **Non-voting members: 7**

Curriculum Specialist (Classified/Confidential representative from Academic Affairs Office)
Dean, Enrollment Services
Two management representatives appointed by ACCME
Faculty Senate Vice President
Associated Students of Cerritos College
Articulation Officer

F. Terms of Membership

1. Membership will consist of three-year staggered terms not to exceed two consecutive terms for appointed positions when possible (exceptions may be considered by the Faculty Senate).
2. The ASCC representative will serve a one-year term and is appointed by ASCC.



G. Quorum

Quorum is reached if 50% plus one of the voting committee members are present at the meeting.

H. Decision-Making Process

Consensus shall be the preferred decision-making process. If consensus cannot be achieved, the committee shall use majority voting of voting committee members present as its voting method.

I. Reporting Guidelines

1. All actions of the Senate Committee on Curriculum and its subcommittees will be communicated to the Faculty Senate in the form of minutes.
2. The Chairperson of the Senate Committee on Curriculum will give a report to the Faculty Senate at least one time each semester.
3. The Chairperson of the Senate Committee on Curriculum will give a report to the College Coordinating Committee at least one time each semester.
4. The Chairperson of the Senate Committee on Curriculum with support of the Curriculum Specialist will be responsible for maintaining relevant committee information on the website (See Appendix D of the Shared Governance Booklet, [Guidelines for Committee Websites](#) ).

J. Frequency of Meetings

Second and fourth Thursdays from 1:00 p.m. to 3:00 p.m. in the Cheryl Epple Board Room (unless otherwise noted on the agenda which can be found on [Board Docs](#) ).





Technical Review Subcommittee

Purpose

The function of the Technical Review Subcommittee is to preview curriculum submissions to ensure proposals and revisions are complete, compliant, and meet necessary standards and guidelines (i.e. Title 5, Chancellor's Office). After previewing, the Technical Review Subcommittee forwards all courses or program proposals to the Curriculum Committee. The subcommittee may also make recommendations for a substance change (a substance change is when a new control number is generated at the Chancellor's office. Unit changes and TOP/SAM code changes are examples of new control number generation) to ensure the integrity of the course where necessary, including the inclusion of current Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs) that meet the Curriculum Committee and SLO Committee standards.

Composition

- Curriculum Committee chairperson
- Articulation Officer
- Two or more additional Curriculum Committee members
- The Vice President of Academic Affairs (or Designee)
- The Curriculum Specialist

Additional required participants will be the faculty responsible (or an assigned designee) for the revisions and proposals being previewed and any other respective division members who wish to attend.

Terms of Office

One year, subject to re-election by the curriculum committee

Frequency of Meetings

Approximately twice per month, depending on the Curriculum Committee meeting schedule from August through May, at 1:00 p.m. to 3:00 p.m. via zoom.



Class Size Workgroup

Purpose

The function of the Class Size Workgroup is to recommend class size for new courses and courses requesting class size change by reviewing pedagogical content in the Methods of Instruction, Methods of Evaluation, Assignments, Student Learning Outcomes, and Course Objectives, in the Course Outline of Record.

The subcommittee generates a report in the Class Size Calculator program prior to Technical Review meetings and makes recommendations based on the report. Additionally, the Workgroup will maintain and revise the Class Size Calculator program as needed.

Composition

Two or more Curriculum Committee members selected at the beginning of each academic year.

Terms of Office

One year, subject to re-election by the Curriculum Committee

Frequency of Meetings

As needed via email or in person, prior to Technical Review Subcommittee Meetings.





Curriculum Chairperson Duties

The Chairperson is elected by the Curriculum Committee for a two-year term and receives 60-percent re-assigned time to complete chair duties:

- Work with divisions, departments, the Articulation Officer, and the Academic Affairs Office (VP of Instruction, Dean of Academic Affairs, and Curriculum Specialist) to coordinate curriculum development and compliance
- Support faculty with the Curriculum Process, Curriculum Development, and Curriculum Revision
- Attend regional and state curriculum workshops
- Conduct annual training for Curriculum Committee members
- Follow the state Curriculum Chair listserve
- Chair Curriculum Committee and Tech Review Sub-Committee meetings
- Maintain relevant committee information on the website with support of the Curriculum Specialist
- Coordinate with the Student Learning Outcomes Committee Chair
- Report to the Faculty Senate at least once each semester
- Report to the College Coordination Committee at least once each semester
- Serve as Accreditation Committee resource on curriculum matters





Chapter 2

Procedures and Approval Processes

Typical Activities

The typical activities of the Curriculum Committee are to:

- Approve new credit and non-credit course proposals*
- Approve standalone course proposals*
- Approve course modifications*
- Approve course deactivations or reactivations *
- Approve the inclusion of prerequisites, corequisites, and recommendations on courses*
- Approve the cross listing of courses
- Approve courses for inclusion in general education patterns*
- Approve courses for distance education delivery*
- Approve the inclusion of courses in families for enrollment limitation purposes*
- Approve new local baccalaureate degree proposals*
- Approve new local and transfer associate degree proposals*+
- Approve new Associate Degree for Transfer; Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T) proposals *
- Approve University of California Transfer Program (UCTP) proposals*
- Approve Career Development and College Preparation Programs (CDCP)*
- Approve noncredit apprenticeship programs*
- Approve certificate of achievement proposals (16 or more units)*+
- Approve certificate of achievement proposals (8 to 15.5 units)*+
- Approve certificate of competency proposals (noncredit)*
- Approve certificate of completion proposals (noncredit)*
- Approve verifications of completion (less than 8 units, but not Chancellor's Office approved)
- Approve associate degree modification proposals*
- Approve Associate Degree for Transfer, Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T) modification proposals*
- Approve certificate program modifications*
- Approve verification of completion modifications*

* Proposal and revision approvals are pending further Board of Trustees and/or Chancellor's Office approvals.

+ Career Technical Education (CTE) certificates and degrees also require Los Angeles Regional Consortium (LARC) Review



The role of the Curriculum Committee includes assuring course and program proposals meet the mission of the college and comply with state and local standards.

In the event of conflict with existing Curriculum Committee rules or procedures, *Roberts Rules of Order* are to be followed.



Approval Process

The typical approval process includes the following steps:

Course:

1. **New:** Discipline Faculty initiate, complete, and submit the new course outline of record utilizing the Curriculum Management System (CMS)
OR
Revision: department chairperson initiates and Discipline Faculty and/or department chairperson completes, and submits the revised course outline of record utilizing the Curriculum Management System (CMS)
2. Review and submission of course by the department chair in the CMS. In curriculum matters, the signature of a department chair during the course creation or revision process is intended to acknowledge receipt rather than signify approval or rejection. This signature must represent the collective will of the department.
3. If necessary, course authors/revisors notify other department chairs about the potential impact of the addition or revision of the course proposal (e.g. overlapping content or change of catalog information triggering a program revision)
4. Preferred review and submission by the appropriate Dean (i.e., preferred but not required for advancement through the approval process)



5. Review by the Technical Review Committee
 6. Approval by the Curriculum Committee
 7. Review by the VP of Academic Affairs (or Designee), who also assures those changes are incorporated in college publications
 8. (If required) Ratification by the Board of Trustees
 9. (If required) Approval by the California Community College Chancellor's Office
 10. (If required) Approval by California State University or University of California for transfer or general education credit
 11. Publication in the college catalog and schedule of classes
 12. Each of these steps must be completed before the course can be included in the college catalog/addendum and course schedule, and the CMS. These steps can take months to years to complete (depending on submission date and required outside approvals), so faculty hoping to introduce new courses or programs should start the process as early in the year as possible
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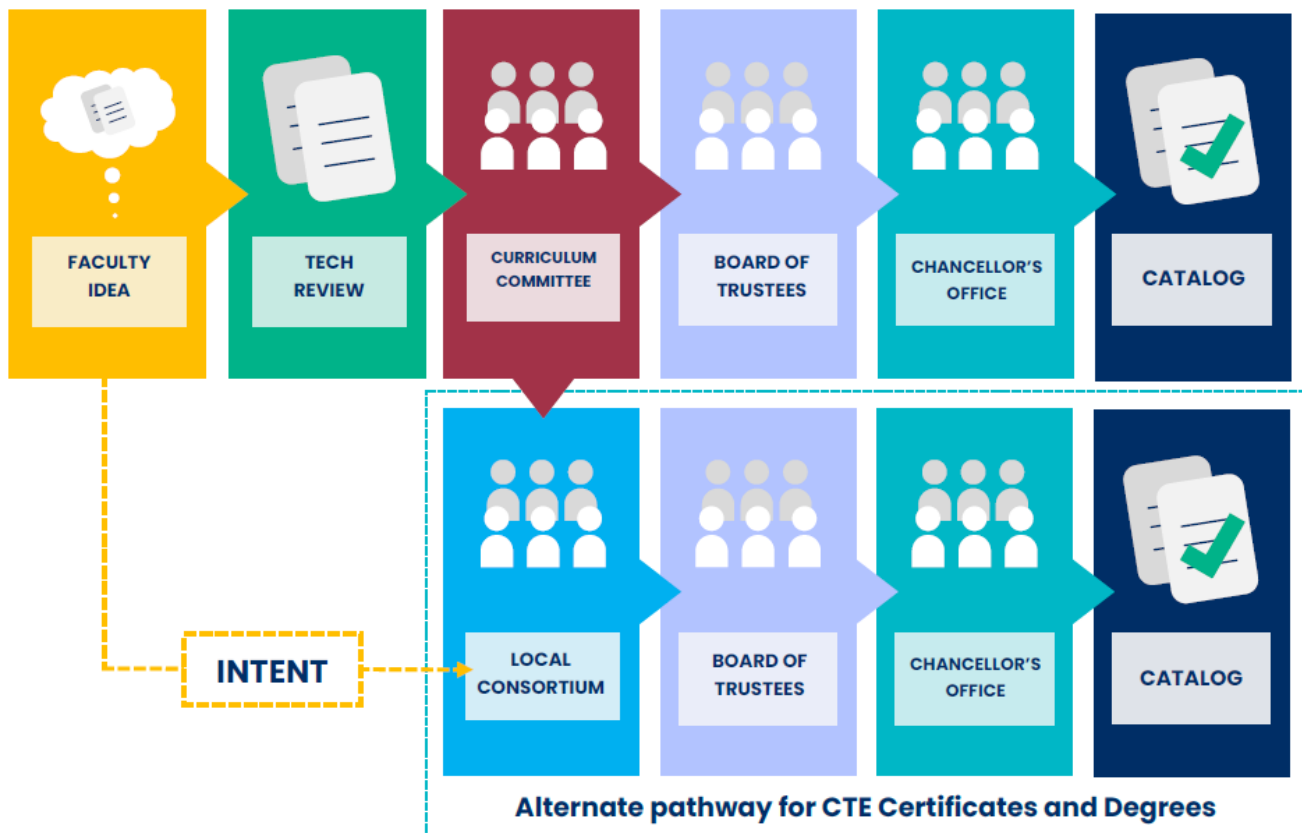


Program

1. **New:** Discipline faculty initiate, complete, and submit the new program (degree or certificate) outline and narrative utilizing the CMS
OR
Revised: department chairperson initiates and discipline faculty and/or department chairperson completes and submits the modified program outline (degree or certificate) and narrative utilizing the CMS
2. Review and submission of the program by the department chairperson in the CMS. Again, in curriculum matters, the signature of a department chair during the course creation or revision process is intended to acknowledge receipt rather than signify approval or rejection. This signature must represent the collective will of the department.
3. If necessary, course authors/revisors notify other department chairs about the potential impact of the addition or revision of the program
4. Preferred review and submission by the appropriate dean (i.e., preferred, but not required for advancement through the approval process)
5. Review by the Technical Review Committee
6. Approval by the Curriculum Committee
7. (CTE Only) Review by the Los Angeles Regional Consortium (LARC)
8. Review by VP of Academic Affairs (or Designee), who also assures those changes are incorporated in college publications
9. (If required) Ratification by the Board of Trustees
10. (If required) Approval by the California Community College Chancellor's Office
11. Publication in the college catalog
12. Each of these steps must be completed before the program can be included in the college catalog/addendum, and the CMS. These steps can take months to years to complete (depending on submission date and required outside approvals), so faculty hoping to introduce new courses or programs should start the process as early in the year as possible



Course/Degree/Certificate/Verification Process





Faculty Submission

All curriculum submissions must be submitted and reviewed using the current CMS.

Before initiating new curriculum, faculty/program proposers should:

- **Consult with their Dean/Division leadership**
 - Discuss program/course viability
 - Confirm alignment with division priorities and strategic goals.
 - All new courses, with the exception of standalone courses, need to be assigned to a program (e.g., a certificate or degree major).
 - Identify any operational considerations or implementation challenges
- **Consult with Human Resources (as applicable)**
 - Confirm availability of faculty who meet minimum qualifications
 - Identify whether a new discipline assignment or MQ review may be needed
 - Consider faculty staffing implications
- **Evaluate resource and budget implications**
 - Equipment, facilities, technology, software, specialized materials, etc.
 - Ongoing operational or maintenance costs
 - Potential funding sources
- **Consider scheduling and enrollment viability**
 - Student demand
 - Enrollment projections
 - Impact on existing offerings
- **Review workforce/industry needs (when applicable)**
 - Labor market data
 - Advisory input
 - Regional or external approval requirements for CTE programs
- **Identify implementation logistics**
 - Support services needed
 - Facilities or space considerations
 - Timeline for launch



Technical Review Committee Meetings

The Technical Review Committee, which is a subcommittee of the Curriculum Committee, previews curriculum submissions to ensure proposals and revisions are complete, compliant, and meet necessary standards and guidelines (i.e., Title 5, Chancellor's Office). After previewing, the Technical Review Subcommittee will forward all course or program proposals to the Curriculum Committee. The subcommittee may also make recommendations for substantial change to ensure the integrity of the course or program where necessary, including the inclusion of current Student Learning Outcomes (SLOs) that meet the Curriculum Committee and SLO Committee standards. To ensure efficient communication, the subcommittee 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. Unrepresented or under-represented proposals may be delayed or tabled until a future meeting, so committee questions can be appropriately addressed.

When possible, the Technical Review Subcommittee will adjust agenda order to accommodate division representatives' class schedules, but requests must be submitted to the Curriculum Chair 72 hours in advance so that affected parties can be notified.

It is highly recommended that faculty proposers review notes/suggestions in the CMS prior to attending Tech Review Meetings.

Curriculum Committee Meetings

A quorum of the voting members must be present for the Curriculum Committee to take action on agenda items.

To assure efficient communication, the committee requires the presence of the faculty proposer or other representative familiar with the proposal's content and purpose to answer committee questions. Unrepresented or under-represented proposals may be tabled until a future meeting so Committee questions can be appropriately addressed. It is highly recommended that faculty proposers review notes in the CMS prior to attending the Curriculum Committee Meeting.

The Curriculum Committee may approve course and program proposals pending corrections or changes requested by the committee. It is the Curriculum Specialist and/or Curriculum Committee Chair's responsibility to ensure needed changes are made prior to moving on to the next stage of approval.

Meetings of the Curriculum Committee will meet the requirements of the California Brown Act for open meetings. As such, agendas of meetings and meeting venues will be posted and distributed 72 hours in advance. Additions to the agenda after posting will be made only under emergency conditions.



New Course Proposals

New course proposals must be submitted by appropriate deadlines listed on the official Curriculum Committee Calendar utilizing the CMS. A justification for the new course and a culturally responsive curriculum statement must be included. Comparable courses should be included for courses requesting transfer and General Education credit.

If the course has a prerequisite, co-requisite, or recommendation (e.g., advisory), the submission must also include a Content Review with a list of the requisite course's student learning outcomes and objectives relevant to student success in this course. If the prerequisite or co-requisite is outside of the current discipline, content review and statistical validation must be completed within two years of the first course offering.

If the course is to be cross listed, a Cross Listing Agreement form must be included with the submission.

If the course is to be included in a family, this must be identified in the Curriculum Management System upon submission.

Please see [New Course Proposal Step-by-Step guide](#) on the Curriculum Committee website for more detailed direction on creating a New Course in the CMS

Course Modifications

Faculty are required to update their courses on a regular basis. Minor modifications that do not require catalog changes (e.g., updating a textbook or minor content changes) do not need a full Curriculum Committee review and will be placed on the Consent Calendar for approval. Major modification or modifications that impact catalog information (e.g., course description), seek new General Education inclusion, and/or seek Distance Education approval will go through a full review by the Technical Review Committee and the Curriculum Committee.

Modified course proposals must be initiated by the department chairperson using the appropriate workflow in the CMS (See Step by Step Guide on the Curriculum Committee website for more detailed information on the initiation of a course modification).

If the course modification adds a new prerequisite, co-requisite, or recommendation (e.g., advisory), the submission must also include a Content Review and a list of the requisite course's student learning outcomes and objectives with relevant outcomes indicated. If the prerequisite or co-requisite is outside of the current discipline, statistical validation must be completed within two years of the first offering of the course.



Please see modified Course Proposal Step-by-Step guide on the Curriculum Committee website for more detailed direction on creating a New Course in the CMS

Course Deactivation and Reactivation

Courses that have not been offered within the six-year program review cycle and are not likely to be scheduled in the foreseeable future should be deactivated and removed from the college catalog (though they remain in the college's official curriculum inventory). Deactivated courses can be reactivated when needed, although they may need modification.

Deactivations and reactivation must be initiated by the department chair who should contact the Curriculum Specialist to initiate a course deactivation

Reactivation must be included in a program of study and therefore a program modification may also need to be initiated.

General Education

Cerritos College maintains two general education patterns: the Local General Education Plan and the California General Education Transfer Curriculum (Cal-GETC).

Courses submitted for inclusion in one or more of the patterns must be accompanied by a completion of the General Education Questions (General Education Questions are available on the Curriculum website and CMS).

The Committee may approve courses for inclusion in the Local General Education Plan pattern and recommend inclusion into the Cal-GETC pattern pending approval by the CSU and UC systems. Courses may not be included in the catalog or advertised as meeting Cal-GETC until after receiving CSU and UC approval.



Distance Education

Title 5 Sections Related to Distance Education

Title 5 Section Number	Topic
55200	Definition and Application
55202	Course Quality Standards
55204	Instructor Contact
55206	Separate Course Approval
55208	Faculty Selection and Workload
55210	Ongoing Responsibility of Districts

Per Title 5, distance education is defined as “instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.” Both credit and noncredit courses may be offered through distance education and are subject to the accessibility requirements of the Americans with Disabilities Act and section 508 of the Rehabilitation Act.

If any portion of the course is to be offered via distance education, a separate approval is required by the Curriculum Committee via a course addendum (referred to as [the Distance Education Questions at Cerritos College](#)). Faculty must complete the Distance Education Questions. Within these questions, faculty are required to address the minimum Title 5 requirements of regular and substantive interaction between the instructor(s) and student’s interaction among students, how the course outcomes will be achieved, and comply with the accessibility requirements of the Americans with Disabilities Act and section 508 of the Rehabilitation Act.

Distance Education Definitions for Cerritos College

Title 5 Section Number	Topic
ONLINE	All instruction and interaction are online with no mandatory synchronous (remote) nor in-person meetings.
LIVE REMOTE/ONLINE	Required scheduled remote meetings in real-time that are noted in the schedule of classes. All instruction and interaction are online.
HYBRID	A combination of scheduled in-person or live remote meetings and online asynchronous teaching and learning with regular and effective interaction in both modalities.
ONLINE WITH REQUIRED ON CAMPUS ACTIVITIES	All instruction and interaction will take place online except for noted assessments and/or specified activities which will be in person.
HYFLEX	Flexibility to participate in-person, remote, and/or online asynchronously.



New Program Approvals

An educational program is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." However, in practice, the Chancellor's Office approves only the following types of programs.

- Baccalaureate Degrees that meet all the requirements of California Education Code § 78042
- Associate Degrees for Transfer (ADT) that meet all requirements of Education Codes § 66745-66747:
 - Associate in Science for Transfer (AS-T) - must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
 - Associate in Arts for Transfer (AA-T) - must be used for all other disciplines
- Local Degrees:
 - Associate of Science (AS) – any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs as recommended by the Chancellor's Office
 - Associate of Arts (AA) - all other disciplines as recommended by the Chancellor's Office
- Certificates of Achievement
 - 16 or more semester units of degree applicable coursework (must submit to the Chancellor's Office)
 - 8 to 15.5 semester units of degree-applicable coursework (may be submitted to the Chancellor's Office)

Following are the criteria specified in the Program and Course Approval Handbook to consider in evaluating how a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college. Those colleges that have been approved to offer a baccalaureate degree may offer baccalaureate level courses appropriate to general education and the major.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- Programs and courses should also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services (e.g., assistive or therapeutic activities) that use college facilities or resources without specific instructional objectives or assessment testing are not considered to be courses and are not supported by apportionment.



The proposal must demonstrate a need for a new program or course that meets the stated goals and objectives in the region the college proposes to serve. Furthermore, the proposed new program must not cause undue competition with an existing program at another college.

A program proposal must include a list of courses to be included in the program – Core courses, additional department requirements, and restricted electives (electives from a specified list) along with a narrative answering questions from the Program and Course Approval Handbook.

Associate degrees for transfer require specific Transfer Model Curriculum templates for each discipline. The most recent versions of these forms are available at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>. Courses required as part of the associate degree for transfer must also meet C-ID course descriptor standards. C-ID standards for each approved discipline may be found at <https://c-id.net/descriptors/final>. Contact the college Articulation Officer to begin the process for C-ID approval and submission.

Career Technical Education programs will need to be submitted and reviewed by the Los Angeles Regional Consortium (LARC). Labor market data request must be completed before Curriculum Committee Approval (<https://losangelesrc.org/program-recommendation/>).

Please see New Program Proposal Step-by-Step guide on the Curriculum Committee website for more detailed direction on creating a New Program in the CMS

Program Modifications

Modifications to programs must be approved both locally and with the Chancellor's Office.

Substantial changes to CTE programs will require re-approval by LARC (<https://losangelesrc.org/program-recommendation/>).

Please see modified program Proposal Step-by-Step guide on the Curriculum Committee website for more detailed direction on creating a modified program in the CMS



Program Deactivation and Reactivation

Program deactivation and reactivation should be initiated by the department chairperson by contacting the Curriculum Specialist to begin the process. Revision of the program and updating of the narrative will be required if reactivation is initiated.





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.



Chapter 4

The Course Outline of Record

The Course Outline of Record (COR) represents one of the most significant documents in the California Community College system. It defines, in broad but essential terms, the structure and expectations of a course (e.g., what students will learn, how learning will be measured, and the academic standards that apply). While faculty retain full academic freedom in how they teach the course content, the COR provides the foundation of consistency, transparency, and accountability.

Basic Criteria for Approval

All courses and programs must meet these five basic criteria for approval stated in Title 5, as summarized below by the Chancellor's Office:

Appropriateness to Mission

Course must be directed at the appropriate level for community colleges; must address a valid transfer, career and technical education, basic skills, civic education, or lifelong learning purpose; and should also be congruent with the mission statement and master plan of the college and district.

Need

The outline justification must provide evidence of need for the course in college service area, and authors agree to the following inclusivity statement:

This course is intentionally designed as an iterative process shaped by inclusion, diversity, equity, anti-racism, and accessibility to support diverse learners and to provide fair access to curriculum through multiple means of representation, engagement, and expression.

Curriculum Standard

Must fulfill the requirements of the local curriculum approval process, which includes careful scrutiny by faculty and administrators at the originating college; approval on a regional level (career and technical education); the course should also be consistent with requirements of accrediting agencies.

Adequate Resources

The college has the resources needed to offer the course at the level of quality described in the Course Outline of Record.



Compliance

Design of the course or program is not in conflict with any law, including both state or federal laws, and both statutes and regulations.

Standards for Associate and Lower Division Baccalaureate Degree Credit Courses

Every course is required to have an official Course Outline of Record (COR). The COR, for either credit or noncredit courses, must fully describe the course. CORs are public records and considered legal documents between the faculty, students, and college.

All credit courses must meet the following standards, as outlined in Title 5, §55002:

Grading Policy

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 skill demonstrations by students.

Units

The course grants units of credit based upon a relationship specified by the California Community Colleges Chancellors Office (CCCCO) between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

Intensity

The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

Prerequisites and Co-requisites

When a student is highly unlikely to receive a satisfactory grade unless the student has the knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites.



Difficulty

The coursework calls for critical thinking and the understanding and application of concepts at college level.

Level

The course requires learning skills and vocabulary appropriate for a college course.

Non-credit courses are intended to prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work. These courses are expected to emphasize critical thinking skills.

Non-credit courses must fall under one of ten apportionment areas defined by the state. Course placement is driven by the course objectives and target population to be served

The 10 instructional areas are:

1. English as a Second Language (ESL)
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

Note: All non-credit courses are required to have Chancellor's Office approval.

See Program and Course Approval Handbook  for detailed description of each category.

Standards for Stand-Alone Courses

Most courses at Cerritos College are part of an approved program: a certificate of achievement (16 or more units or 8 to 15.5 units), an associate degree major, an associate degree for transfer, or a General Education requirement. A *stand-alone course*, on the other hand, is a credit course that is *not* part of a Chancellor's Office approved program.

Cerritos College does have some stand-alone courses that have been approved because they meet the standards defined and fulfill purposes within the college's mission.



The Chancellor's Office grants community college districts the authority to approve stand-alone courses as long as Curriculum Committee members and any staff and administrators directly involved in the approval process receive annual training on the guidelines for approval. Cerritos College complies with training requirements.

Stand-alone courses must follow the same standards of rigor and approval processes as other credit courses.

The Course Outline of Record as the Official Publicly Available Legal Document

Title 5 requires that every course be represented by a Course Outline of Record (COR), an official publicly available document approved by a Curriculum Committee, local Board of Trustees, and the Chancellor's Office (which must approve all courses associated with programs and all noncredit courses). It must be evident in the COR that all Title 5 standards are met. Further, the new section 55001.5 regulation underscores transparency and accountability requiring CORs to include a comprehensive set of elements: title, catalog description, outcomes and objectives, units and hours (including contact hours, outside-of-class work, and total student learning hours), discipline assignment, and representative instructional materials. Notably, instructional materials should include Open Educational Resources (OER) that meet accessibility standards. The COR must also provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners.

Note: California Community Colleges Chancellor's Office. (2025, October 7). *Regulatory Revisions to Course Outline of Record*.

Furthermore, the Course Outline of Record:

- States the Student Learning Outcomes, Objectives, content, and level of rigor for which students and faculty—across all sections of the course—will be held accountable.
- Provides the basis for determining the degree of preparation (prerequisites, co-requisites, and/or advisories) that students need to advance successfully through a series of courses.
- Ensures consistent, quality instruction (from instructor to instructor, section to section, and year to year) in the classroom by clearly identifying standards and content of the course to be taught while still providing flexibility for individual instruction.
- Plays a critical role in the process of program review by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs.
- Demonstrates that all of the required components are present in the course for the required degree of rigor as specified in Title 5.



- Serves as documentation of the college's high academic standards and quality for accreditation purposes.
- Also, the Course Outline of Record is an essential element in the transfer process. It is:
 - Submitted for approval as meeting the California General Education Transfer Curriculum (Cal-GETC) requirements, which represent the CSU and UC systems.
 - The basis for evaluation of the transferability of courses and evidence of their equivalence to those courses offered at the four-year schools.

Components of the Course Outline of Record

■ See Step by Step Guide for creating or revising the COR on Curriculum Committee Website

The Course Outline of Record is comprised of the following components:

General Information Includes:

- **Course Code** (view [CB01](#) ⓘ) (discipline prefix and number)

Cerritos College numbering protocol:

Number	Protocol
1-49	Non-AA-applicable
50-99	AA-applicable-only course
100-299	AA-applicable courses that also are transferable to the CSU and may be transferable to the UC



200-299

Courses numbered 200-299 are considered sophomore level courses and suggest that there exists an introductory course in the 100s, but this is not a hard rule. Some course numbers are reserved for special courses:

Occupational Work Study/Experience – 71, 72, 171, 172, 271, and 272

Directed Studies – 99, 198, 199, 298, and 299

Note: The addition of a single alphabetical letter (a-z) is allowed for related courses, though the letter “L” is reserved for lab-only courses.

Starting Fall 2025, California Community Colleges will switch to a new course numbering system. This new system, called the Common Course Numbering (CCN) system, will use the following structure:

- Subject: Four letter abbreviation (e.g., ENGL for English)
- Course Type Identifier: C= Common Course Number; local courses would not have a C; and
- Course Number: Standardized 4-digit course identification.
- C1000-C1999 = 100 level course
- C2000-C2999 = 200 level course

Numbers that have previously been used for other courses, active or inactive, may not be reused unless they also include an alpha letter (a-z) that has not been used previously with that number. Contact the Curriculum Specialist if you are unsure if a number has been used before.

- **Course Title** ([view CB02](#))

Provides readers with a brief, general description of the subject matter covered in the course.

- **TOP Code** ([view CB03](#)) and CIP Code

A Taxonomy Of Programs (TOP) Code" ([view CB03](#)) represents a unique code used by California Community Colleges to classify the subject matter of a course within the TOP system. A Classification of Instructional Programs (CIP) Code represents a broader classification system used nationwide by all educational institutions to categorize academic programs, with both codes serving as a way to identify and categorize course content for reporting purposes. That is, a TOP code is specific to California community colleges; whereas, a CIP code is used across the US for wider academic program classification.

Taxonomy of Programs Manual ([view manual](#))

This manual thoroughly explains the Taxonomy of Program (TOP), which is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, have similar outcomes.



- **Course description**

The course description should give students a succinct, but descriptive summary of what the course covers. If the course replaces an existing course, include a phrase at the end of the description indicating the course is not open to students who have received credit for the original course.

- **Student Accountability Model (SAM) Code** (view CB09)

This code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. Use the following information to determine your choice:

Apprenticeship (offered to apprentices only)

The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards. Some examples of apprenticeship courses are carpentry, plumbing, and electrical.

Advanced Occupational (not limited to apprentices)

Courses are those taken by students in the *advanced* stages of their occupational programs.

Clearly Occupational (but not advanced)

Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract “drop-ins.” Business Management, Advanced Keyboarding, and Technical Engineering.

Possibly Occupational

“D” courses are those taken by students in the *beginning stages* of their occupational programs. The “D” priority can also be used for service (or survey) courses for other occupational Programs. Some examples of “D” level courses are Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), and Accounting (Beginning).

Non-Occupational

These courses are non-occupational.

- **Course Control Number** (view CB00)

This is assigned by the Chancellor’s Office upon course approval.

- **Course Authors**

The Course Outline of Record details faculty authorship, as indicated in the Faculty Senate, “Resolution Reaffirming Discipline-Based Authority in Curriculum and Program Development... Be it



Resolved that pursuant to Title 5 §53200, the Cerritos College Faculty Senate affirms that authority to develop courses and academic programs shall reside with:

- Discipline faculty who meet Minimum Qualifications or approved equivalency and are formally assigned to the academic department in which the discipline is officially housed; or
- In cases where a discipline is not yet formally housed within a department, faculty who meet Minimum Qualifications or approved equivalency in that discipline.
- Be it Further Resolved that the Faculty Senate requests the Senate Curriculum Committee review and update its current practices to ensure that:
 - Authority in the development of individual courses and academic program proposals resides with discipline faculty and is clearly codified;
 - Clear procedural safeguards are established to ensure that course and program development occurs within recognized disciplinary boundaries: and
 - In cases where no district faculty member meets Minimum Qualifications in the discipline, a clear process is established to ensure that an external discipline expert who meets Minimum Qualifications as set forth in the California Community Colleges Chancellor's Office Disciplines List serves as the disciplinary authority in the development of the course or program proposal.
- Be it Further Resolved that nothing in this resolution prohibits interdisciplinary collaboration

Note: Cerritos College Faculty Senate. (2026, March 24). Resolution Reaffirming Discipline-Based Authority in Curriculum and Program Development. Cerritos College.

- **Distance Education Approval Status**

Once motioned and approved by the Curriculum Committee, the Board of Trustees must approve, with final approval from the California Community Colleges Chancellor's Office.

- **Curriculum Committee, Board of Trustees, and Chancellor's Office Approval Dates**

The Curriculum Committee and Board of Trustees publicly post all approval dates in accordance with the Brown Act.

Faculty Requirements: Includes Master Discipline and Alternate Discipline when appropriate. This designation is used to determine faculty minimum qualifications for teaching the course.

When building the course, this section also includes the proposal start date – this is the term the new course or revision will take effect. Typically, this is in the Fall of the following academic year.



Course Development Options Includes:

- **Basic Skill Status** (view CB08 [🔗](#))
Course type used for basic skills courses and for Precollegiate Basic Skills (PBS) courses.
- **Course Special Status** (view CB13 [🔗](#))
Course designation reflecting an "approved special class" for students with disabilities.
- **Grade Option**
A variety of grading options, including letter grades, pass/no pass, and satisfactory/no credit may be offered.
- **Credit by exam status**
Students interested in credit by examination should refer to Administrative Procedure 4235 for additional information.
- **Repeatability** (view CB12 [🔗](#))
Indicates whether the credit course has been designated by the district as one for which repetitions may be claimed for state apportionment according to the provisions of Title 5, Section 55041.
- **Course Prior to College Level** (view CB21 [🔗](#))
For basic skills courses. You should indicate the appropriate level below transfer.
- **Class Size**
Course authors may make a recommendation. However, methods of instruction, methods of evaluation, and assignments on the COR are evaluated by class size work group for recommendation.
- **Course Audit status**
Auditing courses is permitted at Cerritos College. An audit student is a student who attends a course or courses for no credit or notation on an official transcript.
- **Course Support Course Status** (view CB26 [🔗](#))
Indicates whether a specific course is considered a "support course," meaning it is designed to provide additional assistance to students in completing another, primary course, usually within the same subject area.



Associated Programs:

This section contains a list of all programs the course is associated with.

Transferability and General Education Options

- **General Education Status** (view CB25 [🔗](#))

For Cal-GETC consideration, please communicate with the campus Articulation Officer to determine the appropriate Cal-GETC area(s).

Proposals for General Education also require the submission of the General Education Questions and require a separate Curriculum Committee Approval. Approval is complete only when CSU and/or UC has accepted the course for General Education.

- **Transferability** (view CB05 [🔗](#)) – to CSU and/or UC

Approval is dependent on UC and/or CSU approval. This will be updated for you if approvals are different than expected.

A = UC transferable

B = CSU transferable

C = Non-transferable

Units and Hours Section include:

Starting Fall 2026, the new Standardized Attendance Accounting Method is replacing the weekly census, daily census, and alternative attendance accounting methods for credit courses in the California Community Colleges system. This change simplifies the system by using a single method based on the course's unit value and type (lecture, lab, etc.) instead of its specific schedule. In the Standardized Attendance Accounting Method, FTES is calculated by multiplying the standardized total hours by the number of students actively enrolled at census and dividing by 525. The standardized total hours is the number of units of lecture and/or lab as stated on the Course Outline of Record (COR) multiplied by the standard multipliers provided in the regulation. Some colleges use activity as a third type of unit. For those activity units listed on the course outline of record per local board policy, the unit multiplier is 36 hours for semester colleges and 24 hours for quarter colleges.

- Standard hours per unit of lecture = 18 hours for semester colleges and 12 hours for quarter colleges.
- Standard hours per unit of activity = 36 hours for semester colleges and 24 hours for quarter colleges
- Standard hours per unit of lab = 54 hours for semester colleges and 36 hours for quarter colleges.



Examples:

3-unit lecture course, semester college
3 units * 18 hours = 54 standardized total hours
54 total hours x 30 students = 1620 / 525 = 3.09 FTES

2-unit activity course, semester college
2 units * 36 hours = 72 standardized total hours
72 total hours x 30 students = 2160 / 525 = 4.11 FTES

1-unit lab course, semester college
1 unit * 54 hours = 54 standardized total hours
54 total hours x 30 students = 1620 / 525 = 3.09 FTES

Prior to Fall 2026, Cerritos followed:

- **Minimum Credit Hours** (view CB07 )
1 hour of lecture = 1 unit
3 hours of lab = 1 unit
- **Maximum Credit Hours** (view CB06 )
Cerritos College does not use variable hours so this number always equals the minimum hours.
- **Total Student Learning Hours**
The combined time a student spends both in class (i.e., contact hours) and outside of class (e.g., studying, completing assignments) dedicated to learning in a particular course
- **Course Credit Status** (view CB04 )
Indicates whether a course is considered for credit towards a degree (i.e., Credit - Degree Applicable) or not (i.e., Credit - Not Degree Applicable or Noncredit).
Most Credit Courses at Cerritos College fall into the "D" category
- **Course non-credit category** (view CB22 )
Indicates the noncredit category of a course. Noncredit courses are community college courses that do not award college credit or grade. If your course is a non-credit or Adult Education course, select the category. If your course is a credit course, select "Y".
- **Course Classification Code** (view CB011 )
Classifies a course in accordance with its primary objective meaning Credit Courses "Y" and Noncredit Courses "J."



- **Funding Agency Category** (view CB23)

Indicates which external funding agency, if any, was involved in the development or support of a particular course or curriculum. If your course is eligible for Economic Development funding, select the appropriate funding level. Otherwise select “Y.”

- **Weekly Student Hours**

The expectation is that a student will complete three hours of work per week for approximately 18 weeks, or the equivalent, for each unit of credit earned (a 3:1 ratio). This expectation must be clearly stated in the course outline of record and syllabus.

Cerritos College recognizes two structures to meet this expectation for one unit:

Lecture

One hour of lecture and two hours of independent homework per week for 18 weeks

Laboratory

Three hours of laboratory where a student works under the supervision of a qualified instructor.

- **Course Student Hours**

The total amount of time a student is expected to spend on a specific course, including both in-class time (e.g., lectures, discussions) and out-of-class time (e.g., homework, studying, assignments)

Requisites: Prerequisites, Corequisites, and Advisories

This section lists the courses and the catalog language for the requisites and the required Content Review for all requisites. Mapping of objectives and outcomes is required. 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.

Specifications

This section lists methods of instruction, evaluation, required textbooks, required equipment or other instructional materials and lab fees. Every course outline must describe approaches that engage diverse student populations and advance equitable outcomes. Also, the committee ensures that there is a process



that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

- **Methods of Instruction**

Assignments should reflect the course content and be specific to the course being proposed. This section should be in outline format with the following headings. Course authors may use “for example” or “such as” to allow for academic freedom.

- A. Reading
- B. Writing or Problem Solving or Skill Attainment
- C. Critical Thinking
- D. Outside-of-Class Examples

- **Method of Instruction: Access Statement**

Instructional methods utilizing Electronic Information Technology (e.g., video, audio, websites, and software) must be accessible to students with disabilities. An accessible pedagogy is relevant to the student’s experience, reduces equity gaps, and promotes upward mobility via an accessible education.

- **Method of Instruction: UDL Statement**

This course is instructed with the principles of Universal Design for Learning (UDL) in mind. This means that curriculum materials and teaching methods are intentionally designed as an iterative process influenced by learner variability and needs. Our goal is to maximize access to a diverse array of learners for equitable opportunities to succeed.

- **Methods of Evaluation**

Course authors should relate the complexity of the class to the methods of evaluation.

- **Method of Evaluation: UDL Statement**

In this course, we are committed to providing an equitable and accessible evaluation environment based on Universal Design for Learning (UDL) principles. UDL anticipates a diversity of learners and proactively designs flexible ways for diverse learners to demonstrate their knowledge, achieve course objectives, and fulfill student learning outcomes.

Required Textbooks

Note: Should be no older than 7 years or marked as “classic” after the publication date.

Departments may include a list of possible texts approved by the department so that individual instructors have a choice of which text to use. Open Educational Resources (OER) must be accessible. The Curriculum Committee highly recommends listing a Textbook while acknowledging that representative textbooks fall under the “Recommended elements for credit CORs” (PCAH 8th edition, p. 49).



- **Required equipment, or other instructional materials.**
- **Lab Fee** – enter Yes or No
To set a lab fee, departments must complete the appropriate form through the Academic Affairs Office.

Learning Outcomes and Objectives

- **Course Objectives**
Objectives should exist for each major component of the course content and introduce only concepts introduced in the listed content. Use action verbs that describe observable behaviors.
- **Course Student Learning Outcomes**
A recommended standard is 4-6 CSLOs for a standard 3-unit course. CSLOs should be action verbs and be measurable.

Course Content

- **Course Content**
Content should be adequate to inform a new instructor to teach relevant materials and give the reader an accurate representation of what is taught in the course.
- **Lab Outline**
If the course has lab hours, then the COR needs to include lab content. This section should show how the lecture material is being applied and practiced, or include the skills and activities required to meet the objectives and outcomes of the course.



Differences Between the Course Outline and the Syllabus

While the COR and course syllabus may contain similar information, they have different functions in the institution.

The *course outline* gives the basic components and requirements of the course that *all* instructors must teach. The COR serves as the “the basis for a *contract among the student, instructor, and institution* identifying the expectations which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution.”

A syllabus describes how the individual instructor will carry out the terms of that contract (the COR) through specific assignments. Syllabi give specific dates, grading standards, and other rules of the conduct of a course required by the individual instructor. A syllabus allows individual instructors to draw upon their strengths by enhancing the course with additional information, theoretical approaches, themes, or emphases. The syllabus should include a course description, organization that complements the approved course outline, and student learning outcomes.

Stylistic Conventions for Writing the Course Outline of Record

For the sake of consistency and clarity, when inputting the material into the outline please remember to:

- Spell out acronyms (unless they are universally known) the first time they are used in the COR so that all readers will know what the letters are referring to.
- Avoid ampersands (&). Spell out the word “and.”
- Avoid use of etc.
- Be consistent with capitalization and end punctuation for lists and outlines.
- Use capitals and quotations as appropriate, but avoid ALL CAPS as a formatting device.
- Spell-check and proofread your submission before submitting.
- When wording requisites, follow the following example: Completion of ART 100 or equivalent with a grade of “C” or higher or “Pass”
- Italicize book titles.
- When listing Course Student Learning Outcomes, start each outcome with a measurable verb.
- Follow hierarchal outline style of I., A., 1. , a. , and i.
- Include a comma before the “and” in a simple series (a.k.a. the Oxford comma).
- Maintain parallel verbs within a section of the outline. For instance, if you using “ing” verbs on some elements of the section then all verbs must use the “ing” construction.



Chapter 5

Creating and Modifying Programs

Programs are represented as follows: Baccalaureate degrees, Associate degrees, certificates and verifications.

In addition to Curriculum Committee and Board of Trustees approval, new and updated degrees must be approved by the Chancellor's Office and by our Accrediting agency, the Accrediting Commission for Community and Junior Colleges (ACCJC). The Chancellor's Office recommends a set of guidelines for differentiating between AA and AS degrees. Majors in career technical education programs will also require approval from the [Los Angeles Regional Consortium](#) .

Certificates of Achievement provide extensive preparation in the designated field. They are intended to certify that students who have successfully completed the program are prepared to enter the careers associated with their chosen certificate. In addition to local approval, they must receive approval from the Chancellor's Office and possibly ACCJC. Certificates of Achievements that have a Career Technical Education (CTE) TOP code must also be reviewed by [Los Angeles Regional Consortium](#) .

Educational Programs

An educational program is defined in Title 5, section 55000(m). An "educational program" is an organized sequence of courses leading to a defined objective, degree, certificate, diploma, license, or transfer to another institution of higher education. In practice, however, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students, and which will be listed on transcripts. Respectively, all noncredit programs require Chancellor's Office approval.

The types of educational programs that must be submitted to the Chancellor's Office for approval are the following:

Credit Programs

- Baccalaureate Degrees (that meet all the requirements of California Education code § 78042)
- Associate Degrees for Transfer (that meet all requirements of Education Codes § 66745-66747:
 - Associate in Science for Transfer (AS-T) - must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
 - Associate in Arts for Transfer (AA-T) - must be used for all other disciplines
- Local Degrees and Career Technical Education (CTE) Degrees:
 - Associate of Science (AS) - any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs, as recommended by the Chancellor's Office
 - Associate of Arts (AA) - all other disciplines, as recommended by the Chancellor's Office



- Certificate of Achievement:
 - 16 or more semester units of degree applicable coursework (must submit to the Chancellor's Office)
 - 8 to 15.5 semester units of degree-applicable coursework (may be submitted to the Chancellor's Office). Cerritos College has chosen to submit Certificates in this unit range following the same Chancellor's Office approval process.
- Verification of Completion:
 - 15 or fewer semester units that does not require Chancellor's Office approval and does not appear on official transcripts.
 - Requires Curriculum Committee approval and typically designed to provide students with brief but intensive courses of study in particular areas so students may develop specific skills or prepare for an entry-level position in the field.

Noncredit Programs

All noncredit programs that receive state funding must be submitted to the Chancellor's Office for approval. These include course sequences in Career Development and College Preparation (CDCP) that lead to:

- Certificates of Competency – in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
 - Certificates of Completion – leading to improved employability or job opportunities
 - Adult High School Diploma
 - Noncredit Apprenticeship Programs
-



Creating a New Program

Faculty should launch a new program workflow in the CMS. The Cover Info information identifies the program title, TOP Code, Award Type, Unit Range, and Description. The Cover Info section also includes the faculty author, Proposal Start Date, and Justification. Each program must identify required courses, develop a recommended sequence, and develop Program Outcomes. See below for additional items required by the Chancellor's Office per the Program and Course Approval Handbook.

Baccalaureate Degree

Program Narrative

- Program Goals and Objectives – must address unmet workforce needs and may address transfer preparation
- Administrative Plan – includes, but is not limited to, the governing board of the district's funding plan for its specific district
- Expertise, Resources, and Student Interest - documentation of the district's expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to the program goal
- Program Requirements – includes course requirements, faculty, facilities, and sequencing that reflect program goals
- Master Planning – describes how the program fits into the mission, curriculum, and master planning of the college and higher education in California.
- Enrollment and Completer Projections – projection of number of students to earn degree annually
- Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory
- Similar Programs at Other Colleges in Service Area – justification of need for program in the local community or region of the district

Evidence the baccalaureate degree to be offered will help address unmet workforce needs:

- Labor Market Information (LMI) and analysis must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.
- Employers are having difficulty filling positions that require a baccalaureate degree.



- Employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree. Employers prefer candidates with the proposed baccalaureate degree.
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly stating the consortium’s recommendations (only for new programs).

Advisory Committee Recommendation

Includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college and clearly details the committee’s recommendation.

Consultation with Regional Employers and Workforce Development Boards

Title 5 also requires that CTE programs undergo review every two years, so the Curriculum Specialist will need to know when the program is next scheduled for review.

Associate Degree for Transfer

Program Narrative

- College Name
- Program Name
- Program Goals & Objectives
- Catalog Description – must reflect the following:
 - Completion of 60 semester units or 90 quarter units of CSU transferable courses,
 - Minimum overall grade point average of 2.0,
 - Minimum grade of “C” (or “P”) for each course in the major, and
 - Completion of Cal-GETC.

Completed Chancellor’s Office Template

- Completed Chancellor’s Office Template
 - Please utilize the most current approved California Community Colleges Chancellor’s Office Transfer Model Curriculum (TMC) template.
- C-ID or ASSIST Articulation Information, as required by the Transfer Model Curriculum
 - Associate degrees for transfer require specific Transfer Model Curriculum templates for each discipline. The most recent versions of these forms are available at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum> . Courses required as part of the associate degree for transfer must also meet C-ID course descriptor standards. C-ID standards for each approved discipline



may be found at <https://c-id.net/descriptors/final> . Contact the college Articulation Officer to begin the process for C-ID approval and submission.

Local Degree: Career Technical Education (CTE) AA or AS Degree

Program Narrative

- Program Goals and Objectives – must address a valid workforce preparation purpose and may address transfer preparation
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.
- Master Planning – how the program fits into the mission, curriculum, and master planning of the college and higher education in California
- Enrollment and Completer Projections – projection of number of students to enroll and earn a degree annually
- Place of Program in Curriculum/Similar Programs – how it fits in college’s existing program inventory
- Similar Programs at Other Colleges in Service Area – justification of need for the program in the region
- Transfer Preparation Information – if transfer preparation is a component of the program

Labor Market Information (LMI) and analysis must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college.

Regional Consortia meeting minutes clearly detail the title of the program and clearly state the consortium’s recommendations (only for new programs).

Appropriate transfer preparation documentation from the list of allowable documents if the program is designed for both CTE and transfer preparation

Program goal of “Career Technical Education”



Local Degree: AA or AS Non-CTE Degree

Program Narrative

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table
- Master Planning – ways the program fits in the mission, curriculum, and master planning of the college and higher education in California
- Enrollment and Completer Projections – projection of number of students to earn degree annually
- Place of Program in Curriculum/Similar Programs – ways the program fits in the college's existing program inventory
- Similar Programs at Other Colleges in Service Area – justification of need for program in the region
- Transfer Preparation Information – if transfer preparation is a component of the program

Appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation.

Degree is submitted with program goal of "Local" for the purposes of submission to the Chancellor's Office.

Certificate of Achievement

Program Narrative

- Program Goals and Objectives – must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. For the purposes of Chancellor's Office submission and approval, programs may select one of three program goals: transfer, CTE, or local. Transfer is applied only to certificates for Cal-GETC. CTE is limited to certificates in a vocational TOP Code. Local is used for all other certificates but may include certificates designed to prepare students for transfer.
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals
- Master Planning – describes how it fits into the mission, curriculum, and master planning of the college and higher education in California



- Enrollment and Completer Projections – projection of number of students to earn certificate annually
- Place of Program in Curriculum/Similar Programs – how it fits in college’s existing program inventory
- Similar Programs at Other Colleges in Service Area – justification of need for program in the region

Appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation (if Transfer Prep).

Labor Market Information and Analysis (if CTE) – refer to the section VII for additional information.

Advisory Committee Recommendation (if CTE) – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college.

Regional Consortia meeting minutes clearly detailing the title of the program and clearly stating the consortium’s recommendations (if CTE).

Noncredit Certificate of Competency or Certificate of Completion

Program Narrative

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning purpose. The stated goals and objectives of the program must be consistent with the mission of the community college, as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program’s goals and objectives. Select an appropriate program goal of either: CTE for short-term vocational or local for all other certificates. Note: If the certificate program goal selected is “Career Technical Education (CTE),” then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter, and the basic occupational competencies students will acquire.
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.
- Program Requirements – includes course requirements and sequencing that reflect program goals. The courses specified must coincide with the courses associated with the certificate proposal record. Within the program requirements table, specify the total student contact hours of each course.
- Master Planning – describe how the certificate program fits into the mission, curriculum, and master planning of the college and higher education in California (LMI. All new and modified noncredit



Career Development and College Preparation certificates in the short-term vocational instructional domain must provide LMI that is less than two years old.

Labor Market Information (LMI) for short-term vocational with high employment potential only

Note: unlike credit Career Technical Education programs, noncredit vocational programs do not require Advisory Committee or Regional Consortium recommendations.

Modifying an Existing Program

Baccalaureate Degree

Program Narrative

- Program Goals and Objectives – must address unmet workforce needs and may address transfer preparation
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements, faculty, facilities, and sequencing that reflect program goals

Associate Degree for Transfer

Program Narrative

- College Name
- Program Name
- Program Goals & Objectives
- Catalog Description – must reflect the following:
 - Completion of 60 semester units or 90 quarter units of CSU transferable courses,
 - Minimum overall grade point average of 2.0,
 - Minimum grade of “C” (or “P”) for each course in the major, and
 - Completion of Cal-GETC.

Completed Chancellor’s Office Template

- Completed Chancellor’s Office Template
 - Please utilize the most current approved California Community Colleges Chancellor’s Office Transfer Model Curriculum (TMC) template.
- C-ID or ASSIST Articulation Information, as required by the Transfer Model Curriculum



- Associate degrees for transfer require specific Transfer Model Curriculum templates for each discipline. The most recent versions of these forms are available at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum> . Courses required as part of the associate degree for transfer must also meet C-ID course descriptor standards. C-ID standards for each approved discipline may be found at <https://c-id.net/descriptors/final> . Contact the college Articulation Officer to begin the process for C-ID approval and submission.

Local Degree: Career Technical Education (CTE) AA or AS Degree

Program Narrative

- Program Goals and Objectives – must address a valid workforce preparation purpose and may address transfer preparation
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.
- Labor Market Information (LMI) and analysis must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.
- Advisory Committee Recommendation – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college.
- Regional Consortia meeting minutes clearly detailing the title of the program and clearly stating the consortium’s recommendations (only for new programs).

Local Degree: AA or AS Non-CTE Degree

Program Narrative

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table



Certificate of Achievement

Program Narrative

- Program Goals and Objectives – must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. For Chancellor’s Office submission and approval, programs may select one of three program goals: transfer, CTE, or local. Transfer is applied only to certificates for Cal-GETC. CTE is limited to certificates in a vocational TOP Code. Local is used for all other certificates but may include certificates designed to prepare students for transfer.
 - Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
 - Program Requirements – includes course requirements and sequencing that reflect program goals
-



Chapter 6

General Education

General Education Philosophy and Plans

Cerritos College offers an array of general education coursework to students so that they may learn concepts and methods of inquiry that have breadth, depth, and relevance to their lives. The general education curriculum includes coursework from the liberal arts, humanities, sciences, mathematics, arts, social science, and ethnic studies disciplines. Possession of knowledge from these disciplines contributes to personal growth, professional development, and citizenship by increasing students' awareness of the past and present, and by developing their creative, adaptive, and critical thinking abilities. The general education curriculum provides students with opportunities to:

- Develop a lifestyle that will enhance physical and mental health awareness
- Develop logical and cogent arguments, reaching conclusions that are based on comprehensive inquiry
- Adapt and apply technology to facilitate the acquisition and effective use of information
- Communicate clearly and proficiently through both oral and written expression
- Enhance the appreciation of artistic offerings
- Become informed citizens and problem-solvers to deal with current and future societal issues
- Appreciate the contributions of different cultures, eras, and traditions to the human experience, and
- Develop an appreciation for the value of ethics, integrity, honesty, self-management and the welfare of others

The college has developed two distinct general education patterns to meet students' needs:

Cerritos General Education Curriculum (CGEC) is designed primarily for students interested in completing a local associate degree (i.e., Associate of Arts or Associate of Science) to prepare for a vocational career upon graduation.

California General Education Transfer Curriculum (Cal-GETC) is designed primarily for students interested in transferring to either a California State University or University of California campus. It is the required GE pattern for completion of an Associate Degree for Transfer (i.e., Associate in Arts for Transfer or Associate in Science for Transfer).

Inclusion of courses into any of the patterns is completed at discipline request and, when required, coordination with the CSU and UC systems. The college's Curriculum Committee determines the appropriateness of requests based on answers to a survey request developed by the committee.



Answers to the General Education Questions should address the proposed course specifically; boilerplated answers are discouraged. Disciplines are asked to summarize the:

- **Course integrity**
Does the course present its own beginning, middle, and end in contrast to a course that is primarily a part of a sequence of courses?
- **Scope**
Does the course expose students to a wide spectrum of principles or beliefs or knowledge in the general subject area?
- **Critical thinking**
Does the course require students to make critical comparisons of the principles or beliefs or knowledge in the general area covered by the course?
- **Individual values and beliefs**
Does the course aim, specifically, at developing the ability to examine, to evaluate, and to express the student's individual values?
- **Integration of knowledge**
Does the course aim, specifically, at integrating the course material with knowledge from other general education areas?
- **Common universe of discourse**
Does the course prepare the student to read or to speak about and understand general audience media presentation in the general area covered by the course?
- **Culture and heritage**
Does the course aim at the transmission and critical examination of the culture and heritage and consider its implications for the future?
- **Continuing study**
Does the course provide a broad base of knowledge and technique from which the student can continue learning in the general subject matter area?



Cerritos General Education Curriculum (CGEC)

CGEC requires a minimum of 24 semester units of general education in the areas described below:

- **Subject Area 1: English Communication** (2 courses: 6 semester or 8 quarter units):
 - **Subject Area 1A: English Composition** (1 course: 3 semester or 4 quarter units) – Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
 - **Subject Area 1B: Oral Communication and Critical Thinking** (1 course: 3 semester or 4 quarter units) – Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

- **Subject Area 2: Mathematical Concepts and Quantitative Reasoning**
(1 course: 3 semester or 4 quarter units)

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

- **Subject Area 3: Arts and Humanities** (1 course: 3 semester or 4 quarter units)

Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

- **Subject Area 4: Social and Behavioral Sciences**
(1 course: 3 semester or 4 quarter units)

Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062.



- **Subject Area 5: Natural Sciences** (1 course: 3 semester or 4 quarter units)

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

- **Subject Area 6: Ethnic Studies** (1 course: 3 semester or 4 quarter units)

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

- **Subject Area 7: American Institutions** (1 course: 3 semester or 4 quarter units)

This requirement is designed to equip students with a foundational understanding of the nation's historical and political development through the study of U.S. history or government, equipping them with the civic knowledge necessary for active and informed participation in a democratic society. Students will fulfill this requirement by completing either a course dealing with U.S. history or U.S. government.

- **Subject Area 8: Self-Development**

(1 course: 3 semester or 4 quarter units. Exempt for majors requiring 32 or more units)

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included if it is an integral part of the study elements described herein. Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities, and dispositions.

- **Subject Area 9: Physical Activity**

(1 course: 1 semester or 1.5 quarter units. Exempt for majors requiring 32 or more units)

This requirement is designed to promote lifelong health and well-being through active participation in physical movement. Courses in this area will provide students with opportunities to develop physical skills, improve fitness, and understand the principles of movement and performance. Content may include topics such as cardiovascular endurance, strength training, flexibility, motor skills, coordination, and the physiological and psychological benefits of physical activity.



California General Education Transfer Curriculum (Cal-GETC)

Cal-GETC requires a minimum of 34 semester units of general education in the areas described below:

- **Subject Area 1: English Communication** (3 courses: 9 semester or 12 quarter units):
 - **Area 1A: English Composition** (1 course: 3 semester or 4 quarter units) – The focus of this area and its primary activities involve the practices of academic writing. The instructional goal of the course is to help students practice recursive stages of writing, and to teach students how to make informed decisions in response to varied writing situations – student abilities that transfer to writing across the curriculum.
 - **Area 1B: Critical Thinking and Composition** (1 course: 3 semester or 4 quarter units) – Successful completion of the course in Cal-GETC Area 1A (English Composition) develops reading and written composition skills that shall be the prerequisite to the course in Cal-GETC Area 1B (Critical Thinking and Composition), which shall emphasize the development and refinement of critical thinking skills necessary to evaluate and produce academic and argumentative writing. Cal-GETC Area 1B (Critical Thinking and Composition) requirements may be met by those courses in critical thinking taught in a variety of disciplines which build on the rhetorical approaches to writing introduced in Cal-GETC Area 1A (English Composition) by providing, as a major component, instruction in methods of critical reasoning, inquiry-driven research, and argumentative writing.
 - **Area 1C: Oral Communication** (1 course: 3 semester or 4 quarter units) – The Cal-GETC Area 1C (Oral Communication) requirement can only be fulfilled by a course taught in English (see Section 5.1.8). Cal-GETC Area 1C (Oral Communication) can be fulfilled by an approved course that provides students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others.
- **Subject Area 2: Mathematical Concepts and Quantitative Reasoning**
(1 course: 3 semester or 4 quarter units)

The Cal-GETC Area 2 is met by completing a transfer-level course in mathematics, statistics, or other quantitative disciplines. An approved course will have its primary purpose and content focused on mathematics and quantitative reasoning. Additionally, courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments. For example, a course in statistics must emphasize the mathematical basis of statistics, including probability theory and estimation, applications, and interpretation.



- **Subject Area 3: Arts and Humanities** (2 courses: 6 semester or 8 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of two courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious, and cultural importance.

- **Subject Area 4: Social and Behavioral Sciences**
(2 courses: 6 semester or 8 quarter units)

Requirement shall be fulfilled by completion of two courses focusing on how individuals, organizations, institutions, and societies interact and/or behave within socially-constructed dynamics. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Social Justice Studies or Global Studies] or if one of the two courses are cross-listed [cf., Psychology and Women's Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of individuals and groups, including but not limited to diverse genders, sexualities, races, ethnicities, classes, countries, cultures, and societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.

- **Subject Area 5: Physical and Biological Sciences**
(At least 2 courses: 7 semester or 9 quarter units)

- A minimum of one course in each area is required, and at least one must include a lab.
- The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Cal-GETC Area 5A (Physical Science) and one in Cal-GETC Area 5B (Biological Science). At least one of these two courses must be associated with a laboratory as defined in Cal-GETC Area 5C (Laboratory). Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

- **Subject Area 6: Ethnic Studies** (1 course: 3 semester or 4 quarter units)

CCC courses for Area 6 could be written with both CSU and UC Ethnic Studies Core Competencies requirements in mind, but the courses must meet either the CSU or UC Ethnic Studies Core Competencies requirement. A course meeting the CSU Ethnic Studies Core Competencies requirement will be deemed to have met the UC Ethnic Studies Core Competencies requirement. Similarly, a course meeting the UC Ethnic Studies Core Competencies requirement will be deemed to have met the CSU Ethnic Studies Core Competencies requirement.



Additional information about Cal-GETC subject areas and course guidelines may be found on the most current version of the Cal-GETC Standards, which are posted on the Intersegmental Committee of the Academic Senates (ICAS) website: <https://icas-ca.org/standards-policies-and-procedures-manual/>.





Chapter 7

Distance Education

Definition and Guidelines

Title 5 55200 ⓘ

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility.

Course Quality Standards

Title 5 55202 ⓘ

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



Instructor Contact

Title 5 55204

In addition to the requirements of section 55002  and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.
- "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - Providing direct instruction;
 - Assessing or providing feedback on a student's coursework;
 - Providing information or responding to questions about the content of a course or competency;
 - Facilitating a group discussion regarding the content of a course or competency; or
 - Other instructional activities approved by the institution's or program's accrediting agency.
- Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- "Regular" interaction is defined as follows:
 - In 18-week and 15-week courses, regular interaction means that faculty will implement at least two substantive interaction activities every two instructional weeks (bi-weekly).
 - In 9-week and 6-week courses, regular interaction means that faculty will implement at least two substantive interaction activities each instructional week.
 - To foster meaningful engagement, faculty must use at least two different types of substantive interaction activities during the term. Reliance on a single method of interaction does not satisfy the RSI requirement.
- Regular and substantive interaction is an academic and professional matter pursuant to sections 53200  et seq.



- For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
 - The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
 - The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Separate Course Approval

Title 5 55206

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- Regular and substantive interaction between the instructor(s) and students, (and among students, as referenced in title 5, section 55204(a) , and
- Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 ) et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d )
- The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Faculty Selection and Workload

Title 5 53410

- Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410 ) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.



- Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.
- The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1) .
- Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Distance Education Proposals

To propose a course for distance education delivery, launch the appropriate revision workflow in the Curriculum Management System CMS and complete the Distance Education Questions.

DE Questions – Please see the Curriculum Committee Website for the most current Distance Education Questions.

College policy is that maximum class size regulations parallel traditional offerings of the course.

Distance Education Definitions for Cerritos College

Title 5 Section Number	Topic
ONLINE	All instruction and interaction are online with no mandatory synchronous (remote) nor in-person meetings.
LIVE REMOTE/ONLINE	Required scheduled remote meetings in real-time that are noted in the schedule of classes. All instruction and interaction are online.
HYBRID	A combination of scheduled in-person or live remote meetings and online asynchronous teaching and learning with regular and effective interaction in both modalities.
ONLINE WITH REQUIRED ON CAMPUS ACTIVITIES	All instruction and interaction will take place online except for noted assessments and/or specified activities which will be in person.
HYFLEX	Flexibility to participate in-person or remote.