

District Academic Standards

Meeting Agenda

Thursday, November 6, 2025; 3:00-5:00pm

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlrGjzRGoxa1k5YVJiT0dQQT09>

Riverside City College CAK 224	Moreno Valley College SAS 101	Norco College OC 116
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Committee Members	Guests
☐ Kelly Douglass (DCC Chair, ENGL, RIV)	☐ Bryan Medina (CPRO, RCCD)
☐ <i>Vacant</i> (DCC Co-Chair, VC Ed Svs)	☐ Sabina Fernandez (CPRO, MOV)
☐ Nick Sinigaglia (PHI, MOV)	☐ Casandra Greene (CPRO, RIV)
☐ Brian Johnson (MAT, NOR)	☐ Nicole Brown (CPRO, NOR)
☐ Nicole Banerjee (AO, RCC)	
☐ Nick Franco (AO, NOR)	
☐ Deanna Murrell (AO, MVC)	
☐ Brock Russell (PHY, RCC)	
☐ Patricia Avila (GUI, NOR)	
☐ <i>Moreno Valley Representative</i>	
Additional Guests:	

Call to Order:

Agenda and Minutes

1. Approval of Agenda
The agenda will be reviewed, discussed, and considered for approval.
2. Approval of Minutes – October 2, 2025
The minutes will be reviewed, discussed, and considered for approval.

Discussion & Action Items

1. Title 5 Baccalaureate Degree Programs BP Review
2. Title 5 Updates to the COR
3. Open Forum
4. Public Comment

Adjournment:

BP 2025 PHILOSOPHY AND CRITERIA FOR THE ASSOCIATE DEGREE, THE BACCALAUREATE DEGREE, AND GENERAL EDUCATION**References:**

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate or Baccalaureate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Additionally, the awarding of the Baccalaureate degree is intended to meet local or regional workforce needs.

Upper division courses require the application of lower division knowledge and the demonstration of critical thinking through writing, oral communication, or computation. Upper division coursework may encompass research elements, workforce training, apprenticeships, internships, and may require practicum or capstone projects. Upper division courses may have one or more lower or upper division prerequisites. Riverside Community College District courses that have been designated as upper-division are only intended to be applicable to the baccalaureate degree.

Central to a ~~n Associate~~ degree, 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.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major societal problems.

The Chancellor, in consultation with District Academic Senate, shall establish procedures to assure that courses used to fulfill general education and Associate degree requirements meet the standards in this policy.

Date Adopted: May 15, 2007

Revised: April 22, 2008

Revised: November 25, 2014 (references only)

Revised: April 18, 2023

Formerly: 4025

**AP 2025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE
DEGREE AND GENERAL EDUCATION**

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A, (formerly II.A.3)

The District Academic Senate, either as a body or through its various subcommittees, participates in the development, revision and maintenance of the Associates Degree requirements, and the General Education Student Learning Outcomes (updated and approved by the Board of Trustees, September 18, 2012). The General Education Student Learning Outcomes and the requirements for the Associates Degree are printed in the District Catalog, which is available for viewing on the District's website (www.rccd.edu), or through the Academic Affairs offices on each campus.

The process for approving upper-division courses for RCCD Baccalaureate degrees is outlined in the RCCD Curriculum Handbook.

Office of Primary Responsibility: Vice Chancellor, Educational Services & Strategic Planning

Administrative Approval: October 18, 2007

Revised: July 16, 2013

Revised: April, 2014 (Job Titles only)

Revised: December 2, 2014 (Job Title and References only)

Formerly: 4025

Academic Affairs**BP 2100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES****References:**

Education Code Section 70902 (b)(3);
Title 5 Sections 55060 et seq., and 53200 (b)

The Colleges grant the degrees of Associate in Arts, Associate in Science, and Associate Degrees for Transfer to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education, residence, and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement and participate in a graduation ceremony upon successful completion of a minimum of 16 or more semester units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that may be oriented to career or general education.

The colleges grant the Baccalaureate degree to those students who have completed a minimum of 40 semester of total upper division coursework, including units in the major and in general education and a minimum of nine semester units of upper division general education Courses. Upper division general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation. A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units. Enrollment in upper division courses shall be limited to students admitted to a baccalaureate program at a California community college.

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The Chancellor, in consultation with the District Academic Senate and District Curriculum Committee, shall establish procedures to determine degree and certificate requirements. The procedures shall assure that graduation requirements are published in each college's catalog and included in other resources that are convenient for students.

Date Adopted: April 22, 2008

Revised: May 16, 2017

Revised: February 18, 2020

Revised: April 18, 2023

Formerly: 4100

AP 2100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES**Reference:**

Title 5 Sections 55060, et seq.

Requirements for the Associate Degree

For the Associate ~~of~~ Arts or Sciences degree, ~~a student must demonstrate competence in reading, in written expression, and in mathematics.~~

~~The~~ the student must satisfactorily complete at least 60 semester units of college work of which 18 semester units are a major or area of emphasis or career-technical program.

A definition of "college work" which provides that courses acceptable toward the associate degree include those which have been properly approved pursuant to Title 5 Section 55002(a) or, if completed at other than a California community college, would reasonably be expected to meet the standards of that Title 5 section.

The work must include at least 12 semester units of study in residence; exceptions to the residence requirement can be made by the Board of Trustees when an injustice or undue hardship would result.

The general education requirements must include ~~a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.~~ English composition, oral communication, and critical thinking; mathematical concepts and quantitative reasoning; arts and humanities; social and behavioral sciences; natural sciences; and ethnic studies. The local degree will also include a lifelong learning and self-development requirement.

A student must ~~have a minimum grade point average of 2.0 in coursework taken at Riverside Community College District. If coursework taken at one or more accredited colleges is used to satisfy degree requirements, the overall cumulative grade point average must be at least 2.0 and will be determined by an aggregation of all grades from all transcripts used.~~ complete the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade

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point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements. If coursework is applied towards degree requirements from an institution using a "+/-" grading scale, the original grade points assigned by that institution as indicated on the transcript will be used to calculate the cumulative grade point average.

Students who have been awarded a bachelor's degree from ~~a regionally~~an institutionally-accredited institution in the United States will be exempt from the general education requirements should they pursue an Associate of Arts or Science degree at one of the District's colleges.

Students may petition to have non-credit courses counted toward the satisfaction of requirements for an associate degree.

Board Policies and Administrative Procedures regarding general education and degree requirements must be published in the Colleges' catalogs and must be filed with the California Community College Chancellor's Office.

Requirements for the Baccalaureate Degree

(a) Riverside Community College District shall confer the baccalaureate degree upon students who have fulfilled the course requirements of Sections 55061 and 55091, and who have met the following conditions:

(1) Completion of a minimum of 120 semester units.

(2) Completion of a minimum of 36 semester units of general education that includes:

(A) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate and baccalaureate degrees;

(B) Completion of the upper division general education requirements in Section 55091;

(C) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division.

(3) Courses designated as an upper division major requirement must be completed with a minimum grade of "C" (or "P");

(4) Satisfactory completion of at least 12 semester units of upper division courses at colleges within RCCD. Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate undue hardship; and

(5) Completion of the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major and general education requirements.

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(b) Courses shall be counted toward baccalaureate degree unit requirements if they were completed within a California segment of higher education or, if they meet district standards of rigor, were completed at another institutionally accredited institution.

(c) Courses may meet multiple requirements, including general education, a major, and additional requirements stated in Sections 55061 and 55091 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.

(d) Students may receive credit for knowledge or skills acquired through Riverside Community College District's procedures for awarding credit for prior learning as per Section 55050.

(e) Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the baccalaureate degree.

(f) Students who have completed the California General Education Transfer Curriculum (Cal-GETC) shall be deemed to have fulfilled lower division baccalaureate degree requirements, and shall not be required to complete further lower division general education courses.

(g) District governing boards shall establish procedures for students to petition to have completion of a noncredit course counted toward satisfaction of the requirements for a baccalaureate degree, if such degrees are offered in the district

Requirements for Certificates

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For a Certificate of Achievement, a student must successfully complete a course of study or curriculum that consists of 16 or more semester units of degree-applicable credit coursework. The Certificate of Achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs and non-credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible and adhere to guidelines on academic achievement.

Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for Certificate of Achievement, Certificate of Completion or Certificate of Competency.

Office of Primary Responsibility: Vice Chancellor, Educational Services and Strategic

Planning

Administrative Approval: June 16, 2008

Revised: April, 2014 (job titles only)

Revised: May 16, 2017

Revised: February 18, 2020

Formerly: 4100

Final Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record

NEW SECTION 55001 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001. Curriculum Committee.

(a) Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty.

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

NEW SECTION 55001.5 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001.5. Course Outlines of Record.

(a) Course outlines of record document course content as approved by faculty curriculum committees and district governing boards. Course outlines of record shall be maintained in the official records of the college and made publicly available. Course outlines of record shall include the following required elements for each course:

(1) the specifications related to the unit value (for credit courses only), the expected number of contact hours, any outside-of-class hours, and the total student learning hours for the course as a whole; the total units of credit for the course as a whole calculated pursuant to section 55002.5; and if applicable, separately specify the total units of lecture, lab, or similar academic activities for attendance accounting reporting purposes pursuant to section 58003.2;

(2) the prerequisites, corequisites, or advisories on recommended preparation, if any, for the course;

(3) the title, catalog description, outcomes, objectives, content in terms of a specific body of knowledge, and representative textbooks including open educational resources that meet universal design course standards;

(4) explanations or examples of required outside-of-class assignments, including reading and writing assignments, instructional methodology, and methods of evaluation; and

(5) the discipline or disciplines placement established pursuant to section 53407 assigned to the course.

(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

SECTION 55002 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55002. Standards and Criteria for Courses.

~~(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.~~

(a) Credit Courses. Courses recommended by curriculum committees and approved by district governing boards as meeting the criteria described in this subdivision shall be designated either as degree-applicable credit courses or nondegree-applicable credit courses as appropriate.

~~(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.~~

~~(1)(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets~~ Credit courses shall meet the following standards:

(A) Difficulty, Level, and Intensity. Courses require critical thinking, learning skills, vocabulary, and allocation of concepts at college level as determined by the curriculum committee. Courses treat subject matter with a scope and intensity that requires students to study independently outside-of-class.

~~(B)(A) Grading Policy. The course provides~~ Courses provide for measurement of student performance in terms of the stated course objectives and ~~culminates~~ culminate in a formal,

~~permanently recorded grades based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by~~ consistent with the provisions of article 2 of subchapter 1 of Chapter 6 (commencing with section 55020). Proficiency may be demonstrated through written assignments, problem solving exercises or skills demonstrations by students, , or other means as deemed appropriate by the curriculum committee.

~~(BC) Units. The course grants~~Courses grant units of credit in a manner consistent with the provisions of section 55002.5. ~~The course outline~~ Course outlines of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

~~(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.~~

~~(D) Prerequisites and Corequisites. Except as provided in section 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.~~

~~(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.~~

~~(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.~~

~~(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(D) Enrollment Requirements. Includes prerequisites, corequisites, or limitations on enrollment established in accordance with the requirements that are authorized, reviewed, and applied pursuant to sections 55003 and 58106.

(2) Conduct of Courses. Course sections must be taught by qualified instructors in accordance with the elements specified in the course outline of record.

~~(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.~~

(3) Nondegree-Applicable Credit Courses. Nondegree applicable credit courses are courses recommended by curriculum committees and approved by governing boards in one of the following categories:

~~(1) Types of Courses. Nondegree-applicable credit courses are:~~

(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses; ~~(including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;~~

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(4) In nondegree-applicable credit courses, the assignments shall be sufficiently rigorous that students successfully completing a course or a sequence of required courses will have acquired the skills necessary to complete degree-applicable work.

~~(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.~~

~~(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.~~

~~(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.~~

~~(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.~~

~~(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(b) Noncredit Courses. Noncredit courses are recommended by the curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.

~~(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.~~

(1) Standards for Approval. The college and/or district curriculum committeeCurriculum committees shall recommend approval of the course if the course treatscourses that treat subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems curriculum committees deem appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of

subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

~~(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.~~

~~(2)(3) Conduct of Course. All course sections of the course are to must be taught by a qualified instructors, and taught in accordance with the set of objectives and other specifications defined elements specified in the course outline of record.~~

~~(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

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

~~(c)(d) Community Services Offerings. A Community services offerings must; meet the following minimum requirements:~~

~~(1) is be approved by the district governing boards;~~

~~(2) is be designed for the physical, mental, moral, economic, or civic development of persons enrolled students; therein;~~

~~(3) provides provide subject matter content, resource materials, and teaching methods which the district governing boards deems appropriate for the enrolled students;~~

~~(4) is conducted in accordance with a predetermined strategy or plan;~~

~~(4)(5) is be open to all members of the community willing to pay fees to cover the cost of the offering; and~~

~~(5)(6) may not be claimed for apportionment purposes.~~

Authority cited: Sections 66700, ~~and~~ 70901, and 78300, Education Code. Reference: Section 70901, ~~and~~ 78300, Education Code.

SECTION 55100 OF ARTICLE 1, OF SUBCHAPTER 2, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55100. Credit Course Approval.

~~(a) The governing board of each community college district.~~ (a) Governing boards shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor ~~consistent with~~ pursuant to section 55000.5~~(a)~~.

(b) ~~The~~ Chief executive officers, chief instructional officers, college academic senate presidents, and college curriculum committee chairs of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses within their college or district:

(1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with section 55000.5(a);~~

~~(2) the college and/or district promptly reported~~ (2) all credit courses approved by the district governing board ~~pursuant to this section~~ were promptly reported to the Chancellor's Office Curriculum Inventory and Management Information Systems;

(3) college ~~and/or~~ district personnel involved in the credit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit courses, including, but not limited to, the provisions of sections 55001, 55002, section and 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with section 55000.5(a);~~

(4) the district governing board has established local policy or procedures specifying the relationship between contact hours, and outside-of-class hours, and the calculation of credit hours, ~~consistent with section 55002.5.~~

(c) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(d) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer credit courses if ~~he or she~~ the Chancellor determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

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

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Specialists

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Regulatory Revisions to Course Outline of Record

The purpose of this memorandum is to provide guidance regarding the implementation of the Board of Governor's regulatory revisions to the Course Outline of Record requirements. This action was formally filed with the Office of Administrative Law and the California Secretary of State on September 24, 2025. The regulation becomes effective 30 days from the filing date on October 24, 2025. Pursuant to California Code of Regulations, section 52010, community college districts have 180 days from the effective date—April 22, 2026—to conform their local policies and procedures to the new requirements; as a result, colleges need to begin the process of implementing the regulatory revisions as part of their local review process. Full implementation and complete updates in the Chancellor's Office Curriculum Inventory (COCI) system is required by Fall 2030.

Background

On January 14, 2025, following a broad systemwide consultation process, the California Community Colleges Board of Governors approved regulatory action regarding the Course Outline of Record. These regulatory changes were shaped by the California Community Colleges Curriculum Committee (5C), which prioritized Vision 2030-aligned practices for both credit and noncredit instruction. A working group developed a framework of principles and promising practices for discipline faculty, curriculum committees, and local academic senates to strengthen the design of course outlines and ensure district curriculum processes reflect innovation, inclusivity, and equity.

The course outline of record (COR) is one of the most significant documents in our system. It defines, in broad but essential terms, the structure and expectations of a course—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. These amendments affirm the role of the COR as a living document that both safeguards rigor and reflects our collective commitment to equitable student success.

The [regulatory revisions](#) also align with recent legislative priorities, including Assembly Bill 1705 (2022), which requires colleges to maximize student completion of transfer-level math and English, and Assembly Bill 1111 (2021), which establishes a common course numbering system to ease student mobility across colleges. Together, the regulatory and legislative changes form a coherent vision for student-centered curriculum that is accessible, transparent, and equitable.

Regulatory Provisions and Key Changes

Curriculum Committees as Stewards of Equity and Inclusion (§ 55001). For the first time, Title 5 charges curriculum committees with embedding equity and accessibility into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

A Strengthened and Publicly Accessible Course Outline of Record (§ 55001.5). The new section 55001.5 clearly defines the COR as the official, publicly available record of a course, underscoring its role in transparency and accountability. The regulation requires 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 consideration of 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.

- To support implementation, districts may use Common Course Numbering funds for necessary updates to local curriculum systems and processes.
- In addition, all COR information must now be directly entered into the Chancellor's Office Curriculum Inventory (COCI)—document uploads are no longer permitted. This shift reinforces statewide consistency and supports cleaner reporting.
- To aid implementation, the Ninth Edition of the Program and Course Approval Handbook (PCAH) will be released in Spring 2026, offering detailed guidance and best practices.

Modernized Standards for Credit, Noncredit, and Community Services Courses (§ 55002). The revisions to section 55002 streamline and modernize the standards that govern credit and

noncredit courses. For credit courses, learning must now be demonstrated through multiple, authentic means—including written work, projects, problem-solving, and skills demonstrations—ensuring that assessment reflects the diversity of students’ learning styles and strengths. The regulation now requires CORs to include explicit accounting of instructional and outside-of-class hours, directly aligned to credit awards under section 55002.5. Importantly, updated language regarding “basic skills.”

For noncredit courses, the revised standards strengthen consistency by requiring CORs to specify subject matter, methodology, assignments or activities, and methods of evaluation, all taught by qualified instructors.

Advancing Success and Equity

Taken together, these changes signify more than regulatory housekeeping—they reflect a vision of curriculum that is inclusive by design and transparent in practice. By requiring course outlines to highlight equity-minded approaches, mandating UDL accessibility, and ensuring public availability of CORs, the regulations affirm that every student, regardless of background, has the right to a learning environment designed for their success.

These revisions encourage faculty innovation and academic freedom while removing structural barriers that have historically hindered students, particularly those from disproportionately impacted communities. They call upon colleges to view the COR as a living commitment to equity, rigor, and opportunity. By aligning curriculum standards with recent legislative changes, the regulations also strengthen pathways to degree completion, transfer, and workforce readiness.

Next Steps for Colleges and Districts

- **Revise curriculum committee procedures** to reflect the new equity, inclusion, and UDL language of § 55001.
- **Update COR templates and catalog systems** to include all elements required by § 55001.5, including representative descriptions of inclusive teaching approaches, and ensure that all CORs are publicly accessible.
- **Directly input COR information into COCI**, as uploads are no longer permitted; allocate Common Course Numbering funds for necessary local work and system updates.
- **Review local board policy** on credit-hour calculations to ensure consistency with § 55002.5 and confirm this alignment through annual certification.
- **Train curriculum personnel**—faculty, administrators, and staff—on the revised regulations and the Chancellor’s Office Program and Course Approval Handbook.
- **Ensure prompt and accurate reporting** of approved courses to COCI and MIS.

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- **Align enrollment practices** with § 55003 and § 58106, ensuring that prerequisites and limitations on enrollment are validated fairly and equitably.

Conclusion

The revised regulations remind us that curriculum is at the heart of equity. Each course outline we design, review, and approve is more than a technical record—it is an invitation to students, a promise of belonging, and a pathway to success. By embedding inclusive practices, requiring accessibility, and affirming transparency, these Title 5 revisions ensure that our colleges continue to be places where every student can thrive.

The Chancellor’s Office looks forward to supporting faculty, curriculum committees, and administrators in bringing these changes to life. Together, we can ensure that the Course Outline of Record is not only a compliance requirement but also a symbol of our shared values: access, equity, and excellence in student learning.

cc: Sonya Christian, Chancellor
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Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55001. Curriculum Committee	• New Sub Section • Details the role of the curriculum committee

§ 55001.5. Course Outlines of Record.	• Separated from §55002.0 • Additional requirements added specific to Common Course Numbering • Removed Basic Skills Requirements; • Amended language from Prerequisites and Corequisites to Enrollment Requirements and included enrollment limitations;
§ 55002. Standards and Criteria for Courses	• Combined Degree-applicable and nondegree applicable sections to eliminate redundancy and • Added language to nondegree applicable courses section to credit and noncredit sections in order reflect AB 705/1705 requirements and guidance.
§ 55100. Credit Course Approval.	• Clean up language