



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

New/Newer Curriculum Chair

2018 ASCCC Curriculum Institute

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Introductions

Outline

1. **Curriculum, the Curriculum Committee, and the Law**
 - Statutes and Regulations
 - Role of the Academic Senate
 - Curriculum Committee structure & roles of committee members
 - Shared accountability for quality curriculum
 - The Role of the Curriculum Chair
2. **Courses and Programs**
 - Types of Courses and Programs
 - Important Codes
 - When to revise? How to revise?
 - The Approval Process
3. **Training Your Committee**
 - Responsibilities
 - Resources
 - Timelines
4. **Resources**

Acronyms to be familiar with...

ASCCC—Academic Senate for California Community Colleges

CCCCO—California Community Colleges Chancellor's Office (or State CO— State Chancellor's Office)

CIO—Chief Instructional Officer (often the VPI)

VPI—Vice President of Instruction (Your college may have a different title)

COR—Course Outline of Record

COCI—Chancellor's Office Curriculum Inventory

PCAH—Program and Course Approval Handbook

Note: For the sake of this presentation

CC-Curriculum Committee

Curriculum, the Curriculum Committee, and the Law

- ❖ CA Education Code and Title 5
 - Statute
 - Determined by legislation
- ❖ Title 5
 - Interprets Ed Code into regulations
 - Determined by Board of Governors
- ❖ The Curriculum Committee is a statutory requirement
- ❖ Faculty have primary authority over and responsibility for curriculum

The Academic Senate and Its Role

TITLE 5 §53200, DEFINITIONS:

Details the implementation of California Education Code, states the faculty authority for curriculum, and defines Academic Senate and its purview: The Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters mean the following policy development matters:

Academic & Professional Matters Include the Following: (1 of 2)

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.

Academic and Professional Matters Include the Following: (2 of 2)

6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Curriculum Committee structure including subcommittees & roles of committee members

Curriculum Committee (Title 5, §55002)

- ❖ 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.

Who Serves on Your Curriculum Committee?

<https://wall2.sli.do/event/hqqsqgtz>

- ❖ Curriculum Committee should be predominately FACULTY

- ❖ Curriculum Committee typically includes:
 - Student Representative
 - CIO / VPI
 - Student Service administrator
 - AO
 - Classified Staff

Curriculum Committee Membership

Several good models exist.

- ❖ Title 5 §55002(a)(1) requires that the curriculum committee contain faculty.
- ❖ Good practice dictates that the faculty be representative of the departments or divisions of the college.
- ❖ Division faculty nominate CC members to be appointed by the senate.
- ❖ Some colleges have divisional curriculum committees which review its proposals for transmission to the college CC.
- ❖ Whatever the mechanism, terms of office should be of sufficient length (2 or 3 years) and should be staggered to develop and retain experienced CC members.

Accountability for quality, effective curricula which meet applicable standards is a shared responsibility.

- ❖ **Administrators** can aid the process by providing:
 - training opportunities
 - assuring adequate clerical support
 - keeping an accurate historical file of committee actions and approved curricula
 - supporting sufficient reassigned time to faculty chair or co-chair.

- ❖ **Curriculum Committee members** share the responsibility of assuring:
 - courses and programs meet the highest academic standards
 - the review and approval process runs smoothly so that deadlines can be met.

The Curriculum Committee plays a central role in the shared governance structure of the college and district

- ❖ Curriculum Committee should be a regular senate agenda item.
- ❖ Typically, the committee reports both on the courses and programs to be recommended to the Board for approval (usually just a list) and on the procedures used (usually as curriculum committee minutes).
- ❖ Because Title 5 specifies that curriculum is recommended to the Board by the curriculum committee, it is NOT the role of the senate to change the recommendations.
- ❖ HOWEVER, it is appropriate for the senate to review the policies and procedures used, and call attention to any irregularities which might require a recommendation to be returned to the committee for reconsideration.

How does your CURRICULUM COMMITTEE distribute information to the college?

Many ways to consider reporting out:

- ❖ Senate meetings
- ❖ Division meetings
- ❖ Department meetings
- ❖ Department Chair meetings
- ❖ Emailing curriculum committee agenda:
 - cc department chair faculty
- ❖ Meet regularly with CIO

The Role of the Curriculum Chair

- ❖ Provides leadership for the Curriculum Committee
- ❖ Serves as communication hub for curriculum, including
 - Articulation Officer
 - Academic Senate
 - Curriculum support staff and administration
 - Local governing board
- ❖ Provides assistance to faculty on all matters related to curriculum
- ❖ Knowledge and responsibilities
 - Statutes related to curriculum (Ed Code and Title 5)
 - Local and state approval processes

Questions?

Courses & Programs

❖ Courses

- Credit
- Noncredit
- Not-for-Credit, Contract Education, Apprenticeship

❖ Programs

- Credit
- Noncredit

❖ Course & Program Approval Process

Credit Courses

- ❖ May be Degree-applicable or non-degree applicable
- ❖ Awarded units, based on hours
- ❖ Generate apportionment; student fees apply
- ❖ Accessible to all students who meet prerequisites (exceptions can apply)
- ❖ Not repeatable (exceptions can apply)
- ❖ Approval: college process & governing board
- ❖ Auto-approval and chaptering: CO

Supplemental & Arranged-Hour Courses

❖ Supplemental Instruction

- Generally low-unit courses that are designed to supplement a higher-unit course
- Examples include 1-unit courses to assist students with foundation courses in Math, English

❖ Courses with arranged hours

- don't meet at regular days/times over the term and/or
- meet regularly but include a small set of hours outside the regular meeting time for individual or small group instruction
- This is as much an accounting issue as a curriculum issue
 - State auditors reconcile course outline of record with syllabus and scheduling

Noncredit Courses

- ❖ non-degree applicable; no credit awarded and no student fees
- ❖ Based on hours of instruction, not units
- ❖ May be open-entry/open-exit
- ❖ Accessible to all students
- ❖ May be repeatable
- ❖ Approval: local process + full approval process by CO
- ❖ Courses in 10 categories may receive apportionment

CDCP (Career Development & College Preparation)	Other noncredit subjects
<ul style="list-style-type: none">• Apportionment equal to credit courses if part of a Certificate Program• Elementary & secondary basic skills and remedial education• ESL• Short-term vocational programs• Workforce preparation	<ul style="list-style-type: none">• Apportionment less than credit courses• Parenting education• Citizenship• Education programs for persons with disabilities• Education programs for older adults• Home economics• Health and safety education• Tutoring

Not-for-Credit, Contract Education, and Apprenticeship Courses

❖ Not-for-Credit

- non-degree applicable; no credit awarded
- Earn no apportionment; Fees may be charged
- Accessible to all students
- May be repeatable
- Approval: local process

❖ Contract Education

- Education and training paid by employer or organization
- May have restricted enrollment
- May consist of regular curriculum offered under contract or other courses that are not part of the regular college curriculum

❖ Apprenticeship Courses

- May be credit or noncredit, degree-applicable or non-degree applicable
- Earn apportionment through government programs (e.g. Montoya)

The Course Outline of Record

- ❖ Course Outline of Record = COR
- ❖ A legal documents that represent a contract between faculty, students, the institution, and the state (Title 5, §55002)
- ❖ Must include certain elements to meet statutory requirements
- ❖ Require approval by local Academic Senate & local governing board
- ❖ Chancellor's Office review
 - Automatic “chaptering” if credit
 - Review and approval required if noncredit

Essential Elements of the Credit COR

- ❖ Course Number and Title
- ❖ Catalog and Schedule Description
- ❖ Units and Contact Hours for in-class and out-of-class time
 - lecture, lab, activity hours as well as any “arranged” hours
- ❖ Prerequisites, Corequisites and advisories
 - Curriculum approval process must document
 - content review and/or validation to justify prerequisite
 - Separate review and approval
- ❖ Grade Options (Letter grade, P/NP)
- ❖ Materials fees
- ❖ Repeatability options
- ❖ Discipline(s) Assignment
- ❖ Course Content
- ❖ Instructional Methods & Description of Assignments
- ❖ CCCCO/MIS Data Elements (aka “Codes,” e.g. TOP, SAM, CB)

Other Essential Elements of the COR (and why you should include them)

- ❖ Student Learning Outcomes (ACCJC Std. II.A.3)
- ❖ Distance Education (PCAH 6th Ed., p. 53; ACCJC Std.)
 - Course should include a separate section or addendum that addresses
 - Instructor-initiated student contact (no correspondence courses!) §55204
 - Modality or modalities (fully online, hybrid, etc.)
 - Local approval process for new and revised courses with DE must document separate review and approval (§55206)
- ❖ Required and recommended textbooks (Articulation, C-ID, helps instructors)
- ❖ Transfer/GE Information/C-ID (tracking, articulation, program maps)
- ❖ Enrollment limits (quality of instruction, union contract, external accreditation)

Special Considerations - Credit Hour Calculations

- ❖ Title 5, sections 55002(a)(2)(B), 55002(b)(2)(B), and 55002.5
 - Work Experience: Title 5, section 55256.5
- ❖ Hours-per-unit-divisor
 - 1 unit of credit = minimum 48 (33 quarter system) hours of student work inclusive of all contact hours plus outside-of-class (16 weeks x 3 hours for semester)
 - Chancellor's Office recommend 54 (36) total hours (18 weeks x 3 hours; 12 weeks * 3 hours for quarters)
- ❖ Calculating units of credit
 - $[\text{Total Contact Hours} + \text{Outside-of-Class Hours}] / \text{Hours-per-unit divisor} = \text{units}$
- ❖ Unit increments
 - Determined by local governing board
 - Often 0.5 (semester) or 0.75 (quarters)

Special Considerations - Credit Hour Calculations

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (Lecture, Discussion, Seminar)	1	2
Activity (Activity, Lab w/Homework, Studio, Practicum)	2	1
Laboratory (Traditional Lab, e.g. Natural Science Lab, Clinical)	3	0

- Pay attention to fractional units!
- Hours/unit may increase until the next fractional-unit level is reached.
- Example (assume a 0.5 unit increment):
- 54-hour lab = 1 unit. 80-hour lab = 1 unit. 81-hour lab = 1.5 units
- Why? $0.5 \times 54 = 27$ hours = 0.5 unit. $54+27 = 81$ hours = 1.5 units

Credit Programs

- ❖ Local Associate Degree (A.S., A.A.)
- ❖ Associate Degree for Transfer (AA-T, AS-T)
- ❖ CO-approved Certificate of Achievement §55070
 - 18 or more units
 - transcriptable and/or eligible for financial aid and must be approved by CO
 - 12-17.5 units (may be dropping to <12 soon, pending BOG)
- ❖ Local certificate (e.g. may not be called Certificate of Achievement)
 - Should be <18 units (or noncredit)
 - Require only local approval
 - Nontranscriptable
 - Not eligible for financial aid
- ❖ **Both CO-approved and local certificates now carry “points” for CTE Strong Workforce accounting**

Program Outline of Record - Associate Degree for Transfer

❖ AS-T/AA-T

❖ SB1440, Ed. Code §66746

❖ Elements

- 60-unit semester/90-unit maximum
- Minimum 18 semester/27 quarter units in major, 12 in residence
- No local graduation requirements
- Follow established Transfer Model Curriculum (TMC) published by Chancellor's Office
- Constituent courses must have C-ID or articulation/transfer status with CSU, as specified on the TMC and the Chancellor's Office Template

Program Outline of Record - non-CTE Associate Degree

❖ Associate in Science

- “local” degree

❖ Elements

- Description of the program
- Program Learning Outcomes
- Career/Transfer Opportunities
- List of Major Courses, minimum 18 semester/27 quarter units
- Any licensing requirements or other restrictions
- A summary of units for the major, competency requirements (English, Math, local requirements), total units for the degree (60 minimum) and any courses in the major that can be double-counted for GE

Program Outline of Record - CTE Associate Degree

- ❖ Associate in Arts/Associate in Science
- ❖ Classified as CTE when they are assigned a * TOP Code, designated as vocational in the TOP manual.
- ❖ Elements are same as those for local associate degree
- ❖ May include transfer preparation
 - Courses must count specifically toward a major after transfer
 - Courses required in the lower division (associate degree) will not have to be repeated in the upper division
 - The associate degree satisfies all lower-division major requirements

Noncredit Programs

❖ CDCP Certificates

❖ Certificate of Competency

- A certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution

❖ Certificate of Completion

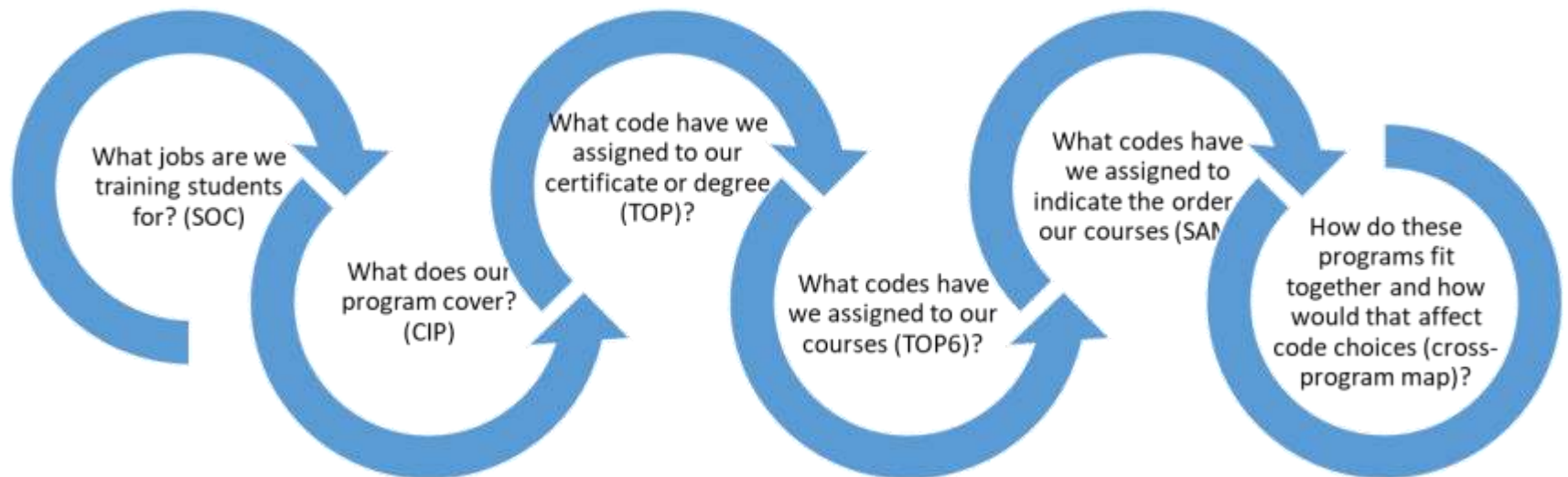
- A certificate leading to improved employability or job opportunities

❖ CDCP courses can only earn higher apportionment if they are bundled into one of these certificate programs

❖ Submission for approval requires a narrative document similar to credit programs

A brief word about Codes

- ❖ Often ignored, to everyone's regret
 - Tracking metrics = Funding!
 - Financial aid = students can lose out if codes are wrong!
- ❖ Should be assigned by faculty; problems can occur when codes are assigned by those without specific content expertise
- ❖ TOP (Taxonomy of Programs)
- ❖ SAM (Standard Accountability Model)
- ❖ SOC (Standard Occupational Code)
- ❖ CIP (Classification of Instructional Programs)



Program Approval Process

- ❖ All new or revised programs must be submitted to the Chancellor's Office (PCAH, p. 15)
 - Exception: low-unit, local certificates
- ❖ Chancellor's Office **approval** process applies
 - New or substantial changes to existing credit programs
 - New or revised noncredit programs
 - Requires program narrative and additional documentation
- ❖ Chancellor's Office **review** process applies
 - Nonsubstantial changes to existing, approved credit programs
 - Generally does not require narrative or other documentation other than program outline and CORs

What is a substantial change?

- ❖ Creates a new program based upon an active program record
- ❖ Generates a new program control number
- ❖ Examples:
 - Change to TOP Code at discipline (4-digit) level
 - Significant change to goals/objectives (e.g. degree in painting is revised to be a degree in ceramics)
 - Change in award type
 - Job categories (CTE programs)
 - Baccalaureate major (for CCC-BA programs)

What is a non-substantial change?

- ❖ Changes an active program record but does not generate a new control number
- ❖ Examples:
 - Program title
 - TOP Code within discipline
 - Degree unit change
 - Addition/removal of courses

Program Approval Process

- ❖ All new or revised programs must be submitted to the Chancellor's Office (PCAH, p. 15)
 - ❖ Exception: local certificates
- ❖ Chancellor's Office **approval** process applies
 - ❖ New or substantial changes to existing credit programs
 - ❖ New or revised noncredit programs
- ❖ Chancellor's Office review process applies
 - ❖ Nonsubstantial changes to existing, approved credit programs
- ❖ Programs may be submitted once they've received approval by the local board
 - ❖ CO approval is required before the program may be included in CCCApply and listed in the catalog or otherwise publicized

Program Approval Process

- ❖ All new programs and those with “substantial” revisions require the following with submission:
 - Narrative document
 - Articulation/Transfer information as appropriate (ASSIST, C-ID)
- ❖ CTE Programs and Apprenticeship Programs require additional approval steps and documentation

The Program Narrative Document

1. Program Goals and Objectives - must address transfer preparation or a valid workforce need
2. Catalog Description - includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
3. 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.
4. Master Planning - how it fits in the mission, curriculum, and master planning of the college and higher education in California
5. Enrollment and Completer Projections - projection of number of students to earn degree or certificate annually
6. Place of Program in Curriculum/Similar Programs - how it fits in college's existing program inventory
7. Similar Programs at Other Colleges in Service Area - justification of need for program in the region

Program Approval by Chancellor's Office - CTE Degrees & Certificates

- ❖ Poor planning can be a major source of delay
 - Lots of components, each with its own lag time
- ❖ New and substantial revisions
 - Prior to submission obtain
 - Advisory Committee Recommendation
 - Regional Consortium Recommendation
 - Requires Labor Market Information (LMI)
 - Following local board approval submit to CO
 - Program narrative (Chancellor's Office Narrative Templates for CTE Degrees and Certificates)
 - CORs for all courses
 - Advisory Committee minutes, Regional Consortium minutes
 - Appropriate ASSIST and other transfer documentation if degree program designed for both CTE and transfer

Program Approvals - Best Advice

- ❖ Don't wait until after local board approval to start assembling documents
- ❖ Wherever appropriate, use the program narrative, LMI data, and other documentation to guide the program-approval process at the local level
- ❖ Develop a checklist or other process for program approvals so all components can easily be tracked and managed
- ❖ Be knowledgeable, as faculty curriculum chairs, of all aspects of the process

Other types of Noncredit Programs

❖ Adult High School Diploma (AHSD)

- Set of noncredit courses that culminate in the AHSD
- Awarded by district or jointly by district/high school
- Approval requires additional justification not required for other noncredit programs

❖ Noncredit Apprenticeship Program

- Fall under rules and regulations regarding apprenticeships as well as Chancellor's Office approval requirements

❖ Locally-approved program

- Allowable, but may not be titled certificates of completion, competency or achievement.
- Locally-approved programs will not receive CDCP funding

Questions?

Training Your Committee

- ❖ Committee Responsibilities
- ❖ Resources for the Committee and Chair
- ❖ Important timelines

Committee Responsibilities

Curriculum Committees are usually charged with recommendation action on the following types of curriculum-related items:

1. Proposed credit and non-credit courses, revised requirements for noncredit certificates of completion and certificates of competency and credit certificates of accomplishment, certificates of achievement, and associate degrees.
2. Changes in titles, units, hours, prerequisites, corequisites, recommended preparation, course descriptions, student learning outcomes, course objectives, course content, representative text, and assignments.
3. Proposed course deletions and course reactivations.
4. Proposed new educational programs and revisions to existing educational programs.

Other Committee Responsibilities

1. Recommendations derived from an instructional program review process.
2. Institutional and CSU, UC, and IGETC general education requirements.
3. Standards for course requisites or other issues related to student preparation and success.
4. Appropriateness of an alternate mode of delivery.
5. Content review for recommended preparation, prerequisites and corequisites.
6. Assigning courses to disciplines.

Resources

- Find your nearest **dispensaries**
...of knowledge
- People/Offices outside the committee who can be excellent resources
 1. Articulation officer
 2. Curriculum Specialist
 3. VPI / VPAA / CIO
 4. CTE dean and/or coordinator
 5. SLO coordinator
 6. Local GE committee
 7. Distance Education coordinator
 8. Library
 9. Senate President
 10. Instructional deans

Other Resources

1. Financial Aid
2. College researcher
3. Catalog publication
4. Admissions and Records
5. Scheduling office
6. Degree auditors
7. Other participatory governance committees (who oversees prereq challenges, enrollment management, etc...)
8. High School articulation liaison
9. Transfer counselor
10. IT and Local curriculum inventory specialists
11. Others?

Timelines

- ❖ Catalog and Schedule production and publication
- ❖ Transfer/Articulation deadlines; GE review dates
- ❖ Board meetings
- ❖ Regional consortium meetings
- ❖ Other local timelines?
 - Does your college have a large volume of curriculum to review?
 - Who is in charge of enforcing timelines?

CCCCO Annual Certification

- Review
 - [Title 5](#)
 - Annual [changes](#)
 - [PCAH](#)
 - Hours/Units [calculation](#)
 - Local documents:
 - Board policies and regulations
 - Local handbook
- Meet with signatories (President, AS President, and VPI) as necessary.
- Due in October.
- A side note: Annual prerequisite/corequisite form from CCCCCO - comes in late spring.

Local Curriculum Training Materials and Methods

❖ What does your college do?

Primary Resources for the Curriculum Chair

(see Resources Slides for Links)

- ❖ CA Education Code and Title 5
- ❖ Chancellor's Office Program and Course Approval Handbook (PCAH)
 - Published by the State Chancellor's Office and includes input from the Academic Senate (ASCCC) and CCC Curriculum Committee (5C)
 - Provides rules and guidelines for implementing Title 5 regulations in local curriculum
 - Describes the process for obtaining state approval of courses and programs
- ❖ Chancellor's Office Guidelines
 - Published as memoranda or papers on the CO website
 - Provide interpretation or updates to Title 5 regulations
- ❖ C-ID Course Descriptors and TMC's
- ❖ Course, program and degree requirements for CSU/UC
- ❖ Career & Technical Education Regional Consortia
- ❖ ASCCC conferences, white papers and reference guides

Local Resources for the Curriculum Chair

- ❖ Board policies and College/District Administrative Procedures
- ❖ Local articulation agreements with high schools, CSU and UC
- ❖ Advisory Committees (CTE Programs)
- ❖ Curriculum Handbook and Training Guides (you have a handbook, right?)

Questions?



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Resources (access through “Slide Show” view)

- [PCAH](#)
- [CSU GE](#) and [IGETC](#) criteria
- [UC transfer](#) criteria
- [TOP Codes](#) list
- [COCI](#) (no Login required for public view/search)
- [Regional Consortia](#) for CTE programs
- [CaCurricChairs](#) Yahoo! Listserv
- [Title 5 Updates](#) (updated as the BOG takes action)
- [ACCJC](#) standards

Other Resources if you need more reading material

- Monthly [CIO bulletin](#) from CCCCO Academic Affairs
- Student Attendance Accounting Manual ([SAAM](#))
- Federal [Financial Aid](#) Eligibility (as it relates to curriculum)
- Curriculum Committee: Role, Structure, Duties and Standards of Good Practice: <https://www.asccc.org/papers/curriculum-committee-role-structure-duties-and-standards-good-practice>
- ASCCC Curriculum Committee
<https://www.asccc.org/directory/curriculum-committee>
- Guided Pathways
<https://asccc.org/guided-pathways>
- ASSIST
<http://www.assist.org/web-assist/welcome.html>

Resources for Courses and Programs

- ❖ Title 5 requirements (sec. 55002)
 - ❖ [Title 5](#)
- ❖ Title 5 Standards for Approval (COR as a whole)
 - ❖ [§ 55005. Publication of Course Standards](#)
- ❖ ASCCC (2017). *The Course Outline of Record: A Curriculum Reference Guide Revisited*.
 - ❖ <http://www.asccc.org/sites/default/files/COR.pdf>
- ❖ Discipline Assignment(s)
 - ❖ http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf
- ❖ Chancellor's Office Data Elements
 - ❖ <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>
- ❖ PCAH
 - ❖ http://www.ccccurriculum.net/wp-content/uploads/2011/05/PCAH_6thEdition_July_FINAL.pdf

Additional Resources

Program and Course Approval Handbook (PCAH)

http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

Cooperative Work Experience Education Handbook

<http://cacareerbriefs.com/wp-content/uploads/new-handbook-1.pdf>

The Course Outline of Record: A Curriculum Reference Guide Revisited

<http://www.asccc.org/sites/default/files/COR.pdf>

Non Credit at Glance

http://cccio.org/documents/NoncreditGuide_5e.pdf

Prerequisites and Co-requisites Guidelines

http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf

Repetition Guidelines

<http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal.pdf>