

NOTICES OF FINAL RULEMAKING

The Administrative Procedure Act requires the publication of the final rules of the state's agencies. Final rules are those which have appeared in the *Register* 1st as proposed rules and have been through the formal rulemaking process including approval by the Governor's Regulatory Review Council. The Secretary of State shall publish the notice along with the Preamble and the full text in the next available issue of the *Arizona Administrative Register* after the final rules have been submitted for filing and publication.

NOTICE OF FINAL RULEMAKING

TITLE 7. EDUCATION

CHAPTER 1. STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

PREAMBLE

1. **Sections Affected** **Rulemaking Action**
R7-1-701 Amend
2. **The specific authority for the rulemaking, including both the authorizing statute (general) and the statutes the rules are implementing (specific):**
Authorizing statute: A.R.S. § 15-1425(1) and (6)
Implementing statute: A.R.S. § 15-1425(1) and (6)
3. **The effective date of the rules:**
December 23, 1996
4. **A list of all previous notices appearing in the Register addressing the final rules:**
Notice of Proposed Rulemaking:
2 A.A.R. 1760, May 17, 1996
5. **The name and address of agency personnel with whom persons may communicate regarding the rulemaking:**
Name: Thomas Saad
Address: State Board of Directors for Community Colleges of Arizona
3225 North Central Avenue, Suite 1220
Phoenix, Arizona
Telephone: (602) 255-4037
Fax: (602) 279-3464
6. **An explanation of the rules, including the agency's reasons for initiating the rules:**
The rule establishes general program and course standards to be followed by community colleges. Standards are defined for occupational, baccalaureate, and special programs. Conditions and standards are defined for receiving credit by other than traditional means. Districts are required to maintain documentation for audit programs. Specifies that non-credit courses are the financial responsibility of local governing boards. Amendments to the rule were affected to enhance the quality of community college programs and courses.
7. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**
The rule will not diminish the authority of state community colleges.
8. **The summary of the economic, small business, and consumer impact:**
The new Section will have no adverse economic impact on small businesses or consumers.
9. **A description of the changes between the proposed rules, including supplemental notices, and final rules, (if applicable):**
The following changes were made to the final adopted rule:
Page 1. The word "Curricula" was deleted from the heading of R7-1-701, General Program and Course Standards
Page 6. 2. Requirements changes as follows:
 - a. Language of Original rule pertaining to subsection (a) was deleted entirely.
 - b. (b) through (h) were renumbered as (b) through (g).
Page 7. 2. (C)(1) Concerning all references to "Incorporated reference materials", language was inserted as follows: Incorpo-

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rated herein by reference and or file with the Office of the Secretary of State and the Board of Directors for Community Colleges of Arizona.

Page 9. (6)(a) language deleted from original rule as follows: place a period after competencies and delete the rest of the sentence, which read "...as certified by the school superintendent or designee."

- D. New language added for subsection (D) requiring district boards to adopt and obtain State Boards's approval for curriculum standards and guidelines.
D. Original language of (D) becomes (E) in adopted rule.
F. New subsection (F) in adopted rule was subsection (E) in original rule.

10. A summary of the principal comments and the agency responses to them:

No comments were received.

11. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:

None.

12. Incorporations by reference and their location in the rules:

- A. American Council on Education's "Guide to Educational Credit by Examination, 4th Edition." (page 7)
B. American Council on Education "Guide to the Evaluation of Educational Experiences in the Armed Forces, 1996 Edition" (page 8)
C. American Council on Education "National Guide to Educational Credit for Training Programs, 1996 Edition." (page 8).

13. Was this rule previously adopted as an emergency rule? If so, please indicate the Register citation:

No.

14. The full text of the rules follows:

TITLE 7. EDUCATION

CHAPTER 1. STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

ARTICLE 7. INSTRUCTION, FACULTY, AND STAFF

Section

R7-1-701. Curricula; General Program and Course Standards

ARTICLE 7. INSTRUCTION, FACULTY, AND STAFF

R7-1-701. Curricula; General Program and Course Standards

- A. Each community college under the jurisdiction of the State Board shall offer a program that meets the educational needs of the population which that it serves. The State Board establishes the following curricular standards and requires each community college district to implement them.
1. Occupationally oriented curricula - Each college district shall offer occupationally oriented programs designed to lead to an associate degree. The district will may also offer programs of shorter duration designed to lead to employment when an associate degree is not appropriate but where a certificate of completion may be issued.
2. Baccalaureate parallel curricula - Each district shall offer baccalaureate parallel curricula of such quality and content that will normally permit transfer into 3rd-year college classes in regular baccalaureate degree programs in four-year colleges or universities.
3. Special programs - Each district shall offer such full-time and part-time day or evening programs as required by particular educational and economic needs of the community and which can be provided economically. Programs may include, but are not limited to, community service programs, continuing or adult education, and developmental programs.
4. Academic and Occupational Testing testing and guidance programs. - Each district shall offer provide services for academic and occupational testing, guidance, and individual development.

5. Specialized educational programs. - The State Board may authorize specialized educational programs (see R7-1-301(D,C)).

B. Courses offered for credit shall satisfy 1 or more of the purposes under subsection (B)(1) and shall meet all requirements set forth in subsection (B)(2).

1. Purpose. Credit courses shall satisfy 1 or more of the following purposes:

- a. Qualify students for a community college certificate or degree;
b. Be acceptable for transfer to a regionally accredited public or private college or university;
c. Prepare students with skills to seek entry level jobs in the field of specialization;
d. Improve the student's job skills or prepare the student for promotion in fields of employment;
e. Provide skills necessary for success in other college courses;
f. Meet other needs in the community through continuing education, lifelong learning, physical health, and wellness.

2. Requirements. A credit course must satisfy each of the following criteria:

- a. A formal course outline, which defines the objectives and content of the course, shall be on file and available for audit;
b. Students shall be evaluated and given a grade based on their mastery of the objectiveness and content of the course;
c. Faculty teaching in the course shall hold a valid certificate, issued by the State Board, to teach in the subject of the course;
d. The credits awarded for completion of the course shall be based upon the effort required of, and the

- competencies gained by the students in accordance with policies adopted by the District Governing Board and approved by the State Board.
- e. Before enrollment in the course, students shall have achieved prerequisite competencies defined in the syllabus.
 - f. The course shall have been developed using the District's formal curriculum review procedure that shall include at least the following features:
 - i. The course shall have been reviewed by the college's curriculum committee and recommended by the college administration;
 - ii. The course shall have been reviewed and approved by the District Governing Board as adhering to the standards set forth in this Section.
 - g. The course shall have an evaluation component. The results of these evaluations shall be used for the purposes of formative and summative evaluation by the institution.
- C. Students may receive credit through a variety of other means described below.
1. National Standardized Examinations. A District Governing Board may adopt a policy to provide that credit may be awarded for satisfactory scores on national standardized examinations listed in the American Council on Education's "Guide to Educational Credit by Examination, 4th Edition." Incorporated by reference and on file with the Office of the Secretary of State and the Board of Directors for Community Colleges of Arizona. The College Level Examination Program (CLEP) is an example of such an examination. The district policy for granting such credit shall be printed in the college catalog along with a statement indicating that acceptance of such credits upon transfer may be treated differently by the institution to which a student transfers.
 2. Credit by Evaluation. A District Governing Board may adopt a policy to provide that credit may be awarded by evaluation of military training programs listed in the American Council on Education's "The 1996 Guide to the Evaluation of Educational Experiences in the Armed Services" and the American Council on Education's "National Guide to Educational Credit for Training Programs, 1996 Edition". Incorporated by reference and on file with the Office of the Secretary of State and the Board of Directors for Community Colleges of Arizona. The district policy for granting such credit shall be printed in the college catalog along with a statement indicating that acceptance of such credits upon transfer may be treated differently by the institution to which a student transfers.
 3. Departmental credit by examination. A District Governing Board may adopt a policy to provide that credit may be awarded for satisfactory scores on departmental examinations. The district policy for granting such credit shall be printed in the college catalog along with a statement indicating that acceptance of such credits upon transfer may be treated differently by the institution to which a student transfers.
 4. Departmental credit by evaluation. A District Governing Board may adopt a policy to provide that credit may be awarded by evaluation of prior learning. The district policy for granting such credit shall be printed in the college catalog along with a statement indicating that acceptance of such credits upon transfer may be treated differently by the institution to which a student transfers.
 5. Transfer courses. A District Governing Board may adopt a policy to provide that credit may be awarded for courses satisfactorily completed at a regionally accredited post-secondary institution upon receipt of official student transcripts. Transfer credit from non-accreditation postsecondary institutions may also be accepted if such credits represent equivalent or higher level work at the receiving institution.
 6. Articulated equivalent course. A District Governing Board may adopt a policy to provide that credit may be awarded for courses satisfactorily completed by students in enrolled in secondary institutions provided that:
 - a. The district has adopted guidelines for granting articulation credit that defines the curricular areas included in the policy and written documentation is provided by the secondary institution that identifies the previously mastered skills or competencies.
 - b. The secondary course competencies are equivalent to or more advanced than the same course or courses at the community college.
 - c. The district policy for granting such credit is printed in the college catalog together with a statement indicating that acceptance of such credits upon transfer may be treated differently by the institution to which a student transfers.
- D. The District Governing Board shall adopt and obtain the State Board's approval for curriculum standards and guidelines that incorporate the course criteria contained in subsection (B)(2).
 - E. Community College districts shall maintain documentation of compliance with the provisions of subsections (A) through (C) for review by the State Board or the auditor general.
 - F. Non-credit courses, cultural, and community services, economic development services not qualifying as credit courses that may be developed by the District, and the support of community cultural development, shall be the financial responsibility of the District Governing Board.