

2020-2021

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## CURRICULUM COMMITTEE REFERENCE GUIDE

Bakersfield College

**Deleted:** CURRICULUM COMMITTEE HANDBOOK

Curriculum Co-Chairs  
Initiated 2018-2019  
Bakersfield College

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## INTRODUCTION

### PURPOSE OF THE REFERENCE GUIDE

The purpose of this reference guide is to serve as a guide for faculty in the development and maintenance of curriculum. It is intended to help faculty at Bakersfield College in the process of curriculum development including creating new courses, updating existing courses, and proposing new or modifying existing programs. It provides information, guidance, how-to-guides, and other tools for faculty and administrators.

### THE IMPORTANCE AND ROLE OF CURRICULUM

Curriculum is the purview of faculty as delineated in Title 5 and frames the mission and vision of the institution. The Course Outline of Record (COR) is a **legal document** that must contain certain required elements that are outlined in section **§55002 of Title 5** and serves as a legal contract between the faculty, student, and the college. In an attempt to provide information regarding the legal authority as it applies to education, the following terms should provide clarity about the laws and documents that guide the work in an academic institution.

- **California Education Code**  
Everything starts with California Education Code which is the statute (law) that is determined by legislation.
- **Title 5**  
This large document interprets Ed Code into regulations; regulations which are determined by the Board of Governors.
- **Chancellor's Office Program and Course Approval Reference guide (PCAH)**  
This document is specific to curriculum and establishes specific guidelines for implementing Title 5. It is developed by the Chancellor's Office with Academic Senate (ASCCC) and CCC Curriculum Committee (SC – formerly SACC) input.
- **Chancellor's Office Guidelines, the ASCCC papers and reference guides**  
The Chancellor's office guidelines further clarify implementation of Title 5 (i.e. Guidelines for Repetition and Repeatability) and the ASCCC papers and reference guides provide guidance in many different areas of the curriculum process.

From the ASCCC's 2017 paper, *The Course Outline of Record: A Curriculum Reference Guide Revisited*: "The course outline of record (COR) is a document with defined legal standing that plays a critical role in the curriculum of the California community colleges. The COR has both internal and external influences that impact all aspects of its content, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation."

### THE CURRICULUM COMMITTEE

The college faculty is responsible for initiating curriculum development and revision. Title 5 (§ 53200 b) "10 + 1" requirements assigns the duties listed below to the Academic Senate who has subsequently delegated responsibility for the first five duties to the Curriculum Committee. It is not only the responsibility of the Curriculum Committee but also of faculty, to ensure the maintenance of academic integrity and quality of all courses and programs.

The 10 +1

1. Curriculum including establishing prerequisites and planning courses within disciplines
2. Degree and certificate requirements
3. Grading Policies

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4. Educational program development
  5. Standards or policies regarding student preparation and success
  6. District and college governance structure, 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
- + 1 Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

In addition to our approved charge, the committee's duties and responsibilities listed below capture the full scope of work performed by the committee as related to the 10+1 categories.

1. Curriculum (general)
 

In this area, the Committee's duties include, but are not limited to, the approval of:

  - New and revised course outlines of record for degree-applicable credit courses, non-degree credit courses, and non-credit courses
  - Establishing pre-requisites, co-requisites, and advisories for courses
  - Maintaining and updating the discipline list
  - Placement of courses within disciplines
  - Assigning course identifiers
  - Limitations on the number of times a course may be repeated
  - Courses to be taught in distance education mode
  - Courses for inclusion in the requirements for the Associate degree (AA or AS)
  - Courses for articulation and transfer to CSU and submission of courses for UC transfer, IGETC, and CSU GE Breadth
  - Discontinuation of existing courses or programs
2. Degree and certificate requirements
 

In this area, the Committee's duties include but are not limited to the following:

  - Making recommendations for changes to the General Education pattern for the Associate degree
  - Defining the criteria for placement of courses within General Education areas
  - Performing periodic review for appropriateness and relevancy of the courses listed within a specific general education area
3. Grading Policies
 

In this area, the Committee's duties include but are not limited to the following:

  - Review of grading policies for individual courses (e.g., whether the course is grade only)
  - Review of coursework required of students (as specified in the course outline of record) to ensure that coursework meets rigorous academic standards
4. Educational Program Development
 

In this area, the Committee's duties include but are not limited to approval of:

  - Educational (degree and certificate) programs and requirements for such programs, credit and noncredit
  - Pre-requisites, co-requisites, and advisories for new and revised programs
5. Standards or Policies Regarding Student Preparation and Success
 

The Committee's role in this area is related to its charge to approve course outlines and pre-requisites.

  - Ensure that pre-requisites, corequisites, and advisories are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course.
  - Ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

### **CURRICULUM COMMITTEE MEMBERSHIP, CHARGE AND SCOPE**

At Bakersfield College, the Academic Senate has delegated the authority for all curriculum matters to the Curriculum Committee. As a result, the committee recommends courses and programs directly to the Board of Trustees who has final authority for local approval of courses and programs. The California Community College Chancellor's Office provides the final certification of courses and programs.

The Curriculum Committee promotes development of curriculum, in cooperation with the instructional departments, that meets the identified needs of the students, community, regional work places, and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements, and identifies courses that meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the college. The committee leadership strives to support faculty and committee members by providing professional development for the purpose of ongoing engagement and understanding in all aspects of the curriculum process. All new courses and programs as well as changes in current course and program content, structure and credit must be reviewed by this Committee.

#### **COMMITTEE CHARGE**

The Curriculum Committee is a standing governance committee that functions as a vital subcommittee of the Academic Senate. The primary purpose of this committee is to ensure that curriculum is consistent with the mission of the college, addresses the needs of students and the community, and meets the requirements of law and regulation. Curriculum includes programs of study (degrees and certificates) and individual courses. As such, it must support strong transfer and vocational programs and include a strong general education program as the foundation upon which students will build.

The Committee's primary responsibilities lie in the following five areas as specified by Title 5 section 53200.

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

#### **COMMITTEE SCOPE**

Faculty has primary responsibility for the origination, modification, deletion, and review of all curriculum in accordance with the mission of the college. The Academic Senate of the California Community Colleges document "The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice" re-affirmed the central role of the Curriculum Committee in enacting faculty primacy in curricular matters:

"For decades the curriculum committee has been the major mechanism by which the primacy of faculty has been exercised in their central domain of expertise: developing and renewing the college curriculum and assessing its quality and effectiveness to the highest of professional standards. The primacy of faculty in the area of curriculum has been repeatedly confirmed by the Legislature in the form of statutes and by the Board of Governors in the promulgation of regulations to implement those statutes."

#### **COMMITTEE MEMBERSHIP**

The committee is co-chaired by the Vice President of Instruction (or designee) and 2 Faculty Representatives (2yr-term). Faculty Co-Chairs vote as one person only if there is a tie. Quorum shall be the nearest whole number greater than half the number of Academic Senate confirmed voting members. Vacant positions shall not be counted to determine quorum. All members have voting privileges unless otherwise indicated.

- Two administrative representatives, non-voting members
- 1 Academic Services Assistant

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- Articulation Officer, voting member unless there is a shared responsibility as a non-voting or modified voting member.
- 28 Academic Senate representatives (22 department representatives, 1 adjunct faculty, 3 members-at-large, and 1 representative from the the following program groupings (a) EMT/Fire Technology/Public Safety and (b) Rad Technology / HEIT / Allied Health
  - Unrepresented department positions will fall to the department chair
- Assessment Co-Chair(s) (liaison, non-voting member(s))
- One Student Government Association Representative

## **ROLES AND RESPONSIBILITIES**

### COMMITTEE CHAIR, FACULTY

- Work effectively and positively with a wide variety of people
- Hold a 'big picture' view regarding curriculum development and implementation
- Serve as a voice for college curriculum to contribute to the dialogue of the college mission, master educational vision, strategic direction, department and unit goals, community needs, and student success; see the position as one that represents the views of the faculty and the Academic Senate
- Ensure the review/update of new and existing courses and programs
- Participate in the technical review process by reviewing proposals for consistency, legality, and compliance and offering feedback
- Maintains detailed tracking of course and program proposals throughout the curriculum process
- Create meeting calendar for the academic year
- Plan meeting agendas
- Conduct committee meetings and review committee minutes
- Train/update curriculum members for Curriculum Committee responsibilities
- Oversee and coordinate activities of Curriculum Review and Catalog Taskforce
- Attends the Curriculum Institute sponsored by the California Community College Statewide Academic Senate
- Attend Senate Executive Board meetings
- Prepare and give reports to the Academic Senate
- Assist faculty in development of new curriculum
- Train faculty in curriculum practices and policies
- Interact with Senate President regarding curriculum issues
- Communicate curriculum concerns and actions between faculty and administration
- Works with Administrative Co-chair to develop meeting agenda, develop reports, review minutes, and address curricula issues
- Stay abreast of current information of changing curriculum practices, methods and legal responsibilities
- Serve on and coordinate with related college committees

### COMMITTEE CHAIR, ADMINISTRATION

- Implements structures needed to support curriculum
- Collaborates and supports the faculty chair in the completion of the faculty chair duties
- Hold a 'big picture' view regarding curriculum development, implementation, and impact on other areas of the college (e.g. financial aid)

- Facilitates the streamlining of the curriculum approval process and encourages exploration of improvement to the current procedures of the Curriculum Committee
- Communicates curriculum updates and concerns to the administrative team
- Facilitated enhanced cross discipline communication and collaboration
- Serve as a voice for college curriculum to contribute to the dialogue of the college mission, master educational vision, strategic direction, department and unit goals, community needs, and student success
- Supervises the Academic Support person(s)
- Coordinates efforts and streamlining of processes between the committee, the Articulation Officer, students support services, and Administrative Support Assistant
- Co-chairs the catalog taskforce

#### COMMITTEE MEMBER

- Attends Curriculum Committee meetings
- Completes review of assigned curriculum no later than due date
- Offers suggestions and input on courses/programs for course developers before and during Curriculum Committee meetings
- Reports on curriculum issues and requests faculty input on curricular issues in their represented area
- Assists colleagues with curriculum development and revision
- Represent Departments and serve as a point of contact/resource
- Review courses to ensure complete and accurate data, compliance, and consistency
- Report out to departmental meetings, providing updates of all curriculum changes

#### ARTICULATION OFFICER

- Attends Curriculum Committee meetings
- Reviews and suggests edits on curriculum proposals
- Provides assistance to faculty when developing transfer degree documents (TMCs)
- Provides assistance to faculty with requests for transfer
- Communicates curriculum issues to the Curriculum Committee Chairs
- Participates in the review of curriculum as related to articulation, C-ID, and GE.
- Works with other colleges and universities on transferability; Coordinates articulation agreements
- Updates all student information systems and curriculum management systems (ie. Banner, Starfish, eLumen) with status of transfer, C-ID approval, and articulation
- Provides articulation, C-ID, and GE updates during committee meeting; posts updates to committee web page

#### ACADEMIC SERVICES ASSISTANT

- Serves as a non-voting member of Curriculum Committee and attends Curriculum Committee meetings
- Collaborates with the committee chairs to develop and post the agenda to the college website
- Takes meeting minutes at each Curriculum Committee meeting, submits draft minutes to the co-chairs for review, and posts approved minutes to the college website
- Sends meeting invites
- Maintains the committee list serve
- Provides technical review; offer feedback before courses and programs proceed to the Curriculum Committee first agenda
- Coordinates with the college Articulation Officer and Administrative Co-chair in the preparation of course and program documentation for submission to the state
- Coordinates with Committee Chairs in the tracking of curriculum proposals through the approval process

- Coordinates with the Web Content Editor for accurate posting of course and program information to the college website
- Communicates approvals to the Public Information Officer and Financial Aid Director for catalog and addendum to facilitate marketing for new courses and programs
- Maintains accuracy of courses and programs with the California Community Colleges Chancellor's Office Curriculum Inventory
- Acts as liaison with the State Chancellor's Office for all technical matters pertaining to the submission of courses and programs to the Curriculum Inventory
- Assists in the development of the college catalog
- Works with the Curriculum Committee chairs to coordinate updates and maintenance of the Curriculum Committee page on the college website
- Communicates with faculty regarding the program narrative to ensure all CCCC requirements are included
- Functions as the curriculum specialist in the curriculum management system. This includes technical review activities as well as updating approvals in the curriculum management system. Tech review activities include but are not limited to:
  1. Assisting with curriculum development, offering feedback about courses or programs going through Curriculum Committee
  2. Checking all proposals for grammar, consistency, legality, and compliance.

#### ASSESSMENT COMMITTEE CHAIR

- Attends Curriculum Committee meetings
- Reviews and suggests edits on curriculum proposals specific to SLO's and PLO's
- Communicates issues/concerns to the Curriculum Committee Chairs

#### **CURRICULUM REVIEW TEAMS**

One method of reviewing all curriculum requests involves forming review teams at the start of each academic school year and updated each semester, if needed. Once review teams have provided comments/ recommendations, faculty have the opportunity to address concerns and requested changes. If teams are unable to review curriculum, it may be reviewed during a committee meeting.

Possible review teams include the following:

#### COURSES

Course review teams may consist of 2-5 current Curriculum Committee voting-members. There may be multiple course review teams. Teams are responsible for using the course review checklist created by Curriculum Co-Chairs to confirm that courses meet the COR expectations and standards. The teams make recommendations in the Course Management System. Activities include:

- Review CORs submitted as part of the regular curriculum process
- Communicates with faculty to meet COR expectations and standards
- Maintains a record of course recommendations and comments
- Communicates with the Chairs on issues that are of concern

#### PROGRAMS

Course review teams may consist of 2-5 current Curriculum Committee voting-members. There may be multiple course review teams. Teams are responsible for using the course review checklist created by Curriculum Co-Chairs to confirm that assigned courses meet the POR expectations and standards. The teams make recommendations in the Course Management System. Activities include:

- Review PORs submitted as part of the regular curriculum process

- Communicates with faculty to meet POR expectations and standards
- Maintains a record of course recommendations and comments
- Communicates with the Chairs on issues that are of concern

#### DISTANCE EDUCATION (DE)

The Distance Education team consists of 2-3 current Curriculum Committee voting-members and the Faculty Curriculum Co-Chair. The team is responsible for reviewing the DE addendum for courses requesting a distance education modality to ensure academic standards are equivalent (or comparable) to those of the in-person modality. The team makes recommendations in the Course Management System. Activities include:

- Review DE submitted as part of the regular curriculum process
- Communicates with faculty to meet DE requirements and best practices
- Maintains a record of DE course recommendations and comments
- Communicates with the Chairs on DE issues that are of concern

#### GENERAL EDUCATION (GE)

The General Education Team consists of Articulation Officer, Transfer Center Director, 2-3 current Curriculum Committee voting-members. When the articulation officer and transfer officer are the same individual, the team may choose to add an additional member. The team reviews courses requesting GE to ensure that the COR meets the guidelines for the GE areas it is requesting. The team makes recommendations in the Course Management System. Activities include:

- Review GE submitted as part of the regular curriculum process
- Communicates with faculty to meet GE requirements
- Maintains a record of GE course recommendations and comments
- Communicates with the Chairs on GE issues that are of concern

#### **MEETING SCHEDULE**

The Curriculum Committee meets twice a month for up to two hours each meeting. The Regular Meeting schedule for the academic year is posted to the committee web site prior to the start of the fall semester. In accordance with the requirements of the Brown Act, all Curriculum Committee agendas will be publicly posted 72 hours prior to regularly scheduled meetings. Special Meetings may be called by the Curriculum Committee Co-Chairs no later than 24 hour and will not consider additions to the agenda.

#### **CURRICULUM OVERVIEW GENERAL INFORMATION**

##### **THE ROLE OF THE COURSE OUTLINE OF RECORD**

The Course Outline of Record (COR) plays a central role in the curriculum of the California Community Colleges. It is the responsibility of the Curriculum Committee to review course outlines submitted by discipline faculty to assure that they meet these standards. Refer to ASCCC papers for more information on the importance of the COR.

At Bakersfield College, the course outline of record is constructed in accordance with regulation (Title 5) and best practices as laid down by the Curriculum Committee of the ASCCC.

#### TITLE 5 REQUIREMENTS:

For credit courses:

- Unit value
- Total contact hours for course
- Conditions of enrollment: requisites, advisories, other conditions
- Catalog description

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- Objectives
- Content (typically in outline form)
- Reading and Writing Assignments
- Other outside-of-class assignments
- Methods of instruction
- Methods of evaluation/grading policy

For Noncredit courses:

- Total contact hours for course
- Catalog description
- Objectives
- Content (typically in outline form)
- Assignments and activities
- Methods of instruction
- Methods of evaluation/grading policy

OTHER REQUIRED ELEMENTS:

1. General Information
2. Faculty Requirements for Minimum Qualifications
3. Course Development Options
4. Associated Programs
5. Transferability and Gen Ed Options
6. Units and Hours
7. Requisites
8. Limitations on Enrollment
9. Specifications (methods of instruction, assignments, methods of evaluation, and textbooks)
10. Learning Outcomes and objectives
11. Content outline
12. Distance education

**CURRICULUM PLANNING AND CONSULTATION**

There are several how-to guides available to help faculty throughout curriculum development and maintenance using current curriculum management systems and processes.

**BEFORE YOU GET STARTED**

Compile items to assist your preparation for curriculum development for courses and programs. **The curriculum process takes time** – and there is never enough of it! Proper planning will help facilitate the process and minimize delays. The approval of curriculum takes place according to the curriculum calendar, published prior to the fall semester each academic year. In general, you should plan on the local college curriculum approval process taking at least 3 months. For example, if a curriculum proposal is to be approved by the end of fall semester in order to be published in the catalog for the next school year, the completed proposal must move through the approval queues for committee vote by the 2<sup>nd</sup> committee meeting in October. Additionally, articulation, BOT approval, and catalog deadlines can impact the effective dates of changes to existing courses for the first offering of a new course. As a general rule of thumb, approved fall proposals will take effect the following summer after they are approved (e.g., a proposal approved in the fall of 2020 will become effective in the summer of 2021). Some articulations may take even longer to take effect.

**NOTE: A COURSE CANNOT BE SCHEDULED UNTIL THERE IS CCCC APPROVAL AND IT HAS BEEN ADVERTISED IN THE CATALOG, CATALOG ADDENDUM, OR OTHER PUBLICATION.**

### **CURRICULUM APPROVAL PROCESS**

Working with your discipline colleagues, Curriculum Representatives, Dean, and Articulation Officer, as needed, develop a timeline for your proposal. A faculty member should determine the date by which they need to complete their proposal. Curriculum must go through distinct steps after the initial faculty submission in the approval process. Each of these steps will involve input and review from several sources. You will want to consider potential deadline delays as well. If you are not getting a response from a reviewer through the Curriculum Management System (CMS), that person can always be contacted directly so that you can request feedback.

After reviewing the curriculum calendar and determining a timeline for your proposal, the first question to ask and answer is: Are you revising existing curriculum, creating new curriculum, or deleting curriculum? Refer to the appropriate How-To instructional guide for specific requirements for entering information into the CMS.

The planning stage of the curriculum process is really the nuts-and-bolts stage. This is where you consider the many technical aspects of putting a course proposal together, from simple (how many units, repeatability) to substantive (prerequisites, transferability). Once you have a firm grasp on how you want to structure your course, how you want to offer it, what its role in the curriculum of the college will be, then begin the development of your curriculum proposal within the Curriculum Management System (eLumen).

Curriculum approval proceeds in level/stages and each stage must be successfully completed in turn. This process offers a careful but efficient way to present and review curriculum. The curriculum approval process uses the current college curriculum management system to input information, communicate recommendations, concerns, and track progress. Once you have completed your course proposal, it will move through the approval steps below. Program proposals have a similar approval process. All listed parties must review the proposal before it will move to the next stage. You can track the progress of your proposal in eLumen. Please refer to the document *How to track a proposal*.

- Level 1
  - Originator: Proposal submission by faculty
- Level 2 Review - simultaneously
  - Dean
  - Faculty Chair
- Level 3 Review - simultaneously
  - Curriculum tech
  - Articulation Officer
  - Assessment member for SLO review
- Level 4 Review
  - Faculty originator makes changes

*After faculty reviewed and edits are complete, the proposal moves to 1<sup>st</sup> agenda and assigned to CC member for review. If no additional changes, moves to 2<sup>nd</sup> agenda*

- Level 5 Review
  - Curriculum Committee Voting as 2<sup>nd</sup> agenda item
- Level 6 Review
  - Curriculum Chair review/moves to Vice President Academic Affairs (VPAA) que
- Level 7 Review
  - Vice President Academic Affairs (VPAA)

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Once recommended by CC and VPAA, the Curriculum Technician puts recommendations on BOT agenda

- BOT approval
- Submission to Chancellors office for chaptering (streamlined)/approval (full CCCO review)
- Advertised to students
  
- Level 8 Activation
  - Curriculum tech will enter effective dates in the Course Management System (CMS) . Once a course has received CCCO approval AND has been advertised to students, it is ready to schedule.

*Note: The Levels referenced above refer to the stages of approval in eLumen*

#### LEVEL/STAGE 2 REVIEW

At Stage 2, the curriculum management system requires the Department Chair and Dean to review, comment if desired, and click the 'review' button. This will move the curriculum to the next step in the review process.

**The Department Chair** is expected to review the curriculum ensuring the BC guidelines and the legal requirements for courses/programs are included and accurate.

- Required Elements of the COR per Title 5
- Unit value
- Total contact hours for course
- Conditions of enrollment: requisites, advisories, other conditions
- Catalog description
- Objectives
- Content (typically in outline form)
- Reading and Writing Assignments
- Other outside-of-class assignments
- Methods of instruction
- Methods of evaluation/grading policy

**The Dean** is expected to review the curriculum to ensure not only are the required components of the COR addressed but also to consider the following:

- How does the course meet the mission of the department AND the mission of the college?
- Will the addition of the course change staffing needs? Will it change room scheduling?
- Is the faculty member requesting unbudgeted items? (faculty, technology, equipment?)

#### ENSURING A TIMELY PROCESS

To ensure timely processing of curriculum, the Curriculum Committee will follow the following process. **(Note: This doesn't apply during the December Holiday or during summer.)**

- The Person/Committee responsible for each stage of the review process will have two (2) weeks upon notification the curriculum entered the queue to submit comments, express concerns, and/or request changes. All comment(s) should be recorded in the comment section of the curriculum management system.
- At the end of the two weeks, if the submission has not moved out of the review stage for any reason, the course's faculty author(s) or department chair may submit an email request for the Curriculum Co-Chairs that the course be advanced. The Curriculum Co-Chairs will send a courtesy email to the person/committee indicating that the Curriculum faculty co-chair(s) will advance the course to the next stage in three (3) days with or without review/comments.

- During the committee vote, the Curriculum co-chairs will note that the curriculum was advanced beyond said stage via faculty request and/or department chair request.

## CONSULTATION

During the consultation phase, the following questions should be discussed with each of the participating parties. **These discussions should occur BEFORE starting the proposal.** It is the position of the Academic Senate and the Curriculum Committee that proposals should originate within the discipline. As a collegial courtesy, notification and/or consultation should occur if changes or proposals overlap or impact other disciplines. Changes requested by other disciplines should occur with interdisciplinary consultation. If there is no agreement for the requested changes, the Curriculum Chairs will facilitate an interdisciplinary discussion with the involved parties. If there is no agreement at this point, the topic will be brought before the Curriculum Committee as a discussion item before voting.

### CONSULTATION QUESTIONS DURING COURSE DEVELOPMENT

The following consultation questions are intended to guide faculty submitting curriculum proposals.

Your Dean and Chair

**Will the proposed changes impact enrollment management for your discipline?** Will it change staffing needs? Will it change scheduling? To ensure that there are faculty resources available to support offering the course or program, you should consult with your Dean/Chair to determine the answers to these questions and how to address any required changes.

**Will the revised course have new or different classroom, technological or equipment needs?** What are they? Consult with your Dean/Chair regarding these changes. You may need to discuss purchase of new software or equipment with your Dean.

Your Discipline

**Have you discussed the proposed changes with your discipline colleagues and are they in agreement with the changes?** Changes to courses should not be made without the agreement of other faculty within the discipline. If consensus has not been achieved, work with your Dean and discipline colleagues to resolve any differences. Please don't forget to use your Curriculum Committee representative as a resource. Where feasible, consult with adjunct faculty.

**Could this change impact community partners?** Is the curriculum part of a Career Education (CE) program? Will it be? Have you consulted with the related advisory committee? You may need to discuss options and process with the Curriculum Co-Chairs and the Office of Career Education as well.

Other Disciplines

**Will changes in your course affect other disciplines?** Is your course a prerequisite or advisory for courses in other disciplines? Is your course required as part of a degree program in another discipline? If so, you may need to consult with any or all of these groups.

### CONSULTATION QUESTIONS DURING PROGRAM DEVELOPMENT

Prior to developing a new program or making substantive changes to a program, the faculty member should consult with the Curriculum Chairs to discuss the process and the requirements for a new or substantially modified program. The intent of the discussion is to aid in the program development process ensuring that it meets all state requirements **prior** to development and submission. The faculty member should be prepared to discuss the following criteria.

1. Will the proposal require the development of one or more new courses ?
2. Will the proposal require the creation of a new subject/course identifier (EG: ARCH, AUTO, PHTA, etc)?

3. Will the proposal require additional district resources (new faculty, equipment, etc), without which the program cannot be implemented? Include any external regulations or accreditation requirements the program will be required to meet.
4. Describe the proposed new or modified program. What is the rationale and need for the new program/modification?
5. Describe the anticipated outcome of the educational program (ADT, local degree, certificate, license, or transfer). Include anticipated course sequencing, enrollment, and projected time to completion.
6. Describe how this program will fulfill the mission of the college.
7. How does the new or modified program fit into the guided pathways framework and align within the college's disciplines/department.
8. Are there similar programs at BC or in our service area? How will this program fit at BC and avoid duplicating existing resources?
9. If this is a CE (formerly CTE) program, be prepared to describe how it fits an occupational need for this area, and summarize the relevant labor market information supporting the need for the program (local, regional, state).
10. If there is potential cross discipline impact, discuss the extent of the dialogue with colleagues related to the program proposal.

#### CONSULTATION QUESTIONS DURING ARTICULATION

You should meet with the college Articulation Officer for consultation and guidance when a course needs to meet transfer criteria. Completing this step **before** developing curriculum can be helpful in assuring the appropriate criteria are included in the course outline. The articulation officer can help you complete the General Education and Transfer section.

If you would like your course to be considered for local GE, CSU GE, or IGETC, you must request consideration in the CMS. Each system and area has specific criteria as identified in the following sections. Faculty should consult with the Articulation Officer before beginning a proposal to ensure the course meets the criteria. A course cannot be offered with the GE status until approval by the Board of Trustees for local GE or CSU Office of the President for CSU GE and IGETC. Depending on related timelines, this may be after publication in a catalog. For the detailed criteria, please refer to the guiding notes located on the committee page under committee resources.

**Does your course currently satisfy BC GE?** If not, do you want to propose your course for a BC general education area? Consult with the Articulation Officer to answer these questions.

**Does your course transfer to a 4-year institution?** Is it articulated with a 4-year institution? Does your course satisfy CSU GE or IGETC? The published catalog description will indicate the status of your course with respect to articulation and transfer. Will your proposed changes affect your course status with four-year universities? Would you like to propose your course for articulation, transfer or GE? Work with the Articulation Officer to answer these questions.

**Does your course have applicable C-ID descriptor?** Does your meet or exceed the C-ID descriptor. Am I substantially changing my course?

**Is the program an Associate Degree for Transfer (AD-T)?** Work directly with the Articulation Officer.

#### **CURRICULUM DEVELOPMENT**

*Instructional guides for all proposal types can be located on the committee resource page in Canvas. Curriculum Checklists are also available for both courses and programs.*

## **COURSE PROPOSALS**

All courses, credit or noncredit, go through the same curriculum approval process.

### COURSE CREATION

A proposal to create a **new** Course Outline of Record. This is also used if a course is being renumbered.

### COURSE REVISION

A proposal to revise an existing Course Outline of Record.

### COURSE DEACTIVATION/DELETION

A proposal to delete a Course Outline of Record.

When deleting a course, developers must be aware that the deletion of a course may lower the unit value on a program and jeopardize its approval status. Curriculum developers initiating a course deletion are responsible for notifying all departments and faculty who have:

- the course listed as a prerequisite, co-requisite, or advisory to another course.
- the course listed as part of a degree and/or certificate.

You can find this information in the impact report.

## **PROGRAM PROPOSALS**

To align with program review, a program is defined as a series of courses leading to a degree or certificate of achievement (16 units or higher). However, within the purview of curriculum development, all courses including stand alone courses, other Certificates of Achievement (between 12 units and 16 units), and Job Skills Certificates (between 6 units and 12 units), as as noncredit certificates (Certificates of Competence and Certificates of Completion) go through the same curriculum approval process.

### PROGRAM/CERTIFICATE CREATION

A proposal to create a new degree or certificate

Programs with a Career Education TOP code (indicated by an \*) must also submit supplemental documentation of LMI data, CTE advisory committee agenda and minutes showing approval/recommendation, and letter of recommendation/approval from Regional Consortium.

### PROGRAM/CERTIFICATE REVISION

A proposal to revise a degree or certificate

Programs with a Career Education TOP code (indicated by an \*) must also submit supplemental documentation of LMI data, CTE advisory committee agenda and minutes showing approval/recommendation, and letter of recommendation/approval from Regional Consortium.

### PROGRAM/CERTIFICATE DEACTIVATION (DELETION)

A proposal to delete a degree or certificate.

As a subcommittee of the Academic Senate, the role of the Curriculum Committee is to facilitate discussions of program discontinuance, the impact on the students, and make appropriate recommendations to the department.

## **ARTICULATION AND TRANSFER**

### **THE ROLE OF THE ARTICULATION OFFICER**

The role of the Articulation Officer (AO) in the implementation of transfer coursework is to develop, maintain and provide oversight of their college's transferable courses (CSU transferable courses and UC transferable courses), general education (CSU GE Breadth and IGETC), and Course Identification Number (C-ID) aligned courses. When faculty develop or revise their transferable curricula, it is the AOs who ensure that the faculty develop or revise courses that align with the California State University (CSU) and University of California (UC) regulations and standards.

In the development of the ADTs, the AOs are vital consultants to the faculty. From Articulation Agreements by Major (AAM) to Baccalaureate Course List (BCL), to General Education Certified Courses (GECCs), it is the AOs who can best guide the faculty as to how their courses can be included in their ADTs.

The AO maintains the college's articulation agreements with the CSUs, UCs, Historically Black Colleges and Universities (HBCUs), Association of Independent California Colleges and Universities (AICCU), private four-year universities, and out-of-state universities. It is the AOs who liaise with the potential partner institution in the establishment of transfer agreements and memorandums of understanding (MOUs). Upon initial contact, the AOs facilitate the conversations between department chairs, deans, and vice presidents in the negotiation or the finalization of a final transfer MOU.

Without the important role of the AO, it would be difficult for colleges to develop their transfer and articulation programs.

### **TRANSFER AND GENERAL EDUCATION PREPARATION**

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) provides the most up-to-date and accurate information regarding student transfer in California. For the Counseling faculty, the information contained on ASSIST allows them to map out the courses a student would need to allow for a seamless transfer to the UCs and/or CSUs. The Articulation Agreement by Major (AAM) displays the lower-division courses for a major at the public four-years (the lower-division major preparation). It also shows what courses offered at a California Community College (CCC) are comparable to the lower-division major preparation at four-years colleges and universities.

For the discipline faculty, ASSIST is a valuable repository of lower-division major preparation offered by the public four-year universities in the State. It provides a resource in the development of new transferable programs (non-ADT) and courses. Discipline faculty can see what lower-division courses would be of value to develop and offer at their CCC. If a new transferable program's goal is to provide a pathway for students from one CCC to a CSU and/or UC offering a similar program, developing courses that would articulate as lower-division major preparation for that major is crucial. It is important that in the development of these courses that the CCC discipline faculty consult with the AO to ensure course equivalency is established. This will ensure the seamless transfer of credit to the four-year institutions. It should be noted, however, that revising a course to be equivalent to that of a selection criteria course for one CSU or UC could jeopardize any other articulations established with other institutions. This discussion should be between the AO and the discipline faculty to determine the ramifications of the course revision with existing articulation, and whether a course revision is the best option.

During the curriculum review process, the AO supports the faculty's right to develop courses by acting as an ambassador to the university system. In a role akin to a diplomat, the AO works with the faculty in the

development of a course proposal or revision to ensure that it adheres to the standards and regulations of the CSUs and UCs. Doing so allows for a streamlined approval of a course's transferability and/or approval for the CSU GE Breadth and/or IGETC or TMC. As an advocate for student completion and transfer, the AO ensures that courses proposed will serve to minimize unit bloat towards a transfer, or will be included in the student's program of study to maximize the value of the course towards the completion of the Associate's degree.

### **C-ID (COURSE IDENTIFICATION NUMBERING SYSTEM)**

The existence of a statewide common course numbering system is not uncommon outside of California. By the early 1990s, Texas had established the Texas Common Course Numbering System. Even earlier, in the 1970s, Florida established the Statewide Course Numbering System, a stable system that is still in use to this day. In California, the establishment of a common course numbering system was elusive. From the California Articulation Number (CAN) founded in 1985, to the CSU Lower-Division Transfer Project and its Transfer CSU (TCSU) numbers the idea of a stable course numbering system was almost elusive until the development of C-ID. In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the [Course Identification Numbering System \(C-ID\)](#).

The AO is tasked with submission of courses to C-ID for consideration and can assist with any questions. C-ID "is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses." C-ID descriptors undergo rigorous, intersegmental discipline review. Courses would then be submitted for review to see if it meets the minimum established by the descriptor. C-ID approval meant that courses were comparable to the descriptor. If two courses from different institutions are approved to the same C-ID descriptor, it was understood that those courses were comparable to each other. Essentially, "C-ID [addressed] the need for a 'common course numbers' by providing a mechanism to identify comparable courses."

The benefit C-ID had for the articulation of courses with the CCCs, CSUs, and some of the UCs, cannot be overstated. When a course is approved for a C-ID designator, that course "is comparable to a specific course 'descriptor' that was developed by intersegmental discipline faculty and reviewed statewide." This is significant in that intersegmental and intrasegmental articulations between subscribing institutions can be established.

For students taking courses at multiple community colleges, having C-ID approval for their courses will mean that the receiving CCC will accept the credits they have already earned, no matter which CCC they attend.

### **AD-T DEVELOPMENT**

In 2010, the California Legislature passed and the Governor signed the Student Transfer Achievement Reform Act, also known as Senate Bill 1440. This joint initiative with the California Community Colleges and California State University facilitates the transition from California Community Colleges to California State Universities by guaranteeing that students who complete the Associate Degree for Transfer are able to transfer to a CSU campus and further guarantees that students be required to take no more than 60 additional semester units to graduate. The two systems have worked together to approve the framework for associate degrees for transfer open to community college students wanting to participate in the program.

In the development and maintenance of the Associates Degree for Transfer (AD-T), the Transfer Model Curriculum (TMC) is the template on which these degrees are modeled. When it comes to knowing the parameters of a TMC in the development of an AD-T, the AO is arguably the most knowledgeable faculty or staff member at the college.

Courses can be added because of:

1. a **C-ID descriptor** (e.g., a course that is C-ID approved with ANTH 110, ANTH 120, and ANTH 150),
2. An **AAM** (articulation agreement by major). This occurs when a CCC's course is articulated in the lower-division at a CSU, as verified by an articulation agreement on Assist.org

3. A **GECC** (general education certification course list). This occurs when a CCC course aligns with the template course description and it has been approved for either the CSU GE Breadth or IGETC (e.g., “Any ‘non-Anthropology course from the humanities or social sciences on cultural diversity”).
4. A **BCT** (baccalaureate course list). These are courses that are CSU transferable and it aligns with the description on the TMC (e.g., “Any CSU transferable Anthropology course”).

From AAMs, GECCs, or BCTs, the AO can advise the faculty on what courses are allowable on the AA-T or an AS-T. The TMC template is a prescriptive guide of required courses and restricted electives developed in a collaboration between CSU and CCC discipline faculty. For a CCC course to be included in the TMC, it has to satisfy one of four criteria, as shown on the TMC below.

The strict template of the TMC guarantees that faculty create AA-Ts and AS-Ts that align with the TMCs. It is the Articulation Officers, who are versed in the seemingly complex nature of these templates, that can guide faculty in the development of their program.