



Curriculum Committee Handbook 2021

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INTRODUCTION TO THE CURRICULUM COMMITTEE

The curriculum is the major statement any institution makes about itself, about what it can contribute to the intellectual development of students, about what it thinks is important in its teaching service to society.

(The Carnegie Foundation for the Advancement of Teaching, 1979, p.180)

The purpose of this handbook is to guide and assist faculty through the curriculum development and revision process. It explains the basis for the complexity of the curriculum process, how to navigate that process, and why difficult questions often have to be asked about curriculum.

Curricular standards evolve for a variety of reason including, but no limited to: legislation, outside accrediting agency standards, Course Identification Descriptors (C-ID), Transfer Model Curriculum (TMC), and our own local standards as pertaining to “local control” of curriculum (Title 5 §55130 & 55150).

Title 5 §53200(b) states that the Academic Senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. Section §53200(c) states that an “academic and professional matter” means the following policy development and implementation matters:

1. **Curriculum including establishing prerequisites and placing courses within disciplines**
2. **Degree and certificate requirements**
3. **Grading policies**
4. **Educational program development**
5. **Standards and policies regarding student preparation and success**
6. District and 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
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Of these matters, numbers 1 through 5 relate to curriculum. The Curriculum Committee is a sub-committee of the Academic Senate and is a faculty committee who, with advice from administration, reviews and recommends new/modified curriculum to the Academic Senate and District Board of Trustees.

Both the individual course outline of record (COR) and program outline are official documents with legal standing, which are read by those beyond the campus. The course outline of record forms the basis of the contract between the student, instructor,

and institution. Likewise, approved programs of study must be meaningful to students' educational goals and the college commits to offer all the required elements at least every two years allowing students to complete programs in a timely manner. It is the Curriculum Committee's responsibility to ensure that the institution follows all requirements and guidelines.

Title 5 and Education Code are referenced throughout this document. Here is a link to the complete and current text of all [California Code of Regulations](#), including the complete text of all [California statutes and California Education Code](#) that govern our work.

Other external resources that may be useful in curriculum development are:

[Academic Senate for California Community Colleges:](#)

- [ASCCC Curriculum Committee](#)
- [Program and Course Approval Handbook](#)
- [Disciplines List](#)
- [Senate Papers](#)

[Transfer and Articulation System for California's Colleges and Universities \(C-ID\)](#)

[California Community College Chancellor's Office](#)

- [Guided Pathways](#)
- [Student Success Metrics](#)
- [Curriculum & Instruction Unit](#)

[Accrediting Commission for Community and Junior Colleges](#)

COMMITTEE ROLES & RESPONSIBILITIES

The functions of the Curriculum Committee are as follows:

1. ***Review and recommend action on existing curricula***
2. ***Review and recommend action on proposed curricula***
3. ***Encourage and foster the development of new curricula***
4. ***Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum***
5. ***Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees***
6. ***Implement state-mandated regulations or policies that affect curriculum***
7. ***Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees***
8. ***Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC)***
9. ***Review all curriculum proposals to ensure congruence with the college's mission, need, quality, feasibility, and compliance with Title 5.***

ORGANIZATION

As an academic and professional matter, the Senate and the District rely primarily upon the faculty for the composition of the Curriculum Committee. Members may be voting or non-voting. Voting faculty members are confirmed by the Academic Senate in the Spring terms of even years and serve for two years.

Voting members:

- Faculty Co-Chair
- Administrative Co-Chair (Chief Instruction Officer or designee)
- One representative from each academic division or school
- At-large representatives from the full-time faculty as described the in the Academic Senate Constitution and/or Bylaws
- Adjunct representation as described in the Academic Senate Constitution and/or Bylaws

Non-voting members:

- Curriculum Specialist
- Representative from the Associated Student Government
- Representative of the Counselors (if no elected member is a Counselor)
- Director of Admissions and Records or designee
- Articulation Officer

The following committees will provide a representative to serve as a resource to the Curriculum Committee. They are considered non-voting resource members, and are not expected to attend meetings unless they are requested:

- Minimum Qualifications Committee
- Committee for Assessing Student Learning
- Educational Technology Committee

RESPONSIBILITIES

FACULTY CO-CHAIR:

- Serves as a resource person to assist faculty in the development of curriculum proposals.
- Develops a recommended curriculum committee schedule each year.
- Reviews all courses and programs prior to establishing agendas.
- Establishes the agenda for Curriculum Committee meetings.
- Schedules and conducts the technical review meetings
- Conducts the Curriculum Committee meeting.
- Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.
- Updates the Academic Senate regularly regarding committee activities.
- Reviews minutes of meetings prior to submitting to the Academic Senate.

ADMINISTRATIVE CO-CHAIR RESPONSIBILITIES:

- Works with faculty co-chair to fulfill college Curriculum Committee responsibilities.
- Manages course and program review workflow.
- Interfaces with the Curriculum Specialist to:
 - Maintain all curriculum files
 - Submit curriculum materials for state and local approval
 - Maintain the curriculum management system
- Facilitates training for all committee members.
- Supervises/assists Academic Deans in fulfilling their curriculum responsibilities.

MEMBER RESPONSIBILITIES:

- Attend and fully participate in committee meetings
- Serve as a consultant to members of their division during curriculum development and presentation.
- Inform and update their school/division about curriculum

- Shall make decisions based on a college wide perspective.
- Make informed decisions which requires
 - Reading all the course and program outlines before meetings
 - Review [C-ID](#) descriptors and evaluate proposed course outline congruence
- Participate in required trainings
- Participate in Technical Review sessions
- Members are expected to find and orient a substitute/proxy if they are unable to attend a meeting.
- If a member misses more than 50% of the meetings in a single semester, it will be assumed that they have tendered their resignation.

ARTICULATION OFFICER/FACULTY RESPONSIBILITIES:

- Recommend courses for consideration for CSU and UC general education pathways
- Submit and maintain college courses on assist.org
- Review course-substitution requests for [Associate Degree's for Transfer](#)
- Submit courses for consideration for [California State University \(CSU\)](#) and [University of California \(UC\)](#) general education pathways
- Submit courses for consideration for [C-ID](#) articulation

CURRICULUM SPECIALIST RESPONSIBILITIES:

- Certify the audit trail for a proposal has been completed. This will include:
 - Verifying required documentation has been submitted
 - Verifying appropriate changes to relevant program have been submitted
- Will return all proposals that have been identified as incomplete
- Take the minutes of all curriculum committee meetings and prepare a summary to submit to the Academic Senate and Board of Trustees.
- Submit locally approved courses and programs to the California Community College's Chancellor's Office for chaptering
- Submit courses and programs that do not qualify for local approval to the Chancellor's Office for review
- Maintain the Curriculum Committee website

CURRICULUM STANDARDS AND CRITERIA

The California Community Colleges Chancellor's Office [Program and Course Approval Handbook](#) provides the regulatory requirements for all credit and non-credit courses and programs.

OVERVIEW

The work of the local Curriculum Committee is guided by statutory and regulatory criteria found in Title 5, state and federal Education Code. These standards relate to:

- Degree credit courses
- Non-degree credit courses; aka “stand alone”
- Degree programs and certificates
- Non-credit courses
- Non-credit certificates

COURSES AND PROGRAMS

Community colleges are authorized to offer different types of courses and programs. Courses may be categorized as credit, non-credit, or community education (community education is not overseen by the Curriculum Committee at College of the Canyons and will not be included in this handbook). Credit courses are further broken down into credit courses that apply to the associate degree and those that do not. Programs are divided into those for credit and those for non-credit.

CRITERIA:

The following criteria are to be used approve courses and programs. They are derived from a variety of sources, including statute, regulation, intersegmental agreements, transfer guidelines, accrediting recommendations, and standards of good practice in curriculum development. The statewide Academic Senate endorses them.

- Appropriateness to **mission**
 - Stated goals and objectives of the proposed course and/or program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4
- **Need** for the course
 - Consistent with academic master plan and program review
 - Transfer applicability for major preparation and/or general education
 - Career Education need must be documented through labor market information in local service area &/or employer survey
 - Career Education programs must include a recommendation for approval from the Career Education Regional Consortium

- Outline reflects **quality**
 - Course description, objectives, content, assignments, and methods of evaluation are cohesive and enable a student to demonstrate they have met student learning outcome(s)
 - Program has outcomes and is designed to enable students to meet those outcomes
- **Feasibility**
 - The college can deliver the level of quality described in the course outline
 - The college has, and/or has committed, the resources to maintain the program at the required level, including funding, faculty, and facilities. The college commits to offering all the required courses for the program at least once every 2 years.
- **Compliance**
 - The design of the program or course does not conflict with any law, statute, or regulation.

CREDIT COURSE TYPES

- Program Applicable
- Degree Applicable
- Non-degree Applicable
- Stand Alone

PROGRAM APPLICABLE: this course is required for a degree or certificate in a program approved and chaptered with the Chancellor's Office, or is part of a list of electives in such a program, and/or is part of an approved general education pattern.

DEGREE APPLICABLE: this course is appropriate to the associate degree in accordance with the requirements of title 5, section 55062 and has been through the local curriculum review and approval process.

NON-DEGREE APPLICABLE: this course provides "basic skills" to help students succeed in degree-applicable credit courses

STAND ALONE: this course is not part of a program approved and chaptered with the Chancellor's Office.

NONCREDIT COURSE TYPES

Courses in noncredit are classified into ten legislated instructional areas (nine defined in Ed. Code section 84757 and the tenth defined in Title 5 section 551510). The placement of a course in a given instructional area is driven by the course objectives and the target population to be served.

- English as A Second Language (ESL)

- Immigrant
- Elementary and Secondary Basic Skills
- Health and Safety
- Substantial Disabilities
- Parenting
- Home Economics
- Older Adults
- Short-Term Vocational Programs
- Workforce Preparation

Standards for Approval of Courses: [The Course Outline of Record: A Curriculum Reference Guide.](#)

PROGRAMS AND CERTIFICATES

Title 5, section 55000(g) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” Community colleges are authorized to award different types of degrees and certificates:

- **Credit:**
 - Associate degrees - AA, AS, AA-T, AS-T
 - Certificates of Achievement
 - Certificate of Specialization
- **Noncredit:**
 - Certificates of Completion
 - Certificates of Competency

ASSOCIATE DEGREES

Associate degree programs are composed of three parts: general education, a major or area of emphasis, and additional electives as necessary to bring the total number of units to at least 60 semester or 90 quarter units. 18 of the 60 units must be in the major or area of emphasis. A major may be defined by lower division requirements of a specific major at a California State University or University of California. A major may also be defined as a minimum of 18 units in a specific field or related fields of study. An area of emphasis is considered to be a broader group of courses (Title 5, sections 55060, 55064, and SB 1440). The student learning outcomes and objectives from course work must support the student learning outcomes for the degree.

There are four types of associate degrees in California:

- Associate in Arts (AA)
- Associate in Science (AS)
- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AA-T)
-

The Chancellor's Office supports the Academic Senate's recommendation to classify associate degrees as follows (ASCCC Resolution 9.06, Spring 2008):

- Associate in Science (AS or AS-T) must be used for and Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate in Arts (AA or AA-T) must be used for all other disciplines

AA and AS CRITERIA:

Title 5, sections 55061, 55062, and 55063 define the philosophy and type of course work appropriate to the associate degree. It is designed to lead students through learning experiences, which will develop their ability to think and communicate clearly, use mathematics, and understand modes of inquiry. Colleges are given freedom to develop these degrees within the parameters established by the Education Code and Title 5. They must contain at least 18 semester, or 27 quarter, units of work of general education. General education areas are defined as: natural sciences, social and behavioral sciences, humanities, and language and rationality. 18 semester or 27 quarter units must be in a major or area of emphasis. The remainder of the units comes from electives and/or specific local requirements. Colleges may exceed the 60 semester or 90 quarter unit minimum.

AA-T and AS-T CRITERIA:

The Associate Degree for Transfer (ADT) was developed to create a seamless transfer process between the California State University System (CSU) and the California Community College System (CCC). These degrees are designed to work across the CSU system, so that students have more flexibility in their transfer decisions and priority admission for completing the ADT (Education Code 66747). ADT's follow the same pattern as the associate degree, but also have specific criteria that must be followed.

- General education units are limited to 18 semester or 27 quarter units from IGETC or CSU General Education Breath Requirements. (Education Code 66746(a))
- No local requirements may be imposed (Education Code 66746).
- The degree may not exceed 60 semester or 90 quarter units (Education Code 66748)
- Local colleges must follow the [Transfer Model Curriculum \(TMC\)](#) when developing these degrees. The TMC is developed and approved through an intersegmental process involving the community colleges and the CSU system
- Courses in the ADT must be approved through the [Course Identification Number \(C-ID\)](#) system if there is an approved descriptor for the course.

PROGRAM PREREQUISITE CRITERIA:

This pertains to an educational program that “is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” (Title 5 §55000).

- Determination about prerequisites and co-requisites shall be made on a course-by-course or program-to-program basis.
- Programs cannot have a separate admission process; students are *admitted* to the college (open access) and *enrolled* in its courses and programs, although an application for such a program is permitted.
- Identifying those who have met the prerequisites for the program creates the pool of students qualified to enroll in a program. If fewer seats are available for courses in the program than the number of qualified students in the pool, a non-evaluative process must be used to determine who will be in the classes.

CAREER EDUCATION CRITERIA:

Career Education (CE) programs prepare students for employment immediately after completing the program. There are certain special restrictions on CE programs whether they are offered as an associate degree or a certificate.

- Cannot be designed exclusively for individuals already employed by a particular employer or industry unless the college also allows other students to enroll or offers a parallel program that is open to all students (Title 5, section 51006).
- Documentation of need includes labor market information and analysis, employer surveys, and advisory committee recommendations. (Education Code 78015).
- Recommendation from the Career Education Regional Consortium to avoid unnecessary duplication of training in the college’s service area (Title 5, section 55130(b)(8)(E)).
- Programs must be reviewed every two years to show continued evidence of labor market demand and employment by its students (Education Code 78016).
- All prerequisites, co-requisites, and advisories must also be reviewed every two years (Title 5, section 55003).

CREDIT CERTIFICATES

- Certificate of achievement: defined as any sequence of degree-applicable courses consisting of 16 or more semester units or 24 or more quarter units. A certificate of achievement is designed to represent the completion of learning experiences, which develop skill in CE or general education. It may not be solely based on basic skills and/or ESL courses. Additionally, this certificate is considered an education program requiring Chancellor’s Office approval and may be placed on a student’s transcript (Title 5, section 55070).
- Certificate of specialization: title give to all credit certificates at College of the Canyons that are less than 16 semester or 24 quarter units. Title 5 does not specify a name for these sorts of certificates, but it does prohibit using certain

names (e.g. achievement, completion, competency). This certificate may only appear on a student's transcript if it is 12 semesters to fewer than 16 semester units and has been submitted to the Chancellor's Office for approval. Credit certificates lower than 12 semester units may not appear on a student's transcript. (Title 5, section 55070).

NONCREDIT CERTIFICATES

- Certificates of Completion are awarded for a sequence of non-credit course work leading to improved employability or job opportunities (Title 5, section 55151).
- Certificates of Competency are awarded for non-credit course work that prepares a student to progress in a career path or to take credit courses. It is based on "competency" rather than taking a specific number of courses (Title 5, section 55151).

THE CURRICULUM PROCESS

FACULTY TRAINING

The Curriculum Committee offers workshops on the curriculum process through the office of Professional Development during the fall and spring terms. The Faculty is encouraged to take advantage of these workshops to keep up to date on changes in the process. Additionally, individual FLEX sessions can be scheduled with either the faculty chair or division representative for help with specific curriculum issues.

COMMITTEE SCHEDULE

The Curriculum Committee meets on the first and third Thursday of the month from 3:00-5:00 p.m. during the fall and spring terms. Emergency meetings may be held if both the co-chairs agree, and a quorum can be obtained. All meetings are public.

COMMITTEE CALENDAR

In conjunction with the Academic Senate, a calendar of meetings and deadlines is published each spring. While the work of the committee continues throughout the academic year, certain deadlines have been established to allow the college to meet deadlines established by outside agencies. It is essential that faculty authors refer to the calendar and adhere to the deadlines for course revisions and new course proposals.

Course revisions: The Academic Senate has established a policy that requires every course to go through the revision process **every five years**. The deadline to reach the end of the audit process is always the second Friday of December. This date is on the curriculum calendar. Courses not meeting this deadline will not be offered in the spring semester, as per the Senate policy. Additionally, those courses will not be offered in any subsequent term until they complete the audit process, committee review, and are approved.

After each meeting, the Curriculum Committee submits a summary of its recommendations to the Academic Senate for approval. After approval by the Academic Senate, the Curriculum Committee Summary is submitted to the Board of Trustees for final approval. A curriculum proposal may only be submitted to the Chancellor's Office for chaptering and/or consideration after Board of Trustees approval. Consequently, faculty writing curriculum must take into consideration the Curriculum Calendar, Academic Senate calendar, and Board of Trustees

schedules. It is recommended that faculty consider at least a one-year timeline for new curriculum development, and a six-month timeline for revised curriculum. Courses seeking articulation may require a longer timeline, as four-year institutions (including the CSU and UC systems) have specific schedules for reviewing courses for articulation.

WHAT MUST BE APPROVED BY THE CURRICULUM COMMITTEE?

1. New and revised courses*
2. New and revised programs**
3. Deleted courses or programs
4. Changes to faculty requirements (minimum qualifications)
5. Changes in units/hours
6. Prerequisites, co-requisites, advisories (recommended preparation)
7. Distance learning addendums (online/partially online; fully online through mutual agreement; correspondence)
8. Requests for courses to be included or removed as part of a general education pathway (CSU, UC, or local)
9. Changes to the college's associate degree graduation requirements

* All substantive revisions and 5-year revisions receive a full review of the course outline of record by the committee. If a course proposal demonstrates significant human, physical, or financial demands, the course may be recommended to undergo the Program Viability process.

** New programs must first be approved via the [PROGRAM VIABILITY](#) process. Only new programs which require two or fewer new courses, or which are a re-packaging of existing curriculum, can be reviewed by the Curriculum Committee without going through the Program Viability process.

COURSE AND PROGRAM SUBMISSION PROCESS AND AUDIT TRAIL

Stage 1: **Faculty author** develops curriculum proposal and submits proposal to department chair. This process requires:

- a. Consulting with the department on need for the course or program
- b. Consulting with other departments to avoid duplication
- c. Consulting with counseling, articulation, four-year schools, and/or vocational groups regarding the need and design. Career Education courses require labor market research, employer surveys, and documentation of the minutes from an advisory council.
- d. Completing the course outline or record or program form in the curriculum management system
- e. Meeting curriculum calendar deadlines. Since developing a complete and integrated curriculum requires 6-12 months, pre-planning is vital
- f. Completing the New Course Documentation Form for new courses

Stage 2: Department chair reviews:

- a. Course outlines for accuracy in all sections
- b. Proposal aligns with the program review
- c. Appropriateness to college mission
- d. SLO's are provided for both lecture and lab, if appropriate, and signature assignments for assessment are provided
- e. Outline meets current curriculum standards
- f. SLO(s) is consistent with the relevant program and institutional SLO(s).

Notes can be made and the proposal is forwarded to Step 3

Stage 2: Division/School Dean:

- a. Reviews entire proposal
- b. Notes whether or not there are sufficient resources to support the course or program
- c. Notes can be made and the proposal is forwarded to Step 3; a dean cannot prevent a proposal from advancing through the audit trail

Stage 3: Student Learning Outcome (SLO) auditor:

- a. Ensures that SLO(s) is properly written and that the objectives are distinct from, but related to, the SLO(s)
- b. Ensures that the signature assignment(s) are presented and can accurately measure the SLO(s)
- c. Checks that the methods of assessment are consistent with SLO(s)
- d. Notes made for technical review

Stage 3: Articulation auditor:

- a. Reviews program, general education, and articulation information for accuracy.
- b. Ensures that proposal (description, content, assignments) meet articulation requirements including C-ID
- c. Notes made for technical review

Stage 3: Minimum Qualifications auditor:

- a. Ensures discipline(s) are correct based on discipline list.
- b. Notes made for technical review

Stage 3: Learning Resources auditor:

- a. Reviews textbooks and Open Educational Resources (OER) for accurate ISBN's and currency
- b. Notes can be made for technical review

Stage 4: Curriculum Committee School/Division auditor:

- a. Committee representative reviews entire proposal and auditor notes
- b. Can return proposal to author for revision or forward to the Curriculum Office for technical review

Stage 5: Curriculum Office

- a. Curriculum specialist makes sure all auditor notes are added to proposal
- b. Proposal is added to technical review schedule

<p>Stage 6: Technical Review – Committee Members</p> <ol style="list-style-type: none"> Reviews proposals, including auditor notes Returns incomplete/non-compliant proposals to author with notes Places complete/compliant modified proposals on consent agenda Places complete/compliant new proposals agenda for full discussion
<p>Stage 7: Curriculum Committee Meeting</p> <ol style="list-style-type: none"> Proposals on the agenda are offered as consent or for full review Proposals may be tabled by the committee or author for consideration on a future agenda Proposals can be denied Approved proposals forwarded to the Academic Senate
<p>Stage 8: Academic Senate approval</p>
<p>Stage 9: Board of Trustees approval</p> <ol style="list-style-type: none"> point after which courses and programs may be legally offered (<u>except</u> ADT's and Short-Term Vocational programs)* it is the policy of this district (Santa Clarita Community College District) to only offer programs that have been marketed to the public through the college's current catalog or catalog addendum
<p>*Stage 10: Course or program sent to Chancellor's Office</p> <ol style="list-style-type: none"> Associate Degrees for Transfer must undergo a full review by the Chancellor's office and be approved before they can be offered Short-Term Vocational programs must undergo a full review by the Chancellor's office and be approved before they can be offered All other courses and programs are simply chaptered

AGENDA

Agendas will be posted publically 72 hours before each meeting. Only items on the agenda will be discussed. Proposals will be placed on the agenda based on the nature of the proposal:

Organization of the Agenda :

- Discussions of Need
 - New course proposals
 - New program proposals for those not having been through the Program Viability process
- Full review
 - Final reads for new courses
 - Final reads for new proposals
 - Out-of-discipline prerequisites
 - Substantial changes to a course
 - Consideration for local general education requirements

- Consent
 - Revised courses and programs which have been recommended for approval after Technical Review
 - Revised distance learning addendums
 - New distance learning addendums added to previously approved courses
 - Within-discipline prerequisites, co-requisites, and advisories
 - Program Maps
 - Non-substantive changes to a course
- Committee Discussion
 - Policies, procedures, and local curriculum standards
 - Curriculum updates
 - Reports: chairs, Articulation, Program Viability, Non-Credit
 - Mandated, and other, training

COMMITTEE ACTIONS

The committee may take various actions in response to agenda items:

- Approve as submitted
- Approve with revisions
- Table pending revisions and/or further discussion
- Deny for major problems in design or compliance
- Authors may withdraw proposals at any time in the curriculum process prior to approval of the proposal

CREATING A COURSE OUTLINE OF RECORD

PURPOSE OF THE COURSE OUTLINE OF RECORD - COR

The Course Outline of Record (COR) is a required document for all credit and non-credit courses under Title 5. It must fully describe the course and its components, as well as meet the standards detailed in Title 5, section 55002, as well as other regulatory and accreditation standards. The COR is the primary way the community and other institutions are exposed to the scope and rigor of courses and programs. It plays an integral role in program evaluation and regional accreditation. The COR serves as the basis for articulation agreements and course identification number (C-ID) approval. It is the template for course syllabi to ensure consistency across all course sections. Finally, it is considered a legal contract between the instructor, student, and college. The standards for the COR are the same whether the course is new or revised.

Good practice dictates that the COR be specific enough to guide instructors teaching and evaluating the course. At the same time, it must be general enough to provide instructors the freedom to employ their teaching style and expertise and to adapt to student learning.

COMPONENTS OF THE COURSE OUTLINE OF RECORD - COR

Title 5, section 55002 specifies elements, which must be present in the course outline of record. In addition, the Chancellor's Office also requires that CORs contain other elements. In addition, the college finds it useful to include other elements. The following is a summary of all required elements.

RATIONALE:

This component addresses the three of the five criteria required for all courses and programs: mission, need, and resources. Include a complete description of how the course fits with the mission of the college and department, the need for the course, and the availability of resources to offer it as described in the rest of the COR. A detailed rationale is to be provided in the [New Course Documentation Form](#).

COURSE TITLE, PREFIX, and NUMBER:

The title should reflect the nature of the course, and at the same time, be succinct. This is an element required by the Chancellor's Office. The prefix needs to follow the pattern established by the college for different groups of related courses.

The number should reflect the following pattern:

1-99 = credit, non-transferrable
100-299 = credit, transferrable

Consideration needs to be given to sequencing within departmental offerings. It is helpful for students to have foundational courses listed with lower numbers than more advanced courses. If courses are related to one another in content, it is also helpful to reflect that in the numbering system. Finally, experience has shown that leaving room between course numbers for future additions allows departments more freedom when a major curriculum revision is needed.

CROSS LISTING or DOUBLE CODING:

Another consideration is whether the course should be listed in two different departments. While this is commonly called “cross-listing,” the actual term is “double coding.” Double coding” is appropriate if a course covers material common in more than one subject area. For example, ECON 170 “Economic History of the U.S.” is double coded with HIST 170.

The curriculum committee requires that the following criteria be met in order to approve double coded courses:

- The courses must have two separate but identical CORs
- Faculty members must author the course in their area
- Double coded courses must list both disciplines or designate interdisciplinary as the discipline for both courses

DISCIPLINE/MINIMUM QUALIFICATIONS/FACULTY REQUIREMENTS:

Title 5 does not specify that the discipline be listed on the COR; however, it does specify that each course be taught by a qualified instructor. Listing the qualifications for instructors on the COR is the logical place to record this information. Disciplines should not be confused with degrees or department names. Rather consider them a label describing expertise in specific areas. Generally, the faculty author is considered the content expert and therefore most qualified to determine the appropriate discipline. It is the curriculum committee’s responsibility to make the final decision. If the discipline listed is “Interdisciplinary”, then two or more disciplines are assigned and faculty teaching the course would need to meet the minimum qualifications in at least one of those disciplines listed with verified course work in the other. The college is allowed to decide how many units of course work are required to meet be qualified in the second discipline when Interdisciplinary is the assigned discipline. At College of the Canyons, this determination is made by the Senate and reviewed periodically.

PROGRAM:

The Chancellor’s Office requires that the COR indicate placement of courses in approved programs. If the course is not part of a program, then it is considered a stand-alone course and requires separate approval by the curriculum committee.

CLASS SIZE:

This is a negotiated item. The ASCCC recommends that class size be listed in the COR, as it is part of the pedagogy of the course. The standard class size for courses at College of the Canyons is 35. Any exceptions to that must be negotiated through the collective bargaining process or be applied by outside accrediting agency standards.

UNITS/HOURS:

The academic unit is based on the hours a student spends learning, both inside and outside the classroom. This is called the “Total Student Learning Hours.” The units given for those hours are called “Academic Credit.” Course Outlines of Record must record the total hours required for each instructional category and the total student work hours. Hence the COR must record the lecture hours, lab hours, and outside work hours to calculate the correct number of academic units.

CONDITIONS OF ENROLLMENT (Title 5, sections 55002(a)(2)(D), 55003(d), and 58106):

Prerequisites, co-requisites, advisories: Title 5 states that if, after reviewing the course outline of record, the curriculum committee determines that a student would be highly unlikely to receive a satisfactory grade in that course unless the student has knowledge or skills not taught in that class, then prerequisites or co-requisites need to be established. Student success is the key element in determining if a prerequisite or co-requisite is required. Title 5 also charges the college with implementing these restrictions consistently. Proper enforcement means that:

1. Students are required to meet the conditions of enrollment in a course
2. Enrollment in the course is restricted to students who meet the prerequisites
3. Students are provided with procedures for challenging prerequisites
4. Procedures for established for periodically reviewing prerequisites and co-requisites. Specifically, pre-collegiate skills in reading, written expression, or mathematics require the college to ensure that prerequisite and co-requisite policies do not have a disproportionate impact on groups of students in terms of race, ethnicity, gender, age, or disability.

Other Limitations on enrollment: In addition to establishing prerequisites, co-requisites, and recommended preparation (advisories), Title 5, section 58106 establishes certain circumstances whereby the college may set limits on which students are eligible to enroll in a course. Auditions and team tryouts are common limitations on enrollment. Limitations should be fair, as objective as possible, and produce consistent evaluation results. Limitations are listed in the course outline of record at College of the Canyons. They must be evaluated periodically for disproportionate impact, so records must be kept for analysis.

Enrollment is subject to limitation based on one or more of the following reasons:

- Health and safety
- In cases of intercollegiate competition, honors courses, or public performance courses, allocation of available seats to those students judged most qualified,

and providing such courses are not core requirements for a major or a general education requirement for which there is no other course available.

- One or more sections of a course are limited to a cohort of students when other sections of the same course are available for open enrollment. The Chancellor's Office position is that at least 50% of the sections offered need to be open to all students in order to restrict some sections to cohorts.
- Selection procedure is expressly authorized by statute (assessment tests)

All limitations on enrollment must be approved by the curriculum committee. In the spirit of open access, any restriction requires documented proof to justify that restriction. This proof is typically referred to as "scrutiny" and becomes part of the course outline of record by filling out the "requisite" form in the curriculum management system. The following defines the types of restrictions:

- Prerequisite: course or condition the student must complete prior to registration in order to be successful in the new course.
- Co-requisite: course the student must take at the same time as another course in order to be successful in both.
- Advisory/recommended preparation: a course or skill that would be helpful to the student, but which is not necessary for success in the course.
- Audition: performance courses typically require an audition for placement in the correct role or performance group.
- Cohort: colleges may restrict registration to specific groups of students. This may take the form of learning community or an honors program.
- Regulatory restrictions: a law or governing agency restricts access to a course(s) or learning environment such as a clinical site.
- Health and safety restrictions: requirements students must meet in order to be safe in the learning environment.
- Assessment tests: tests to establish student skill level and which are used to give students assess to specific courses.

Content review: Content review is a process to determine the skills or knowledge needed for success in a given course. It also includes a determination of how that preparation is best obtained by students. The result of this process is a decision as to whether a student needs to acquire that preparation prior to enrolling in the class (prerequisite), while being enrolled in that class (co-requisite), or to strongly recommend that students acquire that preparation prior to enrollment (advisory).

Advisory content review: A brief content review is used for advisories, because the recommendation is not binding. In a brief content review the SLO's, objectives, and/or the content of the advisory course are compared to those of the target course to indicate how the advisory skills or knowledge will promote success in the target course. This is accomplished by filling out the requisite form in the curriculum management system and completing the brief content review section. State which SLO's, objectives, and/or the content from the recommended

course will enhance performance in the target course, and how student success will be increased by having that preparation.

Prerequisites, and in some cases co-requisites, require a more complete process, because they are binding restrictions. A full content review requires:

- a. Involvement of faculty with appropriate expertise. When a prerequisite/co-requisite is outside of the target course discipline, faculty from both areas must consult during this process. This requires a special meeting of the Curriculum Committee and must include data generated from Institutional Research that supports the application of the requisite.
- b. Consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
- c. Examination of detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
- d. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
- e. Identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under “d.” Briefly summarize the findings in the “brief content review section” on the requisite form in the curriculum management system.
- f. Matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under e.). This part is accomplished in the “content review” section in curriculum management system, and
- g. Maintenance of documentation that the above steps were taken. Note the conclusions of the faculty conducting the content review.

Courses exempt from content review:

- Required by statute or regulation or C-ID, or
- Part of a closely-related lecture-laboratory course pairing within a discipline; or
- Required by four-year institutions;_or
- Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

When data collection and analysis is required, Institutional Research will assist departments in conducting such analysis and/or obtaining data regarding student success relative to prerequisite requirements.

REPEATABILITY:

Repeatability refers to situations in which a student who has received a satisfactory grade in a class may take it again for credit. Title 5, section 55041 only allows a course to be repeated if it:

- Must be repeated to meet major requirements at a CSU or UC to complete a bachelor's degree. This means that the school states in their catalog that part of lower division preparation requires repeating a course or type of course. Documentation of this requirement must be provided to the curriculum committee and must be retained by the District.
- Intercollegiate athletics as defined in section 55000
- Intercollegiate academic or vocational competition as defined by section 55000. To qualify as repeatable, the course must require students to participate in officially recognized competitions. Single competitions, or those created by the college, are not considered broad enough to meet this criteria.

CATALOG DESCRIPTION:

Catalog descriptions should be succinct but provide a global view of the course. Typically, they start with a verb (e.g. presents, introduces, explores). In the case of course in a prescribed sequence it is also allowable to use the format, "First in a series of three courses examining..." Prerequisites and co-requisites will be automatically included, so those do not need to be mentioned. If field trips are required, that fact must be stated at the end of the description, "Field trips required." Finally, UC or CSU credit limitations must be stated.

STUDENT LEARNING OUTCOMES:

Student learning outcomes represent the overarching goals of a course. Consequently, ACCJC supports embedding SLOs in the course outline of record. Standards for SLOs at College of the Canyons are:

- SLOs must be consistent with the catalog description • 1-2 SLOs per class. This facilitates the assessment cycle.
- SLOs are stated in overarching, but measurable terms. Generally, this means using higher order verbs from Bloom's Taxonomy.
- SLOs are divided into lecture/lab if the course is a combined lecture and lab course.

OBJECTIVES:

Objectives should be stated in terms of what students will do or be able to do. Objectives should clearly connect to achievement of the course goals. Objectives should be concise but complete. We strive for 2-4 objectives per unit to demonstrate rigor; more may be acceptable but not less. Objectives should use verbs showing active learning and match to one more major content area of the outline. As the course outline of record is required to be an integrated document, the curriculum committee examines objectives to see if they align with the SLO(s), indicate the appropriate level of thinking or skill development, skills, match the content, and are divided into lecture/lab, if appropriate. Degree applicable credit courses must indicate critical thinking.

CONTENT:

The content element contains a complete list of all topics to be taught in the course. Content should be subject-based and organized by major topics and major subtopics. Each major topic area should be matched to one or more course objectives.

METHODS OF INSTRUCTION:

Should be appropriate for the type of course (lecture, laboratory, or combination thereof) and consistent with the course content.

METHODS OF EVALUATION:

Title 5, section 55002(a)(2)(A) requires that the COR contain the methods for assigning the grade for the course. The grade needs to be based on demonstrated proficiency in the subject matter. Title 5 does not require a comprehensive list of methods that may be used by all instructors. At College of the Canyons the policy is to generally only list those methods that will be used by all instructors in order ensure consistency across all sections. Additional methods are permitted at the discretion of individual instructors. The methods of evaluation should match the course and give evidence that the SLOs and objectives can be measured using them.

ASSIGNMENTS:

Title 5 does not require a complete list of assignments. Rather, the COR must provide types or examples of assignments typical of the course. Articulating agreements often rest on the quality of assignments, so providing well-developed examples is required as standard practice at College of the Canyons.

- One or more “signature assignments” is/are provided and labeled for assessment of the SLO(s)
- The writing, problem solving, or skill demonstrations fit the type of course
- Sufficient detail is presented to show the intensity, difficulty, and level of the work required of students

BOOKS AND REQUIRED MATERIALS:

Listing the books and other materials used in the course reflects the intensity, difficulty, and level of the course. Additionally, the UC and CSU systems require that textbooks be no more than 5 years old. It is not necessary to update the COR every time instructors change a book. Those listed are considered examples not the precise book used in any given section. In some cases, the books used are classics and are not updated regularly. In those cases, use the “notes” area at the end of the COR to explain that issue. Open Educational Resources (OERs) may be used in addition to a regular textbook, but the OER should be current (not more than 5 years old) and be available via publicly accessible, stable link.

DISTANCE LEARNING ADDENDUM:

Title 5 and accreditation standards all impact distance education. The face-to-face version of the course is considered the level to be achieved in a distance education

format, and the distance learning addendum (DLA) is designed to allow authors to show how they will adapt a face-to-face course to distance education. The curriculum committee must approve DLAs separately. The Curriculum Committee reviews DLA's to ensure:

- Sufficient detail to show how the face-to-face delivery is being modified to for distance education.
- Instructor to student interaction is present and indicates that the instructor initiates that interaction
- Methods of evaluation match those in the face-to-face course
- Accessibility is addressed via 508 compliance

In addition to the criteria listed above, the Chancellor's Office of the California Community Colleges requires that the following additional information be contained on the Course Outline of Record for all Credit Courses. This will be completed in the Curriculum Office, in consultation with the author, prior to sending the course to the Chancellor's Office.

- Taxonomy of Programs (TOP) code
- Basic skills status
- SAM code (occupational status)
- Course classification code
- Special class status
- Prior to college level
- Funding agency category

PROGRAM PROPOSALS

NEW PROGRAMS

The curriculum committee approves all new programs, whether they are degrees or certificates, but new programs must go through the [Program Viability](#) process when they consist of three or more new courses and/or require significant resources.

New programs, that are comprised of *two or fewer* new courses, may be handled by the Curriculum Committee directly without going through the Program Viability process. Such determinations are made by the Curriculum Chair(s) in consultation with the Program Viability Chair.

PROCESS

A Program Initiation form is completed and submitted to the Program Viability committee. The proposal requires the following information:

- Goal of program including information regarding other colleges offering a similar program and success of other programs
- Need/justification including target market for program, surveys of community/businesses, employability of program participants; labor market information required if a Career Education or Short-Term Vocational program
- Detailed information regarding resources needed to operate this program and how those resources will be obtained, including the availability of faculty to teach the program
- Relationship to department program review and District Master Plan
- Program outcomes – like courses, programs must have measurable program outcomes; describe the plan to evaluate the program
- Courses and the associated curriculum associated with the proposed program; these will not be approved unless the associated courses are also approved.

If the program is approved by the Program Viability committee, the courses and program proposal may be submitted to the Curriculum Committee through the curriculum management system.

Once the program is approved by the Curriculum Committee, it will be submitted for approval by the Academic Senate and Board of Trustees. After the Board of Trustees approves the program, it will be formally submitted to the Chancellor's Office for charting, or approval, whichever is appropriate. Students may not be awarded a

certificate or associate degree until the program has been approved by, and/or chaptered, with the Chancellor's Office and added to the college catalog.

REVISED PROGRAMS

All revisions to degrees and certificates must be reviewed and approved by the Curriculum Committee.

Revisions should be submitted through the curriculum management system. However, if there are substantial changes and/or addition of more than two (2) new courses, a new presentation to the Program Viability will likely be required.

COLLEGE OF THE CANYONS CURRICULUM COMMITTEE OPERATING PROCEDURES

I. SCOPE AND DUTIES

1. Review and recommend action on existing curricula
2. Review and recommend action on proposed curricula
3. Encourage and foster the development of new curricula
4. Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
5. Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees
6. Implement state-mandated regulations or policies that affect curriculum
7. Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
8. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC)
9. Review all curriculum proposals to ensure congruence with the college's mission, need, quality, feasibility, and compliance with Title V

II. MEMBERSHIP

1. As an academic and professional matter, the composition of the Curriculum Committee will be mutually agreed upon by the Academic Senate and the District
2. The Academic Senate will develop procedures to select the faculty members of the committee
3. The following are considered voting members of the committee:
 - a. Faculty Chair of the Curriculum Committee
 - b. One representative from each school or division
 - c. At-Large Faculty Representatives from the full-time faculty as described in the Academic Senate Constitution and/or Bylaws
 - d. Adjunct Representative
 - e. Chief Instructional Officer or designee from the Office of Instruction
4. If they are not already voting members, the following shall be appointed as Non-Voting members and contribute to discussions when warranted:
 - a. Curriculum Specialist
 - b. Representative from the Associated Student Government
 - c. Representative of the Counselors (if no elected member is a counselor)

- e. Director of Enrollment Services, or designee
 - f. Articulation Officer
5. The following committees will provide a representative to serve as a resource to the Curriculum Committee. They are considered non-voting resource members and are not expected to attend meetings unless they are requested:
- a. Minimum Qualifications
 - b. Student Learning Outcomes Coordinator(s)
 - c. Educational Technology

III. MEMBER RESPONSIBILITIES

1. Attend and fully participate in committee meetings
2. Serve as a consultant to members of his/her school/division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings
3. Inform and update their school/division about curriculum issues such as (but not limited to):
 - a. Proper preparation of course outlines
 - b. Prerequisite/co-requisite policies
 - c. Curriculum Committee deadlines
2. All members of the committee shall make decisions based on a college-wide perspective and the college mission
3. It is expected that all members be prepared to make informed decisions. This will require members to, at a minimum:
 - a. Read all the course/program outlines before the meeting
 - b. Participate in required trainings
 - c. Participate in Technical Review sessions
 - d. Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and submission deadlines
4. Members are expected to find and orient a substitute or proxy, if they are unable to attend a meeting
5. If a member misses more than 50% of the meetings in a single semester, it will be assumed that they have tendered their resignation

IV. FACULTY CO-CHAIR RESPONSIBILITIES

1. Serve as a resource person to assist faculty in the development of curriculum proposals
2. Develop a recommended curriculum committee schedule each year
3. Review all courses and programs prior to establishing agendas
4. Establish the agenda for Curriculum Committee meetings
5. Schedule and conduct the technical review meetings
6. Conduct Curriculum Committee meetings
7. Conduct Curriculum Committee training, at least annually or more often, as needed

8. Provide advice and guidance on curriculum issues, such as: Education Code regulations, Title V compliance, course numbering sequence, and prerequisite regulations
9. Facilitate technology training for all committee members and faculty authors
10. Update the Academic Senate regularly regarding committee activities
11. Review minutes of meetings prior to submitting to the Academic Senate
12. Annually certify (along with the CEO, CIO, and Academic Senate President) that all state and federal guidelines have been followed in the creation and revision of the local curriculum inventory
13. Represent the curriculum committee on Program Viability, or provide a designee from the curriculum committee membership

VI. ADMINISTRATIVE CO-CHAIR RESPONSIBILITIES

1. Work with faculty co-chair to fulfill college Curriculum Committee responsibilities
2. Manage course and program review workflow
3. Interface with the Curriculum Specialist to:
 - a. Maintain all curriculum files
 - b. Submit curriculum materials for state and local approval
 - c. Maintain the curriculum management system (CMS)
4. Facilitates technology training for all committee members and faculty authors
5. Serve as a resource to Academic Deans in fulfilling their curriculum responsibilities

VI. CURRICULUM SPECIALIST RESPONSIBILITIES

1. Maintain all curriculum files
2. Submit curriculum materials for state and local approval
3. Maintain the curriculum database and forms in curriculum management system (CMS)
4. Prepare and submit curriculum materials for review and approval by the Academic Senate

VII. AUDIT TRAIL FOR PROPOSED/REVISED COURSES

1. Proposals will not be considered/reviewed until they have completed the Curriculum Audit Trail
 - a. Proposals will be submitted by faculty meeting the minimum qualifications to teach the proposed/revised course
 - b. If no faculty member meets the minimum qualifications to teach a proposed/revised course, an out-of-discipline faculty member must serve as the “author” for the proposal and be responsible for any revisions during the audit and technical review processes

2. Selection of Auditors

- a. Some positions on the audit trail are automatically appointed such as the Dean, Chair, and Articulation Officer
- b. The following audit trail positions are appointed positions. The Curriculum Committee Faculty Co-Chair will solicit input from relevant campus committees for a faculty member to fill these positions. The Curriculum Committee Co-chairs will mutually agree on a recommendation
- c. Minimum Qualifications
- d. Student Learning Outcomes
- e. Learning Resources
- f. The initial term of service shall be two years. Auditors may be reappointed for additional one year terms

3. Auditor responsibilities

- a. Department Chair
 - i. Check course outlines for accuracy in all sections
 - ii. Check to see that course is congruent with the program review
 - iii. Check for appropriateness to college mission
 - iv. Verify that the SLO(s) is consistent with the relevant program and institutional SLO(s)
- b. Academic Dean
 - i. Review entire proposal for congruence with department program review
 - ii. Assesses feasibility
- c. SLO
 - i. Ensure that SLO's are properly written and that the objectives are distinct from, but related to, the SLO's
 - ii. Compare content with SLO's & objectives to ensure consistency
 - iii. Ensure an assignment is listed by which the SLO(s) may be measured
 - iv. Checks that methods of assessment are consistent with SLO(s)
- d. Discipline (Minimum Qualifications)
 - i. Ensure correct discipline assignment
 - ii. Verify composition of group of disciplines for those courses deemed "Interdisciplinary"
- e. Articulation Officer
 - i. Review program, general education, and articulation information for accuracy
 - ii. Ensure that proposal (description, content, assignments) meet articulation requirements, including C-ID
- f. Learning Resources
 - i. Review textbooks for currency and accurate ISBN's
 - ii. Review Open Educational Resources for currency and stable, public access
- g. School/Division Representative
 - i. Ensure all fields of the outline are complete

- ii. Check that the outline meets current curriculum standards
4. If a proposal does not progress from stage one within 6 months, the Curriculum Specialist will contact the author to determine if the author anticipates completing the course. If a proposal is inactive for 12 months, it will be removed from the curriculum management system (CMS).
 5. Proposals do not require approval to be forwarded to the next stage in the audit trail. However, curriculum committee school/division auditors may opt to return a course to the author if it does not meet curriculum standards. For example:
 - a. Incorrect format (e.g.: no, or poorly written, SLO(s); lecture/lab not separated; no assignments that measure SLO(s)); no matching of objectives to one or more content areas
 - b. Does not meet Title V requirements (i.e. minimal critical thinking objectives, no evidence of writing or problem solving in the methods of evaluating student achievement)
 - c. Does not meet articulation requirements
 - d. Course is inconsistently written: (e.g. a course with lecture units is written as a lab class)
 6. After a course completes the audit trail, the Curriculum Specialist will:
 - a. Verify that the audit trail for the proposal has been completed. This will include:
 - b. All required supplements (e.g., DLA and Prerequisite/Content Review form) have been completed, if appropriate
 - c. Appropriate changes to a relevant program have been made. New, deleted, and/or modified courses will not be reviewed if relevant program changes have not also been simultaneously submitted
 - d. Return all proposals that have been identified as incomplete to the author. The School/Division Dean, chair, and the author will be notified regarding which areas need to be completed

VII. TECHNICAL REVIEW

1. Held prior to each regularly scheduled Curriculum Committee meeting
2. The purpose of the technical review is to review proposals for clarity and provide guidance for further revision
3. The faculty co-chair will establish the agenda
4. To be eligible for technical review, all proposals will be certified as complete by the Curriculum Specialist/Coordinator

5. At a minimum, the Technical Review Committee will consist of the faculty Co-Chair, a rotating member from the Curriculum Committee, and the Curriculum Specialist/Coordinator.
6. The Technical Review Committee will make one of the following determinations for every proposal reviewed:
 - a. Return to author for further refinement
 - b. Place on consent calendar
 - c. Schedule on agenda for final read (new courses)

VIII. CURRICULUM MEETING AGENDA

1. The faculty co-chair will develop the meeting agendas. Only those proposals that have been certified by the Technical Review Committee will be placed on the agenda for approval
2. The agenda will consist of:
 - a. Technical changes
 - b. Consent items
 - c. Modified-courses
 - d. New courses: discussion of need and/or final read
 - e. Modified programs
 - f. New programs
 - g. DLAs
 - h. Pre-requisites/co-requisites
 - i. Stand-Alone courses
 - j. Program/course approvals
 - k. Reports
3. Courses will generally be reviewed in the order in which they are received; however other issues may take priority. Priority is established based on the following criteria:
 - a. Title V and other changes mandated by legislation
 - b. Revisions required for articulation
 - c. New courses in new programs
 - d. Courses in existing programs
 - e. Stand-Alone courses

IX. MEETINGS

1. Meetings are held during the fall and spring semesters on the first and third Thursday of each month
2. The last meeting of the academic year will address
 - a. The calendar for the next academic year
 - b. Courses meeting the diversity requirement
 - c. Courses meeting new GE requirements

- d. An update from CSU/UC & Chancellor's Office regarding new articulation and course/program approvals.
3. In order to conduct business, the Curriculum Committee will require a quorum of the voting members. A quorum is defined as 50% + one (1) of the voting membership. A proxy vote may not count in order to establish a quorum. Faculty acting as substitutes for a regular member may be counted in establishing a quorum.
4. There may be times when unscheduled meetings are warranted to address issues in a timely manner. Unscheduled meetings may be called only:
 - a. If the two chairs agree
 - b. Once the chairs agree to call a meeting, the members will be polled to ascertain if a quorum can be established.
 - c. If this additional meeting falls during a non-service day, the faculty members required to be present may be compensated according to the appropriate contractual procedures
5. Authors, or designee, must be present for the committee to discuss a proposal. If the author of the proposal is an adjunct, the department chair (or designee) must be present for the committee to consider the proposal.
 - a. Proposals may only be authored by faculty
 - b. If a course is authored by a part-time faculty member, the chair of the part-time faculty member's department must accompany him or her to the Curriculum Committee for the presentation of the new course proposal
 - c. Only faculty may present proposals to the Curriculum Committee
6. Presentations to the committee should include sufficient information to allow the committee to review all aspects of the proposal
 - a. Basic information requirements:
 - o Relevance to the mission
 - o Evidence of need
 - o Articulation information
 - o Program(s) information
 - o SLO mapping
 - b. Career Education curriculum:
 - o Labor market information
 - o Advisory committee minutes
 - c. New Programs comprised of three (3) or more courses:
 - o Completed Program Viability Proposal
 - o Program Viability Committee recommendations documentation

X. CERTIFICATION OF DECISIONS

1. At the conclusion of the meeting, a written summary will be submitted to the Academic Senate for approval.

2. The Senate will only confirm that the procedures were followed – the Senate will not confirm the content of the meeting
3. As per Title V, courses cannot be placed in the schedule of classes until approved by the Board of Trustees and approved, or chaptered, by the Chancellor's Office. Courses are not, generally, placed on the schedule until published in the catalog, or a catalog addendum

VIII. GENERAL PROVISIONS

1. At the end of the academic year, the Curriculum Committee will present the Senate with a proposed calendar for the upcoming academic year
2. An annual calendar will be developed to meet the UC/CSU deadlines, the catalog schedule, as well as other external requirements. This calendar will be submitted for approval to the Academic Senate in the spring semester of the proceeding academic year
3. The Curriculum Committee may create ad hoc subcommittees to review and report back on specific curricular items. Examples:
 - a. Diversity Requirement
 - b. AA/AS Requirements
 - c. Out-of-discipline pre-requisites
 - d. Other topics as deemed appropriate by the Curriculum Committee

SUPPLEMENTAL MATERIALS AND RESOURCES

The following is a list of commonly used resources for curriculum authors and committee members:

RESOURCES ON THE [CURRICULUM COMMITTEE](#) PAGE & COLLEGE WEBSITE:

- [New Course Documentation Form](#)
- [Distance Learning Addendum](#) – Fully Online (100% Online) and/or Partially Online (Hybrid)
- [Provisional Distance Learning Addendum](#) – Fully Online Through Mutual Agreement (F.O.M.A.)
- [Correspondence Learning Addendum](#) – offered for currently incarcerated students
- [Curriculum Originator Guide for the eLumen](#) course management system
- [Curriculum Auditor/Reviewer Guide for eLumen](#)
- [CSU General Education Courses](#)
- [UC General Education Courses](#)
- [Local \(COC\) General Education Courses](#)
- [Local General Education Criteria](#)
- Cultural Competency Review
- Curriculum Committee Operating Procedures
- [Program Viability](#)
- [Board Policy for Program & Curriculum Development](#)
- [Taxonomy of Verbs](#)

LINKS TO EXTERNAL RESOURCES:

- [CCCCO Program and Course Approval Handbook](#)
- [ASCCC The Course Outline of Record](#)
- [ASCCC Noncredit, Opportunity and Challenge](#)
- [ASSIST](#)
- [C-ID](#) - the course identification numbering system, course descriptors and Transfer Model Curriculum