CURRICULUM COMMITTEE HANDBOOK

Barstow Community College

Updated May 2024

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Statement of Purpose

The purpose of the Curriculum Committee is to evaluate curricular material such as new and revised courses and programs for compliance with both internal and external policies and procedures. Material is submitted to the Curriculum Committee by faculty members.

Description

The Curriculum Committee is a standing committee at Barstow Community College and acts as a subcommittee of the Academic Senate. The primary responsibility of the Curriculum Committee is the review and recommendation of curriculum to be approved by the Board of Trustees. Scope of the committee includes:

- The systematic review of proposals to change program and course curricula (which include all revisions and additions of new curricula).
- The regular and systematic review of degree and certificate requirements (credit and noncredit), and other matters related to curricula.
- Ensuring the implementation of new Assembly Bills (AB) and Senate Bills (SB) by recommending policies and procedures.
- Systematic review of articulation agreements.
- Standards for requisites or other issues related to student preparation and success.
- Approval of mode of delivery.

Membership Organization

In accordance with Title 5, Section 55002 (a) (1), the College Curriculum Committee shall be structured through the joint efforts of Barstow Community College's administration and the Academic Senate. The Curriculum Committee membership is in accordance with the Brown Act, Barstow Community College's Board policy and procedure, administrative procedures, and Participatory Governance Handbook and identifies the voting and non-voting membership as follows:

Voting Members
Curriculum Chair*
Academic Senate President or Representative
Faculty Representative (6)
Faculty-Counselor
Faculty-Librarian
Faculty-Articulation Officer

Chair votes only to make or break a tie vote

Non-Voting Advisors:
Vice President of Academic Affairs

Vice President of Student Services
Dean of Instruction or representative
Associate Dean of Career Technical Education (CTE) or representative
Dean of Enrollment Management and Services
Dean of Counseling and Student Success
Director of Distance Education and Instructional Technology or representative
Admissions and Records Evaluator
ASG Student Representative (1)
Curriculum and Scheduling Specialists (2)

The Curriculum Committee is a Brown Act compliant committee, therefore, the public (including all BCC faculty, staff, and students) has the right to participate in Curriculum Committee meetings, which includes the opportunity to speak when acknowledged by the Curriculum Chair on matters relevant to the agenda or openly during the "Public Comment" section of the agenda.

Member Duties

Voting Members

All voting members must do the following:

I. Participate in Curriculum Committee training.

II. Attend, in-person, all regular Curriculum Committee meetings.

III. Thoroughly review agenda items prior to the curriculum meeting.

IV. Provide feedback on curriculum proposals whenever necessary in the form of comments in eLumen.

V. Participate in the vote of all action items by either voting "Yea", "Nay", or "Abstain".

Below is a breakdown of what each specific voting member's duty is by their role:

Curriculum Chair

- Preside over all Curriculum Committee meetings.

- Regularly collaborate with Curriculum Specialist to ensure the proper management of the Curriculum and Tech Review committee.

- In collaboration with Curriculum & Scheduling Specialist and Academic Affairs, provides training for Curriculum Committee members.

- In collaboration with Curriculum & Scheduling Specialist and Academic Affairs, creates Curriculum Committee and Tech Review agenda.

- Oversee technical review of curriculum proposals, including course outlines, prerequisite/corequisite/advisory validations, associate degree and certificate applications,

distance education requests, course changes, advanced status requests, etc. Ensure the accuracy of each document.

- Appoint members to the Tech Review Committee and other subcommittees as needed.

- Maintain currency in issues relevant to curriculum development through attendance of conferences, networking, and publications.

- Monitor Barstow Community College's curriculum procedures and processes for currency and effectiveness as needed and initiate necessary measures for their revisions.

- Attend Academic Senate meetings providing regular reports or updates as requested.

- Generate annual schedules for reviewing course outlines for each Course Outline of Record for the 6-year Routine Peer Review process.

- Regularly consult with all Academic Affairs Pathways and areas, including Career Technical Education, General Education, and Adult Education on curriculum development.

- Regularly attend the Outcomes Assessment Committee (OAC) as an advisory member.

- Serves as a Faculty representative by bringing faculty related issues facing the Faculty and Academic Senate to the committee's attention.

Academic Senate President or Representative

- Act as support to Curriculum Committee endeavors by providing information and initiating additional conversations that fall under Academic Senate purview.

Faculty Representative

- Represent the Faculty's voice during meetings by understanding and implementing the 10 + 1.

- Engage in specific nuance conversations regarding curriculum and its implementation.

Faculty-Counselor

- Provide area expertise knowledge in the field of counseling. Which includes specific knowledge regarding educational patterns such as local general education, California Statue University general education (CSU GE), University of California general education (UC), and Intersegmental General Education Transfer Curriculum (IGETC/CalGETC)

Faculty-Librarian

- Provide area expertise knowledge in the field of textbooks and instructional materials.

Faculty-Articulation Officer

- Inform the committee on legislation pertaining to Articulation and provide recommendations on implementation of legislation.

- Provide expert knowledge on matters pertaining to articulation, transferability, transfer degrees, C-ID, ASSIST.

- Assist Faculty submitters with courses/programs as it relates to transfer.

- Provide transfer documents such as Transfer Model Curriculum (TMC) and Articulation Agreements by Major (AAM)
- Provide a written report to the Curriculum Committee as it pertains to Articulation matters.

Non-Voting Members

All non-voting members must do the following:

I. Attend all regular Curriculum Committee meetings. (in-person or online)

II. Thoroughly review agenda items prior to the curriculum meeting.

III. Provide feedback on curriculum proposals whenever necessary in the form of comments in eLumen.

Below is a breakdown of what each specific voting member's duty is by their role:

Vice President of Academic Affairs

- Provide a report that informs the committee of activities that relate to curriculum that are occurring in areas they oversee.
- Review agenda items with the administrative perspective and provide feedback pertaining to the master plan of the college.

Vice President of Student Services

- Provide a report that informs the committee of activities that relate to curriculum that are occurring in areas they oversee.
- Review agenda items with the administrative perspective and provide feedback pertaining to the master plan of the college.

Dean of Instruction or Representative

- Assist the Vice President of Academic Affairs in developing a report for the Curriculum Committee by providing information relating to Faculty plans for curriculum development.
- Act as an information resource for overall college master plan and goals.

Associate Dean of Career Technical Education (CTE) or Representative

- Provide a report that informs the committee of activities and trends pertaining to workforce development and plans to meet workforce needs on a curriculum level.
- Assist Faculty Submitters by providing Labor Market Information (LMI), Regional Consortium Recommendation, and Local Advisory Minutes as needed for specific Career Technical Education programs.

Dean of Enrollment Management and Services

- Assist the Vice President of Student Services in developing a report for the Curriculum Committee by providing information relating to enrollment trends, completer projections, and legislation pertaining to enrollment.

- Review curriculum with a focus on units and hours and catalog formatting (i.e. catalog description, course/program title).

- Provide feedback on how curriculum impacts student's enrollment and viability for financial aid.

Dean of Counseling and Student Services

- Assist the Vice President of Student Services in developing a report for the Curriculum Committee by providing information relating to transfer.

- Review curriculum with a focus on transfer.

- Provide additional assistance to the Articulation Officer as needed.

Director of Distance Education and Instructional Technology or Representative

- Assist the Vice President of Academic Affairs in developing a report for the Curriculum Committee by providing information relating to Distance Education.

- Review curriculum with a focus on Distance Education.

Admissions and Records Evaluator

- Attend meetings to maintain the degree audit system.

- Report to Admissions and Records staff of any changes to courses and programs offered.

ASG Student Representative

- Provide a report that informs the Curriculum Committee of activities of the student body as it relates to curriculum.

- Act as the voice of the student body during Curriculum Committee meetings.

- Provide feedback on curriculum with a focus on student perspective

Curriculum and Scheduling Specialist (2)

Curriculum Focus

- Provide expert feedback on all fields pertaining to the Course Outline of Record (COR) and Program Outline of Record (POR)

- Assist Faculty in curriculum development by regularly referencing the Program Course Approval Handbook (PCAH), California Community Colleges Curriculum Submission and Approval Technical Manual, Data Element Dictionary, Minimum Qualifications for Faculty and Administrators in California Community Colleges, and TOP Code Manual.

- Create the Curriculum Committee and Tech Review agenda with the Curriculum Chair and Academic Affairs while ensuring distribution of agenda aligns with Brown Act regulations.

- Compile curriculum review packets for Curriculum and Tech Review members by utilizing curriculum management software (i.e. eLumen).

- Contact initiators as necessary for the attendance to Curriculum and Tech Review meetings.

- Assist the Curriculum Chair in all aspects relating to the management of the Curriculum and Tech Review committee.

- Take minutes for the Curriculum and Tech Review committee. Ensuring that these minutes, at minimum, record the following:

  - Approval status of curriculum (approved/conditionally approved/sent back to faculty author/denied)

  - Conversations had pertaining to curriculum development and necessity for new procedures.

- Move curriculum items through the approval process.

- Communicate revision requests from the committee to the Faculty submitter.

- Provide a report to the Curriculum Committee on matters such as status updates for curriculum development outside of Tech Review and Curriculum Committee, Catalog updates, training opportunities for curriculum development, and information obtained from curriculum conferences.

Scheduling Focus

- Provides feedback primarily pertaining to units, hours, and faculty load.

Attendance Policy

The Curriculum Committee is an essential shared governance entity. Regular attendance is crucial to effective deliberations. Representatives who miss three or more scheduled Curriculum Committee meetings* in an academic year are subject to removal by majority vote of Curriculum Committee. Replacement will follow policy on replacing members midterm.

Meeting is defined for these purposes as any of the following: first monthly meeting, a scheduled carry-over meeting, a special meeting.

Replacing Members Midterm

1. Elected or appointed midterm vacancies will be filled by appointment of the Academic Senate President.
2. Non-elected midterm vacancy will be filled by agreement from the Curriculum Committee

Election or Selection Procedures

The following roles are either elected or selected in their position-members not in this list are assigned to the Curriculum Committee because of their job title:

  I.   Curriculum Chair
- Elected by the Curriculum Committee by the end of the Spring semester of the 2nd year of a 2-year term.
- There are no term limits for the Curriculum Chair position.
 II.   Academic Senate President or Representative
- Appointed by Academic Senate.
III.   6 Faculty Representatives
- Appointed by Academic Senate President as a committee assignment.
 IV.   Counselor (Faculty)
- Appointed by Academic Senate President as a committee assignment.
  V.   Librarian (Faculty)
- Appointed by Academic Senate President as a committee assignment.
 VI.   Articulation Officer(s) (Faculty)
- Appointed by the District.
VII.   ASG Student Representative
- Appointed by ASG

Training Procedures

A curriculum training will be held annually prior to the first curriculum meeting. This meeting is required for all voting curriculum members as well as all the non-voting advisory members. This training will cover:

1. Rules and regulations to ensure compliance with Title 5 55002
2. Internal and external curriculum procedures
3. The curriculum procedures associated with using our curriculum software eLumen.

Work Prior to Meeting

Faculty Submitter

Note: Part-Time Faculty must receive approval from area dean before any work can occur on developing new curriculum.

Constituents to Discuss Curriculum Development With

New Curriculum:

  I.   Other Full Time Faculty in Discipline
- Full Time Faculty within the discipline or Part Time Faculty that regularly teach within the discipline can provide additional feedback.

II. Area Dean
- Consulting with appropriate dean (Instructional or Career Technical Education) ensures department awareness of the proposed curriculum. Deans can help clarify broader issues, anticipate the impact on other areas, and give support for program changes.

III. Vice President of Academic Affairs
- Similar to Area Dean, but provides a much wider scope pertaining to impact on areas outside of Academic Affairs and provides additional support for program changes.

IV. Outcomes Assessment Committee
- Assists with developing and mapping Student Learning Outcomes and Program Learning Outcomes.

V. Articulation Officer
- Assists with transferability.

VI. Curriculum Chair, Curriculum Specialist, and/or Academic Senate President
- Provide training on submitting curriculum to curriculum database/workflow software (eLumen)
- Assist with determining overall timeline for when curriculum can be offered.

Curriculum Revisions:

- Area Dean
- Other Full Time Faculty in Discipline
- Outcomes Assessment Committee
  - If revisions involve Student Learning Outcomes (SLOs)/Program Learning Outcomes (PLOs)
- Articulation Officer
  - Assists with ensuring that revisions do not conflict with prior C-ID approval.
- Curriculum Chair, Curriculum Specialist, and/or Academic Senate President

Resources for Curriculum

- Current BCC CORs and PORs
- C-ID Descriptors
- Approved Courses from Other Institutions
- Program Course Approval Handbook (PCAH)
  - A handbook that outlines requirements for CORs and PORs as well as additional documents needed.
- Curriculum & Scheduling Specialist
  - Assists with determining the following fields:
    - TOP Code (CB03)
      - Uses the TOP Code Manual.
    - SAM Code (CB09)
    - All other CB coded fields
  - Provides guidance on navigating and interpreting the PCAH.
- Barstow Community College Catalog

> ➢ Provides examples of catalog descriptions, course and program titles, course codes, program learning outcomes, and program requirements.

Submit Curriculum to Tech Review

At minimum, the following fields must be completed in eLumen prior to submitting to Tech Review:

New Courses:
- Notes for Submission
    - ○ A brief summary of the new course and what programs will be associated with this course.
- Proposal Start
    - ○ The term in which the new course will be offered.
    - ○ Note that the Curriculum Committee may revise the Faculty Submitter's original proposal start due to time constraints of offering courses/programs.
- Course Code (CB01)
  Always check the BCC Catalog and enrollment committee for description of numbering system updates. California Community Colleges are in the process of creating a shared numbering system. This will affect course numbering in the future.
    - ○ Numbering of Courses
        - ➢ 1-49: Courses are credit, BCC degree applicable, and transferable to all CSU campuses and designated baccalaureate level courses. Courses are designed to transfer to other colleges or universities and meet Barstow Community College graduation requirements.
        - ➢ 50-99: Courses are credit and can meet degree and certificate program requirements. These courses may transfer after evaluation by the transfer institution.
        - ➢ 100-149: Courses are non-credit. Courses may meet some BCC certificate or degree requirements. These courses are non-transferable and emphasize remediation and/or specific community or industry needs.
        - ➢ 150-199: Courses are non-credit. They are non-transferable and may be developmental or personal advancement courses.
- Course Title (CB02)
    - ○ Must follow similar format to current catalog titles (i.e. no abbreviations, proper capitalization, using "and" instead of "&")
- Catalog Description
    - ○ Must use proper grammar and spelling, the oxford comma, and must be between 3 to 5 sentences.
    - ○ Content of the catalog description should include:
        - ➢ A summary of the purpose and goals of the course and subject matter to be covered. This can include a summary of the student learning outcomes.
        - ➢ In cases where the purpose of the course is to serve a special population, (i.e. older adults, immigrants, persons with substantive disabilities, immigrants, parents), the catalog description must mention that the course is designed to meet the interests/needs of the target population.
        - ➢ Needs to include program requirements, prerequisite skills, and/or any other enrollment limitations.

- Mode of Delivery
  - If "Online" and/or "Hybrid" is selected. A Distance Education form will need to be filled out and attached to the COR.
- Grading
  - All credit courses are designated as "Pass/No Pass" and "Letter Grade Method".
  - Noncredit courses are only designated as "Pass/No Pass".
- Class Size Maximum
  - The standard is "45" however, Barstow College Faculty Association (BCFA) contract may have negotiated a different class size maximum for a specific subject, therefore, this contract should be reviewed before determining class size maximum.
- Course Credit Status (CB04)
  - Depending on whether "Credit – Degree Applicable" or "Noncredit" is selected, this will influence the other CB fields. The Curriculum Specialist will verify that these other fields are filled out correctly.
- Weekly Student Hours (In Class)
- Prerequisite, Corequisites, Anti-requisites and Advisories
  - Prerequisites: a course that a student would need to take prior to taking the subject course in order to receive a satisfactory grade.
  - Corequisites: a course that a student would need to take in the same semester as the subject course in order to receive a satisfactory grade.
  - Antirequisite: a course that contains equivalent content and learning outcomes to the subject course, such that it is not in the student's best interest to complete both courses.
  - Advisory: a course that is recommended for students to take prior to the subject course, however, lack of completing this course will not limit the student from taking the subject course.

    Note: it is important to consult with the Articulation Officer on specific language that is required for the prerequisite field.
- Methods of Instruction
  This area should give a summary as to how the below methods are used to instruct the students on the course subject matter:
  - Lecture
  - Laboratory
    - Studio, shop, clinical, etc.
  - Demonstration
    - Instructor and/or student
  - Discussion
  - Technology
    - Web, computer, video, audio, etc.
  - Group Work
  - Other
- Assignments
  This area should give a summary as to what assignments students should expect, the categories of assignments include:
  - Writing Assignments

- ➢ Essays, papers, lab reports, written homework, field trip report, reading responses, essay exam, etc.
    - o Reading Assignments
        - ➢ Textbook, journal article, website, literature, etc.
    - o Lab Activities
        - ➢ Activity, product, report, etc.
    - o Class Presentation
    - o Group Assignments
    - o Portfolio
    - o Other
- Methods of Evaluation

  This area should give a summary on what students will be evaluated on, the categories of evaluation include:
    - o Written Evaluations
        - ➢ Essays, papers, lab reports, written homework, field trip report, reading responses, essay exam, etc.
    - o Computational/Problem-Solving Demonstrations
        - ➢ Exam/quiz, lab reports, homework problems, field work, etc.)
    - o Skill Demonstrations
        - ➢ Class performances, fieldwork, skill exams, etc.
    - o Objective Examinations
    - o Oral Presentations
    - o Portfolio
    - o Other
- Textbook

  At least one textbook must be provided in this field. If a textbook is not used in the course, the faculty submitter must include a justification statement detailing why the course does not need a textbook. The following fields must be filled out for the textbook:
    - o Author: (Last Name, First Name)
    - o Title: (include edition number after title)
    - o Publisher: (include "(OER)" if the text is designated as an Open Educational Resource)
    - o Year:
    - o ISBN: (include OER link here if text is OER)
- Course Objectives
    - o Between 3 – 10 course objectives that support the unit value.
    - o The objectives must align with the Student Learning Outcomes and the rest of the course content.
- SLOs (Student Learning Outcomes)
    - o Begin with Bloom's Taxonomy verbs.
    - o Align or "Map" to Program Learning Outcome(s) (PLO) within associated programs and Institutional Learning Outcome(s) (ILO)
    - o Meet the 3Ms
        - ➢ Measurable
            - o Any faculty member teaching this course can quantify whether or not the student achieved the specific learning outcome during the assessment period of the course.
        - ➢ Meaningful

- o The SLOs align with what is detailed in the course content (objectives, catalog description, specifications etc) and is unique to the course itself.
  - ➢ Manageable
    - o Faculty are advised to only have between 2 to 4 SLOs for each course.

Note: Faculty Submitters are strongly encouraged to work with the Outcomes Assessment Committee when determining SLOs.

New Programs
Different program awards have different requirements; Faculty Submitters will need to work with the Curriculum Specialist and/or review the PCAH to determine the specific requirements. However, all new programs will require the following fields to be filled out:

- Program Justification
  - o A summary explaining the reason for needing the new program.
- Proposal Start
  - o The term in which the program will be offered.
  - o The Curriculum Committee may revise the Faculty Submitter's original proposal start due to time constraints of offering courses/programs.
- Program Title
  - o Title must follow the following format, "[Program Award], [Program Title]"
    - ➢ Example: Certificate of Competency, Intermediate English as a Second Language (ESL)
  - o Title must be capitalized properly and abbreviations should always be fully spelled out (similar to example above).
  - o Use "and" instead of "&")
- Award Type
- Credit Range for Completion
  - o For noncredit leave blank.
- Catalog Description
  - o Must use proper grammar and spelling, the oxford comma, and must be between 3 to 5 sentences.
  - o Content of the catalog description varies between different award types, review the PCAH for specific requirements.
- Program Requirements/Program Rules
  - o Faculty Submitters will work with Curriculum Specialist to complete this field, however, Faculty Submitters must ensure all associate courses are at least in a workflow in eLumen.
- Recommended Sequence
  - o The sequence of courses students can take in order to complete this program in 2 years or less.
  - o Faculty Submitters must verify with the Barstow Community College 2 year course schedule that this sequence is possible.
- Program Outcomes
  - o Begin with Bloom's Taxonomy verbs.
  - o Meet the 3Ms
    - ➢ Measurable

> ➢ Any faculty member teaching this course can quantify whether or not the student achieved the specific learning outcome.
> - ➢ Meaningful
>   - ➢ The PLOs align with what is detailed in the program narrative and is unique to the program itself.
> - ➢ Manageable
>   - ➢ Faculty are advised to only have between 2 to 4 PLOs for each program.
- o All associated courses with the program map to at least one PLO.
- o All PLOs have at least one course that maps to it.

Program or Course Revisions
- Notes for Submission
  - o State the purpose of the revision and all fields that are being revised.
- Proposal Start
  - o The term in which the revised curriculum will be offered.
  - o The Curriculum Committee may revise the Faculty Submitter's original proposal start due to time constraints of offering courses/programs.

Program or Course Deactivation
- Notes for Submission
  - o State the purpose of deactivation. (May need to include additional documentation supporting other constituents' authorization for deactivation)
- Proposal Start
  - o The term in which the curriculum will no longer be offered in the catalog. (Note that a course/program in which students are currently enrolled in/committed will be set to a 2 year teach out phase to allow those students to complete the course/program. If no students are enrolled in the course/program, then the curriculum will be deactivated after the MIS data submission period.)

Faculty submitters will also need to attend Tech Review and Curriculum Committee meetings in order to answer questions from members of the committee.

Curriculum Specialist

Building and Posting the Agenda

Building

Curriculum Specialist works with Curriculum Chair and Academic Affairs to build the agenda on BoardDocs. Constituent groups such as Dean of Instruction, Dean of CTE, VP of Academic Affairs, and Articulation Officers are strongly encouraged to attend the agenda build meetings. The agenda is comprised of these parts
- Opening Items
  - o Call to Order
  - o Roll Call
  - o Approval of Agenda

> ➢ This is when members have the opportunity to propose revisions to the agenda
- o Approval of Minutes
  - ➢ This is when members have the opportunity to propose revisions to the minutes
- o Public Comment
- Reports: Reports are gathered by the Curriculum Specialist prior to the agenda being posted. These reports should pertain to matters relating to curriculum.
  - o Curriculum Chair
  - o Curriculum Specialist
  - o Articulation
  - o Outcomes Assessment Committee
  - o Academic Affairs
  - o Career Technical Education
  - o Student Services
- Consent Agenda: Items to be voted on such as what was approved at the previous Tech Review meeting.
- New Business: anything curriculum related that falls under the Discussion or Information item category.
  - o Information and Discussion items should be submitted prior to the agenda build meeting and answer the following questions:
    - ➢ Agenda Item Purpose:
      - ➢ (Information or Discussion)
    - ➢ Agenda Item Title:
      - ➢ (Title may be subject to change based on Curriculum Specialist and/or Curriculum Chair recommendation)
    - ➢ Summary of Agenda Item:
      - ➢ (i.e. "In this information item I would like to relay to the committee…" or "In this discussion item I would like the committee's thoughts on…)
    - ➢ Attachments:
      - ➢ (i.e. Senate Bills (SB) or Assembly Bills (AB), current policies, drafts, informational fliers, PowerPoints etc.)
    - ➢ Goal of Agenda Item:
      - ➢ (if different from "Summary of Agenda Item": i.e. "By the end of this information item I want the committee to understand…", "By the end of this discussion item I want the following questions answered…")
    - ➢ Who Will Be Presenting:
      - ➢ (if different from whoever is submitting the agenda item, please cc them in email submission)
    - ➢ Additional Notes:
      - ➢ (any additional information the submitter thinks is necessary for the agenda item; this can also be a place to indicate additional needs for the presentation i.e. "I will need to share my screen for demonstration purposes.")
- Closing Items
  - o Future Agenda Items
    - ➢ In the "Public Content" area of BoardDocs, known future agenda items should be included here. If things that the committee will need to discuss in a future

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meeting come up during the meeting, the Curriculum Specialist should not it in the minutes under this area.

- o Next Regular Meeting:
  - ➢ Date of the next meeting and attachment of curriculum committee calendar should be included
- o Adjournment
  - ➢ A motion and a second is required and typically members "vote" by leaving.

Posting

Agenda needs to be made public on BoardDocs and a physical copy needs to be posted in a location that is accessible to the public 24/7 for it to be Brown Act compliant. This work is done by the Curriculum Specialist.

Curriculum Committee/Tech Review Members (Voting & Advisory)

Committee Members are expected to review all Agenda Items on BoardDocs and eLumen prior to the meeting.

Curriculum Meetings

Regular Meetings

- Regular meetings will be held according to a schedule approved by the Curriculum Committee at the end of the spring semester.
- The committee will strive to have at least 8 regular meetings throughout the academic year (4 in the fall semester and 4 in the spring semester).

Special Meetings

- Special meetings may be proposed by the Curriculum Chair during a regular meeting and must be voted on by the Curriculum Committee members.
- Special meetings follow required legal procedures (i.e. Brown Act)

General Overview of Curriculum Meetings for the Academic Year

August

- Since Curriculum Committee training has just occurred, no curriculum proposals/revisions should be coming through.
- This meeting is used as an informational meeting. Topics may include key topics covered at the Curriculum Institute, new legislation, future discussion items, articulation deadlines, College Governance Committee goals, Q&A, etc…
- Announcement of Tech Review members

September-October

- These meetings will cover items outlined in the committee's statement of purpose.

November

- Since this is the last regular meeting of the fall semester, this will be used to tie up loose ends with previous curriculum submissions, check in with CGC goals, and check in with deadlines for the spring semester.

January

- Similar to the August meeting, this meeting will be used to revisit deadlines, discuss future agenda items, and further plan the execution of CGC goals.
- Curriculum proposals and revisions can be viewed during this meeting.

February-March

- Similar to September – October, these meetings will cover items outline in the committee's statement of purpose, with the addition of Peer Review revisions.

April

- This should be the last regular meeting of the academic year. At minimum, the following items should be covered:
- Meeting dates for the upcoming academic year.
- Calendar created by Curriculum Specialist in collaboration with Curriculum Chair
- CGC Curriculum Committee Goals for the upcoming academic year.
- CGC Committee Effectiveness Survey
- Final Peer Review submissions/summary

Post Curriculum Committee Meeting

Curriculum Specialist Follow Up

- Approved
  - Curriculum is submitted to BOT approval tree which goes to VP of Academic Affairs and President of the college.
- Send back to Faculty Author
  - Curriculum Specialist follows up with Faculty author via email letting them know exactly what needs to be revised before resubmitting. Depending on how substantive the change is, curriculum may need to go back through Tech Review committee.

Board of Trustees

- Curriculum is reviewed by Board of Trustees before making the final decision to approve.
- Designated representative that attends the Board of Trustees meetings will follow up with the Curriculum Specialist the day after the meeting confirming that all submitted items were approved.

Chancellor's Office of Curriculum Inventory (COCI)

- Once Curriculum Specialist learns that these items have been approved, curriculum is submitted to COCI for chaptering.
  - o Substantive Changes/New Curriculum
    - ➢ Can take up to 60 days for COCI to review. Curriculum Specialist keeps an eye on COCI to see if reviewers have approved submissions or has sent them back with requested revisions.
  - o Non-substantive Changes
    - ➢ Can be automatically approved once Curriculum Specialist has submitted curriculum.

Accreditation Commission for Community and Junior Colleges (ACCJC)

- For Substantive Changes to Programs and New Credit Programs approval from ACCJC is needed. Curriculum Specialist will coordinate with ACCJC liaison to submit a substantive change inquiry form.
  - o Notification Only
    - ➢ Acknowledgment Letter Sent to Institution
      - ➢ Within 15 days of receipt of inquiry form
  - o Administrative Approval
    - ➢ Application sent to institution
    - ➢ Application received from institution (ACCJC staff review and approval)
    - ➢ Action Letter sent to institution and copied to ED (within 30 days from receipt of inquiry form or application)
    - ➢ Becomes part of institutions accreditation
  - o Committee Approval
    - ➢ Application sent to institution
    - ➢ Application received from institution
    - ➢ Payment invoice sent to institution
    - ➢ Payment received from institution (At least 30 days prior to next scheduled Substantive Change Committee Meeting)
    - ➢ Committee Review and Action
    - ➢ Action letter sent to institution and copied to ED (within 120 days from receipt of payment)
    - ➢ Becomes part of scope for institutions accreditation

Catalog Update

- Once curricula have been approved by all external entities, the Curriculum Specialist will send an email to the Faculty Author(s), VP of Academic Affairs, Area Dean, Dean of Counseling, Dean of Enrollment, Curriculum Chair, Articulation Officer, and Academic Senate. The catalog will either be updated with the new curricula via an amendment or be updated once the yearly catalog is released.

Subcommittees & Curriculum Purview

Routine Peer Review

- All courses will undergo the Routine Peer Review Process. The Curriculum chair in collaboration with Curriculum & Scheduling Specialist to generate the annual Peer review Process Schedule.
- The yearly Routine Review process will begin by the selection of Routine Peer reviewers via an application process. The Peer Reviewers will be selected comprising of the Curriculum chair, 2 faculty members, and 1 administrator. At least 3 faculty will be selected as Routine Peer Reviewers.
- Selected Peer reviewers will be required to attend a training held by the Curriculum Chair in collaboration with the Curriculum Specialist before beginning the review work.
- Any updates because of routine Peer review will need to be on the April tech review.

Tech Review

Tech Review is an ad hoc, sub-committee of the Curriculum Committee. The purpose of the Tech Review Committee is to review curriculum submission, checking for completeness, errors, or other "red flag" issues that may cause an item to be held up by the Curriculum Committee.

The Tech Review committee follows similar processes to the Curriculum Committee as it relates to the agenda, following up with Faculty Authors if revisions are needed. This committee does not have to adhere to the Brown Act; therefore, meetings do not need to occur in-person.

Tech Review Committee Members & Duties

During the first Curriculum Committee meeting, the Curriculum Chair will appoint 3 faculty members to serve on the committee. The Tech Review Committee will consist of the following members (all members have the same duties as they do on the Curriculum Committee except for the Faculty Members):

Curriculum Chair
Articulation Officer
3 Faculty Members from the Curriculum Committee: (if possible) one English Faculty, one Math Faculty, and one Faculty member who is also a part of the Outcomes and Assessment Committee.

- Duties & Responsibilities: Review the following areas for robustness, grammatical correctness, and adherence to college policies:
  - Face Page

> - ➢ Course Code
> - ➢ Course Title
> - ➢ Catalog Description
> - o Specifications
>   - ➢ Methods of Instruction
>   - ➢ Assignments
>   - ➢ Textbook
> - o Learning Outcomes
>   - ➢ Course Objectives
>   - ➢ SLOs
> - o Outline
>   - ➢ Course Outline

Curriculum & Scheduling Specialist (Curriculum Focus)
Curriculum & Scheduling Specialist (Scheduling Focus)
Dean of Instruction
Dean of Career Technical Education
Dean of Enrollment Management

Definitions and Terms

- Articulation - Community colleges and universities develop and maintain documents called course articulation agreements to facilitate the transfer of students. Articulation refers to general education agreements, major preparation agreements, course by course agreements and transferable course agreements. Articulation agreements are vital to community college transfer students because they promote the necessary academic preparation that results in normal progress towards a bachelor's degree.

- Course Outline of Record (COR) – A document that is the official standard of the course as submitted to the State (COCI) and made available to the public including other colleges and universities for articulation and for students.

- Program Outline of Record (POR) – A document that is the official standard for the program as submitted to the State (COCI) and made available to the public including other colleges and universities for articulation and for students.

- Course Identification Numbering System (C-ID) – A faculty-driven system that assigns identifying designations (C-ID numbers) to significant transfer courses, helping to identify comparable courses between and among participating institutions. The system aims to ease transfer and articulation burdens in California's higher education institutions.
- C-ID Descriptors – Course descriptions and expectations to meet and align with C-ID and TMC. Not meeting these can impact a Transfer program and the ability to teach a course through the CVC teaching portal.

- Transfer Model Curriculum (TMC) – Associate programs with the approved list of courses that meet requirements for a C-ID transfer degree (often referred to as associate degree for transfer or ADT for short). These are guaranteed to allow students

transfer in the degree to California State Universities (CSUs)

- Course Student Learning Outcome (CSLO or SLO) – A clear statement of what a student should learn and be able to demonstrate upon successful completion of a course. All course CSLOs are assessed in the instructional class on a 2-year schedule. The CSLO assessment feed the PLO and ILO data.

- Program Learning Outcome (PLO) – A clear statement of what the student should learn and be able to demonstrate upon successful completion of a program.

- Institutional Learning Outcome (ILO) – The "big ideas" students should be able to articulate, demonstrate, or utilize after completing study at BCC - courses or programs and overall experience help student attain these outcomes.

- Substantive Change – a change that would require review from an external entity (i.e. C-ID, COCI) after the local curriculum approval process. What is defined as a substantive change varies between the Articulation Officer and Curriculum Specialist.

- CB (Course Basic) Code – a field that is a data element for MIS (Management Information System) submissions.

- Taxonomy of Program (TOP) Code – a code that allows all California community colleges to group programs and courses with similar objectives.

- Noncredit – Courses that have no credit associated with it. Students who enroll in noncredit courses do not receive any college credit or official grades. Noncredit instruction can only be offered in specific areas detailed in the regulation and Education Code. These areas comprise the following:
  - Parenting
  - Elementary and Secondary Basic Skills
  - English as a Second Language
  - Immigrant Education
  - Substantive Disabilities
  - Short-term Vocational Programs
  - Courses for Older Adults
  - Home Economics
  - Health and Safety
  - Workforce Preparation

- Chancellor's Office of Curriculum Inventory (COCI) – the entity that the Curriculum Specialist submits curriculum proposals/revisions to once it has been approved by the Board of Trustees.

Reference Materials

Program Course Approval Handbook 8th Edition

Title 5 Division 6

The Brown Act

Barstow Community College Board Policy and Procedure

ASCCC 10+1

Participatory Governance Handbook

TOP Code Manual 6th Edition

Additional Materials

ACCJC Accreditation Standards

Trustee Handbook (Pg. 87)

The Curriculum Approval Process: A Resource Guide for Trustees and Administrators

Chancellor's Office Website

California Education Code