



Bakersfield College Curriculum Handbook

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INTRODUCTION

The mission of Bakersfield College is to provide opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world. Our core values of learning, diversity, integrity, community, wellness, and sustainability symbolize our commitment to the communities we serve.

Our strategic directions as listed below guide the actions of each member of our college community.

Student Learning

A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners.

Student Progression and Completion

A commitment to eliminate barriers that cause students difficulties in completing their educational goals

Facilities and Technology

A commitment to improve the maintenance of and secure funding for college facilities, technology, and infrastructure for the next thirty years.

Leadership and Engagement

A commitment to build leadership within the College and engagement with the community.

THE IMPORTANCE AND ROLE OF CURRICULUM

Curriculum is the purview of faculty as delineated in Title 5 and frames the mission and vision of the institution. The course outline of record (COR) is **a legal document** that must contain certain required elements that are outlined in section **§53002 of Title 5** and serves as a legal contract between the faculty, student, and the college.

In an attempt to provide information regarding the legal authority as it applies to education, the following terms should provide clarity about the laws and documents that guide the work in an academic institution.

- California Education Code

Everything starts with California Education Code which is the statute (law) that is determined by legislation.

- Title 5

This large document interprets Ed Code into regulations; regulations which are determined by the Board of Governors

➤ Chancellor's Office Program and Course Approval Handbook (PCAH)

This document is specific to curriculum and establishes specific guidelines for implementing Title 5. It is developed by the Chancellor's Office with Academic Senate (ASCCC) and CCC Curriculum Committee (5C – formerly SACC).

- Additional resources include the Chancellor's Office Guidelines and the ASCCC papers and reference guides. The Chancellor's office guidelines further clarify implementation of Title 5 (i.e. Guidelines for Repetition and Repeatability) and the ASCCC papers and reference guides provide guidance in many different areas of the curriculum process.

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

PURPOSE OF THE HANDBOOK

This handbook is intended to help new and experienced faculty at Bakersfield College in the process of curriculum development including creating new courses, updating existing courses, and proposing new or modifying existing programs. It provides information, guidance, how-to-guides, and other tools for faculty and administrators. This handbook is subject to change as new questions and resources arise.

THE CURRICULUM COMMITTEE

The Curriculum Committee is a subcommittee of the Academic Senate. At Bakersfield College, the Academic Senate has delegated the authority for all curriculum matters to the curriculum committee.

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

The first five of the 10+1 Academic Senate responsibilities fall under the purview of the Curriculum Committee. In addition to our approved charge, the committee's duties and responsibilities listed below capture the full scope of work performed by the committee as related to the 10+1 categories.

1. Curriculum (general)

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

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

- Assigning course identifiers
 - Maintaining and updating the discipline list
2. Degree and certificate requirements
In this area, the Committee's duties include but are not limited to the following:
 - Recommendations for changes to the General Education pattern for the Associate degree
 - Definition of criteria for placement of courses within General Education areas
 - Periodic review for appropriateness and relevancy of the courses listed within a specific general Education area
 3. Grading Policies
In this area, the Committee's duties include but are not limited to the following:
 - Review of grading policies for individual courses (e.g., whether the course is grade only)
 - Review of coursework required of students (as specified in the course outline of record), to ensure that coursework meets rigorous academic standards
 4. Educational program development
In this area, the Committee's duties include but are not limited to approval of:
 - Educational (degree and certificate) programs and requirements for such programs
 - Pre-requisites, co-requisites, and advisories for new and revised programs
 5. Standards or policies regarding student preparation and success
The Committee's role in this area is related to its charge to approve course outlines and pre-requisites. The Committee must ensure that pre-requisites, corequisites, and advisories are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

Faculty Responsibility

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

The 10 +1

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

+ 1 Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

CURRICULUM COMMITTEE MEMBERSHIP, CHARGE AND SCOPE

COMMITTEE MEMBERSHIP

The curriculum committee membership consists of one representative from the listed departments. Faculty are approved by the Academic Senate. Quorum is 50% +1 of the voting membership. The * represents voting members.

- Faculty Co-chair(s)* only if there is a tie
- Administrative Co-chair
- Academic Services Assistant
- Articulation Officer*
- Assessment Co-chair
- Adjunct Representative*
- Academic Development*
- Agriculture*
- Allied Health*
- Art*
- Behavioral Science*
- Biological Sciences*
- Business Mgt./Info. Tech*
- Communications*
- Engineering/Industrial Tech*
- English*
- English for Multicultural Students*
- Family & Consumer Education*
- Fire Technology*
- Foreign Language/ASL*
- Health & Physical Education*
- Library*
- Mathematics*
- Nursing*
- Performing Arts*
- Philosophy*
- Physical Science*
- Social Science*
- Student Government Association*
- Student Services*
- Member-at-large*
- Member-at-large*

CURRICULUM COMMITTEE MEMBER ROLES AND RESPONSIBILITIES

COMMITTEE CHAIR, FACULTY

- Be able to work effectively and positively with a wide variety of people
- Hold a 'big picture' view regarding curriculum development and implementation
- Serve as a voice for college curriculum to contribute to the dialogue of the college's mission, master educational vision, strategic direction, department and unit goals, community needs, and

student success; see the position as one that represents the views of the faculty and the Academic Senate

- Ensure the review/update of new and existing courses and programs
- Participate in the technical review process by reviewing proposals for consistency, legality, and compliance and offering feedback.
- Maintains detailed tracking of course and program proposals throughout the curriculum process
- Create meeting calendar for the academic year
- Plan meeting agendas
- Conduct committee meetings and review committee minutes
- Train/update curriculum members for Curriculum Committee responsibilities
- Oversee and coordinate activities of Curriculum subcommittees (DE, GE, Catalog)
- Attends the Curriculum Institute sponsored by the California Community College Statewide Academic Senate
- Attend Senate Executive Board meetings
- Prepare and give reports to the Academic Senate
- Assist faculty in development of new curriculum
- Train faculty in curriculum issues and policies
- Interact with Senate President regarding curriculum issues
- Communicate curriculum concerns and actions between faculty and administration
- Works with Admin. Co-chair to develop meeting agenda, develop reports, review minutes, and address curricula issues
- Stay abreast of current information of changing curriculum practices, methods and legal responsibilities
- Serve on and coordinate with related college committees.

COMMITTEE CHAIR, ADMINISTRATION

- Implements structures needed to support curriculum
- Collaborates and supports the faculty chair in the completion of the faculty chair duties
- Hold a 'big picture' view regarding curriculum development, implementation, and impact on other areas of the college (e.g. financial aid)
- Facilitates the streamlining of the curriculum approval process and encourages exploration of improvement to the current procedures of the Curriculum Committee
- Communicates curriculum updates and concerns to the administrative team
- Facilitated enhanced cross discipline communication and collaboration
- Serve as a voice for college curriculum to contribute to the dialogue of the college's mission, master educational vision, strategic direction, department and unit goals, community needs, and student success
- Supervises the Academic Support person(s).
- Coordinates efforts and streamlining of processes between the committee, the Articulation Officer, students support services, and Administrative Support Assistant.
- Co-chairs the catalog taskforce

COMMITTEE MEMBER

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

ARTICULATION OFFICER

- Attends Curriculum Committee meetings
- Reviews and suggests edits on curriculum proposals
- Provides assistance to faculty when developing transfer degree documents (TMCs)
- Provides assistance to faculty with requests for transfer
- Communicates curriculum issues to the Curriculum Committee Chairs
- Serves as a member of the GE team
- Works with other colleges and universities on transferability; Coordinates articulation agreements
- Updates tracker with status of transfer, C-ID approval, and articulation
- Provides articulation, C-ID, and GE updates during committee meeting; posts updates to committee web page

ACADEMIC SERVICES ASSISTANT

- Serves as a non-voting member of Curriculum Committee and attends Curriculum Committee meetings
- Collaborates with the committee chairs to develop and post the agenda to the college website
- Takes meeting minutes at each Curriculum Committee meeting, submits draft minutes to the co-chairs for review, and posts approved minutes to the college website
- Sends meeting invites
- Maintains the committee list serve
- Provides technical review; offer feedback before courses and programs proceed to the Curriculum Committee first agenda
- Coordinates with the college Articulation Officer and Administrative Co-chair in the preparation of course and program documentation for submission to the state
- Coordinates with Committee Chairs in the tracking of curriculum proposals through the approval process
- Coordinates with the Web Content Editor for accurate posting of course and program information to the college website
- Communicates approvals to PIO and Financial Aid Director for catalog and addendum to facilitate marketing or new courses and programs
- Maintains accuracy of courses and programs with the California Community Colleges Chancellor's Office Curriculum Inventory
- Acts as liaison with the State Chancellor's Office for all technical matters pertaining to the submission of courses and programs to the Curriculum Inventory
- Assists in the development of the college catalog
- Works with the Curriculum Committee chairs to coordinate updates and maintenance of the Curriculum Committee page on the college website

- Communicates with faculty regarding the program narrative to ensure all CCCCO requirements are included
- Functions as the curriculum specialist in the curriculum management system. This includes technical review activities as well as updating approvals in the curriculum management system. Tech review activities include but are not limited to
 1. Assisting with curriculum development, offering feedback about courses or programs going through Curriculum Committee
 2. Checking all proposals for grammar, consistency, legality, and compliance.

SLO CHAIR

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

COMMITTEE TEAMS

DISTANCE EDUCATION

The Distance Education team consists of 2-3 current curriculum committee members, one being the faculty curriculum chair. The team is responsible for performing a separate review of all courses containing a distance education modality. In particular, the team reviews the assigned courses to ensure academic standards and learning outcomes are equivalent (or comparable) to those of the traditional in-person modality. The team recommends edits to the curriculum developer and submits regular reports to the Curriculum Committee.

- Facilitates discussions and review regarding DE requests made on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to proposals to meet DE requirements and best practices
- Updates the tracker (committee chair) to include notes regarding pending, approved, and denied DE requests

GENERAL EDUCATION (GE)

The GE Team consists of Articulation Officer, Transfer Officer, Member at large and 1-2 current curriculum committee members and performs a separate review of courses requesting GE designation. In particular, the subcommittee ensures that the course meets the expected academic criteria to receive GE designation. The subcommittee recommends edits to the curriculum developer and submits regular reports to the Curriculum Committee. Additional activities include:

- Facilitates discussions and review by the GE team regarding GE designation requests made on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to curriculum to meet GE requirements
- Prepares information regarding pending, approved, and denied GE requests to be included in the AO reports to the Curriculum Committee
- Communicates with the Chair and the Articulation Officer to ensure all courses properly request GE approval, and that all courses requesting GE are reviewed
- Maintains a record of GE course approvals; provides the information to the Committee Chair and update tracker
- Communicates with the Chair on GE issues that are of concern to the entire committee

COMMITTEE CHARGE

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

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

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

COMMITTEE SCOPE

Faculty has primary responsibility for the origination, modification, deletion, and review of all curriculum in accordance with the mission of the college. In accordance with the requirements of the Brown Act, all Curriculum Committee agendas will be publicly posted 72 hours prior to regularly scheduled meetings. Recommendations for approved curriculum will be forwarded to the Kern Community College District Board of Trustees. Curriculum approved by the Board of Trustees will be forwarded to California Community Colleges Chancellor's Office.

MEETING SCHEDULE

The Curriculum Committee meets on Thursdays, twice a month from 2:30-4 p.m. The meeting schedule is posted to the committee web site at the beginning of the fall semester.

CURRICULUM OVERVIEW GENERAL INFORMATION

THE ROLE OF THE COURSE OUTLINE OF RECORD

The course outline of record (COR) plays a central role in the curriculum of the California Community Colleges. It has evolved considerably from the list of topics covered which an instructor would share with students in the class. It is now a document with defined legal standing which is read by many more eyes than just those of instructor and student. It forms the basis for a contract among the student, instructor, and institution identifying the expectations which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution. It should be specific enough to guide all potential instructors, but broad enough to allow for academic freedom. It should be specific enough that all potential students will know what to expect in the course, but broad enough to allow content to be tailored to meet specific needs or to accommodate different points of view.

Standards for the course outline appear in Title 5, in the Curriculum Standards Handbook, in accreditation standards, in intersegmental general education agreements with the California State University and the University of California (IGETC and CSU-GE), and serve as the basis for transfer articulation agreements with individual CSU and UC campuses. It is the responsibility of the college Curriculum Committee to review course outlines submitted by discipline faculty to assure that they meet these standards. Such **course approval** is the central task of the Curriculum Committee. Additional functions of the COR include:

- It assists faculty in presenting their courses in a format which accurately reflects the quality instruction they are providing. Faculty are both legally (Title 5) and contractually (KCCDCCA union contract) required to teach to the Course Outline of Record (COR). This format is intended to clearly demonstrate that the course will stand up to the scrutiny of the state and four-year institutions.
- It states the content and level of rigor for which students--across all sections of the course--will be held accountable.

- It serves as the basis for articulation agreements and course identification (C-ID) approval and is used to establish inclusion of courses on transfer lists and GE (CSU breadth, IGETC).
- It is used to satisfy the state chancellor's office that courses meet necessary Title 5 requirements in terms of rigor.
- It may be used by outside agencies such as accrediting agencies. Accreditation standards require that the community college assess how well students achieve the student learning outcomes and the program learning outcomes contained in the official Course and Program Outlines of Record.

At Bakersfield College, the course outline of record is constructed in accordance with regulation (Title 5) and best practices as laid down by the Curriculum Committee of the State Academic Senate. In the integrated COR, the student learning outcomes are clearly linked to the course content and methods of evaluation through the assessment process. Title 5 requires the following elements in the course outline.

For credit courses:

1. Unit value
2. Total contact hours for course
3. Conditions of enrollment: requisites, advisories, other conditions
4. Catalog description
5. Objectives
6. Content (typically in outline form)
7. Reading and Writing Assignments
8. Other outside-of-class assignments
9. Methods of instruction
10. Methods of evaluation/grading policy

For Noncredit courses:

1. Total contact hours for course
2. Catalog description
3. Objectives
4. Content (typically in outline form)
5. Assignments and activities
6. Methods of instruction
7. Methods of evaluation/grading policy

The current curriculum management system incorporates the above legal requirements into the 12 sections below. Details about the required contents for the development of each section can be located in Section B-Course Proposals.

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

CURRICULUM PLANNING AND CONSULTATION

BEFORE YOU GET STARTED

The 'before you get started' document, is a list of items to assist your preparation for curriculum development for courses and programs. **The curriculum process takes TIME** – and there is never enough of it! Proper planning will help facilitate the process and minimize delays. The approval of curriculum takes place according to a calendar, published at the beginning of each fall semester for the academic year. The calendar is posted on the Curriculum website which is accessible for the BC home page → about us--> committees. In general, you should plan on the **college** curriculum approval process taking at least 3 months. That means, for example, if you want your curriculum proposal to be approved by the end of fall semester, you should plan on having the completed proposal through the approval queues for committee vote by the 2nd committee meeting in October. Additionally, articulation, BOT approval, and catalog deadlines can impact the effective dates of changes to existing courses for the first offering of a new course. As a general rule of thumb, approved fall proposals will take effect the following summer after they are approved (e.g., a proposal approved in the fall of 2018 will become effective in the summer of 2019). Some articulations may take even longer to take effect.

NOTE: A COURSE CANNOT BE SCHEDULED UNTIL THERE IS CCCCO APPROVAL AND IT HAS BEEN ADVERTISED IN THE CATALOG OR CATALOG ADDENDUM.

Working with your discipline colleagues, Curriculum Representatives, Dean, and Articulation Officer, as needed, develop a timeline for your proposal. A faculty member should determine the date by which they need to complete their proposal. Curriculum making its way through the approval process must go through distinct steps after being submitted. Each of these steps will involve input and evaluation from several sources. You will want to work potential delays into any deadlines as well. If you are not getting a response from a reviewer through the Curriculum Management System, that person can always be contacted directly so that you can request feedback.

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

After reviewing the curriculum calendar and determining a timeline for your proposal, the first question to ask and answer is: Are you revising an existing course or creating a new course? If you are revising an existing course or creating a new course, please refer to Section B- Course Proposals. If you are revising or creating a program, refer to Section C Program Proposals.

CURRICULUM APPROVAL STEPS/TIMELINE

Once you have completed your proposal, it will move through the approval steps below. All listed parties must review the proposal before it will move to the next stage. You can track the progress of your proposal in eLumen. Please refer to the document *How to track a proposal*.

Stage 1. Proposal submission by faculty

Stage 2. Dean and Department Chair Review

Stage 3. Technical review, Articulation Officer, SLO review

Once stage three review is complete, the proposal is placed on first agenda.

Stage 4. Curriculum Committee member

After the committee member reviews, if the proposal does not have any recommended changes, the proposal will be placed on 2nd agenda for Committee vote.

Stage 5. BOT agenda item for BOT vote

After BOT approval, the proposal is submitted into the State Chancellors Office curriculum inventory system. Once approved, the course status is updated in the CMS and is ready to appear in the catalog or addendum. Please refer to curriculum calendar for catalog dates)

CONSULTATION

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

YOUR DEAN AND CHAIR

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

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

YOUR DISCIPLINE

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

OTHER DISCIPLINES

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

ARTICULATION OFFICER

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

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

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

CURRICULUM DEVELOPMENT

TYPES OF PROPOSALS

1. COURSE PROPOSALS

a. COURSE CREATION

A proposal to create a **new** Course Outline of Record

b. COURSE REVISION

A proposal to revise an existing Course Outline of Record

c. COURSE DEACTIVATION/DELETION

A proposal to delete a Course Outline of Record

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

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

2. PROGRAM PROPOSAL

To align with program review, a program is defined as a series of courses leading to a degree or certificate of achievement (18 units or higher). However, within the purview of curriculum development, all courses including stand alone or those leading to a certificate between 12-18 units or a job skills certificate (less than 12 units) must follow the same curriculum approval process.

a. Program/Certificate Creation

A proposal to create a new degree or certificate

b. Program/Certificate Revision

A proposal to revise a degree or certificate

c. Program/Certificate Deactivation (deletion)

A proposal to delete a degree or certificate

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

REQUESTING CONSIDERATION FOR GENERAL EDUCATION

If you would like your course to be considered for local GE or CSU/UC/IGETC GE, you must request consideration in the CMS system. Each system/area has specific criteria as identified in the following sections. The Articulation officer will work with the developer to ensure the course meets the criteria. A course cannot be offered with the GE status until the receiving institution approves. For the detailed criteria, please refer to the guiding notes located on the committee page under committee resources. The GE team reviews each request, determines whether the criteria has been met, and communicates the findings to the curriculum chairs. The areas that can be requested are:

- A. CSU GE SUBJECT AREA CRITERIA
- B. CSU TRANSFER COURSE CRITERIA
- C. UC TRANSFER LIST CRITERIA
- D. IGETC TRANSFER LIST CRITERIA
- E. BC GE AA AND AS CRITERIA
- F. CRITERIA FOR AMERICAN INSTITUTIONS
- G. CRITERIA FOR AMERICAN CULTURES

ARTICULATION

The process by which one college agrees to accept a similar course taught at another college for credit is called articulation. The Articulation Officer (AO) at the college is a member of the Curriculum Committee and is responsible for the articulation process including C-ID requests. The AO is available for assistance with articulation, ADT, and C-ID questions and requests.

ASSOCIATE DEGREES FOR TRANSFER (ADT)

In 2010, the California Legislature passed and the Governor signed the Student Transfer Achievement Reform Act, also known as Senate Bill 1440. This joint initiative with the California Community Colleges and California State University facilitates the transition from California Community Colleges to California State Universities by guaranteeing that students who complete the Associate Degree for Transfer are able to transfer to a CSU campus and further guarantees that students be required to take no more than 60 additional semester units to graduate. The two systems have worked together to approve the framework for associate degrees for transfer open to community college students wanting to participate in the program. This initiative defines the associate degree as having 60 transferrable units that include a minimum of 18 units in a major or area of emphasis and an approved general education curriculum (either IGETC or CSU GE Breadth).

Course Identification Numbering System (C-ID)

In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the [Course Identification Numbering System \(C-ID\)](#). This numbering system provides a common, intersegmental mechanism to help in the identification of similar courses. Typically, these courses are lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards. C-ID numbers are assigned to a specific transfer course and accompany existing local course numbers. C-ID will enable “descriptor-based articulation,” allowing the four-year institutions to make articulation decisions based on the C-ID number rather than individual course outlines. C-ID faculty discipline review groups include faculty from all three segments who meet to develop descriptors that include the minimum content for a course. Once there is agreement about those descriptors, the course descriptor is assigned a C-ID number. Individual community colleges then submit local course outlines that are judged by faculty evaluators against the descriptors. Each C-ID number identifies a specific lower-division, transferable course commonly articulated between the CCCs and UC and CSU, as well as with many of California’s independent colleges and universities. C-ID provides a structure to identify comparable courses and a means of facilitating articulation. C-ID has the potential to make valuable contributions to the process of improving and clarifying transfer paths across all segments of California higher education. Ultimately, the project will serve as a common numbering system that improves curricular consistency for courses throughout the state, regardless of local course numbering systems.

The AO is tasked with submission of courses to C-ID for consideration and can assist with any questions.