

Curriculum Committee Training

CURRICULUM CO-CHAIRS

MICHELLE HART, SCOTT DAMERON, JESSICA WOJTYSIAK

Agenda

- **Policies and Procedures for Certification**
- **Brown Act**
 - Committee member responsibilities
 - ACTIVITY - BROWN ACT FAQs
- **Curriculum Process and Procedures**
 - Robert's Rules: Quorum, Voting, and Proxies
 - Motions
 - ACTIVITY – Making Motions
 - eLumen Workflow
 - How to Review Course Outlines in eLumen
 - Articulation and Transfer Timelines
- **Q&A**



Policies and Procedures for Certification



CCCCO Annual Certification

- Once upon a time, the Chancellor's Office was responsible for certifying that all community college curriculum complied with California Regulations
- This authority has been increasingly delegated to local districts
 - Chancellor's Office "chapters" new courses/programs (assigns unique control number)
 - Exception: ADTs and CTE programs, which require direct approval
- The Chancellor's Office requires each college to self-certify that, among other things:
 - All submitted courses/programs comply with Title 5 and the [Program and Course Approval Handbook \(PCAH\)](#)
 - All Curriculum Committee members have received training in Title 5 and PCAH

Curriculum Basics

- Curriculum is an area of faculty primacy under Ed Code and Title 5
 - Academic Senate has “primary responsibility for making recommendations in curriculum and academic standards to Board of Trustees” Ed Code [§70902\(a\)\(7\)](#)
 - Policies and procedures related to “curriculum, including establishing prerequisites and placing courses within disciplines” and “degree and certificate requirements” are defined as “rely primarily” areas of 10+1 under [BP 4020 / AP 4020](#)
- Title 5 [§55002\(a\)\(1\)](#) requires community colleges to establish a Curriculum Committee as either a district committee or Academic Senate committee
 - At Bakersfield College, the Curriculum Committee is a Senate committee governed according to the [Bylaws](#) of the [BC Academic Senate](#)

Curriculum Committee Charge

The Curriculum Committee is an Arm 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

- Oversees origination, modification, deletion, and review of all curricula, including all elements of both programs of study (degrees and certificates) and individual courses in an ongoing systematic review process.
- Independently evaluates requests for prerequisites and advisories in accordance with Title 5 regulations.
- Independently evaluates requests for Distance Education in accordance with Title 5 regulations.
- Evaluates requests for General Education and articulation.
- Develops and implements procedures to assure an effective means of facilitating the curriculum review process while adhering to the requirements of law and regulation.

Curriculum Committee Goals

Provide

- Provide the knowledge and training necessary to accomplish the approval and renewal of curriculum.

Address

- Address process issues that are relevant to the approval and renewal of curriculum.

Address

- Address technological issues that are relevant to the approval and renewal of curriculum.



Brown Act

Why the Brown Act?

“In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.”

Courts and the CA Attorney General have sided in favor of greater public access and narrowly view exceptions.



Intent of the Brown Act

“The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”

- [Government Code Section 54950](#)

Legislative Bodies

“All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.”

-[Government Code Section 54953\(a\)](#)

Why are Local Senates and Curriculum Committees Subject to the Brown Act?

Academic Senates are established through action of the local Board of Trustees in accordance with [title 5 §53200](#).

“The legally mandated joint action to be taken by the faculty of a community college and a district board in establishing an academic senate constitutes the requisite “formal action” contemplated by [the Brown Act].”

[Attorney General Opinion No. 83-304 \(1983\)](#)

That local senates, as advisory bodies created by the local board, are subject to the Brown Act has been upheld in case law multiple times.

What Committees are under the Brown Act?

Standing Committees of a legislative body are always subject to the Brown Act.

Standing committees, irrespective of composition, which have either: (1) a continuing subject matter jurisdiction, or (2) a meeting schedule fixed by resolution or formal action of the legislative body.

- *Examples:* long-term committees on professional development or **curriculum**.

[Title 5 §55002](#) explicitly authorizes **Curriculum Committees** to make recommendations directly to local boards.

Brown Act Requirements: Effective Notice for Regular Meetings

Government Code §54954.2

Key Points

- Regular Meeting Agendas must be posted 72 hours
- Must state meeting location and time
- Must be “freely accessible to the public”
- Cannot be posted *solely* on internet website
- Agenda must contain short description of every item for action or discussion

Effective Notice for Special Meetings

Government Code §54956

Key Points

- Special Meeting Agendas must be posted 24 hours prior to meeting
- Must state meeting location and time
- Must be “freely accessible to the public”
- Must be posted “on the local agency’s Internet Web site, if the local agency has one.”

Emergency Meetings

Government Code §54956.5

Key Points

- Limited in nature, and will more than likely not apply to most Curriculum Committees and Local Academic Senates.
- “An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body.”

Agendas: Regular Meetings

Only agendized items may be discussed during Regular Meetings, except for the following:

Government Code §54954.2(b)

Key Points

“...a majority vote of the legislative body [determines] an emergency situation exists, as defined in Section 54956.5.”

An agenda item requiring immediate action came to the attention of the “local agency” after the agenda was posted, if:

- $\frac{2}{3}$ of the committee has voted to the addition of the item, or
- Unanimous approval if quorum is less than $\frac{2}{3}$ of committee membership

- *Important to note that this is a key place where the Brown Act and parliamentary procedure diverge.*

Agendas: Special Meetings

Only agenda items may be discussed during Special Meetings.

Government Code §54956

Key Point

“The call and notice shall specify...the business to be transacted or discussed. No other business shall be considered at these meetings by the legislative body.”

Public Comments

The public must be provided an opportunity to address the “legislative body” on any item “that is within the subject matter jurisdiction.”

Government Code §54954.3

Key Points

Comment can be made “before or during the legislative body’s consideration of the item.”
Public need not be provided an opportunity to address an agenda item if the public was allowed the opportunity at another public meeting composed exclusively of members of the legislative body, and the item was not substantially changed.

Special meetings must allow the public the opportunity to address the legislative body “concerning any item that has been described in the notice...before or during consideration of that item.”

Closed Sessions

Closed Session may not necessarily apply to Local Academic Senates or Curriculum Committees, unless the following items are under consideration:

Government Code §54954.5

Key Points

- Litigation - Existing, Initiating, or Anticipated
- Real Estate Negotiations
- Personnel - Public employee appointment, employment, evaluation, discipline/dismissal/release
- Labor Negotiations
- License Applicants with Criminal Records
- Liability Claims
- Threat to Public Services or Facilities
- Health Trade Secrets
- Multijurisdictional Drug Law Enforcement Agency Case Review/Planning

Public Deliberations

A majority of members of the legislative body may not “discuss, deliberate, or take action”, outside of an agenda meeting, “any item of business that is within the subject matter jurisdiction of the legislative body.”

Government Code §54954.2

Key Points

- Members may congregate outside of committee, “provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.”
- The Brown Act does not prevent a member to confer with their constituents through individual contact.
- A series of contacts that lead to a discussion with a majority of the membership may constitute a violation of the Brown Act.
- Any communication/contact that reveals or may reveal the positions of other members of the legislative body may constitute a violation of the Brown Act.

Brown Act: Teleconferencing

Ever wonder why legislative bodies largely meet in person?

Teleconferencing requires ([§54953b](#)):

- All votes by roll call
- Agendas posted at all teleconference locations
- Each teleconference location is identified in the agenda and notice of meeting
- Each teleconference location is accessible to the public
 - Members of public may address the legislative body at each teleconference location

BROWN ACT FAQs

Who can I communicate with? When?

- DO
 - Speak to your department, relay information
 - Update your chair/dean of issues affecting your area
- DON'T
 - Discuss voting items outside of your department
 - Participate in conversations that could become serial meetings
 - Send Email communication outside your department, especially on the curriculum listserv

What if I cannot attend a meeting?

- All members must attend in person
- Use the proxy form on the Senate web page if you will be sending a substitute. Must be received before the meeting is called to order. By email to the bc_curriculum@bakersfieldcollege.edu is sufficient.



Curriculum Process and Procedures



Robert's Rules

Purpose/Principles of Parliamentary Procedure

- Maintenance of order
- All voices are heard
- Look to see whose voices are missing in the discussion or debate
- Ability for each member to provide input on a topic
- All members have equal rights, privileges and obligations
- Full and free discussion with a diversity of ideas
- Quorum must be present for business to be conducted

Role of the Chair

- Remain impartial during the debate; if the chair wishes to engage in debate, s/he/they must assign a temporary chair, usually the Vice President or next in line
- Votes only to break a tie (*subject to local rules; in some small committees the chair has a vote*)
- Introduces the agenda items and provides factual context to the item
- Recognizes speakers
- Determines if a motion is in order (*relevant to the topic and within the scope of the Senate*)
- Keeps the discussion centered on the current item or motion
- Maintains the order of the process
- Puts motions to vote and announces the results

Processes for Handling Motions

- Member must obtain recognition of the chair and, once recognized, makes a motion,
- Motion must be seconded by a committee member
- Chair restates motion and opens debate
- Maker of the motion has the right to speak first in the debate
- Motion and any secondary motions are debated
- Debate closes when debate has ended (no more in line or time has ended) or the “question has been called” (a type of motion to end debate that requires 2/3 vote)
- Chair restates motion and synthesizes debate (online may be placed in chat so everyone can read the motion)
- Vote and announcement of results: The Brown Act requires all votes be listed (roll call) in the minutes

General Rules of Debate

- No committee member may speak unless recognized by the Chair. Only members are allowed to speak.
- All discussion must be relevant to the immediate motion.
- They may speak the second time only when everyone else wishing to speak has had the opportunity.
- No member can speak for more than 10 minutes total (or whatever the local decision is).
- Debate can be extended if the body makes a motion and agrees through majority vote.
- All remarks must be addressed to the Chair.

General Rules of Debate (cont.)

- Debate must address issues, not personalities
- When possible, chair should let the floor alternate between those speaking in support of and in opposition to the motion.
- It is not permissible to speak against one's own motion (but you can vote against it)
- Senators may not disrupt the assembly unless to make a complaint about a rules violation or the relevance of the discussion to the motion. (see chart in a few slides)
- If a member/attendee is disruptive or is not allowing the business of the group to continue, they may be removed from the meeting by the chair.
- Rules of debate may only be changed by a 2/3 vote or consensus without objection.

Common Motions

Action	What to Say	Can Interrupt Speaker?	Need a second?	Can be debated?	Can be amended?	Votes needed
Introduce main motion	"I move to..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move to amend the motion by..."	No	Yes	Yes	Yes	Majority
Move item to committee	"I move that we refer the matter to committee"	No	Yes	Yes	No	Majority
Postpone item	"I move to postpone the matter until..."	No	Yes	Yes	No	Majority
End debate	"I move the previous question"	No	Yes	Yes	No	Majority

Action	What to Say	Can Interrupt Speaker?	Need a second?	Can be debated?	Can be amended?	Votes needed
Object to procedure	"Point of order"	Yes	No	No	No	Chair decision
Recess the meeting	"I move that we recess until..."	No	Yes	No	No	Majority
Adjourn the meeting	"I move that we adjourn the meeting"	No	Yes	No	No	Majority
Request Information	"Point of information..."	Yes	No	No	No	No vote
Override the chair's ruling	"I move to overrule the chair's ruling"	Yes	Yes	Yes	No	Majority
Extend the allotted time	"I move to extend the allotted time by ____ minutes"	No	Yes	No	Yes	2/3
Enforce the rules or point out correct procedure	"Point of order"	Yes	No	No	No	No vote
Table a motion	"I move to table..."	No	Yes	No	No	Majority

Points of Order

If a member thinks there is rule violation they can ask for Point of Order.

If they ask for a Point of Order, the Chair may consult with the Parliamentarian on the point of order questions.

If no point of order is called and a procedural concern is raised later the action stands since it was not done in a timely manner.

Professional Development/Resources

[Open and Public V: A Guide to the Ralph M. Brown Act](#)

[The Brown Act and Local Academic Senates-](#) ASCCC Faculty Leadership Institute 2020

Webinar/Resources- [Governor's EOs and the Brown Act for Academic Senates During a State of Emergency](#)

[The Brown Act and your Curriculum Committee](#) -Rostrum Article

[CA Attorney General Opinion 83-304 \(1983\)](#)

[Brown Act- Relevant Sections](#) (CALCITIES)

[THE RALPH M. BROWN ACT AND RELATED STATUTES](#) (AS OF JANUARY 2024)

[Brown Act](#)

Making Motions

TEST DRIVE



Curriculum Committee Review

Levels of Policy

State

- California Education Code (California State Legislature)
- California Code of Regulation, Title 5 (Board of Governors, ASCCC for 10+1)
- Program and Course Approval Handbook 8th Edition (CCCCO with constituent input)

Local

- KCCD Board Policy
- Academic Senate Constitution & Bylaws
- BC Curriculum Committee Reference Guide

Types of Curriculum

Programs

- Degrees (18 units or more in major, 18 units or more in GE)
 - Bachelor's Degrees (BA, BS)
 - Associate Degrees for Transfer (AA-T, AS-T)
 - Local Associate Degrees (AS or AA)
- Certificates
 - Certificate of Achievement (CA, at least **16** units for financial aid consideration)
 - Job Skills Certificate (JSC)
 - Noncredit Career Development and College Preparation (CDCP)
 - Certificate of Competency (English as a Second Language or Basic Skills)
 - Certificate of Completion (Vocational Skills or Workforce Preparation)

Courses

- Degree Applicable Credit
- Non-degree applicable Credit (stand-alone courses)
- **Noncredit** (one of 10 categories for apportionment)

**Both credit and noncredit courses and programs can be considered CTE.

Review Cycles

Title 5, §51022: All courses and programs must be reviewed periodically.

Title 5, §55003: course and program pre/corequisites must be affirmed via "content review" at least once every six years or every two years for CTE courses/programs.

Ed Code 78016: colleges must review the effectiveness of CTE programs every two years.

C-ID descriptors and TMCs are evaluated every five years.

Curriculum Workflows

COURSES

1. Faculty

2. Department Chair

3. Administration Review

4. Technical, Articulation, SLO Review

5. Co-Chair (send back or move forward)

6. Curriculum Committee (1st read)

- Advisory Committee for CTE Courses and Programs (Minutes, Agenda, Labor Market Need)
- Regional Consortium for CTE Programs (LMI)

7. Curriculum Committee (2nd read)

8. Vice President of Instruction

9. Board of Trustees

10. State

- CSU GE, IGETC, C-ID and UC TCA Review

11. Catalog – Advertise & Offer

Curriculum Workflows

PROGRAMS

1. Faculty

2. Department Chair

3. Administration Review

4. SLO Review

5. Technical

6. Articulation

7. Co-Chair (send back or move forward)

8. Curriculum Committee (1st read)

- Advisory Committee for CTE Programs (Minutes, Agenda, Labor Market Need)
- Regional Consortium for CTE Programs (LMI)

9. Curriculum Committee (2nd read)

10. Vice President of Instruction

11. Board of Trustees

12. State

- CSU GE, IGETC, C-ID and UC TCA Review

13. Catalog – Advertise & Offer



Courses

Course Outline of Record

Course Outline of Record (COR) is a legally required document defined in [Title 5 §55002](#) that describes minimum objectives, content, assignments, methods of instruction, methods of evaluation, etc., for all scheduled courses

- Faculty use published CORs to develop course syllabi
- Articulation Officers and faculty from other institutions use CORs to determine content of courses
- Students may look at CORs to determine whether they should take a class
- ASCCC recommendations published in [Course Outline of Record: Revisited \(2017\)](#)
- Program Outline of Record should include program narrative and supporting documentation (depending on program)

Standard of Approval

Standards and Criteria for Course Approval are defined in [Title 5 §55002](#) and Part II, Section 2 of [Program and Course Approval Handbook 8th Edition](#)

- Defines elements that should appear in a Course Outline of Record (COR)
- Three types of courses: Degree-applicable credit courses, non-degree applicable credit courses, noncredit course
 - For credit courses, COR must include: unit value, contact hours, outside-of-class hours, total student learning hours, prerequisites and corequisites, catalog description, objectives, content, assignment types and examples, instructional methods, evaluation methods, recent textbook (≤ 7 years for UC articulation)
 - For non-credit courses, COR must include: contact hours, catalog description, objectives, content, assignment or activity examples, instructional methods, evaluation methods

Units and Hours

Relationship between units of credit and semester hours defined in [Title 5 §55002.5](#) and [BP 4020 / AP 4020](#)

- Total contact hours: total lecture/activity/lab hours each week x 18 weeks
- Outside of class hours: lecture (2 hours), activity (1 hour), lab (no out of class hours)
- Total student hours: total contact hours + outside of class hours
 - At BC, one unit of credit is 54 hours of total student learning

[Title 5 §55256.5](#) defines credit hours for Work Experience Education

[34 Code of Federal Regulations §668.8](#) defines clock hours for federal purposes



Programs

Programs and Degrees

[Title 5 §55000](#) 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.”

- [Program requirements](#) are defined in more detail in [PCAH 8th ed.](#)

BC offers Associate Degrees (AA and AS) and Associate Degrees for Transfer (AA-T and AS-T), as well as certificates

- Associate Degrees are at least 60 units (≥18 within major; ≥18 GE)
- Associate Degrees for Transfer have same number of units but follow CalGETC
 - Local graduation requirements defined in [BP 4020](#) / [AP 4020](#)

Certificates

[Title 5 §55070](#) defines Certificates of Achievement as “patterns of learning experiences designed to develop capabilities that may be oriented to career or general education”

- Sequence of courses should consist of at least 16 semester units to be eligible for financial aid
- Shorter sequences of at least 8 units may be also offered
- Other requirements described in more detail in PCAH



eLumen

Curriculum Canvas Page

[eLumen How to Guides](#)

Bakersfield.elumenapp.com

The screenshot shows the eLumen application interface. At the top left is the eLumen logo. Below it, the user profile for Erica Menchaca is displayed as a Curriculum Member at Bakersfield College. Navigation options include Inbox, Account Settings, Support, and Log Out. A main menu contains Strategic Planning, Curriculum (which is highlighted), and Reports. Below the main menu, the 'Inbox' section is visible, showing 'Workflows' with a red badge indicating 30 items, and 'Action Plans' and 'RFIs' as secondary options.

Course Checklist

Cover Info

Course Development Options

Units & Hours

Requisites & Entrance Skills

Specifications

Learning Outcomes

Assessment Mapping

Course Outline

Distance Education

Course Review Checklist

Cover Info

Minimum Qualifications 18th ed. (2023)

- Verify that all disciplines are listed on the appropriate lines
- If one category does not apply, leave it blank

Proposal Start Date

- Check the Curriculum Committee Calendar 2024-2025 for what is the current allowable start date
- Any exceptions must be approved by the AVPI by email prior to first read

Course Development Options

Associated Programs

- Courses should be part of a program
- Make sure the appropriate programs are listed
- This auto-populates based on info from Elumen
- Make sure you have at least started the program in Elumen

Transferability & [Gen. Ed. Options \(BC Academic Senate approval 02/02/2021\)](#)

- Verify that you have chosen all relevant options
- Gen Ed approvals should include [CalGETC Standards 1.2 \(2024\)](#)
- Include the comparable course

Units and Hours

Weekly Student Hours

- Use the appropriate category and ratio of hours
- Noncredit courses should have no out-of-class hours

Course Student Hours

- Verify that hours match the units
- Hours should be in 9-hour increments

Pre-requisites, Co-requisites, Anti- requisites and Advisories

Prerequisites

- AB 1705
- [Content Review Worksheet](#)
 - Upload on Cover Info tab
- No advisories



Specifications

Methods of Instruction/Evaluation

- Be thorough
- Add each one separately
- Rationale not required

Assignments

- Type in the box directly
- Include example assignment
- Show evidence of critical thinking

Textbook

- Make sure all elements are listed on their appropriate lines, not all on one line
- Should be within the last five years. Include an explanation if it is considered a classic, etc.

Learning Outcomes

CSLOs

- Numbered
- "Upon successful completion..."
- Verbs from top four levels of Bloom's Taxonomy
- Break complex SLOs into separate SLOs when possible
- PLOs should be broader than SLOs

Objectives

- Should be more objectives than SLOs
- Lower-level verbs acceptable here

Assessment Mapping

ILOs

Each SLO should be mapped to at least one ILO

When requesting Gen Ed approval, only map to specifically requested areas

If not requesting Gen Ed, leave those blank and only map to ILOs

Course Outline

Course Outline

- Use outline format
- Show content listed in weeks or percentage of course
- Total content should add up to 15 weeks plus finals or 100%

Lab Outline

- Only needed for lab courses
- Topics should match Course Outline but activities cannot be identical

Distance Ed

Answer all questions

- Use N/A if it does not apply to show you have addressed the question
- Correspondence Ed is used for RSP courses

Delivery Methods

Effective Contact

- Must check at least 2

508 compliance-make sure to answer both questions

Program Checklists

Cover Info

Labor Market Data

Recommended Sequence

Learning Outcomes

Program Narrative

Program Review Checklist



Review Teams



Distance Education

Definition and Application of DE

§ 55200. DEFINITION AND APPLICATION.

- (a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.
 - Technologies that may be used to offer distance education include:
 - The internet;
 - One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - Audio conference; or
 - Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.
- (b) The definition of “distance education” does not include correspondence courses. All distance education is subject to the general requirements of this chapter, as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Why do DE courses need separate approval, and what should it encompass?

§ 55206. SEPARATE COURSE APPROVAL.

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify and how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact the requirement for regular and substantive interaction between instructors and students (and among students where applicable) as referenced in title 5, specified in section 55204.(a); and

(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

(b) The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Delivery Methods Available at BC

In-Person (face to face)

Hybrid (partially online, requires face to face meetings)

Online (purely online, asynchronous, no face to face contact)

Interactive (scheduled, synchronous distance modality, i.e. Zoom)

Correspondence Education

*Hyflex



Transfer and General Education

GE and Transfer Guidelines

CSU Transferability was delegated to CCC by [CSU Executive Order 167](#)

[UC Transferability](#) is reviewed externally

UC TCA required for CalGETC consideration

UCs require textbooks to be published within seven years of review (consider it to be 5 years, accounting for the time for the course to go through review and be in the catalog)

CalGETC approval is reviewed externally

- Effective the following Fall
- No Appeals
- Two-level Independent Review
- Governed by the [CalGETC Standards version 1.2 2024](#)

CalGETC starting Fall 2025

C-ID Course Descriptions and TMCs

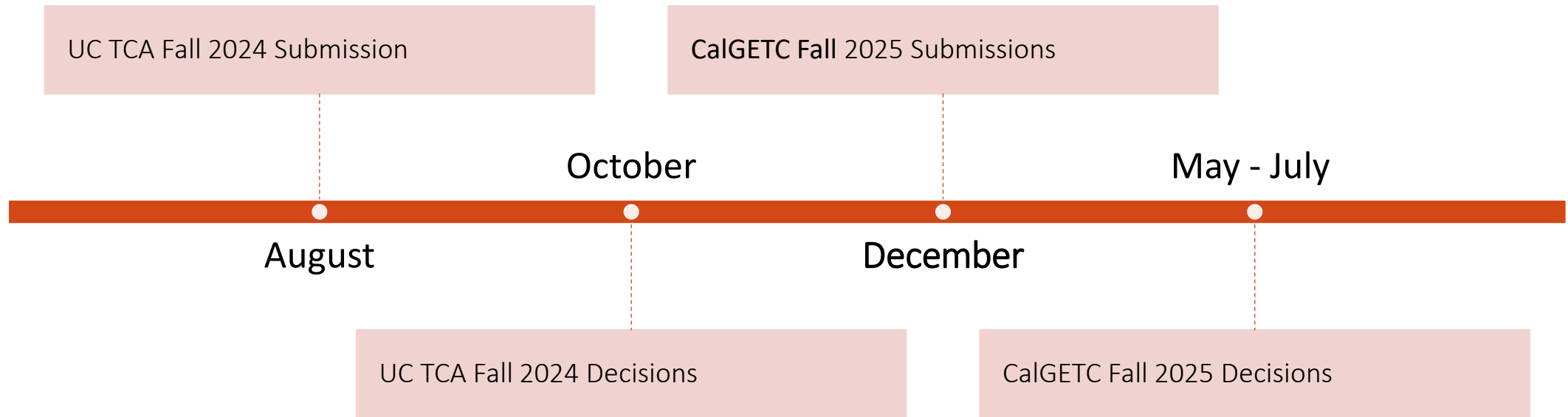
Course Identification Numbering System (C-ID)

- Undergo 5-year reviews by a Faculty Discipline Review Group (FDRG)
- Initiated by a Discipline Input Group (DIG)

C-ID course descriptors list the minimum requirements for:

- Course Description
- Content Outline
- Objectives/Outcomes
- Textbooks/Materials
- Units

Submission Timelines



Legislative Updates

[AB 928](#) (CalGETC)

AB 1111 (Common Course Numbering & Automated Transfer Pathways)

[AB 1705](#) (No Remedial Math/English without Data)

Title V Changes

- [Distance Education](#)
- DEI – Diversity, Equity, and Inclusion
- Competencies
- [Work Experience](#)
- Degrees and Programs

[OER – Open Educational Resources](#) & Transfer

ASCCC

- Local GE-Outcomes and Checklist
- DEI Toolkit-Regular and ongoing assessment

Resources

[ASCCC Curriculum Training Canvas](#)

Cal-GETC STANDARDS Version 1.0

[CCCCO Website](#)

[C-ID](#)

[Cornell Law School: Legal Information Institute: Elect. Code of Fed. Regs.](#)

[Curriculum Committee Canvas Pages](#)

[Curriculum Committee Webpage](#)

[CSU-GE Reviewer Guidelines](#)

[eLumen](#)

[Minimum Qualifications Handbook](#)

[PCAH 8th Edition](#)

[Thomson Reuters Westlaw: California Code of Regulations](#)

[UC TCA website](#)

Curriculum Co-Chairs

- Michelle Hart, Scott Dameron, and Jessica Wojtysiak
- bc_curriculum@bakersfieldcollege.edu
- committees.kccd.edu/bc/committee/curriculum

Articulation Officer

- Erica Menchaca
- articulation@bakersfieldcollege.edu

Contact Information