



Reference: *Education Code Section 70902(a);
Title 5, Section 51022(a);
Accreditation Standard II.A*

Curriculum Review

The curriculum review process at each college shall, at a minimum, be in accordance with all of the following:

1. Each college has established a Curriculum Committee and its membership structure is mutually agreeable to the college administration and the Academic Senate.
2. Each college's Academic Senate delegates to the Curriculum Committee, without forfeiting its rights or responsibilities under Title 5, Section 53200-53204, the responsibility to establish prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment using the curriculum review process. (See Administrative Procedure 2510)
3. Each college's Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements under Title 5, Section 55201(b.1), and those specified in each college's curriculum review process.
4. Each college shall review each prerequisite, corequisite or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under Title 5, Section 55201(f), subsections (1), (2), or (3) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and the law.

Course Determinations for Associate Degrees and General Education

Faculty at each college propose course additions, revisions, or deletions to their college's Curriculum Committee. Courses selected to meet associate degree and general education requirements meet the following standards:

- Rigor: Each course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: Each course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.

- **Autonomy:** Each course is a whole unto itself and not primarily part of a sequence of courses (each course provides exposure to foundations and fundamental tenets of the discipline).
- **Breadth:** Each course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
- **Critical thinking:** Each course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
- **Communication and literacy:** Each course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- **Relevancy:** Each course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

Curriculum Approval Process

Once approved by the Curriculum Committee, a course/program must follow a prescribed process:

1. Placement on a college's Curriculum Action Report (CAR). The CAR includes course/program revisions, course/program additions, course/program deletions, and course/program inactivations.
2. CARs are then jointly reviewed by the appropriate college and district faculty and staff periodically as needed; then routed to College Presidents for second level approvals and signatures. All changes resulting from the joint review are addressed by Curriculum Chairs and Chief Instructional Officers (CIOs) before moving forward.
3. CARs are then submitted to the Vice Chancellor of Educational Services and Workforce Development for review/recommendation to the Chancellor to be placed on the Board of Trustees agenda as an action item.
4. After Board action/approval, the fully executed CAR is transmitted to the District's Academic Services Manager for recordkeeping. The District Academic Services Manager will obtain any missing signatures after Board action (e.g., Curriculum Chair, College President, Vice Chancellor, etc.) and maintain CAR repository at district office.
5. Upon Board approval of course/program revisions, course/program additions, course/program deletions, and course/program inactivations, the CIOs are responsible for updating the State Chancellor's Office curriculum inventory for their respective college. If required, additional submissions are made to and approvals received from the California Community Colleges Chancellor's Office.

6. The Vice Chancellor of Educational Services and Workforce Development communicates approval of new or revised course(s)/program(s) to:
 - a. District Academic Services department
 - b. Chief Student Services Officers (CSSOs)
 - i. Counselors and classified staff
 - ii. College Financial Aid Director
 - iii. Campus catalog coordinator

7. The District Academic Services department adds or revises course(s)/program(s) in student information system (Colleague) and:
 - a. Communicates change(s) to the colleges
 - b. Updates University of California and/or California State University articulation databases (e.g., ASSIST, C-ID), if appropriate
 - c. Adds or revises degree audit in student information system (Colleague)
 - d. Notes changes to catalog
 - e. Updates CCC Apply, if needed
 - f. Communicates to:
 - i. Marketing/Web Services
 1. Program pages
 2. Gainful employment pages, as needed, working with college CIOs and District Office of Accreditation, Research, Institutional Effectiveness, and Planning for data completion of template
 3. Publicity/Marketing
 - ii. District Office of Accreditation, Research, Institutional Effectiveness, and Planning
 1. Report updates
 2. Gainful Employment data, as needed

8. The Financial Aid Director/Veterans Coordinator updates:
 - a. Program Participation Agreements (PPAs), if needed
 - i. Submits to Department of Education for approval
 - ii. Submits to Office of Veterans Affairs
 - b. Communication to staff

Program Review

Each college shall include curriculum assessment as part of its established ongoing, systematic program review processes. Results of all program review are integrated into institution-wide planning for improvement and informed decision making. The colleges regularly review and refine their program review processes to improve institutional effectiveness resulting in improvements in student achievement and learning.

Student Learning Outcomes

Each college shall develop, implement, and assess student learning outcomes for all courses, programs, and degrees. Student learning outcomes will be filed and maintained along with the official course outline of record. The results from the assessment of student learning outcomes will be used by the faculty and administration to improve institutional effectiveness.

Rule of 7

There are, at a minimum, seven components in the official course outline of record. These components are uniform throughout the district when developing curriculum:

1. Course number
2. Title
3. Prefix
4. Units
5. Transferability
6. Prerequisites *
7. Course Objectives *

* This applies to new courses and courses in the review process.

Language applying to course objectives is permissive. The intent is to establish, at a minimum, three (3) common course objectives. This does not preclude faculty from adopting additional objectives.

Additionally, official common course descriptions will be published in each college catalog.

District Educational Coordinating Council (DECC)

- Philosophy

The DECC will review curriculum and related issues involving educational planning, coordination, and implementation for colleges with an established vision of exceeding the needs of students, community, and employers.

- Purpose

The DECC exists to provide the forum where matters related to curriculum and educational planning which affects both college will be coordinated. The DECC will also make recommendations to the Chancellor regarding the development and review of policies impacting these matters.

- Areas of Responsibility

1. Review college proposals, as needed, for new and deleted courses/programs and ensure adherence to the Rule of Seven;
2. Coordinate the review of district-wide graduation competencies;
3. Review college proposals for deleted courses/programs to assess potential impacts to the district and adherence to the Program Viability Policy (Administrative 4021);
4. Review new or expansion program proposals;
5. Review district-wide general education requirements for associate's degrees;
6. Achieve consensus on those curriculum issues having implications for two (2) or more colleges;
7. Establish and review criteria for assessment portability district-wide;
8. Establish and review internal articulation agreements;
9. Periodically review external articulation agreements;
10. Periodically review curriculum forms to ensure compliance with current requirements;
11. Review each college's implementation strategies for California Education Code, policies, and/or requirements;
12. Review and discuss district-wide curriculum and educational planning concerns;

- Committee Composition

The DECC will consist of the following:

1. One (1) faculty member from each college recommended for appointment by their respective Academic Senate;
2. One (1) Academic Senate President from each college;
3. One faculty Curriculum Committee chair (co-chair) from each college;
4. One (1) Chief Instructional Officer (CIO) (co-chair) from each college;
5. One (1) Vice Chancellor of Educational Services and Workforce Development, who serves as Administrative Liaison Officer;
6. One (1) District Articulation Officer;
7. One (1) counselor from each college;
8. One (1) Associate Vice Chancellor of Academic and Information Services/
Registrar

The co-chairs are selected from the existing membership of the committee. One co-chair shall be the curriculum chair from one college and one co-chair shall be the CIO from the other college. The Vice Chancellor of Educational Services and Workforce Development will serve as the District's administrative liaison. The co-chairs shall serve for two (2) academic years from June 1 through May 31.

All members of the committee are voting members. The DECC will vote on issues when a consensus cannot be reached as well as on Administrative Procedure and Board Policies when they relate to curricular matters. Voting shall be determined by

a simple majority. The Vice Chancellor of Educational Services and Workforce Development shall be the deciding vote should there be a tie.

DECC agendas and minutes shall be routinely forward to the Academic Senates at each college, distributed to DECC members, and posted on appropriate District portals.