

**CERRO COSO COMMUNITY COLLEGE
CURRICULUM PROCESS
AY 2011-2012**

With each new academic year, the curriculum process must be approved by the Curriculum and Instruction Council (CIC). This document is divided into the following sections:

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I. LEGAL AND LOCAL AUTHORITY

Curriculum approval at Cerro Coso Community College is a faculty-driven process provided for by legal and local authority.

Regulatory Authority

Title 5 of the California Code of Regulations requires that governing boards of community colleges consult collegially with the academic senates “with respect to academic and professional matters” (Title 5, §53200). The phrase consult collegially has very specific legal meaning in Title 5 that “the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.”

The Board of Trustees of the Kern Community College District has chosen to rely primarily upon the advice and judgment of the senate, and there is language to that effect in Board Policy (“Section Four – Students/Instructional Services Governance Processes Relative to the District Board Policy Manual and Collegial Consultation with the Academic Senates”). Specifically, this means a district governing board will normally rely upon the advice and judgment of the senate, and “only in exceptional circumstances and for compelling reasons” will the recommendations not be accepted (Title 5, §53203).

The specific “academic and professional matters” given to the academic senates by Title 5 including the following:

1. Curriculum, including the establishment of prerequisites
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success

Title 5 also specifically calls for the establishment of local curriculum committees: “The college and/or district curriculum committee [...] shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or the district administration and the academic senate” (Title 5, § 55002).

Local Authority

At Cerro Coso, CIC is a subcommittee of the academic senate. As established in senate by-laws, CIC has primary responsibility for “the review and recommendation of curriculum for approval by the Kern Community College District Board of Trustees, and for the processes by which such approval shall occur. CIC oversees the curriculum for both degree and non-degree applicable course work in basic skills, general education, transfer education, vocational education, and major programs of study, encompassing multiple modes of delivery” (Bylaws, Article 5, section 1).

The curriculum approval process exists for several important reasons, but primarily to ensure that

- the college complies with State regulations,
- all stakeholders are informed and have the opportunity to provide feedback
- our courses represent an appropriate level of academic rigor,
- decisions about curriculum are broadly representative at the college level.

With the responsibility to oversee curriculum, CIC recommends and approves proposals in the following manner:

Proposal	Action	To
New and revised courses, course deletions, course inactivation, and course reactivations	Approval	Board of Trustees
New programs, program	Recommendation for	Academic Senate

deletions, program inactivation, program reactivations	Approval	(from there to Board of Trustees)
Program revisions, request to add low-unit certificate to state Inventory	Approval	Board of Trustees

CIC membership is specified in the senate’s standing rules, section 5.1.1: “The CIC shall consist of ten to eleven (10-11) full-time faculty, including the College Articulation Officer, the Director of Learning Resources, and one faculty member selected by full-time faculty from each of the following six (6) areas: 1) English; 2) Social Sciences, Humanities, and Visual and Performing Arts; 3) Mathematics and Science; 4) Health and Physical Education; 5) Business, Computer Science and Media Arts; 6) Public Service, Child Development, and Industrial Arts; two (2) representative-at-large positions, one (1) with primary assignment at a non-IWV site, if none of the six (6) areas is represented by a non-IWV faculty member; and one (1) faculty member from Counseling if the Articulation Officer is not from Counseling.” Membership also includes advisors from the administrative, classified, and student areas of the college, with the Vice President of Academic Affairs or designee and the Curriculum Assistant for Instruction or equivalent fulfilling two of those advisory roles. The student representative is selected in consultation with the Associated Students of Cerro Coso.

A quorum for this committee is six voting members. All decisions made and all actions taken shall adhere to the process and be quorum-approved. No single individual or group of less than a quorum has the authority to change or override the established process.

Breaches in process, without exception, undermine the important part played by CIC in ensuring the integrity of the college’s instructional programs. The process must be upheld and defended by everyone at the college, even if it seems to be inconvenient at times.

Roles

It is important to state that CIC’s job is to review and recommend curriculum for approval. It is not to create or revise courses or programs. That task is the purview of **department faculty**, as established by the regulatory and local provisions stated above. Every faculty member has the right to initiate a course proposal, course revision, course deletion, course inactivation, or course reactivation. Course proposals do not take place in a vacuum, however, and it is expected that a faculty proposer will have as wide a conversation in developing the course as necessary, including with faculty of other departments if the course affects courses or programs in other departments. In its reviews, CIC will want to know who has been talked to regarding the course.

However, when it comes to the specific accountability for curriculum within a department, that duty falls squarely to **the faculty chair**. For operational reasons, there must be a single point of contact between CIC and the department faculty. This is consistent with the core duties and responsibilities of faculty chairs that make them leaders and spokespersons in their departments

for reviewing, renewing, and initiating curriculum, specifically areas 5.D.1 and 5.D.2. of the faculty contract

In truth, there is no one else to fill this role. It is true that each department has an **area representative** on CIC, but it cannot be the responsibility of this person (who may represent two or even three departments) to be in charge of curriculum or even to be a link in the official line of communication. That person is certainly expected to be a help to the faculty chair(s) by being an important resource. And that person should certainly be cc'd on any communication between CIC and faculty chair. But for all CIC-related issues arising about a course or program, the faculty chair must be considered the official point of contact. What the chair decides to do after that is up to processes worked out in individual departments.

Note this responsibility does not give the chair sole power to determine curriculum, as anyone may bring a new course or course revision to CIC. And the CIC chair reserves the right to initiate revisions to a course or program *when such revisions are required by state and local mandates*. In those instances, the CIC chair will of course keep the faculty chair and the area representative informed. The individual roles played by course proposer, faculty chair, CIC chair, and others within the course approval process are detailed more at length below.

Something similar takes place on the CIC side. The official point of contact going the other direction, from departments to CIC, is the **CIC chair**. For operational and accountability reasons, it cannot be the **curriculum technician**. The curriculum tech position exists as a valuable resource *in support of* CIC and the curriculum process and as such will be happy to answer questions course proposers might have (for example, CB coding issues). But the position is not a way to solve curriculum problems; the curriculum tech cannot “make a quick change.” Think of it this way: if information is sought, contact either the CIC Chair or the curriculum technician. If action is required, contact the CIC Chair only.

II. COURSES

Course information listed in the printed and online schedules and in the college catalog reflect what is approved by CIC through official course outlines of record (CORs). Beginning Fall 2010, COR's are housed electronically in KCCD's curriculum database. COR's contain the following information:

- Basic Course Information
- Course Standards
- Program Applicability
- General Education/Transfer Applicability
- Student Learning Outcomes
- Conditions of Enrollment
- SCANS Competencies (CTE)
- Topical Outline
- Methods of Instruction
- Out of Class Assignments
- Methods of Evaluation

- Texts, Readings, and Materials
- Delivery Methods & Distance Education
- Minimum Qualifications
- Attached Files
- Codes and Dates

Types of Courses

There are three types of permanent courses:

1. *Associate Degree Courses.* An Associate degree course is any course that transfers to a four-year school or fulfills a Cerro Coso graduation requirement in some way, even if just an elective requirement. At Cerro Coso such courses are numbered 50-299. Most courses submitted to CIC are associate degree courses. In addition to CIC and local Board of Trustee approval, acceptance from the State Chancellor's Office is required before the course can receive a course control number and be scheduled.
2. *Non-Associate Degree Credit Courses.* These are courses numbered 20-49 and are pre-college-level, preparatory courses in basic skills offered for credit but not applicable toward any Cerro Coso graduation requirement. Non-associate degree courses are considered stand-alone courses, and although they are locally approved by the Board of Trustees, they must be reported to the state before they can be offered.
3. *Noncredit Courses.* Noncredit courses, numbered 1-19, must pertain to one of the following areas: parenting, elementary and secondary basic skills, English as a second language, classes for immigrants, educational programs for persons with disabilities, short-term vocational programs with high employment potential, education programs for older adults, education programs in home economics, and health and safety education (Ed. Code, §84757). Students do not pay tuition or receive credit, but the college still receives apportionment. In addition to CIC and local Board of Trustee approval, noncredit courses must be individually approved by the Chancellor's office before being offered.

Course Approval Process

There are six types of action that CIC may take on a course:

1. Approval of a new course
2. Approval of a course revision
3. Approval of course deletion
4. Approval of course inactivation
5. Approval of course reactivation
6. Approval of a course update

According to the Program and Course Approval Handbook, 3rd ed. (March 2009), faculty course proposers and curriculum committees are encouraged to use the following criteria throughout the course development process. Note these are the same criteria required for program approval:

- Appropriateness to mission
- Need
- Curriculum standards
- Adequate resources
- Compliance

No changes can be made to Course Outlines of Record (CORs) or COR addenda outside of the specified process.

Approval of a New Course or Course Revision

- Level 1 *Course Creation/Revision.* The course proposer(s) create or revise the course outline by accessing the course in the curriculum database and choosing “Create Course” or “Edit Course.” At this early stage, course proposer(s) are expected to consult with other department faculty in order to determine the need, viability, and content of the course to be created or revised. If the course is new and has any condition of enrollment (prerequisite, co-requisite, or advisory), then a content review must be done. If the course is to be offered through distance education, the appropriate screens are to be completed. When the course is ready for the next stage, the course proposer(s) provide an electronic signature. If no signature is made, the course does not go forward.
- Level 2 *Department/Division Review.* At this point, an opportunity for more thorough review is provided to the faculty chair, the area dean, and other appropriate parties, such as a director or coordinator. The review is of a “notice and comment” variety—meaning that the chair, dean, and appropriate parties have a period of time to provide feedback. The purpose of this input is to help guarantee a quality curriculum consistent with external and internal requirements. As with all “notice and comment” stages in this process, feedback or lack of feedback cannot stop a course proposal from going forward. But any substantial questions raised at these junctures and not satisfactorily addressed by the faculty proposer will be taken into consideration by CIC. This stage is over after all concerned parties have “noticed” or seven days has expired, whichever comes first.
- Level 3 *Technical Review.* At this stage, the course is eligible to appear on the CIC agenda, but must go through technical review first to resolve phrasing, coding, consistency, and completeness issues before it appears for a first review. For the 2010-2011 year, the CIC chair, the articulation officer, the SLO coordinator, and the curriculum technician will act as the technical reviewers for all course proposals. In other years, this role may be played by the appropriate area representative. This stage is over after the technical reviewers’ have noticed or the seven days has expired.
- Level 4 *CIC Approval.* This takes place in two readings, both of which require the presence of the course proposer or a proxy. **Note: courses will be tabled at either reading if the course proposer does not attend or a knowledgeable proxy who can answer questions.** At the first reading, the committee identifies areas of revisions and recommends a second reading. Once all the corrections have been made and all revisions vetted as necessary by affected parties, the

course is scheduled for a second reading. If at the second review, corrections and revisions are still required, the proposal will continued to be tabled until such revisions are complete. If corrections and revisions are satisfactorily made, the course is approved and recommended for adoption by the Board of Trustees. This stage culminates in a signature of approval by the CIC Chair reflecting the decision of the committee. If approval is not granted, the course stops here.

Level 5 *Final Administrative Review and Board of Trustees Approval.* After the course is approved at CIC, it makes its way to a final round of “notice and comment” by the college Vice President of Academic Affairs, **Campus President**, and the District’s Vice Chancellor of Educational Services. Any brakes on the course at this point may send it back for possible additional revisions. After the proposal receives these final notices or the set time has expired, the course is placed on a Board Action Report for the next Board meeting.

For all new and substantially revised courses, two reviews are required to allow CIC to see the results of the changes suggested in the first review. This makes it clear to everyone what the committee is approving. Additionally, a second review provides for an open process. Anyone concerned about the course—about its need, its rigor, its objectives, etc.—can appear before the committee and have their say. As public documents of record, course outlines cannot be approved in a vacuum, and two reviews allow ample opportunity for concerns to be voiced.

CIC has agreed, however, that certain minor changes do not need two reviews. (Note that every course presented at CIC gets a thorough looking over, and the result may be some required revisions, in which case the course will be processed as a regular course revision and must come back for a second reading.) Changes falling into this category are those affecting the “soft” areas of updates in the following areas:

- Methods of Presentation (*not* Methods of Instruction)
- Assignments and Methods of Evaluation
- Out of Class Assignments
- Required Texts

Approval of Course Deletion

In all respects, the approval of a course deletion follows the same process as described above for new courses and course revisions.

Approval of Course Inactivation

Approval of a course inactivation follows the same process as described above for new courses and course revisions. Note that inactivation is not just a milder version of deletion. If a program or department no longer needs a course as a requirement or as an elective for a program and has no expectation the course is to be attached to a different program or to be otherwise offered on the short- or long-term as a stand-alone course, it ought to be deleted.

Automatic Course Inactivation: At the first meeting of each new semester, the CIC Chair will present a report to the committee listing all courses whose COR's are older than six calendar years. The CIC Chair will immediately notify each faculty chair of their courses on the list. This may be done individually or for the group as a whole in a presentation, say, at the next faculty chair meeting.

Remember that many course proposals require two readings. First reviews for inactivation will take place at the final meeting of the semester, with the second reviews taking place at the first meeting of the new semester, at which time; the course will be approved for inactivation and forwarded to the Board of Trustees for official action. Inactive courses cannot be placed in the College Catalog or into the Schedule of Classes. Courses that are inactive for over two calendar years will be deleted.

Approval of Course Reactivation

Approval for a course reactivation follows the same process as described above for new courses and course revisions.

Deadlines

CIC generally meets twice a month with additional meetings scheduled as needed and will continue to do so in the current academic year (see addendum for specific dates). In terms of agenizing, once a course has completed level 3 in the process, it will automatically be added to the next CIC agenda. Note because of Brown Act regulations, the cut-off for a course to make it on the agenda is four days (96 hours) in advance of the next meeting.

There are other deadlines to keep in mind. After the course approval process is complete at the college level, it takes some time to get the changes implemented. At our local level this includes securing notices for final administrative review, getting placed on a Board Action Report, and being approved (or rejected) by the Board of Trustees. All courses proposals must be approved by the Board (called "local approval") before they are submitted to the Chancellor's Office for final approval. Board approval occurs once each month. Chancellor's Office approval is ongoing, but a course cannot be offered until its unique course control number has been assigned from the state.

Please note that this delay between CIC approval and BOT approval means that deadlines for courses to be included on any particular schedule of classes to be offered in any particular semester often take place way in advance of the final publication date of the schedule of classes to the college website. Figure on courses requiring final CIC approval by the end of January to be included in the fall schedule of classes and by the end of August to be included in the Spring. See this year's deadlines at the end of this document.

Stand-alone courses: When a credit course is not part of an approved program, it is referred to as a "stand-alone course." At one time, stand-alone courses had to get special approval from the Chancellor's Office, but effective in fall 2007, districts were delegated authority to approve stand-alone courses that are offered for credit. The approved course must be reported to the Chancellor's Office in order to assign a unique course control number.

Complete information on program and course approval is contained in the Program and Course Approval Handbook, 3d ed., 2009. Stand-alone course guidelines and training requirements (curriculum committees must be annually trained) can also be found at the Chancellor's website.

III. PROGRAMS

Forms

In the 2010-2011 academic year, program documents may continue to be processed by forms since these are the documents submitted (albeit in electronic form) to the State Chancellor's Office.

Program Approval and Recommendation Processes

CIC must approve program content that appears in the college catalog. In the 2010-2011 academic year, there are several types of action CIC can take on programs:

1. Recommendation of the creation of a new program
2. Approval of a program revision
3. Recommendation of a program deletion
4. Approval to add a low-unit certificate to the inventory

Recommendation of the creation of a new program

Note that CIC does not approve new programs; rather, it recommends forwarding new program *proposals* to the larger senate. New programs are so important to the college that approval is reserved for action by the full Cerro Coso Academic Senate. The role that CIC plays in this process detailed in another academic senate document, but in general, the approval of programs follows the new course approval process requiring both a first and second review. If new programs are approved, they are forwarded to the Board of Trustees and from there to the state Chancellor's Office. No program may be offered or listed in official college publications until it has been officially accepted by the state.

When submitting a new program, use Chancellor's Office form CCC-501. The Program and Course and Approval Handbook contain helpful information about filling out this form.

Approval of a program revision

CIC does, however, directly approve program revisions, and such approvals go straight to a Board Action Report and to the Board of Trustees. It was felt not necessary to convene the entire Academic Senate to approve changes to a program, which can often be quite minor. Nevertheless, revisions to a program at the state level are described as substantial or non-substantial.

Substantial revisions: According to the Program and Course Approval Handbook, a program is considered to have "substantial modifications" in any of the following situations:

- The goals and objectives of the program are substantially changed;
- The job categories for which program completers qualify are substantially different from the job categories program completers previously qualified for; or
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students previously typically transferred to.

When submitting substantial revisions, use form CCC-510. See the Program and Course and Approval Handbook for more information and for instructions about filling out the form.

Non-substantial revisions: In all other cases, the program is not considered to be substantially modified. Changes that are made to keep a program current with changing job requirements, for example, or with evolving technology or knowledge within the field are not necessarily substantial modifications for this purpose. Neither is a change in units or the addition of a new elective or even of a new core requirement. However, as the handbook points out, these changes could be substantial, depending on the nature of the change, and if the Chancellor's Office deems such changes as substantial, it may request additional information. The best thing to do is bring the program change to CIC for discussion and input.

When submitting non-substantial revisions, use form CCC-511. See the Program and Course and Approval Handbook for more information and for instructions about filling out the form.

Recommendation of a program deletion

Because deletion of a program can affect current and potential students profoundly, it is taken just as seriously as creation of a new program and the process is therefore identical. CIC's role is to recommend or not recommend deletion, with the full Academic Senate taking action to formally approve or not approve.

To propose deleting a program, use form CCC-511, the same one for a non-substantial change (don't ask—we don't know). See the Program and Course and Approval Handbook for more information and for instructions about filling out the form.

Request to add a low-unit certificate to the Inventory

As stated in the Program and Course Approval Handbook: "Certificates that include fewer than 18 semester units do not require Chancellor's Office approval. These locally approved certificates [are not therefore] listed on transcripts when students complete the requirements. [However,] colleges have the option to submit certificates that require 12 or more but fewer than 18 semester units for approval as Certificates of Achievement. If departments wish for their graduating students to have such notifications on their transcripts, they can apply to add their 12-18 unit certificates to the Inventory (the official Chancellor's Office listing of approved programs). Students will then have the certificates listed on their transcripts.

To do so, use form CCC-515. See the Program and Course and Approval Handbook for more information and for instructions about filling out the form.

Program Approval is Not Program Review

It should be noted that the process described above is not Program Review, which is a self-study process to determine the relevance and viability of a program. The Program Review Committee provides oversight over this multi-phase self-study process. However, one of the phases in the Program Review process is to present the self-study to CIC. CIC provides input on the curriculum aspects only of the document. CIC does not “approve” this document per se—we simply acknowledge that the curriculum parts of the document are completed. For that reason, program review can be done in one reading.