



# CURRICULUM COMMITTEE REFERENCE GUIDE

~~2024-2025~~2025-2026

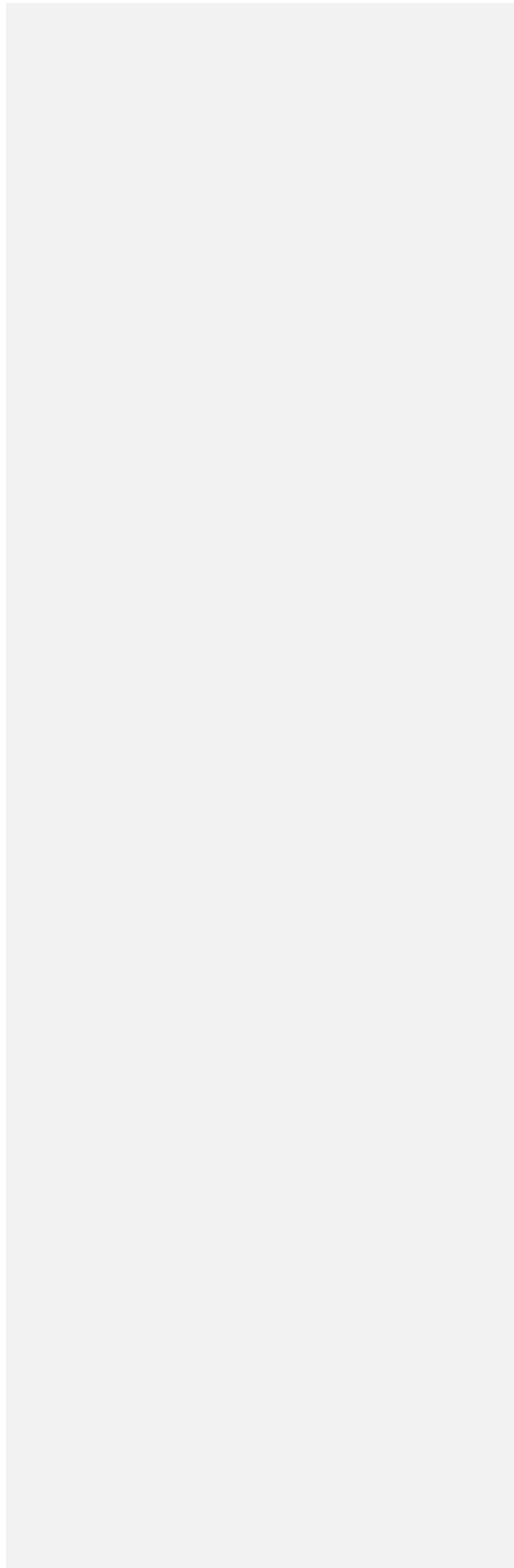


## Table of Contents

<u>Table of Contents .....</u>	<u>2</u>
<u>Introduction .....</u>	<u>6</u>
<u>Purpose of the Reference Guide .....</u>	<u>6</u>
<u>Contact Information .....</u>	<u>6</u>
<u>Resources.....</u>	<u>6</u>
<u>The Importance and Role of Curriculum.....</u>	<u>6</u>
<u>The 10 +1 .....</u>	<u>7</u>
<u>Curriculum Committee Charge, Scope, and Membership .....</u>	<u>9</u>
<u>Type of Committee .....</u>	<u>9</u>
<u>Committee Charge .....</u>	<u>9</u>
<u>Committee Scope of Authority .....</u>	<u>10</u>
<u>Reports To .....</u>	<u>10</u>
<u>Communicates With .....</u>	<u>10</u>
<u>Committee Membership .....</u>	<u>10</u>
<u>Alignment w/ACCJC Standards.....</u>	<u>10</u>
<u>Roles and Responsibilities .....</u>	<u>10</u>
<u>Committee Co-Chair, Faculty .....</u>	<u>10</u>
<u>Committee Chair, Administration .....</u>	<u>12</u>
<u>Committee Member.....</u>	<u>12</u>
<u>Articulation Officer.....</u>	<u>13</u>
<u>Instruction Office Specialist .....</u>	<u>13</u>
<u>Assessment Committee Chair.....</u>	<u>14</u>
<u>Curriculum Review Teams .....</u>	<u>14</u>
<u>Meeting Schedule .....</u>	<u>14</u>
<u>Curriculum Development .....</u>	<u>16</u>
<u>Course Outline of Record.....</u>	<u>16</u>
<u>Title 5 Requirements:.....</u>	<u>17</u>
<u>Other Required Elements:.....</u>	<u>17</u>
<u>Program Outline of Record .....</u>	<u>17</u>
<u>Curriculum Planning and Consultation.....</u>	<u>19</u>

<u>Before you get started .....</u>	<u>19</u>
<u>Should I Create a New Course or Revise My Existing Course? Questions to ask! .....</u>	<u>19</u>
<u>Should I Create a New Program or Revise My Existing Program? Questions to ask! .....</u>	<u>20</u>
<u>Planning Stages .....</u>	<u>20</u>
<u>Consultation .....</u>	<u>21</u>
<u>Consultation Questions During Course Development.....</u>	<u>22</u>
<u>Your Dean and Chair.....</u>	<u>22</u>
<u>Your Discipline.....</u>	<u>22</u>
<u>Other Disciplines .....</u>	<u>22</u>
<u>Consultation Questions During Program Development.....</u>	<u>22</u>
<u>Consultation Questions During Articulation .....</u>	<u>23</u>
<u>Curriculum Approval Process.....</u>	<u>24</u>
<u>Ensuring a Timely Process .....</u>	<u>25</u>
<u>Articulation and Transfer.....</u>	<u>26</u>
<u>C-ID (Course Identification Numbering System) .....</u>	<u>26</u>
<u>AD-T Development.....</u>	<u>26</u>
<u>Getting Started .....</u>	<u>27</u>
<u>Additional Resources .....</u>	<u>28</u>
<u>Special Thanks.....</u>	<u>28</u>
<u>Introduction .....</u>	<u>2</u>
<u>Purpose of the Reference Guide .....</u>	<u>2</u>
<u>Contact Information .....</u>	<u>2</u>
<u>Resources.....</u>	<u>2</u>
<u>The Importance and Role of Curriculum.....</u>	<u>2</u>
<u>The 10 +1.....</u>	<u>4</u>
<u>Curriculum Committee Charge, Scope, and Membership.....</u>	<u>6</u>
<u>Committee Charge .....</u>	<u>6</u>
<u>Committee Scope of Authority .....</u>	<u>7</u>
<u>Reports To .....</u>	<u>7</u>
<u>Communicates With .....</u>	<u>7</u>
<u>Committee Membership .....</u>	<u>7</u>
<u>Alignment w/ACCJC Standards.....</u>	<u>7</u>
<u>Roles and Responsibilities .....</u>	<u>8</u>
<u>Committee Co-Chair, Faculty .....</u>	<u>8</u>

<u>Committee Chair, Administration</u> .....	9
<u>Committee Member</u> .....	9
<u>Articulation Officer</u> .....	9
<u>Instruction Office Specialist</u> .....	11
<u>Assessment Committee Chair</u> .....	11
<u>Curriculum Review Teams</u> .....	11
<u>Meeting Schedule</u> .....	13
<u>Curriculum Development</u> .....	14
<u>Course Outline of Record</u> .....	14
<u>Title 5 Requirements:</u> .....	14
<u>Other Required Elements:</u> .....	15
<u>Program Outline of Record</u> .....	15
<u>Curriculum Planning and Consultation</u> .....	15
<u>Before you get started</u> .....	15
<u>Should I Create a New Course or Revise My Existing Course? Questions to ask!</u> .....	16
<u>Should I Create a New Program or Revise My Existing Program? Questions to ask!</u> .....	16
<u>Planning Stages</u> .....	17
<u>Consultation</u> .....	18
<u>Consultation Questions During Course Development</u> .....	18
<u>Your Dean and Chair</u> .....	18
<u>Your Discipline</u> .....	18
<u>Other Disciplines</u> .....	18
<u>Consultation Questions During Program Development</u> .....	19
<u>Consultation Questions During Articulation</u> .....	19
<u>Curriculum Approval Process</u> .....	20
<u>Course Workflow</u> .....	22
<u>Program Workflow</u> .....	22
<u>Ensuring a Timely Process</u> .....	24
<u>Articulation and Transfer</u> .....	24
<u>C-ID (Course Identification Numbering System)</u> .....	24
<u>AD-T Development</u> .....	25
<u>Getting Started</u> .....	26
<u>Additional Resources</u> .....	26
<u>Special Thanks</u> .....	27



## Introduction

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### Purpose of the Reference Guide

The purpose of this reference guide is to serve as a guide for faculty in the development and maintenance of curriculum. It is intended to help 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.

### Contact Information

BC Curriculum Co-Chair email – [bc\\_curriculum@bakersfieldcollege.edu](mailto:bc_curriculum@bakersfieldcollege.edu)

Articulation Officer email – [articulation@bakersfieldcollege.edu](mailto:articulation@bakersfieldcollege.edu)

### Resources

- [ASCCC Curriculum Training Canvas](#)
- [BC Curriculum Committee Canvas Pages](#)
- [BC Curriculum Committee Webpage](#)
- ~~[Cal-GETC STANDARDS Version 1.3](#)~~
- [CCCCO Website](#)
- [C-ID](#)
- [Common Course Numbering \(CCN\) Templates](#)
- [Cornell Law School: Legal Information Institute: Elect. Code of Fed. Regs.](#)
- ~~[CSU GE Reviewer Guidelines \(September 2023\)](#)~~
- [eLumen](#)
- [Minimum Qualifications Handbook 19~~7~~th Edition](#)
- [Program and Course Approval Handbook \(PCAH\) 8th Edition](#)
- [Regional Career Technical Education \(CTE\)](#)
- [Thomson Reuters Westlaw: California Code of Regulations](#)
- [UC Transferable Course Agreements \(TCAs\)](#)

## The Importance and Role of Curriculum

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Curriculum is the purview of faculty as delineated in [Title 5, Education, Division 6, California Community Colleges, Chapter 6, Curriculum and Instruction](#) 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 §55002 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 the California Education Code, which is the statute (law) that is determined by legislation.

➤ **Title 5**

This large document interprets Education Code (Ed. Code) to regulations, which are determined by the Board of Governors. This extensive set of regulations details the operational framework for California's community colleges, including areas like curriculum, student discipline, academic standards, and facilities. It covers a wide range of educational aspects, including specific standards for classroom size, curriculum development, and the application of rules and regulations within the community college system. The Board of Governors for California Community Colleges approves these regulations, and the California Community Colleges Chancellor's Office is responsible for their implementation and compliance.

➤ **Chancellor's Office Program and Course Approval Reference guide (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) input.

➤ **Chancellor's Office Guidelines, 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. (i.e. CCCCO Curriculum and Instruction Unit and Academic Senate Papers)

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."

The Curriculum Committee. The college faculty is responsible for initiating curriculum development and revision. Title 5 (§ 53200 b) "10 + 1" requirements assign the duties listed below to the BC 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 the maintenance of 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 structure, 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.

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, the approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree credit courses, and non-credit courses
- Establishing pre-requisites, co-requisites, and advisories for courses
- Maintaining and updating the discipline list
- Placement of courses within disciplines
- Assigning course identifiers
- 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) and Bachelor's Degree (BA or BS)
- Courses for articulation and transfer to CSU and submission of courses for UC transfer, ~~IGETC, CSU GE Breadth, and CalGETC.~~
- Discontinuation of existing courses or programs

Commented [EM1]: and Bachelor's degree (BA or BS)

Commented [EM2]: CSU GE Breadth, and Cal-GETC

2. Degree and certificate requirements

In this area, the committee's duties include but are not limited to the following:

- Making recommendations for changes to the General Education pattern for the Associate degree
- Defining the criteria for placement of courses within General Education areas
- Performing 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, credit, and noncredit

- Pre-requisites, co-requisites, and advisories for new and revised programs
5. Standards or Policies Regarding Student Preparation and Success
- In this area, the committee's charge is to approve course outlines and pre-requisites.
- 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.
  - Ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

## Curriculum Committee Charge, Scope, and Membership

At Bakersfield College, the Academic Senate has delegated the authority for all curriculum matters to the Curriculum Committee. As a result, the committee recommends courses and programs directly 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 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.

### Type of Committee

According to BC policies, this section describes what type of committee each body is and therefore how they work within the governance structure of the college. Committees are recognized as governance/constituency representative groups, standing, employee groups, operational groups, interest groups, task forces, ad hoc, and as an arm of the senate.

### Committee Charge

The Committee Charge, as a whole, is reviewed by the Curriculum Committee and approved by the Academic Senate annually. The Charge section is where the tasks, and duties are described. For the Curriculum Committee, we are primarily guided by Title 5 and ASCCC. As specified by [Title 5 section 53200](#) ~~Title 5 section 53200~~, the committee's primary responsibilities lie in the following five areas-

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

Commented [MH3]: Align with how listed below.

Commented [MH4]: Updated document to remove specific Committee Charge language and, instead, link to actual charge and in its place put definitions, descriptions, and rationale.

Commented [MH5]: Need to verify this is current.

Commented [MH6]: Need to update language

## Committee Scope of Authority

The Scope of Authority contains a description of the areas/issues on which the committee makes recommendations or policy/procedure decisions. The Academic Senate of the California Community Colleges document "The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice" re-affirmed the central role of the Curriculum Committee in enacting faculty primacy in curricular matters:

"For decades, the curriculum committee has been the major mechanism by which the primacy of faculty has been exercised in their central domain of expertise: developing and renewing the college curriculum and assessing its quality and effectiveness to the highest of professional standards. The primacy of faculty in the area of curriculum has been repeatedly confirmed by the Legislature in the form of statutes and by the Board of Governors in the promulgation of regulations to implement those statutes."

## Reports To

This section describes to whom the committee makes recommendations and/or with whom the committee is required to collaboratively consult in the development of its recommendations.

## Communicates With

~~All others besides the "Reports To"~~ Entities listed here are those who the committee will message or receive feedback from as needed. Comments and feedback from entities in this block are given approximately equal precedence to each other. ~~These entities are messaged as needed~~. Since the Academic Senate has primacy on "academic and professional matters", the Senate is not included in this block for those matters—the Senate is listed ~~up in the~~ "Reports to" to ensure proper collegial consultation happens.

## Committee Membership

The Membership portion contains a list of all of the required members along with their voting status and a definition of how quorum is met.

## Alignment w/ACCJC Standards

This section clarifies the connections between the work of the committee and the associated sections of the Accreditation Reports

Standard 2: Student Success: 2.1, 2.2, 2.3, 2.4, and 2.6.

## Roles and Responsibilities

Committee ~~Co-Chair~~ Co-Chair, Faculty

The co-chair(s) for Curriculum Committee will be full-time faculty member(s), selected by the Executive Board of the Academic Senate. This position is a 2-year commitment and includes reassigned time or stipend as determined by the College President and Academic Senate. Specific roles and responsibilities are listed within the Curriculum Committee (CRC) Faculty Co-chair Job Description (rev 2024).

- ~~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 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 a 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 Review and Catalog Taskforce~~
- ~~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 practices and policies~~
- ~~Interact with Senate President regarding curriculum issues~~
- ~~Communicate curriculum concerns and actions between faculty and administration~~
- ~~Works with Administrative 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 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, student support services, and Administrative Support Assistant
- Co-chairs the catalog taskforce

#### Committee Member

- Attends Curriculum Committee meetings
- Completes review of assigned curriculum (review courses to ensure complete and accurate data, compliance, and consistency) no later than due date
- Offers suggestions and input on courses/programs for course developers during the curriculum process, including committee meetings, as well as assists colleagues with curriculum development and revision
- Reports on curriculum issues and changes at department meetings and requests faculty input on curricular issues in their represented area, and serves as a point of contact/ resource for their area

#### 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
- Participates in the review of curriculum as related to articulation, C-ID, and GE.
- Works with other colleges and universities on transferability; coordinates articulation agreements
- Updates all student information systems and curriculum management systems (e.g., Banner, Starfish, eLumen) with status of transfer, C-ID approval, and articulation
- Provides articulation, C-ID, and GE updates during committee meetings; posts updates to committee web page

#### Instruction Office Specialist

- 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~~[listserv serve](#)
- Provides technical review; offers 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 the Public Information Officer and Financial Aid Director for catalog and addendum to facilitate marketing for 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 CCCCCO 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.

#### Assessment Committee Chair

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

#### Curriculum Review Teams

Curriculum Review Checklists for both Programs and Courses are available on the BC Curriculum Committee Canvas page.

Department Representatives will be assigned to review teams at the start of the school year. Throughout the year, courses/programs will be assigned to teams to review. Once review teams have provided comments/ recommendations, the co-chairs will work with faculty to address concerns and any requested changes. If teams are unable to review curriculum, it may be reviewed by the committee during the meeting.

Possible review teams may include, but are not limited to, the following:

- Courses
- Programs
- Distance Education (DE)
- General Education (GE)
- Noncredit

Teams may consist of 2-5 current Curriculum Committee voting-members. There may be multiple course review teams. Teams are responsible for using the appropriate review materials to confirm that courses/programs meet necessary requirements\*. The teams make recommendations in the Course Management System. Activities include:

- Review appropriate materials submitted as part of the regular curriculum process (CORs, PORs, DE & GE requests)
- Communicate with faculty to meet COR/POR expectations and standards
- Maintain a record of course/program recommendations and comments
- Communicate with the Chairs on issues of concern

#### \*Necessary Requirements

Courses/Programs: the COR/POR expectations and standards

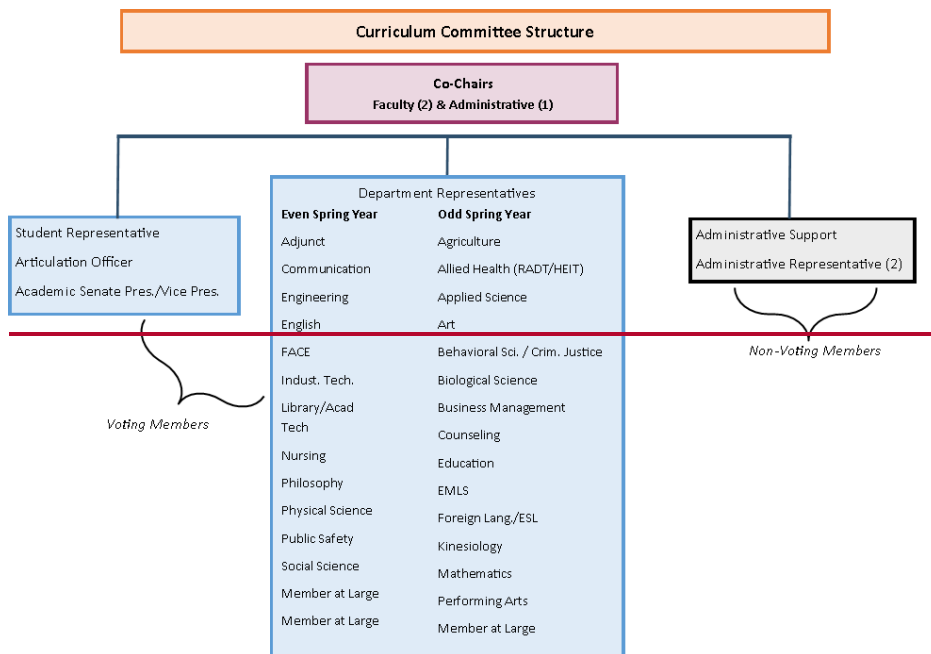
GE: the COR meets the guidelines for the GE areas it is requesting (guiding notes for BC and CSU/UC CalGETC Standards version 1.3)

DE: the DE addendum for courses requesting a distance education modality to ensure academic standards are equivalent (or comparable) to those of the in-person modality

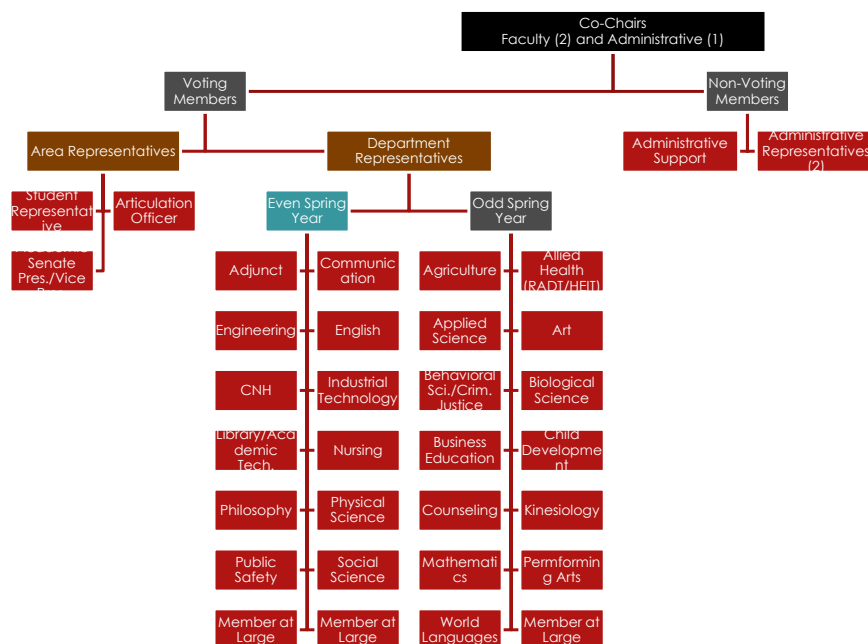
Noncredit: the guidelines for NC as outlined by state and local regulations

#### Meeting Schedule

The Curriculum Committee meets every other Thursday from 2:30 pm to 4:00 pm. The regular meeting schedule for the academic year is posted to the committee web site website prior to the start of the fall semester. In accordance with the requirements of the Brown Act, all Curriculum Committee agendas will be publicly posted 72 hours prior to regularly scheduled meetings. Special Meetings may be called by the Curriculum Committee Co-Chairs no later than 24 hours prior to regularly scheduled meetings and will not consider additions to the agenda.







## Curriculum Development

Instructional guides for all proposal types can be located on the committee resource page in [Canvas](#). Curriculum Checklists for both [courses](#) and [programs](#), prefix request forms, and eLumen how-to guides are also available. NOTE: Program revisions/creations should occur simultaneously along with any course revisions/creations within those programs when possible.

## Course Outline of Record

The Course Outline of Record (COR) plays a central role in the curriculum of the California Community Colleges. It is the responsibility of the Curriculum Committee to review course outlines submitted by discipline faculty to assure that they meet these standards. Refer to ASCCC papers for more information on the importance of the COR.

At Bakersfield College, the Course Outline of Record (COR) is constructed in accordance with regulation (Title 5) and best practices as laid down by the Curriculum Committee of the ASCCC.

## Title 5 Requirements:

For credit courses:

- Unit value
- Total contact hours for course
- Conditions of enrollment: requisites, advisories, other conditions
- Catalog description
- Objectives
- Content (typically in outline form)
- Reading and Writing Assignments
- Other outside-of-class assignments
- Methods of instruction
- Methods of evaluation/grading policy

For Noncredit courses:

- Total contact hours for course
- Catalog description
- Objectives
- Content (typically in outline form)
- Assignments and activities
- Methods of instruction
- Methods of evaluation/grading policy

## Other Required Elements:

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

Recent proposed updates for Title 5 that may affect this criterion.

## Program Outline of Record

The Program Outline of Record (POR) plays a central role in the curriculum of the California Community Colleges. It is the responsibility of the Curriculum Committee to review program outlines submitted by discipline faculty to assure that they meet these standards. Refer to



ASCCC papers for more information on the importance of the POR. At Bakersfield College, the Program Outline of Record (POR) is constructed in accordance with regulation (Title 5) and best practices as laid down by the Curriculum Committee of the ASCCC.

## Curriculum Planning and Consultation

This is your role as the curriculum representative for your department. There are several how-to guides available to help faculty throughout curriculum development and maintenance using current curriculum management systems and processes. You will help guide them through this process and provide clarity on the guides.

### Before you get started

Compile 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 the curriculum calendar, published prior to the fall semester each academic year. In general, you should plan on the local college curriculum approval process taking at least 3 months. For example, if a curriculum proposal is to be approved by the end of fall semester, in order to be published in the catalog for the next school year, the completed proposal must move through the approval queues for 1<sup>st</sup> Read by the committee ~~vote~~ by the 2<sup>nd</sup> committee meeting in ~~October~~ November. 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,

- proposals approved in the fall semester will take effect the following summer/fall
  - (e.g., a proposal approved in the fall of 2020~~5~~ will become effective in the summer/fall of 2021~~6~~).
- Proposals approved in the spring semester will take effect in the summer/fall of the following academic year after next
  - (e.g., a proposal approved in the spring of 2021~~6~~ will become effective in the summer/fall of 2022~~7~~). Some articulations may take even longer to take effect.
- In other words, curriculum goes into effect in the calendar year after the one in which it is approved.
  - (e.g., approved in the calendar year 2025 will go into effect fall of the 2026-2027 academic year).

For specific dates, please refer to the published Curriculum Calendar.

Should I Create a New Course or Revise My Existing Course? Questions to ask!

1. Do I want to change the current Course Prefix?
  - If yes, create a new course!
    - Does the prefix already exist?
      - If yes, use the existing prefix.
      - If no, consult with the Department Chair and Dean before completing a Prefix Request.
  - If no, continue to the next question.

Commented [MH7]: Add link to document.

2. Do I want to Change the Course Number?
  - If yes, create a new course!
  - If no, continue to the next question.
3. Would it benefit students to complete this course (after successfully completing the old course)?
  - If yes, create a new course!
  - If no, consider revising that existing course.

Should I Create a New Program or Revise My Existing Program? Questions to ask!

1. Is an external entity requiring us to rename/change the program? (Accreditation, State legislation, etc.)
  - If yes, create a new program!
  - If no, continue to the next question.
2. Would industry/external partners view the proposal as a separate or different program?
  - If yes, create a new program!
  - If no, continue to the next question.
3. Would it benefit students to complete this program (after successfully completing the old program)?
  - If yes, create a new program!
  - If no, continue to the next question.
4. Do you have current students majoring in the old program who will want the opportunity to complete the old program (rather than shift into the new program)?
  - If yes, create a new program!
  - If no, consider revising that existing program.

**NOTE: A COURSE CANNOT BE SCHEDULED UNTIL THERE IS CCCCCO APPROVAL, AND IT HAS BEEN ADVERTISED IN THE CATALOG, CATALOG ADDENDUM, OR OTHER PUBLICATION.**

### Planning Stages

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 must go through distinct steps after the initial faculty submission in the approval process. Each of these steps will involve input and review from several sources. You will want to consider potential deadline delays as well. If you are not getting a response from a reviewer through the Curriculum Management System (CMS), that person can always be contacted directly so that you can request feedback.

After reviewing the curriculum calendar (available on the [Curriculum website](#)) and determining a timeline for your proposal, the first question to ask and answer is: Are you revising existing curriculum, creating new curriculum, or deleting curriculum? Refer to the appropriate How-To instructional guide, located on the Curriculum Committee Canvas page, for specific requirements for entering information into the CMS.

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, transferability). Once

you have a firm grasp on how you want to structure your course, how you want to offer it, and 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).

At Stages 2 and 3, the curriculum management system requires the Department Chair and Administrative Representative to review, comment if desired, and click the 'review' button. This will move the curriculum to the next step in the review process. Discussions between faculty originator, department chair, and administrative representative should occur in the planning phase *before* curriculum is entered or changed.

**The Department Chair** is expected to review the curriculum, ensuring the BC guidelines and the legal requirements for courses/programs are included and accurate.

- Required Elements of the COR per Title 5
- Unit value
- Total contact hours for course
- Conditions of enrollment: requisites, advisories, other conditions
- Catalog description
- Objectives
- Content (typically in outline form)
- Reading and Writing Assignments
- Other outside-of-class assignments
- Methods of instruction
- Methods of evaluation/grading policy

**The Administration Representative** is expected to review the curriculum to ensure not only ~~are that~~ the required components of the COR are addressed, but also to consider the following:

- How does the course meet the mission of the department AND the mission of the college?
- Will the addition of the course change staffing needs? Will it change room scheduling?
- Is the faculty member requesting unbudgeted items? (e.g., faculty, technology, equipment)

### 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. As a collegial courtesy, notification and/or consultation should occur if changes or proposals overlap or impact other disciplines. Any requested changes should be finalized through interdisciplinary ~~consultation and with mutual agreement~~. However, if there is no mutual agreement on the requested changes, the Curriculum Chairs will facilitate further discussion with all of the parties involved. If there continues to be no mutual agreement, the ~~topic-proposal will may~~ be brought to the floor before for discussion by the Curriculum Committee ~~as a discussion item~~ before voting.

Commented [MH8]: Updated language to clarify process.

## Consultation Questions During Course Development

The following consultation questions are intended to guide faculty submitting curriculum proposals.

### Your Dean and Chair

**Will the proposed changes impact enrollment management for your discipline?** Will it change staffing needs? Will it change 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 the 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 do not forget to use your Curriculum Committee representative as a resource. Where feasible, consult with adjunct faculty.

**Could this change impact community partners?** Is the curriculum part of a Career Education (CE) (also Career and Technical Education - CTE) program? Will it be? Have you consulted with the related advisory committee? You may need to discuss options and process with the Curriculum Co-Chairs and the Office of Career Education as well.

### 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.

**Do you want to cross-list the course?** You may need to discuss options and process with the Curriculum Co-Chairs. Unless required by outside agencies, Bakersfield College does not cross-list courses.

## Consultation Questions During Program Development

Prior to developing a new program or making substantive changes to a program, the faculty member should consult with the Curriculum Chairs to discuss the process and the requirements for a new or substantially modified program. The intent of the discussion is to aid in the program development process, ensuring that it meets all state requirements **prior** to development and submission. The faculty member should be prepared to discuss the following criteria.

1. Will the proposal require the development of one or more new courses?

- Will the proposal require the creation of a new subject/course identifier (e.g., ARCH, AUTO, PHTA, etc.)? If yes, consult with the Department Chair and Dean prior to completing a Prefix Request.
- Will the proposal require additional district resources (e.g., new faculty, equipment, etc.), without which the program cannot be implemented? Include any external regulations or accreditation requirements the program will be required to meet.
- Describe the proposed new or modified program. What is the rationale and need for the new program/modification?
- Describe the anticipated outcome of the educational program (e.g., ADT, local degree, certificate, license, transfer, etc.). Include anticipated course sequencing, enrollment, and projected time to completion.
- Describe how this program will fulfill the mission of the college.
- How does the new or modified program fit into the guided pathways framework and align within the college's disciplines/department?
- Are there similar programs at BC or in our service area? How will this program fit at BC and avoid duplicating existing resources?
- If this is a CE (also CTE) program, be prepared to describe how it fits an occupational need for this area and summarize the relevant labor market information supporting the need for the program (i.e., local, regional, state).
- If there is potential cross discipline impact, discuss the extent of the dialogue with colleagues related to the program proposal.

Commented [MH9]: Need to link to document.

#### Consultation Questions During Articulation

Meet with the college Articulation Officer for consultation and guidance when a course needs to meet transfer and articulation criteria. 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 Education (GE) and Transfer section.

If you would like your course to be considered for CSU transfer, UC transfer, C-ID, ~~local GE, CSU GE, CalGETC~~, or Common Course Numbering (CCN), you must request consideration in the CMS. Each system and area ~~have has~~ specific criteria as identified in the following sections. Faculty should consult with the Articulation Officer before beginning a proposal to ensure the course meets the criteria. ~~A course cannot be offered with the GE status until it is approved by the Board of Trustees for local GE or CSU Office of the President for CSU GE, IGETC, and CalGETC. A course cannot be offered with CalGETC until it's been approved.~~ Depending on related timelines, this may be after publication in a catalog. For ~~the~~ detailed criteria, please refer to the guiding notes located on the committee page under committee resources.

Commented [EM10]: Cal-GETC, or Common Course Numbering

Commented [EM11]: CSU/UC Office of the President for CSU GE, IGETC, and Cal-GETC.

**Does your course currently satisfy BC GE?** If not, do you want to ~~propose request your course be approved for your course for~~ a BC ~~local GE general education~~ area? Consult with the ~~Articulation Officer Curriculum Co-Chairs or department representative~~ to answer these questions. ~~A course cannot be offered with the GE status until it is approved by the Board of Trustees for local GE.~~

**Does your course transfer to a 4-year institution?** Is it articulated with a 4-year institution? Does your course satisfy ~~CalGETC, CSU GE, IGETC, or Cal-GETC~~? The published catalog description

Commented [EM12]: CSU GE, IGETC, or Cal-GETC



will indicate the status of your course with respect to articulation and transfer. Will your proposed changes affect your course status with four-year universities? Would you like to propose your course for articulation, transfer, or GE? Work with the Articulation Officer to answer these questions.

**Is my course a part of the Common Course Numbering project?** If yes, is there a Common Course Numbering template available? If yes, follow the template on the Common Course Numbering Project website in creating or revising your course. For assistance in applying the template, or if there isn't a template, consult with the Curriculum Committee Co-Chairs for more information.

**Does your course have an applicable C-ID descriptor?** Does your course meet or exceed the C-ID descriptor? For more information on C-ID descriptors, consult the Final Descriptors webpage. If seeking new C-ID approval, understand that there is a requirement to strictly follow the provided templates (descriptors). This may create issues if it creates conflict with existing content. Consider the following questions when pursuing C-ID approval:

- Am I substantially changing my course?
- Does anything conflict with CalGETC approvals?
- While I can add some content, have I added so much to the provided descriptor that it no longer qualifies?

For assistance, consult with the Articulation Officer.

**Is the program an Associate Degree for Transfer (AD-T)?** Work directly with the Articulation Officer.

**Are you planning on adopting OER?** For assistance with OER, consult with the OER Liaison.

### Curriculum Approval Process

Curriculum approval proceeds in ~~level~~levels/stages and each stage must be successfully completed in turn. This process offers a careful but efficient way to present and review curriculum. The curriculum approval process uses the current college curriculum management system to input information, communicate recommendations, and/or concerns, and track progress. Once you have completed your course proposal, it will move through the approval steps below. Program proposals have a similar approval process. All listed parties must review the proposal before it moves to the next stage. You can track the progress of your proposal in eLumen.

- Level 1
  - Originator: Proposal submission by faculty in the discipline of the course
- Level 2 Review
  - Faculty Chair
- Level 3 Administration Review
  - Administrative Representative (VPI, AVPI, Dean, Associate Dean, or Program Manager/Director)
- Level 4 Technical, Articulation, SLO Review – simultaneously (Levels 4-6 in Program Workflow)
  - Technical Review-Curriculum Specialist
  - Articulation Officer
  - Assessment Committee member (Student Learning Outcomes and alignments only)

Commented [EM13]: Is there a Common Course Numbering template available?

- Level 5 Review (Level 7 in Program Workflow)
  - Co-Chairs review the course and send the course back if changes are requested

After faculty review, and edits are complete, the Co-Chairs will determine whether the proposal is ready to move to 1<sup>st</sup> agenda and assign it to a Curriculum Committee team for review.

- Level 6 Review (Level 8 in Program Workflow)
  - Curriculum Committee Review as a First Review agenda discussion item
  - Teams should use the program/course review checklists for guidance

After any needed changes are addressed, the Co-Chairs will determine whether it is ready to move to 2<sup>nd</sup> agenda.

- Level 7 Review (Level 9 in Program Workflow)
  - Curriculum Co-Chair review
  - Voting as a Second Review agenda action item
- Level 8 Review (Level 10 in Program Workflow)
  - Vice President of Instruction (VPI)
  - Once recommended by the Curriculum Committee and the Vice President of Instruction, the Academic Services Assistant puts recommendations on Board of Trustees (BOT) agenda
- Level 9 ~~BOT approval~~ (Level 11 in Program Workflow) BOT approval
- Level 10 ~~Submission to Chancellors office for chaptering (streamlined)/approval (full CCCO review)~~ (Level 12 in Program Workflow) Submission to Chancellor's office for chaptering (streamlined)/approval (full CCCO review)
- Level 11 ~~Catalog: Advertised to students~~ (Level 13 in Program Workflow) Catalog Advertised to students
- Level 12 Activation (Level 14 in Program Workflow)
  - Curriculum tech will enter effective dates in the Course Management System (CMS)/. Once a course has received CCCO approval AND has been advertised to students, it is ready to schedule.

Note: The Levels referenced above refer to the stages of approval in eLumen

### Ensuring a Timely Process

To ensure timely processing of curriculum, the Curriculum Committee will use the following process. **(Note: This only applies to fall and spring semesters, not breaks.)**

- The Person/Committee responsible for each stage of the review process will have two (2) weeks upon notification of the curriculum entering the queue to submit comments, express concerns, and/or request changes. All comment(s) should be recorded in the comment section of the curriculum management system.
- At the end of the two weeks, if the submission has not moved out of the review stage for any reason, the course's faculty author(s) or department chair may submit an email request to the Curriculum Co-Chairs that the course be advanced. The Curriculum Co-

Chairs will send a courtesy email to the person/committee indicating that the Curriculum faculty co-chair(s) will advance the course to the next stage in three (3) days with or without review/comments.

- During the committee vote, the Curriculum co-chairs will note that the curriculum was advanced beyond said stage via faculty request and/or department chair request.
- The rest of the curriculum process is as described previously.

## Articulation and Transfer

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) provides the most up-to-date and accurate information regarding student transfer in California. For the Counseling faculty, the information contained on ASSIST allows them to map out the courses a student would need to allow for a seamless transfer to the Universities of California (UCs and/or California State Universities (CSUs). For discipline faculty, ASSIST is a valuable repository of lower-division major preparation offered by the public four-year universities in the State.

During the curriculum processes, the Articulation Officer (AO) supports faculty in the development of a course proposal or revision to ensure that it adheres to the standards and regulations of the CSUs and UCs. Doing so allows for a streamlined approval of a course's transferability and/or approval for the CSU GE Breadth and/or IGETC or TMC, CalGETC, and Common Course Numbering. As an advocate for student completion and transfer, the AO ensures that courses proposed will serve to minimize unit bloat toward a transfer, or will be included in the student's program of study to maximize the value of the course toward the completion of the Associate degree.

Commented [EM14]: add Cal-GETC and Common Course Numbering

## C-ID (Course Identification Numbering System)

In 2006, the Academic Senate for California Community Colleges (ASCCC) responded to legislative calls for a common course numbering system through the implementation of the Course Identification Numbering System (C-ID). The AO is tasked with submission of courses to C-ID for consideration and can assist with any questions.

When a course is approved for a C-ID designator, that course is considered comparable to a course 'descriptor' that was developed by intersegmental discipline faculty and reviewed statewide. This is significant in that intersegmental and intrasegmental articulations between subscribing institutions can be established.

For students taking courses at multiple community colleges, having C-ID approval for their courses will mean that the receiving CCC will accept the credits they have already earned, no matter which CCC they attend.

## AD-T Development

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 between the California Community Colleges (CCC) and California State University (CSU) facilitates the transition from CCC to CSU by guaranteeing that students who complete the Associate

Degree for Transfer are able to transfer to a CSU campus. It 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 (AD-T) open to community college students wanting to participate in the program.

In the development and maintenance of the Associate Degree for Transfer (AD-T), the Transfer Model Curriculum (TMC) is the template on which these degrees are modeled. The TMC template is a prescriptive guide of required courses and restricted electives developed in collaboration between CSU and CCC discipline faculty.

For a CCC course to be included in the TMC, it must satisfy one of four criteria. Courses can be added because of:

1. A **C-ID descriptor** (e.g., a course that is C-ID approved with ANTH 110, ANTH 120, and ANTH 150),
2. An **AAM** (articulation agreement by major). This occurs when a CCC's course is articulated in the lower-division at a CSU, as verified by an articulation agreement on Assist.org
3. A **GECC** (general education certification course list). This occurs when a CCC course aligns with the template course description and it has been approved for ~~either the CSU GE Breadth, IGETC, or~~ CalGETC (e.g., "Any 'non-Anthropology course from the humanities or social sciences on cultural diversity'").
4. A **BCT** (baccalaureate course list). These are courses that are CSU transferable, and ~~if they align align~~ with the description on the TMC (e.g., "Any CSU transferable Anthropology course").

Commented [EM15]: add Cal-GETC

## Getting Started

As you begin working on your curriculum, we have put together a variety of resources and tutorials that can be found both on our [Curriculum Committee website](#) and in the [Curriculum Canvas shell](#). Please feel free to contact the Curriculum Committee Co-Chairs and/or your department representative at any time with questions. We are here to support your work in creating the best educational options for our students.

Additional Resources

PCAH: Noncredit  
Apprenticeship Handbook (coming soon)

Special Thanks

In our work updating this guide, we would be remiss if we didn't thank those who originated this guide and all who have added and edited it over the years. This guide was initiated by Faculty Curriculum Co-Chair Jennifer Johnson in 2018-2019 and subsequently edited by those who followed.

Sincerely,  
Scott Dameron, Faculty Co-Chair  
Michelle Hart, Faculty Co-Chair  
Jessica Wojtysiak, Administrative Co-Chair

Faculty		Administration	
-2019	Jennifer Johnson	-Present	Billie Jo Rice
2016-2020 (Menchaca)	Dr. Erica Giblin	2022-Present	Dr. Jessica Wojtysiak
2019-2021	Mark Osea		
2021-2022	Keri Kennedy		
2021-2022	Charles Daramola		
2022-Present	Scott Dameron		
2022-Present	Michelle Hart		