CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
<mark>RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204</mark>
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
<mark>Teleconference x6759</mark>
AGENDA
September 25, 2019
1:30pm-3:00pm

Members Present:

Members Absent:

Guests:

1. **Call To Order/New Committee Members:**

2. **Public Comment:**

3. **Quorum Number:**

4. **Review and Approval of September 11, 2019 Expanded Summary Notes:**

5. **Consent Agenda:**

6. **Curriculum Tip of the Day:**

7. **Curriculum Proposals:**

   Course Modifications: First Reading

ART-63	Introduction to Graphic Design	Approval:
CISPROG-1	Introduction to Computer Programming	Approval:
IET-415	Advanced Electricity Laboratory	Approval:
IET-417	Electrical Troubleshooting	Approval:

   Course Modifications w/ DE: First Reading

IET-420	Fundamentals of Control Systems Technology	Approval:	Distance Education Approval Hybrid:
IETELMT-430	Hydraulic Fundamentals	Approval:	Distance Education Approval Hybrid:
IETELMT-432	Electrical Control of Hydraulic Systems	Approval:	Distance Education Approval Hybrid:
IETELMT-436	Pneumatics Fundamentals	Approval:	Distance Education Approval Hybrid:
IETELMT-438	Electrical Control of Pneumatic Systems	Approval:	Distance Education Approval Hybrid:
RE-410	Real Estate Principles	Approval:	Distance Education Approval Hybrid/Online:
RE-415	Real Estate Practice	Approval:	Distance Education Approval Hybrid/Online:
RE-460	Real Estate Finance	Approval:	Distance Education Approval Online:

New Programs: Final Reading

University of California Transfer Pathway: Chemistry	A.S.	Approval:

Program Modifications: Final Reading

Nutrition and Food	Certificate of Achievement	Approval:

Program Deactivations: Final Reading

Chemistry	A.S.	Approval:

8. **Discussion Items:**

   8.1. ESL Update:

   8.2. By-Laws Update:

   8.3. Curriculum Office - New Associate Degree for Transfers' Program Initiation:

   8.4. Tech Reviewers Guidelines for Review:

   8.5. Standard Description Language for CTE A.S. Degrees Suggestion:

   1. Most AA degrees and many AS degrees provide a solid foundation for further academic study for students wishing to transfer. All Associate degrees include a rigorous general education pattern as identified below.

   8.6. Different Icons in Curricunet for Review:

9. **Floor Items:**

10. **Adjournment:**

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SUMMARY NOTES
September 11, 2019
1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Curriculum Chair
Bruce Osburn, Business & Applied Technology
Candice Hines-Tinsley, Kinesiology, Nutrition, & Athletics
Charmaine Phipps, Language Arts
Christina McPeck, Social & Behavioral Sciences
Elaine Martinez, Kinesiology, Nutrition, & Athletics
Jeffrey Laguna, Health Sciences
Jo Alvarez, SLO Facilitator, PSR Representative
Julie Law, Counseling
Kathleen Galipeau, Hospitality, Fashion, Interior Design, & Culinary
Laura Hope, Interim, Associate Superintendent of Instruction and Institutional Effectiveness

Michael Escobosa, Health Sciences
Naomi McCool, Social & Behavioral Sciences
Nicole Farrand, Visual & Performing Arts
Patricia Powell, Counseling
Rob Kopp, Mathematics & Science
Ryan Sipma, Catalog & Schedule Coordinator
Sean Stratton, Articulation Officer
Shelley Marcus, Library Learning Resources
Sherrie Loewen, Health Sciences
Shireen Awad, Curriculum Specialist
Stephen Calebotta, Language Arts
Rob Rundquist, Interim Dean, Institutional Effectiveness and Intersegmental Partnerships

Members Absent:

Daniel Jacobo, Visual & Performing Arts
Kathy Lucero, Admissions & Records
Lisa Doget, Health Sciences
Megan Keebler, Instructional Support

Nicole DeRose, Acting Faculty Senate President
Patricia Bopko, Financial Aid
RuthAnn Garcia, Transfer Center
Vanessa Thomas, Business & Applied Technology

Guests:

Erik Kolb, Mathematics & Science
Mary Romero, Business & Applied Technology

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:38p.m.

2. **Public Comment:** No comment.

3. **Review and Approval of August 28, 2019 Expanded Summary Notes:** The summary notes were approved 18/0/1.

4. **Consent Agenda:** The consent agenda was approved 19/0/0.

   4.1. The Real Estate Salesperson certificate was changed from a Certificate of Career Preparation to Certificate of Achievement in Curricunet after receiving Chancellor's Office Approval on August 23, 2019.
   4.2. The course content and lab content for ART-30 (approved 8/28/19) was revised to remove edits to these sections and replace them with the original content in the proposal as the original content aligns with the ARTS 200 C-ID descriptor.

5. **Curriculum Proposals:** None

6. **Discussion Items:**

   Curriculum Committee Tri-Chair Model or Meeting Designee: The Chair followed up on the mention of a tri-Chair Model at the last Curriculum Committee meeting, and shared that the tri-chair model proposition had not been

discussed with Laura Hope prior to the meeting. Because the Vice Chair position is no longer funded, there is not a process in place for who should run curriculum meetings should the Chair be absent. The Chair and Curriculum Specialist proposed two options. The first option was to reorganize into a Tri-Chair model similar to other committees on campus, because the Curriculum Specialist, Curriculum Chair, and CIO naturally consult in curriculum work due to their roles. The second option was to select a faculty designee to run the meeting in the Chair's absence. A committee member asked about the common practice at other colleges. The Chair shared that some colleges do have either a co-chair model or tri-chair model for the committees, but there isn't a set norm. The Chair and Curriculum Specialist did not advocate for either option, but asked the committee to help find a solution that can be included into the by-laws.

Bruce Osburn stated his belief that a chair inherently guides a conversation which further supports the need for a faculty chairperson to run the meeting. Stephen Calebotta also shared concerns of Language Arts faculty about the tri-chair model. Laura Hope agreed that the Curriculum Committee meetings should be run by a faculty member. Dean Sherrie Loewen suggested that the Chair provide information on the other models at community colleges and the scope and responsibilities of each chairperson in those models. There was a consensus that the Tri-Chair option should be discussed at a later date when more information is available. The committee then discussed provisions for a faculty designee from the committee to run meetings should the Chair be absent. Meetings run by the designee would not include discussion items and be limited to curriculum proposals, allowing curriculum to move forward in the absence of the Chair. During the meeting, the faculty designee would be supported by the Curriculum Specialist and while serving as meeting facilitator, their voting rights would be suspended. It was also agreed that the designee would not receive a stipend as this role would be done by a Curriculum Committee member who is already on the committee participating in professional service (section 18.2.3 of the Chaffey Community College Chaffey College Faculty Association 2017-2020 Agreement).

The committee voted 19/0/0 to assign a faculty curriculum committee member to run the approvals of curriculum in the absence of the curriculum chair and to suspend the tri-chair conversation until the first meeting in spring.

6.1. By-Laws Update (Second Reading): The Chair shared that the changes were made as discussed in the first curriculum meeting. She also stated that she would add the language of the faculty designee to be reviewed at our next meeting. The DE representative was moved from a voting member to a non-voting member. Laura Hope also suggested adding the relationship between the Curriculum Committee and the academic maps. She suggested a change to the summary notes section to remove "customarily" and "mailed". Julie Law also suggested adding gender inclusive language to the student representative section. Once the changes have been finalized and voted on by the committee, the Chair will share the By-Laws with Faculty Senate.

6.2. Credit by Exam Changes in Curricunet: The Curriculum Specialist shared that a faculty member inquired about adding credit by exam to a course. Historically, to add credit by exam to a course, the faculty member needed to launch a course modification; however, two years ago, an option of credit by exam via consent agenda approval was discussed. While Curriculum Specialist understands the ease of having credit by exam on the consent agenda, she and the Curriculum Committee all agreed that a course modification should be launched to track the history of the course as well as ensure that deans, discipline faculty, and coordinators are aware of the credit by exam designation.

6.3. Local GE for ID-14 and ID-10: Kathy Galipeau led the discussion on the process of approving a course for the local GE pattern. While Curricunet allows for a course to be designated as local GE, that designation serves as a proposal for the local GE not an automatic approval. Historically, the previous Articulation Officer would decide if a course would be in the local GE pattern. Our current Articulation Officer does not think this is an appropriate practice and feels the decision for a course to be in the local GE pattern is a faculty group decision. There are no formalized criteria for a course to be in the local GE pattern the same way CSUGE and IGETC criteria have been determined. Since there is no criteria to evaluate courses for the local GE pattern, the Chair suggested a workgroup to develop this criteria. In developing this criteria, the workgroup will be mindful of current courses in the GE pattern. This could potentially lead to additions and removals of courses from the local GE pattern. The Chair, Sean Stratton, Kathy Galipeau, Patricia Powell, Julie Law, and Robert Rundquist all volunteered to be on the workgroup. The Curriculum Specialist will ask Kathy Lucero if she would like to join.

6.4. Standard Language for CTE AS Degrees: The Chair revisited the proposed language to be added in the description for CTE AS degrees that have a similar CTE certificate. Previous language was already voted on, but the Chair shortened the description and provided consistent structure. Bruce Osburn researched other colleges to see if they have similar language for their CTE AS degrees and found that other colleges do not have this language. His students felt it was not necessary for CTE students to be told what the value of GE is as opposed to non-CTE students. Bruce referenced language from Mt. San Jacinto's catalog that generally states across all associate degrees,

> Most AA degrees and many AS degrees provide a solid foundation for further academic study for students wishing to transfer. All Associate degrees include a rigorous general education pattern as identified below.

Some committee members find that including this language for many CTE descriptions is repetitive in the catalog. Sherrie Loewen recommended that the committee look at what other institutions are doing and to see how Guided Pathways supports this conversation. The Chair shared that there is a bigger end goal of creating some level of structural consistency with catalog descriptions. The committee voted 1/16/1 on approving the proposed changes. The motion did not carry to have the proposed language included in CTE AS Degrees.

6.5. Different Icons in Curricunet for Review: Tabled.

7. Floor Items: None.

8. Adjournment: The meeting was adjourned at 3:00 p.m.

Name	ATTENDANCE	Summary Notes 8/28/2019	Consent Agenda	Table Tri-Chair Discussion	CTE AS Description
Bruce Osburn	X	X	X	X	N
Candice Hines-Tinsley	X	X	X	X	N
Charmaine Phipps	X	X	X	X	X
Christina McPeck	X	X	X	X	N
Daniel Jacobo					
Elaine Martinez	X	X	X	X	A
Jeffrey Laguna	X	X	X	X	N
Jo Alvarez	X	X	X	X	N
Julie Law	X	X	X	X	N
Kathy Galipeau	X	X	X	X	N
Lisa Doget					
Megan Keebler					
Michael Escobosa	X	X	X	X	
Naomi McCool	X	X	X	X	N
Nicole DeRose					
Nicole Farrand	X	X	X	X	N
Patricia Powell	X	X	X	X	N
Rob Kopp	X	X	X	X	N
RuthAnn Garcia					
Ryan Sipma	X	X	X	X	N
Sean Stratton	X	X	X	X	N
Shelley Marcus	X	A	X	X	N
Sherrie Loewen	X	X	X	X	N
Stephen Calebotta	X	X	X	X	N
Total Counts	19	19	19	19	18

Non-Voting	
Angela Burk-Herrick	X
Kathy Lucero	
Laura Hope	X
Patricia Bopko	
Rob Rundquist	X
Shireen Awad	X
Vanessa Thomas	
PSR Representative	
Student Representative	

	Level	#		CR/NC	Grade	Changes	Description
Mod	6	475		CR	Graded	Changed prereqs to advisory Removed hour req in success center Updated books	Careful study and practice of critical thinking, reading, and expository writing techniques for non-native speakers of English. Uses primarily nonfiction texts to facilitate composition writing with the ultimate goal of writing an essay with sources. Prepares the student for English 1A and a variety of academic disciplines. ~~Five hours of supplemental learning in a Success Center that supports this course is required.~~
New	5	~~551~~ **652**	V	~~CR~~ NC	Graded	Changed to **Non Credit** Changed prereqs to advisory Removed hour req in success center Updated books	An introduction to the academic reading, writing, critical thinking, and oral communication expected at the college level. This is the fifth multi-skills core course in the study of English reading, writing, listening and speaking designed for students whose first language is not English. The course further develops and adds to the skills taught in 642: grammar and sentence structure, essay organization and development, reading, and speaking skills. ~~Eight hours of supplemental learning in a Success Center that supports this course is required.~~ May be taken twice.
New	4	~~541~~ **642**	IV	~~CR~~ NC	~~P/NP~~ Graded	Changed to **Non Credit, Graded** Changed prereqs to advisory Removed hour req in success center Updated books	This is the fourth multi-skills core course in the study of English reading, writing, listening, and speaking designed for students whose first language is not English. The course further develops and adds to the skills taught in ESL 632: grammar and sentence structure, paragraph organization and development, reading, and speaking skills. ~~Eight hours of supplemental learning in a Success Center that supports this course is required.~~. May be taken twice.
New	3	~~631~~ **632**	III	~~CR~~ NC	P/NP	Changed to **Non Credit** Changed prereqs to advisory Removed hour req in success center Updated books	This is the third multi-skills core course in the study of English with reading, writing, listening and speaking designed for students whose first language is not English. The course includes the study of grammar and sentence structure, paragraph format and organization, reading skills, and oral communication. ~~Eight hours of supplemental learning in a Success Center that supports this course is required.~~ May be taken twice.
New	2	~~621~~ **622**	II	NC	P/NP	Changed prereqs to advisory Changed **number** to match Updated books	This is the second multi-skills core course in the study of English with reading, writing, listening and speaking designed for students whose first language is not English. The course includes basic listening and speaking skills, beginning with simple words and phrases, then progressing to sentence level interaction. It also includes basic classroom culture, basic US culture, and communication necessary for success in school and life. Ten hours of supplemental learning in a Success Center that supports this course is required. May be taken twice.
New	1	~~611~~ **612**	I	NC	P/NP	Changed **number** to match Updated books	This is the first multi-skills core course in the study of English with reading, writing, listening and speaking designed for students whose first language is not English. The course includes reading and writing the English alphabet, producing the sound system, as well as practicing simple grammar, reading, and writing. Students also learn basic classroom rules and communication necessary for success at school. Ten hours of supplemental learning in a Success Center that supports this course is required. May be taken twice.
New		~~508~~ **608**		~~CR~~ NC	P/NP	Changed to **Non Credit** Changed prereqs to advisory Lowered advisory level to 2 Removed hour req in success center	Intensive instruction in the oral production of American English, targeted to intermediate and advanced ESL students. Focus on speaking and pronunciation skills to improve fluency and minimize accent impact imparted by the speaker's native language. Topics include: sound systems of consonants and vowels, pitch and intonation patterns, rhythm and phrasing, and sound reductions. ~~Eight hours of supplemental learning in a Success Center that supports this course is required.~~ May be taken twice.

<u>**In Consideration Of…**</u>

- **Increasing Access to Adult School Students**
  - The non-credit application is simpler.
  - Offering a course on-site at an adult school would allow us to reach more students IF the course is non-credit.
- **Increasing Enrollment and Access to the Community**
  - Many students stop enrolling after level 2 because of cost.
- **Continuing to have High sStandards for Attendance and Promoting "College" Culture**
  - Many adult schools and non-credit programs struggle with student buy-in and attendance because of their open entry/open exit format which frustrates teachers and limits student progress.
- **AB705 and the movement towards guided self-placement**

<u>**The ESL Department is Changing the Curriculum …**</u>

- ✳ Level 6 will remain credit, graded and be provided as a bridge to English 1A
- ✳ Level 5 will change to Non-Credit but remain a graded course
- ✳ Level 4 will change to Non-Credit and **become** a graded course
- ✳ Level 3 will change to Non-Credit and remain P/NP
- ✳ The Pronunciation Elective will change to Non-Credit and remain P/NP
- ✳ The Pronunciation Elective had a prerequisite level of 3, which has been changed to 2

- ✳ All Levels will have prereqs changed to advisories
- ✳ Levels 1 and 2 will change numbers to match the sequence (they will keep hours in success centers)
- ✳ Levels 3-6 and elective (608) will NOT have required hours in the success center because of the possibility of being offered off-site at adult school campuses.

- ✳ All books updated

I.   COMMITTEE RESPONSIBILITIES

   A.   CERTIFICATION
        The Curriculum Committee provides certification to the Chancellor's Office that processes and procedures align with California Education Code, Title 5 regulations, and the Chancellor's Office Program and Course Approval Handbook (PCAH).

   B.   REVIEW OF COURSES AND CERTIFICATES/DEGREES

   The primary responsibilities of the Chaffey College Curriculum Committee are to review and approve degree-applicable credit courses, non-degree credit courses, noncredit courses, certificates, and programs of study. The Curriculum Committee recommends to the Faculty Senate additions, deletions, and modifications in both major degree programs and general education patterns for the Associate in Arts (AA) degree, the Intersegmental General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Occupational Certificate Requirements. The Curriculum Office sends those recommendations to the College's Board of Trustees for approval (Title 5 §55002; Chaffey College BP/AP 4020, AP 4022).

   C.   PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION
   The Curriculum Committee, in its review of all curriculum proposals, acknowledges the college's Mission Statement, as well as the philosophy and criteria which mark a successful student's journey through patterns of learning experiences designed to develop certain competencies, known as the College's Core Competencies. The Curriculum Committee also embraces the concept of academic freedom to develop curriculum and determine methods of classroom instruction and student evaluation (Chaffey College BP 4030). The Curriculum Committee also acknowledges best practices conducive to course articulation in developing and reviewing curriculum and coursework (Chaffey College AP 4050).

   D.   CREDIT HOUR
        As part of its course review process, the Curriculum Committee oversees the implementation of the College's credit hour policy. (Chaffey College AP 4024)

   E.   REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
    (Title 5 §55003; Chaffey College AP 4260 (B)) The Curriculum Committee reviews prerequisites, co-requisites, and advisories.

   F.   REVIEW OF DISTANCE EDUCATION CURRICULUM
   The Curriculum Committee reviews and approves courses delivered by distance education (DE). If any portion of the instruction in a proposed or existing course or course section is

designed to be provided through distance, the course is separately reviewed and
approved (Title 5 §55200; §55206; Chaffey College AP 4105).

G. REVIEW OF COURSE REPEATABILITY AND COURSE REPETITION

The Curriculum Committee reviews course repeatability and course repetition to ensure
compliance with Title 5 §55000; §55040; §56029; §55253, §58161; Chaffey College
BP/AP 4225, AP 4227, AP 4228, AP 4229).

H. COURSE/CERTIFICATE/PROGRAM DEACTIVATION

The Curriculum Committee participates in the review and evaluation of discipline faculty-
initiated course, degrees, and certificates deactivation proposals.

Note: Institutional level evaluation of an existing program's viability is not the purview of the
Curriculum Committee (see Chaffey College AP 4021, Educational Program Viability
Review).

I. REVIEW OF DISCIPLINE PLACEMENT

To ensure minimum qualifications for instructors of credit courses are met, ~~the~~ Curriculum
Committee reviews courses for discipline placement (Title 5 §53410; also see
https://www.cccco.edu/-/media/CCCCO-Website/About-
Us/Reports/Files/CCCCO_Report_Min_Qualifications-ADA-Final.ashx).

J. REVIEW OF MATRICULATION AND ARTICULATION

The Curriculum Committee shall assist faculty, as well as the Articulation Officer, in meeting
state mandates, as well as Chaffey College district goals and objectives as stated in the
college's Mission Statement.

K. REVIEW OF COLLEGE CATALOG AND SCHEDULE

The Curriculum Committee collaborates with the Catalog/Schedule Coordinator to ensure that
the Chaffey College Catalog contains only those courses offered on a regular basis.

L. REVIEW OF CURRICULUM COMMITTEE COMMUNICATION WITH COLLEGE COMMUNITY

The Curriculum Committee requests, considers, and responds to reports from various Faculty
Senate committees and college groups that have a direct bearing on matters of
curriculum. Furthermore, the Curriculum Committee assures that the curriculum at
Chaffey College supports the College's Mission, supports its goals, meets the needs of its
students and enhances student access through alternative delivery systems.

M. REVIEW AND EVALUATION OF CHAFFEY COLLEGE CURRICULUM APPROVAL PROCESS

The Curriculum Committee shall review and evaluate its approval process to assure optimal
curriculum approval at the local level. This shall include a review of technology,
technical review, meeting schedules and agenda, yearly curriculum timelines, and
Curriculum Committee communication to the college community.

N. REVIEW AND EVALUATION OF CHAFFEY COLLEGE BOARD POLICIES AND
ADMINISTRATIVE PROCEDURES

The Curriculum Committee shall assist in the College's review of Chapter 4, Instruction, in the
Chaffey College Policy Manual (http://www.chaffey.edu/policies).

O. CREATION OF CURRICULUM COMMITTEE PROCEDURES

The Curriculum Committee shall create Curriculum Committee Procedures (CCPs) when
necessary to spell out the process of the Curriculum Office's implementation of Title 5,
the Chancellor's Office (CO) mandates, Chaffey College's Board Policies or

Administrative Procedures, or suggested best practices from the Academic Senate of the California Community Colleges (ASCCC). These CCPs will ensure consistent application of process and procedures in meeting compliance. These CCPs will be reviewed and approved by the Curriculum Committee and the Faculty Senate. These CCPs will provide transparency to the college community regarding Curriculum Committee actions.

II.   CURRICULUM COMMITTEE VOTING MEMBERSHIP

A. Voting Membership:
a. Two faculty representatives, elected in alternating years, from the above referenced areas:

- Kinesiology, Nutrition, and Athletics
- Business and Applied Technology
- Health Sciences
- Language Arts
- Mathematics and Science
- Social and Behavioral Sciences
- Visual and Performing Arts
- Hospitality, Fashion, Interior & Culinary Arts
- Counseling and Matriculation
- Instructional Support

Elected representatives serve a two-year term. There may be occasions when a particular area may not be able to provide two sitting members on the Curriculum Committee; however, that will be up to the area in question. It is the Curriculum Committee's position that each area has the opportunity for equal representation.

b. Standing College Services Voting Representatives

The following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues:

- Articulation Officer
- Librarian
- Catalog and Schedule Coordinator
- Faculty Senate President
- Transfer Center Director
- Dean appointed by the Chief Instructional Officer
- Outcomes and Assessment Facilitator

B. Standing Non-Voting Membership:

- Curriculum Chair
- Chief Instructional Officer or Designee
- Curriculum Office AAII
- Director of Admissions and Records
- Director of Financial Aid
- Dean of Institutional Effectiveness and Intersegmental Partnerships

- DE representative
- Catalog & Schedule Coordinator
- Librarian
- Faculty Senate President
- Associate Superintendent of Instruction and Institutional Effectiveness
- Strong Workforce Representative
- Program and Services Review Committee representative
- Student Representative

C. In the event of a tie vote, discussion will be reopened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.

III. STUDENT REPRESENTATION

Student participation in "the formulation and development of district and college policies and procedures on curriculum" (Title 5, §51023.7) occurs within the Chaffey College Board of Trustees. The President/Student Trustee of the Chaffey College Student Government (CCSG) is a standing member of the Chaffey College Board of Trustees. All Curriculum Committee actions go before the Board of Trustees, giving the President/Student Trustee of CCSG an opportunity to inform their* peers. (Title 5 § 51000, §51022, §55100, §55130, §55150. BP/AP 4020).

IV. CURRICULUM COMMITTEE STANDING COMMITTEES

A. Technical Review Committee
   1. The Technical Review Committee shall consist of the Curriculum Chair, the Curriculum Vice-Chair, the Articulation Officer, the Catalog and Schedule Coordinator, and one voting member from the Curriculum Committee.
   2. Responsibilities of the Technical Review Committee include review of all curriculum proposals for compliance with Title 5 minimum standards, stylistic and grammatical standards, articulation issues, and Title 5 coding.

V. INDIVIDUAL CURRICULUM COMMITTEE MEMBER'S RESPONSIBILITIES

   1. Attend meetings as scheduled
   2. Review summary notes
   3. Review curriculum presentations and issues with respective constituency
   4. Participate in resolving divisional concerns between the first and second reading of curriculum proposals
   5. Stay current with reading of course and program approvals in curriculum management database

VI. CURRICULUM COMMITTEE CHAIRPERSON RESPONSIBILITIES
   1. Philosophical Duties

   • Shall provide leadership among units in an effort to develop a coordinated curriculum.

- Shall provide leadership in the development and planning of a college-wide curriculum.
- Shall take an active facilitative role in the development of innovative curricula.
- Shall oversee the updating of curriculum in relation to programs on campus.

2. Maintenance Duties

- Shall oversee the maintenance of the college curriculum.
- Shall plan, organize, and preside over Curriculum Committee meetings. ==Should the Curriculum Chair be unable to attend a meeting, they* shall arrange a faculty designee to preside over Curriculum Committee meetings in their* absence. **Note:** *Meetings conducted by a faculty designee will be limited in scope to curriculum proposal approvals.*==
- Shall refer issues to the Curriculum Committee for discussion and consideration.
- Shall provide Curriculum training for Curriculum Committee members.
- Shall conduct periodic reviews of the college curriculum.
- Shall serve as an officer of Faculty Senate and represent Faculty Senate regarding curriculum-related matters at the Academic Senate of California Community Colleges.
- Shall participate in the Educational Program Proposal Committee.
- Shall attend local and state committee meetings as circumstances are deemed appropriate and necessary.
- Shall serve on the College Planning Council.

3. Selection Procedure

The Faculty Senate and College Administration shall mutually agree on the selection of the Curriculum Committee Chairperson. The term of office is two years.

4. Reassigned Time

The Curriculum Committee Chairperson is given 0.50 reassigned time during their* term of office.

VII.   ARTICULATION OFFICER RESPONSIBILITIES

1. Philosophical Duties
- Develop and maintain articulation agreements with UCs, CSUs, and appropriate private 4 year institutions intended to maximize student transfer success.
- Serve as an articulation information resource for the Curriculum Committee and for faculty.

2. Maintenance Duties
- Communicate with articulation community and 4-year schools.
- Ensure the accuracy of curriculum information in the ASSIST database and C-ID database.
- Notify the articulation community of relevant curriculum changes via annual report.

- The Articulation Officer will review the General Education Requirements for compliance with state standards; relevance to national, state and community needs, and report to the Curriculum Committee regularly.
- Provide articulation information (e.g., C-ID, AD-T, comparable courses, and new articulation agreements by major.) for Curriculum Committee meetings.
- Provide reports to relevant Student Service Areas

3. Selection Procedure
   The Faculty Senate and College Administration shall mutually agree on the selection of the Articulation Officer. The term of office is one year.

4. Reassigned Time
The Articulation Officer is given .50 reassigned time during their* term of office.

VIII.   CURRICULUM COMMITTEE MEETING PROCEDURES

1. The meeting shall be called to order and action items addressed when a quorum exists. A quorum is 50% of the voting membership, plus one. The quorum number shall be established at the first meeting of each semester.

2. The Curriculum Committee may, by majority vote, accept, reject, or request modifications to curriculum proposals to ensure that the curriculum is academically sound and meets all Title 5 regulations.

3. Substitutions of elected curriculum members are limited to curriculum committee members on extended leave or sabbatical leave; replacement members shall serve until the elected member returns or until the term of the elected member expires.

4. First and second reading of curriculum can be approved simultaneously by a majority vote.

5. When a course or program is returned to Chaffey College from the Chancellor's Office and is not approved, or if additional information is requested, the Curriculum Committee Chairperson will meet with faculty responsible for the curriculum proposal or modification. Reasonable attempt shall be made to resolve the issue under question from the Chancellor's Office.

6. Any amendment to the bylaws can be made after two readings by the committee and a vote after the second reading that passes by majority vote of the voting membership.

7. The Articulation Officer will review the General Education Requirements for compliance with state standards; relevance to national, state and community needs, and report to the Curriculum Committee regularly. The Curriculum Chair will then present this report to the Faculty Senate for approval.

IX.   CURRICULUM COMMITTEE AGENDA

1. In meeting the requirements of the Brown Act, the Curriculum Committee agenda shall be posted 72 hours prior to the Curriculum Committee meeting in an area accessible for public viewing. The agenda shall include:

- A list of curricular issues requiring discussion and a vote of the committee.

- A listing of proposals for new and modified courses for first and second reading.
- A listing of proposals for new and modified programs and certificates.
- A listing of courses/certificates/programs proposed for deactivation.

2. The Agenda of the Curriculum Committee is customarily mailed and/or e-mailed to:

    a. All Faculty
    b. College President
    c. College Administrators
    d. CCFA President
    e. Governing Board members
    f. Student Government President
    g. Classified Senate President

X.   CURRICULUM COMMITTEE SUMMARY NOTES

1. What follows is the suggested format for summary notes of each Curriculum Committee meeting. The Curriculum Committee Summary Notes are a valuable and necessary record of meetings, as they:

    - are a record of business that has been completed
    - form a record of the issues with which the Curriculum Committee has dealt
    - summarize the meeting for anyone absent or interested in the proceedings
    - facilitate continuity from meeting to meeting

2. What the Summary Notes should include:

The Summary Notes of the Curriculum Committee are not a court record, yet they need to be complete. As such, it is not necessary to record specific dialogue, nor are names necessary to mention except when an individual is the proponent of a motion, a resolution, or a significant course of action to be undertaken by the Senate. Any item which requires a vote should have a thorough documentation of the discussion concerning that issue. The vote needs to be recorded by name. The Curriculum Committee Summary Notes should include information such as:

    a. Members present or absent at each meeting
    b. Units/areas that have not been represented for an extended period of time
    c. Date of the meeting
    d. Exact time the meeting began and ended
    e. Information items
    f. Synopsis of discussion about each topic; a fine balance needs to be struck between being concise and providing enough detail about the topic to be useful upon review
    g. Motions made, seconded, and action taken
    h. A record of all votes, recorded by name

Therefore, the Summary Notes should be clear, coherent, concise yet complete, and accurate. The Curriculum Office AAII takes the Summary Notes.

3. Summary Notes Mailing List

The Summary Notes of the Curriculum Committee are e-mailed to:

     a. All Faculty
     b. College President
     c. College Administrators
     d. CCFA President
     e. Governing Board members
     f. Student Government President
     g. Classified Senate President

The officially approved Summary Notes shall be maintained in a permanent log in the Curriculum Office and posted on the College's Intranet in the Curriculum Folder.

*Note: The use of "they" and "their" throughout this document is in support of gender inclusivity.

Tech Reviewers Guidelines - Roles and Responsibilities

	New Courses	Course Modifications	Course Deactivations	Course Reactivations
Curriculum Chair	1. Overall review of the COR	1. Overall review of the COR	No review needed	1. Overall review of the COR
Articulation Officer	1. Is this course part of an ADT? 2. Does this course have a C-ID Descriptor? If so, does it align with the C-ID descriptor? 3. C-ID alignment for both CTE and non-CTE courses. 4. Comparable course and articulation documents for courses numbered 1-99. 5. Comments regarding the above reviews will be in the local curriculum management system.	1. Checks to see if requisites have changed. 2. Checks to see if any revisions solicit a resubmission of articulation information (e.g., C-ID, ASSIST, UC Transfer courses, GE, etc.) 3. Focuses on continuation of C-ID alignment.	1. Checks to see if deactivation affects any elements of articulation databases.	1. Does this solicit a resubmission into any articulation database? *Same as new course review:* 2. Is this course part of an ADT? 3. Does this course have a C-ID Descriptor? If so, does it align with the C-ID descriptor? 4. C-ID alignment for both CTE and non-CTE courses. 5. Comparable course and articulation documents for courses numbered 1-99. 6. Comments regarding the above reviews will be in the local curriculum management system.
Public Document Peer Reviewer	1. Grammar, syntax, tone, spelling, mechanics, and format. 2. Checks above elements in catalog description. 3. Checks that content section and lab content section is written with noun phrases. 4. Checks out-of-class assignments for consistency, structure, and form.	*Same as new course review:* 1. Grammar, syntax, tone, spelling, mechanics, and format. 2. Checks above elements in catalog description. 3. Checks that content section and lab content section is written with noun phrases.	No review needed	*Same as new course review:* 1. Grammar, syntax, tone, spelling, mechanics, and format. 2. Checks above elements in catalog description. 3. Checks that content section and lab content section is written with noun phrases.

Tech Reviewers Guidelines - Roles and Responsibilities

	New Courses	Course Modifications	Course Deactivations	Course Reactivations
		4. Checks out-of-class assignments for consistency, structure, and form.		4. Checks out-of-class assignments for consistency, structure, and form.
Catalog and Schedule Coordinator	1. Checks to make sure all CB codes for building are populated on the All Fields report. 2. Checks all course elements that reflect in the Catalog and Schedule: course acronym, course number (if appropriate or available), course title (long and short title), and course descriptions (checking for structure, grammar, and consistency). 3. Checks that unit range is correct. 4. Checks if requisites and limitations on enrollments will cause registration complications. 5. Look for DE addenda for future scheduling.	1. Checks to see if changes solicit a change in the catalog and/or schedule. *Same as new course review:* 2. Checks to make sure all CB codes for building are populated on the All Fields report. 3. Checks all course elements that reflect in the Catalog and Schedule: course acronym, course number (if appropriate or available), course title (long and short title), and course descriptions (checking for structure, grammar, and consistency). 4. Checks that unit range is correct. 5. Checks if requisites and limitations on enrollments will cause registration complications. 6. Look for DE addenda for future scheduling.	1. Looking for course impacts for the Catalog and Schedule. What will need to be removed and deactivated in the local student information system?	1. Checks to see if changes solicit a change in the catalog and/or schedule. *Same as new course review:* 2. Checks to make sure all CB codes for building are populated on the All Fields report. 3. Checks all course elements that reflect in the Catalog and Schedule: course acronym, course number (if appropriate or available), course title (long and short title), and course descriptions (checking for structure, grammar, and consistency). 4. Checks that unit range is correct. 5. Checks if requisites and limitations on enrollments will cause registration complications. 6. Looks for DE addenda for future scheduling.
Curriculum Specialist	1. Coordinates packaging of new courses into programs. Ensures programs affected	1. Communicates any revisions requested to originators.	1. Coordinates packaging of deactivations by ensuring that all courses and	1. Coordinates packaging of reactivations into programs.

Tech Reviewers Guidelines - Roles and Responsibilities

	New Courses	Course Modifications	Course Deactivations	Course Reactivations
	by the new course are launched for modifications. 2. Communicates any revisions requested to originators. 3. Monitors progress of revisions. 4. Makes grammatical and structural changes made by tech reviewers. 5. Approves courses moving forward to the Curriculum Committee.	2. Monitors progress of revisions. 3. Makes grammatical and structural changes made by tech reviewers. 4. Approves courses moving forward to the Curriculum Committee.	programs that contain the proposed deactivated course are launched as modifications to remove the course.	Ensures at least one program is launched to include the reactivated course. 2. Communicates any revisions requested to originators. 3. Monitors progress of revisions. 4. Makes grammatical and structural changes made by tech reviewers. 5. Approves courses moving forward to the Curriculum Committee.

Tech Reviewers Guidelines - Roles and Responsibilities

	New Programs	Program Modifications	Program Deactivations	Program Reactivations
Curriculum Chair	1. Ensures program initiation has been passed. 2. Looks at program requirements structure. 3. Reads description for detail and depth. 4. For CTE programs, checks with Strong Workforce Dean on CTE documentation completion (e.g., LMI, advisory committee minutes, and regional consortia). 5. For CTE programs, ensures descriptions discuss job/career outlooks. 6. If CTE AS with a similar CTE certificate, ensures standard general education language is present.	*Same as new program review.*	No review needed.	*Same as new program review.*
Articulation Officer	For ADTs: 1. Ensures alignment with template in both course requirements and description. 2. Looks at units and double counts. For all other new degrees: 1. Reviews unit calculation and reads description.	*Same as new program review.*	No review needed.	*Same as new program review.*

Tech Reviewers Guidelines - Roles and Responsibilities

	New Programs	Program Modifications	Program Deactivations	Program Reactivations
Public Document Peer Reviewer	1. Syntax, clarity, structure, form, grammar, mechanics, and academic tone of the catalog description.	*Same as new program review.*	No review needed.	*Same as new program review.*
Catalog and Schedule Coordinator	1. Program description length. 2. Grammar and structure. 3. Correct unit total calculation. 4. Program requirement structure.	*Same as new program review.*	No review needed.	*Same as new program review.*
Curriculum Specialist	1. Communicates any revisions requested to originators. 2. Monitors progress of revisions. 3. Makes grammatical and structural changes made by tech reviewers. 4. Approves programs moving forward to the Curriculum Committee.	*Same as new program review.*	No review needed.	*Same as new program review.*