ANNUAL CURRICULUM COMMITTEE TRAINING 2019-2020

Distance Education

CTE industry and advisory bodies

SLOs

Transfer institutions and articualtion

Accreditation

Curriculum Committee

State level: CCCCO, legislation, regulation

Local Senate

Financial Aid

Program Review/ Master Planning

CUESTA COLLEGE

San Luis Obispo County Community College District

CONTENTS

GLOBAL GUIDANCE AND RESPONSIBILITY

Curriculum is at the center of what we do at Cuesta College, so decisions made by the Curriculum Committee directly impact local processes and outcomes. Our curriculum must respond not only to local factors such as establishing new courses to meet our community's needs, but also to external factors introduced by influencers like the California Legislature and the California Community College Chancellor's Office. Because of the far-reaching scope of curriculum and its broad impacts, being a member of the Curriculum Committee has a steep learning curve. The contents of this packet are designed to provide committee members with some guidance and references, as well as fulfill the annual training required by Title 5 (§55100).

The Pressure is On!

In 2017, the curriculum approval process was streamlined to give local California Community College districts the ability to receive auto-approval of their curriculum by simply chaptering it with the Chancellor's Office. Curriculum streamlining means that there is more responsibility on the individual colleges to ensure quality and compliance in curriculum compared to when the Chancellor's Office was reviewing and approving curriculum.

Every October, colleges must now certify annually that curriculum is developed and approved in accordance with Education Code, Title 5, and the Program and Course Approval Handbook (PCAH). Certification allows the college to have automated (expedited) approval for credit courses, noncredit courses (possibly coming in Fall 2019), and most degree and certificate programs. For quality assurance, faculty primacy in curriculum development is essential, but the curriculum chair cannot be the only source of curriculum expertise. High quality curriculum requires not only depth of knowledge, but also the breadth of knowledge and diverse perspectives that comes from a multi-disciplinary committee of faculty well-trained in curriculum matters.

> **"Once the faculty submit their proposal, it is no longer theirs-**
> **it belongs to the college."**

Committee members have an important task – and need enough training to ensure they are producing quality curriculum, and to feel comfortable saying "no" to colleagues when necessary.

LOCAL CERTIFICATION PROCESS

The Chancellor's Office distributes the annual certification memo to colleges each fall. The memo is signed by the Superintendent President, the Vice President of Academic Affairs, the Academic Senate President, and the Curriculum Chair. By signing and submitting the certification memo, the college is certifying that:

- All approved curriculum will align with all requirements outlined in Education Code, Title 5, and the 6th edition of the Program and Course Approval Handbook.
- The college has a board policy related to the credit hour. The policies (BP 4020 and AP 4020) must be submitted to the Chancellor's Office with the signed certification memo.
- The college has a cooperative work experience plan that has been approved by the Board of Trustees (although the plan does not need to be submitted).
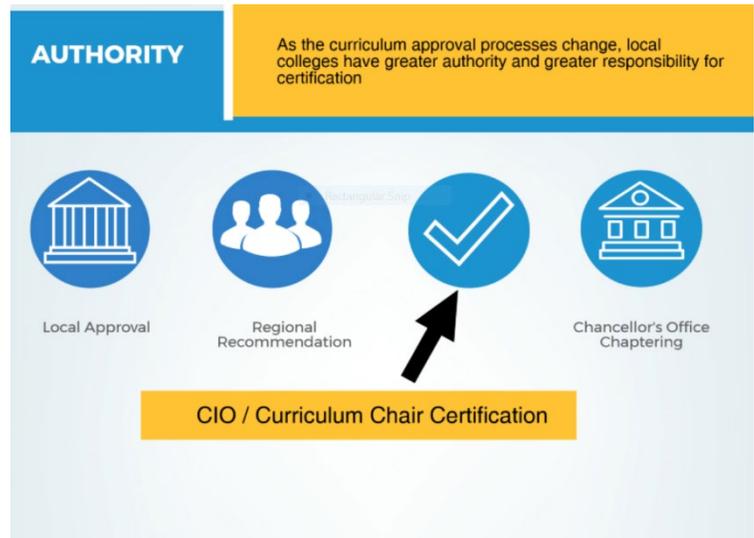
Auto-Approval (Chaptering)

Eligible course and program proposals are submitted to the Chancellor's Office Curriculum Inventory (COCI) in order to be auto-approved. Although the process is automated, it is not automatic. COCI validates certain fields, and courses submitted correctly receive a course control number (CCN) which is necessary to enter the course into Banner, schedule, and offer the course. Programs submitted correctly receive an automatically generated approval letter.

Major advantages of the auto-approval process include a fast approval (usually a couple days), and much shorter queues for proposals that the Chancellor's office is still required to review before approving. Prior to implementing auto-approvals, proposals could take months, and sometimes *years* to be reviewed and approved by the Chancellor's Office!

A noteworthy caveat is that it is more important than ever to ensure that the local curriculum processes are aligned with Ed Code, Title 5, and the PCAH. Auto-approved courses and programs will be spot checked for compliance, and infractions can result in having the college's local certification limited or revoked. Beginning in January 2020, colleges will have their curriculum reviewed at least once every three years (although it could be as frequently as once a year). Colleges that have been found to have curriculum that does not meet all requirements will be contacted by the Chancellor's Office and may be encouraged to have an assistance visit by representatives from the Chancellor's Office, Chief Instructional Officers from other colleges, and the ASCCC. Colleges that refuse to follow the requirements for automated approval will have their approval disabled and all of their curriculum will need to be reviewed prior to approval by the Chancellor's Office.

Proposals eligible for auto-approval include:

- All credit courses
- New credit degrees and certificates with a program goal of local (this excludes ADTs, UCTP+, and CTE)
- Modifications to all existing credit degrees and certificates except for ADTs and UCTP+
- CTE C-ID aligned programs (expected addition for Fall 2019)
- Noncredit courses (possible addition for Fall 2019)
- Noncredit certificates except for CDCP short-term vocational programs (possible addition for Fall 2019)

Proposals that must be reviewed by the Chancellor's Office prior to approval:

- New and modified ADTs and UCTP+ degrees
- Local CTE programs and apprenticeship

PCAH 6ᵀᴴ EDITION IMPORTANT POINTS

The Chancellor is required (Title 5 §55000.5) to prepare and distribute a handbook for program and course approval. The Chancellor delegates this responsibility to the Academic Affairs Division of the Chancellor's Office, and subsequently, to the California Community Colleges Curriculum Committee (5C) to create and edit the handbook. The Program and Course Approval Handbook (PCAH) consists of general guidelines and

instructions for the submission of curriculum for approval and maintenance and is designed to assist in the development of programs and courses. Each edition of the PCAH supersedes preceding editions, so when the 7th edition is released later this academic year, it will replace the 6th edition currently in use.

There are five criteria used by the Chancellor's Office to approve programs and courses:

- Appropriateness to the Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

With the curriculum streamlining process, colleges are entrusted with ensuring that their curriculum fulfills each of these criteria.

Appropriateness to the Mission (PCAH p. 15)

California Community Colleges offer five types of curriculum that fall within the system's mission:

- Degree-applicable credit
- Nondegree-applicable credit
- Noncredit
- Contract education
- Fee-based community service classes (Community Programs)

During curriculum development and modification, the committee must ensure that the proposal is at the appropriate level for community college (the equivalent of lower division college level or below), and that it addresses a valid transfer, occupational, basic skills, civic education, or lifelong learning goal. Programs and courses should be congruent with the mission statement and master plan of the district.

Need (PCAH p. 16)

Each proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposed to serve with the program. A new program must not cause harmful competition with an existing program at another college. Important factors to consider include:

- Educational master plan
- Accreditation standards
- Program review
- Transfer programs
- Noncredit: student demand and transition to credit
- CTE: current Labor Market Information, and for credit programs, Regional Consortium recommendation (Title 5 §55130(b)(8)E)

Curriculum Standards (PCAH p. 18)

Title 5 (§55100, §55150) mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and the district governing board. CTE programs must be recommended by the appropriate CTE Regional Consortium (Title 5 §55130(b)(8)E).

When a college is seeking program approval, the Chancellor's Office requires that the college provide a program narrative addressing the elements required in Title 5 (§55130) along with supporting documentation. The program narrative addresses the following elements:

- Program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- The COR meet all the requirements of Title 5 (§55002) for credit and noncredit course requirements.

Adequate Resources (PCAH p. 18)

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must commit to offering all the required courses for the program at least once every two years.

Compliance (PCAH p. 19)

The design of the program may not conflict with any state or federal laws, statutes or regulations, such as:

- Open course regulations (Title 5 §51006)
- Course repetition and repeatability regulations (Title 5 §§55040-55046, §58161)
- Regulations regarding tutoring and learning assistance (Title 5 §§58168-58172)
- Regulations regarding open/entry open/exit courses (Title 5 §58164)
- Statutes and regulations on student fees (Title 5, Chapter 9, Subchapter 6)
- Prerequisite and enrollment limitation regulations (Title 5 §55003)
- Particular provisions of the Nursing Practices Act (Title 16)
- Other licensing laws in a particular occupation

CRITERIA FOR PROPOSAL SUBMISSIONS

This section provides an overview of the criteria used by Chancellor's Office staff in evaluating submissions. For proposals that qualify for auto-approval, the college is responsible for evaluating the proposals themselves prior to submission.

The adjacent table presents the various types of courses and programs that comprise curriculum. Types marked with an asterisk must be submitted to the Chancellor's Office for review prior to approval. Those marked with a star currently also require review, but are expected to qualify for auto-approval with the advent of the Fall 2019 certification. Although not individually listed in the table, local CTE

Credit	Noncredit
Courses	**Courses**
• Degree-applicable • Non degree-applicable	• Noncredit: no credit awarded for courses in 10 categories but receives apportionment☆
Programs	**Programs**

• Associate Degrees (AA, AS)
• Associate Degrees for Transfer (AA-T, AS-T)*
• University of California Transfer Pathways+ (UCTP+)*
• Certificates of Achievement
    8 to less than 16 units (semester)
    16 or more units (semester)
• Locally Approved Certificates
    <16 units, CO approval optional but not required
	• Certificate of Completion (CDCP)*
	• Certificate of Competency (CDCP)*
	• Adult High School Diploma☆
	• Noncredit Apprenticeship Program*
	• Locally Approved Certificates (not CO approved)
	
	* Requires CO review prior to approval
	☆ Auto-approval expected Fall 2019

programs require review by the Chancellor's Office, but CTE C-ID aligned programs are expected to qualify for auto-approval in Fall 2019.

All course basic (CB) code fields requested by COCI must be supplied as part of the submission process. A guide to CB codes is given in the PCAH (credit pp. 27-31, noncredit pp. 105-108). The course outline of record (COR) is also submitted, and it must include all components required by Title 5 (§55002). The PCAH also lists recommended elements of the COR for credit courses (PCAH p. 36) and noncredit courses (PCAH p. 109).

Credit Hours Defined (PCAH pp. 44-50)

For credit courses, the unit value listed on the COR must conform to the standards for unit calculation set forth in Title 5 (§55002.5) and be consistent with the unit values entered into the minimum and maximum unit fields in the COCI.

Title 5 (§55002.5) establishes the formula for calculating credit hours:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\textbf{Hours-per-unit Divisor}}$$

Total Contact Hours = total time per term that a student is under the direct supervision of an instructor or other qualified employee... including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc.

Outside-of-class Hours = required for calculations, expressed in ratio of in-class to outside-of-class hours, for example:

1:2 for Lecture (lecture, discussion, seminar and related work)
2:1 for Activity (activity, lab w/ homework, studio, and similar)
3:0 for Laboratory (traditional lab, natural science lab, clinical, and similar)

Hours-per-unit Divisor = 48-54 for semesters, or 33-36 for quarters
Round down to the smallest increment allowed as defined by local board policy. At Cuesta College, the hours-per-unit divisor used is 54, and the smallest increment allowed is 0.5 units as established in BP 4020 and AP 4020.

Some types of courses do not fit the typical format described above and have their own methods for calculating units:

- Cooperative Work Experience
    - 75 hours of paid work = 1.0 unit

- 60 hours of unpaid work = 1 unit
- Clock Hour Program Courses
  - 37.5 clock hours = 1 unit
- Nursing Program Courses (Title 16 §1426)
  - 1 hour of theory instruction each week = 1 unit
  - 3 hours of clinical practice each week = 1 unit

Noncredit Course Qualification (PCAH pp. 101-103)

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code §84757 and the tenth is defined in Title 5 § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served. Courses that cannot be placed in any of these ten instructional areas may not be offered as noncredit.

- English as a Second Language (ESL)*
- Immigrant Education
- Elementary and Secondary Basic Skills*
- Health and Safety
- Substantial Disabilities
- Parenting
- Home Economics
- Courses for Older Adults
- Short-term Vocational*
- Workforce Preparation*

*Areas (1), (3), (9), (10) are eligible for enhanced funding if associated with an approved noncredit program.

Noncredit courses are not subject to unit calculation. Instead, the contact hours for the course are recorded on the COR. A noncredit course's contact hours are the number of hours normally required for a student to complete the course of study (PCAH p. 110).

DEGREES AND CERTIFICATES

An educational program is defined in Title 5 as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education" (Title 5 §55000(m)). Certificates can be awarded to students that complete either a credit or noncredit program, but degrees can only be awarded to those that complete a credit program.

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Guidelines for associate degrees can be found in Title 5 (§§55060-55063) and local policies (BP 4025 and AP 4025).

General Education (PCAH pp. 66-67)

Title 5 (§55063(b)) requires that students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of GE coursework that includes a minimum of 3 semester in each of the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
    - English Composition
    - Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement ("double counting"). The writing competency requirement is satisfied by freshman English composition, and the mathematics competency requirement is satisfied by a course at or above the intermediate algebra level (Communication and Analytical Thinking area). There may also be additional graduation requirements at individual colleges. Cuesta College's current local GE, CSU GE, IGETC patterns, and graduation requirements can be found in the College Catalog.

Credit Programs (PCAH pp. 65-66)

There are three categories of degrees available for credit programs:

- Associate degrees (AA, AS)
  - Minimum of 60 units
  - At least 18 units in a major
  - Can use local GE, CSU GE Breadth, or IGETC patterns
- Associate Degrees for Transfer (AA-T, AS-T)
  - Minimum of 60 units, no more than 60 units may be required
    - All courses used in the major must be C-ID approved or for courses in which no C-ID exists, must have established articulation for that major
  - Can only use CSU GE Breadth or IGETC patterns
  - Earning an AA-T or AS-T guarantees admission into a CSU
  - Colleges cannot require additional graduation requirements
- University of California Transfer Pathways+ (UCTP+)
  - UCTP major preparation (40-45 units)
    - All courses used in the major must be C-ID approved
  - 20 units of specified IGETC GE
  - Earning a UCTP+ degree with a GPA of 3.5 or greater guarantees admission into a UC
    - Earners with a GPA of less than 3.5 are still encouraged to apply, just not guaranteed admission
  - Colleges cannot require additional graduation requirements

Credit programs also have the option of awarding a certificate. Certificates programs require only the courses listed- no GE pattern or graduation requirements are needed to earn a certificate. Certificate options include:

- Certificate of Achievement
  - Can be noted on a transcript
  - 16+ units must be chaptered by the Chancellor's Office via auto-approval by COCI
  - 8-15.5 units may be chaptered by the Chancellor's Office via auto-approval by COCI
    - Can only be a Certificate of Achievement if it is chaptered

- Local Certificate (Certificate of Specialization at Cuesta College)
  - Not transcriptable
  - 0.5-7.5 units are required to be a local certificates
  - 8-15.5 unit will be a local certificate if it is not chaptered by the Chancellor's office in order to become a Certificate of Achievement

Additionally, all programs submitted for Chancellor's Office review are required to state the primary goal of the program. This program goal is used to determine the standards and documentation for approval, but is not a component of state data tracking or reports and is not included for MIS data submissions. The three program goals are:

- Transfer: All ADTs, UCTP+, and Certificates of Achievement for CSU GE-Breadth or IGETC
- Career Technical Education (CTE): Limited to programs in a CTE TOP Code
- Local: All other AA and AS degrees and certificates, not in a CTE TOP Code, that are developed to meet locally defined needs consistent with the system mission, including transfer preparation.

Noncredit Programs (PCAH pp. 118-122)

In accordance with Title 5 (§55151), colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards:

- Career Development and College Preparation (CDCP) Programs
  - Certificate of Competency—a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
  - Certificate of Completion—a certificate leading to improved employability or job opportunities
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code (§84750.5 and 84760.5). CDCP certificates can be awarded in the following four noncredit categories: elementary and

secondary basic skills, workforce preparation, short-term vocational program, English as a second language and vocational English as a second language (see Title 5 §55151).

For short-term vocational program proposals, colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the list of occupational titles with high employment potential (http://www.labormarketinfo.ca.gov) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified.

LOCAL PROCESSES

Details on the composition and purpose of the Curriculum Committee can be found in the Academic Senate Bylaws and AP 4020. This portion of the training will provide Division Curriculum Committee Representatives with information on how to assist faculty in developing and modifying curriculum, as well as how to practically apply the regulations presented above.

What Curriculum Role do Faculty Play?

A big role! Two of the 10+1 academic and professional matters for which the governing board must rely primarily upon faculty recommendations are curriculum matters. Faculty are the originators of curriculum proposals, and all voting members of the Curriculum Committee are faculty. Faculty will create, revise, and maintain curriculum by:

- Proposing and revising curriculum in your department within the calendar deadlines
- Reviewing curriculum for Program Review: Curriculum Template for Program Review
- Updating curriculum when mandated by the state (ADTs and C-IDs), or for articulation reasons
- Updating Student Learning Outcomes in CurricUNET, and ensuring eLumen updating is completed at the proper time
- Teaching to the COR
- Directing students to the one common and correct location for curriculum

Getting Started on Curriculum

Faculty can follow these steps to begin developing or revising curriculum:

- Discuss your ideas with departmental faculty, the Division Chair, AO, and Dean
  - Request support from your Dean by filling out the [pre-approval questions](#) for new courses at least one month before submitting proposal in CurricUNET
  - When developing a new CTE program, Labor Market Information should be gathered, and consultation with the appropriate Regional Consortium should begin at the *very start* of the development process. The proposal cannot be submitted to the Chancellor's Office for review without the labor market information and Regional Consortium approval attached.
- Check out [CurricUNET](#) (curriculum hub for Cuesta College)
- Contact the Divisional Curriculum Representative and Division Chair to notify them that the proposal is being developed
  - The Divisional Curriculum Representative should be the first contact for questions during the development process
- If needed, contact the Curriculum Resource Specialists and/or Curriculum Chair for additional assistance
  - Can help with CurricUNET account/technical difficulties and specialized needs for the proposal
- Check out SharePoint online [Curriculum Handbook](#):
  - [CurricUNET Tips for Getting Started](#) (good for new CurricUNET users)
  - [Checklist for proposing and reviewing](#) (good for both reps and proposers)
  - [Tracking Proposals](#) (good for reps and proposers)
  - [Cheat Sheet for Reps](#) (the best resource for reps)
- Curriculum rep must proof proposal before it is submitted
  - Note procedural policy approved by the Curriculum Committee 5/2018
- Inform key people of proposal "submits"
- Follow-up on proposals by tracking your proposal
- Perform any edits requested after technical review, or by subcommittee review

Timeline and Approval Process

- <u>Submit</u> monthly by the 1st for the next month's meeting (Curriculum rep must be informed prior to submittal) **Level 1**
  - New course ideas are sent to dean via <u>Jotform</u> for pre-approval 1 month prior to submit date
- Curriculum Specialist posts major mods/new courses on SharePoint for Tech Review 2nd and 3rd and develops spreadsheet of curriculum proposals for the month
- Tech Review and sub-committees review and give feedback 4th-8th (5 days)
- Proposers make edits 9th-13th (5 days)
- Curriculum Chair checks edits and <u>approves</u> proposals to launch into approval process 14th-18th (5 days) **Level 1.5**
- Chair <u>approves</u> in CurricUNET 19th-23rd (5 days) **Level 2** AND Rep, Dean/Director, Articulation Officer <u>Review</u> **Level 2**
- Curriculum Specialist and Curriculum Chair complete agenda on the 23rd (or prior if 23rd falls on a weekend)
- Agenda posted one week before meeting
- Curriculum reps <u>comment/review</u> one week before meeting **Level 3**
- VPAA <u>approves</u> all proposals in CurricUNET **Level 4**

Sub-committee Work

The formation of sub-committees that specialize in certain aspects of curriculum allows committee members to share the workload, and to develop expertise in a specific area. The following are standing sub-committees:

- Distance Education (DE)
  - Reviews the DE addendum submitted by new and existing courses requesting approval to offer the course in the DE modality
- Course Caps
  - Reviews the proposed course cap for new courses, and existing courses requesting a course cap modification
  - Reviews fast-track forms used to establish course caps for existing courses
  - Reviews appeals submitted in response to Workload Committee recommendations

- Minimum Qualifications Discipline Designation (MQDD)
  - Reviews MQDDs proposed for new and existing courses
- General Education (GE)
  - Reviews the COR of courses requesting Cuesta GE approval
- Diversity
  - Reviews completed diversity template submitted by courses requesting approval to meet the Diversity Graduation Requirement
- Health
  - Reviews CORs of courses requesting approval to meet the Health Graduation Requirement
- Content Review
  - Reviews the content review proposed on the Prerequisite/Corequisite/ Advisory Validation form for courses establishing or revising requisites
- Liberal Arts (LA)
  - Oversees LA degree work, reviews course additions through sub-sub group (LA Emphasis area) once a year; chair launches degree modification once a year
- Team ADT
  - Assists faculty through the ADT and UCTP+ development process

Additional sub-committees can be formed as needed, and short-term taskforces are also formed when needed.

Technical Review

The formation of Tech Review teams allows the sharing of the workload involved in Tech Review. In addition, team members will concentrate on specific areas of the COR so they can develop expertise in those areas.

- All voting committee members join a team and participate in Tech Review
- Each team decides how they would like to share the workload (review a few proposals each month, rotate responsibility, etc.)

Reference: Online Curriculum Handbook, Part 2

Team 1: Reviews:

- Course Number and Title (check to see if appropriate and without errors.)

- Hours & Units
- Catalog & Schedule Descriptions
  - Must begin with a verb
  - Should concisely describe the course in language that is easy to understand
- MQDD is present for courses that have completed Departmental MQDD Review
- Assignments
  - Specific, representative assignments should be described
  - There should be a minimum of two each of independent and critical reasoning assignments
  - Independent assignments must be completed outside of class.
  - Critical reasoning examples should be explicitly clear how each of these assignments will require students to demonstrate critical thinking.
- Methods of Evaluation
  - Methods listed in this section should exactly match those cited in the Objectives section
    - Exception: course specific Methods of Instruction like portfolios, etc.
- Textbooks
  - Texts should be ideally be published within the last 5 years. A rationale is required for older texts.

Team 2: SLOs, Course Objectives, Topics & Scope
- SLOs, Course Objectives, and Topics & Scope should all be related, with SLOs being supported by objectives, and the objectives supported by Topics & Scope
- SLOs are usually broader
- Topics and Scope should be the most detailed section of the COR
- SLOs and Objectives must begin with a measurable verb (Bloom's Taxonomy is linked in CurricUNET on the SLOs page)
- Catalog & Schedule Descriptions
  - Must begin with a verb
  - Should concisely describe the course in language that is easy to understand
- Course title clearly communicates what the course is about.

Review Process

- CORs for major mods/new course proposals are posted in Word format by the Curriculum Specialist on the 2nd and 3rd of the month in SharePoint.

- Tech Review takes place between the 4th – 8th of each month.
- As you review and have feedback, use commenting to communicate to the proposers what issues should be addressed.
  - When opening the file, choose edit in Word/app
  - To comment, select the text that you'd like to comment on, go to the Review tab, and select New Comment. You can also reply to comments made by others.
  - When you are finished with your review, add a comment of "Reviewed" to the top of the document. (This helps me to determine which proposals are still in the review process and which are done.)
  - Save and close the file.
- The marked-up Word files are provided to proposers so they can make edits 9th – 13th of each month, and edits are checked by the Curriculum Chair 14th – 18th.

RESOURCES

- Cuesta College
  - Online Curriculum [Handbook](#)
  - Sharepoint [Curriculum Meeting Page](#)
  - [BP 4020](#) and [AP 4020](#) Program, Curriculum, and Course Development
  - BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education
  - [AP 4023](#) Establishment and Modification of Course Caps
  - [Academic Senate Bylaws](#)
  - [Mission](#), [Master Plan](#), and [Catalog](#)
  - [Degree and Certificates A-Z](#) webpage
- Statewide
  - [PCAH](#)
  - [MQDD 2018 Handbook](#)
  - [C-ID](#) website
  - [UCTP+ memo](#) and [UCTP page](#) on the C-ID website
  - [Title 5 & PCAH Updates](#) and [Credit Hour Calculations](#) Presentations
  - [COR White Paper](#) and [Effective Curriculum Approval Processes](#) papers
  - [WestLaw](#) for viewing Title 5 regulations. Use search to retrieve a specific section, or browse through subchapters 1 & 2 paper

2019-2020 CURRICULUM DEADLINES

Catalog-Related Curriculum Deadlines (Catalog is released March for the following academic catalog year)

Curriculum Changes Affecting…	Pre-Approval From Dean/Director (Including VPAA) Before Launch*	When to Submit In CurricUNET**	Curriculum Meeting Votes in	BOT Meeting Votes in	Requires CCCCC Approval?	When will my Curriculum become Effective?
New or Modified Certificates of Achievement (CTE)	By Sept. 1st	By Oct. 1st	November	December	Yes	Next catalog year after CCCCO approval
New or Modified Local AA and AS Degrees (CTE)	By Sept. 1st	By Oct. 1st	November	December	Yes	Next catalog year after CCCCO approval
New or Modified Certificates of Achievement (non CTE)	By Oct. 1st	By Nov. 1st	December	January	Yes	Next catalog year after CCCCO approval
New or Modified Local AA and AS Degrees including Liberal Arts (non CTE)	By Oct. 1st	By Nov. 1st	December	January	Yes	Next catalog year after CCCCO approval
AA Liberal Arts: Arts and Humanities and AA Liberal Arts: Social and Behavioral Sciences Course Additions	No	By Nov. 1st	December	January	No	(LA Degrees modified/launched annual by AH and SB Emphasis Group Chairs
New Non-Credit Courses, Course Unit or Prefix Changes***	By Sept. 1st	By Oct. 1st	November	December	Yes	Next catalog year after CCCCO approval
New Credit Courses, Special Topics, Course Unit, or Prefix Changes***	By Sept. 1st	By Oct. 1st	November	December	No	Next catalog year after CCCCO approval
	By March 1st	By April 1st	May	June	No	Next catalog Addendum
New Department or Department Name Changes (Requires prior College Council Approval)	By Oct. 1st	By Nov. 1st	December	January	No	Next catalog year after BOT approval

Curriculum Changes Affecting…	Pre-Approval From Dean/Director (Including VPAA) Before Launch*	When to Submit In CurricUNET**	Curriculum Meeting Votes in	BOT Meeting Votes in	Requires CCCCC Approval?	When will my Curriculum become Effective?
Local Requirements: Cuesta General Education, Cuesta Diversity, and Cuesta Health	No	By Nov. 1st	December	January	No	Added by Articulation Officer once a year for catalog deadline
Course Number, Title, or Description Changes	No	By Nov. 1st	December	January	No	Next catalog year after Curriculum Committee approval
Course Reactivations***	No	By Oct. 1st	November	December	No	Next catalog year after Curriculum Committee approval
Course Deactivations***	No	By Nov. 1st	December	January	No	Next catalog year after Curriculum Committee approval
New or Modified Certificates or Specialization	No	By Nov. 1st	December	January	No	Next catalog year after Curriculum Committee approval
Pre and Co-requisites including Recency Prerequisites	No	By Oct. 1st	November	December	No	Next catalog year after Curriculum Committee approval
New and Modified Associate Degree for Transfer (ADTs)	No	Aug. 1st through April 1st			Yes	Upon CCCCO approval
Distance Education (You may submit DE request after these deadlines and have course entered into schedule if pre-arranged with dean.)	No	By Feb. 1 By Aug. 1			No	Summer and Fall semesters if launched Nov. 1 to Feb. 1 upon BOT approval Spring semester if launched March 1 to Aug. 1 upon BOT approval

* "Pre-Approval from Dean/Director (including VPAA) Before Launch" consists of faculty discussing proposal with Division Chair and Dean/Director. Proposers should complete the New Course Dean Pre-Approval Questions by the date indicated.

  Dean/Director will discuss with the VPAA. Faculty will submit electronic Dean/Director consent by attaching it to the COR or POR when launching the proposal.

** These are the last dates to make catalog. It is recommended that these proposals be submitted sooner. If a proposal doesn't pass on this date, the curricular change will be delayed by at least a year.

*** New courses and reactivations for meetings after semester breaks must be submitted in CurricUNET a month earlier so that Tech Review has time to review: due by December 1st for February meeting and due by July 1st for September meeting.

COMMON CURRICULUM ACRONYMS

AA-T	Associate of Arts Transfer Degree	DE	Distance Education
ADT	Associate Degree for Transfer	DIG	Discipline Input Group
AO	Articulation Officer	FDRG	Faculty Discipline Review Group
AoE	Area of Emphasis	GE	General Education
APPW	Annual Program Planning Worksheet	LA	Liberal Arts
AS-T	Associate of Science Transfer Degree	LMI	Labor Market Information
CB	Course Basic (Code)	MC	Model Curriculum
CCC	California Community College	MOE	Method of Evaluation
CDCP	Career Development and College Preparation	MQDD	Minimum Qualification Discipline Designation
C-ID	Course Identification Numbering System	PLOs	Program Learning Outcomes
COA	Certificate of Achievement	SB	Senate Bill
COCI	Chancellor's Office Curriculum Index	SLOs	Student Learning Outcomes
COR	Course Outline of Record	T	Transfer
CORE	Course Reviewer (for C-ID)	TMC	Transfer Model Curriculum
CPPR	Comprehensive Program Planning and Review	UC	University of California
CRS	Curriculum Resource Specialist	UCTP	University of California Transfer Pathway
CSU	California State University	VPAA	Vice President of Academic Affairs