Curriculum Handbook

Chapter 4. The Curriculum Approval Process

4.1 Overview

This chapter describes the standard timelines and procedures for curriculum submissions at Napa Valley College. The Curriculum Committee will broadly adhere to the following schedules and processes but may alter them in response to each year's workload or emerging needs.

4.2 Curriculum Submission Deadlines

At the beginning of each academic year, the Curriculum Committee will approve specific submission deadlines for proposals for new, modified, and archived courses and programs. These curriculum submission deadlines will be communicated each year to the Academic Senate and posted on the Curriculum Committee's website.

These dates represent the local deadlines for curriculum to be included in the catalog for the next academic year. Courses must appear in the catalog before they can be offered to students. All courses and programs will be added to the catalog in the fall, and only extenuating circumstances will allow for a course to be offered in the spring (these must be included in a catalog addendum).

- Courses needing articulation and courses being submitted for CSU GE, IGETC and Cal-GETC may take more than a year to appear in the catalog due to external approval processes. See the Curriculum Committee website for suggested articulation timelines.
- All programs require additional documentation (including, but not limited to, a program narrative). Associate Degrees for Transfer (ADTs) and CTE degrees and certificates must be separately approved by the Chancellor's Office and may need additional time for review. See the program sections of this chapter below for further details on the program submission process.

4.3 New or Modified Course Approval Process

Step 1: Proposal Launch

The faculty author (or originator) submits a new or revised course outline of record (COR) after consulting with department faculty and their Faculty Representative on the Curriculum

Committee. The author will continue to track the proposal throughout the review process and make any required changes.

Step 2: Technical and Documentation Review

The Curriculum Analyst and the Curriculum Committee Faculty Co-Chair reviews the proposal for completeness and compliance, making sure all fields, especially course data elements (CB codes), are filled in.

- New Course Proposal
    - Effective Term
    - Approval Dates
- Section A – Course Data Elements
    - CB04 Credit Status
    - Course Number
    - Double Coded With
    - Dual Coded With
    - Short Title
    - CB03 TOP Code
    - CB08 Basic Skills Status
    - CB09 SAM Code
    - Rationale
- Section C – Conditions on Enrollment
    - Open Entry/Open Exit
    - Repeatability
    - Grading Options
    - Allow Audit
    - Requisites
- Section D – Course Standards
    - Variable Unit
    - Units
        - Lecture/Lab/Activity
        - Work Experience Hours
        - Outside of Class Hours
        - Total Contact/Student Hours
- Course Codes (Admin Only)
    - CB00/CB10/CB11/CB13/CB23/CB24

Step 3: Dean Review

The Division Dean reviews the proposal for scheduling and data elements, course feasibility, and appropriateness to the college mission.

- Section A – Course Data Elements
    - Minimum Qualifications
    - Subject Code
    - Rationale
- Section D – Course Standards
    - Variable Unit
    - Units
        - Lecture/Lab/Activity
        - Work Experience Hours
        - Outside of Class Hours
        - Total Contact/Student Hours
    - Offered through Distance Education

Discipline Placement Review (subcommittee)

At each step before it is placed on the Curriculum Committee agenda, a proposal may be flagged for Discipline Placement Review according to the process described below.

Step 4: Articulation Review

The Articulation Officer reviews credit courses to determine if they meet the criteria and standards for local GE and C-ID, CSU/UC transferability, and CSU GE and IGETC designation.

- Section A – Course Data Elements
    - Rationale
- Section C – Conditions on Enrollment
    - Repeatability
    - Requisites
- Section E – Course Content
    - Course Content
- Section F – Textbooks and Instructional Materials
    - Textbooks
- Proposed General Education/Transfer Agreement
    - Propose for Local General Education Area
    - CSU General Education Area
    - US Transferable Course Agreement
- Course Codes (Admin Only)

- Local GE/CSU GE/IGETC GE/C-ID Approval Dates

Local General Education Review (subcommittee)

Courses proposals requesting local GE placement must be recommended by the members of the GE Subcommittee according to the criteria described in Chapter 7 of this Handbook. This process typically takes place after a course has been approved by the Curriculum Committee.

Step 5: Learning Outcomes Coordinator

The Learning Outcomes Coordinator will review the Student Learning Outcomes to ensure they are clear and appropriate for the subject matter.

- Section E – Course Content
  - Student Learning Outcomes

Step 6: Faculty Review

A Faculty Representative will review the proposal for clarity, completeness, and integration, paying particular attention to the public aspects of the COR, especially the catalog description. Faculty reviewers will also make sure that outcomes and objectives are clear and appropriate, and textbooks are recent.

- Section A – Course Data Elements
  - Full Course Title
- Section B – Course Description
  - Catalog Course Description
- Section D – Course Standards
  - Offered through Distance Education
- Section E – Course Content
  - Student Learning Outcomes
  - Course Objectives
  - Course Content
  - Methods of Instruction
  - Methods of Evaluation
  - Reading/Writing/Other Assignments

Step 7: Curriculum Committee Agenda

The Curriculum Committee Faculty Co-Chair places proposals that have completed the review process on the agenda. At the meeting, committee members will discuss and vote on whether to recommend proposals for approval to the Academic Senate.

Academic Senate Agenda (step outside of Curriculum Committee)

Proposals are submitted to the Academic Senate with the Curriculum Committee's recommendation for approval. The Senate will vote whether to recommend the curriculum packet to the Board of Trustees.

Board of Trustees Agenda (step outside of Curriculum Committee)

Proposals are submitted to the Board of Trustees as part of the curriculum packet with the Academic Senate's recommendation for approval. The Board will vote whether to approve the curriculum packet.

Step 8: Implementation

Approved courses are submitted to the Chancellor's Office (for new courses for chaptering/assigning of Course Control Number) and submitted to external bodies, as necessary, for articulation or transfer GE designation, and implemented locally once externally approved.

After each step, it is possible for a proposal to be returned to the faculty author (originator) with requested changes. Faculty authors may choose to make suggested changes or consult with their department, Division Dean, and/or Faculty Representative and make only changes they collectively deem appropriate.

4.4 Substantive vs. Non-substantive Course Modifications

Courses submitted to the Curriculum Committee for review will be place on the agenda in one of the following categories depending on the nature of the changes proposed:

Action Agenda for substantive changes

- Major changes (more than 50%) in catalog description, objectives, or content
- Changes in units or hours
- Changes in repeatability
- Changes in credit/noncredit status
- Changes in TOPs code
- Changes in prerequisites or corequisites
- Major changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation
- Addition of Distance Education modality

Consent Agenda for non-substantive changes

- Minor changes (less than 50%) in catalog description, objectives, or content
- Changes to SLOs
- Changes in course number

- Changes in course title
- Changes to grading option
- Minor changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation
- Added or dropped from an AA/AS degree or certificate program
- Added or dropped from an AA/AS degree GE list
- Added or dropped from CSU GE, IGETC, Cal-GETC or TCA lists

Information Agenda for minor technical changes

- Changes in term length
- Changes in textbook and/or instructional materials
- Correcting spelling, grammar, and/or punctuation

For transfer articulated courses, changes in prerequisites, corequisites, or a decrease in unit will require the course to be rearticulated. Consult with the Articulation Officer for further details.

A chart comparing the definitions for substantive and non-substantive changes for local approval, articulation, and the Chancellor's Office can be found on the Curriculum Committee website for faculty authors proposing modifications to their course outlines.

4.5 Discipline Placement Process

Step 1: Identification of Courses Needing Discipline Placement Review

Ideally, courses that potentially overlap disciplines are identified by the faculty author (originator) and discussed with faculty from potentially affected disciplines to address issues and interests prior to submission of the proposal. (Discussion may include other relevant constituents, such as faculty/department chairs and deans as desired or deemed necessary by involved parties, etc.) However, the author/originator may not recognize the overlap initially due to the interdisciplinary nature of many concepts and skills. In this case, the faculty chair, dean, Curriculum Analyst, Faculty Reviewers, or Curriculum Committee members in general may initiate the process, prior to the proposal being placed on the agenda, by emailing the Curriculum Committee Faculty Co-Chair. Faculty members in general may also initiate the process through their Curriculum Committee representative. Once the course has gone through the curriculum review process and made it onto the agenda, Curriculum Committee members may request first-time discipline placement review, which will be voted on by the committee. The Curriculum Committee Faculty Co-Chair will inform the faculty author and the Curriculum Committee if discipline placement review is initiated. Every effort will be made to avoid delays that would prevent courses from moving through the approval process in a timely manner; however, the best way to prevent delays is to have conversations about discipline placement prior to submission of courses.

Step 2: Convening of the Discipline Placement Subcommittee

Identified concerns about discipline placement of a course proposal will trigger review by the Discipline Placement Subcommittee, which will be made up of the Faculty Curriculum Co-Chair as well as at least 3 Curriculum Committee faculty members each representing different divisions but who do not belong to the disciplines involved to keep the review objective. The subcommittee will meet to determine next steps and necessary research. They will then individually review the COR, particularly the content, using the Minimum Qualifications Handbook and agreed upon criteria and doing research as needed to make their determination. They will then meet to discuss the results of their investigation and to determine a recommendation to submit to the Curriculum Committee. As a subcommittee of the Curriculum Committee, meetings are subject to the Brown Act and will be open to the public, with an announcement of the meeting and its agenda provided at least 72 hours in advance.

Step 3: Informing the Curriculum Committee

The committee will be informed of courses going through the discipline placement review process as well subcommittee meeting dates. The subcommittee's recommendations will be voted on by the committee as an Action Item on an upcoming agenda.

Step 4: Following Approval of Discipline Placement

Once the discipline placement has been approved, the course will continue through the review process (Library Review, Faculty Review, Articulation Review, and finally agenda).

Step 5: At the Agenda Step after Completion of the Review Process

Once on the agenda, the Curriculum Committee will vote on the proposal. Outstanding concerns may be raised in addition to motions made and voted on at that time to address them, including requests for first-time discipline placement review.

Criteria:

The Discipline Placement Subcommittee will consult with the following to make their determination of the appropriate discipline or disciplines:

1) Minimum Qualifications
2) GE discipline assignments at NVC, IGETC, CSU, Cal-GETC
3) NVC Faculty in the relevant disciplines
4) Discipline assignment at other California Community Colleges
5) Other resources as needed

4.6 Program Definitions

Title 5 §55000 defines an "'Educational Program' [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."

The college further refines this definition and uses a graduated review process to expedite the program review process, utilizing the following classifications to ensure depth of review appropriate to the type and scope of proposed programs

Programs are classified for review in one of the following categories:

A. **Instructional Program**: A new instructional program consists of new courses, degrees, certificates, and a new instructional department requiring new full-time or part-time faculty. Establishing a new instructional program is a major step that requires appropriate planning and input from the Academic Senate and the District.
B. **Associate Degree for Transfer (AA-T and AS-T)**: Sequence of new or existing courses based on an approved Transfer Model Curriculum template organized into a new transfer degree housed in an existing instructional program. Associate Degrees for Transfer must be submitted to the Chancellor's Office for approval. Faculty interested in proposing a new ADT should first talk with the Articulation Officer.
C. **Associate Degree (AA or AS) – Career Technical Education**: Sequence of new or existing courses organized into a new CTE area of emphasis or major within an existing instructional program. Degrees are classified as CTE when they are in a TOP Code designated as vocational in the Taxonomy of Programs Manual regardless of the department they are housed in. CTE degrees require review through the Bay Area Community College Consortium (BACCC) and approval of the Chancellor's Office.
D. **Associate Degree (AA or AS)**: Sequence of new or existing courses organized into a new area of emphasis or major within an existing instructional program.
E. **Certificate of Achievement**: Short sequence of eight or more units from new or existing curriculum organized into a new certificate within an existing instructional program. Certificates for CTE require review through the Bay Area Community College Consortium (BACCC) and must be submitted to the Chancellor's Office for chaptering.
F. **Local Certificate or Skills Certificate**: Short sequences of less than 16 units from new or existing curriculum organized into a new certificate that demonstrates a specific skillset within an existing instructional program. Local and Skills Certificates do not appear on a student's transcript but are usually achieved while working towards a degree.

4.7 Required Documentation for New Programs

The documentation required for submitting a new program varies according to the type of program. The most current program documentation requirements are listed in the *Program*

and Course Approval Handbook, which is maintained by the Chancellor's Office. Please review these criteria or speak with Curriculum Analyst (or Articulation Officer for ADTs) before submitting in new program proposals CourseLeaf.

ADT required documentation

- Program Narrative
- Completed Chancellor's Office Template for Approved Transfer Model Curriculum
- C-ID or ASSIST Articulation Information, as required by the TMC

CTE Associate Degree required documentation

- Program Narrative
- Labor Market Information (LMI)
- Advisory Committee Recommendation
- Bay Area Community College Consortium (BACCC) Recommendation
- Appropriate transfer preparation documentation (for CTE programs designed for transfer)

Local (non-CTE) Associate Degree required documentation

- Program Narrative
- Appropriate transfer preparation documentation

Certificate of Achievement required documentation

- Program Narrative
- Appropriate transfer preparation documentation (for certificates designed for transfer)
- Additional documentation for CTE certificates: Labor Market Information, Advisory Committee Recommendation, BACCC Recommendation

4.8 New or Modified Program Approval Process

Step 1: Proposal Launch

The faculty author (or originator) submits a new or revised program proposal and all required documentation in CourseLeaf after consulting with the Curriculum Committee Faculty Co-Chair and Curriculum Analyst (or Articulation Officer for ADTs). The author will continue to track the proposal throughout the review process and make any required changes.

For new ADT proposals, the faculty author is responsible for completing the Program Narrative and working with Articulation Office to complete the Chancellor's Office TMC template.

Step 2: Technical Review

The Curriculum Committee Faculty Co-Chair, Articulation Officer, and Curriculum Analyst meet and review the program proposals together, determining any necessary final changes, which

are communicated to the faculty author. (For ADTs, the Articulation Officer determines program compliance with the Chancellor's Office.) All materials and supporting documents, except BACCC approval, must be received before the proposal can be placed on the agenda.

Step 3: Dean Review

The Division Dean reviews the program proposal for feasibility, staffing needs, and appropriateness to program mission. (For CTE proposals the faculty author and/or Division Dean will coordinate with the Dean of Career Education and Workforce Development to obtain recent Labor Market Information and Analysis and to initiate BACCC review.)

Step 4: Articulation Review

For AA-T and AS-T degrees, the Articulation Officer reviews the appropriateness of all courses in the degree based on ADT standards and C-ID articulation, submits courses for C-ID (where appropriate), recommends to faculty revisions to individual courses for C-ID alignment (when needed), forwards ADT proposals to the New Program Taskforce once all elements have been verified, and then generates the following documents:

- Initial draft of TMC template~~,~~ in collaboration with faculty
- C-ID Articulation Verification for all courses aligned with a C-ID Descriptor
- ASSIST Documentation as required by the TMC

Step 5: Learning Outcomes Coordinator

The Learning Outcomes Coordinator will review the Program Learning Outcomes to ensure they are clear and appropriate for the program.

- Section B – Program Description and Content
    - Program Outcomes

Step 6: New Program Taskforce (only for new programs)

All new program proposals are submitted to a joint Senate/District taskforce for initial review as described below. Taskforce members will meet with the faculty author to review the proposal and required documentation to ensure compliance and adequate resources.

Step 7: Curriculum Committee Agenda

Once the faculty author makes any necessary changes to the proposal, the Curriculum Committee Faculty Co-Chair places the degree or certificate proposal (and any associated new or revised course outlines, if necessary) on the action agenda for full committee review. Committee members will discuss and vote on whether to recommend proposals for approval to the Academic Senate.

Academic Senate Agenda (step outside of Curriculum Committee)

Proposals are submitted to the Academic Senate with the Curriculum Committee's recommendation for approval. The Senate will vote whether to recommend the curriculum packet to the Board of Trustees.

Board of Trustees Agenda (step outside of Curriculum Committee)

Proposals are submitted to the Board of Trustees as part of the curriculum packet with the Academic Senate's recommendation for approval. The Board will vote whether to approve the curriculum packet.

Step 8: Implementation

After proposal are approved locally, they are submitted to the Chancellor's Office for approval (ADTs and CTE degrees) or chaptering (local AA/AS degrees and Certificates of Achievement) and submitted to external bodies, as necessary, for articulation. (Skills and local certificates do not need to be submitted to the Chancellors Office). Once all program and associated course proposals have been externally reviewed, the degree or certificate will be published in the regular catalog or catalog supplement and made available to students.

4.9 New Program and Program Archival Taskforces

Title 5 §53200(c) defines "educational program development" as an academic and professional matter under the purview of local academic senates. At Napa Valley College, the Board of Trustees and Academic Senate have established, by mutual agreement, a process for reviewing new programs through a joint Senate/District taskforce. This taskforce reviews all new proposals for degrees and Certificates of Achievement before they appear on the Curriculum Committee agenda to ensure consistency with the Chancellor's Office development criteria for curriculum (as described in the *Program and Course Approval Handbook*) and alignment with the college's mission and planning processes.

The New Program Taskforce may make recommendations to the faculty authors and vet new program proposals for viability during the development and initial review stages. The statutory authority to approve programs under title 5 lies with the Curriculum Committee and Board of Trustees.

The New Program Taskforce membership shall consist of:

- Academic Senate President or designee
- Assistant Superintendent/Vice President of Academic Affairs or designee
- Curriculum Committee Faculty Co-Chair or designee
- Articulation Officer
- Curriculum Analyst

- Division Dean or designee
- The Division's Faculty Representative on Curriculum Committee (if applicable)
- The Proposing faculty

When faculty propose archiving an existing degree or certificate, the Program Archival Taskforce will be convened to review the institutional impact of this and to ensure that a teach-out plan is in place, if necessary. The statutory authority to approve archiving programs under title 5 lies with the Curriculum Committee and Board of Trustees.

The Program Archival Taskforce membership shall consist of:

- Academic Senate President or designee
- Assistant Superintendent/Vice President of Academic Affairs or designee
- Curriculum Committee Faculty Co-Chair or designee
- Articulation Officer
- Curriculum Analyst
- Division Dean or designee
- The Division's Faculty Representative on Curriculum Committee (if applicable)
- The Proposing faculty

4.10 Course or Program Archival Process

Step 1: Proposal Launch

The faculty author (or originator) submits the course or program archive in CourseLeaf after consulting with department faculty and their Faculty Representative on the Curriculum Committee.

Step 2: Impact Review (for courses only)

The Curriculum Analyst works to identify any courses or programs (especially those in other departments) that will need to be revised prior to implementation.

Step 3: Dean Review

The Division Dean reviews the proposed course or program archival for its potential impact on the division and to identify any other courses or programs that will need to be revised due to the archival.

Step 4: Program Archival Taskforce (for programs only)

All program archival proposals are submitted to a joint Senate/District taskforce to review the potential impact for the institution and students. Taskforce members will meet with the faculty author and ensure that all necessary steps have been taken.

Step 5: Curriculum Committee Faculty Co-Chair Review

The Curriculum Committee Faculty Co-Chair reviews the proposal along with the Curriculum Analyst and Articulation Officer and determines the term of implementation (contingent upon revision of affected courses and programs).

Step 6: Curriculum Committee Agenda

The Curriculum Committee Faculty Co-Chair places proposals that have completed the review process on the agenda. At the meeting, committee members will vote whether to recommend proposals for archival to the Academic Senate.

> **Academic Senate Agenda (step outside of Curriculum Committee)**
>
> Proposals are submitted to the Academic Senate with the Curriculum Committee's recommendation for approval. The Senate will vote whether to recommend the curriculum packet to the Board of Trustees.
>
> **Board of Trustees Agenda (step outside of Curriculum Committee)**
>
> Proposals are submitted to the Board of Trustees as part of the curriculum packet with the Academic Senate's recommendation for approval. The Board will vote whether to approve the curriculum packet.

Step 7: Implementation

Approved course and program archivals are submitted to any external bodies and ASSIST, as necessary, for deletions. Once all associated program and/or course changes necessary for implementation have been made, the course, degree, or certificate will be removed from the catalog.

4.11 Program Discontinuance Review Work Group

The decision to discontinue an existing instructional program (i.e. department) is a major step that requires input from affected faculty, the Academic Senate~~,~~ and the District. The Program Discontinuance Process is governed by Administrative Procedure 4024 and subject to mutual agreement between the Board of Trustees and Academic Senate under the college's shared governance policies.

When the District triggers this process, a Program Discontinuance Review Work Group shall make recommendations on possible program discontinuance, as defined in AP 4024. The membership of this work group shall include:

- Academic Senate President or President
- The affected faculty, as determined by the Academic Senate President
- Division Dean

- Faculty Chair (if applicable)
- Assistant Superintendent/Vice President of Academic Affairs
- Senior Dean of Research, Planning, and Institutional Effectiveness
- One additional faculty member from outside the affected division appointed by the Academic Senate President (often the Faculty Co-Chair of the Curriculum Committee)

4.12 References and Resources

Bay Area Community College Consortium (BACCC).

California Code of Regulations, title 5 §55000 Definitions.

California Code of Regulations, title 5 §55070 Credit Certificates.

California Community Colleges Chancellor's Office, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* 18th edition (2023).

California Community Colleges Chancellor's Office, *Curriculum Submission and Approval Technical Manual* (2023).

California Community Colleges Chancellor's Office, *Program and Course Approval Handbook*, 8th edition (2022).

California Community College Chancellor's Office, *Taxonomy of Programs Manual* (2013).

California Education Code §66745-66749.7 Student Transfer Achievement Reform Act.

Napa Valley College, Administrative Procedure 4024 Program Discontinuance.

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