ANNUAL CURRICULUM COMMITTEE TRAINING 2025-2026

NAPA VALLEY COLLEGE

ACADEMIC SENATE

CCCCO ANNUAL CERTIFICATION

In the past, the Chancellor's Office was responsible for certifying that all community college curriculum complied with California Regulations

This authority has been increasingly delegated to local districts

Chancellor's Office "chapters" new courses/programs (assigns unique control number)

Exception: ADTs and CTE programs, which require direct approval

The Chancellor's Office requires each college to self-certify that, among other things:

All submitted courses/programs comply with Title 5 and the *Program and Course Approval Handbook* (*PCAH*)

All Curriculum Committee members have received training in Title 5 and *PCAH*

CURRICULUM BASICS

- Curriculum is an area of faculty primacy under Ed Code and Title 5
  - Academic Senate has "primary responsibility for making recommendations in curriculum and academic standards to Board of Trustees" Ed Code §70902(a)(7)
  - Policies and procedures related to "curriculum, including establishing prerequisites and placing courses within disciplines" and "degree and certificate requirements" are defined as "rely primarily" areas of 10+1 under BP 2510
- Title 5 §55002(a)(1) requires community colleges to establish a Curriculum Committee as either a district committee or Academic Senate committee
  - At Napa Valley College, the Curriculum Committee is a Senate committee governed according to the Bylaws of the NVC Academic Senate

ROLE OF THE COMMITTEE

- The Curriculum Committee exists to evaluate and make recommendation primarily on matters related to credit and noncredit curriculum and to ensure that the college is complying with Title 5 regulations

- AP 4020 directs the Curriculum Committee to establish its own processes for reviewing new and revised courses and programs (through the Curriculum Handbook)

- All course and program additions, modifications, and deletions must be approved by the Curriculum Committee (along with the Academic Senate and Board of Trustees).

COMMITTEE CHARGE

1. Develop written procedures and deadlines for all credit and noncredit curriculum submission and approval.

2. Review and make recommendation on new course and new program proposals and on and on course and program revisions. Ensure that all additions and/or changes in course outlines and program outlines comply with curriculum regulations and development criteria.

3. Make recommendations to the Academic Senate on issues related to curriculum, such as changes in graduation or general education requirements. The committee will determine if a course is classified as general education for the associate degree and into which category it should be placed.

4. Classify courses into appropriate disciplines and support submission of courses for transfer articulation.

5. Review and make recommendations on proposed course and program deletions and inactive status.

6. Vote whether or not to recommend course or program additions, deletions, or changes to to the Academic Senate (which recommends to the NVC Board of Trustees for approval).

LEVELS OF POLICY

State

California Education Code (California State Legislature)

California Code of Regulation, Title 5 (Board of Governors, ASCCC for 10+1)

- *Program and Course Approval Handbook* (CCCCO with constituent input)

Local

NVC Board Policy (Board of Trustees through collegial consultation)

NVC Administrative Procedures (President through collegial consultation)

- Curriculum Handbook (maintained by Curriculum Committee)

COURSE OUTLINE OF RECORD

- Course Outline of Record (COR) is a legally required document defined in Title 5 §55002 that describes minimum objectives, content, assignments, methods of instruction, methods of evaluation, etc., for all scheduled courses

  - Faculty use published CORs to develop course syllabi

  - Articulation Officers and faculty from other institutions use CORs to determine content of courses

  - Students may look at CORs to determine whether they should take a class

- ASCCC recommendations published in *Course Outline of Record: Revisited* (2017)

- Program Outline of Record should include program narrative and supporting documentation (depending on program)

STEPS IN LOCAL REVIEW PROCESS

Full details in Chapter 4 of Curriculum Committee Handbook

- Step 1: Faculty Author proposes/modifies/archives course or program

- Step 2: Curriculum Analyst reviews for completeness and compliance (checks codes)

- Step 3: Division Dean reviews proposal for scheduling elements, feasibility, mission

- Step 4: Articulation Officer reviews for CSU GE, IGETC, C-ID eligibility and transferability

- Step 5: Faculty Librarian reviews for library resources

- Step 6: Faculty Rep reviews COR for integration, clarity, completeness and DE standards

- Step 7: Curriculum Committee votes on the proposal at its next meeting

- Step 8: Implementation (Academic Senate, Board of Trustees, CCCCO, Catalog)

DEVELOPMENT CRITERIA

Minimum requirements for curriculum development in the California Community Colleges. Full details in *PCAH* pp. 24-29.

- **Appropriateness to Mission** (both state and local mission statements)

- **Need** (no harmful competition with existing programs)

- **Curriculum Standards** (approved by CC and BOT)

- **Adequate Resources** (faculty, facilities, equipment, library)

- **Compliance** (open courses, meet all Title 5 curriculum regulations)

STANDARDS OF APPROVAL

Full details in Chapter 5 of Curriculum Handbook

- Standards and Criteria for Course Approval defined in Title 5 §55002 and *PCAH*
  - Elements that must appear in a Course Outline of Record (COR)
- Three types of courses: Degree-applicable credit courses, non-degree applicable credit courses, noncredit course
  - For credit courses, COR must include: unit value, contact hours, outside-of-class hours, total student learning hours, prerequisites and corequisites, catalog description, objectives, content, assignment types and examples, instructional methods, evaluation methods, recent textbook (≤7 years for UC articulation)
  - For non-credit courses, COR must include: contact hours, catalog description, objectives, content, assignment or activity examples, instructional methods, evaluation methods

UNITS AND HOURS

- Relationship between units of credit and semester hours defined in Title 5 §55002.5 and AP 4029
  - Total contact hours: total lecture/activity/lab hours each week x 18 weeks
  - Outside of class hours: lecture (2 hours), activity (1 hour), lab (no out of class hours)
  - Total student hours: total contact hours + outside of class hours
    - At NVC, one unit of credit is 54 hours of total student learning
- Title 5 §55253 (new) defines Work Experience Education hours: 1 credit = 54 hours
- 34 Code of Federal Regulations §668.8 defines clock hours for federal purposes

PREREQUISITES & COREQUISITES

- Requisites are an exception to CCC open course regulations that must be reviewed by the Curriculum Committee

- Prerequisites and corequisites must be renewed every 6 years (every 2 years for CTE)

- Discipline faculty generally required to document and compare exit skills (objectives) for prerequisite course with entry skills for target course through content review

  - Closely related lab/lecture courses and requisites required by 4-year institution or accrediting agency exempt from this

- CCCCO Guidelines for Title 5 Section 55003 gives more detailed explanation

REPEATABLE COURSES

- Curriculum Committee may designate courses as "repeatable," meaning students may earn credit for the same course multiple times

- Title 5 §55041 limits repeatable course to three categories:

  - Repetition necessary for CSU/UC major requirement

  - Intercollegiate athletic course

  - Intercollegiate academic or vocational competition

- Students may still retake a course (not designated "repeatable) for other specific reasons defined in AP 4225; these do not need to be included in the COR

- CCCCO Credit Course Repetition Guidelines provides full explanation of regulations

PROGRAMS AND DEGREES

- 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."

  - Program requirements are defined in more detail in *PCAH*

- NVC offers Associate Degrees (AA and AS) and Associate Degrees for Transfer (AA-T and AS-T), as well as certificates

  - Associate Degrees are at least 60 units (≥18 within major; ≥21 GE)

  - Associate Degree for Transfer have same number of units but follow Cal-GETC

  - Local graduation requirements defined in AP 4100

CERTIFICATES

- Title 5 §55070 defines Certificates of Achievement as "patterns of learning experiences designed to develop capabilities that may be oriented to career or general education"

    - Sequence of courses should consist of at least 16 semester units

    - Shorter sequences of 8-12 units may be also offered

    - Other requirements described in more detail in *PCAH*

GENERAL EDUCATION

- Local General Education requirements are defined in Title 5 §55063 and AP 4025
  - Minimum of 6 units in Area 1: English Composition, Oral Communication, and Critical Thinking including 3 units in English Composition and 3 units in Oral Communication and Critical Thinking, 3 units in Area 2: Mathematical Concepts and Quantitative Reasoning, 3 units in Area 3: Arts and Humanities, 3 units in Area 4: Social and Behavioral Sciences, 3 units in Area 5: Natural Sciences and 3 units in Area 6: Ethnic Studies.
  - Additional graduation requirement: 1 Health, Wellness and Self-Development course.
    - A course that satisfies this requirement must meet the criteria included in at least one of the following categories:
      - Physical Fitness: Courses promote physical health through activities that improve strength, flexibility, endurance and overall fitness.
      - Athletic Skill Development: Courses offer opportunities for students to learn and improve specific physical skills and practice sports.
      - Wellness Education: Courses incorporate principles of healthy living, nutrition, and overall wellness practices.
      - Academic and/or Career Advancement: Courses foster exploration and development of academic or career goals.
      - Personal Development: Courses focus on enhancement of emotional intelligence, self-awareness and/or creative expression.
- Stacey Howard can help faculty submit courses for articulation with Cal-GETC GE.

RESOURCES

- Some of the best resources on campus are people:
    - Ana Clare Elizarrarás (Faculty Co-Chair)
    - Stacey Howard (Articulation Officer)
    - Marian Wouters (Interim Curriculum Analyst)
    - Katherine Lebe (Curriculum Analyst – Returning in 2026)
- Program and Course Approval Handbook (2023)
- ASCCC, *The Course Outline of Record: Revisited* (2017)
- Taxonomy of Programs (2023)
- Minimum Qualifications Handbook (2025)