

Curriculum Committee Training

Robert Cattolica

Sept. 2, 2026



Outline

- Curriculum Committee composition
- Curriculum Committee charge
- The rules
- The curriculum review process
- Updates
- Goals for this academic year



Training note

- The state Chancellor's Office delegates curriculum certification to local districts
- Training is required to maintain local certification authority



Commonly Used Acronyms

Acronym	Definition
ACCJC	Accrediting Commission for Community and Junior Colleges
ASCCC	Academic Senate for California Community Colleges
ADT	Associate Degree for Transfer
CCC	California Community Colleges
CCCCO / CO	California Community Colleges Chancellor's Office
CIO	Chief Instructional Officer (VPI—Vice President of Instruction)
COR	Course Outline of Record
IDEAA	Inclusion, diversity, equity, anti-racism, and accessibility
PCAH	Program and Course Approval Handbook
CDCP	Career Development and College Preparation



Curriculum Committee composition

Voting Members	Ex Officio Members	cc:
Robert Cattolica Chair	Dr. Tracey Coleman Vice President, Academic Services	Mona Abdoun Faculty Senate President
Philip Enguancho Arts, Media & Communication	George Arab Tech Chair	DEANS
Mark Anderson Language Arts	Alise Smith Classified Senate Rep	Amal Amanda Issa Academic Pathways & Student Success
Kristina Perkins Health, Kinesiology & Athletics	Shannon Stanley Articulation Officer	Matthew Lee Health, Kinesiology & Athletics
Antonio Gonzalez Science and Math	Christina Vuong Curriculum and SLO Specialist	Sadie Ashraf Counseling
John Chan Library	Megan Parker, Claire Bailey, Jessica Vile Curriculum & Scheduling Specialists	Karen Danielson Arts, Media & Communication
Kay Fischer Social Sciences		Paul Pinza Language Arts
Drennon Lindsey Applied Tech & Business	Rozen Bondoc, Linda Buelna A&R Evaluators	Patricia Molina Special Programs & Services
Shannon Stanley Psychology Counseling	Jean Lee, Mary Ann Nadonza A&R Evaluators	Heather Oshiro Applied Technology & Business
Phylis Essandoh Student Senate Representative	Vacant CTE Technical Review	Robert Nakamoto Social Sciences
Vacant FA Representative	Brian Goo Director of Inst. Effectiveness	Sonya Lopez Science and Math



Voting members

- 1 representative from each academic division
 - Applied Tech and Business
 - Arts, Media, and Communications
 - Health, Kinesiology, and Athletics
 - Language Arts
 - Psychology Counseling
 - Science and Mathematics
 - Social Sciences
- 1 representative from the Chabot College Library
- 1 representative from Student Senate
- 1 representative from Faculty Association
- Quorum: 50% +1 voting members
- Chair votes only to break ties



Meet the team

- Vice President, Academic Services – Tracey Coleman
- Curriculum Committee Chair – Robert Cattolica
- Technical Review Committee Chair – George Arab
- Curriculum and SLO Specialist – Christina Vuong
- Articulation Officer - Shannon Stanley
- Curriculum and Scheduling Specialists – Megan Parker, Jessica Vile



Primary Functions of the Curriculum Committee

- Subcommittee of the Academic Senate
- The Curriculum Committee evaluates and makes recommendations on matters related to credit and noncredit curriculum (courses and programs)
- The Curriculum Committee is responsible for ensuring the quality, currency, and academic soundness of programs and courses. (AP 4020)
- All course and program additions and deletions must be approved by the Curriculum Committee, Academic Senate, and Board of Trustees



Additional Functions of the Curriculum Committee

- Recommend and oversee course proposals for transmittal to CSU and UC to meet Cal-GETC requirements
- Recommend prerequisites, co-requisites, and advisory preparation for courses and programs
- Recommend policies for Distance Education
- Revise the local general education pattern and review courses for eligibility to be listed on the pattern
- Recommend policies for Credit for Prior Learning
- Assist the Office of Academic Services with catalog and class schedule development
- Other curriculum duties in response to legislation and/or local need



Types of Curriculum: Credit

• Courses

- Degree-applicable
- Non-degree-applicable
- Upper division

• Programs

- Associate Degrees (AA, AS)
- Associate Degrees for Transfer (AA-T, AS-T)
- Certificates of Achievement
 - 16 + units *must* be submitted to CO
 - 8-<16 units *may* be submitted to CO
- Locally Approved Certificates
 - <8 units; or 8 -<16 units not CO approved
- Baccalaureate Degrees





Types of Curriculum: Noncredit

- **Courses**

- Noncredit: Courses must fit in one of 10 categories to be approved by CO to receive apportionment
- Versus not-for-credit/community services: fee-supported class; apportionment is not claimed; locally approved

- **Programs**

- Cert. of Completion/Competency (CDCP)
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Certificates (not CO approved)



Credit vs Noncredit course comparison

Credit	Noncredit
Degree applicable and non-degree applicable (basic skills)	Traditional or Career Development and College Preparation courses (CDCP) may lead to Certificate of Competency/Completion
Students pay tuition fees	No student tuition fees
Generates apportionment	Generates apportionment
Awards units	Awards hours (no units)
Not repeatable except in limited cases	Repeatable; Multiple enrollments allowed
Approved by Curriculum Committee, then Board, then CCCCO <u>chapters</u> .	Approved by Curriculum Committee, then board, then CCCCO <u>approves</u> .

Course Outline of Record (COR)

- 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 (equivalency, articulation, etc)
- Students may look at CORs to determine whether they should take a class
- PCAH describes required elements of a COR

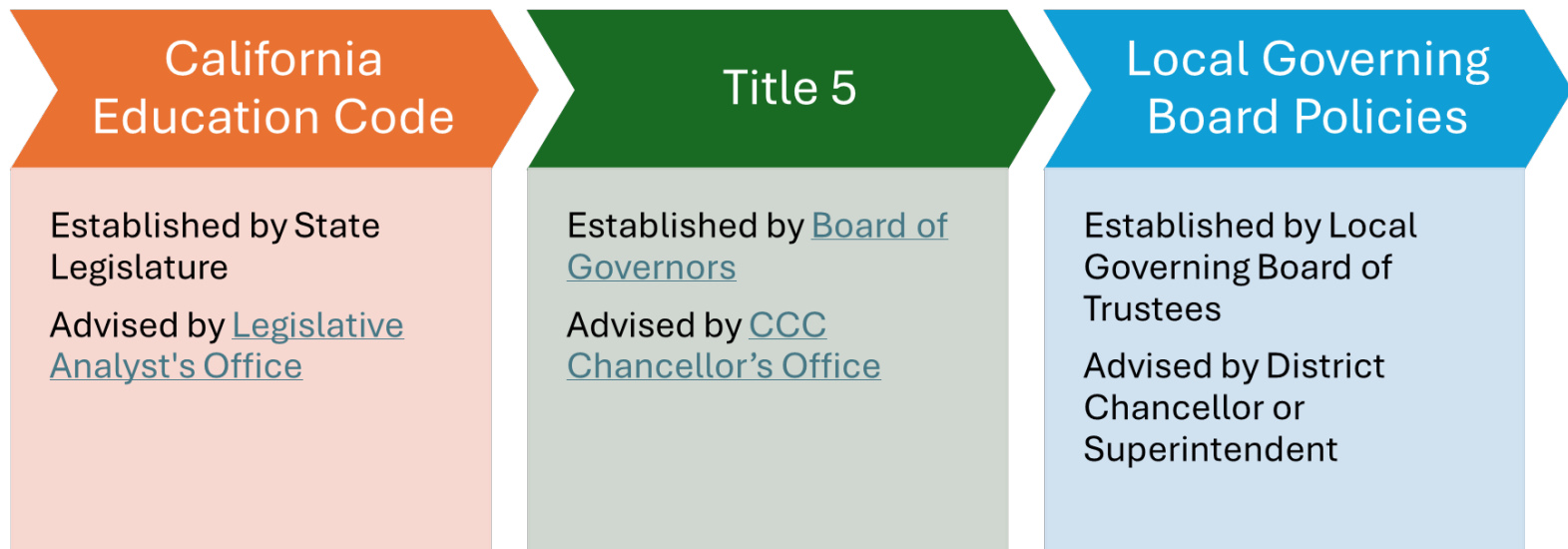


Program Outline of Record (POR)

- Like the COR, a program outline is a legally required document defined in Title 5 §55002 that describes the purpose and requirements of the program
- PCAH describes required elements of a POR



The rules



Faculty Purview Over Curriculum

Faculty authority over the curriculum is codified in [California Education Code \(§70902\)](#) and further refined in [Title 5 Regulations \(§53200\)](#)

Along with the authority, there is responsibility: work with other faculty, administrators, and staff.



Layers of Guidance

CA Education Code

- Statute, determined by **legislation**

Title 5 (California Code of Regulations)

- Interprets Ed Code into regulations, determined by **Board of Governors**

Local Board Policy and Administrative Procedure

CO's Program and Course Approval Handbook (PCAH)

- Establishes specific guidelines for implementing Title 5
- Developed by **Chancellor's Office with CCC Curriculum Committee (5C)**

Chancellor's Office guidelines

- Implementation guidance of title 5 and emerging issues (e.g. AB 1705, CCN)

ASCCC papers and reference guides

- Best practices available online through [ASCCC Publications](#)



Curriculum Committee questions when reviewing Curriculum

❖ Academic Quality

- Does the curriculum meet disciplinary standards?

❖ Student Success

- Will students understand pathways and expectations?

❖ Equity

- Are barriers to access minimized?

❖ Compliance

- Does the proposal meet Title 5 and local requirements?



Development Criteria

Local curriculum approval should assure that each proposal meets five criteria:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

These establish the “big picture” in approval processes.



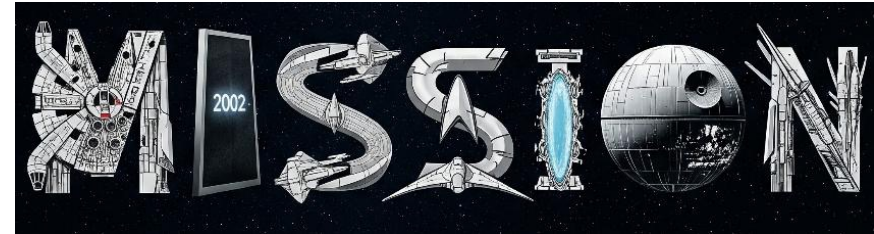
1. Appropriateness to Mission

Five types of curriculum that fall within the mission of the community colleges:

- Degree-applicable credit
- Non-degree-applicable credit
- Noncredit
- Contract education
- Fee-based community service classes



Appropriateness to Mission



Basic Considerations for Committee Approval

- Must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- Must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- Should also be congruent with the mission statement and master plan of the college and district.



2. Need

Need can be determined by multiple factors, including:

- Educational master planning
- Needs arising from program review
- Documented labor market demand (Ed Code [78015](#))
- Student demand for transfer preparation in a specific major or for general education
- Student need for college preparation course work leading to collegiate courses.
- CTE advisory committees and regional consortium

“Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.”



3. Curriculum Standards

For program approval, documentation required to ensure:

- The 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.
- Course outlines of record meet all the requirements of title 5, section [55002](#) for credit and noncredit course requirements.



4. Adequate Resources

“The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the application.”

This includes assurance of sufficient funding for:

- Faculty compensation
- Facilities and equipment
- Library or learning resources
- Offering the course(s) at the level of quality described in the Course Outline(s) of Record

Further, the college “must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.”



5. Compliance

Some of the title 5 sections to note are:

- Open course regulations [Cal Code Regs, tit 5, § 51006]
- Course repeatability regulations [Cal. Code Regs., tit. 5, § 55040-55046 and 58161]
- Regulations regarding tutoring and learning assistance [Cal. Code Regs., tit. 5, §§ 58168-58172]
- Regulations regarding open-entry open exit courses [Cal. Code Regs., tit. 5, §58164]
- Statutes and regulations on student fees [Cal. Code Regs., tit. 5, §§ 76060.5, 76142, 76223, 76300, 76355, 76360, 76365, 76370, 76395]
- Prerequisite and enrollment limitation regulations [Cal. Code Regs., tit. 5, § 55003]
- Particular provisions of the Nursing Practice Act [title 16]



The curriculum review process



Technical Review

- Ensures complete data, compliance, and consistency
 - Can deal with looking at some of the things that tend to make CC meetings drag on: grammar, wording, codes, etc.



Content Review

- Looks at the appropriateness of the content, objectives, SLOs, assignments, etc. specific to the discipline.
 - CC members trained to look for specific things in content:
 - Assignment of a discipline, minimum qualifications
 - Avoiding duplication of existing curriculum
 - Appropriateness to college mission
 - Integration of elements of COR (content, objectives, assignments, etc.)
 - Justification for advisories, prerequisites, GE petitions, DE modalities



Local approval process

- Level 1: Faculty launches a course or program proposal in META
- Level 2: Reviewed by technical committee
 - Tech Committee Chair, George Arab
 - Articulation Officer, Shannon Stanley
 - Curriculum & SLO Specialist, Christina Vuong
 - Curriculum & Scheduling Specialists, Megan Parker, Claire Bailey, Jessica Vile
 - OAC Division Rep (optional)
 - Area faculty (optional)



Local approval process

- Level 3: Division dean, Curriculum Chair, OAC Chair, Librarian
- Level 4: Voting members of the committee, VPAS
 - If approved by the committee, proposals are forwarded to Academic Senate and CLPCCD Board
- Level 5: Submission to the state (COCI) for review



Chancellor's Office Review vs. Local Responsibility

Automatic Approval/Chaptering:

- Credit
 - Local degrees
 - Certificates
 - Courses
- Non-CDCP noncredit curriculum
- Academic Senate President, Curriculum Chair, CEO, and CIO certify that these types of curriculum meet state and local standards.

CCCCO Review/Approval:

- Credit
 - Associate Degrees for Transfer (AA-Ts and AS-Ts)
 - Non-C-ID Career Education (CTE)
- Noncredit (CDCP, Apprenticeship programs, Adult HS Diploma)



Chancellor's office approval results in a control Number

- Once you have a Control Number, curriculum can be:
 - published in catalog
 - Offered to students (scheduled)
 - eligible for apportionment
 - sent for external articulation and transfer agreements
- Once approved, courses are often not scheduled until articulation, GE, and/or Cal-GETC related issues are worked out
 - 1 year



Updates

- Program and Course Approval Handbook (PCAH) 9th edition



**Program and Course Approval
Handbook**



Standard In-Class to Out-of-Class Ratios

Academic Activity	In Class Contact Hours	Outside of class hours
Lecture (lecture, discussion, seminar, etc.)	1	2
Activity (activity, lab/w homework, studio, etc.)	2	1
Laboratory (traditional lab, clinical, etc.)	3	0

- Typical ratios in practice (not in law or regulation)
- Categories reflect instructor-directed and student-directed time
- Not descriptive of pedagogy or teaching method or modality



Some Curriculum Solutions

Course	Lec Units	Activity Units	Lab Units	Total Units	Lec Hours	Activity Hours	Lab Hours	Total Hours	Paid Hours
English Comp now	3	0	0 ^(1/3)	3	54	0	18	72	54



It's Just a Phase

- Phase I
 - 6 courses—student facing by Fall 2025
- Phase II
 - Part A: 8 courses—student facing by Fall 2026
 - Part B: 15 courses—student facing by Fall 2027
- Phase III
 - 47 courses—student facing by Fall 2027
- Faculty involved via
 - Surveys: pre and post development
 - CCN Faculty Workgroups



Five Types of Credit for Prior Learning

- Students may demonstrate proficiency in a course eligible for **Credit for Prior Learning (CPL)** and receive college credit through the approved alternative methods of awarding credit:
 - 1) **Industry-Recognized Credentials & Training**
 - 2) **Credit by Examination**
 - 3) **Military Service & Training**
 - 4) **Standardized Exams**
 - 5) **Student-Created Portfolios**



Proposed revisions to Title 5

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.



Goals for this academic year



Goals for AY 25-26

- Respond to legislative mandates in a timely fashion
- Sunsetting of zero-unit lab courses (continuing)
- TOP to CIP code transition (continuing)
- Common Course Numbering compliance (continuing)
- Out of date CORs (continuing)
- Update prerequisite validation process (continuing)
- Credit for Prior Learning policies (continuing)
- Explore synchronized update calendar
- Clarification of Apprenticeship program processes



Challenges

- Coordinating courses shared with LPC
- Overlap and conflicts between disciplines in different divisions
- Workload
- Legislation with short turnaround time

