

#### Presented by ASCCC January 16, 2015 / Anaheim

*A student’s success in the workforce hinges on completing well designed courses with the necessary job-related skills and information. To ensure community college leaders are prepared to meet this challenge, the ASCCC developed a boot camp-like training to provide participants with the practical and regulatory information essential for curriculum development and improvement.*

*The training is designed for a diverse group of participants including discipline faculty, curriculum chairs, deputy sector navigators, sector navigators, regional chairs, technical assistance providers, and chancellor’s office staff. Throughout the day, participants will interact with a statewide and regional network of colleagues with expertise in local and state curriculum development and approval processes.*

*Using a modular format, participants begin the training the night before by completing an assessment on general curriculum processes and regulations to evaluate their individual understanding of the rules, roles, responsibilities of the local and state curriculum processes. The training continues the following day with a blend of discussion, activities, and collaborative group work. In working together, participants will gain insight on the challenges of the curriculum development process from the formation of new course and program concepts to the revision of existing course content designed to support workforce development in new and increasingly effective ways.*

### Module 1 – Curriculum Basics

Description: Overview of the curriculum basics, from course and program definition to the laws and regulations that govern the California Community Colleges curriculum development and approval processes.

Learning Outcomes

1. Identify the curriculum process in community colleges and in the community college system.
2. Recognize the importance of the local approval processes and faculty primacy in curriculum development.
3. Compare and Contrast the laws, regulations, and local standards of curriculum development and approval.

### Module 2 - Awards

Description: Awards that can be earned by students in California community colleges including the role of the Taxonomy of Programs (TOP) code for classifying courses.

Learning Outcomes

1. Describe the three types of awards approved by the Chancellor’s Office.
2. Describe other types of local awards and their roles.
3. Evaluate the role of standalone courses.

### Module 3 – Course Outline Elements

Description: Required elements of Course Outline of Record (COR) and Chancellor’s Office data elements.

Learning Outcomes

1. Define the difference between credit, non-credit, and community service courses.
2. Identify Course Outline of Record required elements.
3. Evaluate transfer vs. non-transfer course status.
4. Evaluate the use of the proper State Administrative Manual (SAM) code for CTE courses.

### Module 4 – Course Outline Considerations

Description: Pre-requisites/co-requisites, course repetition, and placement of courses in disciplines on the local campus.  
  
Learning Outcomes

1. Describe the process for determining placement of courses in disciplines on your campus and the role that plays in determining minimum qualifications for instructors.
2. Identify when a student may re-enroll in a course in your program.
3. Analyze what a pre-requisite/co-requisite is and under which conditions one can be placed on a course.

### Module 5 – Approval Processes

Description: The roles and responsibilities of curriculum development on a local campus including he formation of the Curriculum Committees. Processes for local and Chancellor’s Office for CTE courses, and the period review of courses and programs.

Learning Outcomes

1. Describe a typical approval process for a CTE course.
2. Identify the role of the local Curriculum Committee on your campus.
3. Define periodic program review requirements for CTE courses.