

COURSE OUTLINE OF RECORD AND PROGRAM JUSTIFICATION CRITERIA

Source: *Program and Course Approval Process Manual for Faculty and Administrators*. Peralta Community College District. Prepared by Jayne Matthews under the direction of Michael Orkin. 3rd Edition. February 2014. Pp. 92,105. (First draft proposed by Dylan Eret.)

NOTE: The Curriculum Committee revised the draft of italicized items below to clearly explain what proof or evidence is necessary to justify a particular course or program at Berkeley City College. All of the criteria, if applicable, must be addressed through the curriculum review process to have the potential to be approved. Draft accepted for revisions: September 18, 2014. We will continue to add to this document. Use this as an informal and formal guide to gathering support for your curriculum proposal.

The Curriculum Committee uses the following criteria to evaluate course proposals.

- Appropriateness to mission of college, department, and discipline
 - *Explain how a proposal “fits” the department, discipline, college mission/vision.*
- Need as justified by department
 - *Use curriculum or program review (or other studies) to identify the “need” for the proposal. Why are these courses/program needed at Berkeley City College? What courses or programs will this replace? Will this courses/program be offered on a rotational basis or get tied to a particular program? If so, how?*
- Curriculum standards
 - *Complete checklist for courses or programs. Link course content to learning outcomes.*
- Appropriateness of course content
 - *For transfer-level courses/programs, work with Articulation Officer or research ASSIST to find parallel lower-division courses at CSU or UC (or other community colleges). Also, research General Education possibilities.*
 - *For CTE programs, research local colleges and organizations.*
- Adequate resources
 - *Describe funding sources (such as particular grants) or use curriculum/program review to identify need.*
- Compliance
 - *Describe how proposal meets educational codes or guidelines (especially new repeatability guidelines).*
- CTE departments' advisory board support
 - *Description of meeting minutes or letters of support from various organizations.*
 - *Document or provide data that support the viability of the program. This may take the form of quantitative data from EDD or other job sites (specific to program) or qualitative data such as narratives from employers or individual students. The originator must demonstrate that their course or program will prepare students for careers or provide students with the appropriate foundational skills for specific fields.*
- Departmental faculty support.
 - *Elicit support from Department Chair or Members.*
 - *Meet with Deans or VPI to address short and long-term vision, funding sources, needs, etc.*
 - *You must receive the approval of your Department Chair (or Chairs if proposal might be cross-listed) and Deans/VPI to move forward.*
 - *Meet with key members of the Curriculum Committee or related committees to gather additional feedback and support (Curriculum Chair, Assessment Coordinator, Articulation Officer, Librarian, Counselor, etc.).*
- Consultation with other disciplines or colleges
 - *Communicate with college department chairs or deans across the district who might offer similar courses or programs. You must receive their approval to move forward with a proposal.*

Note: *Approval of curriculum is a time-consuming process.* Due to the various levels of review required by policy and law within the college and the district, as well as the state requirements to have an approved state control number prior to the courses/programs being offered, new curriculum or changes to existing curriculum should normally be submitted at least two semesters prior to planned implementation.

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