CURRICULUM COMMITTEE BY-LAWS

5.10.0 CURRICULUM COMMITTEE

I. PURPOSE OF COMMITTEE: The Curriculum Committee, established in 1986, acts as an Advisory body to the Executive Vice President of Instruction regarding matters concerning curriculum:

A. The committee will schedule an ongoing review of instructional programs, courses of study, and classes, provided by the College.
B. The committee will review any modifications to degree and certificate programs and courses offered by the College and submit recommendations to the Executive Vice President of Instruction.
C. The committee will review proposed new curriculum and program offerings and submit recommendations for acceptance, changes, and rejection to the Executive Vice President of Instruction.
D. The committee will be notified of elimination of degrees, certificates, and programs.

NOTE: See Appendix A.

II. ADMINISTRATION OF COMMITTEE

A. Committee Membership is as follows:
   1. Two academic faculty
   2. Two professional-technical faculty
   3. One faculty member from Transitional Studies
   4. One representative from Student Development
   5. One representative from Clarkston Center
   6. One representative from Washington State Penitentiary
   7. One academic division chair
   8. One representative from the Library
   9. Three instructional administrators:
      a. Vice President of Instruction
      b. Transitional Studies Education Director
      c. Health Science Director
   10. Executive Vice President of Instruction – ex officio – non-voting
   11. Registrar – ex-officio -- non-voting
   12. Student Representative – non-voting
B. The Faculty Senate shall make faculty selections spring quarter.
C. Faculty members and representatives from Student Development and Clarkston serve three-year terms. These will be staggered so that the committee will have some returning members each year.
D. The student representative will be selected each year.
E. The committee chair will serve a two-year term starting in June. Election for chair will be held at the last spring meeting of the retiring chair’s term.
F. The vice-chair, a one-year term, will be elected at the first fall meeting.
G. Amendments to the by-laws must be presented in writing to the members of the Committee at least one week before the Committee votes on proposals to amend; the proposals must be approved by two-thirds of the voting members.
H. Encouraged attendees:
   a. Transcript Evaluator
   b. Enrollment and Course Information Coordinator
   c. OCA coordinator

III. MEETINGS OF COMMITTEE
   A. The chair will schedule meetings at least once a month.
   B. Six voting members will be needed for a quorum.
   C. Proxy voting will be allowed in accordance with Robert’s Rules of Order: i.e., a voting member’s proxy may be accepted only if it has been made in writing on a specific issue; a “blanket” proxy will not be accepted.
   D. Members may be polled for a vote if a decision must be reached between meetings.

IV. PURPOSE FOR REVIEW
   A. The committee shall review the entire curriculum every five years in order to analyze and evaluate each area’s offerings in relation to the mission of the college.
   B. If necessary, the committee will recommend elimination of courses which they deem as unnecessarily overlapping or inconsistent with the mission.
V. PROCEDURE FOR REVIEW
A. Every five years the committee will schedule the order for curriculum reviews.
B. Each college year the committee will notify the departments that are set for review.
C. Faculty whose curriculum is set for review will be notified a month in advance as to requirements for the review and the meeting time scheduled for that review.
D. Reporting faculty members will need to verify that:
   1. The course titles, numbers and credits are correct, and that appropriate prerequisites are specified.
   2. The catalog descriptions are accurate, and adequately describe the courses for the student, college and State Board for Community and Technical Colleges.
   3. The current course outlines and syllabi are on file on the OCA and that they reflect lecture hours, lab hours, major goals and assessment techniques, unit titles, sequence of instruction, etc.
E. Reporting faculty may also recommend deletions from their programs and notify the committee concerning future changes being considered.

VI. PROCEDURE FOR REVIEW OF CHANGES AND/OR NEW COURSE PROPOSALS
A. Faculty may submit a memo regarding minor changes in course structure to the committee which may or may not ask for follow-up before making a recommendation.
B. Before submitting the necessary paperwork, faculty should first discuss the rationale for the new course proposal with members of the department and the division chair, and then the coordinator/director of the instructional area.
C. Faculty proposing new course offerings must then:
   1. Complete a New Course/Course Coding Approval Form, and a Course Outline form which are available from Executive Vice President of Instruction’s secretary and on the p-drive.
   2. Submit the correctly completed forms with all necessary signatures to the Executive Vice President of Instruction’s office in adequate time for review by the Curriculum Committee before class schedules are due.
3. Be prepared to attend a committee meeting to answer questions concerning their proposal. Encourage the Division Chair to attend.

D. The committee will review the proposals through use of hearings and discussions, and by vote make its recommendations to the Executive Vice President of Instruction.

Revised By-Laws and Appendices: 3/99, 11/6/03, 10/18/07, 11/18/10
(Appendix A, B & C added to By-Laws 5/1/08 and amended 11/18/10)
NEW COURSES

Step 1 – Course Development
Faculty member gets an idea and consults with the following before proceeding:
- Division Chair and members of the department to assure that the division / department as a whole is behind the idea for the new course and that it meets the mission of the division/department.
- Learning Effectiveness Center Coordinator and/or Curriculum Committee Chair for advice on how to write outcomes, course content, and documentation required to get course approved.
- Transfer Coordinator for advice on how the course will impact students as it relates to major requirements, transfer, assessment, etc.

Step 2 – Division Approval
Division Chair
- Consult with the department to validate the need for the proposed course.
- Review for possible cross-discipline conflicts.
- Faculty member communicates with appropriate instructor/director at the Clarkston Center regarding the proposed course.
- Determine the feasibility of course offering.
- Verify the Admin Unit, Educational Program Code (EPC), Classification of Instructional Programs (CIP) codes are correct.
- Sign the Course Coding Approval form.
The Division Chair submits the course to Step 3 or returns to initiator with suggestions for modifications.

Step 4 – Technical and Course Number Review
Course Coordinator, reviews for:
- Course number is not already chosen for another course in the SM System.
- Course number is higher than the prerequisite, co-requisite or recommended course(s).

Step 5 – Articulation / Transfer
Transfer Coordinator reviews for:
- Articulation agreements.
- Transferability to Washington State Colleges/Universities
- WWCC General Education Requirements.
  - All changes to core requirements, including Diversity courses, for new and existing courses require voting approval from the Curriculum Committee
- Transfer Coordinator submits course to Step 6 or returns to Step 3 for changes or requests for additional information the Curriculum Chair returns the course to the appropriate person.

Step 6 – Curriculum Committee Agenda
- At the specified deadlines, completed course proposals with all required signatures will be submitted to the Executive Vice President of Instruction’s office for inclusion the Curriculum Committee meeting agenda.
- The agenda will be reviewed by the Executive Vice President of Instruction and Curriculum Committee Chair.
- The agenda will be emailed to faculty and staff one week prior to Curriculum Committee Meeting.
Step 7 – Curriculum Committee Review

- Curriculum Committee meets to review items on the agenda and hear presentation of faculty member(s).
- Curriculum Committee approves for implementation or returns to course initiator and/or Division Chair for corrections.

Step 8 – Implementation

- Corrections requested at Curriculum Committee must be made prior to final implementation and inclusion in the course catalog and class schedule.
- Final implementation for courses will take place when approval is received by the Vice President of Instruction’s Office.
- All approved courses and/or changes are entered into the SM System and Online Catalog Administrator (OCA).

DELETED (ARCHIVED) COURSES

- Division Chair and members of the department assure that has been discontinued.
- Consult with the Course Coordinator to verify the course is not offered at other campuses.
- Completes required information on the Course Coding Approval Form (i.e. Old Course Dept/Number, Deactivate from inventory, Effective Year/Quarter and Explanation).
- Division Chair signs the completed Course Coding Approval Form and routes to appropriate Vice President of Instruction for signature.
- Submitted to the Executive Vice President of Instruction office for voting approval by the Curriculum Committee.

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Curriculum Committee Chair</td>
<td>Chad Miltenberger</td>
<td>758.1711</td>
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<tr>
<td>Learning Effectiveness Center Coordinator</td>
<td>Lindsey Mahan</td>
<td>524.5233</td>
</tr>
<tr>
<td>Course Coordinator</td>
<td>Linda Sherman</td>
<td>524.5165</td>
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<tr>
<td>Transfer Coordinator</td>
<td>Kathy Lindgren</td>
<td>527.3679</td>
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Appendix B

Curriculum Committee
Evaluative Criteria

The Curriculum Committee will apply the following evaluative criteria to each new course that are submitted for approval.

I. Appropriateness to Mission and Goals of Walla Walla Community College
   a. Is the course designed to be taught to students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade?
   b. Does the course develop the ability of students to succeed in college level courses and adult noncredit instruction?
   c. Does the course provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade?
   d. Is the course designed to assist in the economic development of local businesses or the community?

II. Need
   a. Does the course meet the stated goals and objectives, at this time, and in the region of the college proposes to serve with the division and/or department?
   b. For transfer courses, is there student demand and is there transfer applicability (i.e. the course substantially satisfies the lower-division course requirements for the corresponding four-year institution major or is articulated to meet transfer general education requirements)?
   c. For professional-technical courses, is there a documented labor market need based on employer input or a job market analysis?

III. Quality
   a. The course met the standards set by the College for each category of credit offered – degree credit, non-degree credit and non-credit.

IV. Feasibility
   a. Are there trained instructors available to teach the course?
   b. Will the budget be augmented to include the course or will another course have to be deleted to accommodate the new?
   c. Is there classroom/laboratory space available to accommodate the new course?
   d. Will the college be able to offer the course(s) at least once every two years?

What are prerequisites?
Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses. The assignment of a prerequisite to a course signifies that the course, skills, or body of knowledge described in the prerequisite are essential to the success of the student in that course and that is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

When must a course have a prerequisite?
The prerequisite or co-requisite assures that students without specified skills, concepts, or information necessary for success in the “target” course are highly unlikely to receive a satisfactory grade without meeting the prerequisite or co-requisite.

There are at least two situations in which to apply this principle:
One would rest upon the students’ communication or computational skills and their application in the course for which the prerequisite is established; and the other would rest upon the students’ subject
knowledge or mastery derived from previous courses or experiences. Faculty in the discipline under review and the curriculum committee must play major roles in the establishment of pre- and co-requisites as well as the determination of the factors affecting a student’s likelihood of succeeding in a course without the specified pre- or co-requisite.

**Does establishing a prerequisite for a course mean that the College must restrict the enrollment in the course to students who meet the prerequisite?**

Yes. A course that has a prerequisite signifies that the division and curriculum committee have carefully reviewed course content and requirements, entrance and exit skills, and knowledge necessary for the student to achieve a satisfactory grade in the course for which the prerequisite is obligatory. On the basis of this review, a determination has been made that a student without this prerequisite would not have a high expectation of success in the course. Moreover, the very definition of the term “prerequisite” makes clear that it is a condition of enrollment that a student is required to meet. This does not preclude the instructor from waiving the prerequisite if he/she deems the student has the required content knowledge equivalent to the prerequisite.

**What data must be collected for a new prerequisite to be established?**

Research showing that the prerequisite or co-requisite is necessary for student success must be conducted prior to students being expected to meet it. This may be done using the college’s historical data on student performance and student completion / non-completion of the proposed prerequisite and correlated with student performance and completion / non-completion of the “target” course. Course transferability should be considered in establishing or removing a course prerequisite.

It may be discovered that the new prerequisite can be met by the college’s assessment and placement processes. If this appears to be a viable approach, instructional faculty in the disciplines should meet with the counseling faculty to identify with them the student attributes and abilities to be used as complementary, appropriate multiple measures in union with an approved testing instrument to determine a student’s readiness for entrance into a target course. Additionally, cut scores or ranges would need to be reviewed to ensure that they remain useful in determining skill levels for meeting prerequisites. For new prerequisites, these may be initially arrived at through a well-documented empirical or judgmental approach by faculty in the division.

**What does it mean if a prerequisite states instructor permission?**

The student will only be able to enroll in the course if he/she has a signed authorization from the instructor. This means that students would not be able to web register for that course, but would rather have to come to the registrar’s office.
Appendix C

WWCC Curriculum Review

General Guidelines for Curriculum Department Review

This checklist serves as a guide to the items for review by the curriculum committee. Before the meeting, review the presentation checklist below and indicate any curriculum changes. Bring this completed checklist, along with any paperwork indicating significant changes, and a degree sequence(s) (if applicable) to Cindy Devary at least three days prior to the meeting. Because of limited time available, no department will be allowed more than ten (10) minutes for the presentation.

Presentation Checklist:

☐ List of courses offered by department. Verify the following are accurate:
  ☐ Course titles
  ☐ Course credits
  ☐ Course requisites
  ☐ Course designators (example: H for Humanities)
  ☐ Catalog descriptions

☐ Verify that all Master Course Outlines (MCO) are listed on the OCA and include:
  ☐ Course Topics
  ☐ Measurable Intended Learning Outcomes

☐ Verify that courses are identified by quarter offered on the OCA.

☐ Course additions (complete the Request for New Course located at p:public/curriculum/Request for New Course.doc)

☐ Course deletions (courses which have not been taught for two years and are not likely to be taught in the future or meet a degree requirement).

(Revised 9/2010)

(Appendix A, B & C added to By-Laws 5/1/08. Appendix D appended 10/14/10. Appendices revised 11/18/10)
Appendix D

Walla Walla Community College
Curriculum Committee

Procedures for New Courses & Changes in Courses

All new course requests must be submitted with the following items
- Course outline/master course outline form (on p:\public drive and web)
- Request for new course form (on public drive under: p:\public\forms\Request for New Course.doc)
- Course coding approval form (see Division secretary for assistance with this form)

New courses bearing college-level credit, plus changes to courses 100 level or above involving credits, content, requisites, and designator approval
- Go through complete approval process from division to appropriate Vice President and Curriculum Committee
- Are reported to entire college through Curriculum Committee Newsletter
- Are entered into Student Management System (SMS)
- Are entered into Online Catalog Administrator (OCA)

Changes to courses 100 level or above involving title and numbers
- Are approved by appropriate Vice President
- Go to Curriculum Committee for information only
- Are reported to entire college through Curriculum Committee Newsletter
- Are entered into SMS
- Are entered into OCA

New courses bearing less than college-level credit to be taught to the general student population (not to include Quest, Community Service, Center for Business and Professional Development courses, etc.)
- Go through division level approval process
- Go to Curriculum Committee for information only
- Are reported to entire college through Curriculum Committee Newsletter
- Are entered on SMS
- Are entered into OCA

Distance Learning courses
- New Distance Learning courses (not on the WWCC course inventory or not courses equivalent to existing WWCC courses) will go through complete approval process and Curriculum Committee. Complete the form “Request for development of new distance learning course” (see DL office for copy of form)
- Distance Learning courses that instructional divisions or departments deem equivalent to existing WWCC courses will go to Curriculum Committee for information only

(Approved by Curriculum Committee 3/19/03; revised 10/03; revised 10/10)
The following items will be voted upon:

- New courses bearing college-level credit and changes to courses 100 level or above involving credits, content, requisites, and designator approval
- New Distance Learning courses that are not on the WWCC course inventory or are not courses equivalent to existing WWCC courses
- John Deere Special Programs (JDPT) are exceptions.

The following items are for information only:

- Changes to courses 100 level or above involving title and numbers
- New courses having less than college-level credit (See the previous page for exceptions.)
- Distance learning courses deemed equivalent