



## Curriculum Committee By-Laws

(Last Date of Approval: 5.18.21)

### 5.10.0 CURRICULUM COMMITTEE

#### I. PURPOSE OF COMMITTEE:

The Curriculum Committee, established in 1986, acts as a voting body making recommendations to the Vice President of Instruction on matters regarding curriculum. The Curriculum Committee reviews and approves curriculum and program offerings in accordance with the requirements of the Northwest Commission on Colleges and Universities (NWCCU), Intercollege Relations Commission (ICRC), State Board of Community and Technical Colleges (SBCTC) to ensure deliverance of high quality instruction throughout the institution.

#### II. MEMBERSHIP OF COMMITTEE

##### A. Voting Membership (18) is as follows:

1. Two faculty from Arts and Sciences
2. Two faculty from Professional-Technical
3. One faculty from Career and Academic Preparation
4. One representative from Advising and Counseling
5. Two representatives from Clarkston Campus
  - a. One faculty
  - b. One administrator/staff
6. Two representatives from Department of Corrections:
  - a. One faculty
  - b. One administrator
7. One representative from the Library
8. One representative from eLearning
9. Four instructional administrators:
  - a. Dean of Arts and Sciences – ex officio
  - b. Dean of Transitional Studies and High School Programs – ex officio
  - c. Dean of Workforce Education – ex officio
  - d. Dean of Nursing Education – ex officio
10. Outcomes Review Subcommittee Chair – ex officio
11. Diversity Designation Subcommittee Chair – ex officio

##### B. Non-Voting Membership (3) is as follows:

1. Vice President of Instruction – ex officio
2. Registrar – ex-officio
3. Administrative Assistant to Vice President of Instruction – ex officio

##### C. Invited liaisons (Non-Voting):

1. Transcript Evaluator
2. Student Management System (SMS) Coordinator
3. Online Catalog Administrator (OCA) Coordinator



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4. College-wide Outcomes and Learning Assessment (CwOLA) representative
5. Institutional Effectiveness representative
6. Student Government Association (SGA) liaison

### D. Terms of Service

1. Faculty/Representatives will serve a minimum of one three-year term. Terms will commence at the beginning of the academic year and conclude at the end of the third academic year. These will be staggered so that the committee will have some returning members each year.
2. Instructional Administrators (i.e., Deans) and Non-voting Ex Officio members (Vice President of Instruction, Registrar, & Administrative Assistant to the Vice President of Instruction) will serve ongoing terms.
3. The Faculty Senate shall make faculty/representative selections each Spring quarter.
4. The student liaison will be selected each academic year by the SGA.
5. The Chair will be a voting member elected to a two-year term.
6. The Chair Elect will be nominated and elected by the fall quarter of the Chair's second year of service (in order to provide overlap and orientation to the role during the year) and will serve as Chair pro tem as needed.
7. The Past Chair serves as an advisor or Chair pro tem as needed during the new Chair's first year of term.

**Table 1: Schedule for Chair, Chair Elect, and Past Chair Positions**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designated Voting Member	Chair Elect	Chair	Chair	Past Chair	(off)	
Designated Voting Member			Chair Elect	Chair	Chair	Past Chair
Designated Voting Member					Chair Elect	Chair

**NOTE:** Current membership list will be posted annually on the [Curriculum Committee webpage](#).

### III. MEETINGS OF COMMITTEE

- A. The Chair will schedule meetings at least once a month, or as needed, during the academic year (Fall, Winter, Spring).
- B. More than 50% of the voting members will be needed for a quorum.
- C. Proxy voting will be allowed to enable a vote in a voting member's absence. A voting member may designate a proxy vote in one of two ways: (1) notify the Chair of the member's vote on specific agenda items, as written, or (2) delegate his or her vote to another voting member.



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- D. Members may be polled for a vote if a decision must be reached between meetings.
- E. 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.

### IV. TYPES OF REVIEW

#### A. Informational Review (Non-Voting):

- 1. Proposed new programs, degrees, certificates, and emphasis areas (see Appendix D).
- 2. Substantive modifications to programs, degrees, certificates, and emphasis areas (see Appendix D), including archiving and inactivation.
- 3. Changes to credit bearing courses involving *title and numbers only* (see Appendix A).
- 4. Changes to credit bearing courses involving only coding [e.g., *Administrative Unit, educational Program Code (EPC), Classification of Instructional Programs (CIP), etc.*] **or** *College-wide Outcomes and Learning Assessment (CwOLA) mapping* (see Appendix A).

#### B. Approval Review (Voting):

- 1. Proposals for New Course(s) (see Appendices A and B).
- 2. Proposals for Modifications to courses including the following (See Appendices A and B):
  - Department
  - Number (see item A.3 above)
  - Course title (see item A.3 above)
  - Course description
  - Credits, hours
  - Intended Learning Outcomes (ILOs)
  - Course topics
  - Coding (see item A.4 above)
  - CwOLA mapping (see item A.4 above)
  - Diversity designation
  - Transfer designation
- 3. Proposals for archiving/unarchiving or inactivating courses (see Appendix B).

#### C. Departmental/Program Review:

- 1. Curriculum Committee review of departments/programs occurs on an ongoing five-year cycle. Following department/program review, recommendations are submitted to the Vice President of Instruction (see Appendix C).



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### **V. PROCEDURE FOR REVIEW**

- A. Faculty/Dean will submit the correctly completed forms with all necessary signatures to the office of the Vice President of Instruction in accordance with the published due dates set by the Curriculum Committee. See appendices for further information.

#### **APPENDICES INDEX**

1. Appendix A: New and Modified Courses: Requirements and Process
  2. Appendix B: Course Approval Process
  3. Appendix C: Department Review Process
  4. Appendix D: Program, Degree, Certificate, or Emphasis Area Requirements & Process
  5. Appendix E: Diversity Designation
- B. Faculty who are submitting proposals are expected to attend the curriculum committee meeting to present proposals and answer any questions that may arise.
  - C. The committee may or may not ask for follow-up before making a recommendation.
  - D. The committee will review proposals through use of hearings and discussions and by vote make its recommendations to the Vice President of Instruction.

### **VI. OUTCOMES REVIEW SUBCOMMITTEE**

- A. The purpose of the Outcomes Review Subcommittee is to make recommendations to departments regarding ILOs, course alignment, and CwOLA mapping.
- B. Curricular review of departments occurs on an ongoing five-year cycle by the Outcomes Review Subcommittee in alignment with the Curriculum Committee's schedule for departmental/program review.
- C. The subcommittee will meet three weeks prior to scheduled Curriculum Committee meetings to review new and existing courses
- D. Membership:
  1. The membership will consist of four or five members, each for a minimum term of one year.
  2. Members may be anyone from faculty or administration
  3. Members are not required to be members of the Curriculum Committee.
  4. One member is to be on the CwOLA Committee.
- E. Chair:
  1. The term for the Chair will be three years.
  2. The Chair of the Outcomes Review Subcommittee is a voting member of the Curriculum Committee.

### **VII. DIVERSITY DESIGNATION SUBCOMMITTEE**

- A. The purpose of the Diversity Designation Subcommittee is to evaluate courses whose methodology and content qualify them to fulfill the diversity transfer requirement and



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make recommendations to the Curriculum Committee. Also, the subcommittee can recommend that a course have its diversity designation removed if it no longer meets the requirements of a diversity-designated course.

- B. The subcommittee will:
  - 1. meet as needed to recommend or review courses for diversity designation.
  - 2. determine whether a course satisfies the requirements for diversity designation (see Appendix G).
- C. Any change to a diversity-designated course that would require review by the Curriculum Committee must first be approved by the subcommittee Chair.
- D. Membership:
  - 1. The membership will consist of 4 or 5 members, each for a minimum term of one year.
  - 2. Members may be anyone from faculty or administration
  - 3. Members are not required to be members of the Curriculum Committee.
  - 4. One member is to be the Director of Equity, Diversity, and Inclusion.
- E. Chair:
  - 1. The term for the Chair will be three years.
  - 2. The Chair of the Diversity Designation Subcommittee is a voting member of the Curriculum Committee.



## Appendix A

### New and Modified Courses: Requirements and Processes

**1. New courses:**

- a. Go through complete approval process from division/department to Vice President of Instruction (see Appendix B).
- b. Go to Curriculum Committee for *voting*.

**2. Modifications to courses involving *credits, content (description, intended learning outcomes, course topics), prerequisites/corequisites, and transfer and/or diversity designation approval:***

- a. Go through complete approval process from division/department to Vice President of Instruction (see Appendix B).
- b. Go to Curriculum Committee for *voting*.

**3. Changes to credit bearing courses involving *title and numbers only:***

- Are approved by the appropriate Dean
- Go to Curriculum Committee *for information only*

**4. Changes to credit-bearing courses involving *coding (Admin Unit, EPC, CIP, etc.) or CwOLA mapping only:***

- Are approved by the appropriate Dean
- Go to Curriculum Committee *for information only*

**5. After appropriate approval, changes are entered into the SMS and/or eCatalog:**

- Deans and division/department faculty must review the eCatalog, printed catalog, eSchedule, and all related materials to ensure modifications have been made accordingly.



## Appendix B

### Course Approval Process

This checklist serves as a guide to the process for proposing new courses, modifications to existing courses, and requests to archive courses.

#### Step 1 –Proposal Development

- a. Consult with Dean and members of the department faculty (including Clarkston and corrections) to assure that the division/department is in agreement with the proposal.
- b. Dean will consult with the department to validate the need for the proposed new course or proposed change(s), and review for possible cross-discipline conflicts.
- c. Dean will determine the feasibility of course offering.
- d. Dean will sign, enter and/or check coding on the Course Approval Form.
- e. Faculty member communicates with appropriate instructors/Deans/Directors at all campuses regarding the proposed course or change.
- f. Consult with Outcomes Review Chair for advice on Intended Learning Outcomes (ILOs), course alignment, and CwOLA Mapping (see Step 2).
- g. Consult with Articulation/Transfer Coordinator (Assistant Director of Advising) for advice on how the proposal will impact students as it relates to major requirements, transfer, assessment, etc., (see Step 3).
- h. If the course currently has a diversity designation or is seeking a diversity designation, consult with Diversity Designation Subcommittee Chair.
- i. Determine if courses should be archived/inactivated – courses which have not been taught for two years, are not likely to be taught in the future, and do not meet a degree requirement.
- j. Identify the first quarter the course will be offered.
  - If needed for current catalog year, you must consult with the Vice President of Instruction and the Registrar
- k. Thoroughly complete the current Course Approval Form (found on WWCC Curriculum Committee website):
  - Course titles
  - Course credits
  - Course prerequisites/corequisites
    - Note: Pre-requisite information must stipulate minimum acceptable grade.
  - Course designators (example: H for Humanities)
  - Catalog descriptions
  - Codes [EPC, CIP, Organization (ORG) Index, etc.]
  - Course topics
  - Measurable ILOs
  - Diversity designation
  - Transfer designation
- l. Assure CwOLA indicators are mapped
- m. Proceed to Step 2.



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### **Step 2 – Outcomes Review Chair Approval**

- a. Review course ILOs; ensure they are measurable and conform to institutional style guidelines.
- b. Check for presence and alignment of CwOLA indicators.
- c. Sign the Course Approval Form and submit to Step 3 or 4, or return the Course Approval Form to initiator with suggestions for modifications.

### **Step 3 – Diversity Designation Subcommittee (when indicated)**

- Review course for diversity designation.
- Determine whether a course satisfies the requirements for diversity designation.
- Recommend a course have its diversity designation removed if it no longer meets the requirements of a diversity-designated course.
- Sign the Course Approval Form and proceed to Step 4 or return the Course Approval Form to initiator with suggestions for modifications.

### **Step 4 – Articulation/Transfer Coordinator (Assistant Director of Advising) Review**

- a. Review for effect on articulation agreements.
- b. Review for effect on transferability to Washington State Colleges/Universities following ICRC guidelines.
- c. Review for effect on WWCC general education requirements.
  - o All changes to core requirements, including diversity courses, for new and existing courses require voting approval from the Curriculum Committee
- d. Sign the Course Approval Form and proceed to Step 5 or return the Course Approval Form to initiator with suggestions for modifications.

### **Step 5 – Registrar's Office – Student Management System (SMS) Technical Review**

- a. Determine that course number is not already used for another course in the SMS.
- b. Ensure that course number is higher than the prerequisite, corequisite or recommended course(s).
- c. Verify all coding is correct.
- d. Sign the Course Approval Form and proceed to Step 6 or return the Course Approval Form to initiator with suggestions for modifications.

### **Step 6 – Dean Approval**

- Dean will review and sign the Course Approval Form and proceed to Step 7 or return the Course Approval Form to initiator with suggestions for modifications.

### **Step 7 – Curriculum Committee Agenda**

- At the specified deadline, submit the completed Course Approval Form, with all required signatures, to the Curriculum Committee Chair (via the office of the Vice President of Instruction) for review and inclusion in the Curriculum Committee meeting agenda.





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- Proposals that will affect the print catalog (course department, number, title, description, hours, credits, prerequisites/corequisites, recommendations, cross-listings, designators, and related instruction) must be approved no later than the May meeting of each academic year. Subsequent changes in existing courses will appear in the next catalog. (If course is approved during current academic year, changes will be noted in the catalog addendum.)
- The agenda will be developed by the office of the Vice President of Instruction and reviewed by the Curriculum Committee Chair.
- The agenda will be emailed to faculty and staff no less than four (4) days prior to Curriculum Committee meeting.

### **Step 8 – Curriculum Committee Review**

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

### **Step 9 – Implementation**

- Corrections requested at Curriculum Committee must be made prior to final implementation and inclusion in the course catalogs (and addendums, as needed) and class schedules.
- Final implementation for courses will take place when approval is received by the office of the Vice President of Instruction.
- All approved courses and/or changes are entered into the SMS and OCA.

### **Step 10 – Verification**

- After changes are entered into SMS, Dean and faculty must review current and future course schedules to verify all changes have carried forward.
- After changes are submitted to the OCA, Dean and faculty must review flyers, degree sequences, eCatalog, department webpage, etc., to ensure that all related materials are updated as necessary.



## Appendix C

### Departmental/Program Review Process

The respective Dean will complete and submit the checklist below, any paperwork required for course changes, and all degree sequence(s) according to the deadlines set by the Curriculum Committee. Because of limited time available, presentations will be limited to ten (10) minutes per department.

#### **Presentation Checklist:**

- Recommendations from Outcomes Review Committee and subsequent actions taken.
- List of courses, degrees, certificates, programs, and/or areas of emphasis offered by department.
- List of courses to be archived (as applicable).
- Attach current degree sequences with CwOLA course mapping.
- Attach Course Approval Form to request changes to existing courses.

#### Verify that:

- Degree sequences in the eCatalog and printed catalog match current marketing materials.
- Degree title, CIP, EPC, credits, and location offered match the SBCTC inventory.
- Department webpage has been reviewed and updated as necessary.



## Appendix D

### Program, Degree, Certificate, or Emphasis Area Requirements and Process

Program, degree, certificate, and emphasis area additions and changes should be brought to Curriculum Committee for information only. Preliminary notification of anticipated additions or changes is required.

- 1. For a new or reactivated program, degree, certificate, or emphasis area (20 credits or more), including new option or transfer degree for existing CIP Code,** submit a description of the proposed program, degree, certificate, or emphasis area with degree sequence(s).
- 2. For a substantial change (50% or more) to program, degree, certificate, or emphasis area,** submit a description of changes and current and proposed degree sequence(s).
- 3. For a program, degree, certificate, or emphasis area to be placed on inactive list or archived,** submit a memo noting when the program, degree, certificate, or emphasis area will become inactive or archived.

All additions and/or changes must be submitted to:

- The OCA to ensure all sections of the webpage are completed or updated as required:
  - Department: overview, description, mission, program outcomes, contacts, degree options, industry overview, and availability (campus, online).
  - Degree: description, degree outcomes, and availability (campus, online).
  - Other information: career opportunities, entrance requirements, scholarships.
- The Webmaster and graphics department to ensure all marketing materials are created or updated as required.



## Appendix E

### WWCC Diversity Course Approval Guidelines

#### ***In the support of the values of our college:***

"Diversity. We oppose all barriers that separate people from opportunities: barriers of socioeconomic status, color, ethnicity, age, gender, sexual orientation, and inexperience with the educational system. We embrace cultural diversity on our campus and in the communities we serve and strive to reflect the global community in our curricula. We seek to attract and nurture a diverse student body, faculty, and staff."

#### ***What is the primary definition of Diversity, or "D," designated course?***

For a proposed course to satisfy the "D" requirement, the **essence** of the course must focus on global and/or United States' diversity **and** must be generally transferable either as a distribution area course or as an "unrestricted elective" with or without the A. A. Degree, according to ICRC guidelines. Courses meeting the WWCC Diversity requirement are distributed throughout the General Education categories and are double-designated with other distribution requirements.

Furthermore, courses designated as "D" courses will explore the cultures within the USA and/or in international societies outside of the USA. Such courses may explore the social, economic, historical, sociological, psychological and political forces that shape the experience of diverse communities. Or courses may provide an exploration of the differences and similarities across peoples in the study of literature, philosophy, performing and visual arts, or specific cultural studies. Diversity-designated coursework introduces students to issues of power and privilege, systems of inequality, and forms of institutionalized discrimination within the USA and/or internationally. For example, "D" courses may explore co-cultures that form due to race, ethnic backgrounds, sexual orientation, ableness, and gender. Courses in this category provide conceptual frameworks for analysis of these topics; they are designed to raise questions, stimulate thought and reflection, and challenge stereotypes and myths.

#### ***"D" Outcomes Defined***

**Students will acquire knowledge about diversity, including one's own place in society in the following areas:**

- a. multiple expressions of diversity
- b. basic human rights and social justice for all people
- c. influence of assumptions on perception, language, and behavior
- d. conflicts (moral, social, historical) through the framework of culture and diversity

#### ***Course Content Criteria***

I. "D" courses should be designed with outcomes that strive to teach an awareness of and sensitivity to diversity in a USA cultural context and/or an international cultural context. That



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subject matter should be construed broadly and may include at least three of the following areas:

- explorations of how diversity affects our lives, collectively and individually;
- explorations of how culture, gender, and other differences influence identity and provide meaning for individuals and for groups;
- examinations of the origins of co-cultures within the USA and cultures abroad and how these groups interact, and have interacted, historically;
- study of the contributions of various cultures;
- analysis of the tensions between groups, and between group identities and national identity;
- analysis of the consequences of power structures and systems and of social and political inequalities.

II. "D" courses may explore many perspectives, and include the following:

- be broadly integrative and/or interdisciplinary in approach and methodology;
- acknowledgement of multiple perspectives and the broad conceptual frameworks for analyzing and understanding the issues in question;
- commonalities as well as cultural differences;
- ethical issues inherent in the material.

### ***Reciprocity for students transferring to WWCC:***

Reciprocity can be granted in the following three ways: 1) if there is direct course equivalency to courses listed for the WWCC requirement; or 2) if the course met diversity requirement at sending school in accordance with the state reciprocity agreement; or 3) the course meets the criteria outlined in the WWCC diversity definition (determination may be made in consultation with VP as necessary).

### ***Suggested Teaching Processes***

1. Interactive teaching processes, such as collaborative learning, learning communities, small group work, case-method study and service learning are encouraged.
2. The course instructor uses inclusive language in class discussions and other interactions.
3. Students are encouraged to raise questions and to challenge existing viewpoints.

### ***Material to be presented to the WWCC Diversity Course Review Team, a subcommittee of the Diversity Committee***

1. A rationale for the instructor's request for a [D] designation.
2. A detailed Master Course Outline (including new or revised Title and clear indication of any pre-requisites).
3. A narrative response that details how the course will meet the diversity course content criteria (I and II above) submitted by the division Chair.

***Completed material is then forwarded to the following committees in order to seek approval:***



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- 1) Diversity Course Review Team
- 2) Curriculum Committee

Transition to a revised course: If the new “D” course is substantially revised from the “old” version, and we determine the previous version of the course does not meet diversity criteria, WWCC would not approve of such diversity substitution requests. If the previous version of the course did in retrospect satisfy the diversity criteria this should be clearly noted on the Master Course Outline and these credits will be counted toward meeting the diversity requirement.

Approved by Diversity Committee at the January 12, 2010 meeting  
Approved by the AA Degree Task Force at the January 26, 2010 meeting  
Supported by the Curriculum Committee at the January 28, 2010 meeting  
Supported by the Educational Effectiveness Council at the February 2, 2010 meeting



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### Diversity Requirement Course Matrix

#### Course Content Criteria:

- I. "D" courses should be designed with outcomes that strive to teach an awareness of and sensitivity to diversity in a USA cultural context and/or an international cultural context. That subject matter should be construed broadly and may include at least three of the following areas:

	Meets Criteria	Does Not Meet Criteria	Comments
explorations of how diversity affects our lives, collectively and individually			
explorations of how culture, gender, and other differences influence identity and provide meaning for individuals and for groups			
examinations of the origins of co-cultures within the USA and cultures abroad and how these groups interact, and have interacted, historically			
study of the contributions of various cultures			
analysis of the tensions between groups, and between group identities and national identity			
analysis of the consequences of power structures and systems and of social and political inequalities.			

- II. "D" courses may explore many perspectives, and include the following:

	Meets Criteria	Does Not Meet Criteria	Comments
be broadly integrative and/or interdisciplinary in approach and methodology			
acknowledgement of multiple perspectives and the broad conceptual frameworks			
for analyzing and understanding the issues in question			
commonalities as well as cultural differences			
ethical issues inherent in the material			