

Walla Walla Community College

Curriculum Guidebook



Table of Contents

Introduction	3
Curriculum Development Overview	3
Types of Proposals	3
Deadlines for Proposals	4
Catalog Changes.....	4
Courses.....	5
Process Overview.....	5
Information Needed for Course Proposals.....	8
Degrees and Certificates	10
Process Overview.....	10
Information Needed for Degree/Certificate Proposals	15
Program Approval Review (PAR) Checklist	18
Proposal Guidance	21
Courses.....	21
Degrees and Certificates	26
Acronym Dictionary	29
Resources	30

Introduction

This Curriculum Guidebook is meant to assist faculty, staff, and administrators with the curriculum process at Walla Walla Community College (WWCC). It contains background, guidelines, and assistance for the development, modification, and archiving of courses, degrees, and certificates.

Curriculum Development Overview

WWCC must satisfy the needs of students who plan to transfer to another academic institution, students who plan to enter the workforce immediately after receiving a degree or certificate, and non-degree seeking students. Because of its charge, a comprehensive community college must maintain a complex and dynamic curriculum. In addition, the college must respond to the ever-changing needs of the communities it serves.

Because of their education and expertise in their fields, the faculty of WWCC assumes responsibility for maintaining and developing the curriculum. As part of that, faculty initiate proposals to create or revise courses, degrees and certificates. All curriculum proposals should adhere to the following three principles:

- WWCC will provide the highest quality education possible.
- WWCC will maintain a dynamic curriculum to address the changing needs of the community and students.
- WWCC will implement realistic curricular changes that meet the mission, vision, and values of the institution.

Once submitted, proposals are reviewed by the Curriculum Council, a representative body that provides broad, cross-campus input.

The Curriculum Council serves as an advisory body to the Vice President of Instruction (VPI), who holds final authority to approve curriculum changes. This structure ensures that curriculum decisions are both faculty-driven and institutionally supported.

The automated workflow management tool that WWCC uses for its curriculum proposals is Modern Campus Curriculum (Curriculog).

Types of Proposals

There are three broad proposal types:

- 1) Creation of a new course or degree/certificate
- 2) Updating a current course or degree/certificate. In the context of existing courses, a distinction should be made between:
 - Minor course changes (defined as changes to outcomes and topics only)
 - Major course changes (involving changes to more than outcomes and topics)
- 3) Archiving a course or degree/certificate

For the course approval process, go to the [Courses](#) section.

For the degree/certificate approval process, go to the [Degrees and Certificates](#) section.

Note that more than one proposal type may be needed to accomplish a particular goal. For example:

If you're launching this type of proposal:	You may also need one or more of these proposals:
New course	-Degree/certificate change, if incorporating the new course into the curriculum schema -Course archive, if the new course is replacing an old course -Degree/certificate new, if the new course is part of a new degree/certificate
Course change	-Degree/certificate change, if the course changes affect the degree/certificate (such as credits, quarters offered, prerequisites)
Course archive	-Course new, if the archived course is being replaced with a new course -Degree/certificate change, if the archived course needs to be removed from the curriculum schema -Degree/certificate status change, if the degree/certificate the archived course is part of is being inactivated
Degree/certificate new	-Course new, if new courses are being created for the new degree/certificate. Create the course proposals first.
Degree/certificate change	-Course change, if the change to the degree/certificate involves courses -Course new, if a new course is being placed into the curriculum schema -Course archive, if a course is being inactivated as well as removed from the curriculum schema In all cases, create the course proposals first.
Degree/certificate archive	-Course archive, for any courses being inactivated along with the degree/certificate. Create the course proposals first.

Deadlines for Proposals

The yearly calendar for Curriculum Council will be published in September. This calendar will include deadlines for submitting proposals and meeting dates and times for the full Council. See the [Curriculum Council webpage](#) for a detailed schedule. Proposals intended for inclusion in the next academic catalog must reach the Curriculum Council step in Curriculog by late February.

The Curriculum Council encourages faculty to submit proposals as early as possible in the academic year. This ensures that adequate time can be taken to develop the proposal and have it routed to the appropriate approvers before the final deadline.

Catalog Changes

For curricular changes to be included in the following academic year's catalog, the proposals must be submitted by the deadline identified on the Curriculum Council schedule (see the [Curriculum Council webpage](#)). The catalog serves as a legally binding document between the institution and the student, and therefore must be complete and published no later than the beginning of the academic year (July 1), although ideally it will be complete and published by the time registration and advising for Summer quarter begins (usually late April/early May).

Only minor course revisions (defined as revisions to outcomes or topics only) may be updated for implementation in the current academic year.

In the event something other than a minor course revision needs to be implemented within the current academic year, an Administrative Correction Form in Curriculog may be used to correct the error, at the discretion of the Vice President of Instruction.

Any changes made to the catalog must follow the formatting noted in the Style Guide.

Courses

Process Overview

For course proposals, in general these are the steps that should be followed:

- 1) Idea generation: faculty member (the originator) identifies a need.
- 2) Chair and dean consultation: the originator discusses the idea with their chair and dean and gets their support.
- 3) Impact Report: the originator should run an impact report in Curriculog for these proposal types:
 - New courses: if the new course is replacing an existing one, run an impact report on the existing course.
 - Major course changes
 - Archiving courses

If an impact report generates results, all impacted courses, degrees, and certificates must be evaluated to determine if additional proposals are needed.

For help with running an impact report, refer to the How-To Resources section of the [Curriculum Council webpage](#) or contact one of the [Curriculog system administrators](#).

- 4) Develop the proposal.
 - The [Information Needed for Course Proposals](#) section of this document outlines the information needed to fully develop each type of proposal.
 - For all proposals, as part of the proposal development process, the originator should meet with the Director of the Center for Teaching and Learning (CTL) to develop, review, and/or refine outcomes and topics.
 - Developing the proposals requires collaboration between the originator, their chair and dean, and the registrar, at minimum. The originator should discuss their proposal with discipline colleagues on each campus (Walla Walla, Clarkston, and Corrections) as part of this step.
 - Once the proposal has been fully developed, the dean should review it with deans from all impacted campuses.
- 5) Create and launch the proposal in Curriculog. For assistance with this, refer to the How-To Resources section of the [Curriculum Council webpage](#) or contact one of the [Curriculog system administrators](#).

Once the originator creates their proposal in Curriculog, there are three phases:

- [Approval phase](#) (the originator step of the Curriculog workflow up to Curriculum Council)
 - After launching the proposal, the proposal will be on the originator step. When ready, the originator should approve the proposal. Curriculog then will automatically move it forward to the next approver in the workflow.

- All approvers (chairs, deans, CTL, registrar) should review the proposal once it reaches them and decide whether to approve or reject the proposal. Before rejecting, approvers are encouraged to speak directly to the originator or other relevant individuals to see if the issue can be resolved and keep the proposal moving forward.
- During this phase, originators should regularly check the progress of their proposal to ensure it keeps moving forward to Curriculum Council First Read. Originators can use the “Show current with markup” option in Curriculog to see what edits were made and who made them. It is also important to review any comments made.
- Curriculum Council and VPI phase
 - The proposal will be placed on the agenda for the next Curriculum Council meeting scheduled after it reaches the First Read step.
 - Originators, chairs, and deans are welcome to attend the Curriculum Council meeting to introduce their proposal or be available for any questions or discussion. This is not required.
 - Between the first and second reads by Curriculum Council, the originator will have the opportunity to review all comments and make any requested changes.

- Implementation and Data Entry phase

Once a proposal has been approved by the VPI, these areas may need to do the following:

Advising Review:

- Relay any necessary updates to advisors and navigators across the college. Updates are often brought forward at the quarterly advising session the day advising begins and periodically throughout the quarter as needed or requested.

Credentials evaluator:

- Update Academic Advising Reports (AAR) with the course changes if applicable.

Curriculum Implementation:

- Create new courses, update existing courses (major changes only), or inactivate archived courses in the ctclink Course Catalog.
- Populate fields relating to the ctclink Course Catalog in the System Administrator section of the proposals to assist the administrator with import.
- If a fee is indicated, add or confirm that the course is on the relevant course list in ctclink.

Financial Review (Business Services):

- Verify if any changes need to be made to course lists, course list fees, or term fees.

Insights Implementation: Includes Center for Teaching & Learning (CTL) and coordination with the Faculty Assessment Coordinator (FAC)

- Receive updated or newly approved course-level learning outcomes (CLO) from curriculum workflow.
- Enter new or revised CLOs into the Curriculum Alignment Map (CAM) for the relevant program(s).
- Adjust or remove existing CAM alignments when CLOs are retired or substantially modified or add CAM alignments when new courses are created, in consultation with program lead or academic unit director/chair.
- Update Insights by importing new/updated CLOs into the platform's Outcomes Library.
- Update Insights curriculum maps with the new outcomes and alignments.
- Send a reminder email to responsible faculty, requesting that they verify that course materials (learning activities and rubrics) are mapped to the current student-learning outcomes (SLO).
- Archive or deactivate course outcomes in Insights when courses are inactivated.

Library Review:

- Analyze collection to determine if there are resources readily available to meet course learning objectives.
- Inquire about course textbooks and if reserved, purchase copies.
- Ensure that reference materials for courses are available, including access to specific database journals.
- Determine if there are any open educational resource (OER) materials available that can further support the course.
- Update or create any library guides at faculty request.
- If a course is archived there is minimal action that needs to be taken by the library.

System administrator:

- Make any adjustments or edits needed to ensure the data is in the format required by Modern Campus Catalog (Acalog).
- Complete any remaining System Administrator fields.
- Import finalized course proposals into Modern Campus Catalog.

Registrar:

- Build and modify Academic Advisement Reports (AAR)
- Build and modify Enrollment Requirement Groups (ERG)

- Build and modify equivalency groups
- Build and modify cross-listed courses
- Update Master List of Transfer Courses
- Review course catalog in ctclink to ensure all changes have been implemented.
- Review impact report for any additional changes that might be needed in the catalog.

Information Needed for Course Proposals

This section outlines the information required to prepare a course proposal in Curriculog. Use it to gather all necessary details before beginning your proposal.

Overview by Proposal Type

Proposal Type	Who has fields to complete?	Key Notes
New Course	Originator, Chair/Director, Dean, Registrar	All applicable fields must be completed
Minor Course Change (changes to outcomes and topics only)	Originator, Dean	Existing data is imported from the catalog so focus on changes; additional fields to complete
Major Course Change (involving changes to more than outcomes and topics)	Originator, Chair/Director, Dean, Registrar	Existing data is imported from the catalog so focus on changes; additional fields to complete
Course Archive	Originator	Existing data is imported from the catalog and should not be modified; additional fields to complete

New Course Proposal – Required Information

Note: Fields marked “if applicable” are only necessary when relevant to the proposal.

Originator

- Reason/rationale
- Course subject
- Course number
- Requested new course subject (if applicable)
- Long and short course titles
- Course description
- Formerly (if applicable)
- Instructor/Department consent required
- Course learning outcomes
- Course topics
- Min/max credits
- Course components
- Quarters offered
- Open entry/exit permitted
- Grading basis
- Visibility in Class Search

Chair/Director

- Prerequisites (if applicable)
- Corequisites (if applicable)
- Recommended (if applicable)
- Course equivalencies (if applicable)
- Cross-listed courses (if applicable)

Dean

- Presented to applicable instructional faculty for consideration
- Confirmed total credits/variable credit
- Component credits and hours
- Total credits and hours
- CIP code
- Default section size
- Course attributes
- Fees (if applicable)

Registrar

- Academic group
- Academic organization
- Funding source
- Intent
- Repeatable for credit
- Allow multiple enrollments in term
- Number of completions allowed
- Total credits allowed
- ctLink equivalency group (if applicable)
- ctLink enrollment requirement group (if applicable)

Course Change Proposal – Required Information

Note: Existing course data will be imported from the catalog. Only update the fields that are changing, in addition to those listed below.

Minor Changes (outcomes & topics only)

Originator

- Update fields relevant to the change (course outcomes and course topics only)
- Reason/rationale
- Effective quarter
- Impact report results
- Confirmation instructional areas and campuses identified in the impact report have been consulted

Dean

- Confirmation that outcomes/topics have been presented to applicable instructional faculty

Major Changes

Originator

- Update fields relevant to the change
- Reason/rationale
- Impact report results
- Confirmation instructional areas and campuses identified in the impact report have been consulted

Chair/Director, Registrar

- Update fields relevant to the change.

Dean

- Update fields relevant to the change
- Presented to applicable instructional faculty for consideration
- Confirmed total credits/variable credit

Course Archive Proposal – Required Information

Note: Existing course data will be imported from the catalog and should not be modified. The fields listed below should be completed to support the proposal.

Originator

- Reason/rationale
- Last quarter offered
- Impact report results
- Impact to other degrees/certificates
- Others consulted
- Confirmation that instructional areas and campuses identified in the impact report have been consulted

Degrees and Certificates

Process Overview

For degree and certificate proposals, in general these are the steps that should be followed:

- 1) Idea generation: faculty member (the originator) identifies a need.
- 2) Chair and dean consultation: the originator discusses the idea with their chair and dean and gets their support.
- 3) Need justification:

New degrees and certificates require state-level approval via the Program Approval Request (PAR) process. As part of this process, the originator will need to justify the need for the new degree or certificate. This will require meeting with and carefully collecting and organizing supporting documentation from:

- **The Office of Institutional Effectiveness (OIE).** The originator should meet with the OIE for assistance with an occupational outlook assessment.
- **Community advisory committee.** Gather evidence such as agendas, minutes, and recommendations that show the new degree/certificate was discussed and is supported.
- **Other Washington State Community and Technical Colleges.** There should be an analysis of offerings from other schools and the potential impact of the new degree/certificate.
- **DTAs/MRPs.** Direct Transfer Agreements/Major Related Programs may be added to our inventory. Please review the [ICRC Handbook](#) and [SBCTC Transfer webpage](#) for specific information on what is required for these degrees.

Degree/certificate changes justification may be needed for the following. Depending on the type and number of changes, updates to the Northwest Commission on Colleges and Universities (NWCCU) or the Washington State Board for Community and Technical Colleges (SBCTC) via a Program Approval Review (PAR) may be required.

- Name change
- Credit total change
- CIP Code
- Curriculum Change
- Entrance Requirements

Archiving a degree/certificate a teach-out plan must be developed according to [Policy/Procedure 6490](#).

Resources: [PAR Form Checklist](#), [Professional-Technical Program Guidelines](#), [ICRC Handbook](#)

4) Develop the proposal.

- The [Information Needed for Degree/Certificate Proposals](#) section outlines the information needed to fully develop each type of proposal.
- For all proposals, as part of the proposal development process, the originator should meet with the Director of the CTL to develop, review, and/or refine outcomes and topics.
- Developing the proposals requires collaboration between the originator, their chair and dean, and the registrar, at minimum. Depending on the proposal type, other individuals and advisory committees will also be involved.
- The originator should discuss their proposal with discipline colleagues on each campus (Walla Walla, Clarkston, and Corrections) as part of this step.
- Once the proposal has been fully developed, the dean should review it with deans from all impacted campuses.
- Connecting with Marketing and Outreach early on is also beneficial. It helps to understand the value story of a program, how changes will benefit students, or how the program responds to industry demand. If there are specific populations that should be targeted, that information is also useful. Program start dates are especially important as we engage with students, and knowing what is being prioritized helps us adjust our strategies.

5) Create and launch the proposal in Curriculog. For assistance with this, refer to the How-To Resources section of the [Curriculum Council webpage](#) or contact one of the [Curriculog system administrators](#).

Once the originator creates their proposal in Curriculog, there are four phases:

- Approval phase (the originator step of the Curriculog workflow up to Curriculum Council)
 - After launching the proposal, the proposal will be on the originator step. When ready, the originator should approve the proposal. Curriculog then will automatically move it forward to the next approver in the workflow.
 - All approvers (chairs, deans, CTL, registrar) should review the proposal once it reaches them and decide whether to approve or reject the proposal. Before rejecting, approvers are encouraged to speak directly to the originator or other relevant individuals to see if the issue can be resolved and keep the proposal moving forward.
 - During this phase, originators should regularly check the progress of their proposal to ensure it keeps moving forward to Curriculum Council. Originators can use the “Show current with markup” option in Curriculog to see what edits were made and who made them. It is also important to review any comments made.

- Curriculum Council and VPI phase
 - The proposal will be placed on the agenda for the next Curriculum Council meeting scheduled after it reaches the First Read step.
 - Originators, chairs, and deans are welcome to attend the Curriculum Council meeting to introduce their proposal or be available for any questions or discussion.
 - Between the first and second reads by Curriculum Council, the originator will have the opportunity to review all comments and make any requested changes.

- External notification phase

- Once VPI approves the proposal, it advances through the following:

SBCTC Coordination:

- The Dean of Workforce will submit the PAR, if applicable.
 - For new degrees/certs: Once approved, a Solar Winds ticket will be generated to finalize the implementation of the new program/plan code in ctclink.
 - For changes to a degree/cert: Once approved, a Solar Winds ticket will be generated to finalize any changes. Changes to any of the following require a ticket:
 - Name of the degree/cert
 - If it is offered/no longer offered at a Corrections location
 - Total number of credits
 - If it is offered/ no longer offered fully online
 - For archival of degrees/certs: Notification must be submitted to SBCTC to indicate that we will no longer be offering a credential. A teach out plan is required.

Financial Aid

- Update the Department of Education with applicable degree/certificate changes, especially for new/archived degrees or certificates. This process relies on the timing of Department of Education, which is often slow. Only once the request is approved can a degree/certificate be funded by Financial Aid. If any of the following are changed, updates will need to be made:
 - Number of weeks/years
 - Clock hours of Instruction
 - Number of Credit Hours
 - CIP Code
 - SOC Code

- New/Archived Degrees or Certificates: Update the COD Credential Cross Reference Table in ctcLink.

Accreditation/Accreditation Liaison Officer

- When making changes to degree programs, it's essential to ensure compliance with NWCCU accreditation standards by consulting with the Accreditation Liaison Officer (ALO). Connecting with the ALO early—before substantial progress is made—helps ensure that all updates align with accreditation requirements.
- Any new degrees, revisions to existing degrees, or degree archivals must be reviewed by the ALO.

Substantive Change Approval

- Report any new programs
- Report any archived programs
- Determine if the change is *minor* (e.g., $\leq 25\%$ change in credit hours, program delivery modality) or *major* (exceeding those thresholds or is high-impact).
- Obtain NWCCU approval *in advance* before implementation.

Alignment with Institutional Mission & Effectiveness

- Ensure curriculum changes are in alignment with the college's mission and goals.
- Establish clear program learning outcomes and assessment cycle.

- Implementation and Data Entry phase

Once a proposal has moved through the notification phase, these areas may need to do the following:

Advising Review:

- For any degree curriculum changes, it is important to clearly relay the requirements of degrees to advisors and navigators so they can assist students with enrolling in classes in the proper order, making sure to meet all necessary requirements.
- If it is a new credential, info sessions about the new degree are particularly helpful to ensure advisors understand the program requirements and career outcomes of the new credential.
- For credential archival, it will be imperative to include advisors/navigators in ensuring proper teach out.

Credentials evaluator:

- Update Academic Advising Reports with the degree/certificate changes.

Curriculum Implementation:

- Update templates in Acalog
- Update programs and build new programs in Acalog

Financial Review (Business Services):

- Verify if any coding changes need to be made within the FIN Pillar to ensure proper budget tracking.

Insights Implementation: Includes Center for Teaching & Learning (CTL) in coordination with the Faculty Assessment Coordinator (FAC)

- Receive updated or newly approved program-level learning outcomes (PLO).
- Add new or revised PLOs to the Curriculum Alignment Map (CAM) for existing degrees or certificates with modified LOs.
- Adjust or remove existing CAM alignments when PLOs are retired or substantially modified, in consultation with program lead or academic unit director/chair.
- In the case of a new degree or certificate, notify FAC to facilitate a CAM session before the end of the academic year in which the program was created, in consultation with program lead or academic unit director/chair.
- Import updated PLOs into Insights and ensure they are correctly structured in the Outcomes Library so reporting and assessment cycles remain accurate.
- Remove or archive PLOs in both CAM and Insights when a program is sunset or substantially restructured.

Library Review:

- Analyze collection to determine if there are resources readily available to meet program learning objectives.
- Coordinate with program Dean/Director to determine specific accreditation requirements needed for new/existing resources.
Example: Nursing has very specific accreditation requirements that will directly impact library collection. Resources need to be kept up to date and be within certain timelines such as last 3 years depending on accreditation standards.
- Coordinate with Program Dean/Director and Library Director/VP Instruction to determine the available funding to support new resources for a new degree/certificate for the life of the degree/certificate.
- If a degree/certificate is archived, then the library needs to determine the expiration of the database contracts used for that degree/certificate and determine if those resources will continue to be needed.

Marketing/Outreach Review:

- Update marketing materials and presentations. Ensure conversations with students are clear and accurate.
- Update the webpage accordingly.

System administrator:

- Make any adjustments or edits needed to ensure the data is in the format required by Modern Campus Catalog.
- Complete any remaining System Administrator fields.
- Import finalized degree/certificate proposals into Modern Campus Catalog.

Registrar:

- Process any Solar Winds tickets that may have been generated by a PAR.
- Submit a Solar Winds ticket for minor changes that don't require a PAR.
- Update the Academic Page Configuration as applicable.
- Update SmartSheet Forms.

Veteran Services Review:

- Changes must be reported to the Department of Veterans Affairs (VA) and State Approving Agencies. As part of program review, the veteran's coordinator provides the names of all degrees/certs and their total required credits.
- The following require the veteran's coordinator to provide updated information to the VA and State Agencies:
 - New programs
 - Change in Name
 - Change in required number of credits
 - If a program is archived

Information Needed for Degree/Certificate Proposals

This section outlines the information required to prepare a degree/certificate proposal in Curriculog. Use it to gather all necessary details before beginning your proposal.

Overview by Proposal Type

Proposal Type	Who has fields to complete?	Key Notes
New Degree/ Certificate	Originator, Registrar	All applicable fields must be completed (Refer also to the PAR Form Checklist)
Degree/Certificate Change	Originator, Registrar	Existing data is imported from the catalog so focus on changes; additional fields to complete
Degree/Certificate Status Change (Archive)	Originator, Registrar	Existing data is imported from the catalog and should not be modified; additional fields to complete

New Degree/Certificate Proposal –Required Information

Note: Fields marked “if applicable” are only necessary when relevant to the proposal. Please also refer to the PAR Form Checklist as you are developing the information for the proposal.

Originator

- Degree name for catalog
- Program type
- Degree type
- New primary credential or offshoot
- Total credits
- Locations degree/certificate is offered
- Reason/rationale for new degree/certificate
- Impact on other academic programs or areas
- Personnel, facility, and budgetary implications
- Credit justification
- Degree description and outcomes for catalog
- Anticipated first term of enrollment
- Articulation agreement information (if applicable)
- Prospective curriculum
- Footer information (codes, related instruction & substitutions) (if applicable)

Registrar

- Effective date
- Inventory category
- ctclink description
- Diploma description
- CIP Code
- Eligible for financial aid
- Visible in online admissions application
- I-17 update required
- Program length measured in
- Program length

Degree/Certificate Change Proposal – Required Information

Note: Existing degree/certificate data will be imported from the catalog. Complete all fields that do not import, as applicable, as well as those that are changing.

Originator

- Update fields relevant to the change
- Total credits
- Reason/rationale for the change
- Impact on other academic programs or areas
- Confirmation that instructional areas and campuses identified as being impacted have been notified of these upcoming changes
- Personnel, facility, and budgetary implications
- Credit justification
- Anticipated change term
- Quarters degree/certificate will be offered
- Articulation agreement information (if applicable)

Registrar

- Effective date
- Inventory category
- ctclink description
- Diploma description
- CIP Code
- Eligible for financial aid
- Visible in online admissions application
- I-17 update required
- Program length measured in
- Program length

Degree/Certificate Status Change (Archive) Proposal – Required Information

Note: Existing data will be imported from the catalog and should not be modified. Complete all fields that did not import, as applicable, to support the proposal.

Originator

- Status change requested
- Justification for the status change
- Impact on other degrees or areas
- Confirmation that instructional areas and campuses identified as being impacted have been notified of these upcoming changes
- Personnel, facility, and budgetary implications
- Status change date
- Last admit term

Registrar

- Effective date
- Inventory category
- ctcLink description
- Diploma description
- CIP Code
- Eligible for financial aid
- Visible in online admissions application
- Degree/certificate length measured in
- Degree/certificate length
- I-17 update required

Program Approval Review (PAR) Checklist

For questions about the PAR process, contact the Dean of Workforce or their administrative assistant.

Should you start a PAR process?

- ✓ I have spoken to the Dean in my area about this need and this process
- ✓ My advisory committee is in support of this new program, and we have documentation (anecdotal or otherwise) of the need in our region

What questions are asked as part of the PAR process?

Program Information

- Undergrad or Continuing Education?
- Academic Plan Description
- Transcript/Diploma Description
- CIP Code
- Add New CIP Code (if applicable)
- SOC Major Group; Secondary Group, SOC Main
- Program Type
 - Option, Primary, Short-term
- Plan Code of Primary Program
- Degree/Certificate Offered
 - How many credits?
- Report as NSC Program?
- Program Aligned to an approved bachelor's (BAS)? (Yes/No)
 - If Yes → Enter Plan Code of bachelor's program
- Does this program lead to completion of an Industry Recognized Credential? (Yes/No)
 - If Yes → Identify Industry Recognized Credential
- Effective Date
- First Term Valid
 - Year and Quarter
- Is this program being offered fully online?
- Program length type?
 - Months
 - Years
 - Weeks
- Exclude in OAAP (online admissions application portal)? (Yes/No)
- Is the program financial aid eligible?
- SULA Special Program?
- Request PRQ plan code (if applicable)
 - PRQ is a parallel plan to support financial aid funding of plan pre-requisites
- Show in Advisement? (Yes/No)

- What-If Advisor (Yes/No)
- What-If Pre-Matriculated Student (Yes/No)
- What-if Student (Yes/No)
- Is this plan offered in partnership with another college? (Yes/No)
 - If Yes → Partnership College (select)
 - If Yes → Status in the partnership (select)
- Is this program being offered as an apprenticeship or pre-apprenticeship? (Yes/No)
 - If Yes → Apprenticeship Hours
 - If Yes → Partner Agency

Program Categories (for student search)

- Confirm final up to two categories and sub-categories selected
 - Drop downs related to various economic/education buckets

Program Description

- Brief program description
- Does the program require approval/accreditation/certification external to the State Board? (Yes/No)

Sections below this line can be uploaded as a single document

- Program (goals, and) learning objectives
- Curriculum guide
- Course descriptions
- Curriculum guide for Primary Program
- Advisory Committee Minutes and Membership role

Clinical and Work-based learning Placements

- Does the proposed program require work-based learning/clinical site placement?
 - If yes, identify the clinical and work-based learning placement agreements your institution has in place to support students pursuing this program

Assessment of Needs

- Is regional supply/demand information available for the specified program and target occupation(s)? Emerging occupations may require a survey of potential employers.
- **Demand:** Provide local/regional demand and projected growth data for the targeted occupation job title(s) from trusted labor market, industry, trade association, or other reliable data sources to support demand and education level for the program. (Provide numbers, percentages, and data sources)
- **Supply Gap:** Provide data on the number of programs and the number of annual program graduates for all CTCs that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (Provide numbers, percentages, and data sources)
- Does the proposed program meet the current qualifications for a high demand field?
- (For tracking purposes only, does not influence program approval.)

- Does the proposed program prepare completers to obtain living/high wage employment?
- Provide career options, education level, and salary information associated with this program.
- (Provide numbers, percentages, and data sources)

Inter-College Communication

- Which SBCTC colleges (those with similar programs) might be impacted by this program start-up?
Please consult SBCTC Professional Technical Program Inventory or a list of similar programs
- Collaboration & communication details:
 - What are the potential impacts to the above-identified colleges? Including, but not limited to student base, employment opportunities, clinical space, and work-based learning sites.
 - Collaboration and communication are required for PAR approval. Provide name, position, college, contact information, and date for each person consulted as part of this process.
Provide meeting notes/summaries of discussions related to this PAR application.

Proposal Guidance

Courses

Originator

- **Reason/rationale:** Provide a brief explanation about why the new course or course change/archive is being proposed.
 - *New courses:*
 - What does it address that is not covered by other courses?
 - In which degrees or certificates will it be included?
 - Is this course replacing another course? If yes, provide the subject prefix and course number of the course it will be replacing (see more information on “Formerly” below).
 - *Course changes:* Refer to the fields that are changing to help reviewers identify the changes easily.
 - *Archive requests:*
 - Was this course replaced by another course?
 - Was the degree/certificate changed or inactivated?
 - Is there a teach-out plan in place?
- **Course subject:** The subject area abbreviation (e.g., MATH for Mathematics). It should be 2-5 characters.
 - Courses that are deemed equivalent across multiple institutions in Washington State use the Common Course Numbering (CCN) system, denoted with an ampersand (&) symbol after the prefix (e.g., ENGL& 101). CCN applies primarily to academic transfer courses as defined by the [Intercollege Relations Commission \(ICRC\)](#) agreement, as well as certain professional-technical courses.
 - Not all courses are part of the CCN system, but they may still transfer under Direct Transfer Agreements (DTA).
 - <https://www.sbctc.edu/colleges-staff/programs-services/common-course-numbering>
 - <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/transfer/common-course-numbering-protocol-and-processes.pdf>
- **Course number:** The numerical designation of the course (e.g., the 101 in ENGL& 101).
 - *New courses:*
 - Confirm with the Office of Instruction that the course number is not already in use.
 - The new course number should be higher than any prerequisite.
 - Refer to the Catalog Number section of the SBCTC Student and Course Coding Manual <https://www.sbctc.edu/colleges-staff/data-services/coding-and-reporting-guidelines>
 - For experiential learning work-based courses (internships, co-ops, and special topics), use 190-199 or 290-299
 - If a CCN course, refer to <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/transfer/common-course-numbering-protocol-and-processes.pdf>
 - If a new course is similar, but not identical, to an older archived course, the course number may be reused in ctLink.
- **Requested new course subject** (if applicable): refer to Course subject
- **Long and short course titles:**
 - *Long course title:* The full title of the course, which will appear on student transcripts and registration forms. Refer to the style guide for additional formatting guidance.
 - *Short Course Title:* An abbreviated version of the full course title, with a maximum of 30 characters. The short title will appear in the catalog and in Class Search. The short course title should closely match the full course title. Refer to the style guide for additional formatting guidance.
- **Course description:** A concise summary of course content, objectives, and learning expectations. The description appears in the catalog and in Class Search. 2-4 sentences are recommended. Refer to the style guide for additional guidance.
 - The following have their own fields and do not need to be included in the course description:

- Prerequisites
 - Courses that are recommended prior to taking the course
 - Former versions of the course (equivalencies)
 - Cross-listed courses
- **Formerly** (if applicable): If there is a former version of the course that was previously listed in the catalog under a different course subject and/or number, but which is no longer offered, enter it in this field.
 - Example: ENG 101 became ENGL& 101. In the ENGL& 101 description we would include “Formerly ENG 101”.
 - An *equivalency* (ctcLink coding) is also created based on this field to ensure students who took the previous version can use it to count towards their degree. If the course has substantially changed and should no longer be used to count towards a degree, do not list the former course.
- **Instructor/Department consent required:** Will students need to obtain a permission code to enroll in class sections of this course each time they are scheduled to run?
 - Before selecting this option, consider whether prerequisites will serve to control enrollment in the course. For example, if a specific cohort is going to be taking the class, there are ways to code in a “prerequisite” of being in that cohort using program/plan coding or student group coding. Talk to the registrar for further options.
- **Course learning outcomes:** Specific skills or knowledge students should gain by course completion. Contact the Center for Teaching and Learning for assistance. Refer to the style guide for formatting guidance.
- **Course topics:** Key subjects and themes covered in the course. Refer to the style guide for formatting guidance.
- **Min/max credits:** Determine if the course should be variable or fixed credit by taking into account how all campuses (Walla Walla, Clarkston, and DOC) may need to run the course.
 - If *fixed* credit, both minimum and maximum credit fields should be the same number.
 - If *variable* credit, the minimum credits should be the least number of credits a student could enroll in (often 1 credit) and the maximum credits should be the largest number of credits a student could enroll in.
 - The credit value or equivalent assigned to any course must adhere to SBCTC-approved rules and the WWCC Credit Hour Policy/Procedure for setting credit values and equivalents. Refer to:
 - Chapter 5 of the SBCTC Policy Manual: <https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-5>
 - Walla Walla Community College Credit Hour Administrative Policy 6400: <https://www.wbcc.edu/wp-content/uploads/6400-Credit-Hour-Administrative-Policy-FINAL.pdf>
 - Walla Walla Community College Credit Hour Administrative Procedure 6400: <https://www.wbcc.edu/wp-content/uploads/6400-Credit-Hour-Administrative-Procedure-FINAL.pdf>
- **Course components:** Refers to lecture, laboratory, and clinical. A course may have one, two, or all three components. Refer to WWCC Credit Hour Administrative Procedure 6400 for definitions of LEC (theory), LAB (guided practice), and CLIN (field-based): <https://www.wbcc.edu/wp-content/uploads/6400-Credit-Hour-Administrative-Procedure-FINAL.pdf>
- **Quarters offered:** The academic terms in which the course is typically offered: Summer, Fall, Winter, Spring and any combination thereof. For existing courses, the current values of this field can be seen in the [ctcLink catalog](#) (accessible via Class Search).
- **Open entry/exit permitted:** This allows students to enroll throughout the term, and often means the course is variable credit. Be certain to consult with DOC. There are implications for census date. Refer to Chapter 5.40 of the SBCTC Policy Manual: <https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-5>
- **Grading basis:** Defines how students are graded.
 - Regular courses = Graded
 - Basic skills courses = BEdA grading
 - Parenting Education courses = No Grade
 - Math and English corequisite courses and some specialty courses = Pass/Not Pass

- **Visibility in Class Search:** By default, should class sections of this course be visible in Class Search each time they are scheduled to run? In most cases, the answer is yes. If the course is only offered at DOC, it should be hidden.
- **Effective quarter** (Minor course change proposals): Indicate the quarter in which the minor course change should take effect. Otherwise, the course will take effect the upcoming Summer Term (start of the new academic year).
- **Last quarter offered** (Course archive proposals): Indicate the last quarter this course was offered on any campus. The ctcLink query QCS_CM_CLASS_CATALOG_OFFERED can provide this information. Contact the Office of Instruction if you need assistance.
- **Impact report results** (Course change and archive proposals): Enter the results of the impact report into this field. For assistance with Curriculog, contact one of the [system administrators](#).
- **Confirmation instructional areas and campuses identified in the impact report have been consulted** (Course change and archive proposals)

Chair/Director

- **Prerequisites** (if applicable): Enter all requirements that a student needs to be successful in a course. Prerequisites can include having previously taken one or more courses, a placement level, milestone, or instructor permission to enroll. Be specific. Include grade needed, such as “grade of C or higher.” If there are no prerequisites, leave this field blank.
- **Corequisites** (if applicable): Courses that must be taken concurrently with this course. If there are no corequisites, leave this field blank.
- **Recommended** (if applicable): Indicate if it’s recommended to take another course before this one, or if there is a recommended English or reading level. Leave this field blank if there are no recommendations.
- **Course equivalencies** (if applicable): A former version of this course that is now archived but would count toward completion of this degree. A previous version of the course would not be considered equivalent to a new course if the credits are different. Leave this field blank if there are no equivalent courses or if the former should no longer be used to complete a degree.
 - An “equivalency group” is created if an equivalency is noted. This ensures that the Academic Advisement Report will look at the previous version of the course and still count towards the degree.
- **Cross-listed courses** (if applicable): A course with a different subject/prefix that is identical to this course in description and outcomes.
 - Credit can only be awarded for one of the cross-listed courses, not both. A note about this should be added to the description of the course. Example: “Student may not earn credit for both PSYC& 180 and GWST 180.” An “anti-requisite” is built to ensure students cannot earn credit for both.
 - Note that both courses are currently active, whereas an equivalency group is used for previous versions of a course. Leave this field blank if this course is not cross-listed.

Dean

- **Presented to applicable instructional faculty for consideration**
- **Confirmed total credits/variable credit:** Refer to min/max credits above.
- **Component and total credits and hours:** Refer to the entries for min/max credits and components above.
- **CIP code:** Each course must have a valid, approved Classification of Instructional Programs (CIP) code assigned. Refer to the CIP Code section of the SBCTC Student and Course Coding Manual <https://www.sbctc.edu/colleges-staff/data-services/coding-and-reporting-guidelines>
- **Default section size:** The number of students per course section. Refer to section 29.18 of the AHE Faculty Contract (located in the Collective Bargaining Agreements section at (<https://www.wvcc.edu/employees/human-resources>)).
- **Course attributes:** Often referred to as distribution areas, these are the categories of instruction a course could fulfill. Courses appear on the Master List of Transfer Courses listed under each attribute. Refer also to the [ICRC Handbook](https://www.wa-council.org/wp-content/uploads/2023/10/2023-ICRC-Handbook.pdf) (<https://www.wa-council.org/wp-content/uploads/2023/10/2023-ICRC-Handbook.pdf>). Attributes include:
 - None: select this if no other attributes apply to the course
 - Communication
 - Course-BAS

- Diversity
- Humanities
- Humanities/Performing Arts
- Lab Course: applies to science lab courses only
- Listed Elective
- Natural Science
- Physical Education
- PT Human Relations
- PT Computation/Math
- PT Oral Communications
- PT Written Communications
- Quantitative Skills/Reasoning
- Social Sciences
- Transferable Elective
- Unlisted Elective
- Work-Based
- Fees (if applicable): If a new course should have a program fee charged to it, indicate it here by name (for example, Enology & Viticulture Program fee). If a new fee is needed, please enter:
 - The proposed fee name
 - Fee dollar amount
 - Whether it should be applied per credit, per course, or per quarter

Registrar

- **Academic group:** This is the highest level in how courses are organized in ctclink.
 - Lifelong Learning includes Community and Continuing Education, Transitional Studies, and Special Student Support academic organizations.
 - Academic & WF Transfer includes Arts & Sciences and Workforce Transfer academic organizations.
 - Workforce Trades includes Industry Trades and Healthcare Education academic organizations.
- **Academic organization:** Related subjects are grouped together into academic organizations. Each subject area can belong to only a single org. If any new Academic organizations are needed or the structure needs reorganizing, Data Council must first approve the addition/change.
- **Funding source:** Identifies the financial source supporting the course (e.g., state-funded, grant-funded). Nearly all academic instruction is state-funded but some subjects/courses may always run as contract or grant-funded. Refer to Chapter 5 of the SBCTC Policy Manual: <https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-5>
- **Intent:** This is the purpose of the course. Refer to the Course Intent section of the SBCTC Student & Course Coding Manual: <https://www.sbctc.edu/colleges-staff/data-services/coding-and-reporting-guidelines>
- **Repeatable for credit:** Indicates if students can retake the course for additional credit. If the course is variable credit, the course should be repeatable.
- **Allow multiple enrollments in term:** Are students able to enroll in multiple sections of the course in one term?
- **Number of completions allowed:** The number of times a student can complete the course to accumulate the maximum number of credits. For example, if the minimum is 2 and the max is 10, the “Total Completions Allowed” would be 5.
 - Typically, only used for variable credit courses.
 - Enter 1 for most fixed credit courses.
 - *Most relevant for large credit courses or courses offered at DOC* where students may need several quarters to complete one course.
- **Total credits allowed:** Generally, this is the maximum credits a student can earn for a course. If the course is designed to be taken many times for credit, this should be set to 99 credits (for example, First Aid or Tot Spot).
- **ctclink equivalency group** (if applicable): The group number assigned for course equivalencies in ctclink. Leave blank if there is no equivalency group.

- [QRG on Creating Course Equivalency Groups](#)
- **ctcLink enrollment requirement group** (if applicable): The group number used to enforce enrollment rules in ctcLink. Leave blank if there is no ERG.
 - [QRG on Creating Enrollment Requirement Groups](#)
 - There is also a Teams Chat with other WA CTCs if assistance is needed in creating/editing ERGs: Intercollege ERG Builders.

Degrees and Certificates

Originator

- **Degree name for catalog:** This is the student-facing name for this degree or certificate. At the end of the degree name, you must include the word "Certificate," "AAS," "AAS-T," or "BAS." Ex: Medical Billing and Coding Assistant Certificate -or- Agri-Business, AAS.
 - See [SBCTC Student and Course Manual](#) for the full list of 3 Digit ACAD_PLAN codes
- **Program type:** Select from the drop-down list. For more details on each program type, see the "Exit Coding" section in the [SBCTC Student and Course manual](#).
- **Degree type:** Select from the drop-down list. For more details on each degree type, see the "Exit Coding" section in the [SBCTC Student and Course manual](#).
- **New primary credential or offshoot:** Indicate if this is a brand-new credential or an offshoot of an existing credential.
- **Locations degree/certificate is offered:** Indicate every campus where a student can complete this degree/certificate. Communicate with the Office of Instruction when listing a degree as Online (full).
- **Reason/rationale for new degree/certificate OR Change OR Archive:** Provide context and reasons for proposing the new degree/certificate or change/archive of a degree/certificate. Include information about opportunities in the industry, availability of new technology, and advisory board recommendations. List other community and technical colleges consulted. If this proposal is the result of a quarterly outcomes assessment, degree/certificate annual review, or comprehensive program review, please include that as part of the rationale.
- **Impact on other academic programs or areas:** Identify other programs or areas that will be affected by the new degree/certificate or by the change or archiving of the degree/certificate.
- **Confirmation that instructional areas and campuses identified as being impacted have been notified of these upcoming changes**
- **Personnel, facility, and budgetary implications:** Identify personnel, facility, and budgetary implications for the new degree/certificate or the change to an existing degree/certificate will cause.
- **Credit justification:** Degrees/certificates at the high end of the range require a statement of justification for SBCTC. Please provide a statement of rationale or type N/A.
 - Certificates of 40-44 credits must provide a statement justifying the decision to *not* make the credential a one-year certificate (45+ credits).
 - Certificates of 75-89 credits must provide a statement justifying the decision to *not* make the credential a degree.
 - Degrees greater than 91 credits must provide a statement justifying the decision to require coursework in excess of 90 credits.
- **Degree description and outcomes for catalog:** This field contains three required elements:
 - Description of this degree/certificate: 1-5 sentences describing this particular degree/certificate.
 - Degree/certificate outcomes: numbered list of outcomes that students will achieve upon completion of this credential. Each outcome must begin with an action verb from the Revised Bloom's Taxonomy and describe observable, measurable skills or knowledge students should demonstrate by the end of the course. The following are recommended ranges; however, flexibility may be necessary to meet compliance, accreditation, or specific disciplinary needs. Recommended number of program learning outcomes: 5–8. This range provides a more comprehensive picture of graduate capabilities while maintaining coherence.
 - Statement of Transferability: list of school(s) that have an articulation agreement for this degree with WWCC, or statement that the degree/certificate is for students entering the workforce. Refer to the style guide for examples.
- **Anticipated first term of enrollment:** Anticipated first term of enrollment for students on this new degree plan. Keep in mind that brand new programs will need to be submitted to the Department of Education for review before we can award financial aid for that program. This can be a lengthy process, sometimes waiting up to a year before we can award aid for a given program.
- **Articulation agreement information (if applicable):** If this is an AAS-T, where will this transfer? When do we expect a signed articulation agreement? We want this information included in this degree's catalog listing. Example: "Students

will earn a two-year degree that matriculates into a Bachelor of Science in Earth and Environmental Sciences degree in Environmental & Ecosystem Sciences in the College of Agricultural, Human and Natural Resources (CAHNRS) and College of Arts and Sciences (CAS) at Washington State University."

- **Prospective curriculum:** For brand new programs, you will need to add all the courses required for the credential and organize them into the order a student should take the courses. Courses are organized into Years and then quarters as noted below. Keep in mind that in order to be fully funded for Financial Aid, a student needs to be enrolled in at least 12 credits per quarter.

One year Certificate example:

- Year One
 - Quarter One
 - Total Credits: total number of credits for all courses this quarter
 - Quarter Two
 - Total Credits: total number of credits for all courses this quarter
 - Quarter Three
 - Total Credits: total number of credits for all courses this quarter
- Grand Total: insert total number of credits for the certificate

Two-year degree example:

- Year One
 - Quarter One
 - Total Credits: total number of credits for all courses this quarter
 - Quarter Two
 - Total Credits: total number of credits for all courses this quarter
 - Quarter Three
 - Total Credits: total number of credits for all courses this quarter
- Year One total: total number of credits taken the first year
- Year Two
 - Quarter One
 - Total Credits: total number of credits for all courses this quarter
 - Quarter Two
 - Total Credits: total number of credits for all courses this quarter
 - Quarter Three
 - Total Credits: total number of credits for all courses this quarter
- Year Two total: total number of credits taken the first year
- Grand Total: total number of credits take for the degree

- Additional footer information is entered into the "Description" box. See the following section.

Note in your sequence if courses will need to be taken during the summer quarter. Typically, this is noted as "Quarter Four".

- **Footer information (codes, related instruction & substitutions) (if applicable):** For Workforce degrees: list the courses that will satisfy the requirements for Written Communications, Computation/Mathematics, Human Relations, and Oral Communications. If there is a long list of courses a student can take to fulfill an elective requirement, such as BUS Elective, 5 credits), list them here. If FYE is required for this credential, list that here. Type N/A for certificates smaller than 45 credits or DTAs/MRPs.
- **Last Admit Term:** Enter the last term new students were/will be admitted into a program that is being archived. If unsure, reach out to the Office of Instruction and they can provide that information.

Registrar

- **Effective date:** The effective date for any new, updated, or archived credential will be one day prior to Summer Term of the upcoming school year. Because WWCC is a header school as it relates to financial aid, we want to ensure that credentials are active for the upcoming school year.

- **Inventory category:** If the credential is a certificate, the option with the appropriate credit range should be selected. Otherwise, the corresponding degree would be selected.
 - PAR process required to update fully in ctclink.
- **ctclink description:** This datapoint corresponds to the *Description* field as indicated in the *Academic Plan Table* in ctclink.
 - PAR process required to update fully in ctclink.
- **Diploma description:** This datapoint corresponds to the *Diploma Description* box on the *Print Options* tab in the *Academic Plan table*. This description is the exact wording that will be printed on a student’s diploma. This field has a 100-character limit.
 - PAR process or Solar Winds ticket required to update in ctclink.
- **CIP Code:** This code is determined by SBCTC during the PAR process and is entered on the *Taxonomy* in the *Academic Plan Table*.
 - PAR process required to update fully in ctclink.
- **Eligible for financial aid:** Connect with Financial Aid office to determine if the credential would be Financial Aid eligible.
 - PAR process or Solar Winds ticket required to update in ctclink.
- **Visible in online admissions application:** If checked, the credential will be listed as an option on the OAAP (Online Admission Application Portal). Note that we remove credentials from the OAAP if they are only offered at a DOC location.
 - Follow [QRG: Update OAAP Academic Plan Exclusions Configuration](#) to remove any credentials from showing up in OAAP, INCLUDING credentials being archived.
- **I-17 update required:** If a credential is added or removed, the school’s I-17 will need to be updated to reflect the addition/removal of the program. Changes do not need to be reported unless there are significant credit changes.
- **Program length measured in AND Program Length:** The options listed are “weeks”, “months”, or “years”. Always refer to the NSC guidelines as to how credentials should be listed.
 - For WWCC, we list any credentials under 1 year in WEEKS.
 - C01 = 11 weeks
 - C20 = 22 weeks
 - If the program is at least 1 year in length, we report the credentials in years.
 - C45 = 1 year
 - AAS, AA, AAS-T = 2 years
 - BAS = 4 years
 - Note that any change made to the credential length will greatly impact financial aid and NSC reporting. ALWAYS verify with FA and the NSC reporter before making any changes.
 - PAR process required to update fully in ctclink.

Acronym Dictionary

ALO – Accreditation Liaison Officer

AAR – Academic Advisement Report

CAM – Curriculum Alignment Map

CIP – Classification of Instructional Programs

CLO – Course-Level Learning Outcome

CTL – Center for Teaching and Learning

DTA – Direct Transfer Agreement

ERG – Enrollment Requirement Group

FAC – Faculty Assessment Coordinator

ICRC – Intercollege Relations Commission

MRP – Major Related Program

NSC – National Student Clearinghouse

NWCCU – Northwest Commission on Colleges and Universities

OAR – Office of Admissions and Records

OER – Open Educational Resource

OIE – Office of Institutional Effectiveness

PAR – Program Approval Request

PLO – Program-Level Learning Outcome

SBCTC – Washington State Board for Community and Technical Colleges

SLO – Student Learning Outcome

VPI – Vice President of Instruction

Resources

Curriculum Council members and Curriculog administrators are always happy to assist you!

- Curriculum Council membership
 - Dale Chapman, Chair
 - Chris Bigley, Vice Chair
 - Current membership: <https://www.wvcc.edu/employees/curriculum-council/>
- Curriculog System Administrators
 - Office of Admissions & Records
 - Erika Bockmann, Registrar
 - Laura Wooster, Assistant Director
 - Office of Instruction
 - Nel Waldron, Scheduling Specialist
 - Lexi Nelson, Instruction Office Coordinator (agenda administrator)

Walla Walla Community College (WWCC)

- Approved policies and procedures: <https://www.wvcc.edu/about/policies-procedures-rule-making/policies-and-procedures/>
- For assistance with questions about:
 - Curriculum Council: leadership and current members listed at the top of this section.
 - Modern Campus Curriculum (Curriculog): local system administrators listed at the top of this section.
 - Program Approval Review (PAR): Dean of Workforce
 - SBCTC Inventory: Vice President of Instruction
 - NWCCU Accreditation: Accreditation officer
 - Outcomes and topics: Director of the Center for Teaching and Learning
 - Occupational outlook assessments: Office of Institutional Effectiveness

Intercollege Relations Commission (ICRC)

- A unit of the Washington Council on High School-College Relations.
- Goal is to facilitate transfer between institutions for all students pursuing baccalaureate degrees in Washington State.
- Website: <https://www.wa-council.org/icrc/>
- The ICRC Handbook (<https://www.wa-council.org/wp-content/uploads/2023/10/2023-ICRC-Handbook.pdf>) provides guidelines for direct transfer agreements (DTAs), including distribution areas.

Modern Campus

- Software solutions vendor providing us with:
 - Modern Campus Curriculum (Curriculog), the tool we use to automate the approval processes for curricular proposals.
 - Modern Campus Catalog (Acalog), the tool we use for our college catalog on the WWCC website.

- Curriculog and Acalog are integrated so that data from Acalog can import into Curriculog proposals. Data from approved proposals can be imported into the draft catalog in turn.
- For assistance using Curriculog:
 - Visit the How-To Resources section of the Curriculum Council webpage: <https://www.wvcc.edu/employees/curriculum-council/>
 - Contact one of the local system administrators listed at the top of this section.

Northwest Commission on Colleges and Universities (NWCCU)

- Accrediting body
- Website: <https://www.nwccu.org>
- Monitors proposed changes to degrees/certificates to ensure that substantive changes do not adversely affect an institution's capacity to continue to meet NWCCU standards for accreditation. Institutions must submit a request for review and approval prior to making substantive changes. NWCCU's Substantive Change Policy and Substantive Change Manual can be found here: <https://nwccu.org/substantive-change/>

Washington State Board for Community and Technical Colleges (SBCTC)

- Professional-Technical program guidelines <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/professional-technical/par-guidelines-july-2025.pdf>, including:
 - Credential Approval Criteria
 - Program Approval Request (PAR) Procedure
- Coding and Reporting Guidelines <https://www.sbctc.edu/colleges-staff/data-services/coding-and-reporting-guidelines>, including:
 - CIP 2020 – CIP Descriptions
 - SBCTC Student & Course Coding Manual
 - SBCTC BEdA Course & Class Coding Manual
- SBCTC Policy Manual <https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/>
- ctclink Quick Reference Guide <https://ctclinkreferencecenter.ctclink.us/>