Curriculum Council Handbook

2023-2024

About This Handbook

This handbook was developed to guide the work of the Curriculum Council and to assist all faculty with the curriculum process at Walla Walla Community College (WWCC). The Council provides information on developing new courses and programs along with revising or inactivating existing courses and programs.

The Curriculum Council reviews this handbook each year. Any changes are approved by the Curriculum Council for the next academic year.

Introduction to Curriculum Administration

Because of its charge, a comprehensive community college must maintain a complex and dynamic curriculum. Walla Walla Community College must satisfy the needs of students who plan to transfer to another college or university, students who plan to enter the workforce immediately after receiving a degree or certificate, and non-degree seeking students. In addition, WWCC must respond to the ever-changing needs of the communities it serves by fulfilling its mission to "inspire all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services."

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum (Accreditation Standard 1.C). All proposals for curricular change at Walla Walla Community College will be based on the following three principles:

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

Curriculum Council

Purpose

The purpose of the Curriculum Council is to promote quality and excellence in the design and implementation of Walla Walla Community College's curriculum. The Curriculum Council must review and make recommendations to the Vice President of Instruction regarding the following matters:

- proposals for new courses and programs
- modification, inactivation, or reinstitution of outcomes, courses, or programs
- changes in general education requirements
- evaluation of learning outcomes

The Curriculum Council may also consider changes in policy related to the implementation of curricula and other matters related to instruction at the request of the Vice President of Instruction.

The Curriculum Council may request of the Vice President of Instruction the opportunity to address a matter of concern related to curricula but beyond the scope of the four main charges listed above. When the Curriculum Council has approval to address a matter, it will accept, seek out, and carefully examine relevant information. The Council will then develop and submit recommendations regarding the matter to the Vice President of Instruction. Curriculum Council recommendations reflect the majority of the Council, in decisions where there is a significant minority, like a 3-4 vote, a minority recommendation can be appended -by the minority party- to the minutes of the meeting in question.

Membership

Curriculum Council membership consists of:

- Voting members (see below)
- Non-voting members (see below)

Voting members

Each area of Instruction provides 1 faculty representative to serve on the Curriculum Council, except for Arts & Sciences and Workforce, Transfer, and Trades, each of which has 2 faculty representatives:

- Access and Opportunity (1)
- Arts & Sciences (2)
- Corrections Education (1)
- Workforce, Transfer, and Trades (2)
- Nursing & Allied Health (1)

These faculty members advocate not only for faculty in these groups but are guardians of the curriculum for the entire college. They are the only members of the Council that can propose formal motions and vote.

Selection of Voting Members:

Initial Selection

Selected faculty members serve three-year terms, with approximately 1/3 of the voting positions replaced each year.

Selection Process:

In January, the Curriculum Council leadership will provide each area the names of the individuals whose terms will expire at the end of the academic year. Those representatives whose terms are expiring are responsible for communicating with the area they represent to enlist candidates. All tenured or tenure-track,

full-time faculty members in the area are eligible: their names will be placed on a list, and they will be notified that they must request their names be removed if they are unable to serve. Chairs may be considered eligible when no other faculty member in the area is able to serve.

Once all eligible members of the area have had the opportunity to indicate their willingness to serve or not, the area will vote on their representative. The person receiving the highest number of votes will be selected. The selection of the new representative for an area must be completed by April 30, and the new representative will attend the next meeting of the Curriculum Council.

Selection and Rotation Timeline:

Voting members from each area will serve three-year terms. If a member representing an area resigns from Curriculum Council prior to the end of the normal term, then the area will select an individual to complete the departing member's term. Upon the normal rotation time for the departing member, the area will elect a replacement as defined in the Selection Process section above.

Officers:

Selection

The chair and the vice chair of the Curriculum Council will be elected by the voting members of the Council at the last meeting of the Academic Year. The incoming Chair's term begins September 1.

Duties

The chair, with administrative assistance from the Vice President for Instruction's office, will:
- preside over all meetings.
- vote only in case of a tie vote.
- represent Curriculum Council at the Executive Committee to set the agenda and announce the time and location of committee meetings for the school year.
- ensure the timely posting of the Council agendas to its SharePoint site.
- ensure that copies of the minutes of the Council meetings are prepared and distributed electronically to Council members and made available electronically to the faculty through the Curriculum Council public website.

The vice chairperson serves as the chairperson of the Curriculum Council when the:
- chairperson is absent.
- chairperson must temporarily vacate the chair due to a potential conflict of interest.
- chairperson cannot perform their duties for any other reason.

Non-voting members
Non-voting members include:

- Vice President of Instruction
- Administrative Assistant to Vice President of Instruction
- Scheduling Specialist
- Accreditation Liaison Officer (or designee)
- Registrar
- Financial Support Representative
- Community Relations Representative
- Advising and Counseling Representative
- Library Representative
- Center for Integrated Learning Representative

Executive Committee and other committee/taskforce members

Executive Committee

The members of the Executive Committee are:
- Chair
- Vice-Chair
- VPI or designee (usually a dean)
- A representative from the Office of Instruction

It is the function of the Executive Committee to:
- meet in advance of the scheduled Curriculum Council meeting.
- set the agenda for the meeting.
- set the calendar.
- notify areas whose members' terms are expiring to conduct elections.
- identify issues that should be considered by the Council.
- perform other duties as assigned by the members.

The Executive Committee may not determine the validity of a proposal to come before the Council but may return a proposal to an individual faculty member or area for clarification or corrections.

Other committee or taskforce members

Standing committees and/or ad hoc committees will be organized by and report to the full Council for the purpose of expediting particular functions which cannot be performed efficiently in meetings of the full Council. Any such committees and/or ad hoc committees will provide minutes of their meetings and/or any recommendations, etc., to the Curriculum Council chairperson on a continuing basis.

Making and Submitting Proposals for Curricular Change to Curriculum Council

Because of their education and expertise in their fields, the faculty of Walla Walla Community College assumes responsibility for maintaining and developing the curriculum. Staying current with trends in their disciplines through professional development and maintaining contacts with faculty in departments at transfer institutions and professional organizations ensures that Walla Walla Community College's curriculum will remain strong.

Proposed curriculum actions for courses and programs can begin as a concept, through a faculty author who develops the proposal and prepares it for the approval process. A faculty sponsor is required if the originator is not a faculty member.

Reasons for recommending curricular changes may be the result of any of a number of factors, such as, but not limited to:
- changes in the state articulation or other Walla Walla Community College articulation agreements.
- changes in state guidelines.
- changes in student or program learning outcomes.
- recommendations from advisory committees.
- recommendations from program review committees.
- trends in a specific discipline, supported by evidence from research, professional organizations, and transfer institutions.

Major and Minor Program or Course Revisions

A Major <u>Program Revision</u> is any change except for revision to the language in the program description and program learning outcomes.

A Major Course Revision impacts ctcLink configuration, student transcripts, or faculty workload. This type of change is in one or more of the following:

- Prefix
- Course number
- Title
- Credit Hours
- Lecture Hours
- Lab Hours
- Prereq/coreq or Recommended Prereq/coreq
- Repeatable Credit
- Variable Credit

A Minor Course Revision impacts text fields only in the College curriculum documentation. This type is a change in one or more of the following:

- Course Description
- Course Learning Outcomes
- Course Topics

Initiation

The author, typically a full-time discipline or program faculty member, can initiate course development, revision, or withdrawal, and program development, revision, or inactivation in consultation with the appropriate dean and other department members, including from Clarkston and Corrections. Initial discussions should include the need for the development or revision, target start date, facilities, instructional support and equipment needs, as applicable.

The dean validates the need for the proposed new course or revision, determines its feasibility, reviews possible cross-discipline conflicts, and gathers feedback from all appropriate instructors, deans, and directors at all campuses.

For new program development, the faculty author consults with community partners and advisory boards to further evaluate program need or revision.

Development

The faculty author works to develop the necessary details of the proposed curriculum action, conferring with other stakeholders including, but not limited to, other departments, advisory committees, Advising, Financial Aid, Veterans Services, Registrar, and Business Services. If applicable, the faculty member works with the Program Feasibility Taskforce, Assessment Coordinator, or Center for Integrated Learning to develop intended learning outcomes.

Approval and Submission

Once warranted, the faculty author downloads the current form from the Curriculum Council's website https://www.wwcc.edu/about/leadership/college-council/curriculum-council/ and follows the instructions for completion and submission. The site provides examples of completed forms, in addition to information on how to construct measurable course and program outcomes using Bloom's taxonomy. The faculty author is responsible for shepherding the form through the entire approval process. That is, the faculty author, in coordination with the Office of Instruction, will ensure that the form(s) will be reviewed and approved by the college officers listed in each of sections of the form(s).

Deadlines for Proposals

The yearly calendar for Curriculum Council will be published in September. This calendar will include deadlines for submitting proposals, meeting dates of the Executive Committee, and meeting dates and times for the full Council. See Appendix B.

Major Changes:

Proposals for major changes to be included in the following year's catalog and any other WWCC and system documentation must be submitted by the deadline as listed in Appendix B.

The Council encourages faculty authors to submit proposals before the deadline in order to make sure the entire process is followed.

Minor Changes:

Proposals for minor changes that will affect only text fields in the WWCC catalog for the upcoming or current year must be submitted by the deadlines as listed in Appendix B.

Evaluating Proposals

The Curriculum Council's review of proposals for curricular changes considers not only the range of reasons for making such changes but also the impact on the entire curriculum.

Depending on the change proposed, specific criteria should be addressed, and the faculty members/initiators of the request should be prepared to answer questions related to the criteria. The Curriculum Council will consider the following criteria when evaluating a course or program change proposal:

Criteria for Additions or Modifications of Outcomes, Courses, or Programs:

Any proposal for change shall ensure that the course or program in question:

- supports the mission of Walla Walla Community College.
- does not duplicate an existing credit course or program.
- corrects a course title or number as determined by the Registrar and is appropriate in relation to other courses or degrees offered by Walla Walla Community College and by our principal transfer institutions. If a course has never been offered, the Registrar's Office or a faculty member may propose that a course be deleted in order to re-use the course number for a different course.
- has the support of the faculty who teach or would teach the course.
- has the support of the faculty who are members of or who are responsible for the department or program.
- can be implemented and taught by faculty with appropriate academic expertise.
- if applicable, transfers as an equivalent course or as part of a transfer college or university parallel degree program, focusing mainly on institutions in Washington and the regions the College has articulation agreements.
- meets the needs of business/industry and has advisory committee support if is part of a career-technical degree or certificate program.
- meets all the state and accreditation requirements for the number and definition of credit hours.

Criteria for Inactivation of Courses or Programs:

Any proposal for inactivating shall ensure that eliminating the course or program in question:

- has no impact on fulfilling the mission of Walla Walla Community College.
- does not interfere with the progress of students currently enrolled in programs that have the course as a requirement or option.
- has the support of the faculty in the program(s) in which the course is located and whose programs

currently list the course as a requirement or option.
- has the support of the appropriate advisory committee if it is related to a career-technical program.
- has the support of the appropriate program review committee.
- meets the criteria outlined in the [Teach Out Policy and Procedure 6490](#).

Minimum Competency Levels and Prerequisites

Minimum competency levels in English and mathematics for proposed changes will be indicated by self-placement test scores or prerequisites when appropriate. The Curriculum Council will discuss these minimum competencies even when there has been no change, and they may recommend that minimum competencies be addressed further. Alignment with Intercollege Relations Commission (ICRC) regulations on intermediate algebra is also considered and should be addressed as appropriate on forms.

Program and Course Outcomes

Outcomes should specifically address the knowledge, skills, and abilities students will develop for successful completion of the program. The Curriculum Council evaluates outcomes based on the following criteria:

- All outcomes are clear and measurable.
- Course Outcomes align with relevant Program Outcomes and are measurable as progress toward the final Program and/or Institutional Outcomes.
- Program Outcomes align with relevant Institutional Outcomes and are measurable in relation to them.
- Course content and topics provide sufficient opportunity for students to develop learning outcomes and demonstrate their achievement of these.

The Curriculum Council expects faculty, area leadership, and the appropriate dean to review proposals before they are submitted to ensure that all course components are appropriate to meet learning outcomes, the institutional mission, and industry/professional standards.

General Education Requirements

The General Education requirements for associate degrees are listed in the Walla Walla Community College catalog. These requirements are in accordance with the College's mission and will meet all requirements of the state articulation agreement with transfer institutions within the State of Washington as specified by ICRC (Intercollege Relations Commission). Recommendations for changes in the College's requirements result only from the efforts of the faculty and the Vice President for Instruction and require the review of a General Education Committee and the Curriculum Council's action.

General Education courses are taken to satisfy the core requirements as listed in the Walla Walla Community College catalog. When students complete an Associate of Arts or Associate of Science degree at WWCC, these courses will complete the core requirement at other state institutions based on the ICRC agreement. When students transfer without completing an A.A. or A.S., these courses will transfer on a course-by-course basis, as will all other courses on a student's transcript. Therefore, the Council should pay close attention to core courses' transferability to other state institutions.

Changes in the General Education core requirements will affect numerous degree programs. Also, the approval might not rest solely within the College and it might require approval by state-level bodies such as the ICRC as mentioned above, or the State Board. Therefore, this type of change requires additional evidence and documentation that must describe the following:

- the rationale for the change;
- the effect of the change on degree programs;
- the plan for implementing the change;

- effect on transfer agreements.

Special Topics Courses

Proposals for special topics courses may be initiated by a faculty member, chair, dean, or the Vice President of Instruction. The Curriculum Council's approval to offer a special topics course will be valid for a two-year period only.

Curriculum Council Meetings

Curriculum Council typically meets on Wednesdays at 3:30pm every two weeks during each academic term. Specific meeting dates are distributed at the start of the academic year and may be found in Appendix B, the Curriculum Council website, or by contacting the Office of Instruction.

Agendas

The chair, in consultation with the Executive Committee, will set the agenda for the next meeting. The Executive Committee either accepts proposals for the next meeting's agenda or requests revisions or additional information prior to placing the item on the agenda for a subsequent meeting. The agenda will be published and distributed three days prior to the Council's scheduled meeting.

Voting

- All Curriculum Council actions require a quorum (a majority of the total voting membership) of the voting members.
- If a voting member cannot attend a Council meeting, a designated substitute from the same area may attend, participate in the discussions, and vote.
- A majority vote is required for approval.
- The faculty member/author/initiator of a curricular proposal must attend the meeting where their proposal will be considered.
- The following actions require a vote:
  - Proposals for new courses or programs.
  - Major or minor course or program revisions.
  - Course or program inactivation.
- Any member of the college community may attend Curriculum Council meetings and may address the Council during the Public Comment section of the agenda with a time limit of 5 minutes. For more substantive topics/discussion, the College members should contact the Chair at least a week in advance for the purpose of including their topic in the meeting agenda.

Appendix A: Definitions of Types of Courses

General Education Requirements:

General Education courses are taken to satisfy the core requirements as listed in the Walla Walla Community College catalog. When students complete an Associate of Arts or Associate of Science degree at WWCC, these courses will complete the core requirement at other state institutions based on articulation agreements. When students transfer without completing an A.A. or A.S., these courses will transfer on a course-by-course basis, as will all other courses on a student's transcript.

Major/Career-Technical Courses

These courses comprise the essential credits of study in a student's selected discipline. The majority of the courses will be in the major discipline; however, closely allied subject areas may also apply. These courses may transfer as electives within the discipline.

Support/Related Courses

As the name implies, these courses complement the educational program by adding breadth to the depth provided by the major courses. These include W = Written Communications; M = Computation/Mathematics; R = Human Resources; O = Oral Communications. These courses may transfer as electives within the discipline.

Electives

Elective courses within a certificate, associate or BAS degree are courses where the student can select from a list of offerings published in their corresponding catalog year as part of their completion requirements. Other elective courses that are part of a transferable degree such as AAS-T or DTA/MRP are regulated at the state level by the ICRC.

Special Topics Courses

These are "experimental" course offerings designed to allow the following:

- testing of a new course in order to determine its appropriateness as a possible permanent course offering.
- limited offering of an innovative and/or non-traditional course that is not necessarily intended to become a permanent course offering.