

Modesto Junior College Curriculum Committee
Comparable Course Workgroup, Spring 2017
“REVIEW OF CURRICULUM FOR QUALITY AND CURRENCY”
March 28, 2017

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Whereas: The MJC Mission statement establishes: *MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

Whereas: YCCD Board Policy 4020 “Program and Curriculum Development” establishes:
The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance
Furthermore, these procedures shall include:

- *appropriate involvement of the faculty and Academic Senate in all processes;*
- *regular review and justification of programs and course descriptions;*
- *opportunities for training for persons involved in aspects of curriculum development.*

Whereas: YCCD Board Policy 4050 “Articulation Agreements” establishes:
The Chancellor shall establish procedures that assure appropriate articulation of the District’s educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

Whereas California Intersegmental Articulation Council defines [course] “articulation” as: *the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or accept able in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution.*

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- Whereas:** Course Outlines of Record are the official college record upon which articulation agreements are forged, and the Curriculum Committee, as a standing committee of the Academic Senate, is charged with the review of course outlines and program requirements as per the 10+1.
- Whereas:** Current curriculum development practice of identifying “comparable courses” upon new course adoption can break down if faculty identify external courses that are not comparable in terms of rigor, content, transferability, and/or currency as curricular changes at the CCC or 4-year institution degrades the comparability over time resulting in comparable courses no longer matching in content and/or rigor.
- Whereas:** The CCCCO is increasingly requiring colleges to demonstrate curricular relevance, which includes, but it not limited to, efficiency using projections of completion, labor market data when applicable, articulation agreements, GE breadth placement, monitored unit counts and maximums for ADT’s, and conditional coding rules.
- Whereas:** Externally-mandated unit caps affecting eligibility for services and programs, such as financial aid, can trigger unintended consequences for student progression and success.
- Whereas:** “CSU/UC Transfer” course designations only guarantee that course units transfer as elective credit to the CSU and UC, and no more than 70 units of community college coursework can be applied to the baccalaureate degree.
- Whereas:** New resources such as NextGen ASSIST (transfer) and O*NET (occupational)* give faculty more seamless and fluid access to information with which to glean insight about curriculum for the purpose of assessing relevance.
- Whereas:** C-ID has created a new framework to streamline review of comparability for some basic skills, transfer, and vocational courses at district and state levels with the CSU system;
- Whereas:** Faculty have primacy in curriculum development and the curriculum committee values innovation for student success;

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**NextGen ASSIST is scheduled for public release in July 2017*

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The Comparable Course Workgroup moves that:

- Course review for relevance shall continue to be the purview of discipline faculty with guidance and articulation expertise provided by the Articulation Officer (AO)
- Review of courses for relevance/currency shall take place for all numbered levels of credit and noncredit curricula at MJC, and shall now take place with each course adoption and update to ensure the rigor and content of courses aligns with the goals of the MJC Mission Statement.
- The Comparable Course “exercise” in CurricUNET shall be modified and expanded to communicate evidence of external review illustrating the appropriateness of the given proposal in relation to maintaining rigor and meeting the identified needs of the students, community, and regional work places.
- Whenever possible, faculty are encouraged to draw evidence from existing information frameworks, resources, and processes in order to streamline and simplify the evidence-gathering process for the course author and reviewers
- The Articulation Officer shall initiate and maintain a training program designed to regularly orient and update faculty on the critical function of course articulation in curriculum development and student transfer preparation
- That any forthcoming comparability review exercise should not impede innovation or experimentation with curriculum development so long as faculty provide clear rationales demonstrating how proposals benefit progression, transfer and employment trajectories for students