

P&P 4020 PROGRAM, CURRICULUM AND COURSE DEVELOPMENT (10+1)

Reason for Changes (For more info on SBCCD's process for Board Policies and Administrative Procedures, visit <https://sbccd.edu/ap2410>.)

Legal Update 38 | The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

Academic Senate Feedback | [In Turquoise](#)

Additional Academic Senate Feedback | [Green](#)

2023-02-13 PPAC | [Goldenrod](#)

Review Level: 3 Extensive Review (Subject to 10+1)	Review Level Approved by PPAC: 11/14/2022	Constituent Review Anticipated: 1/31/2023
Academic Senate 1st Review 2/1/2023	Chapter Owner Review of Feedback 2/13/2023	Academic Senate Vote of Support 2/15/2023
PPAC Final: 3/13/2023	BOT 1st Read: 4/13/2023	BOT 2nd Read: 5/11/2023

BP 4020 PROGRAM, CURRICULUM AND COURSE DEVELOPMENT

With Changes Redlined

~~(Replaces current SBCCD BP 4020)~~

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, following the guidelines of Title 5, 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.
- consideration of job market and other related information for career and technical education programs.

~~The Board encourages the development and offering of programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.~~

The Board acknowledges that District discipline/instructional faculty, the college curriculum committees, and the college Academic Senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) frameworks and principles in curriculum review and approval processes for credit and noncredit, including programs and curricula in ethnic studies that encompass instruction and infusion of perspectives of African American, Asian American, Native American, and Latin-X ~~or Mexican American or other term~~ people. ~~Administrators and classified professionals throughout the District who support the curriculum process must also work with discipline/instructional faculty to support equity-minded practices.~~ The curriculum process is supported by Administrators and classified professionals throughout the District who will collaborate to work with discipline/instructional faculty to implement equity-minded practices.

All new programs and program discontinuances shall be approved by the Board of Trustees.

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All new programs shall be submitted to the California Community College Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Chancellor shall establish procedures:

- which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.
- to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable.
- for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

References:

Education Code Sections 70901(b), 70902(b), and 78016;
 Title 5 Sections 51000, 51022, 55002.5, 55100, 55130 and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

AP 4020 PROGRAM, CURRICULUM AND COURSE DEVELOPMENT

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Note: This procedure is legally required in an effort to show good faith compliance with the applicable federal regulations.

~~The District shall develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.~~

District Discipline/instructional faculty, the college curriculum committees, and the college Academic Senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) frameworks and principles in curriculum review and approval processes for credit and noncredit, including programs and curricula in ethnic studies that encompass instruction and infusion of perspectives of African American, Asian American, Native American, and Latin-X ~~or Mexican American or other term~~ people. ~~Administrators and classified professionals throughout the District who support the curriculum process must also work with discipline/instructional faculty to support equity-minded practices.~~ The curriculum process is supported by Administrators and classified professionals throughout the District who will collaborate to work with discipline/instructional faculty to implement equity-minded practices.

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Curriculum development procedures for each college are developed by the campus curriculum committees under the purview of the academic senates. The respective curriculum handbooks prepared and revised by each campus committee are posted on the college's curriculum committee webpage.

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately [15 weeks for one semester or trimester hour of credit], [or 10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Curriculum development procedures for each college in the District are documented in the respective curriculum handbooks prepared by each campus.

Discipline faculty, the college curriculum committees, and the college Academic Senates have the shared responsibility to ensure that Ethnic Studies course materials and curriculum:

1. Are written by and for Native American, Black and African American, Latinx, and Asian American communities rather than only about those communities.
2. Address structural and institutional racism, discrimination, oppression, and privilege.
3. Focus on the ten principles of Ethnic Studies:
 - a. Love
 - b. Respect
 - c. Reflection
 - d. Hope
 - e. Solidarity
 - f. Critical Consciousness
 - g. Community
 - h. Interconnection
 - i. Wellness
 - j. Healing
 - k. Transformation

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;

34 Code of Federal Regulations Part 600.2; ACCJC Accreditation Standard II.A;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

END OF RECOMMENDATION