

AS Degree in Construction Management

About the Program

Program Goal: Career

GE Pattern(s): Butte Local, Cal-GETC

Program Code: 38057.00AS

The Associate of Science Degree in Construction Management prepares students to transfer into a bachelor's degree program in the junior year of a 4 year program. With the completion of this degree, students will possess fundamental knowledge and skills required in the field of construction management which include planning, coordinating, budgeting and supervising construction projects from start to finish in a growing nationwide field. Our neighboring 4-year institution (CSU Chico) has a thriving and mature Construction Management program that we have modeled our curriculum on to optimize the transferability of credits.

The nationwide market for construction is in desperate need of skilled labor over the spectrum of construction roles required in a diverse and thriving economy (Construction and Construction Management is one of the most rapidly growing labor markets in the US). In 2018, our more immediate area was struck by the Camp Wildfire, which destroyed over 15,000 structures. Our local industry partners anticipate significant additional need for skilled labor as we recover from this unprecedented event.

The Associate of Science Degree in Construction Management prepares students for transfer to a four-year program in the specialized construction management field. The curriculum provides foundational knowledge, fundamental concepts and skills in planning, estimating, scheduling, and managing construction projects from inception through completion. Emphasis is placed on construction management principles, construction methods, materials analysis, administrative fundamentals, and other core construction industry specific topics.

The program is aligned with regional transfer institutions, particularly California State University, Chico, to support efficient transfer and degree completion. Career opportunities exist across residential, commercial, and civil construction sectors in a growing and diverse national and statewide industry. The program also supports Northern California workforce needs associated with ongoing regional development and construction demand.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Identify and describe the different subfields within the construction industry and how they relate to each other.
 2. Interpret technical drawings and schematics for use in cost estimation, scheduling, and construction applications.
 3. Apply physical science techniques to understand the fundamental properties of mechanical and electrical systems.
 4. Manage and maintain the mechanical and electrical systems used in construction projects.
 5. Employ accounting principles as they relate to construction planning and business maintenance.
1. Analyze construction drawings, specifications, and related documents to support basic project planning, visualization, and execution.
 2. Evaluate construction materials, methods, and fundamental mechanical, electrical, and plumbing systems for appropriate application in construction projects.
 3. Develop basic construction documents and interpret construction project requirements using standard construction management practices.
 4. Apply industry-relevant software and digital tools to support construction documentation, visualization, and project coordination.
 5. Explain and apply foundational construction management concepts including project organization, roles, workflows, legal principles, and industry practices.

Required courses:

ACCT 2	Financial Accounting	46.00
ACCT 4	Managerial Accounting	4.00
BUS 8	Introduction to Business Law	4.00
CNST 1	Introduction to Construction	3.00
CNST 15	Materials and Methods of Construction	3.00
CNST 21	Analysis of Construction Drawings and Specifications	3.00
CNST 35	Electrical and Mechanical Systems	3.00
CNST 45	Construction Graphics	3.00
CNST 55	Computer Applications in Construction Management	3.00
ECON 4	Principles of Microeconomics	3.00
Select one:		
CHEM 1	General Chemistry I	5.00
CHEM 51	Elementary Inorganic Chemistry	5.00
Select one:		
MATH 30	Analytic Geometry and Calculus I	5.00
MATH 30S	Analytic Geometry and Calculus I with Support	5.00
Select one:		
PHYS 21	College Physics I	4.00
PHYS 41	Physics for Scientists and Engineers I	4.00

Suggested Program Map (Butte GE)

Required courses:		Units: 64.00-67.00
<i>Term 1</i>		17.00-19.00
CNST 1	Introduction to Construction	3.00
CNST 55	Computer Applications in Construction Management	3.00
<i>Select one: Meets Area 2</i>		5.00
MATH 30	Analytic Geometry and Calculus I	5.00
Prerequisite: MATH 20 and MATH 26 or MATH 20 and MATH 26s, MATH 28 or MATH 28s, or college-level Pre-calculus or equivalent.		
MATH 30s	Analytic Geometry and Calculus I with Support	5.00
Prerequisite: MATH 20 and MATH 26 or MATH 20 and MATH 26s, MATH 28 or MATH 28s, or college-level Pre-calculus or equivalent.		
Area 1A Choice (See GE Guide)		3.00-4.00

Area 2 Choice (See GE Guide)		3.00-4.00
Term 2		14.00
CNST 45	Construction Graphics	3.00
Prerequisites: CNST 1 & CNST 55		
ECON 4	Principles of Microeconomics	3.00
Meets Area 4.		
Select one: Meets Area 5		5.00
CHEM 1	General Chemistry I	5.00
Prerequisite: CHEM 11 or CHEM 51 or one year of high school Chemistry; and Intermediate Algebra or equivalent		
CHEM 51	Elementary Inorganic Chemistry	5.00
Area 1B/C Choice (See GE Guide)		3.00
Department recommends COMM C1000.		
Term 3		17.00-18.00
ACCT 2	Financial Accounting	4.00
CNST 15	Materials and Methods of Construction	3.00
Prerequisites: CNST 1 & CNST 55		
CNST 21	Analysis of Construction Drawings and Specifications	3.00
Prerequisite: CNST 45		
Select one: Meets Area 5A/5C		4.00
PHYS 21	College Physics I	4.00
Prerequisite: MATH 20 or high school trigonometry		
PHYS 41	Physics for Scientists and Engineers I	4.00
Area 3 Choice (See GE Guide)		3.00-4.00
Term 4		16.00
ACCT 4	Managerial Accounting	4.00
BUS 8	Introduction to Business Law	3.00
CNST 35	Electrical and Mechanical Systems	3.00
Prerequisite: CNST 21		
Area 4 Choice (See GE Guide)		3.00
Area 6 Choice (See GE Guide)		3.00

Total: 64.00-67.00

Certificate of Achievement in Construction Management

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: 37944.00CA

See AS Degree in Construction Management.

The Certificate of Achievement in Construction Management prepares students for employment in the specialized construction management field. The curriculum provides foundational knowledge, fundamental concepts and skills in planning, estimating, scheduling, and managing construction projects from inception through completion. Emphasis is placed on construction management principles, construction methods, materials analysis, administrative fundamentals, and other industry specific topics.

Career opportunities exist across residential, commercial, and civil construction sectors in a growing national and statewide industry. The program also supports Northern California workforce needs associated with ongoing regional development and construction demand.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Identify and describe the different sub fields within the construction industry and how they relate to each other.
 2. Interpret technical drawings and schematics for use in cost estimation, scheduling, and construction applications.
 3. Apply physical science techniques to understand the fundamental properties of mechanical and electrical systems.
 4. Manage and maintain the mechanical and electrical systems used in construction projects.
 5. Employ accounting principles as they relate to construction planning and business maintenance.
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1. Analyze construction drawings, specifications, and related documents to support basic project planning, visualization, and execution.
 2. Evaluate construction materials, methods, and fundamental mechanical, electrical, and plumbing systems for appropriate application in construction projects.
 3. Develop basic construction documents and interpret construction project requirements using standard construction management practices.
 4. Apply industry-relevant software and digital tools to support construction documentation, visualization, and project coordination.
 5. Explain and apply foundational construction management concepts including project organization, roles, workflows, legal principles, and industry practices.

Required courses:

ACCT 2	Financial Accounting	46.00
ACCT 4	Managerial Accounting	4.00
BUS 8	Introduction to Business Law	4.00
CNST 1	Introduction to Construction	3.00
CNST 15	Materials and Methods of Construction	3.00
CNST 21	Analysis of Construction Drawings and Specifications	3.00
CNST 35	Electrical and Mechanical Systems	3.00
CNST 45	Construction Graphics	3.00
CNST 55	Computer Applications in Construction Management	3.00
ECON 4	Principles of Microeconomics	3.00
Select one:		5.00
CHEM 1	General Chemistry I	5.00
CHEM 51	Elementary Inorganic Chemistry	5.00
Select one:		5.00
MATH 30	Analytic Geometry and Calculus I	5.00
MATH 30S	Analytic Geometry and Calculus I with Support	5.00
Select one:		4.00
PHYS 21	College Physics I	4.00
PHYS 41	Physics for Scientists and Engineers I	4.00

Total: 46.00

Suggested Program Map

Required courses:

Units: 46.00

Term 1

CNST 1	Introduction to Construction	11.00
CNST 55	Computer Applications in Construction Management	3.00
		3.00

<i>Select one:</i>		5.00
MATH 30	Analytic Geometry and Calculus I	5.00
Prerequisite: MATH 20 and MATH 26 or MATH 20 and MATH 26s, MATH 28 or MATH 28s, or college-level Pre-calculus or equivalent		
MATH 30s	Analytic Geometry and Calculus I with Support	5.00
Prerequisite: MATH 20 and MATH 26 or MATH 20 and MATH 26s, MATH 28 or MATH 28s, or college-level Pre-calculus or equivalent		
<i>Term 2</i>		11.00
CNST 45	Construction Graphics	3.00
Prerequisites: CNST1 & CNST 55		
ECON 4	Principles of Microeconomics	3.00
<i>Select one:</i>		5.00
CHEM 1	General Chemistry I	5.00
Prerequisite: CHEM 11 or CHEM 51 or one year of high school Chemistry; and Intermediate Algebra or equivalent		
CHEM 51	Elementary Inorganic Chemistry	5.00

Proposed Changes to ARTICLE III: Membership

1. Add Admissions and Records representative as a non-voting member
2. Change the faculty section from Six (6) Full-Time Faculty and Three (3) Associate Faculty to Nine (9) Faculty
3. Add an additional faculty member to the above statement and select two (2) members from each COI
4. Move the following positions to non-voting members:
 - i. Equity and Inclusion Specialist
 - ii. Student Learning Outcomes (SLO) Coordinator
 - iii. Distance Education and Accessible Learning Resources Coordinator

Curriculum Committee BYLAWS, 08/26/2026

ARTICLE I: NAME

The name of this committee shall be Curriculum Committee.

ARTICLE II: PURPOSE

The purpose of this committee is to oversee and approve curriculum matters under the jurisdiction of the Academic Senate, in accordance with Administrative Procedure AP 4020 (Program and Curriculum Development), including new and revised courses and programs, requisites, general education, delivery modes, implementation of regulations and guidelines, and curriculum policy changes, while ensuring compliance with Title 5 regulations. The primary responsibility for the detailed evaluation and review of curricula is at the department level.

ARTICLE III: MEMBERSHIP

A. Seated Members:

1. Curriculum Chairperson
2. Academic Senate, Vice President, or Academic Senate Executive Committee Designee
3. Ten (10) Faculty
 - i. Three (3) Career Education (CE)
 - ii. Three (3) General Education (GE)
 - iii. Three (3) At Large
 - iv. One (1) Counselor
4. Equity and Inclusion Specialist
5. Student Learning Outcomes (SLO) Coordinator
6. Distance Education and Accessible Learning Resources Coordinator
7. Library Representative
8. Articulation Officer
9. Student Representative
10. Two (2) Division Dean/Director Representatives

The following members are advisory (i.e. non-voting) members.

11. Chief Instructional Officer
12. Scheduling and Curriculum Representative
13. Admission and Records Representative

- B. Terms of Membership: Representatives will serve terms defined by (and with reappointment permitted according to) the bylaws of the appointing body.
1. Curriculum Chairperson
 - i. In consultation with the Curriculum Committee, the Academic Senate will elect a full-time faculty member as Chairperson following the procedures laid out in ARTICLE III Section 1 of the Academic Senate Bylaws. In making this selection, the Academic Senate will take into consideration:
 1. The nominee(s)' past experience and knowledge of current and historic issues addressed by the Butte College Curriculum Committee.
 2. The desire to rotate the chairperson among the academic and student support programs, student development, career education, and transfer and general education programs, to the extent reasonably feasible.
 - ii. The Chairperson shall serve three-year terms, limited to two consecutive terms.
 - iii. Should the Chairperson take a leave, a replacement will be selected by the Academic Senate. The replacement will serve out the unexpired term or until the Chairperson returns.
 - iv. Faculty who wish to gain an understanding of the Chairperson role may submit a request to the current Chairperson to attend up to three (3) technical review meetings. The Chairperson will inform the Committee of any faculty who express interest.
 2. Chief Instructional Officer
 - i. Shall serve as a non-voting member of the committee.
 3. Division/Dean Representatives
 - i. The Dean/Director members will be appointed by the Chief Instructional Officer.
 4. Equity and Inclusion Specialist
 - i. The Equity and Inclusion Specialist will be selected by the U in Butte Committee and confirmed by the Academic Senate.
 - ii. The Equity and Inclusion Specialist shall serve three-year terms, limited to two consecutive terms.
 - iii. Full-time instructional faculty are preferred for this position, but the Diversity Committee may select full-time student development faculty if appropriate.
 5. Faculty
 - i. Faculty are appointed by the Academic Senate
 6. Student Representative
 - i. The Student Representative will be appointed by the Student Senate.

7. When a position must be filled by Academic Senate appointment or selection, that choice will seek balanced representation, as follows:
 - i. To ensure balance between instruction and non-instruction, at least 50%, and no more than 67%, of voting members shall be instructional faculty (not including the Chairperson).
 - ii. Whenever possible, faculty members shall consist of a balance from all academic disciplines, course modality experiences and student support programs.
- C. Advisory Members: additional non-voting members or guests may be invited to participate at the discretion of the Chair, including:
 1. Financial Aid representative
 2. Admissions and Records
- D. Administrative support: appointed by the Office of Instruction

ARTICLE IV: BROWN ACT COMPLIANCE AND PARLIAMENTARY AUTHORITY

- A. All meetings of the Curriculum Committee shall be open to the public, in compliance with the Ralph M. Brown Act, California Government Code §§ 54950-54963.
- B. All meetings shall be conducted in accordance with *Robert's Rules of Order Newly Revised, 12th ed.* as modified by the Brown Act.
- C. Agendas for all regular meetings shall be posted at outside the boardroom located on Main Campus (SAS 360) and on the Curriculum Committee website at least 72 hours in advance of the meeting date and time, as noticed on the published agenda. Special meeting agendas shall be posted at least 24 hours in advance. Time shall be set-aside on each agenda to provide an opportunity for the public to address this committee on any item of interest to the public. Time limits for public participation shall be stipulated on the agenda.
- D. Decisions will be reached by majority vote of members present and choosing to exercise their right to vote on motions that receive a second. [Note: certain types of motions may require a supermajority, as described in *Robert's Rules of Order Newly Revised, 12th ed.*]
- E. Minutes will be taken at each meeting and include the results for all votes taken. These minutes will be presented for approval vote at the next noticed meeting and made publicly available on the Curriculum Committee website.

ARTICLE V: MEETINGS

- A. Regular Meetings: Every other week during academic semesters.
- B. Special Meetings: Special meetings will be held when the Chair notices or is informed of an item with an immediate deadline.
- C. Quorum: Simple majority of voting members

ARTICLE VI: OFFICERS AND THEIR DUTIES

- A. Chair:
 1. Sets the agenda and presides over meetings; and
 2. Serves as the committee liaison to the Academic Senate and faculty.

- B. Academic Senate Representative:
 - 1. Assumes all Chair responsibilities in the absence of the Chair.
- C. Secretary: Appointed by Office of Instruction
 - 1. Publishes and distributes the meeting agenda and minutes, maintains records, and updates the committee webpage.
- D. Technical Review:
 - 1. Technical Review is responsible for ensuring all material brought to the Curriculum Committee is complete and ready for review. Technical Review consists of
 - i. Curriculum Chair
 - ii. Articulation Officer
 - iii. Curriculum Analysts
 - iv. Counselor Representative

ARTICLE VII: SUBCOMMITTEES

Ad hoc subcommittees may be formed as needed by the Curriculum Committee to carry out specific tasks. Membership and scope of work shall be defined by the committee at the time of formation.

ARTICLE VIII: AMENDMENTS

Proposed amendments to these bylaws must be approved by a two-thirds majority vote of seated members and ratified by the Academic Senate in order to take effect.

DEIAA Task Force

Alonzo Campos

I am interested in being selected to the IDEAA working group. My professional and academic experiences allow me to be a strong candidate. Having attended the ASCCC-Curriculum Institute this past year (second time) is one factor that shows the committee my genuine interest to contribute to ensuring we are following state mandates. This past conference, I became more familiar with the legislative requirements from Title 5; the workshops/sessions I attended emphasized this.

Moreover, as a higher education scholar, I do my best to keep up with emerging trends and take time to understand trends that apply to me as an instructor but also a practitioner. My brief time at Butte I have demonstrated that I can engage and contribute to shared governance, centering students first. As a member of this curriculum committee, I understand curriculum trends (e.g. policies, mandates, pedagogy) contribute to ensuring the community college liberal arts general education meets the needs of all students.

If selected, I will engage collegially, intentionally, and in good faith to be a model-campus for the CCC system.

Julio Delgado

Julie Jenks

I am interested in participating on the UDL Curriculum Task Force.

As Student Learning Outcomes Coordinator, I carefully review curriculum and course-level SLOs for clarity, rigor, assessability, and alignment, while also considering practical ways to reflect UDL and DEIA-squared principles in Course Outlines of Record. I have completed professional development in accessibility and UDL in higher education through CAST, the organization that developed the UDL framework, and I have offered several workshops at Butte on equitable practices and UDL. Through my work as a founding member of the Accessibility Capability Maturity Model (ACMM) Task Force and its steering committee, as well as my involvement with the SLO and Student Wellness Committees, I have gained strong experience collaborating across campus. I value active listening, bringing together different perspectives, and helping groups stay organized and focused as they move ideas into practical next steps. I am excited not only to help develop guidance for incorporating these principles into our Curriculum Process and Course Outlines of Record, but also to create professional-development opportunities that support faculty in putting them into practice and collaborating on continuous improvement. When we build UDL and DEIA-

squared principles into our courses from the beginning, we can create better opportunities for all students to access learning, participate meaningfully, and show what they know.

Craig Kielb

As you know, I was selected to this group last semester. I would like to continue my interest in joining the group again. I am uniquely qualified to be on this group because of my ability to have a balanced conversation. People in academia often congregate in their own special interest groups, representing mob mentality generated by silos of their own echo chamber rather than representing the general public and all culture groups. The true test of this philosophy is whether you are willing to stand up for people you don't agree with.

I bring balance to the conversation through my experience and as my primary focus is taxpayers (general citizens who fund our purpose for the greater good of our community including employers who hire our students), and the students we serve (from all backgrounds and beliefs). I believe we meet people where they are at, not "beat" them where they are at (apologies for the crude phrase, but I feel it represents how we should proceed with DEIA2). We need to learn from people. Understand why they believe what they believe. Have a conversation with them. It is through conversation that society moves forward in a positive direction.

The COR is the beginning of many conversations and a vital part of our institution's objectives. I would take this role with great responsibility and professionalism.

Heather Springer

As the Equity and Inclusion Specialist, I think I could bring valuable insights to the taskforce. My equity training includes two racial equity deep dives (Unmasking Whiteness and Me and White Supremacy), yearly attendance at the California Community College LGBTQ Summit, Undocu Ally training, HSI book group with Gina Garcia's work and UDL webinars. I've also attended the chancellor's office webinar: "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record" to specifically ready me for this work. I strive to ask equity-minded questions in all spaces I'm in and move us toward clarity in guidance about this Title V change.

Suzanne Wakim

I would like to be on the taskforce. I think my background in UDL and accessibility would be a helpful perspective for the team to have. This is also a passion for me and I would very much like to be involved in moving this work forward at the college.

If it helps with the decision, below are some of my qualifications:

- CAST Certificates (2)
- Developed accessibility course for OERI
- Teach accessibility courses for @ONE
- Lead international workshops on UDL and accessibility



AP 4020 Program, Curriculum, and Course Curriculum Development

References: Title 5 Sections 51021, 55000 et seq. and 55100 et seq.;
ACCJC Standards II.A

Approved: August 2014

Last Revised: XXXX 2026

Last Reviewed:

I. Overview

Butte College develops and maintains high-quality academic programs and curricula that are relevant to student, community, and employer needs. The College regularly evaluates all curricula to ensure quality and currency. Program and course curriculum development, review, and ongoing improvement are academic and professional matters under the authority of the Butte College Academic Senate, which delegates authority for curriculum standards and approval processes to the Curriculum Committee. The Curriculum Committee establishes and maintains procedures for curriculum development, review, and approval through the Curriculum Committee handbook, incorporated by reference into this administrative procedure. Department faculty review, initiate, and submit curricula to the Curriculum Committee for review and approval. The chief instructional officer (CIO) provides administrative oversight of curriculum development and approval processes, ensures compliance with all applicable statutes and regulations, and approves or rejects curriculum proposals as delegated authority by the Superintendent/President, following District policies for participatory governance in relation to the Academic Senate. Program and curriculum development are academic and professional matters that are initiated by faculty within the departments and submitted through the approval process established by the Curriculum Committee under the jurisdiction of the Academic Senate. The chief instructional officer provides administrative oversight for the process.

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II. Curriculum Committee Appropriateness to mission of the college

Demonstrable need

Resource feasibility

Compliance with all applicable laws and regulations

Quality

The Butte College administration and the Academic Senate establish the Curriculum Committee's responsibilities and structure by mutual agreement. The committee receives annual training to ensure all federal, state, and local curriculum standards are followed in the review and approval process. The committee review process includes consideration of approaches to subject matter and teaching that accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students

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The Curriculum Committee ~~approves all curriculum matters, including~~ is responsible for the following curriculum matters:

- Standards, criteria, and processes governing the establishment of nNew courses and programs

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- Standards, criteria, and processes for modifying~~Modifications to~~ existing courses
- Appropriate requisites
- Modifications or restructuring of existing programs
- The structure and elements required on the course outline of record
- Pre and corequisites for courses and programs
- Advisories on recommended preparation
- ~~Deletion of courses and programs~~
- General education definitions, criteria for inclusion, and approval of individual courses within each general education category.
- Modes of delivery~~Standards for Distance Education~~
- Implementation of state regulations and guidelines related to program and course curriculum
- Initiating and following~~Policy changes to~~ standards, approval criteria, processes, and curriculum policies
- Recommending program and course approvals to the CIO.

Recommendations on program discontinuance are presented to the curriculum committee as information items but originate and are approved by the Program Research and Recommendation Committee and are then submitted to the Superintendent/President for review and consideration.

~~The primary responsibility for the detailed evaluation and review of curricula is at the department level. The Curriculum Committee is responsible for approving all curricula proposed by the individual departments, assuring compliance with all Title 5 regulations.~~

The Curriculum Committee consists of the following positions:

- Curriculum Chair
- Chief Instructional Officer, or designee
- Two Division Dean/Director Representatives selected by the CIO
- ~~Six Full Time Faculty~~Nine faculty - Appointed by the Academic Senate
- Student Learning Outcomes Assessment Coordinator
- Distance Education and Accessible Learning Coordinator
- Equity and Inclusion Specialist
- ~~Three Associate Faculty~~
- Counseling Representative
- Articulation Officer
- Academic Senate Representative
- Library Representative
- Student Representative

To manage the curriculum workflow and approval process, Butte College convenes a technical review team responsible for tracking curriculum proposals, providing technical assistance to authors, and reviewing the accuracy and completeness of all proposals before the curriculum committee's review. The team consists of the Curriculum Chair, Articulation Officer, Curriculum Analysts, a counselor, and others as needed.

Proposals originate in departments. It is the responsibility of the originator to complete the appropriate documents and submit them for review using CurricUNET.

III. Curriculum Approval Standards and Criteria

The Curriculum Committee Handbook documents and communicates the detailed process and steps for curriculum approval to faculty. Curriculum proposals must be submitted through the curriculum management system and must comply with the writing and technical standards outlined in the Handbook. Curriculum proposals are evaluated on the following criteria:

- Appropriateness to the mission of the college
- Demonstrated need, including appropriate labor market information for CTE programs
- Resource feasibility
- Compliance with all applicable laws and regulations
- Quality
- Inclusion of diverse perspectives and subjects appropriate to the discipline and infusion of principles and practices for accessibility.

Proposals follow the approval chain:

- Department Chair
- Distance Education Coordinator (if Distance Education proposal)
- Academic Senate (if discipline addition/change is required)
- Student Learning Outcomes Coordinator
- Division Dean
- Technical Review Team (Curriculum Chair, Articulation Officer, Curriculum Analyst)
- Curriculum Committee (2 readings)
- Chief Instructional Officer
- Board of Trustees
- Chancellor's Office

Proposals are reviewed for the following criteria:

- ~~Appropriateness to mission of the college~~
- ~~Demonstrable need~~
- ~~Resource feasibility~~
- ~~Compliance with all applicable laws and regulations~~
- ~~Quality~~
- Grading policy
- Units
- Intensity and rigor
- Requisites
- Difficulty and level

The technical review team determines the annual timelines for curriculum proposal submissions and approvals. The committee chair communicates the timelines to faculty and the academic senate. Curriculum proposals are accepted year round. Deadlines are determined by the Technical Review team and posted on the curriculum website. Proposals and catalog changes that meet the deadlines and have obtained final approval are entered into the college database and reflected in the following academic year's college catalog.

IV. Regular Review

A The college conducts ongoing reviews of courses and programs to maintain compliance with internal and external policies. Courses are reviewed on a six-year rotational cycle and updated

as needed. Career and Technical Education programs and courses are reviewed for currency and effectiveness every two years. Programs that no longer meet defined labor market demand are referred to the Program Review and Recommendation committee for review through the program revitalization and discontinuance review process. An ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a six-year rotational cycle and updated as needed. Career and Technical Education curriculum is updated on a two-year cycle.

V. Annual Certification

Each year, the college certifies to the Chancellor's Office that it has trained the curriculum committee and that curriculum standards, policies and processes comply with state and federal curriculum regulations. This certification is signed by the Curriculum Chair, Academic Senate President, Chief Instructional Officer, and the Superintendent/President.