

Porterville College

Curriculum Committee vs. Technical Review Committee Roles & Responsibilities

Purpose

This guide explains the major roles and responsibilities of the Curriculum Committee and Technical Review Committee, and highlights where they overlap.

Quick Comparison Table

	Technical Review Committee	Curriculum Committee	Overlap
Main Focus	Technical details & compliance	Academic quality & official approval	Both ensure courses meet rules and standards
What They Check	- Formatting & forms - Field completion - Transfer alignment - Units & hours - Prerequisites & numbering - SLO feasibility - Distance Ed requirements - Policy alignment - Regulatory compliance	- Academic rigor & relevance - Fit with degrees/programs - Transfer suitability - Mission alignment - Learning outcomes & assessment - Inclusion in GE/articulation - Impact on students/community	- Completeness - Prerequisites/co-requisites - Catalog consistency - Student impact
Authority	Advisory only; cannot approve or reject	Makes final recommendations for Board approval	Both can recommend changes
Output	Flags technical issues, recommends fixes	Approves/rejects proposals before Board review	Ensures proposals are ready for approval

Summary

- Technical Review:
Checks technical accuracy, compliance, and completeness before proposals move forward.
- Curriculum Committee:
Focuses on academic value and makes final decisions on curriculum.
- Overlap:
Both check rules, completeness, and can request changes.

Questions? Contact your Curriculum Chair or Specialist.

Porterville College Curriculum Process: What to Check on Each eLumen Course Tab

1. Cover Info

Technical Review:

- Are all required fields filled?
- Is the course code, title, and description accurate and formatted correctly?
- Are CIP/TOP/SAM codes appropriate?
- Are faculty requirements specified and if so is there more than one discipline or is the discipline outside of the subject code?
- Is the start term appropriate?
- Are notes for submission sufficient?
- Are attachments (C-ID forms, content review, etc.) included and properly completed?

Curriculum Committee:

- Does the description accurately reflect the course?
 - Is the rationale clearly stated and justified?
 - Do faculty meet minimum qualifications for subject?
 - Is the proposal aligned with college mission and programs?
-

2. Course Development Options

Technical Review:

- Are all required fields filled (CB25, CB26, etc.)?
- Is the course type correct (credit/noncredit, etc.)?
- Is repeatability, grading, and transfer status set correctly?
- Does the course meet local GE, CSU/UC transferability, or have CID?
- Are comparable courses provided?

Curriculum Committee:

- Do development options support student pathways (transfer, GE, CTE)?
-

3. Units

Technical Review:

- Are units, hours, and lecture/lab breakdown accurate and in line with requirements?

Curriculum Committee:

- Are units appropriate for content and expected workload?
 - Is student workload reasonable and aligned with learning outcomes?
-

4. Pre-requisites and Entrance Skills

Technical Review:

- Are prerequisites, co-requisites, and advisories correctly entered?
- Is documentation/validation provided for prerequisites (Cover Info Tab)?
- If CID or CCN course, do these requirements match?

Curriculum Committee:

- Are prerequisites academically necessary and reasonable?
 - Is there an assessment of equity and access for students?
-

5. Specifications

Technical Review:

- Are methods of instruction and evaluation included with rationale? (Must have at least NA for rationale.)
- Are assignments specified for in class and out of class?
- Are textbooks/materials current and cited properly? (Textbooks must be within 5 years or be labeled as "Classic Text")
- For lab science courses, is there a lab manual?

Curriculum Committee:

- Do instructional methods support student success and rigor?
 - Are assignments and evaluations appropriate for learning outcomes?
 - Are materials up-to-date, relevant, and accessible?
-

6. Learning Outcomes

Technical Review:

- Are SLOs present and in the correct format?
- Do SLOs match course description and objectives?

Curriculum Committee:

- Are SLOs challenging, clear, and measurable?
 - Do outcomes align with program and institutional goals?
-

7. Outline

Technical Review:

- Is the outline complete and logically sequenced?
- If a lab course, is a lab outline provided?

Curriculum Committee:

- Does the outline content match stated objectives and outcomes?
 - Is the depth and breadth appropriate for course level?
-

8. Delivery Methods & Distance Education

Technical Review:

- Are all delivery methods selected (face-to-face, online, hybrid, etc.)?
- Is Distance Education information complete and compliant with regulations?
- Does the DE section include substantive interaction and accessibility details?
- Are regular and effective contact protocols described?

Curriculum Committee:

- Are delivery methods appropriate for course content and student needs?
 - Is the Distance Education rationale sound and well-justified?
 - Will all students, including those online, have equitable access and support?
-

9. Curriculum Technician

Technical Review:

- Is reporting information correct?

Curriculum Committee:

- No action required, but may review for completeness.
-

Porterville College Curriculum Process: What to Check on Each eLumen Program Tab

1. Cover Info

Technical Review:

- Are all required fields (title, program code, award type) filled out?
- Are CIP/TOP codes accurate and appropriate for the program?
- Is the program description accurate and complete?
- Are courses and units outlined and do totals match program requirements?
- Is the start term appropriate?

Curriculum Committee:

- Does the description clearly and accurately reflect the program?
 - Does the justification support student, college, workforce, or transfer needs?
 - Does the program align with the college mission and standards?
-

2. Labor Market

Technical Review:

- Is the required labor market, transfer data, or demand evidence attached?
- Are data sources and summaries present and accurately cited?

Curriculum Committee:

- Is the labor market info relevant, compelling, and current?
 - Does the evidence clearly demonstrate the need for the program and expected student outcomes?
-

3. Course Blocks

Technical Review:

- Are all required/elective courses correctly input by code and title?
- Are unit calculations for each block and program total correct?
- Is sequence logical?

Curriculum Committee:

- Do course groupings support gradual skill and knowledge building?
 - Do required/elective choices offer meaningful options for students?
 - Does the sequence make sense academically?
-

4. Recommended Sequence

Technical Review:

- Has the recommended course sequence been entered for all terms/years as required?
- Are units balanced by term and do they add up accurately?

Curriculum Committee:

- Does the sequence support timely completion and logical skill progression?
 - Is the sequence clear and practical for student planning?
-

5. Learning Outcomes

Technical Review:

- Are Program Learning Outcomes (PLOs) present and correctly formatted?
- Do the PLOs align with state/college requirements?

Curriculum Committee:

- Are PLOs measurable, meaningful, and supportive of program goals?
 - Are outcomes aligned with workforce, transfer, or general education expectations?
-

6. Program Narrative

Technical Review:

- Is the narrative fully filled out with all required details (need, description, preparation, etc.)? *Items 4–7 not needed for AA-T or AS-T degrees*
- Are attachments and files (CTE minutes, external approvals, etc.) uploaded as needed?
- If applicable, has a TMC been uploaded? Does the narrative match the TMC? Is TMC completed accurately?

Curriculum Committee:

- Does the narrative compellingly explain the program's purpose, alignment, and anticipated student or college benefits?
- Do references to labor market and transfer needs match information in earlier sections?

7. Curriculum Technician

Technical Review:

- Is reporting information correct?

Curriculum Committee:

- None required (but may preview for completeness if desired).