



Learning, Instruction, and Curriculum Committee

New Member Orientation

Contents

About the Learning, Instruction, and Curriculum Committee	3
Timelines and Calendars.....	4
Operating with the Sub-Team	5
Communication	5
Monthly Meetings	6
Learning Outcomes and Competencies	7
Course Submission Worksheet	8
Revised Course Information.....	8
New Course Information	9
General Education Analysis	9
Course Review: Worksheet Guidance.....	10

About the Learning, Instruction, and Curriculum Committee

The Learning, Instruction and Curriculum Committee (LICC) exists as a faculty driven committee to oversee the College curriculum. The Committee meets monthly and addresses the following learning, instructional, and curriculum matters:

- Assures quality and comprehensive curriculum.
- Reviews and approves curriculum additions and/or changes.
- Maintains focus on student and institutional learning.
- Supports faculty professional development.
- Guides decisions that represent all College locations, delivery methods, and types of courses.

The LICC Charter, which outlines the purpose of the committee and the roles and responsibilities of membership, may be found by visiting bartonccc.edu, choosing **About Barton**, choosing **Institutional Effectiveness**, choosing **Barton Planning**, and visiting the **Institutional Teams** page.

Each voting member of the committee, which consists of nine to twelve faculty members and other College staff, is assigned to a sub-team. Sub-teams work throughout the month reviewing (with the author) submitted course syllabi in preparation for final review by the full committee.

The LICC website includes calendars, checklists, and resources. It may be found by visiting internal.bartonccc.edu, selecting **Employee Resources**, and choosing **Faculty Resources**.

Special projects concerning curriculum may arise, and from the overall committee, temporary sub-committees will be formed to address these projects.

Timelines and Calendars

The LICC meeting and submission calendar may be found by visiting internal.bartonccc.edu, selecting **Employee Resources**, choosing **Faculty Resources**, and selecting the **Learning and Instruction Curriculum Committee** link.

The calendar is divided into different action-timeline categories, each with a specific deadline.

Submission Deadline

- The date by which the author submits a course that is new or contains curriculum changes and/or updates for consideration at the upcoming LICC meeting.
- A day or two after this deadline passes, sub-teams will receive their assigned documents from the Assistant to the Vice-President of Instruction and begin reviewing the documents.

Sub-Team Deadline

- The date by which the sub-team should review and submit suggested corrections to the course author.
- Once the course author receives feedback from the sub-team, the author may engage in further dialogue or make modifications based on that feedback.

Author Deadline

- The date by which the course author should return all suggested corrections to the sub-team.
- The sub-team has up to four days prior to the monthly meeting to submit the final copy of the Course Submission Worksheet to the Assistant to the Vice President of Instruction.

Meeting Date

- The date that the LICC meets each month.
- Follow-up documentation required after the monthly meeting should be submitted in a timely manner to ensure archival of the proper document(s).

As each stage is dependent on the previous stage, ***meeting deadlines is crucial to the committee's efficiency and success***. Committee members may choose to manage these deadlines by setting reminders or tasks on their Outlook calendars.

Operating with the Sub-Team

At the start of every academic year, each sub-team should establish a leader for each monthly meeting and report that elected leader to the Assistant to the Vice-President of Instruction. The sub-team should establish their methods of team communication and hold each other accountable to the chosen methods. The team may choose to rotate leadership within the sub-team; however, changes may only occur once during an academic year. Any change must be reported to the Assistant to the Vice-President of Instruction.

Each team should establish expectations of the sub-team lead, i.e., the collection of comments from each team member and communication of these comments to the course author. The team lead will also serve as the primary sub-team contact to the Assistant to the Vice-President of Instruction.

All team members are responsible for reviewing assigned courses within the designated timelines and communicating any potential comments or concerns to the sub-team lead. If there are no concerns with a course, team members should also communicate that information.

Communication

The sub-team shall receive the Course Submission Worksheet(s) for their team's review, per the LICC calendar.

The sub-team lead is responsible for facilitating discussion among the team's assigned courses. Utilizing the calendar, the sub-team lead shall either forward or otherwise communicate all necessary changes or considerations to the course author.

Email communication between the LICC sub-team and the author should be respectful, timely, clear, and supportive.

If necessary, the author and sub-team lead may engage in additional discussion about any concerns or considerations.

Once changes or considerations are agreed upon, the author shall make any necessary changes to the Course Submission Worksheet and forward a corrected copy to the sub-team lead. The sub-team lead (and sub-team, if necessary) reviews the Worksheet for any additional changes or corrections and forwards the corrected Worksheet to liccdocs@bartonccc.edu for disbursement to the full committee in advance of the next meeting.

Monthly Meetings

All committee members are expected to review the agenda and corresponding course documents in advance of the meeting. Voting members are responsible for college curriculum that yields effective learning objectives, measurable competencies, and appropriate connections to the assessment of student learning.

The overall committee membership will meet with course authors and department supervisors applicable to the month's agenda.

The sub-team leads will present assigned course syllabi during the meeting. Course author(s) will offer additional information (as applicable) and field questions aligned with their course expertise. The full LICC committee will consider the presented syllabi and after needed discussion will be asked to vote approved as-is, approved with changes, or required return for further review.

- If the course is approved as is, no additional steps are necessary, and the document will be archived by the Assistant to the Vice President of Instruction.
- If the course is approved contingent on changes, the course author should submit the updated Course Submission Worksheet to their assigned LICC sub-team lead. The sub-team lead is responsible for the document's submission to liccdocs@bartonccc.edu for archival.
- If modifications must be made beyond the meeting and the course is tabled by the full committee, the course author must submit changes for reconsideration at the next LICC meeting observing the next set of dates on the submission calendar.

Monthly meetings, beyond course approval, include notification of curricular changes in programs and discussions of general curricular issues and projects.

Learning Outcomes and Competencies

Barton Community College establishes its own institutional outcomes and general education outcomes to measure student success.

- General education courses use the statewide system developed by the Kansas Board of Regents (KBOR).
- Career technical education is aligned in accordance with the Technical Education Authority, a KBOR subcommittee.
- Accreditation agencies, industry board representatives, discipline and program departments and individual faculty identify learning outcomes and competencies.

Learning outcomes are statements that describe goals for the learners and define what students will learn about the course content.

Competencies should be expressed using verbs from [Bloom's Taxonomy](#) and should be measurable through assessment activities. Assessment activities provide a means to identify what students know, what they can do with their knowledge, and how they understand the material.

Competencies also show the applied skills and knowledge that enable students to successfully perform skills in a work setting. They are relevant to an individual's job responsibilities, roles, and capabilities.

Outcomes and competencies should be formatted as such:

- A. Identify the various status/role relationships reflected in gender and other aspects of human society.
 1. Describe patterns of marriage and post-marital residence.
 2. Identify cross-cultural examples of reckoning kin and determining descent.
 3. Diagram different systems of kinship
 4. Distinguish between sex and gender
 5. Explain the forces of change impacting system of marriage, kinship, gender, and sexuality under globalization.

The Learning and Instruction Curriculum Committee website contains a resource to help sub-team and the author identify measurable verbs for outcomes and competencies at [Outcomes and Competencies Matrix](#).

Courses submitted to the committee that have identified themselves as meeting General Education Outcomes require the sub-team's analysis of the author's choices connecting the competencies of the course with the general education outcomes.

Course Submission Worksheet

The Course Submission Worksheet is assigned to a sub-team. It includes three sections: Revised Course Information, New Course Information, and General Education Analysis. There is an appendix at the end of the document to help the author with the General Education Analysis.

Revised Course Information

A revised course is defined as an existing course in which changes are required, needed and/or the course has not been taught for five years or more. The Revised Course Information section requests basic course information including course code, course number, course title, current course prerequisite, the identity of the initiating instructor or instructors (the “authors”), the effective term (when the changes need to begin) and the classification of the course.

Once those basic details are identified, the Revised Course Information section asks the author for the reason or reasons for submission. Reasons for submission can include a course title change, a credit hour change, a course description change, a prerequisite change, an outcomes/competencies revision, the course has not been offered in the last five years, a program alignment and/or adding physical contact guidelines.

The Revised Course Information asks the author to identify the credential requirement(s) for an instructor for the course so that it can be included in the [Faculty Qualifying Credential](#) spreadsheet. The author also provides the names of faculty in the discipline who had opportunity for feedback.

The Revised Course Information asks the author to provide the course description and the outcomes and competencies for the course even if there are no changes. Helpful links are provided and plenty of space to write about the outcomes and competencies for the course.

Lastly, the Revised Course Information asks the author to create a short paragraph that describes where the course “fits” within the curriculum of the program or the College.

New Course Information

The New Course Information section asks for information about the new course development, research, and assessment. Additionally, authors need to provide the classification of the course, schedule type, and a recommendation as to its repeatability for graduation requirements. The subject code, course number, course title, CIP code, credit hours, and prerequisite information are also requested. Do not be surprised if the subject code, course number, and CIP code areas are blank. Some authors ask the curriculum committee to assist with those determinations.

Like the Revised Course Information, the New Course Information asks the author to provide faculty credential requirements, faculty invited to participate in the development of the course, the course description and the outcomes and competencies of the course.

The New Course Information asks additional questions that can help in the development of a scope and sequence paragraph. The author needs to provide a description of how the course fits into a new or existing Barton program or a sequence of existing courses within a discipline. Authors must also describe the benefit of such a course including any research data, identify an assessment plan including how it fits within the levels of assessment at the College and listing the resources (instructional, physical space, equipment and technology) needed to support the course. Each of those responses will be important discussion points between the sub-team and the author.

Lastly, the New Course Information asks the author to determine if the course is approved through the Kansas Core Outcomes alignment.

General Education Analysis

If an author identifies the new or revised course as meeting General Education requirements, then a General Education Analysis needs to be completed. The results of this analysis may affect the language in the Scope and Sequence paragraph.

In the General Education Analysis, the author will select the general education area or areas in which they believe the course satisfies. Upon those selections, the author will go to the appropriate page or pages in the document to conduct the analysis.

The sub-team needs to review the author's analysis and determine agreement (or not) with the recommendation.

Course Review: Worksheet Guidance

The Course Submission Worksheet is a sub-team resource for reviewing new and/or revised courses. As described in an earlier section, the worksheet provides details about the course including:

- Course Title Change
- Credit Hour Change
- Course Description Change
- Prerequisite Change
- Outcome/Competencies Revision
- Course Has Not Been Offered in the Last Five Years
- Program Alignment
- Physical Contact Guidelines
- Faculty Credential Qualifications
- Faculty Representing the Program or Discipline
- Alignment Within the Overall College/Program Curriculum

Specific guidelines when considering new or revised coursework include the following:

- **Course Title Change/Credit Hour Change**
 - When reviewing a course for a title change consider advising, ease of student use, and transferability.
 - Ensure changes are reflected throughout the Revised Course Information section.
- **Course Description Change**
 - Course description must be universal and clearly written in complete sentences.
- **Prerequisite Change**
 - When reviewing a course for a prerequisite change consider program alignment, changes in the course outcomes, and transferability.
 - Make sure a minimum grade is identified for the prerequisite course.
 - Ensure changes are reflected throughout the Course Revised Information section.
- **Outcomes/Competencies Revision**
 - Outcomes should be written as statements and include an active verb that describes educational goals specific to the course. An outcomes statement completes the sentence: "The student will be able to do the following:"
 - Outcomes should be itemized using capital letters (A, B, C, etc.).
 - Competencies should be written as statements and include an active verb from the approved [Bloom's Taxonomy](#) list that describes ways in which the educational goals will be assessed and measured. If words are used for competencies that are not on the list, you need to have a conversation with the author to determine if it is measurable.

- Competencies should be itemized using Arabic numerals (1, 2, 3, etc.).
- Sub-competencies should be itemized beneath their corresponding competency using lowercase letters (a, b, c, etc.).
- Outcomes and competencies should be written in parallel structure, i.e., every item in a list should begin with the same part of speech.
- If outcomes and competencies are determined by core outcomes, accreditation, or industry credential language, the language used in the syllabus may need to vary slightly (without changing the intended meaning) to meet Barton's requirements for outcomes and competencies.
- **Course Has Not Been Offered in the Last Five Years**
 - If making changes to a course to keep it "active," the review process is the same as above.
 - If making a course "inactive," the title will be included in the monthly agenda for the Committee's notification.

In addition to the content areas listed on the "Revised Course Information," committee members and authors should be aware of the following formatting stipulations:

- The Scope and Sequence paragraph should convey how the course is to be used and where it aligns with Barton's curriculum. The paragraph should not duplicate the Course Description.
- All bulleted lists within the document should be structured in formal outline format.
- Bullet items should be properly split and punctuated when applicable.
- Both the author and the sub-team must review spelling and capitalization. Consideration should be given to industry and program-specific spelling, wording, and phrasing. The author can assist with this distinction.

Updated 8/21/26 E.S./S.R.