

Leeward Community College
Curriculum Committee Handbook
Revision 2017-2018

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Revisions

1995 Jean Harra, Curriculum Committee Chair

2002 Nancy Buchanan, Curriculum Committee Chair

2018 Petersen Gross, Curriculum Committee Chair

Preface

A college is a society of colleagues who establish a program of study. Central to the strength of any college is the continuing collaborative effort which its faculty makes to define its curriculum and the standards of performance expected of its students.

The process of curriculum review and approval, therefore, is one of the two most critical sets of procedures at a college (the other being the selecting, evaluating and tenuring of faculty). It is through adding, modifying and deleting courses and programs that a college defines its unique identity and its educational standards.

This handbook is designed to familiarize faculty at Leeward Community College with curriculum issues and existing policy which affect the College and to acquaint them with the process by which curricular changes are made.

Introduction to Making Curricular Changes

Leeward CC provides access to a college education to a vast number of people. It is important to make sure the curriculum at Leeward CC supports our students' educational and career goals. The Curriculum Committee needs to make sure that each proposal is aligned with the [mission statement](#)¹ of Leeward CC.

Making curriculum changes at Leeward CC is a several-step process. The first step involves a faculty member initiating a proposal and then proceeding through a division review and approval, Curriculum Committee review and approval, Faculty Senate review and approval, and finally, administration review and approval.

Curriculum changes can involve updating any of the following:

- Course Title
- Student Learning Outcomes
- Prerequisites
- Course Content
- Schedule Type
- Credits
- Contact Hours
- Creation of a new course or program
- Deletion of a course or program

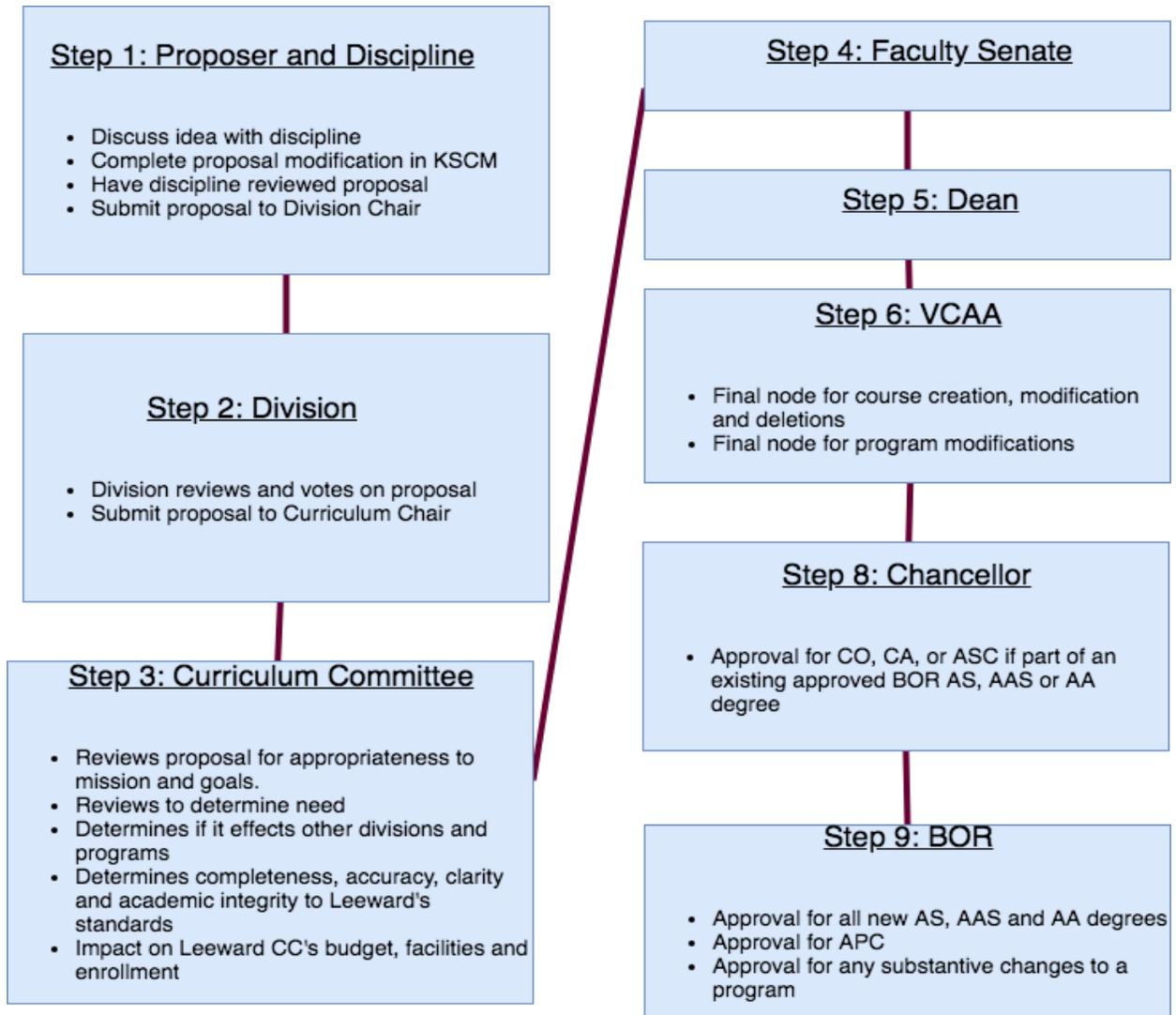
It is the faculty member's responsibility to make sure they have created a sound proposal. At each step of the review process, the proposer might be asked to make changes or answer questions about the proposal. If the proposer does not answer the questions or make changes the Curriculum Committee feels are required the proposal will either be delayed until the changes are completed or the proposal might be rejected. It is the responsibility of the proposer to answer and/or make the requested changes. These peer review steps scrutinize the proposal to make sure it belongs within Leeward CC's curriculum. The administration review primarily focuses on making sure the course or program will help meet the need of Leeward CC students, resources required, workload (Teaching Equivalencies), legal and public accountability.

It is the responsibility of the Division Chair or Discipline Coordinators to make sure all courses within their division and/or program are following [LC 5.201Curriculum Review and Revision Policy](#)².

¹ <http://www.leeward.hawaii.edu/mission>

² http://www.leeward.hawaii.edu/files/policy_l5.201- curriculum_review_revision_rev_2017.03.22.pdf

Proposal Routing Overview



A faculty member will initiate this process by creating and submitting a proposal through the approved Kualu Student Curriculum Management (KSCM) system. KSCM can be access at: <https://leeward.kuali.co/cm/>. For details about how to propose curriculum changes in KSCM please visit the following sites as they will contain updated information.

- <http://www2.leeward.hawaii.edu/facsenate-cc/help>
- <http://www2.leeward.hawaii.edu/facsenate-cc/guide>
- <http://www2.leeward.hawaii.edu/facsenate-cc/program-guide>
- <https://www.hawaii.edu/policy/>

Introduction to the Curriculum Committee

Purpose

The Curriculum Committee reviews proposals submitted for adding, modifying, or deleting credit courses and programs at Leeward Community College. The Curriculum Committee ensures the integrity of Leeward CC's curriculum and serves as a resource on all curricular issues.

General Criteria Examined

- Mission Oriented
- Academic Rigor
- Need
- Articulation/Transferability
- Learning Outcomes (Courses and Programs)
- Credit Issues
- Similarity to other campuses
- UH System Policy

Duties

The Curriculum Committee performs the following duties:

- Reviews and evaluates proposals to create, modify, or delete courses and programs.
- Makes recommendations to assist individuals to strengthen their course or program proposals.
- Review and revises procedures associated with curriculum development.

Chair Duties

The Curriculum Committee Chair should make sure that all proposals that are submitted before the deadline are reviewed before the February Faculty Senate meeting. This is extremely important as this will influence the Fall schedule. To make sure this is accomplished the Chair performs the following duties:

- Creates agenda for each meeting with proposals to review
- Sends the agenda to the campus and all members of the Curriculum Committee
- Sends subcommittees proposals to peer review roughly three weeks in advance
 - This allows subcommittees ample time to review the proposals
 - Subcommittee should also be informed of intended review date
- Works with subcommittees with reviewing proposals as needed
- Sends proposals back to the proposer when informed by subcommittee chair
- Conducts Curriculum Committee meetings
- Teach Curriculum Committee members how to review courses and programs

Subcommittee Duties

The peer review process is an extremely important step within the curriculum process. The peer review helps make sure that when the proposal comes to the committee that a majority of issues or questions the committee might have are already addressed. This ensures that the proposal will be able to be reviewed and approved by the Curriculum Committee in a timely fashion.

The peer review process is done by a subcommittee. The subcommittee consists of current members of the Curriculum Committee. Each subcommittee should be made up from a diverse set of disciplines to ensure a thorough review. A member of the subcommittee will also be appointed as the subcommittee chair. The Curriculum Committee Chair will email each subcommittee with the course alpha and number or the program name for them to do a peer review.

Once the subcommittee has completed their peer review they the Curriculum Committee chair should be notified. If the proposal looks okay the subcommittee chair should let the Curriculum Committee chair know the proposal is ready to be reviewed. If revisions are required the subcommittee chair will notify the proposer in writing of any changes. The Curriculum Committee Chair will then send the proposal back for the changes to be completed. Once the proposer has completed the changes they will submit the proposal for review.

Subcommittee Chair Duties

The subcommittee chair is responsible for making sure each member of their subcommittee is performing a peer review and providing feedback on the proposal. The subcommittee chair should set a deadline for their subcommittee to finish the review. Once the deadline has been reached the subcommittee chair will organize all the comments and suggestions. The subcommittee chair will then meet with the proposer and go over the comments and suggestions. The subcommittee chair should provide the proposer a week to make the changes. The subcommittee chair should also email the Curriculum Committee Chair to send back the proposal to the proposer for the edits to be completed.

The subcommittee chair should maintain contact with the proposer and notify them when their proposal is going to be on the agenda. The subcommittee chair should then formally invite the proposer to the meeting. Having the proposer attend meetings helps resolve any questions members of the Curriculum Committee might have in a timely fashion.

Another duty the subcommittee chair should be performing is working with members of their subcommittee to make sure they understand the curriculum process and how to properly perform a peer review.

Individual Curriculum Committee Duties

Even though a subcommittee takes point to initially review a proposal, it is important for all Curriculum Committee members to review the proposal. To ensure accuracy and efficiency, all members should review proposals before the meeting.

Each member of the Curriculum Committee should use the Course³ and Program⁴ Proposal Guides while performing their individual peer review.

Meetings

The Curriculum Committee will meet according to the schedule determined by the Curriculum Committee Chair. The schedule for the current academic year will be posted and available to Curriculum Committee members before the start of the fall semester. Recently, the Curriculum Committee has been holding meetings every Thursday from 1:30 - 3:30 pm from August to February. The meeting schedule can be viewed on the Curriculum Committee website: <http://www2.leeward.hawaii.edu/facsenate-cc/home>.

Curriculum Committee Voting Actions

When the proposal is reviewed during a Curriculum Committee meeting there are several possibly options.

1. Curriculum Committee votes to accept the proposal. The Curriculum Committee Chair will approve the proposal.
2. Curriculum Committee votes to accept the proposal with minor changes. The Curriculum Committee Chair will work with the proposer to make the required changes. Once the changes are completed the Curriculum Committee Chair will approve the proposal.
3. Curriculum Committee feels major changes are still required and the proposal will be tabled. At this point, the Curriculum Committee Chair might ask the subcommittee to work with the proposer to fix the changes or they might do it themselves. Once the changes are completed the proposal will come back up for review within a Curriculum Committee Meeting.
4. Curriculum Committee votes to **not** accept the proposal. The proposal will be withdrawn and the Curriculum Committee Chair will inform the proposer why the proposal was not approved and how to fix it.

Before any of these voting actions can be performed the Curriculum Committee needs to meet quorum. Quorum is defined as needing 50% of the Curriculum Committee members plus

³ <http://www2.leeward.hawaii.edu/facsenate-cc/guide>

⁴ <http://www2.leeward.hawaii.edu/facsenate-cc/program-guide>

1. Proxy votes can also be used when trying to establish quorum. There are either twenty-two or twenty-three voting members on the Curriculum Committee. If there are twenty-two voting members quorum is twelve people. If there are twenty-three voting members quorum is thirteen people.

Curriculum Committee Criteria for Course Proposals

A majority of the proposals that the Curriculum Committee will review are for courses. While performing the peer evaluation it is important for each member of the subcommittee to review each proposals and provide their feedback to the subcommittee chair. While performing the peer evaluation for each course proposals make sure the following items are correct and/or answered with appropriate justification.

The proposer should make sure to check spelling and grammar before submitting the proposal. When reviewing all proposals it is important for us to make sure that we review spelling and grammar in each field; if the committee determines the proposals requires to many spelling or grammar fixes the proposal will be returned to the proposer for them to fix. Please remember, the sole duty of the Curriculum Committee is not spelling and grammar fixing. The Curriculum Committee should also make sure that each proposal is following the [UH Style Guide](#)⁵.

New

When a new course is proposed it is important for the Curriculum Committee to review all aspects of the proposal and make sure they are up to Leeward CC standards. With a new course proposal make sure the number follows the [Course Numbering Guidelines](#). Also, when performing a peer review of a new course proposal keep in mind all the items under Modifications.

Modifications

Below are some fields that seem to be the most troublesome or fields that can lead to discussions during our Curriculum Committee meetings. Please use the following guides and suggestions while performing the peer review of the proposal to avoid having drawn out discussions during the meetings on these fields.

Start Term: When doing a modification this always defaults to the next semester. The Curriculum Committee does not approve courses to be effective during the spring semester. Make sure the proposal has a fall semester effective date. The only time we allow a spring semester effective date is when a valid reason is presented to the Curriculum Committee Chair and they have approved it.

Banner Title: This should be as close to the title as possible. If the title is not 30 characters the entire title should be used here. This title should not be written in all upper case letters.

⁵ <https://www.hawaii.edu/style-guide/>

Proposal Rationale: Make sure the proposal rationale provides justification for the major fields that have been changed. The rationale should be easy organized and understand.

What experiential or *professional* preparation is required to teach this course: This field needs to clearly state what degrees or professional preparation is required. This field can be used by HR during the hiring process, so if it is not clean and clearly stated it could have implications later during the hiring process. We should also review the [current MQs](#)⁶ provided by the system to make sure they are correct.

Catalog Description: Keep in mind this is what the students will see! It is important to make sure this field provides an accurate description of the course. While reviewing the proposal if you are not able to gain a idea of what the course will offer the same will hold true with students while reviewing the printed course catalog.

Credit Options: One of the biggest mistakes is that the proposer forgets to complete the field that appears when “Fixed” or “Variable” is selected. Make sure the number of credits is correctly entered.

Repeatability: At times this field is selected due to a misunderstanding of what it really means. This field should only be enabled if the proposer wishes for students to be able to take this course multiple times and earn credit for it. If a student does not pass the course they are able to retake the course even if this field is not enabled. If this field is enabled in the proposal make sure the proposer has provided justification within the proposal rational or proposer notes field as to why this course should be repeatable. Also keep in mind that the number of times a course can be repeated is in addition to the first time the student takes the course.

Grading Options: All courses are required to have the Credit/no Credit option enabled. See approved [memo](#)⁷ from March 20, 2017.

Contact Hours Per Week: Please review the [Contact Hours Per Credit](#) section. Make sure the contact hours per week matches the proposed number of credits. Keep in mind that due to System Alignment this might not always hold true. If the course is being modified for system alignment purposes, a document should be attached as justification as to why the contact hours per week do not follow policy.

Prerequisite(s): Make sure that the proposer has used the gadget to complete the prerequisites. The free form text field should only been used if an option in the gadget is not available for what the proposer wishes to have as a prerequisite, such as “or instructor

⁶ Current MQs from February 2018:

http://uhcc.hawaii.edu/ovpcc/docs/hr/MQs-liberal%20arts-voc%20tech_Feb2018.pdf

⁷http://www2.leeward.hawaii.edu/facsenate-cc/sites/default/files/Memo_Credit%20No%20Credit%20Grading%20Option.pdf

approval.” If they are not comfortable with using the gadget the subcommittee should work with them to complete it before the course is reviewed by the Curriculum Committee.

A prerequisite can be used to check for prior completion or concurrent enrollment. Below is an example of prior completion or concurrent enrollment.

- Earned a minimum grade of: Standard Letter A-F (L) **C** in
 - HWST 281 - Ho‘okele I: Hawaiian Astronomy and Weather
- Or concurrently enrolled in these courses:
 - HWST 281 - Ho‘okele I: Hawaiian Astronomy and Weather

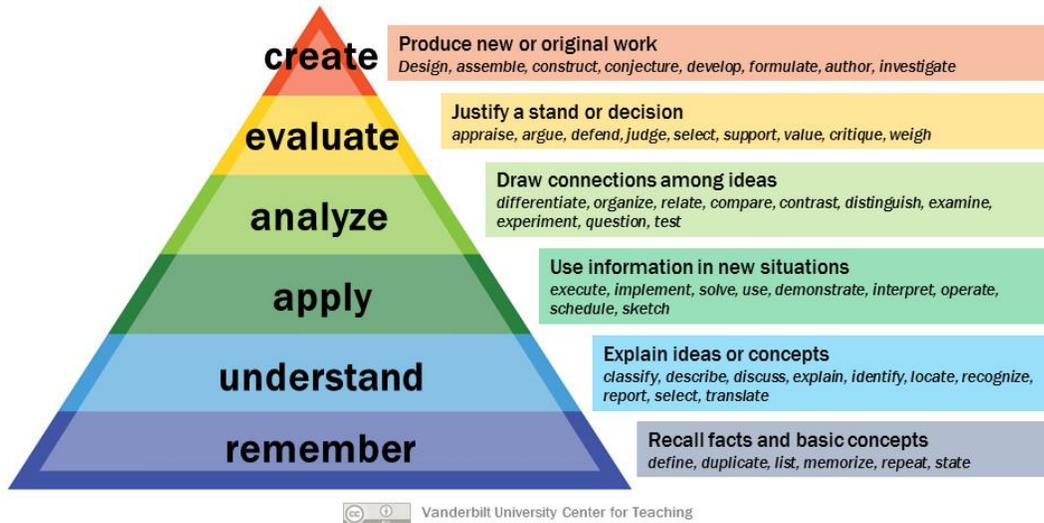
Corequisite(s): If a course is entered into this field, it means no matter what, both courses need to be taken at the same. This holds true even if a student passed one of the courses. For example, if a student needs to take Course A and Course B together, but the student only passes Course A; it would require the student to take both Course A and Course B again, then it is a corequisite. If the student is allowed to take Course B without Course A; then it is a prerequisite.

Course Content: While reviewing the proposal make sure that the course content is clearly written and organized. For examples of what this field should look like please review the [Proposal Guide](#)⁸.

Learning Outcomes: This is an extremely important field. The learning outcomes are used to assess a course. We need to make sure the learning outcomes are clearly written and are measurable. If during the peer review you feel they are not assessable please make a recommendation to the proposer about how to fix the learning outcome. While reviewing the learning outcomes please use Bloom’s taxonomy. If you are not familiar with Learning Outcomes, they are used for course assessment and data entry into TK20. The information within TK20 is then used for accreditation. This is why it is extremely important we make sure the Learning Outcomes are clearly written and assessable.

⁸ <http://www2.leeward.hawaii.edu/facsenate-cc/course-guide-content-field1>

Bloom's Taxonomy



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Distance Education section

While reviewing these three fields please make sure there is no direct mention of software or applications. If the proposal mentions Laulima this should be changed to Course Management System (CMS). Another example would be if the proposal mentions Microsoft Office, this should be updated to Office Suite. The reasoning behind this is that if specific software is mentioned that faculty member teaching that course is tied to using that specific software. Also, please make sure that each field uses current terminology. For example, some older proposals use WWW instead of Internet.

Deletions

Course deletions are usually quick and easy to perform. The most important part of reviewing a deletion is to verify the course is not required in any program(s). If the course is required in any program the Curriculum Committee Chair and/or proposer needs to work with the faculty member in charge of the program to initiate a program modification.

Independent Study

Independent study courses are created through a division. The Curriculum Committee does not review these courses.

⁹ <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Experimental Course

Experimental courses are proposed in KSCM, except they use a special number (see Course Numbering Guidelines). The Curriculum Committee Chair will then review and make a recommendation on the proposal of the course using all the information outline in this document. Experimental courses follow the same routing path except they do not require Faculty Senate approval.

In cases when the Curriculum Committee is in recess (such as summer months), the Dean of Instruction shall satisfy all required steps by contacting the Curriculum Committee Chair.

Experimental courses have two academic years from the date of the first offering before the proposer must apply for acceptance of the course into the regular curriculum as a new course or the course must be discontinued. Experimental courses are automatically inactivated in Banner after three year. If an experimental course is not accepted into the regular curriculum it will not be able to be offered.

Contact Hours Per Credit

Both the 2 lab hours to 1 credit and 3 lab hours to 1 credit options are shown below. Leeward CC primarily uses the 3 lab hours to 1 credit option, though we do have some courses that do use the 2 lab hours to 1 credit. This is why both options are being provided below.

	Contact Hours	Credits
Lecture	1	1
Lab	2	1

	Contact Hours	Credits
Lecture	1	1
Lab	3	1

Hours Per Credit	15
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Hours Per Credit	15
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Credits	Contact Hours		Semester Total Hours
	Lecture	Lab	
1	0	2	30
	1	0	15
2	0	4	60
	1	2	45
	2	0	30
3	0	6	90
	1	4	75
	2	2	60
	3	0	45
4	0	8	120
	1	6	105
	2	4	90
	3	2	75
	4	0	60
5	0	10	150
	1	8	135
	2	6	120
	3	4	105

Credits	Contact Hours		Semester Total Hours
	Lecture	Lab	
1	0	3	45
	1	0	15
2	0	6	90
	1	3	60
	2	0	30
3	0	9	135
	1	6	105
	2	3	75
	3	0	45
4	0	12	180
	1	9	150
	2	6	120
	3	3	90
	4	0	60
5	0	15	225
	1	12	195
	2	9	165
	3	6	135

	4	2	90
	5	0	75
6	0	12	180
	1	10	165
	2	8	150
	3	6	135
	4	4	120
	5	2	105
	6	0	90
	7	0	14
1		12	195
2		10	180
3		8	165
4		6	150
5		4	135
6		2	120
7		0	105
8	0	16	240
	1	14	225
	2	12	210
	3	10	195
	4	8	180
	5	6	165
	6	4	150
	7	2	135
	8	0	120
9	0	18	270
	1	16	255
	2	14	240
	3	12	225
	4	10	210
	5	8	195
	6	6	180
	7	4	165

	4	3	105
	5	0	75
6	0	18	270
	1	15	240
	2	12	210
	3	9	180
	4	6	150
	5	3	120
	6	0	90
	7	0	21
1		18	285
2		15	255
3		12	225
4		9	195
5		6	165
6		3	135
7		0	105
8	0	24	360
	1	21	330
	2	18	300
	3	15	270
	4	12	240
	5	9	210
	6	6	180
	7	3	150
	8	0	120
9	0	27	405
	1	24	375
	2	21	345
	3	18	315
	4	15	285
	5	12	255
	6	9	225
	7	6	195

	8	2	150
	9	0	135
10	0	20	300
	1	18	285
	2	16	270
	3	14	255
	4	12	240
	5	10	225
	6	8	210
	7	6	195
	8	4	180
	9	2	165
	10	0	150

	8	3	165
	9	0	135
10	0	30	450
	1	27	420
	2	24	390
	3	21	360
	4	18	330
	5	15	300
	6	12	270
	7	9	240
	8	6	210
	9	3	180
	10	0	150

Please review [UHCCP #5.228](http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.228_Credit_Hour.pdf)¹⁰ as this is the policy about credit hours.

¹⁰ http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.228_Credit_Hour.pdf

Course Numbering Guidelines

A course should always contain an alpha and number. The alpha will designate the discipline that is offering the course and the number will indicate the level of the course.

Developmental Course Numbering	1 - 99
Undergraduate Course Numbering	100 - 499
Initial or Introductory	100 - 199
Second-year courses	200 - 299
Third-year courses	300 - 399

Numbering Guidelines for Course Content

Please make sure to review [UHCCP #5.300](#)¹¹ for more details. Below you will find a quick explanation of different numbering guidelines.

1. Courses ending in -97 or -98 are experimental courses and will be offered for 2 to 3 years.
2. Courses ending in -93 are reserved for cooperative education courses.
3. Courses ending in -99 are either directed research or directed study courses.
4. The suffix "A" is should not used as UH Manoa uses this as a designation for Honors courses. If courses use the "A" suffix it will be troublesome with system alignment.
5. The suffix "H" is used to designate honors courses.
6. The suffix "L" is used to designate laboratory courses which is a companion course to a given lecture course.
7. The suffix "V" is used to designate courses carrying variable credit.

New Course Numbering

If the proposal is a new course make sure that the number being used is viable. The following two sites should be used:

- UH Master Course List: https://www.sis.hawaii.edu/uhdad/bwckctlg.p_disp_dyn_ctlg
- UHCC Master Course File: <https://www.hawaii.edu/offices/cc/docs/mastercourselist.pdf>
- UH Transfer Database: <https://www.hawaii.edu/transferdatabase/>

While reviewing these sites make sure the number is currently not being used for a different course on another campus. If the course is similar to a course currently being offered on

¹¹ http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.300-Course_Numbering_Convention.pdf

another campus we should use the same number. To determine if a similar course is being offered you should review other campuses course catalogs. This is important for system alignment ([UHCCP #5.301](#)). If this is a unique course only being offered at Leeward CC we can use any number that is has not been used in several years or never used. Also, for new courses is it important to make sure the numbering allows for growth within a program. If multiple new courses are being proposed do not use sequential numbers if at all possible.

Teaching Equivalences

It is important to make sure that we verify the Teaching Equivalences (TE) are correctly configured in each proposal (Field 2.7 in KSCM). Teaching Equivalences determine the number of credits faculty are paid. [UHCCP #9.237](#)¹² defines the basis number used in the calculation of TEs. For example, a Biology lab might only be 1 credit, but it is equal to 2.5 TE. This is due to a the course being taught for 45 hours during the semester and the basis is 18: $45/18 = 2.5$ TE. Some courses have Lecture and Lab contact hours. If a course does have Lecture and Lab contact hours we first total up the entire contact hours and then use the Lab basis within the calculation. An example course would be ME 213. This course has 1 Lecture and 4 Lab contact hours per week. The following provides the calculation for this course:

Total Hours: $(1 \text{ lecture hour/week} + 4 \text{ lab hours/week}) = 5 \text{ total contact hours}$

Contact Hours: $(5 \text{ hours/week} * 15 \text{ weeks}) \div 18 \text{ Basis} = 4.17 \text{ TE}$

Total TE: 4.17 TE

Below is a table that provides the basis and the number of TEs for a course that meetings for 45 hours per semester. If the course meetings for more than 45-hours make sure to calculate the TEs on your own. You can also use the following website to calculate TEs for each course: <http://www2.hawaii.edu/~grossp/curriculum/TE.html>. Please keep in mind that this calculates it based on contact hours per week for the course.

Schedule Type	Contact Hours	Basis	TEs
<i>Contact Hours ÷ Basis = TE</i>			
Lecture	45	15	3
Lab	45	18	2.5
Studio	45	21	2.14
Shop	45	24	1.88
Practicum	45	24	1.88
Co-operative Education	5 students equals 1 TE		
Individual Music Education	5 students equals 1 TE		

¹² https://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_9.237-Teaching_Equivalencies.pdf

Independent Study	No TEs
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Curriculum Committee Criteria for Program Proposals

When reviewing all proposals it is important for us to make sure that we check spelling and grammar in each field. Though, this is not the sole purpose of the Curriculum Committee as mentioned previously. The Curriculum Committee should also make sure that each proposal is following the [UH Style Guide](https://www.hawaii.edu/style-guide/) (<https://www.hawaii.edu/style-guide/>).

While reviewing a program proposal please make sure the following items are reviewed and evaluated:

- Verify that the degree and all other requirements are met for the program.
 - [EP 5.201](#)¹³
 - [EP 5.205](#)¹⁴
 - [UHCCP #5.200](#)¹⁵
 - [UHCCP #5.203](#)¹⁶
 - [UHCCP #5.213](#)¹⁷
- Verify that the Program Learning Outcomes are measurable and follow Bloom's Taxonomy.
- Verify the need for the program is valid and substantial.
 - Do not just rely on national numbers, but think about the need in Hawai'i.
- Verify the program can be completed in the required number of semesters.
- Verify that the program does not have any hidden prerequisite courses.
 - These are courses that are not in the program, but a student would be required to complete that course before being able to complete a course within the program.
 - Example: a program requires students to complete ICS 211, but ICS 111 is not in the program. Students would then have to complete ICS 111 to meet the program requirements of ICS 211 completion.
- Review the program in the current catalog. Verify the program changes will not have an impact on any of the AA degree requirements or other disciplines. If the program change does make sure the proposer has told the discipline of the changes.

¹³ <https://www.hawaii.edu/policy/docs/temp/ep5.201.pdf>

¹⁴ <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=205&menuView=closed>

¹⁵ http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.200_General_Education_in_All_Degree_Programs.pdf

¹⁶ http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.203_Program_Credentials_Degrees_and_Certificates.pdf

¹⁷ <http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP%205.213%20-%20Time%20to%20Degree%20Co-Requisite.pdf>

Other Important Resources

Curriculum Central Archive: <https://www.hawaii.edu/offices/aa/aapp/curriculum/>