

ASCCC Spring Plenary

Here's my number, so call me maybe: when to contact the Chancellor's Office and when you might not want to...

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Introductions

- Overview
 - Why we decided to host this session...
- January Memo Aligning Purpose with practice

STATE OF CALIFORNIA

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MEMORANDUM - *VIA EMAIL*

January 8, 2013

TO: Chief Instructional Officers

FROM: Barry Russell
Vice Chancellor of Academic Affairs

SUBJECT: 2013 Curriculum Email and CCC Curriculum Inventory Version 2 Update

I write to express my appreciation for the thoughtful feedback and flexibility provided this past fall as we transitioned to Curriculum Inventory Version 2 (CIV2) and streamlined curriculum review protocols for our system. As a result of these efforts, we are now equipped to better address and improve the quality of curriculum-related data. For example, we have identified issues from previous versions of the curriculum database (such as duplicate and missing control numbers) and with support from our vendor and our Chancellor's Office MIS team, these issues are slated for resolution this month and will be in contact with colleges affected.

CIV2 features a new process for validating proposal data elements prior to submitting a curriculum proposal to the Chancellor's Office. When the campus user receives an error message from the automated system,

Yes! We do want to hear from you, but...

Mandates and Local Policy



Ed Code

Title 5 Regulations

Guidelines - Program and Course
Approval Handbook

Local policy & Implementation



Where should you start? What's your first step?

Local Policy – does one exist? Do we need a new one?

Guidelines – Program and Course
Approval Handbook

Title 5 Regulations

Ed Code



ASCCC Website

<http://www.asccc.org/>

ASCCC Curriculum Website

<http://www.ccccurriculum.info/>

C-ID Website

<http://www.c-id.net/>



Title 5 and Ed Code

Title 5

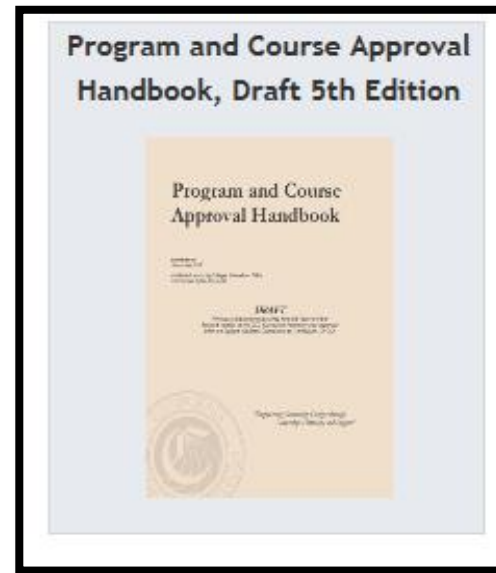
<http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>

Ed Code

[http://www.leginfo.ca.gov/.html/edc table of contents.html](http://www.leginfo.ca.gov/.html/edc_table_of_contents.html)



Program and Course Approval Handbook



Board of Governors – July 2013



curriculum@cccoco.edu

Aligning Purpose With Practice



Purpose

- Provide Technical Support for Users of the CCC Curriculum Inventory (CI)
- Submit Requested Items to the Chancellor's Office
 - Stand-Alone Certification Form
 - 100% Goal Certification Form for ADTs
- *Occasional* Inquiries from CIOs



Context

- **Chancellor's Office Staffing – Academic Affairs**

- **4.0 FTE devoted to all curriculum reviews and instructional questions**

Priority:

- Credit courses
- ADT proposals
- AA and AS proposals
- Certificates
- Noncredit courses and programs
- Responsibilities go beyond proposal reviews...

- **0.5 FTE devoted to technical assistance and CI functionality**



Context

- **CIV1 Data Clean-Up**

- Identified using improved CIV2 interface (ability to filter, export, etc.) to review data

- Dual-awards 2700 records
- Duplicate control numbers
- Missing control numbers
- Stand-alone courses
- Incomplete records



Context

- **CIV2 Training Needs for Colleges**
 - **Introductory Training Needs**
 - “Can you please remind me how we request logins for the new inventory?” (*From a Curriculum Specialist*)
 - “How does the public access your curriculum inventory?” (*From a College User, Academic Affairs*)
 - **Confusion with CurricUNET**
 - “I am having trouble using CurricUNET...” (*From a Curriculum Specialist*)
 - **User errors**
 - “I cannot see all of the menu options when I am using CI” (*From a Faculty User with Internet view setting to 125% - user error*)
 - **Still seeking “forms”**
 - “I need to submit an ADT, do I use the form 501?” (*From a Curriculum Specialist, sent 04/04/13*)



Practice: Challenges

- “Shopping for answers”
- Managing expectations
- Beyond the scope of CI functionality
- Reasonable (but time consuming) questions

– *Examples...*



“Shopping for Answers”

- Emails submitted to curriculum@cccco.edu also sent separately to individual CO staff and vendor (emails and phone messages)
 - Duplicative staff time for multiple responses
 - Distraction from curriculum reviews
 - Uses limited CO contracted vendor time for individual inquiries rather than statewide system development



Managing Expectations

- **Need Immediate Response!**

“There is confusion over several issues that we need to have clarified, and if possible, before **today's** curriculum committee meeting. We are receiving conflicting information regarding increments of the *Carnegie unit* and whether the new Title 5 regulations or PCAH prohibits the use of lec/lab as an option in curriculum development. If you would clarify this for us, we would be most appreciative. **Our specific questions are:** **1.** Are we allowed to use the lec/lab formula or must we specify a combination of lecture and or lab hours in the development of our courses? **2.** If we use increments of the Carnegie unit, such as .5 hours lecture, 2.5 hours lab for 1 unit, are we in compliance with all state regulations? Thank-you very much for your attention to this confusing issue.” *(From a Department Chair)*



Managing Expectations

- **Status Update – beyond CI review status view available to college users**

- “Could you please verify that the following proposals are still in someone’s active queue in Secondary Review”

(From a Curriculum Specialist including a CI screenshot showing the proposal as Submitted in Secondary Review – college and CO users have the same view)

- “Could you please tell me why our AA degree was approved much faster than our AS-T that we submitted earlier this month?” *(From a Curriculum Specialist)*



Managing Expectations

- **Questions Best Suited for College-Level Expertise**
 - **Staffing**
 - I've received the attached memo regarding 'CIV2 Alias List Subscription Information' and trying to find out who is the official CIO at <college> so that I can request an account for CIV2. **Can you tell me who is this person is in your list is the CIO at <college>?** Appreciate for your help. *(From a Program Analyst)*
 - **Data Requests**
 - “How can I get a listing of or access to or an e-mail version listing of **ALL** of the programs and certificates we offer at our campus which includes, the appropriate titles and all course requirements.” *(From an Articulation Officer)*
 - **College IT Support**
 - Technical difficulties related to the college user's computer and/or operating system
- **Referrals to provide one-on-one training for individual faculty/staff on curriculum processes (including college protocols)**
 - “Yes, my curriculum specialist referred me to you to learn how to submit a new apprenticeship proposal in the Curriculum Inventory. I need some one-on-one training, can you call me back today please?” *(Voice Message from College Faculty Member to CO Staff)*



Inquiries Beyond Scope of CI

- Curriculum-related questions best suited for local college interpretation, and/or decision making.

– *A few examples...*



Program Design Ideas

“My question is about **positive attendance.. I have student interns who are required to be in the clinical sites X-number of days per course. The times are regularly scheduled semester dependent. T-Th, M-W-F, or M-F Issue number 1..It is my understanding since our courses begin at off times meaning Jan 2nd -to end of the semester this makes it positive attendance. Students do submit a time card so I have them and can turn them in for documentation but it is a heck of a lot of paperwork.. I do not have the time or staff to transfer the data to a spreadsheet. Given this is scheduled class not much variation in dates and times (well sort of Jan2nd to semester start 5 days a week then once the semester starts it is M-W-F or T-Th course dependent) **Issue number 2** - Because of the **loss of categorical funding we have lost two faculty** and the program is now a single person so I am totally redoing the curriculum. I want to design an internship course where the students are in the clinical sites 5 days a week with the exception they will be on campus one day a month in advanced studies. I have been told this makes it an off schedule, therefore positive attendance is necessary. Again I will have timecards I can submit to registration for documentation. But, this means two copies one for me one for registration. **I am looking for honest creative ways to make these courses work without them being positive attendance.**” *(From a Program Director)***



Local Approval

- “Once a special topic shell course outline has been approved by the curriculum committee and local Board as a stand-alone course, **do new topics introduced for the course outline need to be approved by the local Board again before offering new/additional topics?** We are in the process of updating our curriculum handbook and this is an area that is not clear. There is a need for these types of short-term courses in Law Enforcement and Machine Technology. I understand that each new topic will need to be entered/reported in CIV2 for MIS purposes.” *(From a Curriculum Analyst)*
- “Can you tell me **when can our campus can officially offer a course?** Is it only after the course has been approved by our Board or by the state?” *(From a Curriculum Database Analyst)*



Repetition/Repeatable...

“We have an **open-entry/exit**, variable-unit course at XX College that has been repeatable for many years, and we are not sure if, under the new regs, it can continue to be. **This open-entry/exit, variable-unit, course is a Faculty-Student Tutorial in Writing and Reading Across the Curriculum (General Studies/English 115)**. It is not a lab that is connected to any other specific class. It is a positive attendance course. Students earn units by meeting one-on-one with their instructor and working with the instructor and tutors (supervised by General Studies/English 115 instructors and the Writing and Reading Center faculty coordinator) on a learning plan. The learning plans are developed by the instructor and the student to focus on course objectives and items in the course content that the student needs at any particular point in his/her academic literacy development. (The ultimate goal of the course is to help students improve their academic literacy skills--reading, reasoning, writing, speaking, listening--in a one-on-one, self-paced, open entry/exit environment with a learning plan tailored to individual students' specific needs.) **Our Curriculum Committee is suggesting that this course cannot be repeatable under the new regs.** If we wanted students to have access to the course at different moments in their academic literacy development, **the course would have to be divided into levels. This feels neither practical to us, nor in keeping with the goals of the class. Can you tell us how you interpret the repetition regs as they apply to such a course?**” *(From a Curriculum Specialist)*



Repetition/Repeatable...

“Our Curriculum Committee would like to know if: Courses designated as **special classes** are exempt from being designated non repeatable because of Title 5 56028. Including in the **catalog description for a proposed AS-T references** to “being qualified for technical positions in government and other agencies” would make the degree CTE. **I have a question as to whether or not Independent Study courses are considered repeatable since there is different content each time a student takes it. And also** there is already a limit of 6 units total (regardless of the discipline designation). that can be taken by a student.” *(From a Curriculum Analyst)*



Research Inquiries

“Can you indicate the types of "Chancellor's Office Economic Development Grant was used to fully or partially develop a course and/or curriculum" for CB 23? Does that include other grants such as Perkins CTEA, Title V, Dept. of Energy, Dept. of Ed., NSF, etc.” *(From an Associate Dean)*



Legal Consultation

“Title 5, 55051: Is it the intent of this section NOT to grant college credit for high school courses that we deem equivalent to college level courses? In other words, if a welding 1 class is offered at the high school and we deem it comparable to Welding 1 at the college, is there anything in this law that would prevent us from noting this course on our college transcript for college credit? Also, is there any law that prevents us from granting the credit prior to the student earning 12 units on our campus?”

(From an Instruction Office Coordinator)



Curriculum Training

“I am new to the Curriculum Management area and have a few questions. Can someone please help me with them? **Is there guidance** as to how many experimental courses we can offer in one semester? **Is there guidance** on how many sections of an experimental course we can offer in one semester? **Will I always get a response** when I submit a substantive change for a course or a program? **Do TBA LAB hours have to appear as such explicitly on the course outline of record?** OR Is it sufficient that the COR states that there are lab hours and then indicate all the relevant information when the courses are scheduled? Example: Is it sufficient to have on the COR Units 3. Lecture hours: 2. Lab hours: 3. Than when scheduled state: LAB Hours are TO BE ARRANGED.with all other relevant details...” *(From an Associate Dean)*



Reasonable (*but time consuming*) Questions

- Questions if mitigated by college support would greatly assist CO
- **An Example**
 - “I have a few questions and I hope you can help me with them.
 - I see we have a draft Fifth Edition of the PCAH. **Which version should we use in developing proposals, especially with regards to the AAT degrees?**
 - The **new edition** does not include a PDF or word version of the program application **530 Form**. Is that form going to be available in the future to share with faculty as they develop their proposals? OR should we use the Data fields discussed in the handbook? Is it possible to include a Word or PDF versions of the DATA fields in the PCAH so we have something to hand out to faculty since they can not access the site?
 - When the system first came back, I was able to see the screen for New Program Proposal with the Data Fields. Now I click on New Program and nothing happens. Is the system down?
 - I have specific questions regarding AAT for Administration of Justice. Who is the best person to contact for such questions?
 - We heard that our college will be required to report on the "potential" AA-T degrees we would plan to develop. (A chart with "1440 Potential Degrees" was handed out to CIO's at a recent meeting in Sacramento). What is "potential " degrees? For example: several degrees were blocked under the ARTS area indicating that they are potential degrees for us. However, there are only 3 templates in the ARTS area available: Art History, Theater Arts, and Studio Arts. How could the remaining degrees be potential degrees to develop if they have no templates?“ *(From an Associate Dean/Curriculum)*



Reasonable *(but time consuming)* Questions

- Questions if mitigated by college support would greatly assist CO
- **Additional Examples**
 - “Do the associate for transfer degrees need to be submitted as new programs (**CCC-501**) or is it possible to convert an existing local AA/AS degree to become an associate for transfer degree by using the **CCC-510**? I have faculty members asking me this question and I was not positive on the answer.” *(From a Curriculum Resource Specialist 02/14/13)*
 - “What exactly does the **blurb below mean in the TMC templates**? I am new to the process and feel I may be interpreting the question wrong. Total Units that may be double-counted (Ensure that the total for each Area does not exceed the limit for the specific Area)” *(From an Articulation Officer)*
 - “I have a question about **C-ID Soc 125**. The content of this course is Math, but it's designation is Sociology. Can a Sociology instructor who does not have an FSA in Math teach this course? How about if a sociology course has this designation - can a Math instructor without an FSA in Sociology teach it?” *(From a Math Faculty)*
 - “**Can we offer** multiple sections of 606 experimental courses?” *(From an Associate Dean, Curriculum Management)*



Practice: Solutions & CIO Support

Next Steps...

- CC the CIO on ALL responses that are not related to CI functionality?
 - Additional time to consult CIO list and assumes accuracy of CO CIO list
- Forward questions to the CIO – CO not to answer?
- Disregard questions? – add statement to email auto-reply referring colleges to their CIO and note questions will not be reviewed by CO



Resources – go live!

- Online Resources

CCCCO:

- Ed Code
- Title 5 Regulations
- Guidelines
- Program and Course Approval Handbook
 - Appendices – A through E

ASCCC

www.asccc.org

www.curriculum.info

www.c-id.net



THANK YOU!

Aligning Purpose With Practice

A sincere thank you for your ongoing collegiality and support.



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