



IDEAA in Curriculum: Eyes on the Prize

**CURRICULUM
INSTITUTE**

JULY 7-9, 2022

**ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES**

New, Newer, or Aspiring Curriculum Chairs

- Randy Beach, Southwestern College Curriculum Chair
- Sarah Harris, College of the Sequoias, ASCCC Curriculum Committee Member
- Jeff Waller, Grossmont College, Former Curriculum Chair (6 years)



Agenda

- In the Room and on the Zoom: Introductions
- The Curriculum World: Contexts, Policies and Processes
- Responsibilities of Curriculum Chairs
- Working with Others
- Managing Conflict and Workload
- Resources
- Closing Thoughts
- Contact information





In the Room and on the Zoom: Introductions

- Panel and Attendee Introductions:
 - Are you a: Current Curriculum Chair, Future Chair, Aspiring Chair, Committee Member, Other Role
 - How long have you been in your role: Less than 1 year, 1 – 5 years, More than 5 years
 - How many Curriculum Institutes have you attended: First time attendee, 2 – 5, More than 5
- On Zoom: Use the chat feature in Pathable. One of our presenters will monitor chat and address questions or raise them with the group.
- On Zoom: Please make sure your mic is muted! If you wish to speak, use "raise hand" and wait to be called on to unmute.
- In Room: Please keep cross-talk to a minimum so online attendees can follow the conversation.
- In Room: Raise your hand and be sure to speak up when called on! Panelists will repeat your question/comment or run a mic to you.
- All: Please be patient and with us and your colleagues as we navigate this new, hybrid experience together.





Navigating the Curriculum Institute

- Chats and PPT materials are archived on Pathable – all registered attendees have access
- Attend “Curriculum Mingle and Networking” Sessions (Breakout 7, each session)
- Have you signed-up for the [ASCCC](#) and [California Community College Curriculum Chair Listservs](#)?
- ASCCC Listservs:
<https://www.asccc.org/signup-newsletters>
- California Community College Chairs Listserv:
<https://groups.io/g/CCCCurriculumChairs/>




Commonly Used Acronyms

Acronym	Definition
ASCCC	Academic Senate for California Community Colleges
ACCJC	Accrediting Commission for Community and Junior Colleges
CCC	California Community Colleges
CCCCO/CO	California Community Colleges Chancellor's Office
CIO	Chief Instructional Officer (often the VPI)
COCI	Chancellor's Office Curriculum Inventory
COR	Course Outline of Record
PCAH	Program and Course Approval Handbook
*VPI	Vice President of Instruction
	*colleges may have different titles



The Curriculum World: Contexts, Policies and Processes





Addressing IDEAA (Inclusion, Diversity, Equity, Anti-Racism and Accessibility)

- Our nation, system, and colleges are at critical point of self-reflection and change.
- Equity is the mission of the CCC system. It's baked into our purpose by design and law.
- Curriculum Committee Chairs are key faculty leaders on local campuses. You have an important role in this dialogue and action.
- Educate yourself! Systemic, institutional change is needed to meet the moment and you are in a key position to support your colleagues as they address these issues through evaluation and revisions of their curricula.
- Changes to curriculum to address issues of equity are likely to be in front of your committee in the coming year. Lead and train your committee to support the work of faculty as they respond to these issues in their discipline.





Layers of Guidance

- **CA Education Code**
 - Statute, determined by legislation
- **Title 5 (California Code of Regulations)**
 - Interprets Ed Code into regulations, determined by Board of Governors
- **Chancellor's Office Program and Course Approval Handbook (PCAH)**
 - Establishes specific guidelines for implementing Title 5
 - Developed by Chancellor's Office with CCC Curriculum Committee (5C)
- **Chancellor's Office guidelines**
 - Further clarify implementation of title 5 and emerging issues (e.g. AB 705)
- **ASCCC papers and reference guides**
 - Best practices available online: <https://www.asccc.org/publications#>





Searching Title 5

- Easy to browse or search CA Code of Regulations at <https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations>
- Title 5: Education
- Division 6: California Community Colleges
- Chapter 6: Curriculum and Instruction
- Subchapter 1: Programs, Courses, and Classes

For a list of sections related to curriculum see [PCAH, 7th ed.](#)





CCCs, CSUs, and UCs

- CCC's can determine CSU transferability based on local policy with some basic content requirements (CSU Executive Order 167)
- UC Courses must be submitted and reviewed to determine transferability
- Transfer is distinct from an AAM (Articulation Agreement by Major)
- These systems are complex – rely on your Articulation Officer as an expert resource!
- Related Breakout Sessions:
 - Transfer Pathways and Updates (Breakout Session 1 – Online)
 - C-ID Update and AB 1111 Common Course Numbering (Breakout Session 2 – Online)
 - General Education and AB 928 (Breakout Session 4 – Hybrid/Interactive)
 - Collaboration between Curriculum and Articulation to support student transfer (Breakout Session 5 – Hybrid/Interactive)





Faculty Authority Over Curriculum

- Authority over the curriculum is codified in [California Education Code \(§70902\)](#) and further refined in [Title 5 Regulations \(§53200\)](#).
- Along with the authority, there is a responsibility: work with other faculty, administrators, and staff.
- Administration has “right of assignment” over courses and programs.
- ACCJC Standards focus on faculty purview in curricular matters:
 - II.A.2 Faculty ensure that the content/methods of instruction meet standards
 - II.A.3 Student learning outcomes
 - II.A.4 Pre-collegiate level curriculum
 - II.A.12 Faculty expertise the basis for courses approved for general education
 - IV.A.4 Faculty role in governance for curriculum and student learning programs and services



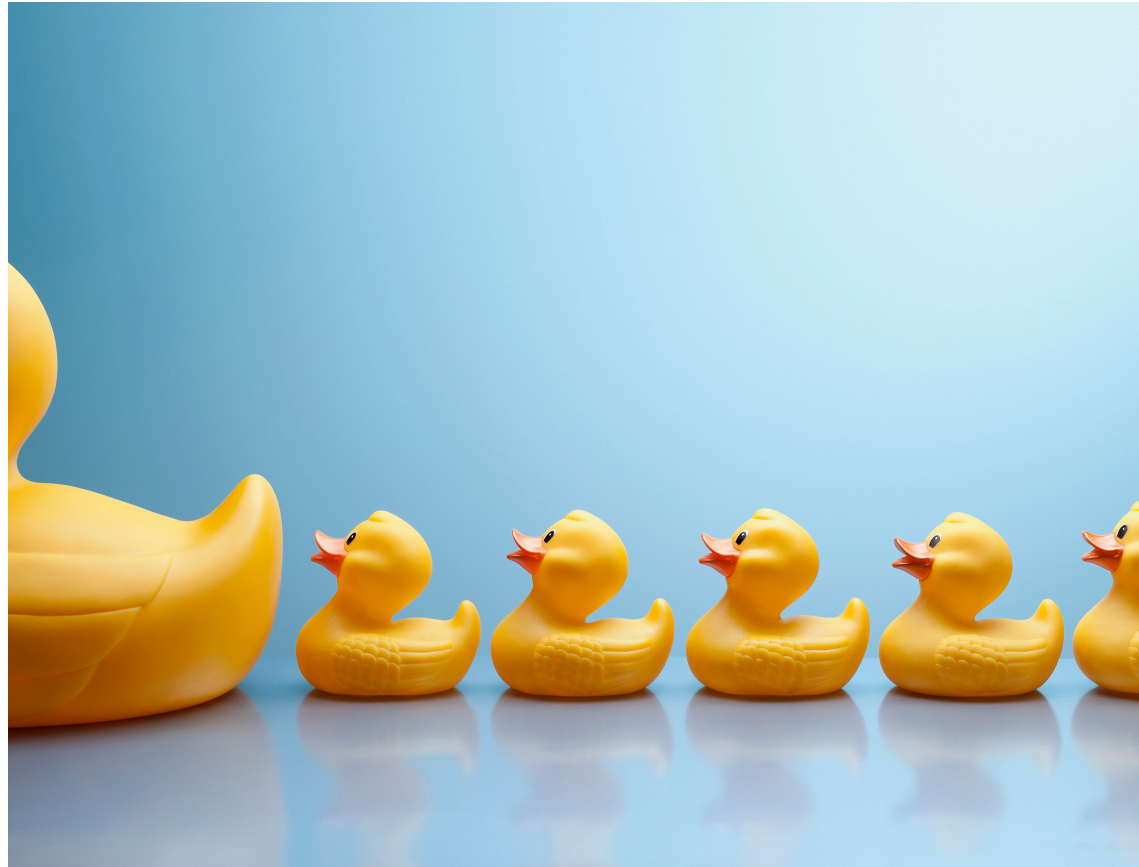


Curriculum is a 10+1 Matter – Title 5, Section 53200

- Curriculum, including establishing prerequisites
- Degree and certificate requirements
- Grading policy
- Educational program development
- Standards or policies regarding student preparation and success
- College governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes
- Policies for professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- *+1 Other academic and professional matters as mutually agreed upon*



Responsibilities of Curriculum Chairs



Types of Curriculum

CREDIT

- **Courses**
- Degree-applicable
- Non degree-applicable
- **Programs**
- Associate Degrees (AA, AS)
- Associate Degrees for Transfer (AA-T, AS-T).
- Certificates of Achievement
 - 16 + units *must* be submitted to CO
 - 8-<16 units *may* be submitted to CO
- Locally Approved Certificates
 - <8 units; or 8 -<16 units not CO approved

NONCREDIT

- **Courses**
- Noncredit: Courses must fit in one of 10 categories to be approved by CO/receive apportionment
- vs. not-for-credit/community services: fee-supported class; apportionment is not claimed; locally approved
- **Programs**
- Cert. of Completion/Competency (CDCP)
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Certificates (not CO approved)





Typical Approval Process

- Discipline faculty develop and submit
- Local curriculum committee reviews and approves
- May include separate tech review, distance education review, requisite review, etc.
- Local governing board approves
- Submit to Chancellor's Office
- Auto approval/chaptering for credit courses, local credit programs
- Review/approval for [CDCP noncredit, non-C-ID CTE, ADTs](#)
- Once you have a Control Number, curriculum can be:
 - published in catalog, schedule, etc.
 - eligible for apportionment
 - sent for external articulation and transfer agreements





What Typically Happens in Committee Review

- **Technical review:** ensures complete data, compliance, and consistency
- May be completed by CC members, subcommittee, co-chair, curriculum specialist, etc.
- Can deal with looking at some of the things that tend to make CC meetings drag on: grammar, wording, codes, etc
- **Content review:** looks at the appropriateness of the content, objectives, SLOs, assignments, etc. specific to the discipline.
- Discipline faculty create and review content in terms of disciplinary expertise
- CC members trained to look for specific things in content:
 - Assignment of a discipline, minimum qualifications
 - Avoiding duplication of existing curriculum
 - Appropriateness to college mission
 - Integration of elements of COR (content, objectives, assignments, etc.)
 - Justification for advisories, prerequisites, GE petitions, DE modalities





Things to Keep on Your Radar

- Federal and state laws and regulations, *Breakout 1: “Curriculum and Legislation”*
- ACCJC accreditation standards, *Breakout 6: “Catalog Requirements and other Curriculum Related Accreditation Requirements”*
- District policy and regulations
- College mission
- UC, CSU, and C-ID (See slide 12 for related sessions)
- CTE consortia and advisory committees, *Breakout 5: “Using Labor Market and Advisory Committee Data”*
- Noncredit policies and regulations, *Breakout 1: “Noncredit Basics”*
- Community need
- And more ...





Advice for New /er Chairs

- The most important thing that you always need to remember is **slow down and take a deep breath.**
- Best statement to use when you don't know the answer: "Let me get back to you on that..."
- Train committee members and delegate; you can't and are not expected to do it all yourself!



Break!
(15 Minutes)



Working With Others

Who needs to be involved with curriculum? Who else is affected?





Chief Instructional Officer (CIO)

- CIOs are usually members of the curriculum committee.
- The curriculum chair ideally should schedule regular meetings with the CIO.
- Discuss important issues outside of the Curriculum Committee meetings.
- It is not productive for the CIO and the Curriculum Chair to be disagreeing with each other during a committee meeting.
- Disagreements will happen - remember faculty purview over 10+1 areas.





Articulation Officer (AO)

- Your AO is an incredible resource of information for you and the curriculum committee.
- If they aren't already a member of your committee, they probably should be.
- Does your AO give reports at your meetings? How might you work with the AO to encourage faculty to make changes to their courses to improve your college articulation agreements?
- Articulation Officer website: <http://ciac.csusb.edu/>





Curriculum Specialist/ s

- Strong support from the staff in your curriculum office is vital.
- Curriculum staff have many responsibilities including:
 - submitting changes to CCCCO;
 - inputting changes into your student enrollment system;
 - preparing submissions for the governing board; and
 - assisting with the production of your college catalog.
- Establish an effective working relationship with regular communication and consultation.





Local Academic Senate

- Curriculum Committee acts under the authority granted to the Academic Senate.
- Senate needs to stay in the loop even if they do not actively review curriculum
- Curriculum chair may be a voting member of Senate OR,
- Curriculum chair may make regular reports to Senate OR,
- Senate may appoint a liaison to attend curriculum meetings.
- Make sure as chair you have a place at Senate to discuss curricular issues/updates.
- Consider other committees/groups where the curriculum chair should have a place to inform about/discuss issues/updates.





Working with Faculty

- Faculty tend to only look at their CORs when they are in curriculum review or want to create a new class (or remove a class). How do curricular changes affect other disciplines?
- Educate the faculty on effective and equitable curriculum practices.
- Make yourself available to faculty to answer questions.
- When regulatory changes happen (like AB 705/1705), you need to sit down with affected faculty and explain what is going on and why.





Local Board of Trustees (BOT)

- Ideally they will adopt policies and procedures related to curriculum only if recommendations on those curriculum policies and procedures are made through collegial consultation with the local Academic Senate.
- Final approval for all curriculum proposals.
- Where BOT members get their training:
 - **Community College League of California**
 - <https://www.ccleague.org/professional-development/trustee-development>
- Admin are required to receive annual curriculum training related to the [Curriculum Certification](#) process; consider also training Board Members.





Other People Chairs Might Work with:

- Former chairs!
- Counselors & Librarians
- Deans
- Deputy Sector Navigators (CTE)
- Distance Ed coordinator
- Equity Committee Chair/Rep
- Financial Aid Office
- IT support staff
- SLO coordinator
- College Researcher
- Admissions/Records/ Degree Auditors
- Scheduling
- Assessment/Placement Coordinator
- Other committees
- High School Articulation and Dual Enrollment
- Others??



Scenario #1

Discussion

A faculty member wants to develop two new programs: a certificate that helps students get a job and a transfer degree. They want to know how to get started.

- What is your college process for new program development?
- Who needs to be involved in the discussion?
- What resources do you need?
- What other questions do you ask?



Managing Conflict and Workload





Managing Conflict

- Get comfortable with conflict - it can be productive or destructive, depending on how it is handled.
- Remain impartial and remember that you are representing the faculty of your college not just one area.
- You can't make everyone happy. Work with all parties to try and reach a solution that meets as many interests as possible.
- Anticipate and preempt what conflicts could arise.
- If conflicts happen during a meeting, take back the floor when the discussion gets off topic. Remember that you are in control of the meeting and you need to keep the discussion as civil as possible.





Managing the Meeting

- Curriculum Committees follow Brown Act Public Meeting Act (72 hour agenda, public access, etc.)
 - Public Comment time opportunity for issues to be raised without debate
 - Actions must be agendaized, so gives cooling off time
- Robert's Rules can be your friend
 - Chair must recognize a speaker
 - Speakers have an order, voting members then guests
 - Once someone has spoken, back of the line...encourages diverse views
 - Can place a limit on time for a speaker
- Establish your protocols at the beginning...pays off later





Workload and Scope-Creep

- New Initiatives:
 - What is your role in new initiatives?
 - What is your communication pipeline?
 - Can you propose change/ manage change?
 - What and where can you delegate?
- What new initiatives are you aware of?
- How can you balance the workload while also ensuring faculty voice?
- How do you document which committee is responsible for each task?



Scenario #2

Breakout Session

The department chair from Political Science has approached you about a pending new course submission for “Political Philosophy” from the Philosophy department, claiming that the new course is actually a Political Science course, not a Philosophy course, and should be removed from the committee’s agenda until the faculty from each department sort out who should “own” the course.

- What steps would you take in this situation?
- What local or state resources can you consult?
- What information would be most helpful for your committee and the faculty as you work through this process?
- Who needs to be involved in the discussion?
- What other questions do you ask?



Closing Thoughts



Useful Resources

- ASCCC curriculum webpage: <https://www.ccccurriculum.net/>

Listservs:

- ASCCC Listservs: <https://www.asccc.org/signup-newsletters>
- California Community College Chairs Listserv : <https://groups.io/g/CCCCurriculumChairs/>

IDEAA:

- CCC Student Senate: [Anti-Racism Plan of Action](#)
- [DEIA Model Principles and Practices \(Memo\)](#)

Transfer Resources:

- [ASSIST.org](#)
- C-ID: <https://c-id.net/>
- UC Pathways: <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>
- [UC Transfer guidelines](#)
- [CSU GE and IGETC Guiding Notes](#)

CTE and Other:

- California Regional Consortia, <https://www.regionalcte.org/>
- [CA Cooperative Work Exp Education Handbook](#)
- [Dual Enrollment Guide \(RP Group\)](#)

Regulations:

- [US Federal Student Aid Financial Aid](#)
- Title 5 on Westlaw, <https://govt.westlaw.com/>
- [ASCCC Exec Committee Legislative Reports](#) (see Events > Past Events for prior Exec Committee meetings)

ASCCC Resources/Publications:

- <https://www.asccc.org/resources>
- Equivalence to Minimum Qualifications
- Noncredit at Glance
- The Course Outline of Record: A Curriculum Reference Guide Revisited

CCCCO Resources:

- <https://www.cccco.edu/>
- [Baccalaureate Degree Pilot Program](#)
- COCI (public view): <https://coci2.ccctechcenter.org/>
- [Minimum Qualifications Handbook](#)
- Prerequisites/Corequisites Guidelines
- [Program and Course Approval Handbook \(PCAH\)](#)
- [Repetition Guidelines](#)
- [TOP Code Manual](#)



Contact Information

Questions? Email the Academic Senate for
California Community Colleges:

info@asccc.org

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