Academic Senate
for California Community Colleges

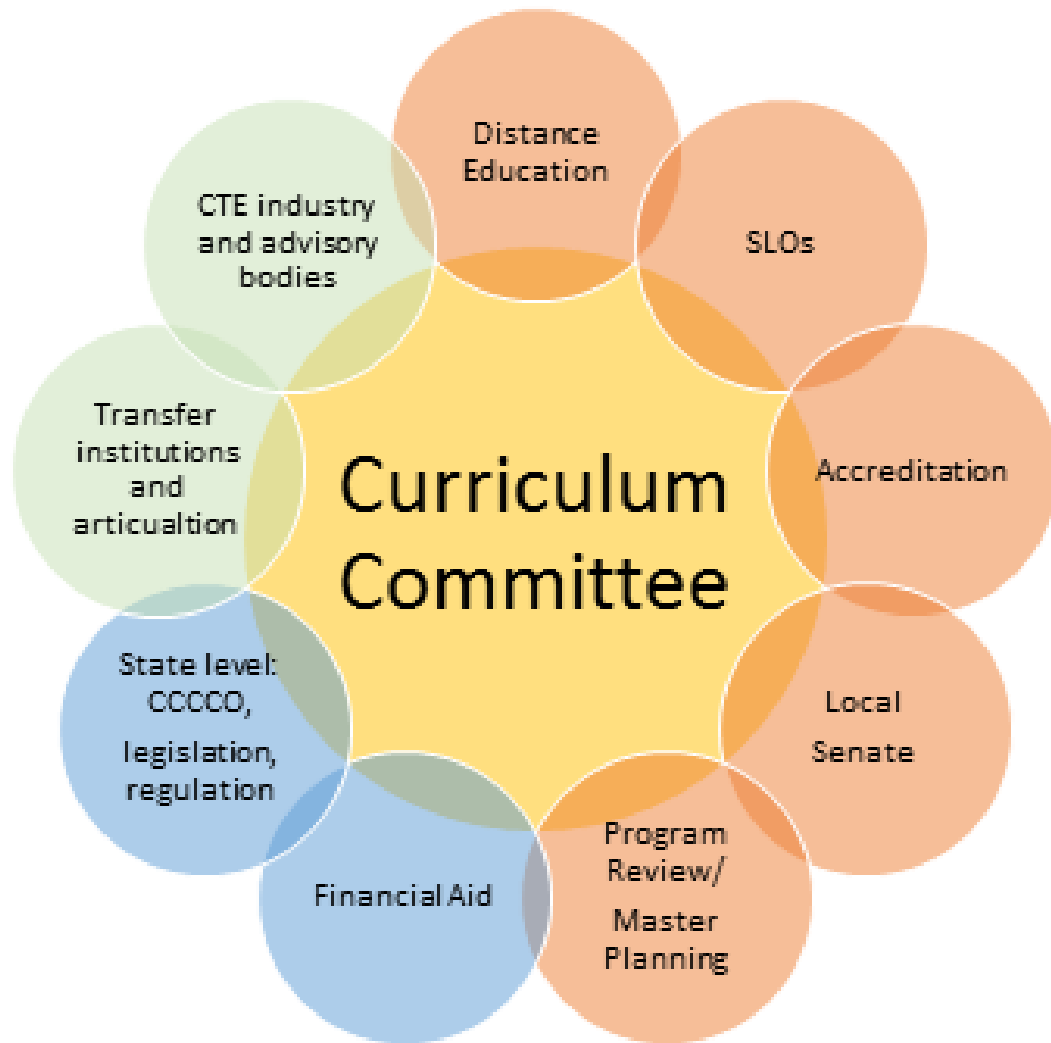LEADERSHIP. EMPOWERMENT. VOICE.

Training the Curriculum Committee

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ASCCC Curriculum Institute 2017, July 12-15, Riverside Convention Center

Curriculum is at the center of what we do

- Directly impacts local processes and outcomes

- Responds to internal and external factors

- Has a steep learning curve; worth investing time and resources into training committee members

- Requires both breadth and depth of knowledge

Curriculum Is Also Part of the Faculty Purview Through the Senate

▶ AB 1725 (Vasconcellos, 1988) provided the Academic Senate at each college with specific areas of purview, either in terms of primary reliance or mutual agreement in what is know as the "10+1"; each of these is spelled out in board policy.

▶ Curriculum is the first of the 10+1 and is almost always rely primarily.

▶ This also established that approval of curriculum at the local level is the responsibility of the Academic Senate or a subcommittee of the Academic Senate, which would be the curriculum committee or other group comprised primarily of faculty, which has been designated as the approving body.

The pressure is on…

- We asked for it! Curriculum streamlining means more responsibility on colleges to ensure quality and compliance in curriculum

- Colleges now must certify annually that curriculum is developed and approved in accordance with Ed Code, Title 5 and PCAH

- Certification = automated (expedited) approval for credit courses
  - Credit programs (other than ADTs) and noncredit courses to follow

- For quality assurance, faculty primacy in curriculum development is essential, BUT The curriculum chair can't do it all!

- Committee members have an important task – and need enough training to feel comfortable saying "no" to colleagues when necessary.

But why would the committee ever want to say no to curriculum?

Compliance and quality matter

1. **Approval**: Certification and correct data for COCI speed up the process.

2. **Apportionment:** Ed Code and Title 5 §§ 55100 and 55130 give the Chancellor's Office the authority to "terminate the ability of a district to offer courses [and educational programs]... until such time a district demonstrates compliance with all requirements for certification."

3. **Articulation:** Curriculum is evaluated for quality by transfer institutions, C-ID, and external regulatory bodies.

4. **Accreditation**: Standard IIA3, among others, requires certain elements for courses, including Student Learning Outcomes, resources, etc.

5. **Access:** Ultimately, quality assurance matters for the students. When the curriculum committee does its job, students have access to courses and programs that are current, cohesive, and clear about goals and pathways.

Getting the Most out of Your Committee

1. Motivate

2. Educate

3. Delegate

Delegating to the Committee

Divide and conquer! Here's one possible way to divide the work:

- **Macro Level:** Compliance, fiscal impact, master planning and accreditation,

    - CIO and faculty co-chair sign certification, curate and update local policies, maintain connections with other campus committees, set agendas, run meetings

- **Meso level:** Discipline-specific concerns, program review, content review

    - Committee members represent academic divisions, serve as point of contact

    - Curriculum reviewed prior to committee by discipline faculty, counselors, deans -- saves time by getting input on content, articulation/transfer/GE petitions, etc

- **Micro level:** Quality assurance for CORs, accurate coding and data elements

    - Division reps do tech review in their areas for title 5/PCAH compliance, complete supporting data, integrated COR, etc. and make recommendations to committee

    - Curriculum specialist fills out remaining codes, submits to COCI after BoT approval

    - AO submits petitions and requests based on faculty input

Tech review vs Content review

Curriculum review takes two distinct forms:

- Technical review ensures complete data, compliance, and consistency
  - Curriculum committee or subcommittee, plus curriculum specialists
- Content review can be left to discipline faculty (prior to technical review), but the curriculum committee needs to look at content too
  - Assignment of a discipline, min qualifications
  - Avoiding duplication of existing curriculum
  - Appropriateness to college mission
  - Integration of elements of COR (content, objectives, assignments, etc.)

Resources

Useful links and documents:

- *Program and Course Approval Handbook, 6th ed.*

- *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*

- *The Course Outline of Record: A Curriculum Reference Guide Revisited*

- *ASCCC.org for more papers, Rostrum articles, etc*

- *CCCCO.edu for Chancellor's Office Information; http://extranet.cccco.edu/Divisions/AcademicAffairs.aspx for information in Academic Affairs*