



2023-2024 Academic Senate and Curriculum Committee Retreat

Curriculum

Angela Burk-Herrick,
Curriculum Chair

Shireen Awad,
Curriculum Specialist

Academic Senate

Nicole DeRose,
Academic Senate President

Lissa Napoli,
Administrative Assistant II



Opportunity Drawing!



CONGRATULATIONS!

10 YEARS OF SERVICE:

- Mark Gutierrez (Academic Senate)

20 YEARS OF SERVICE:

- Carol Hutte (Curriculum Committee)
- Joann Eisberg (Curriculum Committee)
- Neil Watkins (Academic Senate Immediate Past President)
- Robert Rundquist (Curriculum Committee)



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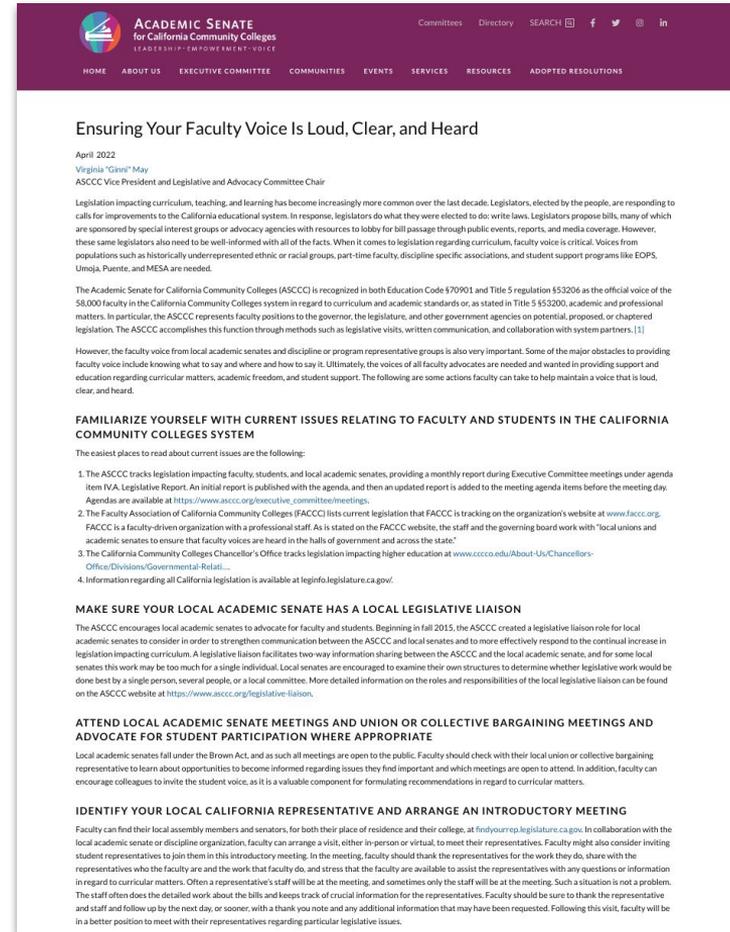
1. Think-Pair Share on Preread
2. Overview of Participatory Governance
3. Partnership between Academic Senate and Curriculum Committee
 - a. Academic Senate Anti-Racism Resolution and Curriculum Committee Work
 - b. Impacts of Resolution and Curriculum Changes to the COR
4. Breakout Sessions
 - a. Academic Senate (CAA-215)
 - b. Curriculum Committee (CAA-218)
5. Resume Joint Session
 - a. ASCCC Plenary Sessions
 - i. Resolution Themes
 - ii. ASCCC Liaisons and Listservs
 - b. Curriculum Institute
 - i. Common Course Numbering
 - ii. Work Experience
 - iii. CalGETC
6. Participatory Engagement through Committees

Lunch



1. Think-Pair-Share

With a colleague sitting next to you, take 5 minutes to share some thoughts about the reading, "[Ensuring Your Faculty Voice Is Loud, Clear, and Heard](#)" (2022)



The screenshot shows a webpage from the Academic Senate for California Community Colleges. The header includes the organization's logo and name, along with navigation links for Committees, Directory, SEARCH, and social media icons. A purple navigation bar contains links for HOME, ABOUT US, EXECUTIVE COMMITTEE, COMMUNITIES, EVENTS, SERVICES, RESOURCES, and ADOPTED RESOLUTIONS. The main content area features the article title "Ensuring Your Faculty Voice Is Loud, Clear, and Heard" dated April 2022, written by Virginia "Gini" May, ASCCC Vice President and Legislative and Advocacy Committee Chair. The article discusses the importance of faculty voice in legislative processes and provides several key takeaways:

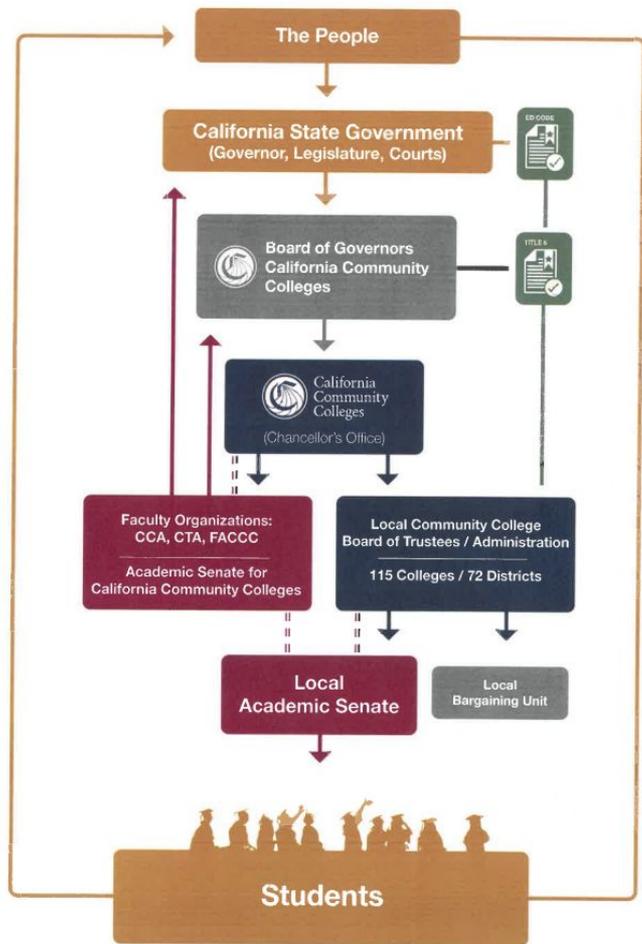
- FAMILIARIZE YOURSELF WITH CURRENT ISSUES RELATING TO FACULTY AND STUDENTS IN THE CALIFORNIA COMMUNITY COLLEGES SYSTEM**
The easiest places to read about current issues are the following:
 - The ASCCC tracks legislation impacting faculty, students, and local academic senates, providing a monthly report during Executive Committee meetings under agenda item IVA, Legislative Report. An initial report is published with the agenda, and then an updated report is added to the meeting agenda items before the meeting day. Agendas are available at https://www.asccc.org/executive_committee/meetings.
 - The Faculty Association of California Community Colleges (FACCC) lists current legislation that FACCC is tracking on the organization's website at www.faccc.org. FACCC is a faculty-driven organization with a professional staff. As is stated on the FACCC website, the staff and the governing board work with "local unions and academic senates to ensure that faculty voices are heard in the halls of government and across the state."
 - The California Community Colleges Chancellor's Office tracks legislation impacting higher education at www.cccco.edu/About-Us/Chancellor-Office/Divisions/Governmental-Relat...
 - Information regarding all California legislation is available at leginfo.ca.gov.
- MAKE SURE YOUR LOCAL ACADEMIC SENATE HAS A LOCAL LEGISLATIVE LIAISON**
The ASCCC encourages local academic senates to advocate for faculty and students. Beginning in fall 2015, the ASCCC created a legislative liaison role for local academic senates to consider in order to strengthen communication between the ASCCC and local senates and to more effectively respond to the continual increase in legislation impacting curriculum. A legislative liaison facilitates two-way information sharing between the ASCCC and the local academic senate, and for some local senates this work may be too much for a single individual. Local senates are encouraged to examine their own structures to determine whether legislative work would be done best by a single person, several people, or a local committee. More detailed information on the roles and responsibilities of the local legislative liaison can be found on the ASCCC website at <https://www.asccc.org/legislative-liaison>.
- ATTEND LOCAL ACADEMIC SENATE MEETINGS AND UNION OR COLLECTIVE BARGAINING MEETINGS AND ADVOCATE FOR STUDENT PARTICIPATION WHERE APPROPRIATE**
Local academic senates fall under the Brown Act, and as such all meetings are open to the public. Faculty should check with their local union or collective bargaining representative to learn about opportunities to become informed regarding issues they find important and which meetings are open to attend. In addition, faculty can encourage colleagues to invite the student voice, as it is a valuable component for formulating recommendations in regard to curricular matters.
- IDENTIFY YOUR LOCAL CALIFORNIA REPRESENTATIVE AND ARRANGE AN INTRODUCTORY MEETING**
Faculty can find their local assembly members and senators, for both their place of residence and their college, at findyourrep.legislature.ca.gov. In collaboration with the local academic senate or discipline organization, faculty can arrange a visit, either in-person or virtual, to meet their representatives. Faculty might also consider inviting student representatives to join them in this introductory meeting. In the meeting, faculty should thank the representatives for the work they do, share with the representatives who the faculty are and the work that faculty do, and stress that the faculty are available to assist the representatives with any questions or information in regard to curricular matters. Often a representative's staff will be at the meeting, and sometimes only the staff will be at the meeting. Such a situation is not a problem. The staff often does the detailed work about the bills and keeps track of crucial information for the representatives. Faculty should be sure to thank the representative and staff and follow up by the next day, or sooner, with a thank you note and any additional information that may have been requested. Following this visit, faculty will be in a better position to meet with their representatives regarding particular legislative issues.



2. Participatory Governance



Governance of California Community Colleges



Meet the Chancellor

Chancellor Sonya Christian, PhD

Sonya Christian, PhD, is a fierce advocate for the life-changing ability of community colleges to reach underserved populations and educate the future workforce. She is committed to advancing work through distributed leadership and collaborative communities of learning, and to promoting the value of equity in student learning, access, success and economic mobility.



President

Cheryl Aschenbach
Lassen College
P.O. Box 3000
Susanville 96130-3000
Term Ends: June 2024
Discipline: English



Deana Olivares-Lambert
Vice President
deanaol@icloud.com
Governing Board District "2"
Seat expires June 30, 2026

Chaffey Mission Statement & Goals*

*Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent **career, transfer, and workforce education programs that advance economic and social mobility for all.***

1. **Equity and Success:** Chaffey College will be an equity-driven college that fosters success for all students.
2. **Learning and Completion:** Chaffey College will ensure learning and timely completion of students' educational goals.
3. **Community Opportunities and Needs:** Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
4. **Technology:** Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
5. **Efficiency:** Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
6. **Agility:** Chaffey College will responsively adapt to changes in students' academic and career needs.
7. **Professional Learning:** Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*See [Chaffey's Educational Master Plan](#)

Participatory Governance Expectations

- Implies a having or taking part in an undertaking, activity, or discussion.
- Various constituent groups are given **primacy** over selected areas
 - The constituent groups with primacy are not obligated to adopt, accommodate, or reach consensus on concerns raised by other constituent groups.

Questions:

- What is the commonly used phrase related to governance?
- Which is the more appropriate phrase for governance?
- Is there a difference?

Participatory Governance: What is it?

Function: To ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered (BP 2510).

- Required by Education Code: § 70902 (b)(7)
- Chaffey College [Board Policy 2510](#) and [Administrative Procedure 2510](#)

Who are the members (constituent groups)?

- Faculty (Title 5 Sections 53200-53206)
- Classified Professionals (Title 5 Section 51023.5)
- Students (Title 5 Section 51023.7)

Who has responsibility for final decisions?

- The Governing Board and Administration



What is Academic Senate?

An organization composed of faculty representatives whose function to **make recommendations** to the administration of a college and to the governing board of a district **with respect to academic and professional matters.**

- Title 5 53200
 - Legal basis – History of Academic Senates (green handout)
 - Responsibilities (yellow handout)
- 

Academic Senates: Academic and Professional Matters

Statewide, also known as the 10+1 (10+2 only applies at Chaffey)

Academic Senate retains primacy for:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles
 - a. *The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate in consultation with the superintendent/president or designee. There are some areas where the faculty association may appoint faculty to committees.*

Academic Senates: Academic and Professional Matters

10+2 continued:

7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate. *

**These responsibilities are given to faculty through Ed Code: § 87359 (b); § 87360 (b); 87458 (a); § 87610.1 (a); § 87663 (f); § 87743.2*

Why must Academic Senate & Curriculum Committee follow the Brown Act?

Because both make recommendations to the governing board with respect to academic and professional matters!

Intent

- To afford members of the public an opportunity to know of agenda items, to hear discussion/debate/decisions of the body
- Applies to elected/appointed bodies and any standing subcommittee/advisory groups

Agendas and Meetings

- Posting day/time/location
- Public comment opportunity
- Open and recorded votes for all decisions/roll call votes required for teleconferencing
- No closed session

Compliance

**3. Partnership Between
Academic Senate and
Curriculum Committee
(10+2)**



Academic Senate oversees the 10 + 2

1. **Curriculum, including establishing prerequisites and placing courses within disciplines**
2. **Degree & Certificate Requirements**
3. **Grading Policies**
4. **Educational Program Development**
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. **Processes for program review**
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Faculty Senate.



Curriculum Committee is charged with 10 + 2 curricular processes.

Academic Senate & Curriculum Committee Partnership

Title 5 § 55002 (a)(1): Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the **mutual agreement of the college and/or district administration and the academic senate**. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.



Curriculum Committee Purpose:

The Curriculum Committee is a representative group of professional staff that functions as a college-wide **standing subcommittee of the Chaffey College Academic Senate** and in a recommending and advisory capacity to the Associate Superintendent of Instruction and Institutional Effectiveness in matters related to the college curriculum. Under the direction of the Academic Senate, the Curriculum Committee develops curriculum processes that advance Chaffey Goals on Equity and Success, Learning and Completion, and Community Opportunities and Needs (see Chaffey College, VISION 2030 Educational Master Plan, February 2020).

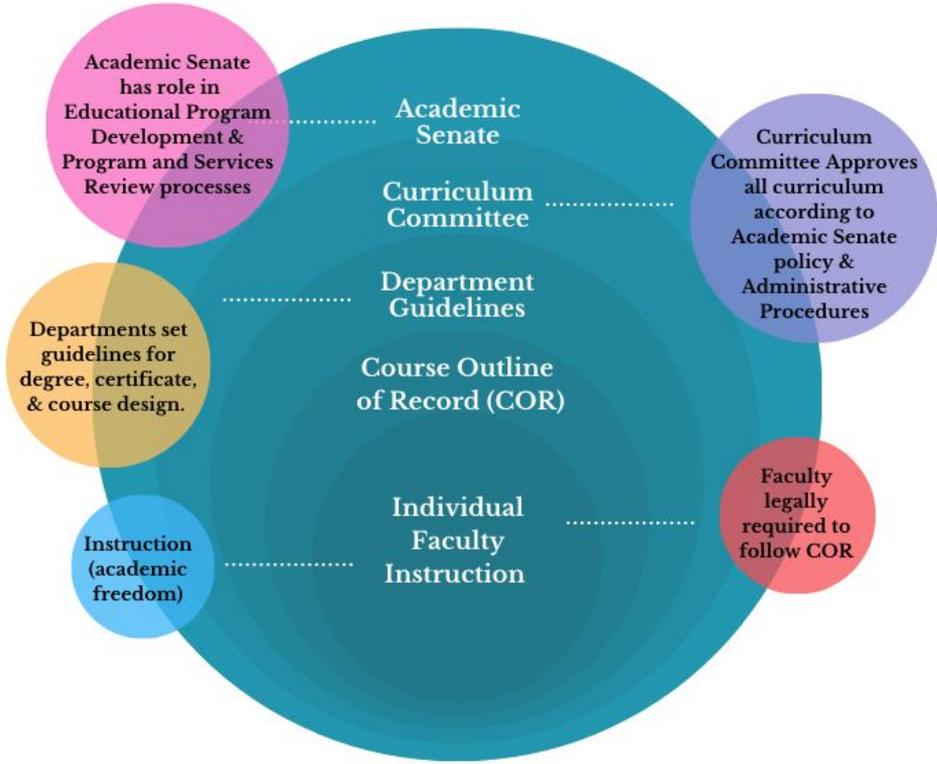
Curriculum & the Law

Curriculum Committee

Scope: The Curriculum Committee provides certification to the Chancellor's Office that processes and procedures align with California Education Code, Title 5 regulations, and the Chancellor's Office Program and Course Approval Handbook (PCAH).

- **CA Education Code**
 - Statute
 - Determined by legislation
- **Title 5**
 - Interprets Ed Code into regulations
 - Determined by Board of Governors
- **Program and Course Approval Handbook (PCAH)**
 - Establishes specific guidelines for implementing Title 5 (CCCCO, ASCCC, 5C)
- **Chancellor's Office Guidelines and Memos**
 - Further clarify implementation of Title 5
- **ASCCC papers and reference guides**
 - Papers on COR, effective approval processes, etc.

Curriculum Design & Faculty Primacy



Course outline of record (COR):

- A **legal document** that must contain certain required elements that are outlined in **§55002 of Title 5**.
- Serves as a legal contract between the faculty, student, and the college.
- Ensures consistency among all sections of a course.



**Academic Senate Anti-Racism
Resolution and Curriculum
Committee Work**



Academic Senate Resolution and Curriculum Committee Work

Chaffey College Academic Senate Resolution on Equity, Diversity, Inclusion, and Anti-racism (April 27, 2021) excerpt:



Curriculum

*"...Resolved, That the Faculty Senate adopt the following diversity statement: As the voice of the faculty at Chaffey College, the Faculty Senate acknowledges its responsibility to actively cultivate a safe, courageous, and inclusive climate where hate speech is not tolerated and where equity and mutual respect are honored in both precept and practice. The Senate is committed to a campus where students, faculty, and classified professionals can not only survive, but thrive. To ensure that the voices of all members of the campus community are heard, the **Faculty Senate will actively promote equity mindedness and diversity in all areas within its purview.** Diversity may include but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, political affiliation, religion, and discipline or field..."*

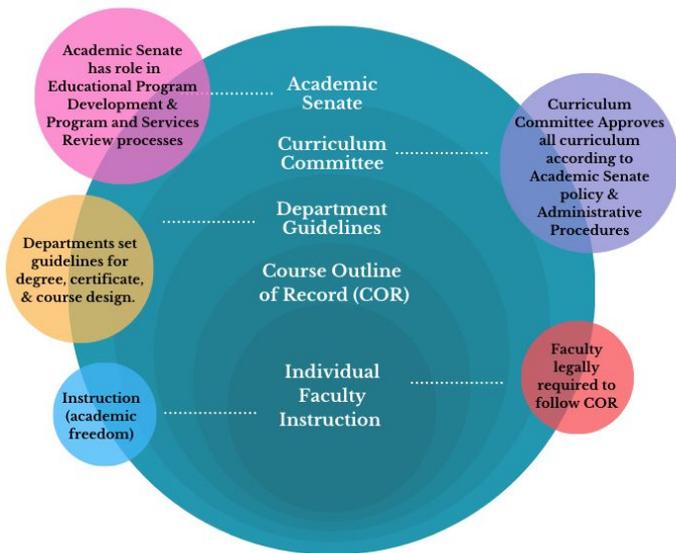
The same resolution, included a specific directive to the Curriculum Committee:

"...Resolved, That the Faculty Senate support faculty and the Curriculum Committee in prioritizing culturally responsive curricular redesign within disciplines, courses, and programs..."



[2022-2023 Curriculum Committee Monitoring Report Executive Summary](#)

Impacts of Resolution and Curriculum Changes



FACULTY EVALUATION: CLASSROOM INSTRUCTORS OBSERVATION/MATERIALS/INTERVIEW CHECKLIST

Evaluatee _____ Department/Discipline _____ Status _____

Instructions: Under each area are criteria to assist you in your observations. Prior to evaluation the instructor being evaluated should have supplied you with the following: syllabi, sample tests, assignments, other written handouts or projects. A section is provided for your comments; attach a separate sheet if necessary. If you think you are not qualified to judge an item, explain in the comments section.

	YES	NO	NOT OBSVD
1. TEXTBOOKS, SYLLABI, HANDOUTS, READING LISTS AND OTHER COURSE MATERIALS			
a. Are they current and relevant to the discipline?			
b. Are they appropriate for helping students to meet the course objectives?			
c. Do they reinforce the course content and classroom activities?			
d. Does the syllabus reflect the Course Outline of Record?			
e. Does the syllabus include accurate student learning outcomes for the course?			
Comments:			



Opportunity Drawing!



☞
☞
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DATE

Breakout Sessions

A decorative border surrounds the text, consisting of irregular, overlapping shapes in shades of teal, orange, dark blue, and light grey on a white background.

2023-2024
Academic Senate and Curriculum
Committee Retreat

4a. Academic Senate Breakout



ACADEMIC SENATE'S WORK

- A. Routine Items
 - B. Non-routine Items
 - C. Participatory Governance collaborations
 - D. Parliamentary Procedure for Academic Senate
 - E. Senator Duties
 - F. Brainstorming!
 - G. Q&A
- 



A. Routine Items

- Appear frequently on the agendas
 - Usually brought forward by the officers
 - Let's explore!
- 

Common routine items (not an exhaustive list)

- Curriculum endorsements (#1)
- Committee appointments (#6)
- BP/AP reviews (all)
- Sabbatical proposals and reports (#9, 1, 4)
- Senate maintenance (n/a)





Routine Items - Curriculum Endorsements

- Work is completed by the Curriculum Committee. Decisions made by the Curriculum Committee are shared with Academic Senate for endorsement.
 - The Curriculum Committee reviews and approves curriculum proposals, modifications, etc.
 - Academic Senate relies upon the committee's decisions and generally does not disagree or counter the decisions.
- 

Routine Items – Committee Appointments

- Accreditation Oversight Committee (7)
- Calendar Committee (11)
- College Planning Council (10)
 - Budget Advisory Committee (10) *a
subcommittee of CPC
- Curriculum Committee (1-4)
- Distance Education Committee (1)
- Dual Enrollment Advisory Committee (1)
- Guided Pathways Steering Committee/ESM (5, 10)
- Evaluation Procedures (6, 11)
-
- Faculty Success Center Advisory Committee (8)
- Faculty Hiring Committees (6)
- Outcomes and Assessments (5, 9)
- Professional Development Committee (8)
- Program and Services Review Committee (9)
- President's Equity Council (10, 12)
- Resource Allocation Committee (10)
- Turning Point Steering Committee (1)
- ZTC Committee (1, 4, 5)

See [Committees Webpage](#) (but not accurate as of July 10, 2023).



Routine Items – Board Policy (BP) Review

- Board policy is the voice of the Governing Board and **defines the general goals and acceptable practices** for the operation of the District.
 - It implements federal and state laws and regulations.
 - The Governing Board, through policy, delegates authority to and through the Superintendent/President to administer to the District.
 - The Superintendent/President and District employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the District
- 



Routine Items – Administrative Procedures (AP) Review

- Administrative procedures **implement** Board policy, laws, and regulations.
- They address **how the general goals** of the District are achieved and **define operations** of the District.
- They include details of policy implementation, responsibility, accountability, and standards of practice.

Although procedures may be developed by the Superintendent/President, managers, faculty members, staff members, and students, it is the administrators/managers who are held responsible for upholding the specific information delineated in the procedures.





Routine Items – Sabbatical Proposals and Reports

•[AP 7341](#)

•**Ed. Code § 87767** The governing board of a community college district may grant any employee of the district employed in an academic position, a leave of absence not to exceed one year for the purpose of permitting study or travel by the employee which will benefit the schools and students of the district.

•**CCFA CBA 14.10.1 (Sabbatical Proposals)** Academic Senate will ensure the application has appropriate content and objectives that are likely to enhance professional development of the applicant and the educational program of the District. Endorsements for sabbatical leave are forwarded to the CIO and the final decision is made by the Governing Board.

•**CCFA CBA 14.10.6 (Sabbatical Reports)** Academic Senate reviews the report to determine the sabbatical objectives in the proposal were carried out and met as described. Endorsements to accept the sabbatical report are forwarded to the CIO and the final decision is made by the Governing Board.





Routine Items – Senate Maintenance

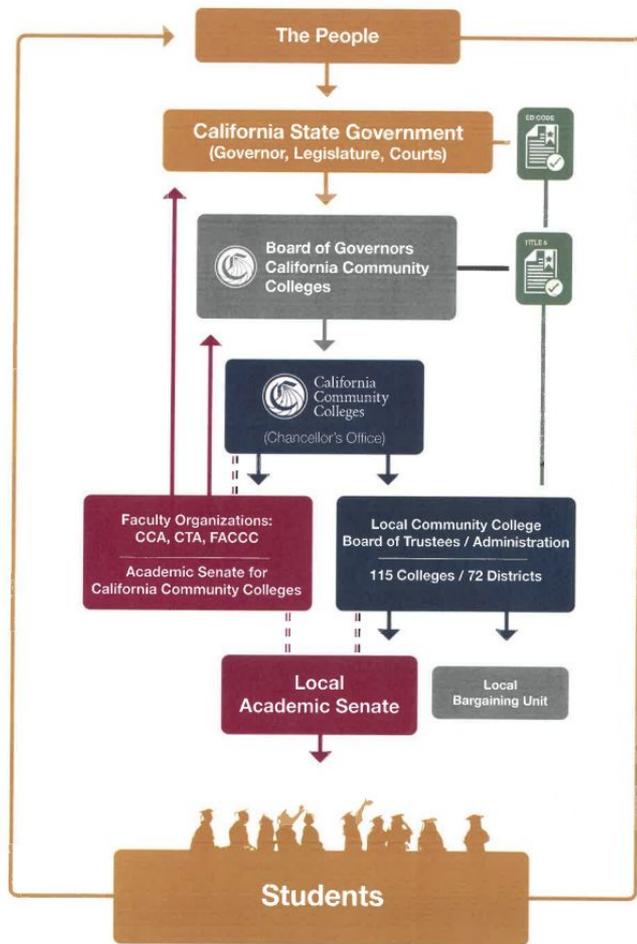
- Membership, Constitution, and Bylaws
 - Membership is maintained via elections from the various schools or units. Elections are conducted annually for school/unit representation and for officer positions. VP is the elections officer. See Bylaws and Constitution (get sections).
 - Academic Senate may periodically review the Constitution and Bylaws for accuracy of representation, practices, and scope of responsibility. Recommendations may come from Senate members or from the Electorate.
- 



B. Non-routine items

- Appear infrequently on the agendas
 - May be brought forward by senators, faculty, CCFA, officers, or administrators
 - Let's explore!
- Collaborations with CCFA
 - Forms, DEIA in tenure evaluations (#6)
 - Responses to legislation, changes to Ed Code or Title 5 (varies)
 - ZTC/OER/TTP
 - Guided Pathways
 - AB 705
 - Gender neutral restrooms
- 

Significance of the Work





Non-routine example items

- [Include Cultural Competence in Faculty Evaluations | ASCCC](#) Spring 2021
Requirement for DEIA in tenured faculty evaluations *example of CCFA and Academic Senate overlap (C.O.)
 - [SB 1071](#) (Roth, 2018) Credit for Prior Learning
 - [Support for AB 204 \(Medina, as of January 23, 2017\) | ASCCC 2017](#) Sought to amend California Education Code §76300 to require each community college district to, at least once every three years, examine the impact of specified minimum academic and progress standards and determine whether those standards have a disproportionate impact;
 - [AB 1732](#) (Ting, 2016) Gender Neutral Restrooms
- 



Non-routine example items

- [Supporting Dream Resource Liaisons | ASCCC 2016](#) Requires California public colleges and universities to establish “Dream Resource Liaisons” at their campuses to provide support and resources to undocumented students
 - [Support College Textbook Affordability Act | ASCCC 2015](#) Would provide resources for colleges to promote the consideration of Open Educational Resources by faculty but makes provision for local academic senate approval of any program established through these funds and allows colleges to set their own benchmarks to account for the use of the funds
- 

ASCCC's Curriculum Institute:

Legislation and Curriculum Presentation

Sample of Past Legislation that Impacted Curriculum.

2010	2012	2013	2017	2018	2019	2021	2022
<p><u>SB 1440 (Padilla) Transfer</u></p> <p>Associate Degree for Transfer (ADT)</p>	<p><u>SB 1456 (Lowenthal) Seymour-Campbell Student Success Act of 2012</u></p> <p>Education Plans and Success Metrics</p>	<p><u>SB 440 (Padilla) Student Transfer Achievement Reform Act</u></p> <p>ADT if a Local Associate Degree</p>	<p><u>AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: assessment</u></p> <p>Vision for Success System Goals</p> <p>Guided Pathways</p> <p>Open Educational Resources Initiative</p>	<p>Budget Act: Student Centered Funding Formula (SCFF)</p>	<p>Budget Act: Cradle-to-Career Data System</p>	<p><u>AB 928 (Berman) Student Transfer Achievement Reform Act of 2021</u></p> <p>Cal-GETC</p> <p><u>AB 1111 (Berman) Common Course Numbering</u></p> <p>Ethnic Studies Requirement</p>	<p><u>AB 1705 (Irwin) Seymour-Campbell Student Success Act of 2012</u></p>



C. Participatory Governance collaborations

**Remember this
slide from earlier
in the retreat?**

Participatory Governance: What is it?

Function: To ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered (BP 2510).

- Required by Education Code: § 70902 (b)(7)
- Chaffey College [Board Policy 2510](#) and [Administrative Procedure 2510](#)

Who are the members (constituent groups)?

- Faculty (Title 5 Sections 53200-53206)
- Classified Professionals (Title 5 Section 51023.5)
- Students (Title 5 Section 51023.7)

Who has responsibility for final decisions?

- The Governing Board and Administration



Student 9+1

Title 5 §51023.7 defines the following as issues on which colleges and districts must provide students the opportunity to “participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students.”

1. Grading policies;
 2. Codes of student conduct;
 3. Academic disciplinary policies;
 4. Curriculum development;
 5. Courses or programs which should be initiated or discontinued;
 6. Processes for institutional planning and budget development;
 7. Standards and policies regarding student preparation and success;
 8. Student services planning and development;
 9. Student fees within the authority of the district to adopt; and
 10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- 

- 1. **Grading policies;**
- 2. Codes of student conduct;
- 3. Academic disciplinary policies;
- 4. **Curriculum development;**
- 5. **Courses or programs which should be initiated or discontinued;**
- 6. **Processes for institutional planning and budget development;**
- 7. **Standards and policies regarding student preparation and success;**
- 8. Student services planning and development;
- 9. Student fees within the authority of the district to adopt; and
- 10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

- 1. **Curriculum, including establishing prerequisites.**
- 2. Degree and certificate requirements.
- 3. **Grading policies.**
- 4. **Educational program development.**
- 5. **Standards or policies regarding student preparation and success.**
- 6. College governance structures, as related to faculty roles.
- 7. Faculty roles and involvement in accreditation processes.
- 8. Policies for faculty professional development activities.
- 9. Processes for program review.
- 10. **Processes for institutional planning and budget development.**
- 11. Other academic and professional matters as mutually agreed upon.

2023-24 CCSG Members

<u>Name</u>	<u>Position - CCSG Committee</u>	<u>Participatory Governance Committee</u>
Tamia Newman	CCSG President/Student Trustee - Chair of Student Senate & CCSG Executive Board	Chaffey College Governing Board
Ramia Chaudhary	Vice President of Administration - Chair of Student Delegation Committee	TBD
Demia Lotson	Director of Engagement - Co-Chair of Outreach & Engagement Committee	Inter-Club Council (ICC)
Ryan Thomas	Director of Finance - Chair of Finance Committee	TBD
Alicia Ross	Director of Outreach - Co-Chair of Outreach & Engagement Committee	TBD
Zachary Grimes	Senator - Outreach & Engagement Committee	TBD
Joy Jweid	Senator - Outreach & Engagement Committee	TBD
Merari Perez	Senator - Student Delegation Committee	TBD
Xochitl Sanchez	Senator - Student Delegation Committee	TBD
Ali Shalabi	Senator - Outreach & Engagement Committee	TBD
Malak Shalabi	Senator - Student Delegation Committee	TBD
Tianxin Tan	Senator - Finance Committee	TBD
Charles Williams	Faculty Advisor	



Academic Senate & CCFA Interactions

- Academic calendar
 - Academic & Professional Matters
 - Assignments
 - Equivalencies
 - Evaluation
 - Hiring
 - Minimum Qualifications
 - Professional Development
 - Salary benefits
 - Tenure Review
 - Working conditions
 - Workload
 - Work hours
- 

Academic Senate & CCFA Interactions

CCFA

- ✓ Assignments
- ✓ Salary benefits
- ✓ Tenure Review
- ✓ Work hours
- ✓ Working conditions
- ✓ Workload
- ✓ Professional Development
- ✓ Academic calendar
- ✓ Evaluation

Academic Senate

- ✓ Academic & Professional Matters
- ✓ Equivalencies
- ✓ Hiring
- ✓ Minimum Qualifications
- ✓ Professional Development
- ✓ Academic calendar
- ✓ Evaluation *consultation with
CCFA negotiators only

D. Parliamentary Procedure: ASCCC's Curriculum Institute 2023

Breakout Session Parliamentary Procedures Presentation

Role of Parliamentary Procedure

- Effective meeting management
- Arrive at the general will on the greatest number of questions in the minimum amount of time, while being inclusive
- Reach decisions regardless of whether there is total harmony or impassioned division of opinion



5

Principles of Parliamentary Procedure

- All voices are heard
- Ability for each member to provide input on topics
- All members have equal rights, privileges, and obligations
- Full and free discussion with a diversity of ideas
- Maintenance of order



6



Basic Process for Motions

- Member obtains recognition of the chair
- Member makes a motion
- Motion must be seconded by another member
- Chair states the motion and opens debate
- Maker of motion may speak first in debate
- Debate ensues
- Chair puts the question, aka facilitates the vote
- Chair announces the results
- Note: Brown Act requires all votes be listed in the minutes





Rules of Engagement

- Collegiality and supporting students is the common goal
- Debate ideas, not personalities
- Keep debate focused on the current motion/item being considered
- All remarks are addressed to the chair





General Rules of Debate (partial)

- Members may only speak if recognized by chair
- All discussion must be relevant to motion/item
- Members may speak up to twice on a motion/item
- Each time, members may speak up to 10 minutes
- Members that have yet to speak in a motion/item have preference
- When possible, alternate between pro and con speakers





Request for Information, Parliamentary Inquiry, and Point of Order

- Request for Information
 - Inquiry as to the facts affecting the business at hand
- Parliamentary Inquiry
 - Request for the Chair's opinion on a matter of parliamentary procedure as it relates to the business at hand (not a ruling)
- Point of Order
 - May interrupt the current speaker if timely
 - Member calls attention to a violation of the rules of the assembly
 - Must be raised promptly at the time the breach occurs



A Few Common Motions

Motion	Wording	Second?	Debate?	Amend?	Vote
Main motion	I move to...	Yes	Yes	Yes	Majority
Amend	I move to amend the motion...	Yes	Yes	Yes	Majority
Commit or Refer	I move that [X] be referred to a committee...	Yes	Yes	Yes	Majority
Postpone	I move to postpone...	Yes	Yes	Yes	Majority
Previous question (end debate)	I move the previous question	Yes	No	No	2/3
Request for information	I have a request for information	No	No	No	--
Parliamentary inquiry	I would like to make a parliamentary inquiry	No	No	No	--
Point of order	Point of order!	No	No	No	--



E. Senator Duties (from the Bylaws)

•ALL Senators

- Shall represent the interests and concerns of their constituents through regular attendance and participation at the Academic Senate meetings.
- Shall be responsible for communication of information from the Senate to their constituents.
- Shall represent the interests and concerns of their unit through regular attendance and participation at the Academic Senate meetings.
- Shall be assigned to participate on Senate committees and contribute to the formation of Senate policy, positions and recommendations.
- Should also participate in Senate sponsored activities and may represent Chaffey College Academic Senate to the statewide Academic Senate and/or other outside agencies.



Continued

- Unit Senators

- Senators should request to be placed on the agenda for the school/unit meeting at the beginning of each semester.

- At-Large Senators

- Should provide communication to units that may not have representation and request to be placed on the agenda for the school/unit meeting at the beginning of each semester.

- Adjunct At-Large Senators

- Shall represent the interests and concerns of the entire adjunct faculty through regular attendance and participation at the Academic Senate meetings.





F. Brainstorm Opportunity





G. Q&A??



Suggested BPs and APs

[BP 2410](#) & [AP 2410](#) Board Policies and Administrative Procedures

[BP 2430](#) Delegation of Authority

[BP 2510](#) & [AP 2510](#) Participation in Shared Governance

[BP 7120](#) & [AP 7120](#) Recruitment and Selection



4b.

Curriculum Committee Breakout



2022-2023 Curriculum Committee Accomplishments and Successes

Chaffey  College

Curriculum Committee Monitoring Report **Executive Summary** May 2022-March 2023



Curriculum

"Resolved, That the Faculty Senate support faculty and the Curriculum Committee in prioritizing culturally responsive curricular redesign within disciplines, courses, and programs"

Chaffey College Academic Senate Resolution on Equity, Diversity, Inclusion, and Anti-racism,
April 27, 2021



2022-23 Curriculum Committee Self Assessment Results

2022-23 CPC COMMITTEE SELF-ASSESSMENT SURVEY

*Survey Results for: Curriculum Committee
Number of Survey Respondents: 18*

Self-Assessment Area/Item		This Committee		All Committees	
		Mean	Median	Mean	Median
Equity-Minded Practices and Evidence-Based Decision-Making					
Q8a	The committee engages in equity-minded practices	4.94	5.00	4.67	4.89
Q8b	The committee includes affected stakeholders in discussions	4.89	5.00	4.60	4.80
Q8c	The committee uses multiple forms of evidence to inform decisions	4.94	5.00	4.60	4.78
Q8d	The committee reviews disaggregated student data to identify the potential existence of disproportionate impact	4.44	5.00	4.13	4.25
Q8e	Committee decisions and actions consider the impact on historically underrepresented populations	4.89	5.00	4.40	4.67
Committee Processes					
Q12a	Meeting agendas and materials are sent out in advance of the meeting to allow for appropriate review and preparation	5.00	5.00	4.67	4.83
Q12b	Committee meeting length is appropriate and respectful of the agenda	4.94	5.00	4.83	4.90
Q12c	Meetings are held regularly and with appropriate frequency	5.00	5.00	4.51	4.86
Q12d	Follow-up on outstanding agenda items occurs prior to the next committee meeting	4.94	5.00	4.46	4.75
Q12e	The committee has a process in place to manage communications	5.00	5.00	4.54	4.71
Q12f	The committee has a process in place to assist new members in understanding the purpose/mission of the committee	4.83	5.00	4.12	4.20
Q12g	Committee member attendance is consistent	4.50	5.00	4.05	4.20
Q12h	Committee members arrive on time	4.78	5.00	4.42	4.56
Q12i	The committee has a process in place to check-in with absent members	4.29	5.00	3.58	3.60
Committee Interaction and Collaboration					
Q15a	Committee membership represents the perspectives and skills required to fulfill the purpose/mission of the committee	5.00	5.00	4.73	4.83
Q15b	The committee focuses on interactive topics/issues in meetings	4.89	5.00	4.68	4.83
Q15c	Committee meeting agendas include input from committee members	4.83	5.00	4.54	4.67
Q15d	All committee members have an opportunity to engage and contribute	4.89	5.00	4.82	5.00
Q15e	Committee members feel free to question decisions	4.89	5.00	4.74	4.89
Q15f	Committee members clearly understand their roles on the committee	4.83	5.00	4.28	4.50
Q15g	Committee members clearly understand the goals of the committee	4.94	5.00	4.46	4.80
Committee Outcomes					
Q18a	The committee's purpose/mission is reviewed on a regular basis for relevancy and accuracy	4.82	5.00	4.14	4.20
Q18b	The committee's purpose/mission aligns with the District's mission statement	5.00	5.00	4.86	5.00
Q18c	Throughout the academic year the committee regularly identifies and follows thru on action items relevant to its purpose/mission	5.00	5.00	4.51	4.80
Q18d	The committee's annual goals and objectives are clearly defined	4.89	5.00	4.24	4.60
Q18e	The committee has clearly defined annual measurable outcomes	4.94	5.00	3.98	4.00

Curriculum Meetings and Readings

Cycle: ACD and BTH

Focus of Review: DEIA opportunities for courses and holistic review of department degrees and certificates.

Curriculum Committee Reading Deadlines

All curriculum for an agenda must be read by **10am the Monday** before each curriculum meeting. All curricular items scheduled for a meeting will be available for review 10 calendar days in advance in the "Curriculum Committee Review" queue in META. The Curriculum Office will notify members when items have entered their queues for review. Their queue in META will serve as the reading list.

August 21, 2023	December 4, 2023
September 4, 2023	January 8, 2024
September 18, 2023	January 22, 2024
October 2, 2023	February 5, 2024
October 16, 2023	February 20, 2024
October 30, 2023	March 4, 2024
November 13, 2023	March 25, 2024
November 27, 2023	April 8, 2024

All meetings will be held in-person from 1:30-3:00 in BEB-204, Rancho Campus. Only committee members who are based in Chino, Fontana, and the InTech center will be able to attend remotely.

August 11, 2023 (Retreat)

August 23, 2023

September 6, 2023

September 20, 2023

October 4, 2023

October 18, 2023

November 1, 2023

November 15, 2023

November 29, 2023

December 6, 2023

January 10, 2024

January 24, 2024

February 7, 2024*

February 21, 2024

March 6, 2024

March 27, 2024

April 10, 2024

Streamlined Process Continues!

- Courses in-review: ~336
- Degrees and certificates in-review: ~98
- Voting Members (readers) still have 10 days for review
 - META queues will serve as your reading list
 - Agenda serves as the final list for a meeting
 - We will not check comments after our Monday at 10am deadline
- To minimize reading load, readers can choose sections of the COR to focus on:
 - [2023 Curriculum Committee Reading Groups Sign-Ups](#)



Streamlined Process Continues!

- Curriculum office will still meet with faculty after Monday reading deadline if needed
- Department degree and certificate presentations will continue

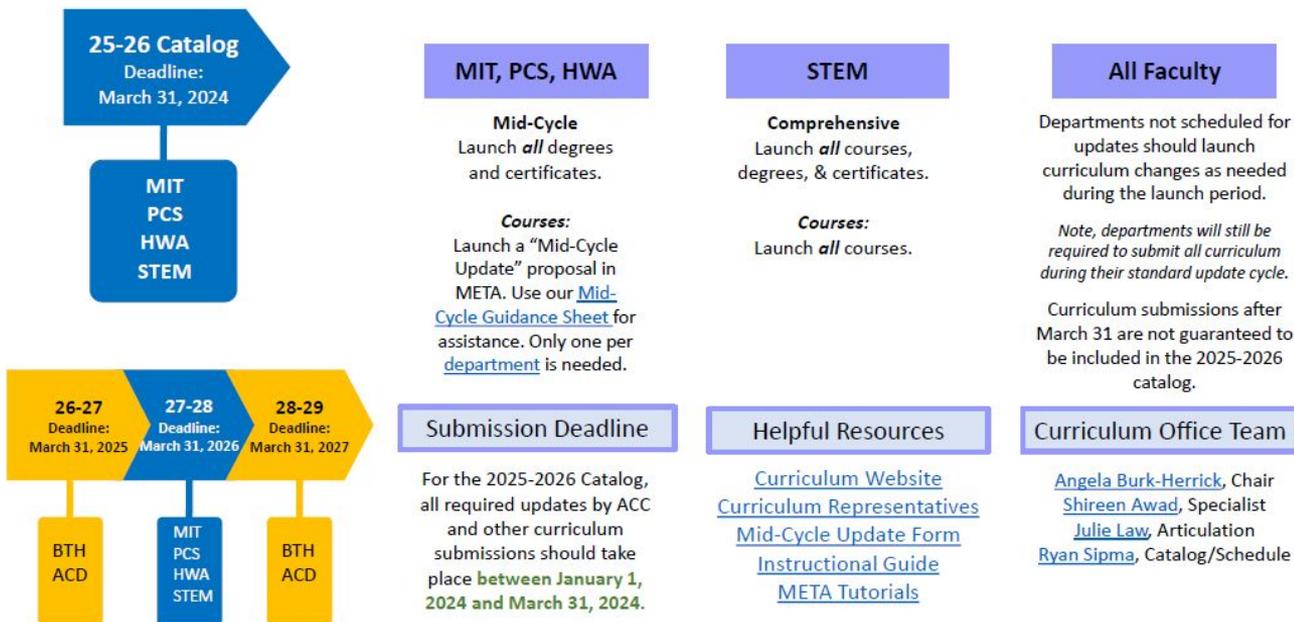


- Predictable agendas due to Tech Review being done in summer:
 - ~119 proposals to be reviewed by Tech Review
 - Likely to impact agenda structure/flow

More Streamlining: Spring 2024!



Chaffey College Curriculum Submission Timeline Comprehensive and Mid-Cycle Standard Updates by Academic and Career Communities



New: Mid-Cycle Update Process

Spring 2024 Instructional Guide for Standard Updates

What's New?

Curriculum submissions are now even more streamlined! The Curriculum Office has organized standard updates based upon comprehensive and mid-cycle updates. Comprehensive updates require *all* courses, degrees, and certificates in a department to be launched into CurriQunet META for review and approval. Mid-cycle updates require departments to complete a one-page Mid-Cycle Update Form in META and launch *all* degrees and certificates, but course submissions are optional.

SPRING 2024

STEM: Comprehensive
MIT, PCS, & HWA: Mid-Cycle

What is the Function of the Mid-Cycle Update Form?

The Mid-Cycle Update Form in META will ask departments to identify which courses do not need revisions since their last comprehensive review; thus, these selected courses will not be launched into META for revisions. Any courses not selected on the form will need to be launched into META for review. Faculty will also certify that they will launch all degrees and certificates in their department for review.

Mid-Cycle Update Process



Chaffey College Curriculum Office 2024 Mid-Cycle Update: MIT, PCS, & HWA

2023



Review [Curriculum Submission Timeline](#)

View [list of courses, degrees, and certificates](#) in your department

Discuss changes needed for degrees, certificates, and courses (if any)



Designate one originator to complete the Mid-Cycle Update Form in [CurriQunet META](#)

Click "Create Proposal"

Select "Mid-Cycle Update Form"

Complete prompts

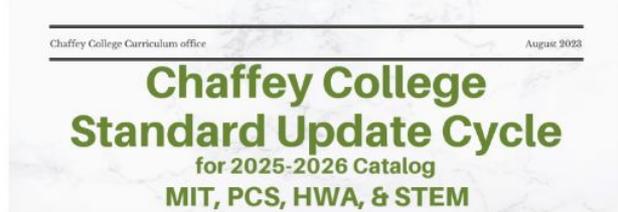
Click "Launch"



Any full-time faculty members in a department need to launch *all* degrees and certificates in [CurriQunet META](#)

Course submissions are optional based upon Mid-Cycle Update Form responses

Guidance for Faculty



MIT, PCS, HWA and STEM Curriculum Lists

STEM:
Standard updates are due for all courses, degrees, and certificates

MIT, PCS, and HWA: Complete Mid-Cycle Update Form

Launch *all* degrees and certificates

Course submissions are optional based upon Mid-Cycle Update Form response

Faculty Guidance for Curriculum Updates

Diversity, Equity, and Inclusion for Standard Updates

Mid-Cycle Update Form

Need Assistance?

- Use [META Tutorials](#) to guide you every step of the way!
- Contact your [Curriculum Representatives](#)
- Email Angela Burk-Herrick and Shireen Awad for appointments

Framework for Standard Updates

The Academic Senate stated in their Equity, Diversity, Inclusion, and Anti-racism Statement that they "will actively promote equity mindedness and diversity in all areas within its purview" (April 2021). Curriculum is a critical component of faculty purview. As a result, the Curriculum Committee and the Curriculum Office have created guides to help you incorporate Diversity, Equity, and Inclusion (DEI), where relevant and applicable, in your curriculum. These guides are designed to show you where DEI could possibly be included in your curriculum proposal. It is within faculty purview to determine where DEI components are applicable to their curriculum.

What's New?

Curriculum submissions are now even more streamlined! The Curriculum Office has organized standard updates based upon comprehensive and mid-cycle updates. Comprehensive updates require *all* courses, degrees, and certificates in a department to be launched into CurriQnet META for review and approval. Mid-cycle updates require departments to complete a one-page Mid-Cycle Update Form in META and launch *all* degrees and certificates, but course submissions are optional.

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Preparing for First Meeting (August 23, 2023)

1. Sign up for a reading section: [2023 Curriculum Committee Reading Groups Sign-Ups](#)
2. Complete Curriculum Committee quiz in the [Curriculum Committee Training 2023](#) canvas shell by **Monday, August 21, 2023**.
3. Feel free to begin reading as soon as proposals enter your queue (newer members will be trained in META next week).
4. Meeting Attendance:
 - a. All committee members based at the Rancho Campus **must** attend in-person.
 - b. Members based at the Chino and Fontana campus must attend in-person at their respective campus conference rooms (CHMB 102 and FNAC 119).
 - c. If you are based at Rancho San Antonio Medical Plaza or Intech Center, please email me for further instructions.
5. Proposals are entering your queue now, begin reading.

ASCCC Curriculum Institute Highlights

	<i>Summary</i>
Common Course Numbering (AB 1111)	Requires system-wide common Course Numbering system for all general education requirement courses and transfer pathway courses by July 1, 2024. Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog. Logistics are still being worked out.
Work Experience	Amendments to Work Experience Regulations are awaiting chaptering by the Secretary of State (permits noncredit work experience courses; requires local board policy and procedures; removes distinction between Occupational and General; simplifies credit hour calculation). <i>Effective Aug. 26, 2023</i>
CalGETC (in AB 928)	Singular lower division general education transfer pathway. Full implementation in in Fall 2025. State group is also working on a Title 5 “local” Associate Degree GE Pathway alignment (e.g. Area 1 in CalGETC similar to Area 1 in local GE; incorporate competencies into GE, etc.). CalGETC standards version 1.0 published in May 2023.



Curriculum Institute: Curriculum and the Schedule

Questions to consider....

Scheduling and Curriculum Currency

- Ensuring accurate and timely curriculum information is critical to the scheduling process.
- Start by asking:
 - Are there courses in your catalog that are never offered?
 - Are there programs in your catalog that no longer exist?
 - Are there certificate and/or degree options that have never been awarded?
 - Who is responsible for curriculum “clean-up” decisions?
 - How do you engage in campus-wide clean-up of curriculum/catalog?



**5. Resume Joint Session
(Share out)**





Opportunity Drawing!

ASCCC Plenary Highlights

Resolution Themes

ASCCC 2023 Spring Plenary Event Resolutions Themes (abbreviated)

[Resolutions Spring 2023 | ASCCC](#)

- Resolutions and amendments were up for debate and voting on Saturday April 22. The table below compiles and highlights resolution themes by topic (not all). See the full packet for all resolutions.

Resolution	Direction
Area/Topic	Curriculum/Ethnic Studies
9.01 S23 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines	Resolved, That the ASCCC urge local academic senates and curriculum committees to appropriately assign ethnic studies courses offered "in or on behalf of other disciplines" to Ethnic Studies. Passed, as amended
Area/Topic	Diversity and Equity/LGBTQIA+/DEIA
3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on all California Community College Campuses	Resolved, That the ASCCC work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor's Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof; Resolved, That the ASCCC work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and Resolved, That the ASCCC explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment. Consent
Area/Topic	General Concerns/OER/ZTC/LTC
13.08 S23 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals	Resolved, That the ASCCC urge local academic senates to assert academic senate primacy in addressing course instructional material costs issues, including all aspects of local low-cost definitions and any goal-setting related to instructional materials costs or the offering of zero textbook cost and low textbook cost sections. Passed
Area/Topic	State and Legislative Issues/CalGETC
6.07 S23 Support Revised Title 5 Associate Degree Requirements	Resolved, That the ASCCC urge the California Community Colleges Chancellor's Office to investigate any possible negative impacts to students for the proposed requirement in §55062(a)(4); and Resolved, That the ASCCC support the proposed amended language for the Associate Degree Requirements in California Code of Regulations, title 5, §55060-55064 provided that provisions for the acceptance of noncredit courses are included. Passed

ASCCC Curriculum Institute Highlights

	<i>Summary</i>
Common Course Numbering (AB 1111)	Requires system-wide common Course Numbering system for all general education requirement courses and transfer pathway courses by July 1, 2024. Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog. Logistics are still being worked out.
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CalGETC Framework

Area	Subject	Courses
1	English Communication English Composition Critical Thinking and Composition Oral Communication	1 course 1 course 1 course
2	Mathematical Concepts and Quantitative Reasoning	1 course
3	Arts and Humanities Arts Humanities	1 course 1 course
4	Social and Behavioral Sciences Two disciplines	2 courses
5	Physical and Biological Sciences Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	Ethnic Studies	1 course
Total Courses		11 courses (34 semester units)



**6. Participatory
Engagement through
Committees**



Local: Join 10 + 2 Committees!

- Accreditation Oversight Committee (7)
- Calendar Committee (11)
- College Planning Council (10)
 - Budget Advisory Committee (10) *a subcommittee of CPC
- Curriculum Committee (1-4)
- Distance Education Committee (1)
- Dual Enrollment Advisory Committee (1)
- Guided Pathways Steering Committee/ESM (5, 10)
- Evaluation Procedures (6, 11)
-
- Faculty Success Center Advisory Committee (8)
- Faculty Hiring Committees (6)
- Outcomes and Assessments (5, 9)
- Professional Development Committee (8)
- Program and Services Review Committee (9)
- President's Equity Council (10, 12)
- Resource Allocation Committee (10)
- Turning Point Steering Committee (1)
- ZTC Committee (1, 4, 5)

See [Committees Webpage](#) (but not accurate as of July 10, 2023).

Statewide Opportunities to make your voice heard:

- [ASCCC](#): the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.
 - Join statewide [committees](#)
 - Stay informed via [Listservs](#)
 - Attend Professional Development
 - Become an [ASCCC Liaison](#)

- [CCCCO](#):
 - Vision 2030 Strategic Directions:**
 - Equity in Access:** expand dual enrollment, credit for prior learning, work-based learning, flexible modalities (e.g. online/hybrid, short term classes), & workforce training for low-income adults.
 - Equity in Support:** strengthen academic support, student services support, and basic needs support via a high-tech/high-touch model that delivers services to all students without undue administrative overhead.
 - Future of Learning:** adapt to the dynamics of technology (e.g. generative AI) and in the troublesome effects of climate change with its urgent calls for action.
 - Provide feedback on [CCCVision 2030](#) using the feedback form on the webpage.

Academic Senate Website and Resources

Senate

Bylaws

Constitution

Meeting Agendas

Meeting Minutes

Related Links

Roster

Scholarship

Curriculum Committee

Committees

Faculty Lecturer of the Year

Resolutions/Statements of Support

Home > Faculty and Staff > Senate

Academic Senate

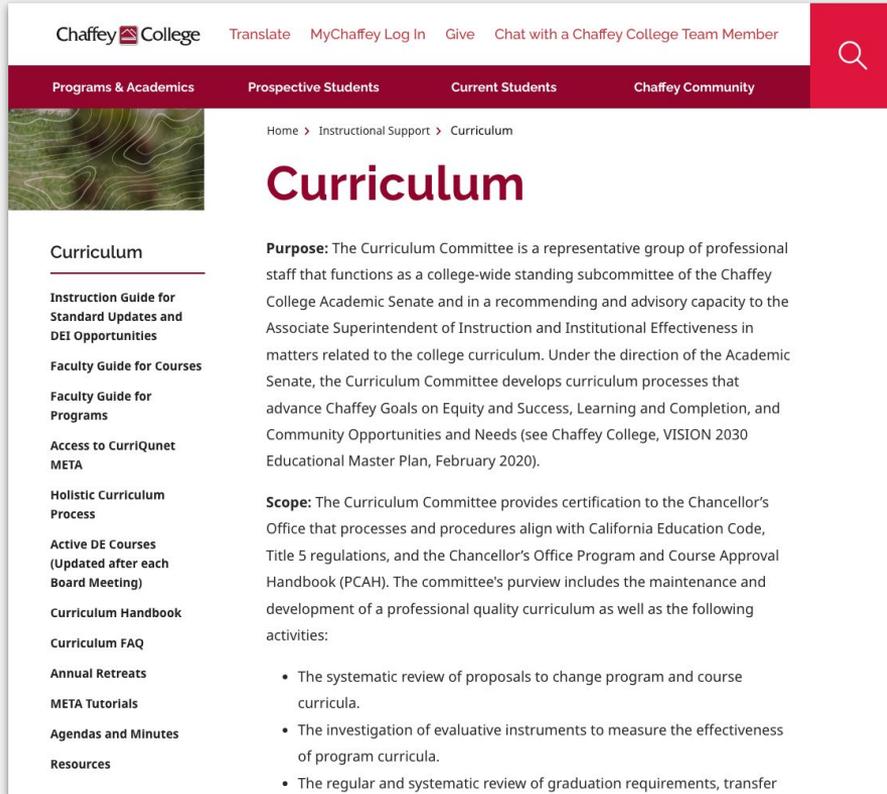
The Academic Senate is a governance organization that represents Chaffey College faculty in all academic and professional matters. Faculty interested in serving on **shared governance committees** should contact the Academic Senate.

The role of Academic Senate is outlined by AP 2510-Participation in shared governance. Commonly referred to as 10+2, activities and responsibilities may include or go beyond the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards or Policies regarding Student Preparation and Success
6. District and College governance structures, as related to faculty roles
 - a. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate in consultation with the Superintendent/President or designee.
 - b. There are some areas where the Faculty Association may appoint faculty to committees.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate. (Unique to Chaffey and is not included as the statewide 10 +1).

- [Academic Senate Webpage](#)
- [Academic Senate Canvas Shell](#)
 - Not enrolled? Self-enroll [here!](#)
- [Academic Senate for California Community Colleges \(ASCCC\) Webpage](#)

Curriculum Website and Resources



The screenshot shows the Chaffey College website's Curriculum page. The header includes the college logo and navigation links for Translate, MyChaffey Log In, Give, and Chat with a Chaffey College Team Member. A search icon is located in the top right. The main navigation bar features links for Programs & Academics, Prospective Students, Current Students, and Chaffey Community. The page title is 'Curriculum', with a breadcrumb trail: Home > Instructional Support > Curriculum. The main content area is titled 'Curriculum' and contains a 'Purpose' section, a 'Scope' section, and a list of activities. A left sidebar lists various resources such as the Instructional Guide for Standard Updates, Faculty Guide for Courses, and Curriculum Handbook.

Chaffey College [Translate](#) [MyChaffey Log In](#) [Give](#) [Chat with a Chaffey College Team Member](#)

[Programs & Academics](#) [Prospective Students](#) [Current Students](#) [Chaffey Community](#)

Home > Instructional Support > Curriculum

Curriculum

Purpose: The Curriculum Committee is a representative group of professional staff that functions as a college-wide standing subcommittee of the Chaffey College Academic Senate and in a recommending and advisory capacity to the Associate Superintendent of Instruction and Institutional Effectiveness in matters related to the college curriculum. Under the direction of the Academic Senate, the Curriculum Committee develops curriculum processes that advance Chaffey Goals on Equity and Success, Learning and Completion, and Community Opportunities and Needs (see Chaffey College, VISION 2030 Educational Master Plan, February 2020).

Scope: The Curriculum Committee provides certification to the Chancellor's Office that processes and procedures align with California Education Code, Title 5 regulations, and the Chancellor's Office Program and Course Approval Handbook (PCAH). The committee's purview includes the maintenance and development of a professional quality curriculum as well as the following activities:

- The systematic review of proposals to change program and course curricula.
- The investigation of evaluative instruments to measure the effectiveness of program curricula.
- The regular and systematic review of graduation requirements, transfer

Curriculum

- [Instructional Guide for Standard Updates and DEI Opportunities](#)
- [Faculty Guide for Courses](#)
- [Faculty Guide for Programs](#)
- [Access to CurriQunet META](#)
- [Holistic Curriculum Process](#)
- [Active DE Courses \(Updated after each Board Meeting\)](#)
- [Curriculum Handbook](#)
- [Curriculum FAQ](#)
- [Annual Retreats](#)
- [META Tutorials](#)
- [Agendas and Minutes](#)
- [Resources](#)

- Our Curriculum Office Website is a great resource!
 - Committee meeting calendar
 - Committee Representatives
 - Curriculum Submission Timeline
 - META Tutorials
 - Faculty Guides
 - And more!



THANK YOU!
Please enjoy lunch!

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