



CURRICULUM COMMITTEE TRAINING

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SOLANO
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UNDERSTANDING OF SENATE AUTHORITY PER CA ED CODE AND TITLE 5, INCLUDING THE 10+1

(WHERE/WHY/WHEN TO INSIST ON PROCESS)



ED. CODE & ACADEMIC SENATE PURVIEW

- ▶ Title 3, Division 7: California Community Colleges
 - ▶ 70900 General Provisions
 - ▶ **70902 Academic Senate has primary responsibility for recommendations regarding curriculum**
 - ▶ 72000 Districts and Governing Boards
 - ▶ 76200 Student Records, including privacy
 - ▶ 84000 Finance and Budget
 - ▶ 84750 Apportionment and Funding

INCLUDES ITS DESIGNEES/SUBCOMMITTEES, e.g. Curriculum and Basic Skills/LCs



IMPORTANT SECTIONS OF TITLE 5

Title 5 and the Academic Senate:

- ▶ Section 53200 (b)
 - ▶ Defines and empowers academic senates
- ▶ Section 53200 (c)
 - ▶ Lists the "10+1"
- ▶ Section 53200 (d)
 - ▶ Defines "consult collegially," "primarily rely," and "mutually agree"



THE "TEN PLUS ONE" ACADEMIC SENATE

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

- 
1. Curriculum including establishing prerequisites and places courses within disciplines
 2. Degree and 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
 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 mutually agreed upon between the governing board and the academic senate



THE SENATE & CURRICULUM COMMITTEE, INCL. SCC LOCAL CULTURE

- ▶ Senate builds the highway
- ▶ Subcommittees direct and control the traffic



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CURRICULUM STREAMLINING AND LOCAL CURRICULUM APPROVAL PROCESS:

UNDERSTANDING THE IMPLICATIONS FOR THE ACADEMIC SENATE & CURRICULUM COMMITTEE



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Changes in Process and Authority, CCs, CCCCCO, BoG

AUTHORITY

As the curriculum approval processes change, local colleges have greater authority and greater responsibility for certification



Local Approval



Regional Recommendation



CIO / Curriculum Chair Certification



Chancellor's Office Chaptering



FIRST ACTIONS: CREDIT COURSE CERTIFICATION

Annual Credit Courses Certification

1. Initial document was due December 16, 2016
 - ▶ 112 of 113 colleges have now signed the certification
2. CIO and Curriculum Chair signature
3. Will be due annually on 1 October beginning in 2017
4. Adding CEO and Senate President signature

This certification applies to the following:

1. New course proposals to existing approved credit programs
2. Modifications to existing approved credit programs
3. Substantial change proposals for credit courses
4. Stand-alone proposals
5. Non-substantial change proposals for credit courses



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CERTIFICATION TIMELINE

- ▶ Credit Course Certification
 - ▶ New proposals to new programs
 - ▶ New proposals to existing approved credit programs
 - ▶ Substantial change proposals
 - ▶ Stand-alone proposals
 - ▶ Non-substantial change proposals

- ▶ Credit Program Certification
 - ▶ Timeline?
 - ▶ Non-substantial change proposals

- ▶ Non Credit Courses and Programs
 - ▶ Timeline?



CREDIT COURSES NEED TO DEMONSTRATE THAT THE DOCUMENTS BELOW WERE USED



PCAH

- Education Code
- title 5
- Submission Guidelines



CCCCO Course Calculations

- Know the calculation
- Memo from CCCCCO
- Local Policy



LOCAL CERTIFICATION REQUIREMENTS

When the Curriculum Chair and the Chief Instructional Officer of a college certify these four curriculum items, they are ensuring the following:

- ▶ the college/ district has followed the Program and Course Approval Handbook processes and course and program information is accurate
- ▶ the college / district has followed the CCCCCO Course Calculation guidelines and course hours and units are correct
- ▶ the college's / district's governing board has approved the course outline of record and/or program
- ▶ the college / district has provided training regarding curriculum rules and regulations to ensure compliance
- ▶ the college / district has developed local policy, regulations or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit

These items of assurance are primarily technical pieces; therefore, it is imperative that the Vice President of Academic Affairs partner with the Curriculum Chair and the tech review committee in the technical review process to ensure accuracy in all areas. Once these items are reviewed in the tech review committee and approved by the Curriculum Chair and the VPAA, the curriculum piece will be ready to move forward to the curriculum committee for further discussion on non-technical aspects such as topics, scope and student learning outcomes.

In Closing—Our Mutual Commitment Is...



Board of Trustees Approval

- Honoring of 10+1
- Compliance with PCAH
- Integration with Planning Documents



Training

- Partner with Academic Senate
- PCAH / Submission Guidelines
- Role of Curriculum Committees
- Support for Curriculum Technicians



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UNDERSTANDING OF BROWN ACT, INCLUDING LEGAL REQUIREMENTS OF THE ACADEMIC SENATE & ITS SUBCOMMITTEES



BROWN ACT— WE ARE OPEN & PUBLIC



Ralph M. Brown 1959 Photo courtesy *The Modesto Bee*

“The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know.”

California Government
Code §54950



BROWN ACT: TO WHOM DOES IT APPLY?

Applies to meetings of all local legislative bodies (GC 54952). For any community college, local legislative bodies include:

- ▶ The Board of Trustees;
- ▶ Any subcommittee or task force created by the Board with a majority of Board members serving on the group;
- ▶ Any subcommittee or task force created by the Board which has a definite ongoing charge (either decision-making or advisory) OR has a regularly-scheduled meeting set by the Board, regardless of Board membership.



DOES BROWN ACT APPLY TO LOCAL ACADEMIC SENATES (& SUBCOMMITTEES)?

A. Board of Trustees

B. Academic Senate (as Subcommittee of the BoT)

C. Subcommittees of the Board of Trustees

D. Senate committees, all subcommittees, including the Curriculum Committee





THEN, WHAT IS A MEETING?

A meeting of a local legislative body (GC 54952.2) occurs whenever a majority of members gather to discuss business within their charge. A majority can meet for the following items provided they do not discuss any business within their charge among themselves:

- ▶ Attendance at a conference;
- ▶ An open meeting of some other group to address local issues (even a Board-recognized group under the definition of "legislative bodies");
- ▶ Social gatherings.



SERIAL MEETINGS ARE EXPLICITLY NOT ALLOWED

Serial meetings occur when a majority of the members have communicated about an issue and have developed a collective concurrence.

A collective concurrence is developed when "Members have either directly or indirectly heard each other's opinion on a topic enough to collectively develop or begin to develop an agreement on an issue."



IMPLICATIONS OF BROWN: AGENDAS

1. Must include meeting time and location, including address;
2. Post agenda in a 24/7 publicly accessible area 72 hours before meeting (physically and virtually);
3. Special meetings require 24 hours notice and are limited to agenda items;
4. Senates do not call emergency meetings (which do not require 24 hour notice) as public safety is not under senate jurisdiction;
5. Allow for public comments before or during discussion of agenda items;
6. Include all action items on the agenda, with a brief description;
7. Can change order of agenda



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ACTION IS LIMITED TO ITEMS ON THE AGENDA, EXCEPT WHERE...

1. That the need for immediate action was discovered after the agenda was posted, and
2. If approved by the body with a vote of 2/3 of members present if more than 2/3 of the total membership are present, or a unanimous vote if less than 2/3 of the total members are present.



MEETINGS AND VOTES ARE OPEN

1. Meetings must be held within your senate's jurisdiction
2. Closed sessions are for
 - ▶ litigation (for instance, the senate is or will be sued)
 - ▶ personnel matters (such as, the senate has responsibility for evaluating a senate employee)
 - ▶ negotiating with a bargaining agent (which the senate does not do).
3. All votes are open!
 - ▶ No secret ballots...even for elections (if they are conducted during senate meetings).
 - ▶ It is required that all ayes, nays and abstentions on motions be attributed to member casting a vote!
4. Members may respond to public comments but not take action
5. All items distributed by the Senate before or during meetings must be available to the public at the meeting (reasonable fees may be charged for duplication).

YOU ARE A CURRICULUM REPRESENTATIVE

So, now what?



YOU ARE A CURRICULUM REPRESENTATIVE

- Becoming familiar with the course standards is probably the first task a new member should undertake.
- An extremely important role for the Committee member is serving as the *communication link* between the Curriculum Committee and his/her constituent group— Academic Deans, students, and faculty. Curriculum and instructional issues discussed at the Committee meetings need to be taken back to the member's constituent groups, and issues and concerns brought up by constituent groups need to be communicated back to the Curriculum Committee. The Committee member is responsible for making this two-way communication happen.
- A primary role of the Committee representative is to know and understand this process and, along with the Dean, to work with the faculty to move through it. The Curriculum Committee representative's signature indicates that the curriculum meets the Curriculum Committee's curriculum standards. It is possible that the representative does NOT support the proposal but does feel that the proposal meets the curriculum standards.



THE ROLE/RESPONSIBILITIES OF THE CURRICULUM REP:

Duties of the Members

- ▶ Become informed about Curriculum Committee policies and procedures.
- ▶ Attend all scheduled meetings, *having read the agenda, minutes, and agenda items beforehand.*
- ▶ Study all items listed on the agenda and be prepared for discussion and making recommendations at meetings, per the *Course Outline of Record Checklist* located in the Curriculum Handbook.
- ▶ Determine the merits of proposals based on an objective analysis of the information presented including the effects upon the college-wide curriculum.
- ▶ Vote to approve or disapprove curriculum proposals and any other appropriate items brought to the Committee for a vote.
- ▶ Make recommendations concerning instructional goals and policies of the College, at the request of the Academic Senate.
- ▶ Serve as liaison from the Curriculum Committee to schools for information regarding curricular issues. Examples: course proposals, calendars, articulation, etc.
- ▶ **Inform those making proposals of the date on which the proposals will be considered and the disposition of their proposals by the Committee. And, BE SURE THEY SHOW UP.**
- ▶ If a proposal is rejected, make certain proposer is informed of the reason(s) for the rejection.



YOU ARE A CURRICULUM REPRESENTATIVE

- Importance of Peer Vetting and Content
- Importance of Class Size, Fiscal Viability and Unit Creep
- Curriculum as Social Justice
- Not a Rubber Stamp



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THE CURRICULUM PROCESS

Solano Community College



CURRICULUM PROCESS AT SCC

▶ PRIOR TO COURSE SUBMISSION--

- ▶ Consultation/dialogue with discipline faculty for vetting (incl. outside the discipline where appropriate)
- ▶ Research component for best practices and articulation (consultation with the AO and CA)
 - ▶ CID if needed
 - ▶ CSU/UC/GE Patterns
- ▶ Consultation with area dean (incl scheduling, fiscal viability, class caps and the like)

"Adequate planning prior to preparation of the proposal application is essential. Advisory committees are most helpful in curriculum planning and revision. The appropriate Dean and the Curriculum Committee representative provide the curriculum leadership in the discipline and should be involved in the process throughout the development of a new course proposal. In addition, the curriculum planning process includes consulting with the Vice President of Academic Affairs and the Articulation Officer, and the Library faculty. The VP of Academic Affairs should be consulted early in the process, during the planning stage. For transferable courses and general education courses, the proposal must be reviewed and signed off by the Articulation Officer prior to being submitted to the Curriculum Committee. For clarification of the curriculum process, contact the appropriate Dean, the Curriculum Committee representative, or the Curriculum Office."



CURRICULUM PROCESS AT SCC

▶ Approval Process

- ▶ Tech Review = Is the course technically accurate, including outcomes, articulation, and coding (e.g. TOPS, CIP, CB). Tech review will not advance courses to content review unless these criteria are met.
- ▶ Content Review, including COR review for content, outcome assessment, DE, CTE requirements (including advisory boards and regional consortia recs), suitability for lower division or upper division (Biomanufacturing only)



WHAT DOES YOUR "APPROVAL" INDICATE?

The following five criteria should guide authors and committee members through the program and course development, modification, and approval process; these criteria are also used by the Chancellor's Office for program approval.

- A. Appropriateness to Mission
- B. Need
- C. Curriculum Standards
- D. Adequate Resources
- E. Compliance

Curriculum & Tech Review Meeting Schedule

Meeting Room: 503, Time: 1:30 pm
2017 - 2018 Academic Year



Aug-17							Sep-17							Oct-17						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5			5	6	7	8	9	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

Nov-17							Dec-17							Jan-18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4			5	6	7	8	9		1	2	3	4	5	6
5	6	7	8	9	10	11	10	11	12	13	14	15	16	7	8	9	10	11	12	13
12	13	14	15	16	17	18	17	18	19	20	21	22	23	14	15	16	17	18	19	20
19	20	21	22	23	24	25	24	25	26	27	28	29	30	21	22	23	24	25	26	27
26	27	28	29	30			31							28	29	30	31			

Feb-18							Mar-18							Apr-18						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	1	2	3	4	5	6	7	
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	21	24	25	26	27	28
25	26	27	28				25	26	27	28	29	30	31	29	30					

May-18						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Aug 10th & 11th: Flex Day
 - August 10th: CurricuMETA Training For CC/TR Members (PM)
 - Aug 14th - Dec 17th: Fall Semester
 - Aug 29th: CC and TR Committee Members Training.
 - Sept 4th: Labor Day
 - Oct 10th: Flex Day (optional)
 - Nov 10th: Veterans Day
 - Nov 22nd - 26th : Faculty T.G. Holiday
 - Nov 23rd: Thanksgiving Day
 - Dec 11th- 17th: Finals Week
 - Dec 20th - January 2nd: Winter Break
 - Dec 25th: Christmas
 - Jan 11th -12th : Flex Day
 - Jan 15th: Martin Luther King Jr.
 - Jan 16th - May 24th: Spring Semester
 - Feb 16th & 19th: Presidents Day
 - Mar 13th - 14th - Flex Day
 - Apr 2nd - 8th: Spring Break
 - May 18th - 24th: Finals Week
 - May 28th: Memorial Day
- Curriculum Committee Meeting
 - Tech Review Committee Meeting
 - Deadlines/Approval
 - Holiday/Declared By SCC
 - Flex Day

September 28, 2017: Last day to submit New Program and non-credit proposals to be available for Fall 2018 and catalog.
November 16, 2017: Last day to submit proposals to be available for Fall 2018 and Catalog.
April 12, 2018: Last day to submit proposals to be available for Spring 2019 and Addendum.



COURSES

- ▶ Create or modify course and Submit
 - ▶ Use Curriculum Rep and Curriculum Analyst as resource for META input

A screenshot of the CurricUNET login interface. It features a dark grey background with the CurricUNET logo at the top left. Below the logo are two white input fields for "Email" and "Password". A link for "Forgot your password?" is positioned below the password field. At the bottom left, there is a checkbox labeled "Remember me?". A prominent green "Login" button is located at the bottom right, with a link for "SSO" directly beneath it.



COURSE – DIFFERENCES FROM NEW PROPOSAL

Modification/Deletion

- Impact Report

Curriculum Review

- CR spreadsheet
- Requisite Revalidation

Textbook Change

- Only goes to Curriculum Analyst for implementation

Distance Education

- DE Committee
- DE Form
- DE in META
- DE Coordinator Approval



PROGRAM – PROPOSAL DIFFERENCES

New/Modification/Deletion

- Narrative
- Program Table
- Articulation Agreement (Transfer)

Career Technical Education (CTE)

- Narrative
- Program Table
- Articulation Agreement (Transfer)
- BACCC Endorsement
- CTE Advisory Council Approval Meeting Minutes
- Labor Market Information

Associate Degree for Transfer (ADT)

- Narrative
- TMC template
- Course C-ID
- Course Articulation Agreements

Title:				
Revision	Date of	Modification	Requirement Type	Requirements
			Approval	2 Faculty
			Approval	Curriculum Committee Rep
			Approval	Articulation Officer
			For Transfer	Articulation Agreement by Major – 51%
			ADT	TMC Template
			ADT	C-ID approved or submitted
			ADT	Course Articulation Agreements
			Approval	Dean
			Transfer/ Certificate/ CTE/Local	Narrative
			Transfer (non ADT)/Certificate/ CTE/Local	Program Table
			CTE	BACCC Endorsement
			CTE	BACCC Endorsement signed by administration
			CTE	CTE Advisory Council Approval Meeting Minutes
			CTE	Labor Market Information and Analysis
			Approval	Assessment (Discussed with coordinator)

Once Curriculum Analyst has received all documents (including this checklist) and all approvals are granted the program will move forward to Technical Review.

Notes:



TECHNICAL REVIEW

Technical Review: Course				
All	Cover			
	Department		Course Number	
	Does the course number correspond with local numbering systems?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Was the course number used previously?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Full Course Title			
	Does the course title reflect what will be taught within the course content?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Does the course title use number or letter to indicate course level?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Does this number or lettering approach match other courses in the discipline?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Computer Title	Does it provide sufficient information from the course title?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Curriculum Analyst	Cover			
	Do codes comply with CCCCO guidelines?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
	CB03-TOP Code		CB09-SAM Code	
	Is this course CTE?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Do TOP and SAM code CTE status match?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Is level of CTE appropriate to the discipline?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
	CB11 California Classification Codes		CB22-Non Credit Course Category	
	Is this course correctly indicated for credit?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Or, if for non-credit is the correct designation used?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
	CB08 Basic Skills Status		CB21 Prior to College Level	
Is the Basic Skills status coded correctly?		Yes <input type="checkbox"/> No <input type="checkbox"/>		
Curriculum Analyst, Articulation Officer	Cover			
	Add Cross Listed	Is there an equivalent course in another discipline?		
	Program Information	Will this course be part of a program? Major/GE		
	Programs Impacted:			
Are there program modification(s) created to reflect changes?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	



CURRICULUM REVIEW (CONTENT REVIEW)

Solano Community College Course Outline

SOCS 001

Course Overview

SOCS-001 Curriculum Committee

Lecture Hours: 1.50
Units: 1.50

Course Description

Prerequisite: None

A subcommittee of the Academic Senate; Responsible for overseeing the college curriculum; Essential to the function and integrity of the college; Faculty driven; Established by mutual agreement of the college and/or district administration and the academic senate (Title 5, section 55002)

Student Learning Outcomes

Upon successful completion of the course, students should be able to demonstrate the following skills:

Course Content

1. Become informed about Curriculum Committee policies and procedures.
2. Attend all scheduled meetings, having read the agenda, minutes, and agenda items beforehand.
3. Study all items listed on the agenda and be prepared for discussion and making recommendations at meetings, per the Course Outline of Record Checklist (pg. 49).
4. Determine the merits of proposals based on an objective analysis of the information presented including the effects upon the college-wide curriculum.
5. Vote to approve or disapprove curriculum proposals and any other appropriate items brought to the Committee for a vote.
6. Make recommendations concerning instructional goals and policies of the College, at the request of the Academic Senate.
7. Serve as liaison from the Curriculum Committee to schools for information regarding curricular issues. Examples: course proposals, calendars, articulation, etc.
8. Inform those making proposals of the date on which the proposals will be considered and the disposition of their proposals by the Committee.
9. If a proposal is rejected, make certain proposer is informed of the reason(s) for the rejection



- ▶ Does this course fit the mission of the College?
- ▶ Is this a college-level course?
- ▶ Is the incorporation of critical thinking apparent throughout the outline, particularly in the Objectives, Methods of Instruction and Methods of Evaluation? (COR:CRG 24)
- ▶ Is the course outline integrated? Does each part of the outline reinforce (integrate with) the purpose of the other parts in the outline? (COR:CRG 5-6)
- ▶ Various areas on a new course proposal form interrelate. For instance:
 - ▶ The number of units indicated in the Section K should correspond with the amount of content information provided in the Content Outline area.
 - ▶ Methods of Evaluating Student Achievement need to link to stated Student Performance Objectives
 - ▶ Course Preparation and Student Assignments/Homework need to be feasible: if the "Course Advisory" is the SCC Minimum English standard, but the "Required Writing Assignments" area includes a research project, then these two areas do not "mesh." The SCC Minimum English standard is equivalent only to eligibility for English 370. Ability to do a research paper requires completion of English 1.

WHEN REVIEWING A COURSE FOR APPROVAL

Some questions to keep in mind as you review a course. See the *Course Outline of Record Checklist* and the *Course Outline of Record: A Curriculum Reference Guide* (COR:CRG) for more:



LOWER DIVISION COURSES/PROGRAMS

In general, lower-division course work generally emphasizes:

- ▶ **Breadth:** student outcomes focus on a basic understanding of the extent of a field or discipline; OR students learn how one field relates to other fields.
- ▶ **Foundation:** student outcomes include an acquaintance with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study, including lower-division transfer and local baccalaureate programs, or as required for workforce development, certificate programs, and associate degree programs. Generally, majors are expected to complete lower division courses in their first two years of study.
- ▶ **General Education:** student outcomes include essential skills, attitudes, and practices (e.g., basics of critical thinking, numeracy, communication, problem solving) important in many different fields, including workforce development, certificate programs, associate degrees and lower division, transfer courses as prescribed by General Education patterns.
- ▶ **Preparation:** lower-division courses may assume some basic entry-level knowledge, such as high school preparation in the field.



UPPER DIVISION COURSES/PROGRAMS

In contrast, upper-division courses typically have one or more of the following characteristics:

- ▶ **Depth/Focus:** student outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories.
- ▶ **Specialization:** student outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice.
- ▶ **Refinement:** student are able to build upon the "general education" background noted above the application of these skills in more discerning or challenging contexts.
- ▶ **Preparation:** prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program.
- ▶ **Capstone Courses/Projects:** though not necessarily specialized or focused on in-depth study of one discipline, student outcomes may have an integrative function wherein students integrate knowledge from earlier studies.



CURRICULUM COMMITTEE & THE DEPT OF EDUCATION - 1

Types of eligible programs:

- ▶ Bachelors degree
- ▶ Associates degree
- ▶ Transfer
 - ▶ General: 668.8(b)(1)(ii) The successful completion of at least a two-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program
 - ▶ IGETC Certification + AS/AA
 - ▶ CSU GE Breadth Certification + AS/AA
 - ▶ Not certificates



CURRICULUM COMMITTEE & THE DEPT OF EDUCATION - 2

Certificate (must lead to gainful employment in recognized occupation):

- ▶ At least 600 clock hours, 16 semester credit hours or 24 quarter credit hours AND 15 weeks of instruction
- ▶ At least 300 clock hours, 8 semester credit hours or 12 quarter credit hours AND 10 weeks of instruction AND require prior completion of at least an associate degree
- ▶ At least 300 clock hours but less than 600 clock hours AND 10 weeks of instruction AND meet completion and placement rate requirements (short term)(Direct loan only)

Clock Hours, Credit Hours and Title IV Eligibility

- ▶ In 2012, presentation on requirement that certain types of certificate programs must be treated as clock hour programs for Title IV (**34 C.F.R. 668.8(k)(2)**)
- ▶ In spite of the training, many California community colleges did not meet this requirement
- ▶ Although this requirement will be gone on July 1, 2016, it is still in effect
- ▶ Schools must transition the programs back to credit hours



CURRICULUM COMMITTEE & THE DEPT OF EDUCATION - 3

ED will ensure program meets eligibility requirements:

- ▶ Accreditor and state approval matches E-App (name and program length)
- ▶ CIP Code consistent with name of program
- ▶ Leads to a recognized occupation (SOC code) where required
- ▶ Meets minimum weeks and clock- or credit-hours
- ▶ Meets clock to credit conversion where required



DISTANCE EDUCATION - 1

§55206, the Curriculum Committee must approve any course delivering any portion of its content via distance education separately

- ▶ The course should be separately reviewed and approved according to the district's adopted course approval procedures via separate action.
- ▶ The committee should consider how Instruction and Evaluation will take place to maintain regular effective contact with students (incl. instructor-initiated contact)
 - ▶ Examples of Online Methods of Instruction include (but aren't limited to) threaded discussions; instructor developed web lectures; converted power point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web quests; online reference resources chat; email; CD/DVD support materials; instructor website; online library resources; textbook supplements.
 - ▶ Citing "Canvas" is not sufficient



DISTANCE EDUCATION - 2

“In compliance with this separate approval requirement, the committee considers distance education proposals and course modifications through a separate action after reviewing the online Methods of Instruction & Evaluation forms which provide information on how the instructor will maintain regular effective contact with students and describe how the methods of instruction and evaluation are adapted to the distance education modality. The distance education forms for online/hybrid course modifications, proposals, and curriculum review should be carefully and thoroughly filled out by the instructors responsible for the courses, as this is the Curriculum Committee’s only way of knowing that the online version of the course is the full equivalent, in rigor, workload, and instructor-student interaction.” (CH 49)



SIGNIFICANCE OF DE VETTING: DE, CORRESPONDENCE AND INSTITUTIONAL ELIGIBILITY

Correspondence courses and programs may be eligible for Title IV (TIV), but with specific limitations

- ▶ If more than 50% of courses OR 50% or more of students are enrolled in correspondence courses, **the institution is not eligible**
- ▶ See **34 C.F.R. § 600.7** for conditions of institutional ineligibility



UNIT HOURS & CREDIT HOURS

Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

Outside-of-class Hours: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours.

Instructional Category	In-class Hours	Outside-of-class hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Credit Hours & the Hours-per-unit Divisor: The value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system. This number represents the total student learning hours for which the college awards one unit of credit.



For academic disciplines, the minimum qualifications now are a masters' degree in the discipline of the assignment; or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline. A statewide "disciplines list" defines the degrees that are considered to be reasonably related. Assignments in the humanities, natural sciences, social sciences, and fine arts generally fall into this category, as do a number of technical disciplines, such as engineering, home economics, nursing, dietetics, accounting, and business management.

Counselors and librarians are also expected to hold appropriate master's degrees. There are special requirements for employees of Disabled Students Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS).

For disciplines in which a master's degree is not generally expected or available, the minimum qualifications are a bachelor's degree (with any major) and two years of experience in the occupational area of the assignment. Assignments that fall into this category are generally in technical, trade, or industrial fields.

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>

NEW! MIN QUALS MUST BE LISTED ON THE COR



SCENARIOS FOR DISCUSSION

- ▶ A new course for a new program seems to duplicate a course in a related program: English faculty submit a new course in creative writing with emphasis on screenplay and playwriting.
- ▶ In content review, a CC rep voices concern over the TOP code for a course in Theater, while one of the administrative representatives voices concern over the proposed class maximum of 25.
- ▶ Course modification/deletion in one discipline which reduces/eliminates an elective choice in another program: English faculty propose changing the Survey of Multi-Ethnic Literature to Diversity in Literature to include additional marginalized identities.
- ▶ A discipline faculty member shows up to a CR meeting to voice her objections to a course modification, claiming the change is not supported by the majority of her colleagues, yet all of the permissions have been signed. Both of the signatories are adjunct faculty.
- ▶ A course is slated for deletion by some faculty in the department, but other faculty still want the course. The dean points out that the course had not been offered successfully in over five years.
- ▶ A prior year's CC conditionally approved a program pending the successful submission of missing components, including the program narrative; however, the final needed parts have not been submitted for an extended period of time. The Curriculum Analyst voices concern to the CC that the program continues to linger, despite its "conditionally approved" status.



UPCOMING TOPICS/PRIORITIES FOR AY 2017-2018

- ✓ Technical Review Formalized (Volunteers to Serve?)
- ✓ Pathways
- ✓ Pre-Req/Co-Req Content/Statistical Review
- ✓ Curriculum Review, Process and Calendar
- ✓ META IS A WORK IN PROGRESS
- ✓ Workload Committee (Volunteers to Serve?)