



# Curriculum Committee Basics and Resources Solano Community College Fall 2020

Adapted from

Curriculum Institute Pre-Session for New(er) Curriculum Chairs

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# Responsibilities of the Curriculum Chair and Committee

# Layers of Guidance

## CA Education Code

- Statute, determined by legislation

## Title 5 (California Code of Regulations)

- Interprets Ed Code into regulations, determined by Board of Governors

## Chancellor's Office Program and Course Approval Handbook ([PCAHA](#))

- Establishes specific guidelines for implementing Title 5
- Developed by Chancellor's Office with CCC Curriculum Committee (5C)

## Chancellor's Office Guidelines

- Further clarify implementation of Title 5 and emerging issues (e.g. AB 705)

## ASCCC papers and reference guides

- Best practices available online: <https://www.asccc.org/publications#>

# Searching Title 5

Easy to browse or search CA Code of Regulations at  
<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations>

Title 5: Education

Division 6: California Community Colleges

Chapter 6: Curriculum and Instruction

Subchapter 1: Programs, Courses, and Classes

For a list of sections related to curriculum see PCAH, 6th ed, pp. 20-22

[https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Board-of-Governors/Meeting-schedule-and-agenda/July-2016-Agenda/Files/PCAH\\_6thEdition\\_Final\\_June2016\\_kc.ashx](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Board-of-Governors/Meeting-schedule-and-agenda/July-2016-Agenda/Files/PCAH_6thEdition_Final_June2016_kc.ashx)

# Faculty Authority Over Curriculum

Authority over the curriculum is codified in California Education Code (§70902) and further refined in Title 5 Regulations (§53200).

Along with the authority, there is a responsibility: work with other faculty, administrators, and staff.

Administration has “right of assignment” over courses and programs.

# Curriculum is Part of Academic Senate “10 + 1”

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.

# Types of Curriculum

## CREDIT

### Courses

- Degree-applicable
- Non degree-applicable

### Programs

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

## NONCREDIT

### Courses

- Noncredit: Courses must fit in one of 10 categories to be approved by CO/receive apportionment
- Vs. Not-for-credit/Community Services: fee-supported class; apportionment is not claimed; locally approved

### Programs

- Cert. of Completion/Competency (CDCP)
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Certificates (not CO approved)

# Approval Process

1. Discipline faculty develop and submit
2. Local curriculum committee reviews and approves
  - May include separate tech review, DE review, requisite review, SLO review, etc. SCC has a separate technical review meeting, DE reviews the DE Addenda and the Assessment coordinator reviews the SLOS
3. Local governing board approves
4. Submit to Chancellor's Office
  - Auto approval/chaptering for credit courses, local credit programs
  - Review/approval for noncredit, CTE/ADTs
5. Once you have a Control Number, curriculum can be:
  - published in catalog, schedule, etc.
  - eligible for apportionment
  - sent for external articulation and transfer agreements



# What happens in committee review?

**Technical review** ensures complete data, compliance, and consistency

- Can deal with looking at some of the things that tend to make CC meetings drag on: grammar, wording, codes, hours and units, etc.

**Content review** looks at the appropriateness of the content, objectives, assignments, etc. to the discipline.

- Discipline faculty create and review content in terms of disciplinary expertise
- CC members trained to look for specific things in content:
  - Assignment of a discipline, min qualifications
  - [Avoiding duplication of existing curriculum](#)
  - Appropriateness to college mission
  - Integration of elements of COR (content, objectives, assignments, etc.)
  - Justification for advisories, prerequisites, GE petitions, DE modalities

# Articulation Officer (AO)

- Your AO is an incredible resource of information for you and the curriculum committee.
- If they aren't already a member of your committee, they probably should be. Our AO is a member of the CC.
- Role of the AO:
  - Does your AO give reports at your meetings?
  - How might you work with the AO to encourage faculty to make changes to their courses to improve your college's articulation agreements
    - AO lead professional development training for faculty.



Articulation Officer website: <http://ciac.csusb.edu/>

# Curriculum Specialist

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

# Local Academic Senate

- Curriculum Committee acts under the authority granted to the Academic Senate
- Senate needs to stay in the loop even if they do not actively review curriculum
  - Curriculum chair may be a voting member of Senate OR,
  - Curriculum chair may make regular reports to Senate OR,
  - Senate may appoint a liaison to attend curriculum meetings
  - At SCC, CC is an ex-Officio member of the Senate

# Working With Faculty

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

# Managing Conflict

- Get comfortable with conflict - it can be productive or destructive, depending on how it is handled.
- Remain impartial and remember that you are representing the faculty of your college not just one area.
- Remember that the goal of the curriculum committee is to approve curriculum that best serves our students.
- You can't make everyone happy. Work with all parties to try and reach a solution that meets as many interests as possible with the focus being what is best for students.

# Useful Resources

## **External Resources:**

ACCJC standards  
ASSIST  
COCI (public view)  
Cooperative Work Experience Education Handbook  
CSU GE and IGETC Guiding Notes  
Dual Enrollment Guide (RP Group)  
Financial Aid eligibility  
Listservs (Yahoo! and ASCCC)  
Noncredit at Glance  
Regional Consortia  
Title 5 on Westlaw  
UC Transfer guidelines

## **ASCCC Resources:**

Equivalence to Minimum Qualifications  
The Course Outline of Record: A Curriculum Reference Guide Revisited

## **CCCCO Resources:**

Baccalaureate Degree Pilot Program  
Min Quals handbook  
Monthly CIO Bulletin from CCCCCO  
Noncredit Instruction  
Prerequisites/Corequisites Guidelines  
Program and Course Approval Handbook (PCAH)  
Repetition Guidelines  
TOP Manual

# Request from your Academic Senate

1. Develop a process to review and modify curriculum to support the College and Senate's commitment to anti-racist and equity practices in education.
2. Develop a process to ensure new programs have course sequencing and placement in PACE.
3. Develop a process for planning new programs/courses that includes evaluation/collaboration regarding impact and a long-term plan.
4. Develop a process for changing local GE including evaluation/collaboration regarding impact.
5. Reporting out to the Senate.