Annual Curriculum Committee Training and Review

2021-2022

CONTENTS

Curriculum Committee: Annual Training, Review, Orientation and Updates

Curriculum is at the center of what we do at College of the Siskiyous, so decisions made by the Curriculum Committee directly impact local processes and outcomes. Our curriculum must respond not only to local factors such as establishing new courses to meet our community's needs, but also to external factors introduced by influencers like the California Legislature and the California Community College Chancellor's Office. Because of the far-reaching scope of curriculum and its broad impacts, being a member of the Curriculum Committee has a steep learning curve. The contents of this packet are designed to provide committee members with some guidance and references, as well as fulfill the annual training required by Title 5 (§55100).

Title 5 (§55100 and §55130) require that those involved in the curriculum review and approval process are trained. Committee membership and operating procedures may evolve; therefore, there is a need for regular and ongoing training.

The pressure is on…

In 2017, the curriculum approval process was streamlined to give local California Community College districts the ability to receive auto-approval of their curriculum by simply chaptering it with the Chancellor's Office. Curriculum streamlining means that there is more responsibility on the individual colleges to ensure quality and compliance in curriculum compared to when the Chancellor's Office was reviewing and approving curriculum.

Every October, colleges must now certify annually that curriculum is developed and approved in accordance with Education Code, Title 5, and the Program and Course Approval Handbook (PCAH). Certification allows the college to have automated (expedited) approval for credit courses, noncredit courses, and most degree and certificate programs. For quality assurance, faculty primacy in curriculum development is essential, but the curriculum chair cannot be the only source of curriculum expertise. High quality curriculum requires not only depth of knowledge, but also the breadth of knowledge and diverse perspectives that comes from a multi- disciplinary committee of faculty well-trained in curriculum matters.

Committee members have an important task – and need enough training to ensure they are producing quality curriculum, and to feel comfortable saying "no" to colleagues when necessary.

Curriculum is Part of the Faculty Purview Through the Senate:

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

Under AB 1725, the Academic Senate has a responsibility to make recommendations with respect to academic and professional matters. Curriculum is an academic matter and, therefore, the curriculum committee is authorized by the Academic Senate to make recommendations about the curriculum of the college, including:

- Approval of new courses
- Deletion of existing courses
- Proposed changes in courses
- Periodic review of course outlines
- Approval of proposed programs
- Deletion of programs
- Review of degree and certificate requirements
- Approval of prerequisites and corequisites
- Assessment of curriculum as needed

AB 1725 also established that approval of curriculum at the local level is the responsibility of the Academic Senate or a subcommittee or the Academic Senate, which would be the curriculum committee or other group comprised primarily of faculty, which has been designated as the approving body.

But Why Would the Committee Ever Want to Say No to Curriculum?

Compliance and quality matter. The following five "A's" help ensure compliance and quality in curriculum:

1. **Approval**: Certification and correct data for COCI to speed up the process.
2. **Apportionment**: Ed Code and Title 5 §55100 and §55130 give the Chancellor's Office the authority to "terminate the ability of a district to

offer courses [and educational programs] until such time a district demonstrates compliance with all requirements for certification."

3. **Articulation**: Curriculum is evaluated for quality by transfer institutions, C-ID, and external regulatory bodies.
4. **Accreditation**: Standard IIA3, among others, requires certain elements for courses, including Student Learning Outcomes, resources, etc.
5. **Access**: Ultimately, quality assurance matters for the students. When the curriculum committee does its job, students have access to courses and programs that are current, cohesive, and clear about goals and pathways.

Local Certification Process

The Chancellor's Office distributes the annual certification memo to colleges each fall. The memo is signed by the Superintendent President, the Vice President of Academic Affairs, the Academic Senate President, and the Curriculum Chair. By signing and submitting the certification memo, the college is certifying that:

- All approved curriculum will align with all requirements outlined in Education Code, Title 5, and the 7th edition of the Program and Course Approval Handbook.
- The college has a board policy related to the credit hour. The policies (BP 4020 and AP 4020) must be submitted to the Chancellor's Office with the signed certification memo.
- The college has a cooperative work experience plan that has been approved by the Board of Trustees (although the plan does not need to be submitted.

Course and Program Approval for Curriculum is a process. We follow our own established processed as well as adhere to state and local guidelines.
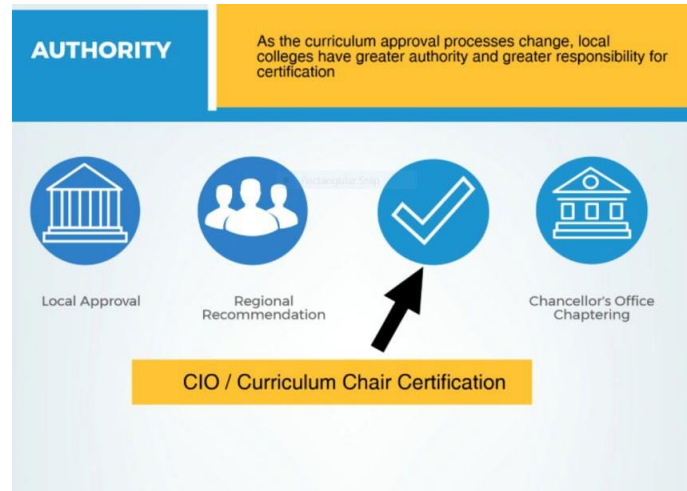
Curriculum and the Law

The course outline of record (COR) is a legal document that must contain certain required elements that are outlined in Title 5 §55002.

The Chancellor's Office Program and Course Approval Handbook (PCAH) establishes specific guidelines for implementing Title 5. It is developed by the Chancellor's Office with the Academic Senate (ASCCC) and the CCC Curriculum Committee (5C).

Guidelines and Memos from the Chancellor's Office can further clarify the implementation of Title 5, e.g. AB 705 Memos.

ASCCC papers and reference guides give details about the COR, effective approval processes, etc.

As a member of the Curriculum Committee, you ensure:
- Quality and accuracy of the curriculum
- Our approvals meet the expected state, local, and transfer standards
- That we uphold the requirements for apportionment
- That we uphold the accreditation standards, specifically Standard II.A.3

All of the above are elements to look for in the Course Outline of Record.

Organization of the Curriculum Committee

As an academic and professional matter, the Academic Senate determines the composition of the Curriculum Committee. Members may be voting or non-voting. The five voting Faculty members are confirmed by the Academic Senate and serve for three years each. The Curriculum Chair is elected by the Curriculum Committee and serves for three years.

Voting Members:
- Curriculum Committee Chair – Faculty
- Four Full-Time Tenure-Track Faculty
- Articulation office (if Full-Time Tenure Track Faculty)

Non-voting Members:
- Coding Reviewer
- Associate Dean, Instruction/Director, Athletics
- Dean, Career & Technical Education
- Dean of Liberal Arts and Student Success
- Vice President, Academic Affairs
- Student Representative
- Director, Noncredit Education
- Curriculum Secretary

What are my responsibilities as the Curriculum Committee Chair?

- Mentor new members of the curriculum committee to ensure the new member understands the basics of reviewing course outlines and all committee procedures and expectations.
- Aids the Curriculum Secretary in the creation and review of meeting agendas and minutes as well as be responsible for providing the overall organization for weekly curriculum committee meetings.
- Acts as the final approval arbiter for all curriculum prior to its approval by the Board of Trustees/ Ensure the accuracy and compliance with Title 5 and California Education Code of each approved course and program, and academic policy before signing off on it.
- Acts as the Senate's liaison between all faculty and the college in any and all matters pertaining to curriculum.
- Reports monthly to the Senate-of-the-Whole on all matters pertaining to curriculum.
  - Fill all committee vacancies.

- Coaches and mentors all faculty in the methodologies to be used for all curriculum submissions.
- Ensures that the curriculum committee website is current and up-to-date.
- Overall responsible for the technical review of every curriculum submission and the general education review of every curriculum submission to determine if should or should not be in the COSGE pattern
- Regularly consult with the CTE Dean, the LAS Dean, and the Athletic Director on curriculum development.
- Regularly update the Curriculum Handbook and Committee Annual Training Manual.
- Conduct periodic FLEX faculty workshops on curriculum processes.
- Generate schedules for regularly revising course outlines and programs for each discipline.

What are my responsibilities as a Curriculum Committee member?

- Prior to each curriculum meeting, review new and revised curriculum in eLumen that is submitted by faculty to ensure local and state compliance.
  - Review courses to be considered on the agenda prior to the meeting, even if you were the assigned technical reviewer.
- Assist faculty in their respective areas with curriculum-related questions.
  - Answer questions, provide information on curriculum policies and procedures, and inform faculty on prerequisite/corequisite policies, deadlines, developing Student Learning Outcomes, and how to properly prepare a Course Outline of Record
  - Recommend additions, deletions, and modifications in general education patterns for the association degree, the CSUGE Breadth Requirements, and the IGETC Requirements.
- Regularly attend and participate in curriculum meetings and curricular discussions.
  - All members should be prepared to make informed decisions
  - Disseminate curricular information and recommendations to the faculty, administration, and Board of Trustees
- Vote at curriculum meetings in a manner that is aligned with the college mission and goals, based on a student- and equity-centered perspective.
  - Recommend associate degree requirements to the faculty, administration, and Board of Trustees

- Participate in required training, complete assigned technical reviews, and stay current on Education Code and Title 5 requirements regarding curriculum.
- Implement state-mandated regulations or policies that affect curriculum.

What exactly am I reviewing the curriculum for?

There are five criteria that the Chancellor's Office suggests to approve programs and courses:
- Appropriateness to the Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Assisting Faculty in their Respective Areas with Curriculum-Related Questions

Things to consider and help faculty with their questions regarding curriculum and eLumen:
- Where does the course/program fit in with the grand scheme of things?
- Have you consulted with other faculty in your area regarding this curriculum?
- Did you check other colleges (COR, enrollment, scheduling, etc.)?
- Have you spoken with the Articulation Officer?
- Does the course/program fit with our mission?
- Have you spoken to your Dean/Director?
- Have you followed the appropriate pre-approval process and steps in the handbook?
- Approve or deny all GE requests in your area.

Regularly attend and participate in curriculum meetings and curricular discussions. Vote at curriculum meetings in a manner that is aligned with the college mission and goals.

As faculty, curriculum is at the heart of what we do and a global perspective is so important. Your vote matters. Curriculum is part of the "10+1" under the Senate purview and faculty have fought to keep curricular issues under the umbrella of being driven completely by faculty. Let's honor that idea. Voting by email is not an option, so please make every effort to attend all curriculum meetings.

Tech Review: A How-To

As a faculty member on the curriculum committee, you are responsible for performing technical reviews of all courses, new and revised, that come through the curriculum management system, eLumen. You are checking for all required components of the Course Outline of Record, per Title 5 §55002, including:

- Unit Value
- Requisites
    - If a course has a pre-requisite attached to it, the objectives/outcomes that a student must be able to perform from that course need to be included in the COR for the course requiring completion of that pre-requisite.
- Expected number of contact hours
    - Local policy: keep Course Duration (Weeks) at 18
- Catalog description
    - Should be short, 1-2 sentences
- Student Learning Outcomes (that begin with measurable action verbs)
    - Local policy of not including Objectives, only SLO's
    - 3-4 SLO's per course
- Content (Lab outline included if lab hours are present)
    - Lecture and lab outline(s) should be in proper outline format
- Required reading and writing assignments
    - This does not need to be an exhaustive list, but just a general overview
- Other outside-of-class assignments
- Instructional methodology
- Methods of evaluation
- Textbooks (for articulation purposes, should be within 5 years)
    - This includes any lab equipment, tools, art materials, sports item, or anything else the student must have to participate effectively in the course
- If requesting transferability, comparable courses are listed as part of the General Education patterns (CSUGE, COSGE, IGETC, SOUGE).
- Proposal start semester
- Submission rationale/Notes for Submission (explained on the next page)

If any of these components are missing, the course must be returned to the faculty originator. As a tech reviewer, you need to leave comments in eLumen at the bottom of each page so the faculty originator knows what to change. You also will click on "request change" in the section of eLumen that needs to be modified. When you send the course back to the faculty originator, send them an email

letting them know what needs to be changed as well, in case they do not see the comments.

You are also checking for grammatical and spelling errors. You are free to correct those without sending the course back to the faculty originator.

If the course is a revision, there is a box on the first page of the COR in eLumen that should tell you what has been changed or updated. It could say something like "2-year CTE required update: textbook updated, materials fee added" or "Updating SLO's" or "Adding Distance Education." You need to be aware of what has been changed and pay special attention to those areas.

The following areas are for the Curriculum Specialist and do not need to be modified in the Technical Review process:
- TOP Code/SAM Code
- Course Control Number
- Tab in eLumen called "Curriculum Technician" (last tab in the workflow)

Technical reviews are assigned by the Curriculum Committee Chair as needed. Please make every effort to complete your assigned courses by the deadline.

Resources

- [Program and Course Approval Handbook, 7th Edition](#)
- [Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates](#)
- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- ASCCC.org for more papers, Rostrum articles, etc.
- CCCCO.edu for Chancellor's Office Information; https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support for information in Academic Affairs

Common Curriculum Acronyms

AA-T: Associate of Arts Transfer Degree	CSUGE: California State University General Education
AB: Assembly Bill	CSU: California State University
ACCJC: Accrediting Commission for Community and Junior Colleges	CTE: Career and Technical Education
ADT: Associate Degree for Transfer	GE: General Education
AO: Articulation Officer	IGETC: Intersegmental General Education Transfer Curriculum
AoE: Area of Emphasis	LAS: Liberal Arts and Sciences
ASCCC: Academic Senate for California Community Colleges	PCAH: Program and Course Approval Handbook
AS-T: Associate of Science Transfer Degree	PLO's: Program Learning Outcomes
CCC: California Community College	SB: Senate Bill
CDCP: Career Development and College Preparation	SLO's: Student Learning Outcomes
C-ID: Course Identification Numbering System	SOUGE: Southern Oregon University General Education
COA: Certificate of Achievement	TMC: Transfer Model Curriculum
COCI: Chancellor's Office Curriculum Inventory	UC: University of California
COR: Course Outline of Record	VPAA: Vice President Academic Affairs
CORE: Course Reviewer (for C-ID)	