From

To

Fall 2019

Curriculum Committee and Technical Review Committee Training

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Curriculum Committee

Annual Training, Review, Orientation and Updates

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.

Committee Members should be familiar with and know how to access the following documents:

1. Program and Course Approval Handbook 6th edition (PCAH)
2. The Course Outline of Record: A Curriculum Reference Guide Revisited 2017
3. Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates
4. SBVC Curriculum Handbook

Links to all these documents are on the Curriculum Website:
https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/index.php

What are my responsibilities as a Curriculum Committee member?

1. Review curriculum in CurricUNET (courses and programs) that is submitted by faculty to ensure local and state compliance.

2. Comment through CurricUNET on courses and programs.

3. Assist faculty in their respective areas with curriculum-related questions.

4. Regularly attend curriculum meetings and participate in curricular-related discussions.

5. Vote at bi-weekly curriculum meetings.

6. Assign/find a proxy if you are unable to attend a meeting.

Understanding the Process

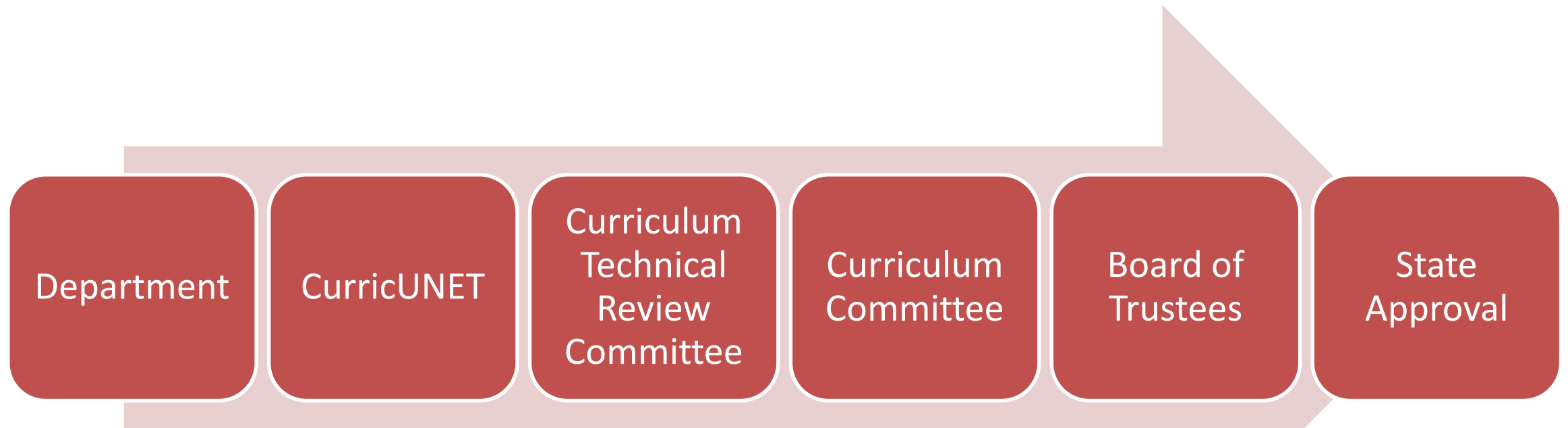Things to consider and help faculty with their questions:

- Where does the course/program fit in the grand scheme of things?
- Have you spoken with other faculty in your area?
- Did you check other colleges?
- Have you spoken to the articulation officer?
- Are you sure it fits in our mission?
- Did you check out the handbook?
- Did you speak to your dean?

SBVC Mission Statement

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Curriculum Approval Process

Department → **CurricUNET** → **Curriculum Technical Review Committee** → **Curriculum Committee** → **Board of Trustees** → **State Approval**

Note: CTE Programs must work with the Administrative Curriculum Coordinator to attain Endorsement from the Regional Consortium.

Five Criteria

There are five criteria the Chancellor's Office suggests to approve programs and courses.

1. Appropriateness to the Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

Curriculum and the Law

CA Education Code
- Statute
- Determined by legislation

Title 5
- Interprets Ed Code into regulations
- Determined by Board of Governors

Curriculum and the Law

Chancellor's Office Program and Course Approval Handbook (PCAH)
- Establishes specific guidelines for implementing Title 5
- Developed by Chancellor's Office with Academic Senate (ASCCC) and CCC Curriculum Committee (5C – formerly SACC)

Chancellor's Office Guidelines and Memos
- Further clarify implementation of Title 5
- E.g. AB 705 Memos

ASCCC papers and reference guides
- Papers on COR, effective approval processes, etc.

Curriculum, the Law, and You

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
- that we accurately report the MIS data (CB codes)

All of the above are elements to look for in the Course Outline of Record (COR)

Curriculum and the Law

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

- The COR serves as a legal contract between the faculty, student, and the college.

- The COR ensures consistency among all sections of a course.

Required Elements of the COR

Element	Credit	Noncredit
Unit Value	X	
Total Contact Hours	X	X
Outside of Class Hours	X	
Total Student Learning Hours	X	
Conditions of Enrollment	X	
Catalog Description	X	X
Objectives	X	X
Content	X	X
Reading and Writing Assignments (or Others and Appropriate)	X	X
Other Outside of Class Assignments	X	X
Methods of Instruction	X	X
Methods of Evaluation / Grading Policy	X	X

Proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposed to serve with the program. A new program must not cause harmful competition with an existing program at another college.

Factors to consider:
- Educational master plan
- Accreditation standards
- Program review
- Transfer programs
- Noncredit, student demand and transition to credit
- CTE: Current LMI for credit programs, Regional Consortium endorsement, Advisory Committees

Adequate Resources: PCAH

- The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. (Hence the extensive review process)

- Faculty compensation

- Library resources

- Facilities and equipment

- College must offer the all the required courses for the program at least once every two years.

Credit Program Criteria p. 65 PCAH

Four Categories:

1. Associate in Arts for Transfer (AA-T)
2. Associate in Science for Transfer (AS-T)
3. Associate of Arts (AA)
4. Associate of Science (AS)

Certificates of Achievement: credit certificates that are transcripted. 16+ units must be submitted to CO for approval. 12+ units may be submitted and transcripted. (Certificates under the unit threshold are local certificates and are not transcripted).

Certificate of Competency and Certificate of Completion: are reserved for noncredit programs.

Program Goals:
1. Transfer (all ADTs and Certs for CSU GE-breadth and IGETC),
2. CTE (not including ADTs) ,
3. Local (everything else not in a CTE TOP Code).
NB. Noncredit program criteria and development are covered by another training.

Pages 48-54 in the PCAH Defines:

Title 5 clarifies formula for calculating credit hours:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\textbf{Hours-per-unit Divisor}}$$

Total Contact Hours = total time per term that a student is under the direct supervision of an instructor or other qualified employee... including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc.

Outside-of-class Hours = required for calculations, expressed in ratio of in-class to outside-of-class hours, for example:

   1:2 for Lecture (lecture, discussion, seminar and related work)
   2:1 for Activity (activity, lab w/ homework, studio, and similar)
   3:0 for Laboratory (traditional lab, natural science lab, clinical, and similar)

Hours-per-unit Divisor = 48-54 for semesters, or 33-36 for quarters (we use 54)

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

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

Compliance and Quality Matter

1. **Approval**: Certification and correct data for COCI speed up the process.
2. **Apportionment:** Ed Code and Title 5 §§ 55100 and 55130 give the Chancellor's Office the authority to "terminate the ability of a district to offer courses [and educational programs]... until such time a district demonstrates compliance with all requirements for certification."
3. **Articulation:** Curriculum is evaluated for quality by transfer institutions, C-ID, and external regulatory bodies.
4. **Accreditation:** Standard IIA3, among others, requires certain elements for courses, including Student Learning Outcomes, resources, etc.
5. **Access:** Ultimately, quality assurance matters for the students. When the curriculum committee does its job, students have access to courses and programs that are current, cohesive, and clear about goals and pathways.

The Brown Act – Open and 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

Who must abide by the Brown Act?

"All meetings of the <u>legislative body</u> of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the <u>legislative body</u> of a local agency, except as otherwise provided in this chapter."

-GC Section 54953(a)

E-mail

§5492.2(b):

Except as authorized pursuant to §54953, any use of direct communication, personal intermediaries, or **technological devices** that is employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken on an item by the members of the legislative body is prohibited

The attorney general has issued an opinion stating that this section of the act applies to email.

The Attorney General's Opinion Regarding E-mail

- In 2001 the CA Attorney General issued an opinion regarding the use of email. (Opinion #00-906, 2001)

- <u>The opinion concluded</u>: A majority of the board members of a local public agency may not e-mail each other to develop a collective concurrence as to action to be taken by the board without violating the Ralph M. Brown Act.

- Even if the emails are made public, they would still be a violation of the Act because the board would be depriving the pubic of the deliberative process.

- The opinion also states, "The term 'deliberation' has been broadly construed to connote 'not only collective discussion, but the collective acquisition and exchange of facts preliminary to the ultimate decision." (*Rowen v. Santa Clara Unified School Dist.* (1981) 121 Cal.App.3d 231, 234; see *Roberts v. City of Palmdale, supra*, 5 Cal.4th at p. 376.)

- You can find the opinion at:
https://oag.ca.gov/system/files/opinions/pdfs/00-906.pdf

Trends in Legislative Action

Current Legislature is interested in:

Social Mobility, Equity, and Opposing the Federal Government

The CCCs are seen as mechanisms for both social mobility and equity

Legislators are sometimes frustrated with requests for funding without seeing significant movement in disaggregated completion rates, basic skills restructuring/attainment, or other measures of moving toward their overarching goals

What are *your* best practices for approving curriculum?

Resources

Resources for Effective Curriculum Processes:
- Curriculum Chair: Mary Copeland mcopelan@valleycollege.edu
- Articulation Officer: Janice Wilkins jwilkins@sbccd.cc.ca.us
- Administrative Curriculum Coordinator: Kay Dee Yarbrough kyarbrough@valleycollege.edu