Curriculum Committee Training & Review

FALL 2022

Introductions

- Name
- How long have you been at SBVC?
- What division do you represent?
- How are you feeling about this committee?
- What do you want to get out of this committee?

Annual Training, Review, Orientation, and Updates

DINA HUMBLE, ADMINISTRATIVE CHAIR

BETHANY TASAKA, FACULTY CO-CHAIR

JANICE WILKINS, ARTICULATION OFFICER

KAY DEE YARBROUGH, CURRICULUM COORDINATOR

Curriculum Committee Charge

Under AB1725, 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 course	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	

IDEAA

- Our nation, system, and colleges are at critical point of self-reflection and change.

- Equity is the mission of the CCC system and SBVC. It's baked into our purpose by design and law.

- Curriculum Committee Committees are key campus leaders. You have an important role in this dialogue and action.

- Systemic, institutional change is needed to meet the moment and you are in a key position to support your colleagues as they address these issues through evaluation and revisions of their curricula.

- Changes to curriculum to address issues of equity are will be in front of our committee in the coming year. Support the work of faculty as they respond to these issues in their discipline.

Support of IDEAA in Curriculum

❖ **SBVC**

- Academic Senate Resolution Su20.01 Infusion of Anti-Racist/No-Hate Education

❖ **ASCCC**

- Resolution Fall 2019 Support Infusing Anti-Racist/No-Hate Education in Community Colleges

- DEI in Curriculum: Model Principles and Practices

The Curriculum World: Contexts, Policies, and Processes

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 (PCAH)**
  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

The Role of Faculty in Curriculum

- Faculty 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.

- ACCJC Standards focus on faculty purview in curricular matters:
  - II.A.2 Faculty ensure that the content/methods of instruction meet standards
  - II.A.3 Student learning outcomes
  - II.A.4 Pre-collegiate level curriculum
  - II.A.12 Faculty expertise the basis for courses approved for general education
  - IV.A.4 Faculty role in governance for curriculum and student learning programs and services

Curriculum is a 10+1 Matter

1. Curriculum, including establishing prerequisites
2. Degree and certificate requirements
3. Grading policy
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 professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

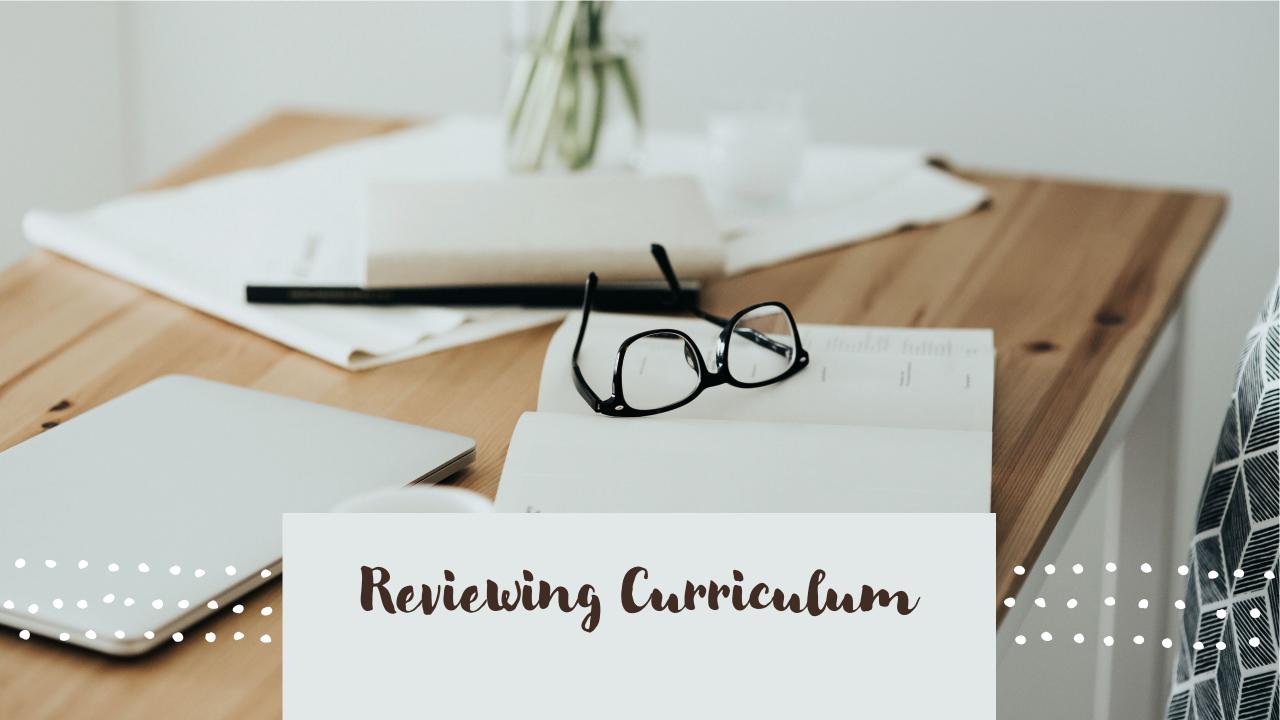*+1 Other academic and professional matters as mutually agreed upon*

With
great power...

...there must
also come
great
responsibility

What's our Curriculum process?

Department → Technical Review → Curriculum Committee → Board of Trustees → State Approval → Articulation → Catalog

WE FOLLOW OUR OWN ESTABLISHED PROCESSES AS WELL AS ADHERE TO STATE AND LOCAL GUIDELINES.

Reviewing Curriculum

5 Criteria Suggested by the Chancellor's Office

1. Appropriateness to the mission

2. Need

3. Curriculum standards

4. Adequate resources

5. Compliance

SBVC's 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.

How do we define "need"?

- Equity and access.

- As part of the Vision for Success, the Chancellor's Office asks us to make data-based decisions.

- For CTE programs, this can be labor market data, advisory committee information, enrollment, and…?

- For other academic programs, this can also be some labor market data as well as enrollment and TMC (Transfer Model Curriculum) and…?

- Integration of Guided Pathways.

Curriculum Standards

- Curriculum Standards are laid out in the PCAH and in our own Curriculum Handbook.

- We often rely on discipline faculty for curriculum standards (appropriate units, course rigor, etc.)

- A global perspective is still important – how do new courses affect the campus as a whole?

- Placement of courses in disciplines.

Adequate Resources

- Do we have the faculty, the facilities, the equipment, etc. to offer the course or program?

- What's the effect on students if we cannot offer a course?

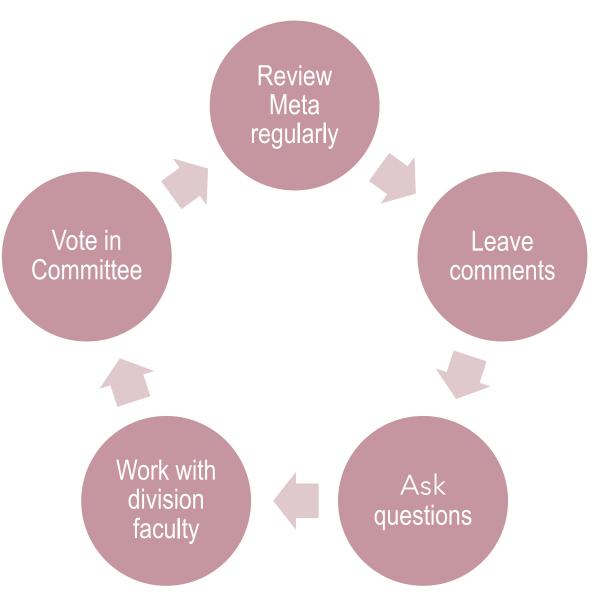- Include input from Administration, particularly the Office of Instruction.

Compliance

- Does the course and program meet accreditation and state (Title IV) compliance?
Some programs have additional accrediting bodies.

- This is why the global perspective is so important in Curriculum and the voices of the articulation officer, curriculum coordinator, the VPI, and faculty are so important.

Your Curriculum Checklist

The Course Outline of Record

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

- We review the COR on Meta.

- Encourage your division faculty to reference the COR when developing and updating courses.

Review Meta Regularly & Leave Comments

- Review courses and programs in Meta.
    - Look for local and state compliance.
    - Comment on courses and programs.
    - You have 10 days to make comments – don't wait until the last minute!
    - noreply@curriqunet.com
- You should get email reminders from CurrIQunet Meta.
- Check curriculum for:
    - Appropriateness to mission
    - Need
    - Curriculum standards
    - Adequate resources
    - Compliance

Sample Comments

- The course content seems sparse compared to the number of units. Is this truly a 4-unit course?
- Are these textbooks the most current ones?
- The SLOs don't seem to match the course content.
- Can the reading assignment be more specific?
- Is there a strong student need for this course?
- Do we have the facilities to teach this course?
- This class shows lab hours, but there is no lab course content.

Ask Questions

- Potential questions to ask faculty:
  - Where does the course/program fit in the grand scheme of things?
  - Has the department met regarding this curriculum?
  - 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?

Work with Division Faculty

- You're the most direct connection with faculty in your division.
- Help wherever you can.
- You may not have all the answers, and that's okay.
  - It's a learning process.
  - Reach out to the Curriculum Team if you need more support.

Vote in Committee

- We depend on your presence and preparation.
  - Find a proxy if you're unable to attend a meeting.
- Bring up questions or concerns.
- We are not a "rubber stamp" committee.
- Vote according to what's best for your division faculty and what aligns with compliance.
- It's okay to disagree, as long as we remain professional.
- Abstention means you side with the majority, however that turns out.

Compliance and Quality Matter

1. **Approval**: Certification and correct data for the Chancellor's Office.
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.

You are the voice of your division. You don't speak for yourself alone; you speak for your division colleagues. Please confer with your division colleagues and inform them of agenda items and courses that are up for a vote.

In addition to reading the agenda and reaching out to your division, please make sure you review the minutes before each meeting and Board items.

Meeting Norms

- Brown Act committee

  Public comments: A way for issues to be raised without debate

  Action items must be on the agenda

- Robert's Rules:

  Chair will recognize the speaker

  Speaker order: Voting members, then guests

  Once someone has spoken, they move to the back of the line to encourage diverse views

- Other norms?

Contact Info:

- Bethany Tasaka:

  btasaka@valleycollege.edu

- Janice Wilkins:

  jwilkins@valleycollege.edu

- Kay Dee Yarbrough:

  kyarbrough@valleycollege.edu

Resources

- ASCCC Curriculum Institute Pre-Session for New Chairs
- Mary Copeland's Training from fall 2021

SBVC
CURRICULUM
COMMITTEE