Curriculum PreSession: New Curriculum Administrators

Karen Daar, Los Angeles Valley College

Michelle Grimes-Hillman, Long Beach City College

Meridith Randall, Chaffey College

Michelle Sampat, Mt. San Antonio College

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Student Learning Outcomes: By the end of this session, participants will be able to:

- Share the consequences of initiative fatigue.

- Visualize internal curriculum processes for the administrator's role.

- Explore the implications of the new and proposed funding models impacts on curriculum.

- Explore the impact of Guided Pathways on curriculum processes.

- Navigate through the Curriculum World.

- Appreciate the ambiguity inherent in curriculum rules and processes while gaining confidence in local decision making.

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Who are we? Why are we here?

- *What's going on at your home college?*
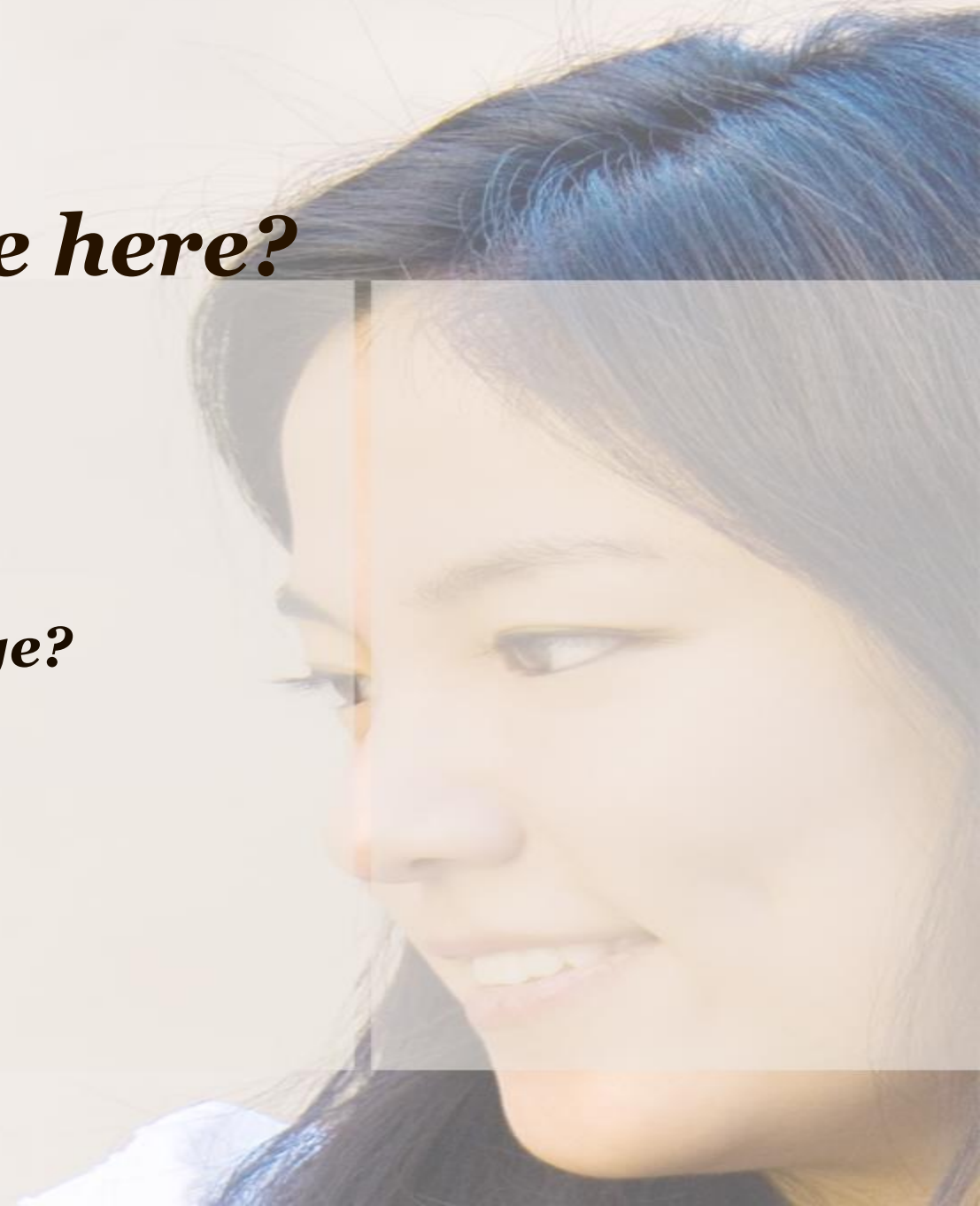
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Local Decisions or legal compliance: What do you know?

- *Can there ever be too many General Education course choices?*
- *Should Colleges create 7.5 units or below CTE certificates that do not require Chancellor's Office approval?*
- *Should there be local degrees that are neither CTE or intended for transfer?*
- *Should lifelong learning be a primary mission of the CCCs?*

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Scenario 1: Ensure local procedures are compliant

- *In light of the state's new budget formula which includes performance-based funding, the administration would like to increase completions. To further this goal, some faculty would like to create a new degree that is a smattering of general education courses without a clear major or area of emphasis.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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Scenario 2: Certificate creation

- *Changes to Title 5 permits colleges to submit certificates for approval that are at minimum of 8 units through 15.5. Certificates of 16 units and above are now required to be submitted to the COCI for approval. Faculty are confused by the change and are complaining about the extra workload.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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Scenario 3: Flexible GE Patterns

- *The local general education pattern includes courses that neither transfer for a lower division prep or act as elective units for transfer. Additionally, the college has multiple graduation requirements in order for students to earn a local degree, thus lowering the completions for the local degrees, and competing with the principles of the Guided Pathways initiative.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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Scenario 4: Meta Majors

The college asked students to sort all programs into meta-majors and name each meta-major. Faculty members are not happy with the adoption of student-named meta-majors, including Plants and Animals, STEM, and Hands-On Careers. The faculty also do not agree with the students' identification of programs within these meta-majors and are concerned about departments being reorganized. Faculty are protesting, calling for Votes of No Confidence, and demanding that programs remain organized under their current school/division structure. Some faculty are revising program names to align with the meta-majors they prefer and want the curriculum committee to speed these revisions through.

- *What do you ask?*

- *What do you do?*
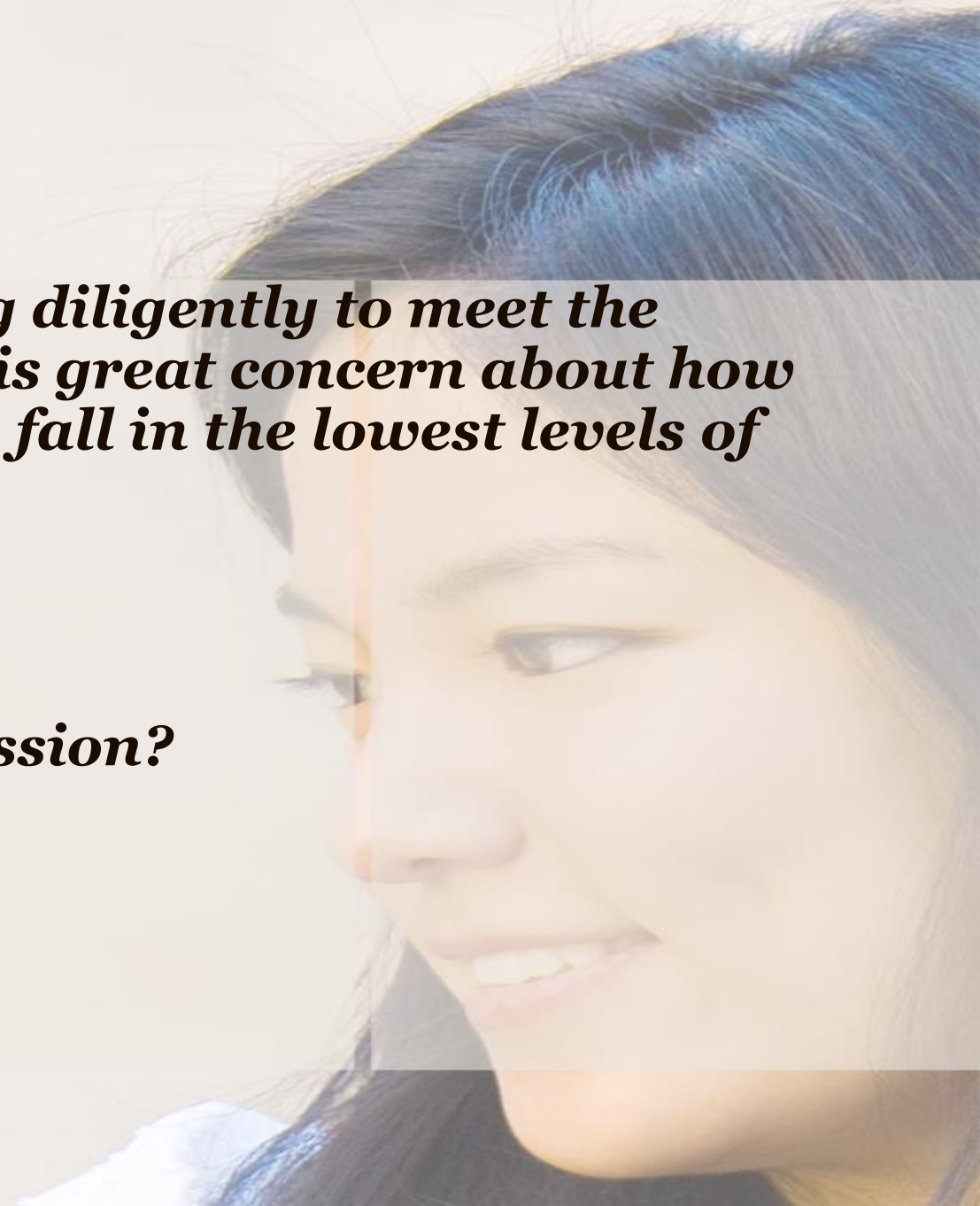
- *Who should be included in the discussion?*

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Scenario 5: AB705

Math and English faculty are working diligently to meet the mandates of AB 705. However, there is great concern about how to support students who traditionally fall in the lowest levels of English and math.

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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Scenario 6: Completion Agenda

- *Data shows that several CTE programs are not showing any completions in the last five years. The faculty are struggling to modify degrees and certificates to serve industry needs.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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Scenario 7: Curriculum Inventory

- *Your curriculum chair and curriculum technician/analyst do not get along. Each believe that it is the others' responsibility to ensure data is accurately entered into the new curriculum inventory.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*
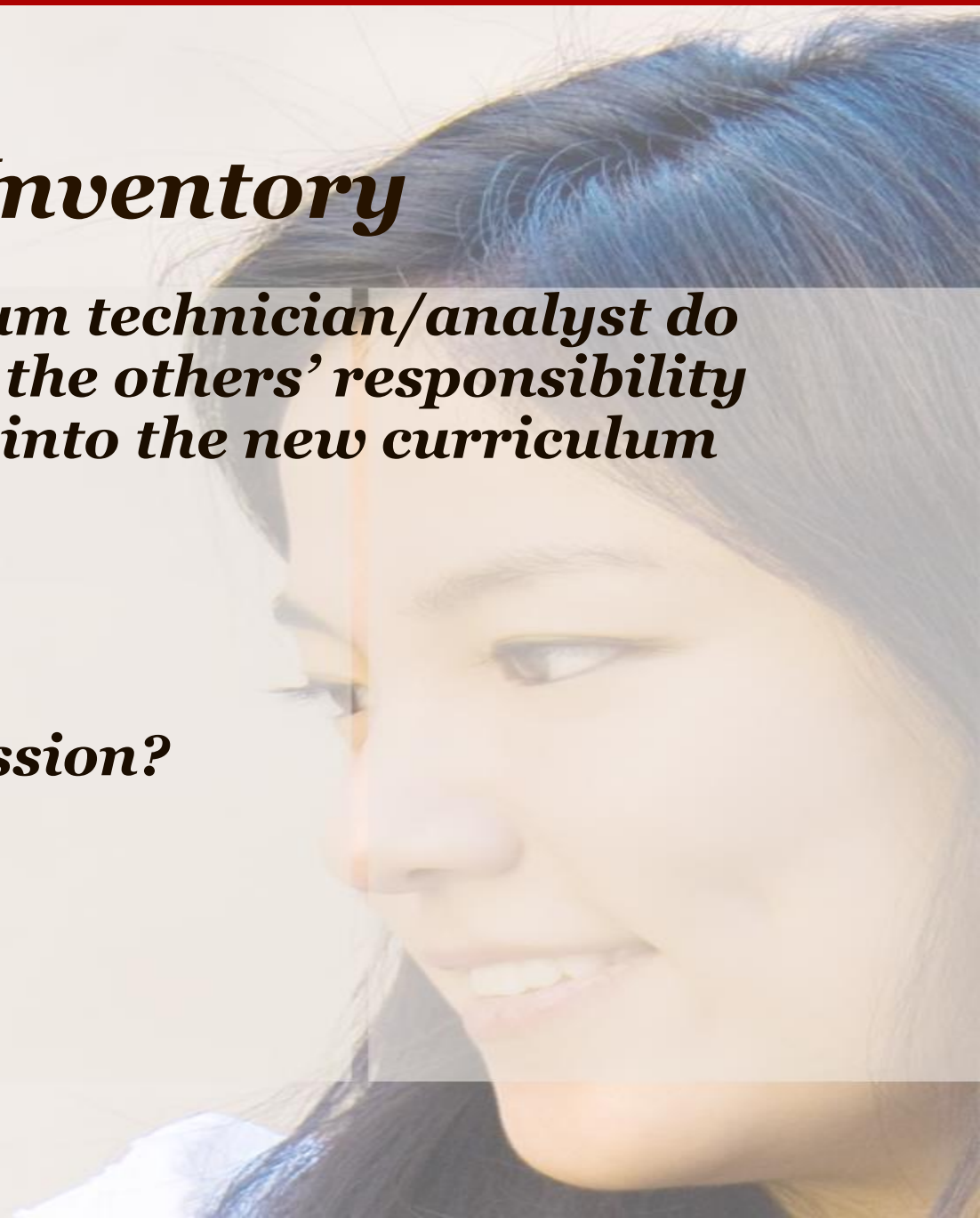
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Scenario 8: Credit Course Certification

- *This semester you have observed that your curriculum committee has approved several courses as lecture courses when in fact they appear to be lab courses. You have also observed that lecture courses are compensated at a higher rate than lab courses at your college. The new certification requires that you and your curriculum committee chair certify that all credit courses have been approved appropriately. You are concerned about the lecture / lab approvals; however, your curriculum chair disagrees with you.*

- *What should you do?*

- *What resources can you use to inform your decision?*

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Scenario 9: Program Development

- *Your Work Force Development area wants to create a new credit program in electric vehicles but you have no faculty in this area. The program will be costly and the labor market data is not clear.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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Scenario 10: Unit Creep

- *The science faculty believe that they need more contact time with students and want to add ½ unit to the introductory science courses.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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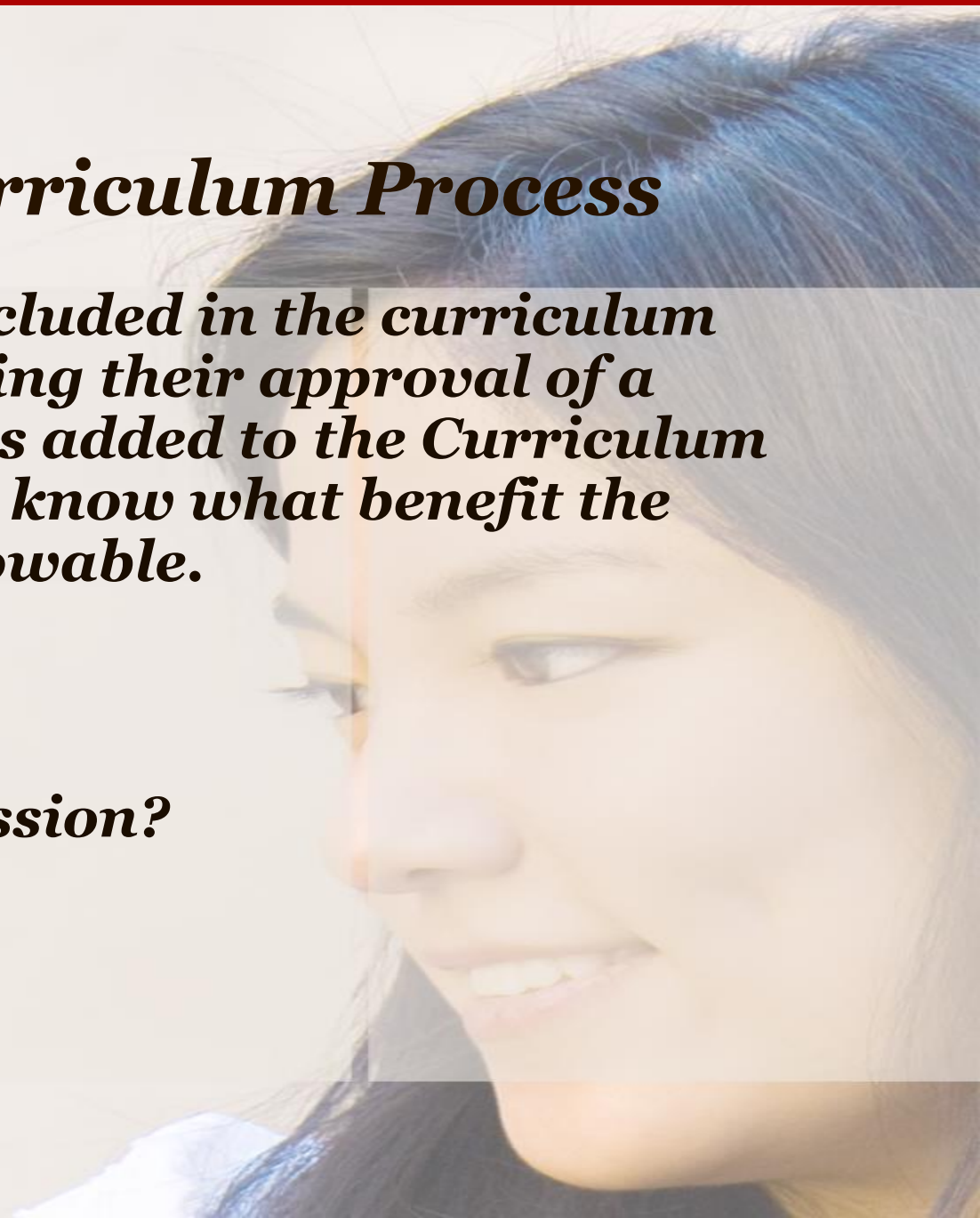for CALIFORNIA COMMUNITY COLLEGES

Scenario 11: Cross-Listing Courses

- *The dance faculty and physical education faculty have a dispute over who owns a pilates course. As a compromise, they would like to "cross-list" the course under both disciplines and allow a faculty member with MQs in either discipline teach the course.*

- *What are potential issues with this solution?*

- *What are alternatives?*

- *Who should be included in the discussion?*

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Scenario 12: Steps in the Curriculum Process

- *A new CIO suggests that deans be included in the curriculum process at the start rather than leaving their approval of a course until right before the course is added to the Curriculum Committee agenda. Faculty want to know what benefit the change creates and whether it is allowable.*

- *What do you ask?*

- *What do you do?*

- *Who should be included in the discussion?*

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QUESTIONS?