

TRUSTEES AND CURRICULUM STREAMLINING

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Board Basics

- Curriculum is the purview of the Academic Senate
 - AB 1725
 - “10 + 1” agreement calls for boards to rely primarily on the recommendations of the academic senate, or its empowered curriculum committee, in areas where curriculum and student learning are the primary concerns.

Board Basics

- The Curriculum Committee

- Title 5 Section 55002 (a) (1):

The college and/or district curriculum committee . . . shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

Board Basics

Other relevant Title 5 Sections:

- § 55002 (a) indicates that degree-applicable credit courses shall be recommended to the governing board by the curriculum committee.
- § 55002 (b) and (c) give the same mandate for non-degree applicable courses and noncredit courses.
- § 53200 lists curriculum first under the 10+1 areas of academic senate purview.

Curriculum Streamlining

- Collaboration between CIOs, CEOs, ASCCC, and the Chancellor's Office has resulted in the following shift from the Chancellor's Office to the local curriculum and governing boards:
 - The approval of credit courses (including cooperative work experience).
 - Modifications to all existing credit programs (including ADTs).
 - New credit degrees and certificates with a local program goal (not ADTs or CTE).

Annual Certification

By Signing the Annual Certification Form, colleges are guaranteeing the following:

- Course hours and units are correct in accordance with CCCCO Course Calculations;
- The college/district course outline of record has been approved by the District Governing Board;
- The college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit; and
- Cooperative work experience courses have local board approval.

Annual Certification

- Credit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, Title 5, and the current CCCCO Program and Course Approval Handbook (PCAH);
- Credit programs have the required attachments in accordance to the current CCCCO PCAH; and
- Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a) (1)).

Role of the Chancellor's Office

- Develop in-depth training and technical assistance.
- Chapter each curricular item to assure that all courses and programs have a unique control number and are chaptered in Chancellor's Office Curriculum Inventory (COCI).
- Continue to develop curriculum-related policy.
- Conduct periodic reviews of all locally approved curriculum to ensure compliance.

Trustees Before Streamlining

- Prior to streamlining the local boards would rely on the recommendation of the faculty and the CIO/College President that local processes were followed, curriculum was compliant with all legal and regulatory requirements, and that curriculum was created to serve the needs of students.
- Curriculum was often listed as a consent item and only pulled if there were concerns expressed by the community, students, or if programs were being deactivated and trustees wanted to ensure that students were not being harmed.
- Trustees would rely on the expertise on the people they hired unless something unusual happened!

Trustees and Streamlining

- Trustees might feel like they should take a more active role in curriculum approval now that the Chancellor's Office has shifted their approval to the college.
- A board's primary responsibility is to establish policy and Education Code §70902 (b)(7) requires board's to create policy to "ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."
- Local curriculum committees and administrators have always been responsible for the requirements of the streamlining certification, local boards should continue to trust them to meet those requirements.

How Can Trustees Help

- Curriculum should come to the board at least once a month.
- All disciplines should be able to bring curriculum to the board at any meeting.
- Boards should list curriculum as a consent item and only pull if there are questions or concerns.
- Boards should send curriculum questions to the college before the meeting.

How Colleges Can Help Trustees

- Ensure that all curriculum proposals have been reviewed by faculty and administrators to ensure compliance.
- Major curriculum changes should be discussed with students before it is sent to the board.
- The CIO and Curriculum Chair should attend board meetings to answer any questions on curriculum submissions.

Scenario

- A new program in emergency medical services has been proposed at the college. A small group of faculty that might teach in the program has developed a new program proposal and have been frustrated that the college curriculum committee has not accepted it as written. When the proposal as revised goes to the board, these faculty attend and argue that their original proposal should be approved. Two members of the local board have past experience in emergency medical services and appear to sympathize with the faculty who are protesting.

Scenario

- The governing board of a district with several colleges, each with an academic senate, and with a district academic senate, has adopted a collegial consultation policy that specifies that it will rely primarily on the advice and judgment of the district academic senate on all academic and professional matters. Each college has its own catalog separately approved by the board. One college, College X, has proposed an associate degree requirement in information competency for its graduates. The proposal was developed following the agreed upon collegial consultation process at College X. A member of the governing board who lives in the area of College X is pushing for the approval of the requirement. The senate of the other district colleges claim that degree requirements are a district matter and should be recommended by the district academic senate, not any one college academic senate.

Scenario

- Following a recommendation of its Educational Policies Committee, consisting of faculty representatives of each of the college divisions, the academic senate has passed a resolution calling for the governing board to establish plus/minus grading. Grading policies are a “rely primarily” issue in the district. The item is placed on the board agenda and the Associated Students president objects on the grounds that students did not participate in the development of the recommendation. The governing board pulls the item from the agenda and asks the academic senate and the associated students to work together on the proposal.

Scenario

- The college's English faculty bring a request to the college curriculum committee to raise the unit value and instructional hours for freshman composition from three hours per week to four. The Vice President of Instruction voices objections to such a change at the curriculum committee meeting, but the curriculum committee approves it, following all established processes in doing so. When the proposal goes to the local board, the college administration urges the board to reject it. A group of local students also speaks against the proposal at the board meeting. With little public discussion, the board rejects the change.

Scenario

- The matriculation committee, charged by the academic senate with developing proposals in the area of student preparation and success, has developed a plan for instructor advisors. Following this plan, instructors would do academic advising, particularly program planning, for students majoring in the instructor's discipline. This is a new practice that has not been tried before. The advising would be done during normal office hours so that additional work hours would not be added. The academic senate approves the proposal and, working with the administration, forwards it to the governing board. At the board meeting, the faculty union president speaks against the proposal, stating that it impacts the instructor job description and thus falls under working conditions.