Resources for Curriculum Chairs

2013 Curriculum Institute
Marie Boyd – Chaffey College
Lesley Kawaguchi – Santa Monica College
Yvonne Valenzuela – Golden West College

What We Will Cover

Documents (pdf downloads)

- [Program and Course Approval Handbook, 5th Edition DRAFT v.6/5/13](#)

- [Taxonomy of Programs, 6th Edition (Revised June 2012)](#)

- [The Course Outline of Record: A Curriculum Reference Guide (ASCCC, Spring 2008)](#)

- [CIO Manual (CCCCIO, July 2012)](#)

- [General Education Requirements (assist.org)](#)

Documents (PDF Downloads)

- Program and Course Approval Handbook, 5th Edition DRAFT v.6/19/13
- Taxonomy of Programs, 6th Edition (Revised June 2012)
- The Course Outline of Record: A Curriculum Reference Guid (ASCCC, Spring 2008)
- CIO Manual (CCCCIO, July 2012)
- General Education Requirements (assist.org)

Documents (Hyperlinks)

- California Education Code [CEC]
    - Title 3, Division 7, Part 48, Chapter 1, Article 1, § 78015-78016.5

- California Code of Regulations [CCR]
    - Title 5 - Education, Division 6 ~ California Community Colleges
    - Chapter 6 ~ Curriculum and Instruction
    - Chapter 7 ~ Special Programs
    - Title 5 Revision Clarification - December 2007

- Classification of Instructional Programs (CIP 2010) ~ Revised June 2012
- College MIS Codes
- Data Element Dictionary
    - CB03 - Course TOP Code
    - CB09 - Course SAM Priority Code

What it is:

- Explains Chancellor's Office procedures for monitoring the development of courses and approving programs on a statewide basis;

- Provides a framework for consistent documentation of the content and objectives of programs and courses;

- Determines the correct process to follow in order to expedite the course and program approval process;

- Fosters the use of best practices in curriculum development as established in the field of curriculum design and instructional technology and as recommended by the Academic Senate for California Community Colleges; and

- Provides the official, working interpretation of Title 5 regulations. If it says it in the PCAH, it is the law!

Program and Course Approval Handbook, 5th Edition DRAFT v.6/5/13

How it is organized:

- Three Modules
  - Module 1: Introduction
  - Module 2: Credit Curriculum
  - Module 3: Noncredit Curriculum

Program and Course Approval Handbook, 5th Edition DRAFT v.6/5/13

Reasons to use it:

- To develop new programs
- Clarify hours to units
- Clarify repeatability
- Get information on program viability and budget issues
- Explanations of alternate format courses:
  - Open entry/open exit
  - Special topics
  - Independent study
  - Work Experience
  - Internships
- Understanding non-credit curriculum
- Clarity on Community Service Offerings and Contract Education
- Explanations on Inactive programs

Program and Course Approval Handbook, 5th Edition DRAFT v.6/5/13

Reasons to NOT Use It:

- If you are looking for local policies or procedures
- To find information about SLOs
- To find ACCJC's accreditation standards
- To find directions to Disneyland

Program and Course Approval Handbook, 5th Edition DRAFT v.6/5/13

Best practices:

- Use as a reference guide
- Clarify information with others:
  - Vice President of Instruction or Chief Instructional Officer
  - Articulation Officer
  - Past Curriculum Chairs
  - Chancellor's Office staff

What it is:

- A system of numerical codes

- Used at the state level to collect and report information on programs and courses in different colleges throughout the state that have similar outcomes

- Was designed to aggregate information about *programs*. However, a TOP code must be assigned to every *course* in the California Community College system.

Taxonomy of Programs, 6th Edition (Revised June 2012)

How it is organized:

- First section – numerical index
- Appendix A – crosswalk table between 5th and 6th editions
- Appendix B1 – crosswalk table between 6th edition and 2000 classification of instructional program
- Appendix B2 – crosswalk table between 6th edition and 2010 classification of instructional programs
- Appendix C – alphabetical index

Taxonomy of Programs, 6th Edition (Revised June 2012)

What it is used for:

- To make information available about where programs of particular types are offered around the state.

- In the Management Information Systems (MIS) database, to collect and report information on student awards (degrees and certificates) issued in particular types of programs).

- In the MIS database. To collect and report information on enrollment and Full time Equivalent Students (FTES) in courses within particular curriculum categories.

- In CTE accountability reports on program completions and course success in particular specific types of CTE programs;

- Various local purposes.

Taxonomy of Programs, 6th Edition (Revised June 2012)

- ## What it is NOT used for:

- The TOP Code does not control the faculty minimum qualifications (MQ) or faculty service areas.
- The TOP Code is not intended to have any effect on faculty load calculations or faculty compensation.
- The TOP Code does not control how a college organizes its departments or divisions, or which programs are placed under which divisions.
- The TOP Code does not control how local instructional budgets are allocated.
- The TOP Code should not influence how local program review is conducted.
- To find directions to Disneyland

[Taxonomy of Programs, 6th Edition (Revised June 2012)](#)

Best practices:

- Update codes as changes are made to the Taxonomy of Program (i.e. kinesiology and intercollegiate athletics)

The Course Outline of Record: A Curriculum Reference Guide (ASCCC, Spring 2008)

What it is:

- A clear framework for the writing of a course outline of record.

- A broad overview of the development process.

- An explanation of the elements in a course outline of record.

- A discussion of related topics such as discipline assignment and the potential effects of compressed calendars.

- The paper concludes with
  - curricular considerations beyond the course outline of record;
  - detailed glossary of terms; and
  - a list of useful references.

The Course Outline of Record: A Curriculum Reference Guide (ASCCC, Spring 2008)

How it is organized:

- Components of a Course Outline of Record required by Title 5
- Section for Credit Curriculum
- Section for Noncredit Curriculum

The Course Outline of Record: A Curriculum Reference Guide (ASCCC, Spring 2008)

Reasons to use it:

- Provides a rationale of why courses should exists
- Discusses the relationship between and among the major elements of the COR
- Gives an overview of the COR elements and their integration
- Describes how to assign courses to disciplines
- Provides required elements for credit courses
- Provides required elements for non credit courses
- Explains establishing prerequisites and should be used in conjunction with the ASCCC Content Review Paper
- Discusses class size determination and should be used in conjunction with ASCCC Class Caps paper
- Helps in understanding how elements in a COR interact with C-ID for program development

[The Course Outline of Record: A Curriculum Reference Guide (ASCCC, Spring 2008)](#)

Reasons to NOT use it:

- To locate an official process or procedure required from the Chancellor's Office in curriculum submission.

- To locate TOP Codes.

- To determine faculty minimum qualifications (MQs) for various disciplines.

- To find directions to Disneyland

The Course Outline of Record: A Curriculum Reference Guide (ASCCC, Spring 2008)

Best practices:

- Use the Curriculum Reference Guide to provide transparency on regulations, standards, and process.
- Use for initial considerations when designing a course.
- Use to write an integrated course outline of record.
- Use the Title 5 References.
- Use as a vehicle for instructing faculty on curriculum best practices.
- Use when considering the modality of instruction.
- Use when considering the course session length and/or class size.
- Use for an overview of other local elements which may impact a course design (i.e., multi-college district considerations, library services, GE qualifications, etc.)

Chief Instructional Officer Manual (CCCCIO, July 2012)

What it is:

- A manual that outlines areas within the Ed. Code and Title 5 that are most pertinent to the responsibilities of the CIO.:

- Standards of scholarship (51002)
- Remedial coursework limitations (55765.5)
- Grade changes (55760)
- Award of degrees and certificates (51004)
- Minimum requirements for the Associate Degree (55806)
- Open courses (51006)
- Equal employment opportunity (51010)
- Student fees (51012)
- Curriculum (51021)

Chief Instructional Officer Manual (CCCCIO, July 2012)

How it is organized:

- Curriculum
- Program Review
- Accreditation Basics
- The Art of Scheduling
- Student Attendance Accounting and Scheduling Mechanics
- Academic Calendars
- Financial Responsibilities

Reasons to use it:

- New CIO's as a "how-to" manual

Chief Instructional Officer Manual (CCCCIO, July 2012)

- Reasons to NOT use it:
- To locate an official process or procedure required from the Chancellor's Office in curriculum submission.
- To locate TOP Codes.
- To determine faculty minimum qualifications (MQs) for various disciplines.
- If you are looking for local policies or procedures
- If you are looking for SLO information
- If you are looking for accreditation standards
- To find directions to Disneyland

Chief Instructional Officer Manual (CCCCIO, July 2012)

Best practices:

- Could be used to establish positive dialogue and relations between Curriculum Chiar and CIO.

General Education Requirements
Title V, Section
(assist.org)

What it is:

- §55063(b) defines the minimum requirements for the general education component of the associate degree

- "Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified "
  - Natural Sciences
  - Social and Behavioral Sciences
  - Humanities
  - Language and Rationality
    - English Composition
    - Communication and Analytical Thinking

- Ethnic Studies MUST be offered in at least one of the areas listed above.

General Education Requirements

How it is organized (Sample Pattern)

A. Natural Sciences (3 Units)

B. Social and Behavioral Sciences (6 Units)
   B1. American Institutions
   B2. Social Science Elective

C. Humanities (3 Units)

D. Cultural Breadth (3 Units)

E. Language and Rationality (6 Units)
   E1. English Composition
   E2. Communication and Analytical Thinking

F. Lifelong Understanding and Self-Development (3 Units)

G. Ethnic studies courses somewhere in pattern (Typically in Area C or D)

OR can be:

- CSU-GE Breadth Requirements
- Intersegmental General Education Transfer Curriculum (IGETC)

General Education Requirements (assist.org)

Reasons to use it:

- Adhere to Title V standards for degree

- Alignment with CSU-GE or IGETC Categories

- Provides breadth and depth to learning process

Reasons to NOT use it:

- Increase enrollment in selected disciplines

- Budgeting

- To find directions to Disneyland

Best practices:

- Regular evaluation and review of coursework included in GE

- Reciprocity with local colleges

- Acceptance of full completion of other AA Degree GE in lieu of local requirements

Listservs & Discussion Boards

- ASCCC Curriculum Committee Repeatability Discussion Board ASCCC
- http://www.ccccurriculum.net/repeatability-discussion-board
- General curriculum Listserv (joni.jordan@cos.edu)

ASCCC websites

www.asccc.org

www.curriculum.net

Training Opportunities

- Regional Curriculum Training
- Curriculum Institute

Questions?

- Marie Boyd – marie.boyd@chaffey.edu
- Lesley Kawaguchi – kawaguchi_Lesley@smc.edu
- Yvonne Valenzuela yvalenz@gwc.cccd.edu