

**Palomar College
Curriculum Committee
Orientation**

2019-2020

Focus areas for 2019-2020

1. GE subcommittee - (approving GE & Program SLOs)
2. Cross-listed courses - finalize new process
3. New Technical Review Process
4. Prerequisites enforcement
5. Moving Certificate of Proficiency to Certificate of Achievement
6. MIS project data elements
7. Curriculum review of classes that have not been offered
8. Unofficial combining of courses
9. Credit for Prior Learning
10. Curriculum Handbook / ACCJC

Curriculum Certification

- Memo was distributed in Fall 2017 & 2018
- **Signed by** College President (CEO), Chief Instructional Officer (CIO), Academic Senate President, Curriculum Chair
- Submitting the memo entitles the college to automated approval of:
 1. All credit courses (including cooperative work experience)
 2. Modifications to all existing credit programs except for ADTs
 3. Note that changing program goal will require a new program submission
 4. New credit degrees and certificates with a program goal of local (not ADTs or CTE)

Requirements of Certification

- Colleges are certifying that all approved curriculum will align with all requirements outlines in Education Code, Title 5, and the 6th edition of the Program and Course Approval Handbook
- College must have a board policy related to the credit hour. Policy must be submitted to the CO with the certification memo.
- College must have a cooperative work experience plan that has been approved by the local governing board (plan does not need to be submitted to the CO)

Things to Keep in Mind

- Colleges must submit all courses to the Chancellor's Office using the Chancellor's Office Curriculum Inventory (COCI)
- The Chancellor's Office is still reviewing and approving all noncredit, new and revised ADTs, and new CTE programs.
- The Chancellor's Office will conduct periodic reviews on all the courses that are receiving automated approvals.
- Colleges will have their curriculum reviewed at least once every three years (and could be as frequently as once a year).
- Colleges that have been found to have curriculum that does not meet all requirements will be contacted by the CO and could have auto-approval revoked.

Approval Process - Course (new, change, review)

1. Originator
2. Launch
3. Dept. Chair
4. Dept. Dean
5. Multicultural
6. Requisites
7. SLO Coordinator
8. Articulation
9. Recommend Changes – Goes back to Originator
10. Technical Review (Nelson, Rose, Loucks, Mudgett, Kearse)
11. Recommend Approval/Changes
12. Curriculum Committee Approval
13. Faculty Senate
14. Governing Board
15. Chancellor's Office

Approval Process - Program (tentative)

1. IPC
2. Launch
3. Dept. Chair
4. Dept. Dean
5. SLO Coordinator
6. Articulation
7. Narrative
8. Vocational
9. Recommend Changes – Goes back to Originator
10. Technical Review (Nelson, Rose, Loucks, Mudgett, Kearse)
11. Recommend Approval/Changes
12. Curriculum Committee Approval
13. Faculty Senate
14. Governing Board
15. Chancellor's Office

Changes to Certificates

16 units or more, CO approval If approved certificate of achievement	Transcripted
8 – 15.5 units, may be submitted to CO If approved certificate of achievement	Transcripted
8 – 15.5 units established locally certificate of proficiency	Not transcripted
< 8 units established locally certificate of proficiency	Not transcripted

Why Changes to Certificates?

- 54% of all jobs in the U.S. require more than a high-school diploma, but LESS THAN a bachelor's degree.
- Bachelor's degree holders will continue to need short-term training as technology evolves
- Earnings – 27% of individuals with post-secondary licenses or certificates EARN MORE than the average bachelor's degree recipient. (Pathways to Prosperity: Meeting the challenge of preparing Young Americans for the 21st Century)

Importance of the COR

From ASCCC's 2017 paper [The Course Outline of Record: A Curriculum Reference Guide Revisited:](#)

- "The course outline of record (COR) is a document with defined legal standing that plays a critical role in the curriculum of the California community colleges."
- The COR "has both internal and external influences that impact all aspects of its content, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation."

COR Intended Audience

- Students
- Discipline faculty
- Curriculum committee and local board
- College administration (program review)
- ACCJC visiting teams
- CCCCCO
- Employers, regional consortia, advisory boards
- Public and community members
- Faculty and articulation officers from other institutions

Types of Courses

Credit	Noncredit
Degree applicable and non-degree applicable (basic skills)	Some Career Development and College Preparation courses (CDCP) may lead to Certificate of Competency/Completion
Students pay tuition fees	No student tuition fees
Generates apportionment	Generates apportionment
Awards units	Awards hours (no units)
Not repeatable except in limited cases	Repeatable; Multiple enrollments allowed
Approved by Curriculum Committee, then Board, then CCCCO <u>chapters</u> .	Approved by Curriculum Committee, then board, then CCCCO <u>approves</u> .

Credit COR Structure Required by Title 5

- Unit value (credit courses)
- Total contact hours for course
- Outside of class hours
- Total student learning hours
- Conditions of enrollment: prerequisites, advisories, and other conditions
- Catalog description
- Objectives
- Content (typically in outline form)
- Reading and writing assignments or others
- Other outside-of-class assignments
- Methods of instruction
- Methods of evaluation/grading policy



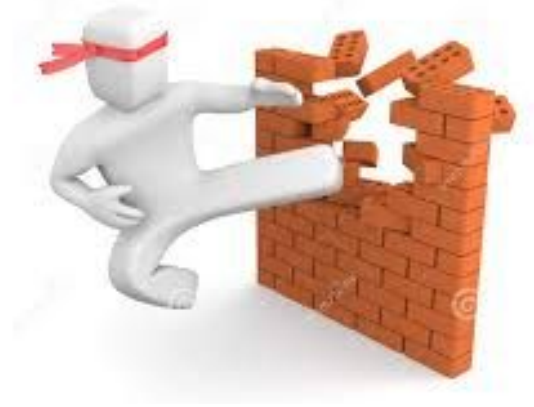
COR Focus: Helping Students Learn

- Developed for students, first and foremost, to help them learn effectively and successfully
- Guides instructors in the lesson planning
- Meets compliance for the institution



COR Components: Requisites

- Must be clear to a broad audience
- Should not create disproportionate impact or barriers for students
- Create a logical sequence for students



COR Components: Content/Objectives

- Balance between flexibility and specificity
- Objectives describe the skills, concepts, and principles students should learn in order to meet the course outcomes
- Integrate content with description, SLOs, assessments, and assignments
- Objectives begin with verbs.
- Objectives in the correct format? (List should be in A, B, C format with first letter capitalized)



COR Components: SLOs

- SLOs describe what students can do after completing the course
- Outcomes (SLOs) clearly state the knowledge, skills and abilities that students are able to demonstrate subsequent to completing the course (as opposed to objectives which are the skills and concepts students should learn in order to meet the course outcomes).
- SLOs are written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.
- Each COR includes at least two SLOs.

COR Components: Assignments

- Allow students to be creative and innovative, exploring and grappling with content to show authentic learning
- Should allow students to share their voices and their rich experiences
- Don't forget Title 5:
 - Justify the total student work and the unit value
 - Relate to objectives and SLOs
 - Be specific enough to show rigor



COR Components: Methods of Instruction

- Take advantage of the students' experiences, various backgrounds by validating students' schemata and diverse perspectives
- Scaffold and provide safe spaces for students to take academic risks

COR Components: Evaluation/Assessment

- Provide equitable evaluation with alternate assessment tools
 - Be mindful of various learning styles
 - Show rigor, but avoid bias
- Provide formative vs summative assessments often
 - Provide variety of ways to demonstrate success and meeting outcomes
 - Providing safe spaces to discuss and present personal background and build on schemata
 - Don't forget assessments need to be related to objectives and SLOs



COR Components: Textbooks and Materials

- Textbooks
 - Consider open educational resources
 - Be mindful of implicit bias
 - Engage a variety of students and validate diverse experiences through text selections
- Materials or field trip fees
 - Provide equitable opportunities
 - Be mindful of cost and other barriers

