Curriculum Flex Day Workshop

Today's Presenters:

Dr. Diane Studinka, Interim Vice President of Instruction and Curriculum Committee Co Chair
Benjamin Mudgett, Articulation Officer/Associate Professor Business and Curriculum Committee Co Chair
Wendy Nelson, Professor Communication Studies and Faculty Senate President
Candace Rose, Professor Cinema and Curriculum Tech Writer/Credit for Prior Learning Coordinator
Cheryl Kearse, Curriculum Specialist

Welcome Back!

- Introduction

- Faculty lead on the following Academic and Professional Matters:
  1. Curriculum including establishing prerequisites and placing courses within disciplines.
  2. Degree and certificate requirements.
  3. Grading policies.
  4. Educational program development.
  5. Standards or policies regarding student preparation and success.

- Role of Curriculum Committee

- Curriculum Revitalization in the post-COVID world

Inclusion, Diversity, Equity, Antiracism and Accessibility
IDEAA Framework and Curriculum

Definitions

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It's about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Definitions (continued)

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Definitions (continued)

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal and that racist policies have caused racial inequities. An understanding that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist.

What ASCCC Says about IDEAA in Curriculum

- [9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5](#)

- [9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process](#)

- [Anti-Racism in Education Paper (Fall 2020)](#)
  - Recommendation #5: Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees.

- **3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**
  - Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices* and encourages local senates to use the model to review their curriculum practices; and

  - Resolved, That the Academic Senate for California Community Colleges works with system partners to support the   implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning. [DEI in Curriculum Model Principles and Practices](#)
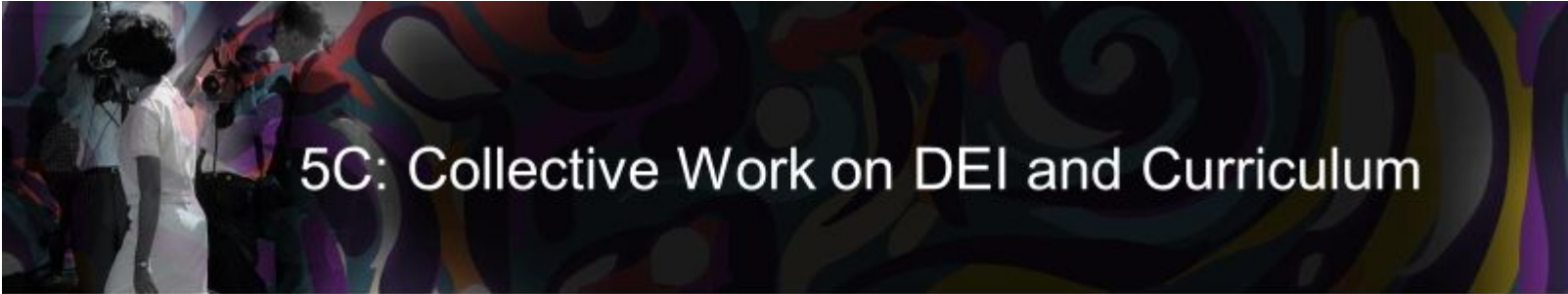
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ASCCC 2022 Curriculum Institute

The Student Ask

- 2020 Student Senate for California Community Colleges Anti-Racism: A Student Plan of Action
  - Curriculum changes
  - Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value

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5C: Collective Work on DEI and Curriculum

As colleges design curricula to meet the needs of our diverse student populations, it is recommended that colleges address innovative ways to approach curricular design and the curricular impacts on student success as an opportunity to eliminate equity gaps. The California Community College Curriculum Committee (5C) recommends framing dialogue and decision-making for reimagining curriculum through an equity lens using the following principles:

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism
- Principle 2: Commitment to change policies to remove systemic barriers to student success and equity
- Principle 3: Commitment to building system resiliency

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BP 3000 ANTIRACISM

References:

Education Code Sections 200 and 201(b)
Government Code Section 50260 - 50265
Title V (BOG)
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e
CCCCO document

The Palomar Community College District (PCCD) is committed to taking action against all forms of racism and white supremacy. The District has a responsibility to implement an action-oriented, systemic, antiracist approach to all practices designed to serve our diverse community. This approach should align, at a minimum, with the goals of the Chancellor's Office, mission of the institution, the college's strategic plan, and other institutional planning. We are committed to work towards racial equity and eliminating structural and systemic racism and dismantling any practices or policies that perpetuate inequity. Antiracism includes an action-oriented approach to reducing bias, racism, and discrimination; supporting diversity; representing historically under-represented staff, faculty, and students in all areas of campus life; identifying and eliminating barriers that oppress people, and redesigning policies and systems to enable equity.

DEI in Curriculum Model Principles and Practices

Acknowledging the inequities of historically racialized and minoritized groups

The tool is a starting point for colleges to start brave conversations

Move to action

https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf
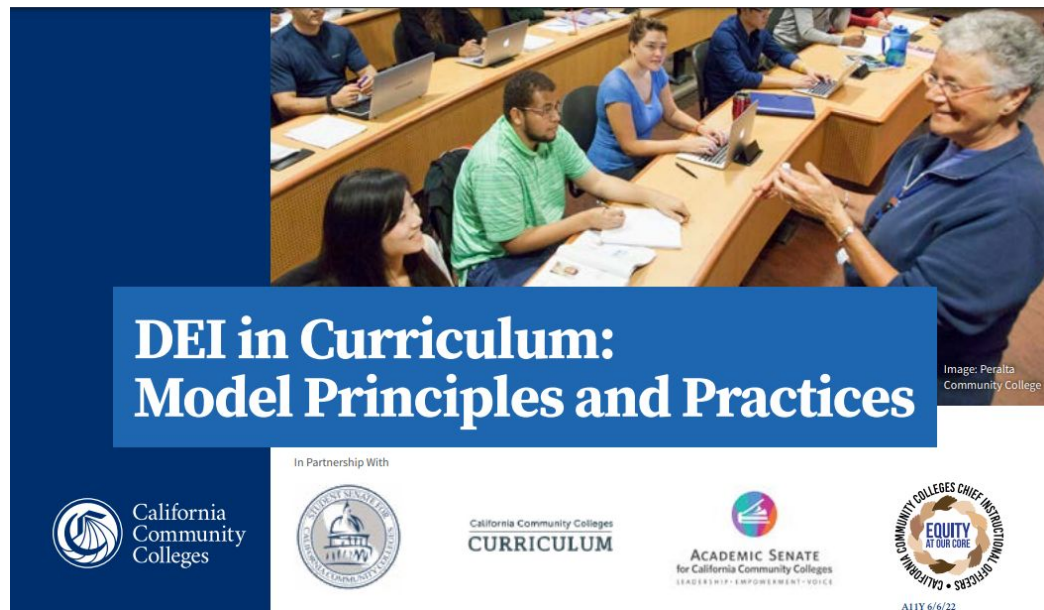

DEI in Curriculum:
Model Principles and Practices

Image: Peralta Community College

In Partnership With

California Community Colleges

California Community Colleges CURRICULUM

ACADEMIC SENATE for California Community Colleges

EQUITY AT OUR CORE

Using the IDEAA Framework

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
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• Classroom experiences, assignments, and assessments are built from an individualist perspective.	• Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms.	• Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. • Be a warm demander and co-learner with students. • Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)	• Encourage assignments, practices, and assessments that are formative in addition to summative. • Review for a variety of methods of evaluations, assignments, and assessments. • Encourage and provide professional development for the creation of authentic assessments.

Curriculum and Faculty Senate

A. **10 + 1 + 1**
   - Curriculum, including establishing prerequisites and placing courses within disciplines;
   - Degree and certificate requirements
   - Educational program development

B. **Faculty Senate Antiracism Statement**

   "Be it resolved that, in matters related to oversight of curriculum, the Faculty Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, and inclusion is appropriately integrated in the Course Outlines of Record. Be it resolved that, in matters related to degree and certificate requirements as well as educational program development and review, the Faculty Senate will ensure that courses, degrees, certificates, and programs serve the needs of our BILPOC students."

C. **IDEAA Framework workgroup** for fall - membership from Senate, Curriculum, PD, and EEDCC will work together to determine what work needs to be completed to ensure we are following the principles and practices of the framework.

Elements of the Course Outline of Record

[Title 5](#)

    Division: California Community Colleges

        Chapter 6: Curriculum and Instruction

           Courses and Classes

                Article 1. Program, course and Classification and Standards

[Program Course Approval Handbook (PCAH)](#)

[Course Data Elements Dictionary (CB)](#)

[Discipline Assignments](#)

The COR

Justification of need

Course number and title

Catalog description

Prerequisites/corequisites/advisories

Units

Total contact hours

Grading options

Student Learning Outcomes

Objectives

Content and body of knowledge

Methods of Instruction

Methods of Assessment

Outside of class assignments/Critical Thinking

Required and recommended textbooks

Repeatability

Open entry/open exit

Data elements

TOP/SAM codes

Discipline assignment(s)

Additional Considerations:

  Transfer and General Education (Articulation Officer)

  Credit for Prior Learning (CPL Coordinator)

Integrating the COR elements

Addressing Equity in the COR

Content and Textbooks

- Is the language inclusive?
- Does the course outline allow for multiple viewpoints?
- Does the course outline reflect how it will equip and empower to apply or use skills to advance equity in their lives or careers?
- Does the course allow students the opportunity to take discover the knowledge and take ownership?
- Do the textbooks listed represent diverse authors and viewpoints?
- Do the texts allow for the exploration of struggles and achievements of diverse populations?

Addressing Equity in the COR

Catalog Description Comparison

Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history

After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.

Activity

Review the framework and identify DEI opportunities to add to the framework

Reflecting on the framework, how would you integrate DEI into the course outline of record?

Reflecting on your pedagogy and andragogy principles, what DEI strategies could you incorporate into your class?

What is one way to ask other faculty to help champion this work?

DEI and Curriculum

1) History
   a) Cultural Curriculum Audit Workgroup & Discussions (2019-2021)
   b) Curriculum/Equity Summer Workgroup (2021)
2) New language in META - prompting faculty to consider elements of the COR (methods of instruction, DE, SLO, Content Body of Knowledge, Assignments, Methods of Assessment, Textbooks)
3) Future
   a) Infusing IDEAA Framework
   b) Adding a DEI Tab/Addendum

Curriculum Approval Process

Approval Process - Course (new, change, review)

1. Originator Launches
2. Dept. Chair
3. Dept. Dean
4. Distance Education
5. Requisites
6. SLO Coordinator
7. Articulation
8. Technical Review
9. Recommend Approval/Changes
10. Curriculum Committee Approval
11. Faculty Senate
12. Governing Board
13. Chancellor's Office

Things to keep in mind

1. Once you launch a curriculum proposal you aren't done. You need to check your email (both focused and other) for emails from **noreply@curriqunet.com**. Or periodically check in META.

2. When your curriculum proposal is kicked backed for changes, make the changes and remember to select "changes" made and "commit"

3. You need to launch all curriculum by the Oct. 1 deadline to have the best chance of getting your proposal approved for the following year.

New Program Process

Step 1 – The faculty member from the program contacts the appropriate division dean. The Dean will invite the articulation officer, dept. chair, and the faculty originator to a meeting to discuss the new program proposal. If the program is noncredit, please include the Director of Noncredit. If the program is CTE, please include the Dean of CTEE in this meeting.

There are pre-scheduled meetings available (To be determined)

The faculty originator will provide:

- The rationale for the program
- LMI data for CTE
- Regional/community need
- Any faculty needs to run the program- FT/PT faculty needed, FT/ PT Faculty exist

Step 2 If the team (above) comes to a consensus, the faculty program originator completes SSEC new program form .

Step 3– The SSEC New Programs subcommittee reviews proposal and follows up with faculty originator and Dean as needed during review.

Step 4 – The SSEC subcommittee presents recommendations to IPC (denials go back to dean).

If program proposal (above) is approved:

Step 5 – For CTE Programs only, please visit the following link for the Regional Program Recommendations Process:

- http://myworkforceconnection.org/workforce-development/regional-program-recommendations/

Step 6 – Faculty originator enters new program into META.

Step 7 – Curriculum Approval Process begins

SLOs

ALL courses need 2 SLOs. ALL courses need 2 SLOs (minimum).

Goals of your SLO

- SLOs are the overarching learning goals for your course

- They are the knowledge, skills and abilities your student will have upon passing the course

- The course objectives should be prerequisite to the SLOs

- Example – Algebra
  - Goals – SLO: Graph linear and quadratic equations
    - Prerequisite (objectives)
      - Find the roots of a quadratic equation
      - Understand and use cartesian coordinates
      - Find the x-intercept of a line.
      - Find the y intercept of a linear and quadratic equation
      - Put a linear equation into slope/intercept form.

- Notice how all the objectives are required for the student to meet the learning outcome. Notice that the learning outcome is clear and measurable.

Do

- When looking over your COR, think about the skills your students should have as a result of taking your course. Maybe make a list. See which ones are pre-reqs to others. The prereqs are objectives, the overarching ones are SLOs.

- Begin your SLO with an active learning verb that indicates analysis, synthesis or evaluation.
    - Examples
        - Analyze, Compare, Contrast, Distiguish ,Test
    - Make sure your SLO is measurable – think about how you will assess the SLO.
    - For independent learning courses, consider preparing a report, or doing a presentation, or presenting their learning, analyzing their topic, …..

Don't

- Don't use the word demonstrate, unless it's being followed by a skill.

- Example:
  - Demonstrate proper usage and explain safety issues when using the table saw (YES!)
  - Demonstrate the ability to add fractions (NO!!). Add fractions – yes!!.

- Be careful of words that are difficult to measure
  - Understand how to use the subjunctive tense. (NO!!)
  - USE the subjuntive tense properly in a paragraph. (YES!!)

Prerequisites, Corequisites, Recommended Prep

Where do requisite standards come from?

- *Title 5 section 55003 Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation*

- *Validation Requisite Scrutiny Chart*

Prerequisites, Corequisites, Recommended Prep

Are the requisites essential for my students' success?

The prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; (title 5 section 55003 (d)(2)

How do I complete the Requisite and Requisite Validation sections in META?

Curriculum Website: Requisites

META Tech and COCI needs

1. Access META through the Palomar Portal. If you do not see it, contact Cheryl Kearse at ckearse@palomar.edu or ext. 2256
2. All curriculum proposals begin with "Create Proposal."
3. If you cannot find curriculum which you know exists, uncheck the "My Approvals" checkbox at the top of the page.
   A. Only full-time faculty may create curriculum proposals (origination rights) although they may designate a co-contributor on the co-contributor tab of META.
   B. Reports are public and may be run by anyone with META access (whether they have originator rights or not).
   C. There are several filters on the dashboard which may be employed to view curriculum. Be sure to clear filters before your next search.
4. All fields for courses and programs must be completed with appropriate grammar, punctuation, and case (title case is preferred). Many of these fields are visible to the public and are used for Chancellor's Office approval.
5. Remember to always enter a new future effective date:
   A. Reviews are effective the next semester.
   B. Changes and new proposals are effective the fall following the current academic year.
   C. Curriculum is not finalized until it has been approved by Curriculum Committee, Faculty Senate, Governing Board and State Chancellor's Office.
   D. If you have proposed curriculum, check the curriculum agendas and META frequently throughout the fall semester. If you have not seen your curriculum on an agenda before end of November, there may be a problem.
6. To see if you have approvals, log in to META and click the "Approvals" button and select your position and click "Search." Click on each proposal to see the status. There are other filters available such as proposal type, subject and title.