
ROLES AND RESPONSIBILITIES OF ADMINISTRATORS IN CURRICULAR PROCESSES

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OVERVIEW

- Administrator Roles during
 - Course Proposal and Curriculum Committee Review
 - Academic Senate deliberations about program creation or deletion
 - Board of Trustees review and approval
 - Post approval processes
- Overview of Curricular Processes at the State Level

CURRICULAR PROCESSES AT THE LOCAL LEVEL

- Each college has policies, procedures, and practices that have established the specifics of local curricular processes
- Local practices should be periodically reviewed and improved
- This section outlines the parts of those practices required by Title 5 or are generally accepted as effective practice
- While we may talk about a variety of roles, we will focus on the administrative role at the local level for this breakout



OVERVIEW OF ADMINISTRATIVE ROLE

- With legislative and regulatory requirements, the Chief Instructional Officer is often called to verify local compliance and complete reports due to the Chancellor's Office.

Here's a few areas directly requiring the CIO's certification of locally compliant actions

- Streamlining curriculum processes—Program Approval.
- Guided Pathways.
- AB 705.
- Budgetary Emphasis on Completions.
- Prerequisite Reports.
- Accreditation Reports.

CURRICULAR PROCESSES AT THE LOCAL LEVEL: DISCIPLINE FACULTY

- Faculty, particularly discipline experts, should be responsible for initiating new curriculum and evaluating existing curriculum on a regular basis
- Consultation with other community college faculty, transfer institution faculty, industry advisory committees, and community groups may be required
- Faculty should ensure Course Outlines of Record contain sufficient detail that their peers within the discipline have a clear understanding of the course and their peers from other disciplines can understand and evaluate the content.

CURRICULAR PROCESSES AT THE LOCAL LEVEL: DISCIPLINE FACULTY

- Administrators, particularly deans and/or Chief Instructional Officers, are valuable facilitators of the interactions required when interfacing with industry advisory committees, and community groups
- Administrators can help evaluate the Course Outline of Record as a public and legally binding document produced by the college

CURRICULAR PROCESSES AT THE LOCAL LEVEL: CURRICULUM COMMITTEE COMPOSITION

- Should be comprised of representative faculty from across the college and include classified representation, student representation, and administrative representation
- Most include the Chief Instructional Officer as a co-chair or member of the committee

CURRICULAR PROCESSES AT THE LOCAL LEVEL: CURRICULUM COMMITTEE CHARGE

- The committee should evaluate proposals from discipline experts and ensure the proposal is consistent with the mission of the college and serves the community
- The Chief Instructional Officer is essential to this evaluation. If the CIO does not understand how the proposal is linked to the mission and service, it is reasonable to assume the CIO will decline to permit the scheduling of such curriculum given the limited budget colleges work with.

CURRICULAR PROCESSES AT THE LOCAL LEVEL: ACADEMIC SENATES

- Program creation and discontinuance are the purview of the academic senate, but the CIO plays a key role in helping compile and evaluate data about a program's ability to help the college serve students well
- It serves the institution well when the academic senate collaborates with the CIO in reaching a recommendation for either creation or discontinuance of a program



CURRICULAR PROCESSES AT THE LOCAL LEVEL: BOARDS OF TRUSTEES

- The CIO is generally required to help prepare board documents and assist in the explanation of curricular documents to the board of trustees.



CURRICULAR PROCESSES AT THE LOCAL LEVEL: POST APPROVAL

- Oversee the submission of curriculum to the state
- Guide catalog generation
- Ensure effective scheduling practices that balance fiscal and human resources with student need



CURRICULAR PROCESSES AT THE STATE LEVEL

At the system level, the Academic Senate functions from the perspective of the best interest of students from the faculty perspective

Our CIO colleagues balance this with regulatory and statutory compliance requirements and budgetary constraints

Together, we generally create a balanced perspective that is both student centered and compliant

CALIFORNIA COMMUNITY COLLEGES CURRICULUM COMMITTEE (5C)

Voting Members

- 8 faculty representatives appointed by the ASCCC
- 4 representatives appointed by the CIOs
- 2 Chancellor's Office representatives - Dean of Curriculum and Instruction, Vice Chancellor of Educational Services

- 1 curriculum specialist appointed by CCC Classified Senate (4CS)

Resource Members

- 1 ACCE representative
- 1 CTE Administrator
- 1 Chancellor's Office Legal

Counsel staff

Leadership

- Co-chairs: 1 from ASCCC and 1 from the CIOs



5C – PURPOSE AND RESPONSIBILITY

- Makes recommendations and provides guidance to the Chancellor’s Office on local and regional implementation of curriculum policy and regulations throughout the California Community College system, including general education, workforce, & development education programs in credit, non-credit and not-for-credit areas.

5C – PURPOSE AND RESPONSIBILITY

- Responsible for the development and revision of
 - All Title 5 regulations related to Curriculum and Instruction
 - The PCAH
 - and all other recommendations that require approval by the Board of Governors.
- In formulating its recommendations to the Board of Governors, the 5C shall consult with all appropriate constituencies, and shall rely primarily on the advice and judgment of the Academic Senate.



COLLABORATION

Foster communication and relationships both organizationally and interpersonally

Discuss issues and areas of commonality and difference to understand each others views and concerns

Don't surprise each other!



QUESTIONS? DISCUSSION?

Thank you