

# **The Role and Responsibilities of Administration in Curriculum**

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AB 1725 established that community colleges need the type of administrator “who can lead, organize, plan, and supervise; who understands the needs of faculty and the learning process; and who values institutional governance based on a genuine sharing of responsibility with faculty colleagues.” The administration of Mt. San Antonio College primarily relies on the faculty for curriculum recommendations while supporting an efficient and collaborative process that serves students and local communities.

Administrators share with faculty the responsibility to evaluate curriculum based on the following five criteria identified in Program and Course Approval Handbook (PCAH):

## **1. Appropriateness to the Mission**

Course Outlines of Record, programs, and curricular goals and objectives must be aligned with the mission and master plan of the college. Community college courses and programs must consist of lower-division coursework at the associate degree level. Courses and programs must address a transfer, occupational, basic skills, civic education, or lifelong learning purpose.

## **2. Need**

Courses and programs must address a regional or local need as determined by the college mission, master plan, or accreditation standards. According to the 6<sup>th</sup> Edition of the PCAH, need for curriculum that supports baccalaureate preparation exists if the curriculum meets lower-division transfer or general education requirements. Need for noncredit curriculum exists if the curriculum meets student demand and supports transition to credit coursework. Need for CTE curriculum is established by labor market information (LMI) in the local service area or by employer survey.

## **3. Curriculum Standards**

The college Curriculum and Instruction Council and Board of Trustees approves all credit and noncredit curriculum as mandated by Title 5. Local approval processes include curriculum development by a faculty author, department chair review, division manager review, technical review, and Educational Design Committee review. In addition to local curriculum review, the Los Angeles/Orange County Regional Consortium makes recommendations regarding Career Technical Education (CTE) programs. Programs and courses must also meet requirements of accrediting agencies when applicable.

## **4. Adequate Resources**

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s)

and to facilitate student success. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

## **5. Compliance**

Courses and programs must comply with all state laws, federal laws, statutes, and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Given this shared vision, we offer the following roles and responsibilities for administrators:

1. Review courses in a timely manner and respond within three weeks
2. Make suggestions and recommendations for change if needed. Faculty will consider the recommendations and make appropriate changes in WebCMS
3. Discuss viability of new and existing courses, certificates, and degrees with faculty authors and department
4. Review curriculum for possible conflicts or overlap with other disciplines and encourage discussion among discipline faculty
5. Identify adequate resources that would be necessary to offer recommended courses or programs
6. Provide input regarding administrative concerns including but not limited to scheduling, load, enrollment, and facilities
7. Ensure curriculum review as part of the Planning for Institutional Effectiveness process, including two year program review for CTE courses and program.
8. Communicate technical aspects and Title 5 changes when necessary to determine compliance
9. Encourage and support the development of new curriculum
10. Encourage collaboration of all parties and facilitate ongoing communication to build trust and shared understanding