

Oxnard College

Curriculum Committee



Curriculum Committee Handbook

2002-2003

Adopted, December 2001

The Oxnard College Curriculum Handbook was adopted in December 2001 as a work in process.

*The handbook, as well as other curriculum development resources, is available at the Oxnard College Curriculum Committee web site at:
www.oxnardcc.org*

CURRICULUM COMMITTEE HANDBOOK

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CURRICULUM COMMITTEE HANDBOOK
PROPOSED MISSION OF THE CURRICULUM COMMITTEE

OPTION I

The mission of Oxnard College's Curriculum Committee is to provide guidance, advocacy and oversight for Oxnard College's curriculum by ensuring that the curriculum is academically sound, comprehensive and responsible to the evolving needs of the community, so that the college mission, goals and educational delivery to students are well served.

OPTION II

In its role as the body that recommends new and revised curriculum to the governing board of the district, the Oxnard College Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies, to ensure that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the academic, business, and social community, in the fulfillment of the college's mission.

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Curriculum Committee: Its Processes and Procedures

Introduction

The Curriculum Committee is a subcommittee of the academic senate and is a shared governance committee. The committee reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the District Council, Student Learning (DCSL)

Oxnard College faculty are charged by Title 5 with the primary responsibility for making recommendations in the areas of curriculum and academic standards.

This handbook is a working document of the Oxnard College Curriculum Committee. The committee's procedures and forms will be published in this handbook, as well as on the Curriculum Committee web site, www.oxnardcc.org.

Committee Function

- § Recommend all credit and non-credit courses for approval by the Board of Trustees. To be recommended, credit courses must meet the standards set forth by the Education Code and Title 5.
- § Recommend all credit and non-credit programs for approval by the Board of Trustees. To be recommended, all programs must meet the standards set forth by the Education Code and Title 5.
- § Recommend program changes, course changes, or deletions for approval by the Board of Trustees, making sure such changes meet the standards set forth by the Education Code.
- § Review the Master Schedule and recommend modifications as necessary.
- § Recommend graduation requirements and general education requirements for the A.A. and A.S. degrees for approval by the Board of trustees.
- § Recommend for approval by the Board of Trustees, transfer level courses for submission to the California State University system for inclusion on the transfer list of courses which satisfy the state universities' general education requirements.
- § Encourage development of new curricula and dissemination of curricular material.

Board Policy Regarding the Curriculum Committee (Board Policy A-16)

Section A-16 Academic Senates of the VCCCD Board Policy Manual states in part:

"The District shall consult "collegially" with the Academic Senate, using the method described in Section 53200 part (d) of Title 5 which states:

That the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations.

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Curriculum Committee: Its Processes and Procedures (continued)

"In order to comply with:

- 1) Item: Curriculum
Assigned to District Council of Instruction [now District Council, Student Learning]/Campus Curriculum Committee
- 2) Item: Degree and Certificate Requirements
Assigned to District Council of Instruction [now District Council, Student Learning] and Faculty and representatives of District Council of Student Services [now District Council, Student Learning]
- 3) Item: Grading Policies
Assigned to District Council of Instruction [now District Council, Student Learning] and Faculty and representatives of District Council of Student Services [now District Council, Student Learning]
- 4) Item: Educational Program Development
Assigned to District Council of Instruction [now District Council, Student Learning] and Faculty and representatives of District Council of Student Services [now District Council, Student Learning]

For the full text of A-16, please refer to the following Board of Trustees' web site, http://www.vcccd.net/bot/bot_bpm.htm.

Duties of the Curriculum Committee

- § The Curriculum Committee will assist in the development of the educational program in accordance with the philosophy, policies, and objectives of the college and the district.
- § The Curriculum Committee will consider every action possible to encourage creativity, flexibility, and innovation in curriculum development.
- § With leadership to be offered by the Curriculum Committee, all academic personnel of the college, both administrative and teaching, shall be responsible for the continuing revision of curriculum.
- § The Curriculum Committee shall be a vehicle through which curriculum development shall take place. The committee is subject to the Brown Act; therefore all committee meetings shall be open to all who wish to attend.
- § The Curriculum Committee shall have the power to accept, reject, or suggest modifications of curriculum proposals.
- § The Curriculum Committee shall offer its recommendations to the Board of Trustees through the District Council, Student Learning.

Curriculum Committee Membership

The Curriculum Committee membership shall consist of voting faculty members, representing each instructional, library and counseling department, plus the academic senate president or designee who shall serve as chair of the committee. Additional voting members are an administrative representative, a student representative, and the Articulation/Transfer Center Officer. Non-voting members will be the Executive Vice President who also shall service as co-chair, the registrar and all instructional deans.

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Curriculum Committee: Its Processes and Procedures (continued)

Selection of Representatives

The faculty members of the Curriculum Committee shall be nominated by their respective departments annually and confirmed by the academic senate assembly.

Roles and Responsibilities

§ **Chairs:**

- Facilitate Curriculum Committee meetings
- Assist in identifying key issues and coordinate activities relating to the development of policies/procedures as needed
- Provide assistance to committee members and other faculty in matters relating to curriculum approval process
- Update the curriculum handbook as needed

§ **Committee Members/Department Representatives**

- Educate their department/unit regarding curriculum changes and procedural issues.
- Assist (as needed) faculty members in completing curriculum forms and review for accuracy before signing.
- Help to maintain the quality/integrity of the courses by participation in meetings and review of packet. Examples of this include but are not limited to incongruent course descriptions to course content; class units; course cost; pre/corequisite validation; approval of general education, health education, and multi-cultural courses; new course; program and certificate review; and new modes of delivery.
- Provide the Committee with background data to support course changes/additions/ deletion or plan to invite department/unit members who could best answer any questions from the Committee. This is important so that decisions are made timely and accurately.
- Provide feedback/information from their department to the Committee regarding college issues that pertain to curriculum (i.e. distance learning and multi-culture).
- Inform department of pertinent information from curriculum meetings.
- Participate in subcommittees as necessary to maintain the quality of the curriculum.

§ **Technical Review Sub-Committee Members**

The Technical Review process, sometimes called “*bowenizing*” (in reference to the committee’s first Technical Review sub-committee of one: Michael Bowen) involves the identification of areas in the course outline, which require editing and/or correction. These areas might include problems ranging from grammar and spelling errors, to incorrect conversions between lecture/lab hours and unit credit granted, to the specification of non-existent disciplines. To reduce the time spent correcting such errors, the curriculum committee established a technical review subcommittee (sometimes pejoratively called the “nitpicking committee”). The hope is that course

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Curriculum Committee: Its Processes and Procedures (continued)

outline authors will work with members of the subcommittee well in advance of the date that outlines are formally submitted to department heads and division deans for signature and committee action. The intent is to reduce (but probably not to eliminate) the technical errors in course outlines submitted to the full curriculum committee.

Although course outlines are now required to undergo technical review before being presented to the full curriculum committee for consideration, the outline's author is *not required* to make the changes to the outline that are suggested during that process. However, if a course outline is submitted directly to the full committee and it becomes clear that it contains numerous errors, the committee is likely to refer it back to technical review and insist that the errors be corrected. This typically delays approval of the course for at least a month, and usually increases the stress level of the author, who must respond to the committee's sometimes-extensive critique of the outline. The advantages of the technical review process are (1) it is non-public and should therefore reduce the apprehension that course outline authors often feel, (2) it streamlines the approval process, bypassing many potential delays, and (3) it allows the full curriculum committee to concentrate its attention on substance rather than form.

There is nothing particularly complex about technical review. In fact, course outline authors can do their own technical review by checking the items that appear in the following list. This list is not exhaustive, but does give an indication of the types of errors that careful examination of a course outline can frequently find.

General Considerations:

- *Are you using a current version of the course outline form?* Current forms are now available on the Internet at the Curriculum Committee web site: [<http://207.233.104.216/committees/curriculum/index.htm>]; go to the [Forms and Documents](#) start page to get the latest version. It is better (even if not necessarily easier) to start with a fresh new outline rather than update an existing document.
- *Be sure that spelling and grammar are correct.* Most word processors can be configured to underline misspelled words. Do a visual check as well (this is often easier to do on a printed copy than on a computer screen). Careful proofreading often uncovers grammatical errors as well.
- *This is an outline.* Proper indentation of the various levels is key to identifying the hierarchical placement of each item. The downloadable outlines available on the Internet are carefully tabbed to make this easier to accomplish, so this is less of a problem than it once was. Do exercise caution, however.
- *Do not use repetitive ("boilerplate") language when submitting several related courses simultaneously.* Each course deserves its own thoughtful consideration as an individual. Handcrafted outlines tend to be better than those that come from an assembly line. Carefully written courses are usually more rigorous (at least on paper) and can be more easily distinguished from other courses in the discipline.

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- *Indicate additions and deletions by using the legislative format.* Print additions using boldface or italics. Indicate deletions by using strikeout text.

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Curriculum Committee: Its Processes and Procedures (continued)

§ **Proposed Action section:**

- *State the reason(s) for the new course or revision.* For some reason authors often leave this field blank.
- *Make sure the numeric portion of the course ID starts with the letter "R".* This is the standard designation for Oxnard College courses. Courses with one- or two-digit designations should include leading zeroes to complete the name; for example, Math R009 or Math R014.
- *The Banner title must be 30 or fewer characters.* Don't worry; if this is a problem, there is a space in the next section of the outline for a longer descriptive title. The Banner title is the abbreviated course name that will appear on students' transcripts. The technical review subcommittee can suggest meaningful names that fit within this length limit.

§ **Catalog Information section:**

- *The course ID should match that given in the Proposed Action section.*
- *If the Banner title is abbreviated, don't use the same abbreviation in the descriptive title.* Use the fully spelled out course title instead.
- *Be sure that the number of units offered is consistent with the lecture/lab hour specification.* For most courses, one unit is one hour per week of lecture or three hours per week of lab. P.E. courses, internships, and some other courses have different formulas, however. When calculating "weekly" hours, assume that the course will be a full sixteen-week semester in length, even if it will never be offered that way. For example, a half-unit course that is always offered for eight hours on a single Saturday should still be listed as 0.5 hour per week of lecture.
- *You must justify (in the next section) all prerequisites, corequisites, and advisories.* The type of justification required depends on the reasons for establishing the prerequisite. Prerequisites need not be courses (for example, "Negative TB test" could be a prerequisite). See your curriculum committee representative or a member of the technical review subcommittee for additional information.
- *Use complete sentences for the entire catalog description.* Any course being reviewed must satisfy this requirement, even if the reason for revising the course is totally unrelated to the catalog information. A good catalog description is about six lines long, and indicates how the course fits into its program and/or what type of student should take it (*e.g.*, is it a majors or non-majors course?).
- *Fees may only be charged under limited circumstances.* Check with your curriculum representative for additional information.
- *Course repetition:* Lecture and lecture-lab courses ordinarily may not be repeated for credit, except for basic skills courses. Lab-only and P.E. courses may be repeated under limited circumstances.

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Curriculum Committee: Its Processes and Procedures (continued)

§ **Prerequisite/Corequisite/Advisory Justification section:**

- *The type(s) of justification used are specified by regulation and must be appropriate. See the [Links to Curriculum Information](#) page for more information on prerequisites, or contact your curriculum committee representative.*
- *If the prerequisite is sequential or advisory, then the skills listed must be closely linked to the course objectives of the prerequisite or advisory course. Be sure to number the items in the list. Justifications for multiple prerequisites or advisories should be enumerated in separate lists. When submitting an outline for a course that has prerequisites or advisories, please also provide a copy of the course outline(s) of the prerequisite or advisory course(s), if any.*

§ **Course Objectives and Course Content sections:**

- *Objectives must be measurable. See the [Bloom's Taxonomy](#) page for a list of sample verbs that may be used to write the objectives. Keep the list concise; a rule of thumb is that one objective is too few, ten are too many. Letter each objective (A, B, C, etc.).*
- *Course content should be closely tied to the objectives. There need not be a one-to-one correlation between objectives and content. However, it should be clear that the content of the course would allow students to meet each objective. Letter each major topic (A, B, C, etc.) and then number each subtopic (1, 2, 3, etc.) within each major topic.*
- *Avoid using undefined discipline-specific acronyms (except commonly-used ones such as DOS or HMO). Define each acronym upon its first use. This is especially important if the author is not presenting the course to the committee; the department representative may not know what an acronym means!*

§ **Student Evaluation/Assignments section:**

- *Check all yes/no boxes. These are easy to miss!*
- *If the course does not include graded essays or graded written assignments, supply a brief reason. Usually the reason is obvious (e.g., "This is a physical education activity course"). Note: Although students often do lots of writing in math and math-like courses, this question should be answered "no" for such courses unless students are writing essays as well as solving problems.*
- *Skills demonstrations refer to physical skills only. Clear examples of a "yes" answer include many sports and performing arts courses. The curriculum committee has argued about how to answer this question for classes involving office or keyboarding skills, and manual arts (e.g., sculpture, auto repair), and has not come to a clear consensus. If in doubt, answer "yes" and let the committee sort it out. The worst that will usually happen is that the committee will ask the author to consider changing the answer; it will not normally delay course approval.*
- *Don't forget other methods of evaluation. These may include such things as attendance, class participation, work attitude, evaluations by employers (for internships), and so on.*

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- *Don't specify a particular edition of the text(s).* Otherwise you are technically required to update the outline when a new edition comes out. You may append the phrase "or comparable college-level textbook" if the text changes frequently or if some instructors use different texts. Specify title, author, and publisher.
- *Other instructional materials may include specialized equipment as well as supplemental reading materials.* "Professional journals and magazines" is a popular but unsuitable response; try to be specific (*e.g.*, The Wall Street Journal). Don't list publications not found in the college library or on the Internet unless the instructor can always provide these directly to students.
- *Typical outside of classroom assignments should not include quizzes or exams.* (Unless, of course, the exams are designed to be take-home.) Reading and writing assignments should specify typical frequencies and amounts (pages read, words written, problems solved, *etc.*), plus a few additional words of description that clearly tie these assignments to the achievement of one or more course objectives.

§ **Proposed or Anticipated Articulation section:**

- *Courses numbered R100 or higher are transferable.* Filling out the articulation section helps the articulation officer to decide with which campuses we should negotiate articulation agreements. So it is important to list at least a few four-year schools in this section, so that your students may be reasonably assured of the course's transferability.
- *If the course is recommended for the IGETC or CSU General Education lists, check the appropriate section number.*

§ **Discipline Assignment section and Signatures:**

- *Is the course's discipline actually on the State Disciplines list?* Check out the [Links to Curriculum Information](#) page and look under the heading "Minimum Qualifications". Alternatively, if you know the minimum qualifications and just need to verify the discipline names, you can visit the [State Disciplines List](#) page at this website.
- *Please ensure that signatures are handwritten, not pre-printed on the form.* The author, department head, and division dean (or authorized representative) must sign before you submit the outline to the Office of Student Learning. Technical review cannot sign off on documents not bearing these three signatures.

Articulation Officer

The Articulation Officer is responsible for reviewing four-year college catalogs and Oxnard College catalogs to compare individual courses for possible four-year acceptance; preparing written proposals of new articulation agreements for submittal to articulation officers at four-year colleges; keeping accurate records on campus for course by course, major and general education agreements by college and by subject; distributing up-to-date information to counselors, department heads, faculty, administration and students; preparing and publishing transfer guides by major, by course and general education for

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Curriculum Committee: Its Processes and Procedures (continued)

use by students; maintaining catalog sections on transfer courses and curriculum for current articulation information; serving as a regular member of the curriculum committee; preparing regular reports on current progress and issues for the curriculum committee; reviewing all new courses proposed in curriculum for the possibility of transfer; interfacing between four-year college faculty, articulation officers and Oxnard College faculty to clear any problems of Oxnard College class transferability; working closely with statewide UC, CSU, IGETC (Intersegmental General Education Transfer Core) and community college officers to keep Oxnard College current on curriculum matters, general education agreements and course articulation; pre-screening the college catalog annually for accuracy of transfer information, general education patterns for AA/AS, CSU and IGETC; reviewing Oxnard College course articulation agreements regarding course qualification for California Articulation Number System (CAN); submitting courses to CAN office and maintaining correspondence with the CAN office regarding the process of CAN course certification; serving on State Community College Articulation Liaison Committee; representing Oxnard College at the statewide articulation officers' meetings, the Region VI officers' meetings and other related conferences.

Recorder

The recorder is the Administrative Assistant to the Executive Vice President of Student Learning.

- At the direction of the co-chairs, prepares and distributes the meeting agenda
- Receives and prepares for distribution all proposals for new course outlines
- Maintains attendance records of committee members at all meetings for the purpose of declaring and maintaining a quorum.
- Records the meeting proceedings and maintains the official records of the committee's minutes and agenda.
- Receives, provides copies to the committee and archives all correspondence and information on curricular issues received from the Chancellor's Office and the Academic Senate for the California Community Colleges (ASCCC)

Curriculum Committee Meetings

The Curriculum Committee meets twice a month, on the second and third Wednesday. The first meeting is to discuss informational items and new or revised policy items which will ultimately be recommended to the Board of Trustees for their approval. The second meeting is to act on new and revised course proposals.

All meetings begin at 2:00 p.m. in the Verizon Conference Room. Members are requested to bring their meeting packets, current college catalog and this committee handbook.

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Curriculum Committee: Its Processes and Procedures (continued)

Program Review

Program review is a process that provides the opportunity to evaluate current programs and to identify strengths and needs. This review is done on a cyclical basis every five years. (See review cycle in the appendix.)

Each division is provided data regarding student characteristics, retention and success, current staffing levels, and costs. Faculty is asked to review and to evaluate the quality and effectiveness of the program in which they teach. The review should be used to help generate the unit plan and the cluster plan.

What Goes To Curriculum Committee?

- § New/Revised Associate Degree Programs
- § New/Revised Certificate Programs (credit and non-credit)
- § New Courses (credit and non-credit)
- § Major Revisions to Courses (changes may affect articulation of course.)
 - course title
 - units
 - catalog description
 - prerequisite
 - corequisite
 - advisory (recommended preparation)
 - content - extensive changes to topics, scope and sequence
- § All other college concerns regarding curriculum and curriculum policies, i.e. General Education courses, articulation, etc.
- § Distance Education Courses.
- § Titles of Programs
- § Pre/Corequisites Validations

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Course Outline

Legal Definition

Title 5, Section, 55002(a)(3) Course Outline of Record

The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

Purpose of Course Outline

The course outline is the basis for approval of courses at the local and state level and for articulation review. It also defines the curriculum for which instructors are responsible and guides them in the development of their specific syllabi.

Authorship of the Course Outline

- § Where appropriate regular faculty are available, the Department Chairs of the relevant discipline will assign responsibility to develop or revise the course outline.
- § Where only temporary part-time faculty are available, the Dean in consultation with the Department Chairs will assign responsibility, to develop or revise the course outline.
- § The course outline is to be written or revised in consultation with, whenever possible, all OC faculty who are qualified to teach the course. Other OC faculty whose courses would be affected by the new or revised course, as well as affected service faculty and staff, should also be consulted whenever possible.

Relationship of Each Instructor's Syllabus to the Course Outline

The course outline is a general framework, which sets the standards that individual instructors must meet. It prescribes the objectives and the scope of the course, and it specifies the types or provides examples of course materials and texts, assignments and evaluations to be used in the course. A syllabus, on the other hand, is a specific application that presents each individual instructor's detailed plan for a course section. It normally contains the specific assignments from the selected course material and texts, the exact sequence and time frame for given topics, the teaching methods, and the evaluation methods and standards each instructor employs. These specifics must be consistent with the general types prescribed in the course outline.

Specificity and Prescription

A course outline will be specific enough to guide instructors in the development of their courses as well as to guide those who evaluate and assess these courses. It should be general enough, however, to permit instructor's freedom to create variations regarding content, methods, and course materials/texts, which reflect their own teaching styles and subject expertise as well as meet special student needs.

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Course Outline (continued)

This freedom to create variations may be restricted only when one or more of the following conditions apply:

- § Existing licensing or accrediting bodies have dictated such restrictions.
- § Subsequent courses, for which the course in question is a prerequisite, require a specific knowledge base and/or skill level.
- § Articulation agreements for the transfer of credits for the course in question require such restrictions.
- § The faculty in a department or division reach general consensus that such restrictions would best serve the department's, the division's or the college's academic program.

The course outline is the official document of record, and all instructors teaching the course must adhere to it.

Dissemination of Course Outline¹

The course outline must be made available to all instructors teaching a section of the course. The Division Dean (or designee) shall meet with all instructors newly assigned to teach a particular course in order to ensure that each instructor's syllabus (or course design) is consistent with the course outline. This orientation shall include a discussion about the specificity of the course outline, including the selection of any required course material and texts.

Documentation File

Each division will establish and maintain a documentation file for every course. This file will contain at minimum one current sample syllabus and other relevant materials per instructions in Oxnard College's curriculum handbook regarding course documentation. A division may require this file to be updated with individual syllabi and other materials at the beginning of each semester by all instructors teaching the course.

Curriculum Development and Approval Process

Philosophy regarding curriculum development as stated in Oxnard College's 2001-2002 Faculty Handbook:

Curriculum development is a primary responsibility of the college faculty. Proposals for new courses or revisions to existing courses may be initiated by any number of sources: students, faculty, administration, advisory committees or members of the community. However, a member of the college faculty must make any formal proposal.

Preparation of a proposal involves the faculty member in a process that is a mixture of research, creativity and red tape. The content of the proposal has to satisfy criteria established by departments and divisions, the college, the district and the state. Title 5 standards require greater specificity in the preparation of course outlines for associate degree courses, including an emphasis on the articulation of courses. Copies of these standards should be carefully reviewed before beginning the development of a proposal.

General education courses are expected to articulate at the baccalaureate level in order to be an associate degree course. The faculty member preparing a proposal should be prepared to support such articulation possibilities by identifying comparable lower division courses at several of the CSU campuses.

¹ CCR Title 5 § 55002(g)3

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Course Outline (continued)

All new and revised courses must be approved by the Curriculum Committee and published in the college catalog before they can be scheduled or offered. In this instance, a course revision constitutes a change in catalog description, transferability, and unit value and prerequisite or corequisite information. Other revisions simply require Curriculum Committee approval but do not require publication in the college catalog prior to scheduling. Therefore, for a new or revised course to be scheduled for Fall 2000, the following must occur: (1) Curriculum Committee approval must be received by December 1999; (2) Governing Board approval must occur in Spring 2000; and (3) the course must be published in the 2000-2001 college catalog.

One of the prime goals of the Oxnard College Curriculum Committee is to promote and provide for a comprehensive curriculum and excellence in instruction. Every means that gives promise of sustaining and improving the curriculum and quality of instruction shall be employed.

Oxnard College shall offer instruction in accordance with the mission of the California Community Colleges (see appendix). The instruction may include, but shall not be limited to, programs in one or more of the following categories:

- § Standard collegiate courses for transfer to higher institutions.
- § Vocational and technical fields leading to employment.
- § Counseling or guidance courses aimed at improving student success.
- § Basic skills and ESL (English as a Second Language) courses leading to enrollment and success in academic and vocational courses.

CURRICULUM COMMITTEE HANDBOOK

CURRICULUM DEVELOPMENT PROCESS

The OC Curriculum Committee shall have the responsibility for developing the educational program in accordance with the philosophy and objectives of the college for recommendation to the administration and DCSL and approval by the Board of Trustees. With leadership to be offered by the Curriculum Committee, all academic personnel of the college, both administrative and teaching, are responsible for the continuing revision of curriculum. Community groups and advisory committees may recommend new courses or revisions of existing curricula. All changes to the curriculum shall be submitted to the office of the Executive Vice President, who will be responsible for the processing of the proposals to the Curriculum Committee, DCSL, and to the Office of the Associate Vice Chancellor, Student Learning, and finally to the Board of Trustees who shall have final authority subject to the approval of the Board of Governors of the California Community Colleges.

First Reading for Information and Action

1. Presentation by department representative(s) providing background and justification for the course or program proposal.
2. Committee discussion, including questions to the department representative, takes place. The committee may request revisions on the course outline proposal to be completed prior to second reading. If there are questions or concerns that require further research by the department, the proposal(s) will be tabled and rescheduled for a later date.
3. After review and discussion of all first reading items with the department representatives, the committee will vote for first reading approval.

Course Activity Requiring District Council, Student Learning (DCSL) Review and Board Approval

1. All new courses
2. Revisions to courses changing the following elements:
 - a. Title (if substantive change)
 - b. Units/Hours
 - c. Description (if substantive change)
 - d. Fees (will or may be required); DCSL review only
 - e. Repeatability

Program Activity Requiring DCSL Review and Board Approval

1. All new programs (AA/AS & certificate of achievement)
2. Substantive revisions to approved programs.

CURRICULUM COMMITTEE HANDBOOK

CURRICULUM DEVELOPMENT PROCESS (continued)

Technical Changes Requiring Campus Review Only

These actions are non-substantive; technical changes are limited to changes of one or two course elements for revised courses:

1. All deleted courses
2. Revisions to courses:
 - a. Course ID (discipline and/or number and/or alpha character)
 - b. Title (only if modest, e.g., Black Literature to African American Literature)
 - c. Prerequisite/Corequisite/Recommended preparation
 - d. Description (only if modest, for currency and/or clarity)
 - e. Removal of Fees
 - f. Field trips (will or may be required)
 - g. Former course ID (pro forma with ID revision)
 - h. Co-designation
 - i. Credit/no credit only (no letter grade)
 - j. Not applicable for degree credit
 - k. Transfer Credit

Reporting Action by DCSL for Second Reading Action at Campus Curriculum Meeting

1. As necessary, the co-chairs communicate to the departments any recommendations from DCSL for revision of the course.
2. The department representative will have submitted any corrections and/or revisions requested by the curriculum committee or DCSL
3. For revised courses, a "clean" course outline (all bolding and italics indicating revisions deleted) with original signatures will be submitted to Office of Student Learning prior to second reading approval.
4. Committee discussion of course takes place as needed.

Submittal of Course(s) to Chancellor's Cabinet

1. If required, courses approved for second reading will be submitted to Chancellor's Cabinet for inclusion in the board agenda for Board of Trustee approval (as listed above).
2. If questions and/or concerns are expressed by Chancellor's Cabinet, the course(s) will be pulled and returned to the campus for further review by the department and subsequent review by the curriculum committee and DCSL.
3. Board of Trustees vote approval for courses.

Curriculum Committee Voting Process

- § Voting will follow Robert's Rules of Order, Revised
- § Faculty co-chair votes only in event of a tie
- § Committee members who are a course proposal presenter may vote for their proposal
- § Voting will be confined to "voting committee members" in open session

CURRICULUM COMMITTEE HANDBOOK

CURRICULUM DEVELOPMENT PROCESS (continued)

- § In the event that a voting member of the committee cannot attend an action meeting, another member of the same department or representative group can be given a proxy to vote. The voting member will inform either of the co-chairs or the administrative aide of the designation of proxy in advance of the meeting. If the voting member is unable to contact any of the above directly, the designated proxy holder may also present a written proxy at the time of the meeting. All proxies will be voted in person by attendance at the meeting. A voting member of the committee who leaves a meeting prior to an action may designate another committee member in attendance to vote on his or her behalf.
- § The co-chair will announce results of the voting immediately after the vote is taken.

New Courses And Course Changes

All recommendations for new courses, changes, revision of courses, transfer of courses from one division to another, or any other modifications of curriculum shall be presented to the Office of the Executive Vice President, Student Learning on forms which are available on the Curriculum Committee web site (<http://www.oxnard.cc.ca.us/curriculum/default.htm>) or from the division dean.

CURRICULUM COMMITTEE HANDBOOK

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM²

Courses may be either graded or credit/no credit courses and shall meet the requirements and standards as established by the Board of Governors of the California Community Colleges.

Proposed courses shall meet the following criteria:

- § Answer or reflect community needs.
- § Be compatible to the philosophy and objectives of the college.
- § Reflect cost considerations.
- § Not duplicate existing courses, except for co-listed courses.
- § Be limited to lower division.

Course Prerequisite/Corequisite/Advisory³ Prerequisite⁴

Prerequisite means that preparation or previous course work considered necessary for success in the course. The college **requires** students to complete prerequisites as pre-enrollment preparation. (See Prerequisite/corequisite Challenge Procedures.) The specific purpose of a prerequisite is to establish a baseline of skills without which a student is *highly unlikely to succeed* in a given course. A prerequisite may only be established for one following reasons:

- § It is expressly required or authorized by statute or regulation
- § It will assure that a student has the skills, concepts, and/or information needed to receive a satisfactory grade in the course.
- § It is necessary for health/safety reasons

There are three "levels of scrutiny" used to determine prerequisites.

1. Three CSU or UC campuses require the prerequisite for their equivalent course
2. Content Review (departmental determination of appropriate requirements for entrance into a course.)
3. Data collection for use of courses outline a discipline for prerequisite purposes

² CCR Title 5 § 55001-55002

³ Abstract of Title 5 regulations regarding prerequisites, corequisites and advisories on recommended preparation.

⁴ CCR Title 5 §55200(a) and §55201

CURRICULUM COMMITTEE HANDBOOK

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM⁵ (continued)

Different types of prerequisites call for different levels of scrutiny. The chart below provides examples of types of prerequisites and corresponding level of scrutiny.

Type of Prerequisite, Corequisite and/or Advisories on Recommended Preparation		Type of Scrutiny Required⁶
Standard	e.g., general courses articulated with 4-year schools	Three CSU or UC catalogs and content review
Sequential	courses not articulated with 4-yr schools: e.g., Nursing I for Nursing II	Content review
Cross Discipline	computation or composition course: e.g., Math for Chemistry <i>or</i> English Composition for History	Content review and data collection
Basic Skills	e.g., ability to read at a given level for entry into any class	Content review and data collection
Performance	e.g., Music 175, Symphony Orchestra	Content review
Health & Safety	e.g., CJ 130, Firearms	Consent review
Recency	are students' entry skills knowledge and/or experience up-to-date?	Data collection

Corequisite⁷

A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

A corequisite may only be established for one of the following reasons:

- § It is expressly required or authorized by statute or regulation.
- § It will assure that a student acquires the skills, concepts and/or information needed receive a satisfactory grade in the course for which the corequisite is required.
- § It is necessary for health/safety reasons

Corequisites must also undergo "content review".

⁵ CCR Title 5 § 55001-55002

⁶ Definitions of each scrutiny follow on page 11.

⁷ CCR Title 5 §55200

CURRICULUM COMMITTEE HANDBOOK

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM⁸ (continued)

Advisory on Recommended Preparation⁹

A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

Though not as formal as a prerequisite, the intent is still to notify students that certain skills, knowledge or information might enhance their success in a course.

Advisories must also undergo "content review".

Content Review

A rigorous, systematic process conducted by faculty to determine what is appropriate and necessary in establishing prerequisites, corequisites and advisories on recommended preparation. This is done on a course-by-course basis.

The content review process, outlined later in this handout, is a procedure by which faculty determine the skills or knowledge needed for successful completion of a course. In addition to helping ensure appropriate student preparation, content review also helps establish consistency among multi-sectional courses.

Data Collection

The Office of Institutional Research will assist department/programs in conducting and/or obtaining data (when required) regarding student success relative to prerequisite requirements. If the data shows that the proposed (or existing) prerequisites *does* have a significant impact on student success, then the prerequisite requirement is validated. If the data shows otherwise, the department needs to consider if the prerequisite is necessary. Again, the data collection component must occur when the prerequisite is (1) cross-discipline, (2) basic skills, and/or (3) requires recency of skills or knowledge.

How to Conduct a Content Review

There are numerous ways to do a content review and the steps below describe just one approach. As this handbook is further developed, other methods will be introduced.

Step 1

Assemble a group of faculty, which include at least three faculty who teach the course being reviewed. When there are less than three faculty teaching the course, at least three-quarters of the full-time faculty need to participate in the review.

⁸ CCR Title 5 § 55001-55002

⁹ Ibid.

CURRICULUM COMMITTEE HANDBOOK

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM¹⁰ (continued)

This panel of faculty will be looking specifically at the prerequisite skills necessary for success in the course being reviewed. Using a spreadsheet or simply listing the skills on a chalk board or a piece of paper, faculty will identify the entrance skills and knowledge necessary for a student to receive at least a "C" grade in the course. These skills and knowledge are specific statements describing what the students need to know or will be able to do upon entry into the course. The lists should be as comprehensive and specific as possible. The process should include review of the course syllabus, official course outline, textbooks, tests and class assignments, which contribute toward the grade.

Step 2

Once the entrance skills have been identified, there are a number of ways to approach honing the list to include only those skills, which are *fundamental and crucial*. There is no specific limit on the number of skills; however, the final list should not be unrealistic in length (no more than 5 to 7 skill statements need to be listed, in most cases.) If the faculty reach consensus on the list, then this portion of the process is complete. If the faculty cannot agree by consensus, then a ranking procedure could be in order. In this case, each faculty member of the panel would rank each skill listed for its appropriateness. A 5-point scale might be employed with 5 being "absolutely essential" and 1 being "nonessential". After each faculty member has rated each skill, the numbers are totaled and the skills are ranked numerically in descending order. A cut-off score would be determined and only those skills with scores above the cut-off would be considered as prerequisite "entrance skills". This process helps to ensure a general consensus by the group on the skills appropriate for the course.

Step 3

If you intend to use a specific course as a prerequisite, you must match up the "exit skills" of that course with the "entrance skills" you identified in the content review of the prerequisite course. In other words, you need to do a content review to specify what skills and/or knowledge students need to successfully complete the course (success identified as grades of A, B, C or credit.) Again, assemble the faculty who teach the prerequisite course and have them list the "exit skills." The "exit skills" from the course being proposed as a prerequisite ought to provide the "entrance skills" for the requisite course. The process here might be quicker since many of the "exit skills" are already formally listed under "Course Objectives" on the official course outline. Again, there needs to be a consensus from those involved in the review that the skills listed are those with which *all* successful students exit the course.

If you intend to use a prerequisite course from outside your discipline, you must notify the department/program which offers the course that you wish to use as your prerequisite so they can do the "exit skills" review. Again, the faculty teaching the course must conduct this review.

¹⁰ CCR Title 5 § 55001-55002

CURRICULUM COMMITTEE HANDBOOK

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM¹¹ (continued)

Step 4

Keep copies of your content review spread sheets, the Prerequisite Documentation forms and any other relevant materials for inclusion in your next Program Review document.

Prerequisite/Corequisite Challenge Procedures¹²

A prerequisite/corequisite challenge requires written documentation, explanation of alternative course work, background or abilities that adequately prepare the student for the course. A Prerequisite/Corequisite Challenge Form can be obtained from the Dean of Student Services at the Admissions/Records Office or from the Counseling Office. Reasons for seeking a Prerequisite/Corequisite Challenge Form may include one or more of the following:

- § A prerequisite/corequisite is not reasonably available to a student with a Student Educational Plan (SEP). (Reasonably available is defined as any open seat(s) in any scheduled course within the last two semesters.);
- § The student believes the prerequisite was established in violation of regulation or in violation of the district-approved prerequisite/corequisite process;
- § The student believes the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner. (Discriminatory is defined as prerequisites/corequisites being arbitrarily enforced with some group(s) of students and not with others or having a disproportionate impact on a particular group of students.); or
- § The student has the documented knowledge based upon a multiple measures assessment (certificate of completion, transcript, syllabus, or copies of exams/challenge examination) of ability to succeed in the course without meeting the listed prerequisite(s).

Upon filing the Prerequisite/Corequisite Challenge Form, the student may enroll into the Challenge Class by presenting this form at registration. If this challenge is not upheld, the student will be dropped from the class.

Additional Rules

Prerequisites, corequisites and advisories on recommended preparations must be identified in college publications as well as official course outlines

¹¹ CCR Title 5 § 55001-55002

¹² CCR Title 5 §55201 (f)

CURRICULUM COMMITTEE HANDBOOK

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM¹³ (continued)

- § Prerequisites establishing communication or computational skills requirements may not be established across an entire curriculum unless they have been established on a course by course basis
- § Determination of whether a student meets a prerequisite shall be based on successful completion of a course or an assessment using multiple measures
- § Whenever a corequisite is established, sufficient sections shall be offered to accommodate all students required to take the corequisite. A corequisite shall be waived if space is not made available
- § No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course
- § Determination of whether a student meets a prerequisite shall be made prior to his/her enrollment, and is not up to the discretion of the faculty
- § Communication or computational skills courses may be established as prerequisites or corequisites in other disciplines only if, in addition to conducting a content review, the district gathers data according to sound research practices that shows a student is highly unlikely to succeed in the course without meeting the prerequisite or corequisite. In other words, if a Psychology course has a prerequisite requiring English 101, solid research must be used to validate the course as a prerequisite in addition to the Psychology Department's content review.
- § Any prerequisite or corequisite may be challenged by a student on one or more grounds.

¹³ CCR Title 5 § 55001-55002

CURRICULUM COMMITTEE HANDBOOK

GENERAL EDUCATION

Please Refer to the Oxnard College 2000-2002 Catalog of Courses, Page 18-19 for the Statement of Philosophy and Rationale of General Education, and Descriptions Of: Specific Aims, Transfer Education, Individual Growth and Career Development, Critical Thinking Skills, Multicultural Appreciation, Community and Civic Responsibility

Criteria For General Education Courses¹⁴

Courses that fulfill general education requirements must:

- § Require post-secondary skills in reading, writing, and critical thinking
- § Be an introductory or survey course.
- § Improve students' abilities perform one or more of following:
 - communicate oral and written ideas effectively;
 - define problems, design solutions, and/or critically analyze results;
 - work independently
 - work effectively and cooperatively with others;
 - develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions;
 - acquire the curiosity and skills essential for lifelong learning;
 - function as active, responsible, ethical citizens.
- § Impart understanding, knowledge, and appreciation of one or more of the following:
 - our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and non-Western cultures;
 - the earth's ecosystem, including the process that formed it and the strategies that are necessary for its maintenance;
 - human social, political, and economic institutions and behavior, including their interrelationships;
 - the psychological, social, and physiological dimensions of men and women as individuals and as members of society.

For a complete description of the college and district's policies on general education to include information on programs, degrees and transfer, please refer to the college catalog pages 18 through 33.

¹⁴ CCR Title 5 §55805 and §55805.5

Appendices

- § Course Outline Cover Page
- § Course Outline Form
- § Instructions for Course Outline Form,
- § Prerequisite/Co-requisite/Advisory Justification Appendix
- § Checklist for Review of Distance Education Form
- § Mission of the California Community Colleges
- § Oxnard College Mission
- § Members of the 2001-2002 Curriculum Committee
- § Schedule of Meetings for 2001-2002
- § Program and Course Approval Handbook
- § Campus Memos and Email Regarding Curricular Issues
- § Correspondence from the State of California, CCC Chancellor's Office
regarding Curricular Issues

CURRICULUM COMMITTEE HANDBOOK

Course Outline Cover Page

CURRICULUM COMMITTEE HANDBOOK

Course Outline Form

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Instructions for Course Outline Form

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Prerequisite/Corequisite Justification Appendix

CURRICULUM COMMITTEE HANDBOOK

Checklist for Review of Distance Education

Mission of California Community Colleges

Commitment to our mission, unique to Oxnard College, enables us to accomplish the state-mandated mission for all California Community Colleges, which requires us to offer a variety of programs and services in the following areas:

§ **Transfer Education**

Standard collegiate courses at the lower division level for those students who plan to earn an associate degree and/or transfer to four-year colleges and universities

§ **Vocational Education**

Specialized vocational and technical education and training in selected occupational fields leading to job entry, advancement, retreating, certification, and associate degrees

General Education

Courses designed to contribute to associate degree programs; broaden knowledge and perspectives; develop critical thinking and communication skills; enhance cultural literacy; encourage a positive attitude toward learning; and equip students to participate in a complex, interdependent world

Basic Skills Education

Courses in mathematics, reading, writing, and speaking for under prepared students, as well as other programs designed to enable those with special learning needs to reach their educational goals

Support Services

Comprehensive services that help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, student activities, student government, child care and personal development programs

Community Education

Conveniently scheduled, state-supported noncredit classes and fee-supported educational, cultural, recreational, and occupational programs that enrich the lives of area residents and provide opportunities for lifelong learning

Economic Development

Programs and services, including contract training, designed to meet the specific needs of businesses and industry in developing a trained workforce than can enhance the economic vitality of the community.

The Oxnard College Mission

Oxnard College embraces its diverse community by providing excellent and unique educational programs in a collaborative, nurturing safe environment that promotes success and lifelong learning.

CURRICULUM COMMITTEE HANDBOOK

Members of the 2001-2002 Curriculum Committee:

Voting Members

Name	Department	Phone
Carmen Guerrero-Calderón, Co-Chair	Academic Senate –past president	1924
Jim Merrill, Co-Chair	Academic Senate Vice President	1949
Olivia Menchaca	Articulation	1938
Hank Bouma	Business/Computer Information Systems	2054
Michael Bowen	Science	1904
Margarita Corral	Counseling	1959
Dr. Ishita Edwards	Social Science	1961
Delois Flowers	Dean, Library/Learning Resource Center	7618
Leo Orange	Educational Assistance Center	7630
Ed Lynch	Technology	5840
Maria Parker	Mathematics	1984
Jim Jarvaise	Fine Arts	2068
Betsy Lindberg, DDS	Dental Hygiene	5823
Jeri Lupton	Child Development	1937
Olivia Menchaca	Transfer Center	1938
Tom Stough	Library	2040
Mati Sánchez	Letters	1944
Bill Shilley	Addictive Disorders Studies	1946
Gloria Lopez/Ana Maria Valle	EOPS	7627
Jerry White	Physical Education	2079
Paul Graham (Julio Castañeda, alt)	Student Representative	2094

Non-voting members:

Name	Department	Phone
Dr. Ruth Hemming	Interim Executive Vice President	5814
Susan Brent	Registrar	5810
Linda Porter	Committee Recorder	5814
Cheryl Shearer	Dean, Business/Technology	5824
Ramiro Sanchez	Dean, Liberal Education	5804
Joe Ramirez	Dean, Student Services	5847
Dr. Steve Hall	Dean, Math, Science, Health	5803
Dr. Jaime Casillas	Dean, Off-campus Programs	5888

CURRICULUM COMMITTEE HANDBOOK

Schedule of Committee Meetings 2002-2003

TECH REVIEW DEADLINE	STUDENT LEARNING DEADLINE	MEETING DATE	COMMENTS	APPROVED CHANGES WILL APPEAR IN CATALOG YEAR
Discussion/Information		11 Sep 2002		2003-04
4 Sep 2002	11 Sep 2002	18 Sep 2002	Tech review deadline is just after Labor Day	2003-04
Discussion/Information		9 Oct 2002		2003-04
2 Oct 2002	9 Oct 2002	16 Oct 2002	IGETC certification deadline for 2003-04	2003-04
Discussion/Information		13 Nov 2002		2003-04
5 Nov 2002	13 Nov 2002	20 Nov 2002	CSU GE certification deadline for 2003-04	2003-04
27 Nov 2002 CATALOG DEADLINE	4 Dec 2002	11 Dec 2002	Deadline for next year's catalog; Tech review deadline is just after Thanksgiving	2003-04
18 Dec 2002	8 Jan 2003	15 Jan 2003	AA/AS GE certification deadline for 2003-04; Tech review deadline is during flex week	2004-05
Discussion/Information		12 Feb 2003		2004-05
3 Feb 2003	10 Feb 2003	19 Feb 2003	Deadlines are slightly early due to presidents' holiday	2004-05
Discussion/Information		12 Mar 2003		2004-05
5 Mar 2003	12 Mar 2003	19 Mar 2003		2004-05
Discussion/Information		9 Apr 2003		2004-05
23 Apr 2003	30 Apr 2003	7 May 2003		2004-05

CURRICULUM COMMITTEE HANDBOOK

Program and Course Approval Handbook

CURRICULUM COMMITTEE HANDBOOK

Campus Memos and Email Regarding Curricular Issues

CURRICULUM COMMITTEE HANDBOOK

**Correspondence from the State of California, CCC Chancellor's Office regarding
Curricular Issues**