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

The electronic form of this handbook, as well as other curriculum development resources, is available on the Oxnard College Curriculum Committee web site at

http://www.oxnardcollege.edu/faculty_staff/curriculum_committee/index.shtml

We acknowledge the CCC Chancellor’s Office, the state academic senate, and our colleagues from other CCs around the state from whom we have borrowed liberally to compile this curriculum handbook and the template for our course outline of record.
1. INTRODUCTION TO THE HANDBOOK AND THE CURRICULUM REVIEW PROCESS

1.1 Purpose of the Curriculum Handbook

The Curriculum Handbook is designed to provide Oxnard College faculty, staff, and administration with the fundamental information needed to develop courses and programs, write Course Outlines of Record, successfully navigate through the process of course development and approval as well as program development and approval, and finally to understand the institutional and state regulations that govern college curriculum. This Handbook’s purpose is to facilitate the development of quality curriculum that meets Oxnard College student needs and reflects the college’s commitment to course, program, and institutional-level Student Learning Outcomes.

1.2 Organization of the Curriculum Handbook

| Part 1 Introduction to the Curriculum Handbook and the Curriculum Review Process | Provides an overview of the Curriculum Handbook and details roles and responsibilities of the Curriculum Committee, Tech Reviewers, other advisory committees, the District Technical Review Workgroup, and the responsibilities of the Office of Student Learning |
| Part 2 State Requirements for Course Approval | Lists Title 5 and Chancellor’s Office regulations and standards for all types of community college courses, including transfer, degree applicable, non-degree applicable credit, noncredit, and stand-alone courses |
| Part 3 The Curriculum Development and Approval Process at Oxnard College | Outlines in detail all the steps involved in developing new courses and revising existing courses, from initial concept to final approval |
| Part 4 Components of the Course Outline of Record | Describes each component of the Course Outline of Record and explains how to write it |
| Part 5 Certificates and Majors | Describes requirements for certificate programs and both occupational and transfer majors; explains steps in development and revision of programs and majors |
| Part 6 Appendix: More About Curriculum and Courses | Provides additional information about different types of courses (CSU, transfer, GE, noncredit, Distance Education, etc.), as well as forms and references to model course outlines, forms, and sources of curriculum support |

The Curriculum Committee has attempted to provide the most up-to-date information possible in this Curriculum Handbook, but changes in regulations at the State level are inevitable. The most current version of the Curriculum Handbook and curriculum-related material, plus links to most of the sources listed in this Handbook, are available online at the Curriculum Website at: [http://www.oxnardcollege.edu/faculty_staff/curriculum_committee/index.shtml](http://www.oxnardcollege.edu/faculty_staff/curriculum_committee/index.shtml).
1.3 Sources
The information in this Curriculum Handbook is an interpretation of material from local and California State sources.

A. VCCCD Documents
- The Shared Decision-Making and Collegial Consultation Document
- The Participatory Governance Handbook

B. Documents from the Academic Senate for California Community Colleges, available at http://www.ccccurriculum.info/
- Components of Model Course Outline of Record (1995)
- Stylistic Consideration in Writing Course Outlines of Record (1998)
- Curriculum Committee Review of Distance Learning Courses and Sections (1995)

C. Documents from the State (accessible from the Academic Senate website cited above)
- Regulation and Guidelines for Curriculum Development as cited from Educational Code and, specifically, Title 5 of the California Code of Regulations relating to curriculum in the community colleges
- Program and Course Approval Handbook, Chancellor’s Office (2009)
- Memoranda from the Chancellor’s Office on specific curriculum-related issues

D. Documents relating to transfer institutions (accessible from the Academic Senate website cited above)
- CSU General Education Breadth Requirements, Executive Order #595
- Intersegmental General Education Transfer Curriculum
- The Academic Senate of California State University website (for information regarding transfer-level lower division courses) at www.calstate.edu/AcadSen

1.4 Curriculum Committee’s Function and Composition
Title 5 requires that all courses and programs be approved first by a college committee: §55002 the committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

The Academic Senate’s document, The Curriculum Committee, explains:
- The curriculum committee reviews and recommends courses and programs functioning under policies and procedures set up by the academic senate (either through primary advice to or mutual agreement with the board). The composition of the curriculum committee is agreed upon mutually even if for other curriculum policies and procedures the board relies primarily upon the senate. The board approves courses and programs recommended directly by the curriculum committee and with the assurance of the academic senate that established policies and procedures have been reviewed and followed.

The curriculum committee membership will consist of one voting faculty member to represent each instructional, library, and counseling department, plus the academic senate
president or designee who will serve as co-chair of the committee. Each department is entitled to one representative/one vote regardless of the size of the department. Additional voting members are the Articulation Officer, an administrative representative, a student representative, a classified senate representative, and one faculty representative from AFT. Non-voting members will be the Executive Vice President of Student Learning, who will also serve as co-chair, the registrar, and all instructional deans except the administrative representative. Members are requested to bring their meeting packets, current college catalog, and committee handbook to the meetings. The names and contact information of current Curriculum Committee members are listed on the Curriculum Committee website at
http://www.oxnardcollege.edu/faculty_staff/curriculum_committee/membership.shtml

The role of the Co-Chairs is as follows:

- To facilitate Curriculum Committee meetings
- To assist in identifying key issues and coordinate activities relating to the development of policies/procedures as needed
- To provide assistance to Committee members and other faculty in matters relating to the curriculum approval process
- Update the Curriculum Handbook as needed

The role of Committee members and department representatives is as follows:

- To educate their department/unit regarding curriculum changes and procedural issues
- To assist (as needed) faculty members in completing curriculum forms and review for accuracy before signing
- To help to maintain the quality/integrity of the courses by participation in meetings and review of the packet for each meeting. 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 courses; program and certificate review; and new modes of delivery
- To 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 in a timely and accurate manner
- To provide feedback/information from their department to the Committee regarding college issues that pertain to curriculum (e.g., distance learning and multi-cultural issues)
- To inform his/her department/unit of pertinent information from curriculum meetings
- To participate in subcommittees as necessary to maintain the quality of the curriculum.

The Curriculum Committee meets the second and fourth Wednesday during the academic year from 2:00 to 4:00 p.m. The agendas, minutes, and current locations of meetings are posted on the Curriculum Committee website, as well as archived Course Outlines of Record. Curriculum Committee meetings are open to all members of the college community. Summary reports of the Curriculum Committee business are given at every Academic Senate meeting. The faculty co-chair, the administrative co-chair, the
Articulation Officer, and a representative from the Academic Senate also sit on the District Technical Review Workgroup (DTRW) which meets the third Thursday of every month at the District Office from 1:00 p.m. to 3:00 p.m. Such DTRW business is also reported back to the campus Curriculum Committee and to the Academic Senate.

1.5 Responsibilities of the Curriculum Committee

The Curriculum Committee is charged with ensuring that all courses and programs meet the standards for approval stated in Title 5 and the Chancellor’s Program and Course Approval Handbook. Specifically, the Committee is charged with recommending action on the following items:

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<tr>
<th>Curriculum Committee Action Items</th>
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<tr>
<td>New courses (including all items listed in the next action)</td>
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<tr>
<td>Revisions of courses:</td>
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<td>Number/letter</td>
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<td>Title</td>
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<tr>
<td>Units</td>
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<td>Contact Hours</td>
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<td>Prerequisites, Corequisites, and Advisories</td>
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<td>Catalog Description</td>
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<td>Fees</td>
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<td>Field Trips</td>
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<td>Grading</td>
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<td>Credit by Exam</td>
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<td>Course Objectives</td>
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<td>Course Content</td>
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<td>Methods of Instruction</td>
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<td>Methods of Evaluation and Assignments</td>
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<td>Textbook and Instructional Materials</td>
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<td>Discipline Assignment and Additional Certifications</td>
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<td>Distance Education</td>
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<td>Student Learning Outcomes</td>
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<td>Deactivation of Courses</td>
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<td>Reactivation of Courses</td>
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<td>Deletion of Courses</td>
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<td>Majors</td>
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<td>Certificates</td>
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The Committee is not responsible for the generating or implementing of the curriculum proposals that it approves; such responsibility rests with the faculty, departments, and the administration. For this reason, the Committee is also not responsible for the budgetary consequences (e.g., faculty load) of curricular proposals and does not use such consideration as the basis of its recommendations. Rather, the proper focus of the Committee is the academic merit of each proposal and its contributions to the overall educational goals of Oxnard College.
1.6 Responsibilities of the Office of Student Learning

With respect to curriculum, the responsibilities of the Office of Student Learning and the Executive Vice President of Student Learning include:

- Managing submission of proposed and revised course outlines, distribution of course outlines to committee members and advisory committees, and follow-up after approval of proposed courses
- Keeping records of all agendas and action of the Curriculum Committee
- Identifying and communicating new information and laws from the State level to the Curriculum Committee, deans, and other college bodies
- Submitting information and forms for courses and programs, as required by the State.

With respect to the Administrative Assistant from the Office of Student Learning providing support to the Curriculum Committee, the duties are as follows:

- At the direction of the co-chairs, prepares and distributes the meeting agenda
- Receives and prepares for distribution all proposals for new course outlines, revisions, and new and revised programs
- 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).

1.7 Responsibilities of the Technical Reviewers

The role of the Technical, Articulation, Technology (Distance Learning Appendix), and SLO Reviewers is as follows. The Technical Review process (including Articulation and SLO Review) involves the identification of areas in the course outline that 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 making sure that information in the outline, etc., is responsive to the instructions given within the outline (and other curricular documents) pertaining to each particular section. To reduce the time spent correcting such errors, the Curriculum Committee has established technical reviewers. This hope is that course outline authors will work with the technical reviewers and their departments using their division process. The intent is to reduce 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 unless a legal or technical issue is involved. However, if, after technical review, a course outline is submitted directly to the full Curriculum Committee and it becomes clear that it contains numerous errors, the Committee is likely to refer it back to the author to make the necessary corrections. It does not go back for further technical review. This typically delays approval of the course for at least one month, and it 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.

The Articulation Officer, in particular is responsible for the following:

- reviewing four-year college catalogs and Oxnard College catalogues 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;
- maintaining catalog sections on transfer courses and curriculum for current articulation information;
- serving as a regular member of the Curriculum Committee;
- serving as the Curriculum Committee’s “curriculum expert” serving to provide technical assistance not only in articulation areas but also in the curriculum development process;
- 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 Curriculum) 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 (CAN) System or whatever system replaces CAN, namely the Lower Division Transfer Pattern system (LDTP); and
- 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.

As for technical review pertaining to SLOs, the LOT Committee will review the SLO Appendices that are part of the COR. Finally, pertaining to technical review of the Distance Learning Appendix, a member from the Technology Committee serving as a representative on the Curriculum Committee will be responsible for reviewing such Distance Learning Appendices (in conjunction with a task force from members of the Technology Committee) and providing feedback for course outline authors at the Curriculum Committee meetings. The technical reviewers performing all of the above-described technical review are allowed a maximum of fourteen days between the time it is received and the time that such review must be provided to the course outline author.

1.8 Advisory Committees

Several advisory committees support the functions of the Curriculum Committee. Membership on these committees, primarily faculty with expertise in pertinent areas, is
determined through agreement with the Curriculum Committee and Academic Senate. Most of these committees also include an instructional dean to provide administrative support (if possible). New or revised courses that need to be recommended for approval by an advisory committee are sent to the appropriate committee by the Office of Student Learning after the course has been submitted to said office.

A. **The General Education Subcommittee**. This committee reviews courses that have been submitted for approval under any of the general education patterns. All GE proposals must go through the GE Subcommittee and be approved by the full Curriculum Committee.

B. **Learning Outcomes Team (LOT)**. This committee reviews the Student Learning Outcomes Appendices submitted with or without accompanying courses for review. The Learning Outcomes Team sends a representative from LOT to the Curriculum Committee who informs the Curriculum Committee of LOT’s technical review of the SLO Appendix. LOT also reviews data, assessment, and alignment of SLOs at the course, program, and institutional levels.

C. **Distance Education Advisory Committee (DEAC)**. This committee reviews the Distance Learning Appendix accompanying courses proposed to be delivered in an alternative medium, such as the Internet, television, or videoconferencing. “Hybrid” courses (i.e., courses where the instruction occurs partially in person and partially via technology but less than 51% of the course involves such delivery) must also go through DEAC. A representative from the campus Technology Committee sits on the Curriculum Committee to advise the Curriculum Committee of DEAC’s technical review of the Distance Learning Appendix. [THIS IS A NEW PROPOSAL.]

1.9 **Responsibilities for Approval of Courses**

   It is important to note here exactly what types of curriculum development or review triggers review by the Curriculum Committee.

   Course and program activity requiring College Curriculum Committee review only are:

   - Nonsubstantial revisions to degrees, certificates, and awards
   - Deleted courses
   - Experimental courses (generally offered for only one year)
   - Reintroduced courses (deleted within past two years) with no substantial revisions
   - Nonsubstantial revisions of courses including changes to:
     a. Course ID (discipline name or abbreviation plus alphanumeric designation)
     b. Title (if modest – *e.g.*, Black Literature to African American Literature)
     c. Units and/or Hours (if no increase)
     d. Prerequisite(s) and/or corequisite(s) (correction, reduction, elimination)
     e. Recommended preparation
     f. Description (if nonsubstantial)
     g. Fees (removed)
A. **Review on the Action Agenda of the Entire Curriculum Committee Is Required for:**
   1. All proposed new courses
   2. All reinstated courses—courses that had been inactivated may be brought back, revised, and offered again after approval
   3. Revised courses being reviewed per Oxnard College’s five-year review cycle. The State Academic Senate recommends that changes be reviewed and approved by the Curriculum Committee in order to ensure that the course still complies with Title 5 regulations.

B. **Certain Technical Changes Are Designated as Information Items.** These changes are made by the Office of Student Learning and do not require a vote. Experimental courses (98s and 198s) are also offered as information items only. Such courses are not required to complete all forms typically accompanying a permanently-numbered course (e.g., Student Learning Outcomes Appendix) as such courses may only be offered for two semesters.

C. **Consent Items:** The Office of Student Learning also handles the termination or inactivation of a course, but the Curriculum Committee must approve the action on its consent agenda.

D. **District Technical Review Workgroup (DTRW)—**DTRW is charged with review of curriculum for legal and technical accuracy per *The Participatory Governance Manual*. The following trigger DTRW review:
   - All new courses and programs which after review by DTRW will be forwarded to the Board of Trustees by the College Curriculum Committees. Course and program activity requiring DTRW review and Board approval for 2008-2009 are:
     - Curricular matters involving international travel
     - All new degrees, certificates, and awards
     - Deleted degrees, certificates, and awards
     - Substantial revisions of degrees, certificates, and awards
     - All new courses
     - Substantial revisions of courses, including changes to:
       1. Title (if substantial)
       2. Units and/or Hours (if increased)
       3. Description (if substantial)
       4. Prerequisite(s) and/or Corequisite(s) (if substantial)
       5. Fees required
       6. Course repetition (added or increased)

E. **Final Approval**—All new courses that have been approved by the Curriculum Committee must be approved by the Board of Trustees before they can be offered. Also, all courses reviewed by DTRW must also typically be approved by the Board of Trustees. All new noncredit courses, new certificates, and new majors must also be approved by the Curriculum Committee, Board of Trustees (before being offered), as well as by the State Chancellor’s Office.

F. **Scheduling**—A new course may be offered the semester after the Board has approved it (e.g., board approval in fall means the course can be offered in spring). For revised courses, changes approved by the Curriculum Committee before permatization (official electronic posting) of a schedule will be effective for the coming semester. Changes approved after permatization will be effective the following semester.
2. CALIFORNIA STATE REQUIREMENTS FOR COURSE APPROVAL
The information in this section of The Curriculum Handbook will focus on regulations for course approval. The development of programs is covered in Part 5.

2.1 Basic Criteria for Approval
All courses and programs must meet these five basic criteria for approval stated in Title 5, as summarized below by the Chancellor’s Office:

A. **Appropriateness to mission.** A course must be directed at the appropriate level for community colleges; must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose, and must provide distinct instructional content and specific instructional objectives.

B. **Need.** There must be evidence of need for the course in the college service area.

C. **Quality (Curriculum Standards).** A course must fulfill the requirements of the local curriculum approval process, which includes careful scrutiny by faculty and administrators at the originating college; approval within the local district as well as on a regional level (occupational); a course should also be consistent with requirements of accrediting agencies.

D. **Feasibility (Adequate Resources).** The college has the resources needed to offer the course at the level of quality described in the Outline of Record.

E. **Compliance.** Design of the course or program is not in conflict with any law, including both state or federal laws and both statutes and regulations.

2.2 Standards for Associate Degree Credit Courses
All credit courses must meet the following standards, as outlined in Title 5, §55002:

A. **Grading Policy.** The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skill demonstrations by students.

B. **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

C. **Intensity.** The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

D. **Prerequisites and Corequisites.** When . . . a student is highly unlikely to receive a satisfactory grade unless the student has the knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites.

E. **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require . . . as prerequisite or corequisite eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

F. **Difficulty.** The course work calls for critical thinking and the understanding and application of concepts . . . at the college level.

G. **Level.** The course requires learning skills and a vocabulary . . . appropriate for a college course.
2.3 Standards for Nondegree Applicable Credit Courses
All non-degree applicable credit courses must meet specific standards very similar to those for Associate Degree credit courses (Title 5, §55002). The types of courses that are non-degree applicable credit courses include the following:

A. Nondegree applicable basic skills courses;
B. Courses designed to enable students to succeed in degree-applicable credit courses . . . that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
C. Precollegiate career and technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career and technical courses or programs;
D. Essential occupational courses for which meeting the standards of [the above] are neither necessary nor required.

The standards for approval of nondegree applicable credit courses are very similar to those for degree-applicable courses. Of note is the statement about course intensity:

“In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete degree-applicable work upon the required sequence of such courses.”

2.4 Standards for Noncredit Courses

Noncredit Courses in General. According to §55002, a noncredit course is one that “treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement . . . appropriate for enrolled students.” These courses are limited to certain categories, as listed in the Education Code, §84711:

A. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships;
B. Elementary and secondary basic skills;
C. English as a second language;
D. Classes and courses for immigrants eligible for educational services;
E. Education programs for persons with substantial disabilities;
F. Short-term vocational programs with high employment potential (includes apprenticeships);
G. Education programs for older adults;
H. Education programs for home economics (known as Family and Consumer Sciences); and
I. Health and safety education.

Supervised tutoring is a course option under each of the nine areas.

Noncredit Courses Eligible for Enhanced Funding. Recent additions to Title 5 allow certain types of noncredit courses to receive enhanced funding. These courses must be part of either:

- A short-term vocational program OR
- A sequence focusing on elementary and secondary basic skills, workforce preparation course in basic skills, English as a Second Language (ESL), or Vocational English for Speaker of Other Languages (VESL),

The program or sequence must result in either:

- A noncredit certificate of completion leading to improved employability or job opportunity OR
- A noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, associate degree, or bachelor degree.
All noncredit courses must be approved by the Chancellor’s Office.

2.5 Standards for Stand-Alone Courses
Most courses at Oxnard College are part of a program: a Certificate of Achievement of 18 or more units, a Chancellor’s Office-approved Proficiency Award of 12 to 17.5 units, an A.A. degree major, or a General Education requirement for an A.A. A stand-alone course, on the other hand, is a credit course that is not part of a Chancellor’s Office approved program.

Oxnard College does have various stand-alone courses that have been approved because, as courses, they meet the standards defined in Sections 2.1 through 2.3, above, and fulfill purposes within the college’s mission. Examples of current stand-alone courses are:

- Transfer level courses that fulfill UC or CSU General Education requirements, but not Oxnard College patterns;
- Transfer level courses that fulfill UC or CSU major requirements, but not Oxnard College majors;
- Courses that are part of Proficiency Awards under 18 units;
- Nondegree-applicable skills courses in math, English, ESL, or occupational areas; and
- Public safety courses that provide ongoing training for people employed in those fields.

In the past, stand-alone courses had to be approved by the Chancellor’s Office. However, in 2007, the Chancellor’s Office granted community college districts the authority to approve stand-alone courses as long as curriculum committee members and any staff and administrators directly involved in the approval process received annual training on the guidelines for approval. Approval is based on the standards summarized in Parts 2.1 through 2.3.

2.6 The Course Outline of Record as a Legal Document
Title 5 requires that every course be represented by a Course Outline of Record (COR), an official public document approved by a curriculum committee and local board, and, usually, the Chancellor’s Office (which must approve all courses associated with programs and all noncredit courses). It must be evident in the COR that all Title 5 standards are met. The COR also serves as the basis for articulation review and defines the curriculum for which instructors are responsible. The COR finally guides instructors in the development of their specific course syllabi. In terms of a COR’s relationship to a course syllabus, the COR is a general framework which sets the standards that individual instructors must meet. It prescribes the objectives and the scope of the course, it specifies the types or examples of course materials and texts, assignments and evaluations to be used in the course, and it describes the expected Student Learning Outcomes. The COR normally contains examples of the specific assignments from the selected course materials and texts, the suggested sequence for given topics, possible teaching methods, and the evaluation methods and standards an instructor could employ. These specifics must be consistent with the general objectives prescribed in the course outline. Each individual instructor uses the COR as a guideline and is free to create variations regarding content, methods, and course materials/text, which reflect their own teaching styles and subject expertise as well as meet special student needs. 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 based and/or skill level;
- Articulation agreements for the transfer of credit for the course in question require such restrictions; or
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. As to who should author a course outline, the following points are appropriate to note:

- Where full-time faculty are available, the Department Chairs of the relevant discipline will assign responsibility to develop or revise the course outline;
- Where only part-time faculty are available, the Dean, in consultation with the Department Chairs, will assign responsibility to develop or revise the course outline;
- Whenever possible, the course outline is to be written or revised in consultation with all Oxnard College faculty who are qualified to teach the course. Other Oxnard College 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; and
- Responsibility and authority for a course rest with the originating Department, not solely with the author.

As legal documentation, the Course Outline of Record must provide the following:

- The Student Learning Outcomes, Objectives, content, and level of rigor for which students and faculty across all sections of the course will be held accountable;
- The basis for determining the degree of preparation (prerequisites, corequisites, and/or advisories) that students need to advance successfully through a series of courses;
- Standards and content of the course to be taught to ensure consistent quality instruction from instructor to instructor, from section to section, and from year to year;
- Updated curriculum which plays a critical role in the ongoing process of program review by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs;
- All required components as specified in Title 5 (such as total contact hours);
- Documentation of the college’s high academic standards and quality for accreditation.

The Course Outline of Record is also an essential element in the transfer process because it is submitted for approval as meeting California State University General Education (CSU/GE) breadth requirements and for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC). The Course Outline of Record is the basis for evaluation of the transferability of courses and evidence of their equivalence to those courses offered at the four-year schools.

3. **THE CURRICULUM DEVELOPMENT AND APPROVAL PROCESS**

The Oxnard College Curriculum Committee is responsible for approving the educational program in accordance with the philosophy and objectives of the college for recommendation to the administration and DTRW 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, however, shall be submitted to the Executive Vice President of Instruction, who will be responsible for the processing of the proposals to the Curriculum Committee, for DTRW review, and providing the Board of Trustees’ executive assistant with copies for processing, as well as providing copies for review for the College President, and ultimately to the Board of Trustees, which shall have the final authority subject to the approval of the Board of Governors of the California Community Colleges.
There are many steps in creating or revising a course. While the process is complex and often lengthy, each stage helps ensure the integrity of the course and its role in the institution. Furthermore, all these steps are essential to make sure that the course meets State approval standards as well as, when appropriate, requirements for occupational programs, regulating agencies, and/or transfer institutions.

3.1 **Initial Steps in Course Development or Revision**

A. **Discussion and Research.** The development of any new course or the revision of an existing course should begin with dialogue and research within the department. Both proposals and revisions should involve collegial discussion. Beyond the five basic criteria for approval set by the Chancellor’s Office (see Part 2.1, above), here are some questions that the proposing department needs to answer:

- What is the role of this course within the educational plans of students?
- For a transfer-level course, what are comparable courses at other institutions, and how would the proposed course transfer? (See Part 6.1 for transfer criteria.)
- For an occupational course, how will it fit into a program and/or otherwise prepare a student for work? (See Part 5 for more on certificates and majors.)
- How feasible is this course in terms of faculty, facilities, resources, and scheduling?

B. **New Courses: Review the existing inventory.** Before writing a new course, it is important to determine whether a similar course already exists or has existed in the past. Consult with the Administrative Assistant for the Office of Student Learning as well as Co-Chairs of the Curriculum Committee and the Articulation Officer before beginning curriculum development on a new course. Sometimes it is more efficient to substantially revise an existing course or reinstate a previously-inactivated course that already has the basic content.

C. **Revised Courses: Determine if changes would be substantial enough to warrant a new course.** According to Title 5, certain types of revisions to an existing course change the course so significantly that a new course proposal is required.

D. **Terminating or Inactivating a Course.** Sometimes, during Program Review or in the process of developing new courses, a department may determine that certain courses should be removed from the current inventory. **Termination** means that the course and course number may never be used again; **inactivation** means that the course may be resurrected and revised at some time in the future. Course outlines for terminated or inactivated courses remain in the files of the Office of Student Learning, but the numbers can never be applied to any other courses in the discipline. A department may initiate the termination or inactivation of a course routinely during Program Review or as needed. In all cases, the department must first indicate that the course is to be terminated or inactivated by submitting the course cover sheet to the Curriculum Committee for action on such termination or inactivation. Signed copies of the course cover sheets are kept on file in the Office of Student Learning. The Office of Student Learning will notify any departments whose programs may be affected by such action.

3.2 **Writing the Course Outline of Record**
A. **Read the Curriculum Handbook for background and guidance.** This will give the author an overview of what is expected in the Course Outline of Record and what happens to it once it is submitted. It is also helpful to view other recent course outlines to get a sense of the language and specificity required. Please refer to the archive of Final Course Outlines of Record at the Curriculum Committee website.

B. **Create a draft of the course (or make revisions to the course).** Please download the most recent documents from the Curriculum Committee website.

C. **Review, revise, finalize.** The author should make sure that the department chair and other department members see the printed draft and offer feedback before finalizing the draft. It is typical that such new and/or revised curriculum is submitted for departmental review at a department meeting whereby colleagues can offer input and suggestions. The department chair’s signature on the cover sheet indicates that such curriculum is acceptable to the department.

D. **Complete any necessary forms.** The author may be required to complete any or all of the following forms:
   - Cover Sheet
   - Course Outline Form
   - Prerequisite/Corequisite/Advisory Appendix
   - Distance Learning Appendix
   - Student Learning Outcomes Appendix

E. **Secure required signatures.** Make sure that all cover sheet signatures, including the author, department chair, and dean, plus any required by other forms, is obtained before submitting the course to the Office of Student Learning. Be aware that obtaining all signatures may take a week or longer.

F. **Submit the course electronically to OC Curriculum Group.** By submitting the course (and all attendant forms) electronically to the OC Curriculum Group, technical review (including articulation, distance education, and SLO review) will be triggered.

3.3 **Technical Review**

The following is a description of the Technical Review process:

A. Course and program proposals that must be approved by the Curriculum Committee (including experimental courses) must be received electronically by e-mail to OC Curriculum Group. For course outlines to be considered complete, all courses must have a cover sheet, a course outline form, and a Student Learning Appendix. Courses may also need to submit a Prerequisite/Corequisite/Advisory Appendix or a completed Distance Learning Appendix, if applicable. Technical review can take as long as fourteen days to complete, so an author must factor this delay into his/her timeline when making course submissions.

B. Simultaneous Review will be conducted by the technical reviewers, the Articulation Officer, the Learning Outcome Team (LOT) SLO technical reviewers, and the Technology Committee task force tasked with technically reviewing Distance Learning Appendices. Upon initial receipt of the course outline or program documents, the Office of Student Learning administrative assistant will enter the course or program into its internal tracking system and then await responses from technical, articulation, and technology review which have been forwarded to the author and the Office of Student Learning. Before
proceeding further, the Office of Student Learning must receive response by the author to the above-mentioned reviewers’ commentary.

- The Articulation Officer will perform an articulation review, particularly for courses numbered R100 or above, forwarding comments to the course outline author, the Office of Student Learning, and to the division dean, as well as to any other person designated in the e-mail message originally used to submit the course. (As a practical matter, it is often wise to forward comments to the administrative assistant, if any, who input the documents.)

- Any member of the technical review subcommittee may review the course for technical errors, e.g., grammar and spelling errors, incorrect conversions between lecture/lab hours and unit credit granted, as well as the author’s general response to instructions provided in the forms themselves. However, to ensure objectivity, it is recommended that, if possible, the technical reviewer not be a member of the department submitting the course or program. Although technical reviewers are usually members of the Curriculum Committee, the Co-Chair, at his or her discretion, may designate any willing faculty member having the requisite training, experience, and temperament to be a technical reviewer. The technical reviewer will forward comments to the course outline author, the Office of Student Learning, the department chair, and division dean, as well as to any person(s) specified in the e-mail message originally used to submit the course.

- A member from the Learning Outcomes Team (LOT) will then review the Student Learning Outcomes Appendix assessing whether or not the author responded adequately to the instructions provided in the Student Learning Outcomes Appendix. This LOT member/designee will then forward comments to the course outline author, the Office of Student Learning, the department chair, and division dean, as well as to any person(s) specified in the e-mail message originally used to submit the course.

- A task force from the Technology Committee will review the Distance Learning Appendix assessing whether or not the author responded adequately to the instructions provided in the Distance Learning Appendix. The Technology Committee designee will then forward comments to the course outline author, the Office of Student Learning, the department chair, and division dean, as well as to any person(s) specified in the e-mail message originally used to submit the course.

The technical review processes described above provide the author with recommendations, not approval. When the author receives such comments, he/she (and the originating department) will determine which comments and suggestions will improve the outline and enhance its chances of being approved by the full Curriculum Committee and, ultimately, the Board of Trustees. Those comments should be incorporated directly into the course outline documents and such documents must be resubmitted to the Office of Student Learning in response to all of the technical reviews (including a response to the SLO reviewer’s comments).

C. When the department approves the updated/corrected documents, the author should then print paper copies. If the item is a course outline, the author should obtain approval/review signatures (author, department, division dean) on the cover sheet and on any appendices where such signatures are required.
D. The author should transmit both the signed paper documents and the updated electronic copies to the Office of Student Learning, which will process the information and prepare the documents for First Reading. The updated electronic copies and the signed documentation must reach the Office of Student Learning at least one week before the Curriculum Committee meeting. The Office of Student Learning is under no obligation to add courses to the meeting agenda after this deadline and may do so at its discretion. (To satisfy Brown Act requirements, however, the meeting agenda, including the specific list of courses to be approved, must be prepared and distributed to Committee members no later than the Friday preceding each meeting.)

E. The Office of Student Learning will obtain the technical/articulation reviewers’ initials before the Curriculum Committee meets to consider the course or as soon thereafter as possible.

3.4 First Reading for Information and Action
A. The department representative(s) present new courses or programs, providing background and justification for the course or program proposal.
B. Committee discussion, including questions to the department representative(s), 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.
C. After review and discussion of all First Reading items with the department representative(s), the Committee will vote for First Reading action.
D. Action to approve prerequisites and courses to be offered via distance learning occur separately from action taken on the course outline.

3.5 Course and Program Activity Requiring District Technical Review Workgroup (DTRW) Review and Board Approval
The following are items requiring DTRW review pertaining to course curriculum and programs: All new courses and programs reviewed by DTRW will be forwarded to the Board of Trustees by the College Curriculum Committees. Course and program activity requiring DTRW review and Board approval for 2008-2009 are:

- Curricular matters involving international travel
- All new degrees, certificates, and awards
- Deleted degrees, certificates, and awards
- Substantial revisions of degrees, certificates, and awards
- All new courses
- Substantial revisions of courses, including changes to:
  a. Title (if substantial)
  b. Units and/or Hours (if increased)
  c. Description (if substantial)
  d. Prerequisite(s) and/or Corequisite(s) (if substantial)
  e. Fees required
  f. Course repetition (added or increased)
3.6 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:

Course and program activity requiring College Curriculum Committee review only are:
- Nonsubstantial revisions to degrees, certificates, and awards
- Deleted courses
- Experimental courses (generally offered for only one year)
- Reintroduced courses (deleted within past two years) with no substantial revisions
- Nonsubstantial revisions of courses including changes to:
  - a. Course ID (discipline name or abbreviation plus alphanumeric designation)
  - b. Title (if modest – e.g., Black Literature to African American Literature)
  - c. Units and/or Hours (if no increase)
  - d. Prerequisite(s) and/or corequisite(s) (correction, reduction, elimination)
  - e. Recommended preparation
  - f. Description (if nonsubstantial)
  - g. Fees (removed)

3.7 Reporting Recommendations from DTRW for Second Reading Action at Campus Curriculum Meeting
A. As necessary, the co-chairs communicate to the departments any recommendations from DTRW for revision of the course and/or program.
B. The department representative will have submitted any corrections and/or revisions (or not) requested by DTRW or the campus Curriculum Committee after careful consideration.
C. Committee discussion of a course takes place as needed.
D. Action.

3.8 Submittal of Course(s) to Chancellor’s Consultation Council
A. If required, courses approved for second reading will be submitted to Chancellor’s Consultation Council for inclusion on the board agenda for Board of Trustee approval (as listed above).
B. If the Chancellor’s Consultation Council expresses questions and/or concerns, 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 DTRW.
C. Board of Trustees vote approval for courses for first and second reading.

3.9 Curriculum Committee Voting Process
B. Faculty co-chair votes only in the event of a tie.
C. A Committee member who is a course proposal presenter may vote for his/her proposal.
D. Voting will be confined to “voting Committee members” in open session (i.e., no e-mail voting on emergency courses, for example).
E. 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.

F. The co-chair will announce results of the voting immediately after the vote is taken. When the vote is taken, one of four actions can occur.

- Course approved. If a course is approved, it moves on to the next part of the curriculum process.
- Course approved with contingencies. If the course needs minor changes that cannot be made at the meeting, it may be approved with contingencies. The submitter must make these minor changes sometime after the meeting and then submit updated documents to the Office of Student Learning.
- Course tabled. If there are issues concerning the course that cannot be resolved at the meeting, the Curriculum Committee will hold the course. The submitter, chair, and dean will receive the minutes wherein discussion was captured. Often there will be suggestions for further consultation. When the issues have been resolved, the course is resubmitted to the Office of Student Learning to be placed on the agenda for consideration once again.
- Course denied. While this rarely occurs, the Curriculum Committee may vote to deny approval of a course that does not meet basic State regulations (see Part 2).

3.10 Permanent Records
The Office of Student Learning keeps a permanent file of all course approval packets, arranged alpha-numerically by discipline.

3.11 Umbrella R098 and R198 Courses
One type of course that requires special explanation here is the R098 and R198 “experimental” courses. First of all, an “umbrella” course must be created within the originating discipline, which contains generic language to guide anyone creating an experimental course under that umbrella, either a non-transfer level experimental course (i.e., R098), or a transfer-level experimental course (i.e., R198). The language should not be too specific, as the author of subsequent “lettered” courses (e.g., R098A, R198B, etc.) developed under the rubric of the umbrella should feel free to incorporate innovation and should not be tied down to language contained in the “umbrella” course. The “umbrella” course proceeds through the entire above-described curriculum review process (i.e., technical review, first reading, DTRW, second reading, Board of Trustees, etc.). Subsequent lettered courses are presented to the Curriculum Committee only as information items. After a lettered course has been offered in the experimental form, if it is successful, it generally becomes a regularly-numbered course and proceeds through the entire curriculum review process described above under an appropriately-given new course number. Such experimental courses may be offered for a maximum of two semesters only.
4. COMPONENTS OF THE COURSE OUTLINE OF RECORD

4.1 The Integrated Course Outline

As discussed in Part 2.6, above, the Course Outline of Record must include essential information about a course as specified by Title 5. This Section of the Curriculum Handbook will provide guidelines on how each component of the Course Outline of Record should be written to accurately represent how the course meets standards and complies with regulations. As you draft the course outline, it’s important to remember that the components should work together to reflect the integrity of the course as a whole. According to Components of Model Course Outline, “An integrated approach is one in which each element appears throughout the objectives, is covered in course content, is reflected in comprehensive assignments, is taught using an effective methodology, and serves as an essential part of the evaluation of student performance.” More specifically, this means:

- College level critical thinking and the basic theory and concepts of the discipline are evident throughout the course outline in objectives, level of content, rigor of assignments, how these assignments are evaluated, textbooks, and in the Student Learning Outcomes.
- Student Learning Outcomes are clearly supported by course objectives.
- The content listed in the Course Contents section relates to the SLOs and objectives; that is, it must be clear in the course outline that the information and skills essential to meeting the outcomes and objectives have been taught in the course.
- Assignments reflect and assess students’ achievement of the SLOs and objectives.
- Textbooks and related materials support the content and level of the course.

References to model course outlines that demonstrate the integration of Student Learning Outcomes, objectives, content, and assignments can be found at the Curriculum Committee website under “FINAL,” which are the archived Course Outlines of Record that have been recently processed by the Curriculum Committee. When writing the course outline, it is important to recognize the multiple audiences of the document and how they will be interpreting and applying the information. Consider how these components are read by various groups:

- The list of both course objectives and the Student Learning Outcomes are important to the general college community and the public—students, instructors, counselors, other community colleges, transfer institutions, occupational boards—who need to know the outcomes, expectations, rigor, and level of critical thinking of the course. It is essential that these sections be clear and accessible to the general reader; the language should be jargon free and more global, not technical or overly detailed.
- The course content is especially important to instructors who will be teaching the course or who teach related courses. Therefore, this section should include enough detail so a new instructor would know what to cover in the course; at the same time, it does not need to explain terms or concepts that would be evident to anyone who is expert enough in the field to be hired to teach the course.
- The assignments and methods of evaluation sections answer two of students’ main questions, which are, “What kind of work do I have to do, and how am I going to be graded?” At the same time, this section guides instructors about the latitude they have in selecting, designing, and grading assignments.

A well-written, integrated course outline provides for consistency across instructors, sections, and semesters to guarantee that the course offers the preparation students require to meet their educational and career goals. For pointers on how best to create an integrated course outline, refer to the table below:
<table>
<thead>
<tr>
<th>Section</th>
<th>Integration</th>
</tr>
</thead>
</table>
| Course Objectives       | ● Have at least one learning objective for each major topic in the Course Contents section.  
                          | ● Do not have objectives for sub-major or detail-level topics of the course.  
                          | ● Include objectives for sub-major or detail-level topics only if they are unusually important components of the course.  |
| Course Contents         | ● Organize this section in either chronological (presentation) or subject order. (They may be the same.)  
                          | ● Provide sufficient detail under each sub-major topic to completely document the contents of the course. This will often require a few pages.  
                          | ● Each course learning objective must have content support.  |
| Methods of Instruction  | ● For each type of method, give one or two examples from the Contents section of the outline of the subject matter covered using such methodologies.  |
| Methods of Evaluation and Assignments | ● For each type of assignment, give one or two examples from the Contents section of the outline of the subject matter covered by assignments.  
                                                                                          | ● For each type of evaluation, give one or two examples from the Contents section of the outline of the subject matter covered by a project, quizzes, or tests, etc.  
                                                                                          | ● Use the examples to illustrate the level relative to the course content at which the student will do assignments and be evaluated.  |

4.2 Differences between the Course Outline and the Syllabus  
While the Course Outline of Record (COR) and course syllabus may contain similar information, they have different functions in the institution. The course outline gives the basic components and requirements of the course that all instructors must teach. According to the Components of a Model Course Outline of Record, the COR serves as the “basis for a contract among the student, instructor, and institution identifying the expectations which will serve as the basis of the student’s grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution.” A syllabus, by contrast, describes how the individual instructor will carry out the terms of that contract (the COR) through specific assignments. Syllabi give specific dates, grading standards, and other rules of the conduct of a course required by the individual instructor. A syllabus allows the individual instructors to draw upon their strengths by enhancing the course with additional information, theoretical approaches, themes, or emphases. Oxnard College requires that the syllabus include a course description and organization that follows the approved course outline.
4.3 Stylistic Conventions for Writing the Course Outline of Record
   For the sake of consistency and clarity, when creating a COR, please remember to abide by the following stylistic conventions:
   
   - **Spell out acronyms.** Unless they are universally known, the first time you use an acronym in the outline, so that all readers will know what the letters are referring to, please spell out acronyms.
   - **Avoid ampersands.** Instead of using an ampersand (&), please spell out the word “and.”
   - **Follow the specific formats regarding numbering.** Use the formal outline form given in the sections throughout the COR. This can be tricky when using our forms. Remember that the CTRL key plus “Z” means “undo.” You’ll probably be using this a lot when the outlining function seems to lose its mind.
   - **Be consistent.** In capitalization and end punctuation for lists, etc., be consistent. You can use whatever system you like, for the most part, as long as you are consistent.
   - **Use capitals and quotations as appropriate.** Avoid using ALL CAPS as a formatting device. Particularly in the Course Content Section, use initial caps in all capital lettered subpoints and initial caps only in numbered subpoints.
   - **Use Arabic numerals rather than spelling out numbers.** When listing numbers of pages or tests, for example, unless using a number would make things clearer (e.g., “two 5-7 page research papers”).
   - **Spell check your document.** You would be surprised at how many people fail to do this. This is a sure-fire way to irritate your tech reviewer, and, if by chance these errors make it to First Reading, your document might be tabled because the Committee will conclude the document didn’t go through tech review.

4.4 Cover Sheet
   
   **Course Identification and Change Information.** When selecting a course ID, please be sure to list your discipline in an abbreviated form, e.g., ANTH for Anthropology or ENGL for English. Next, all courses at Oxnard College are indicated with the letter prefix “R,” as in ENGL R101. Finally, for your course number please check with the Office of Student Learning for available numbers. In Banner, no number can be used again once it has been used, so it is important for you to see if a number has been used before. The following is a chart indicating how courses are generally numbered at Oxnard College.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101+</td>
<td><strong>Transferable courses,</strong> either to the University of California (UC) or the California State University (CSU) system.</td>
</tr>
<tr>
<td>1 to 99</td>
<td><strong>Associate degree courses,</strong> generally not transferable, or nondegree applicable and basic skills courses.</td>
</tr>
<tr>
<td>R089/R189</td>
<td><strong>Special Topics courses.</strong> These courses involve one “umbrella” course which describes the general topic, structure, and pedagogy of the course that is common to the focus courses. Each individual course, however, focuses on a specific area of the main topic which is indicated by the creation of a separate course under that “umbrella” using a lettered extension, such as R089C, for example.</td>
</tr>
</tbody>
</table>
Independent Studies courses. If under 100, not transferable. These courses are designed to be directed studies under the supervision of a faculty member.

Work Experience and Work Experience Internship courses. One credit is earned for 75 hours (paid) or 60 hours (unpaid) of work experience within a semester. A lettered extension is used to indicate a particular work-study experience.

Experimental courses. These courses are designed as trial efforts at new curricular content or methods. They are approved for use as electives toward the associate degree, generally speaking, and can only be offered for two semesters before they must become a permanently-numbered course or not offered again.

In the CHANGE TYPE line, please be sure to indicate whether your course is New, Revised, being Suspended, Reinstated, or Deleted. Often people forget to complete this line for some reason. Next, many courses must have an accompanying Prerequisite/Corequisite/Advisory Appendix or a Distance Learning Appendix or a Student Learning Outcomes Appendix, for example. Please be sure to indicate if you are also submitting one or more of these appendices for review. Next in this section is “Co-Listed as,” which asks if the same course is being offered under two disciplines with the same affiliated course number. Finally, per the title of the course, make sure your BANNER TITLE only has 30 characters, including spaces and punctuation. Many people seem to miscount, forgetting to include spaces and commas and the like. You might have to abbreviate your title in order to make the 30 character limit. Your FULL TITLE can have as many as 68 characters (including spaces and punctuation), but this is more than enough for the average course title.

B. Course Identification and Change Information. You must select one in the TITLE 5 line, namely, Associate Degree, Nondegree Credit, or Noncredit. Don’t skip this line. As to the next two lines in this Section, if you’re unsure, don’t worry. This is part of the information that the Articulation Officer will provide you in articulation review.

C. Articulation Recommendations and Approval Dates. This Section may look like Greek to you, but not to worry. The Articulation Officer will make specific recommendations regarding this Section. If you want to know more, read Part 6.2 and beyond.

D. Banner and Administrative Codes. In this Section, unless your course is a basic skills course, you will most likely answer “No” to the Basic Skills question. Don’t worry about filling in the TOPS code. This is the dean’s job.

E. Review & Approval. You can type your name into this Section and date it, but you will be signing your name as well when you submit the final paper copies to the Office of Student Learning. Remember that you’ll have to get your department chair’s signature and the division dean’s signature in order to submit the documents.

4.5 Course Outline
A. **Section I, COURSE IDENTIFICATION AND JUSTIFICATION.** Be sure that the course ID, number, and title information entered here conform to what you entered on the Cover Sheet. For **REASON(S) COURSE IS OFFERED**, typically people explain market demand, transfer requirements fulfilled, etc., something to reflect the need for the course. The following are examples of categories of course justifications. Any justification requires some elaboration: (1) required for transfer; (2) new developments in a field; (3) evidence of employer demand (vocational); (4) other unique criteria (e.g., matriculation); and (5) departmental/instructor interest.

<table>
<thead>
<tr>
<th>REASON(S) COURSE IS OFFERED</th>
<th>This course is designed to meet the AA degree requirements and CSU-GE and IGETC requirements in quantitative reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>REASON(S) COURSE IS OFFERED</td>
<td>This is an introductory science class that combines physical, biological, chemical, and geological sciences into an overview of how the oceans work. It is designed to fulfill the basic science requirement for Oxnard College graduation.</td>
</tr>
<tr>
<td>REASON(S) COURSE IS OFFERED</td>
<td>This course in Art History grew out of increasing student demand for more on this subject than was currently being covered in the popular Western Art History course.</td>
</tr>
<tr>
<td>REASON(S) COURSE IS OFFERED</td>
<td>This course reflects a new requirement in hazardous materials technology now required for certification in fire science.</td>
</tr>
</tbody>
</table>

Under **REASON(S) FOR CURRENT OUTLINE REVISION**, typically a response is “Update per five-year review cycle and addition of SLOs.” Whatever sections you’ve spent time updating, you come back to highlight these sections in this answer. I usually answer this question after I’ve done the rest of the update.

B. **Section II, CATALOG INFORMATION.** Apply the following Carnegie unit to (minimum) hours ratio:

<table>
<thead>
<tr>
<th>Contact Hours per Week</th>
<th>Carnegie Unit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (1) Lecture Hour</td>
<td>One Unit</td>
</tr>
<tr>
<td>One (1) Conference Hour</td>
<td>One Unit</td>
</tr>
<tr>
<td>Three (3) Laboratory Hours</td>
<td>One Unit</td>
</tr>
</tbody>
</table>
When filling in this part of the Course Outline form, be sure to put the Unit total after “Current,” and do not use a decimal point etc. In other words three units would look like this: “3” not “3.0.” On the other hand, under WEEKLY MEETING HOURS after LECTURE, LAB, and OTHER, respectively, do use the decimal point. For example, 3 lecture hours would look like this: “3.0.” Sometimes these stylistic issues seem idiosyncratic, and, in fact, they are. For a legal understanding of the hour to unit relationship, Title 5 offers the following:

§55002. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory, and activity courses.

§55002.5 Credit Hour.
(a) One credit hour of community college work requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study, or laboratory work at colleges operating on the quarter system.
(b) A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.
(c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments.
(d) A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one-half unit.

Note: Authority cited: §§66700 and 70901, Education Code.

Based on these State regulations, the Curriculum Committee will define “lecture” or “lab” by the degree of out-of-class work required of students. It should be evident in the Out-of-Class Assignments section of the Course Outline that lecture courses require substantial, independent, outside work from students. This is particularly important for courses listed as lecture that also involve considerable in-class activity such as group work, computer activity, hands-on learning, and role-playing, in order to distinguish it from a lab, where such activities often occur. To determine the unit value for a semester-length course, add up the total number of hours per week spent on class-related work, whether it is in class or outside of class, and divide by 3, since 3 hours/week = 1 unit. If the number does not come out evenly, discuss it with your division dean. Whether a course is sometimes scheduled in a compressed format (a version wherein the same work is covered in fewer weeks than a semester-length class), it is important to determine whether students truly have enough time to complete the required outside work. This is problematic for weekend or week-long courses with a lecture component. For example, an 8-hour lecture class for .5 units given on a Saturday would
require 16 hours of outside work. This would allow no time for homework, so such a course would not be approved as a lecture course. An alternative for that type of lecture course would be to run it over two weekends or to design it as a lab class, which demands minimal outside work.

To read more about the unit-hour relationship, please refer to the Academic Senate website, http://www.ccccurriculum.info/, to access Title 5, the Chancellor’s Office Program and Course Approval Handbook, and the Academic Senate’s Good Practices for Course Approval Processes. The latter two also provide commentary about the distinction between the credit hour as listed in the COR and the hours involved in instructional load.

Under IIC, PREREQUISITES, COREQUISITES, ADVISORIES, and LIMITATIONS ON ENROLLMENT, consult Part 6.2 of this Curriculum Handbook. As to limits on enrollment, per se, this refers to a condition or requirement that a student must meet prior to enrollment in the following types of courses: performance courses, cohort courses or sections in which enrollment is designated for a specific cohort of students such as in learning communities, or where instructor to student ratio must legally be strictly adhere to as in Dental Hygiene, for example. Admission to a program can also be a limitation on enrollment as well as statutory, regulatory, or contractual requirements or health and safety requirements. Some of the things that are not considered limitations on enrollment are facility limitations, faculty workload, the availability of instructors, funding limitations, and the constraints of regional planning. These are rightfully scheduling issues as opposed to curricular concerns and do not fit into the Limitations on Enrollment category.

As to Section IID, CATALOG DESCRIPTION, the brief description of the course can be as simple as a list of major course topics. The information is directed towards students and should help them decide whether the course is suited to their educational goals by identifying critical or key content areas. The average catalog description is about 40 words, usually no longer than 50 words. Also, please use complete sentences rather than incomplete phrases. Avoid being too specific and do not make promises or guarantees. The transferability of a particular course is not part of the catalog description and should not be included here on the Course Outline. This information is indicated elsewhere and will be added by the catalog editor. Do, however, note if this course had a different number than the current version by stating “Formerly known as ________.” This is helpful for those tracking transcript records of courses taken.

For Section IIE, SCHEDULE DESCRIPTION, simply provide a pithier version of your CATALOG DESCRIPTION.

For Section IIF, FEES, it is important to note that the student must receive material goods that he/she can carry away with him/her greater than or equal to the fee amount charged. The Curriculum Committee carefully scrutinizes this element of the Course Outline.

Section IIH often is problematic for writers of curriculum. Under Title 5, most college courses are not eligible for repetition. Once a student has successfully completed a course (by definition, with a “C” or better, or P [Pass]), the State will not compensate the college for students retaking the same course. However, students may repeat a course if they failed the first time (received a
“D,” “F,” or “NP [No Pass]). Only certain courses may be eligible for additional repeatability. These are very specific categories named by the Chancellor’s Office and include only the following: PE/Athletics; Visual and Performing Arts; Vocational Education; Special Topics; Independent Study; Work Experience; and Noncredit Courses. There is also a special exception for classes designed for students with disabilities and stated as such in the COR.

- A note about physical education and athletics repeatability is in order here. These courses may be taken up to four times per subject matter, regardless of how the courses are listed. The department may offer several courses in a certain area and allow students to take them in any combination for a total of four times.

- With regard to Visual and Performing Arts repeatability, such courses defined by the Chancellor’s Office as Art, Music, Dance, and Theater, may be repeated as designated on the COR. Furthermore, some courses may be taken up to four times per course irrespective of the number of repeats in other courses within a common subject matter if (and only if) the course is part of a sequenced transfer curriculum. A sequenced transfer curriculum is a sequence of transfer level courses that are typically required or expected of students before they can be formally admitted to their major in the four-year institution. Activity courses in the Visual and Performing Arts that are not part of a sequence transfer curriculum are limited to four times per subject matter like the PE/Activity courses.

- Pertaining to the Vocational (Occupational) Courses, such may be repeatable if the COR addresses both of the following requirements: (1) how the topics will differ from semester to semester for repeating students; and (2) how skills and/or proficiencies will be enhanced by subsequent repeats. Occupational courses may be taken up to four times per subject matter as well.

- Courses designed for students with disabilities is covered in Title 5, §56029, stating that limitations on repetitions do not apply when repetition of a special course for students with disabilities are essential to the student’s success in preparation for or completion of other courses or attaining a goal stated in a student educational contract. The COURSE CONTENT section and ASSIGNMENTS should include information about what repeating students will achieve and learn upon repetition of the course.

### EXAMPLES OF ACKNOWLEDGMENT OF HOW REPEATING STUDENTS BENEFIT

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Repeating students will work with different directorial and managerial styles as well as production processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content:</td>
<td>Students repeating this course will study new applications in Photoshop each semester.</td>
</tr>
<tr>
<td>Assignments:</td>
<td>Students repeating this course will complete projects of increasing difficulty and complexity each semester.</td>
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</tbody>
</table>

Section IIJ, CREDIT BY EXAM indicates whether students may acquire the units for some courses through an exam, as arranged by the department and the Executive Vice President of
C. **Section III, Course Objectives.** In completing Section III re Course Objectives, the primary pitfall is using topics instead of objectives. Avoid phrases such as “demonstrate an understanding of” and “understand” in your course objectives. These are considered very difficult to measure in any meaningful way. The Course Outline instructions for this section state the following:

“State what students should be able to do after completing the course. Most items will begin with an active description such as ‘define,’ ‘explain,’ ‘analyze,’ ‘synthesize,’ ‘solve,’ ‘argue,’ etc. Verbs selected from the more complex competencies of Bloom’s taxonomy are generally preferable to those from less complex competencies. Objectives should broadly relate to the catalog description, meet the stated needs of the course as presented in Section IB of this outline, and not be too advanced or specific. Be concise but complete; typically, ten items are too many, whereas one item is not enough.”

D. **Section IV, Course Content.** Please review the discussion on creating integrated course outlines at the beginning of Part 4.

1. **Outline format.** The Course Content Section is organized using outline format. Use capital letters for the major topics (except for prepositions under five letters or minor parts of speech). Then alternate numbers and letters, using initial caps only for numbered and lowercase lettered subpoints.

2. **Wording.** Wording of content may include the perspective from which the topics are taught, such as “historical development of the periodic table.”

3. **Scope.** The outline should be detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. Compile a complete list of all topics taught in the course: major topics, sub-topics, and supporting detail. Arranging the list by topic with sub-headings is recommended; one page is not long enough.

4. **Requirements.** Keep in mind that the content list in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

5. **Not a syllabus.** Do not include syllabus items such as course introduction or explanation of grading policy.

6. **No assignment or evaluation in this section.** Do not include details of student assignments or evaluation. These items are included elsewhere in the Course Outline.

7. **Organization.** Although content outlines often are done in chronological form, this is not required. Another common organizational form is topic-subject list order. Also, keep in mind that the content outline is not a lesson plan.
8. **Mandated contents.** In courses that have mandated content (e.g., certification, etc.), departments are required to revise the course outline each time the mandated content changes.

9. **Multicultural perspective.** When appropriate, outline preparers are encouraged to include in the contents section reference to a multicultural approach to the course material.

10. **Caution.** The instructor (department) is responsible for the content of its courses and the documentation of such content in the course outline of record. Using the contents table from a textbook as the Contents section of a course outline may cause problems with the course and/or the course outline. Selecting a different or revised textbook may cause the course outline to become out of date. As the course outline of record states what the department specifies to be the contents of a course, instructors are required to cover, at a minimum, the topics listed in the outline.
E. **Section V, Methods of Instruction.** Please review the discussion on creating integrated course outlines at the beginning of Part 4. Listed activities in this Section are meant to provide a “sampling” of methods utilized by various faculty members. The purpose of this Section is to give adjunct faculty or new faculty some ideas when they are teaching a course for the very first time. Instructions within the Course Outline Form itself state as follows: “Stating ‘lecture’ as a method does not provide sufficient detail; instead please provide instances of the types of activities that may take place during lecture. An example of this would be: ‘In-class reading of dramatic texts by the instructor and students, followed by instructor-guided interpretation and analysis.’ The methods of instruction will illustrate ways in which the course content may be presented in order to enable students to meet course objectives. Instructors have the academic freedom to choose how they will achieve course objectives. Please complete and attach a distance learning appendix to this outline if part or all of any offered section is taught using distance learning methods; this applies, for example, to television or Internet courses.”

F. **Section VI, Methods of Evaluation and Assignments.**

1. **Writing Assignments.** This category includes all written assignments and written assessments for a course, except essay-type quizzes and exams. According to Title 5, degree applicable courses require a writing component unless the course primarily involves computation, skill demonstrations, problem solving, or essay exams. The writing component is particularly important for transfer-level courses. Examples of the types of assessment tools that might be listed under Section VI B, TYPICAL GRADED ASSIGNMENTS pertaining to writing assignments might be the following:

   ✓ Analysis of readings
   ✓ Analytical papers
   ✓ Creative writing
   ✓ Critiques
   ✓ Essays
   ✓ Evaluative papers
   ✓ Field notes
   ✓ Lab reports
   ✓ Reaction papers
   ✓ Reflection papers
   ✓ Poetry
   ✓ Reports on books, other readings, Internet research
   ✓ Research papers
   ✓ Summaries
   ✓ Written homework (journals, notebooks, etc.)

2. **Problem-Solving Assignments.** “Problem-solving” refers to the logical critical thinking process used to approach problems and arrive at possible solutions. The process may involve looking for patterns and recognizing elements that meet consistency and inconsistency with past experience and knowledge. It includes the ability to brainstorm, break problems down into smaller components, restructure them, develop alternative approaches, and challenge assumptions. This category applies to all computational or non-computational problem-solving assignment tools. Examples of the types of assessment tools that might be listed
under Section VIB, TYPICAL GRADED ASSIGNMENTS pertaining to problem-solving assignments might be the following:

✓ Analysis of experiments
✓ Case studies
✓ Clinical evaluation
✓ Computational homework
✓ Homework problems
✓ Lab reports
✓ Mathematical proofs
✓ Projects graded on problem solving
✓ Scenarios
✓ Solutions to design problems
✓ Treatment plans (counseling)

3. **Skill Demonstrations.** A skill is an ability usually acquired through training and practice. A skill demonstration is a presentation, a performance, or other evidence of the skill/ability learned in the course and assessed through a set of criteria or standards. All skill and physical demonstrations, including Performance Exams, would be placed in this category. Examples of the types of assessment tools that might be listed under Section VIB, TYPICAL GRADED ASSIGNMENTS pertaining to physical skills demonstrations might be the following:

✓ Class performances
✓ Demonstration of skills or competencies
✓ Oral analysis or critiques (if graded on skill)
✓ Speech
✓ Monologue (acting)
✓ Oral critique (if graded on skill)
✓ Performance of dance studies or combinations (dance classes)
✓ Performance of scenes (Theater Arts)
✓ Projects (graded on skill demonstration)
✓ Performance exams
✓ Poetry recitation
✓ Presentations (if graded on execution)
✓ Procedure assessment (Health Science courses)
✓ Clinical documentation (as in Health Sciences courses)
✓ Recitals (Music)
✓ Role-playing
✓ Skill tests
✓ Workbook (graded on skill)
✓ Portfolio
✓ Designs (Graphics, Landscape, Architecture, etc.)
✓ Film or Video productions
✓ A meal (Culinary Arts)
✓ Demonstration of adherence to ethical or professional standards (e.g., Health Science internships)
When developing the TYPICAL OUTSIDE OF CLASSROOM ASSIGNMENTS, bear in mind that credit courses must have clearly delineated in-class and out-of-class assignments. Out-of-class assignments must show independent work. Assignments, both in-class and out-of-class, must reflect coverage of the major learning objectives. Further, the level of detail depends on the outline and the department. Include sufficient detail to clearly describe the level of rigor of the course and to accurately reflect departmental expectations of instructors. Avoid including so much detail that course revision is required for relatively minor changes. One thing to note is that assignments requiring extensive reading and/or writing may need English and/or ESL prerequisites or advisories. In terms of degree-applicable courses, they must include tasks/assignments that require students to think critically and apply concepts taught in the course. Such courses should also require students to demonstrate information competency by completing a research project that includes evaluation of printed and electronic sources and proper citation and format. The following might be an example of how a student could be evaluated on a typical assignment:

<table>
<thead>
<tr>
<th>EXAMPLES OF EVALUATIONS USED FOR TYPICAL ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A quiz given which assesses the student’s knowledge and comprehension of such concepts, theories, and data assimilation, as the “push-pull” model, 19th Century labor union policies toward Chinese workers, and changes in immigration patterns after 1965.</td>
</tr>
<tr>
<td>An essay exam to assess the student’s ability to synthesize course readings, lectures, and discussions on such topics as a comparison of employment opportunities and economic strategies among Chinese, Mexicans, and Jews during the period 1900-1950, or changes in gender roles and women’s opportunities among European, Chinese, and Mexican-Americans from 1920 to the present.</td>
</tr>
<tr>
<td>Slide identification in a multiple choice and/or essay format to test the student on pivotal works of art discussed in the class and textbook by testing the student’s ability to recognize works of art, distinguish them for artist, style, and time period, interpret the meaning, and evaluate each work of art within its cultural context.</td>
</tr>
</tbody>
</table>

G. Section VII, TEXTBOOKS AND INSTRUCTIONAL MATERIALS. This section lists the instructional materials used in the course which may include one or more of the following:

- Textbook(s)
- Instructor-prepared material (such as readers or handouts)
- Specific journals or magazines
- Legal or government documents
- Software
- Web resources (examples of such URLs could be indicated on the course outline)

As to textbooks, keep in mind that the section asks for representative textbooks. You may list a text to represent the content and level of the course, but instructors
may choose to use other texts unless the department has agreed to use specific textbooks. Keep in mind the following when selecting such textbooks: (1) they should be current (within the last 2 to 3 years at most), particularly for those courses involving current practices or technology. Textbook choice plays a remarkably strong role in articulation, so texts should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Note: UC has been known to reject courses on lack of currency in the texts and instructional materials. Please include complete information on the text, including the title, author, publisher, and publication date. Works in translation where a specific translator or edition is desired should also be noted as appropriate. Of course there are exceptions to this criteria, for example, textbooks which have not been updated but which are considered “classics” in a particular field. The author of the course outline should use his/her own discretion with regard to these recommended criteria.

H. Section VIII, DISCIPLINE ASSIGNMENT AND ADDITIONAL CERTIFICATIONS. To complete this Section, please refer to the online disciplines list for community colleges in the State of California at http://faculty.oxnardcollege.edu/committees/curriculum/disciplines.asp. Please select the disciplines as they appear on the list as the Committee will not accept disciplines that are not found on the approved Disciplines List. If the instructor, in order to teach a particular course, also needs some kind of additional certification, please so state in VIIIB.

4.6 Prerequisite/Corequisite/Advisory Justification Appendix. In order to complete this form, please read Part 6.1, below. After reading this Part, it is best to locate the current Outline of Record in the Office of Student Learning for all courses involved (namely, the Prerequisite, Corequisite, or the Advisory courses). You will then copy verbatim from Section III of those Outlines, the Course Objectives that represent the skills and knowledge a student would need to succeed in the course you are currently creating or updating. If a student must possess these skills and knowledge, you and your department colleagues should conduct a content review (described in Part 6 of this Handbook) and complete the procedure for establishing a prerequisite or corequisite. If a student should possess these skills and knowledge, then you do not need to conduct a content review. You can place the appropriate knowledge and skills from the previous course’s Objectives into this form exactly as they are written in that course outline. It is highly recommended that you read all of Part 6 before completing this Appendix.

4.7 Distance Learning Appendix. The purpose of the Distance Learning Appendix and review of the Appendix by the Technology Committee is to ensure that the same standards of course quality shall be applied to distance education as are applied to traditional classroom courses. Under Title 5, §§55207 and 55209, the determinations and judgments about the quality of distance education shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2. Complete the Distance Learning Appendix if you plan to offer this course (now or in the future) in a hybrid, online, or other distance education format. Of particular interest to the Curriculum Committee is number 2 under “Methods of Instruction.” Under Title 5, §55211, the regulation defines what “contact” must be maintained between student and instructor of record.

“Subsection (a) stresses the historical obligation for the instructor of record in a transferable distance education course to have regular personal contact with enrolled
students. The use of the term ‘regular effective contact’ in this context suggests that students should have a frequent opportunity to ask questions and receive answers in-person from the instructor of record. Restatement of this obligation was encouraged by the University of California in order that the transferability of existing distance education courses might not be jeopardized.”

“Subsection (b) honors the principle that for newly authorized nontransferable distance education courses, there are a number of different kinds of acceptable interaction between instructor and student, not all of which may require in-person contact. Thus, during the trial period, districts will need to locally define ‘regular effective contact,’ including how often, and in what manner instructor/student interaction is achieved.”

Per Title 5, §55211, the Oxnard Technology Committee has determined that for a 3-unit lecture course, 48 communications between instructor and student must occur. These communications can take place during a class orientation, scheduled review sessions, scheduled testing sessions, or emails, etc., and can take place online or face-to-face. In addition, more recently, there has been concern about the integrity of student participation in distance education courses where much or all of the instructor’s evaluation of student performance is done remotely. Under number 7, “Assessment,” it is recommended that you explain how the integrity of any remote evaluations used in this course will be maintained. Some possible suggestions are the following:

- The in-person final examination will verify the student’s knowledge of the topics covered in the remotely delivered quizzes; and/or
- The take-home final paper will be compared with in-person writing samples provided at the beginning and throughout the term for consistency of writing style; and/or
- The final project in the course has information that is unique to the individual student.

Seven principles for good practice in undergraduate education published in March 1987 by the American Association for Higher Education Bulletin still hold true today. These principles are as follows:

1. **Encourages Contact Between Students and Faculty**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. **Develops Reciprocity and Cooperation among Students**

Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.
3. **Encourages Active Learning**

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. **Gives Prompt Feedback**

Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. **Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. **Communicates High Expectations**

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

7. **Respects Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

4.8 **Student Learning Outcomes Appendix**

While Student Learning Outcomes are broader, more global statements, and Objectives are more specific, they have the following things in common:

- They refer to what students should be able to do *after* they have completed the course (in other words, they are not course assignments or activities);
- They use active verbs that reflect how the learning could be observed or measured;
- They emphasize the higher levels of critical thinking involved in the course;
They are supported by the content of the course and the kinds of assignments students complete.

A. **Differences between SLOs and Course Objectives.** The difference between Student Learning Outcomes and course Objectives was described by a Bakersfield College chemistry instructor as: “Outcomes demonstrate an understanding and application of a subject beyond the nuts and bolts which hold it together; objectives represent the nuts and bolts.” A Student Learning Outcome (SLO) is defined as a statement of knowledge, skills, abilities, or values students should acquire in a course. An SLO often subsumes multiple objectives, allows direct assessment, and anticipates the application of learning outside of the classroom or in future educational contexts. At present, the campus Learning Outcomes Team (LOT) requires two to three SLOs for each course. When discussing and composing SLOs, the department should remember that these outcomes should lend themselves to relevancy and usefulness.

B. **Choosing Appropriate Action Verbs.** According to Title 5, all college courses, and particularly transfer-level courses, should involve a high degree of critical thinking. Therefore, statement of Student Learning Outcomes, as well as Course Objectives, should use action verbs that specify definite, observable, and measurable behaviors that reflect higher levels of thinking within the cognitive, psychomotor, and/or affective domains. For instance, a Course Objective might state, “Students will be able to identify plant types” (a lower level of thinking), but a Student Learning Outcome should reflect multiple objectives and higher levels of critical thinking in a statement such as “Students will be able to create a landscape plan and evaluate and select which plants are most appropriate for various soil and light conditions.” When writing such Student Learning Outcomes, many instructors find it helpful to refer to a list of words representing levels of thinking. The chart on the next page (or two) offers examples of action verbs relating to the cognitive domain and is based on Benjamin Bloom’s *Taxonomy of Learning Domains*. Faculty are also encouraged to refer to *Anderson and Krathwohl’s Taxonomy 2000*, which addresses the affective and psychomotor domains.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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C. **Key elements of a student learning outcome.** The following elements are necessary for an acceptable Student Learning Outcome:

1. Identify the desired outcome or the acceptable evidence that the learner has achieved the outcome.
2. How will it be accomplished?
3. How will the outcome be measured?
4. When will it be completed?

D. **How will the outcome be accomplished?** The following words or phrases below will help you describe how the outcome will be accomplished.
ACTUAL EXPERIENCE  OBSERVATIONS
ADAPTATION  ONE-TO-GROUP SESSIONS
APPLICATION  ONE-TO-ONE SESSIONS
ARRANGING  OPERATING
ASSISTING  ORGANIZING INFORMATION
ATTENDING MEETINGS AND WORKSHOPS  PARTICIPATION
CASE STUDIES  PLANNING PRACTICE
COLLABORATION  READING
CONSULTATIONS  RECEIVING
CORRESPONDENCE  RECORDING
DECREASING ERRORS  RESEARCH
DEMONSTRATION  REVIEW
DEVELOPMENT  SCHEDULING
EXAMINING POLICIES AND PROCEDURES  SEEKING INFORMATION
EXPERIENCE  SORTING
FIELD RESEARCH  STUDY
GATHERING INFORMATION  SURVEYING
INCREASED AWARENESS  THROUGH ANALYSIS
INCREASED COMMUNICATION  TRAINING
INCREASED PRODUCTIVITY  TRIAL AND ERROR
INCREASED PRODUCT KNOWLEDGE  TYPING
INCREASED UNDERSTANDING  UPDATING
INSTRUCTION  USING A JOURNAL OR REPORT
INTERPRETING  USING DISPLAY TECHNIQUES
INVESTIGATION  USING MOTIVATIONAL ABILITIES
LEARNING NEW SKILLS  USING NECESSARY MATERIALS
MAKING ADDITIONS  VISITATIONS
MAKING CORRECTIONS  WORKOUTS
MAXIMIZING ACCURACY  WRITING

E.  How will the Outcome be measured?  The following words or phrases will help you in establishing how the Outcome will be measured.

ACCURACY  DISCUSSION  OBSERVATION  PROFICIENCY LEVEL
ASSESSMENT  ESSAYS  PAPERS  PROJECTS
ATTENDANCE  EXAMINATIONS  PARTICIPATION  REPORTS
COMPOSITIONS  FIELD WORK  PRACTICAL APPLICATION  SKILLS DEMONSTRATIONS
COMPUTATIONS  HOMEWORK  PROBLEM SOLVING  WRITING

F.  When will the Outcome be completed?  Usually, an Outcome will have been completed by the completion of the course.

The following stair-step chart indicates relationship of various action verbs to higher level thinking skills.  This may also be helpful for you to keep in mind as you complete your Student Learning Outcomes Appendix.
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5. CERTIFICATES AND MAJORS

5.1 Occupational Certificates
Oxnard College offers a broad array of occupational certificate programs that provide a course of study preparing students directly for employment upon completion of the program. Certificates are developed through the collaboration of Oxnard College faculty and industry leaders and employers who sit on advisory committees for the occupational disciplines. Certificate programs are listed in the catalog.

A. Types of Programs. There are two kinds of certificates for programs of credit courses: certificates for programs of 18 or more units and certificates for programs of fewer than 18 units. Also, in response to new Title 5 regulations, programs of noncredit courses are in development.

- Programs of 18+ Units. These programs lead to Certificates of Achievement and provide extensive preparation in the designated field. They are intended to certify those students who have successfully completed the program are prepared to enter the careers associated with their chosen certificate. They usually take at least one to two years to complete. In addition to local approval, these programs must be approved by the State Chancellor’s Office.

- Programs of Less Than 18 Units. Certificates for these programs undergo a rigorous local development and approval process, but most of these programs do not require approval by the Chancellor’s Office. These are currently called Proficiency Awards. Programs under 18 units are designed to provide students with brief but intense courses of study in particular areas so that they may develop specific skills or prepare for an entry-level position in the field. Successful completion of these programs also may certify that students are prepared with a particular set of skills, such as the job entry skills leading to a full Certificate of Achievement program, or skills to upgrade or advance in an existing career. These programs often provide advancement on a “career ladder” and are therefore of shorter duration and narrower in scope than the Certificate of Achievement programs to which they may lead.

- Noncredit Programs. These programs, which are still under development, involve sequences of noncredit courses that prepare students with basic academic skills (English language skills, writing, math, etc.) to enhance their readiness for job-specific technical training or their employability. Noncredit certificates of completion or competency will be awarded for completion of these programs.

B. Program Development and Proposal Process. The faculty submitter and department chair meet with the Dean of Career and Technical Education to present the concept and review the rationale for the new program, including labor market need. Certificates of Achievement (18 or more units) will usually require a survey of local employers in the region, as evidence of the need for the program. Examples of survey documents are available from the Occupational Education and Services Office.
When composing the list of required and elective courses for a certificate, please remember that **all courses, including those outside the program’s discipline, must be currently approved**. If a department wants to include a course from outside the discipline, but the course is outdated, the department chair should consult with the other department to resolve the problem.

**Note**: When proposing a new Certificate of Achievement, the application can include both the certificate and the major. This is strongly encouraged as it provides students with the option of an Associate degree in their field.

C. **New courses included in Certificates of Achievement or Proficiency Awards** must be approved by the Curriculum Committee before the said Certificates and/or Awards can be approved. Any existing courses must have an approval date within the last five years; if not, they must be updated and approved by the Curriculum Committee before the program can move forward.

D. **Curriculum Committee Approval**. Certificates are recommended to the Curriculum Committee and listed on the Consent Agenda. Curriculum Committee members are sent summary forms of the programs well before the meeting so that they can individually review them and, if there are questions about a program, ask that the program be moved to the Action Items so it may be discussed. Usually, certificate programs remain on the Consent Agenda and are voted upon and approved without discussion.

E. **District Technical Review Workgroup (DTRW)**. Upon approval by the Curriculum Committee of First Reading, the proposed certificate then moves to DTRW for its review. If DTRW has recommendations, such recommendations are reported to the appropriate faculty, department chair, and dean for response and update.

F. **Second Reading**. The updated certificate documentation (or not) is then submitted to the Curriculum Committee for Second Reading. Upon approval, the certificate moves on to the Board of Trustees.

G. **Board Approval**. Upon approval by the Board, the Office of Student Learning prepares the application packet for submission of Certificates of Achievement (18+ units) and Proficiency Awards (for 12 to 17.5 units). The Office of Student Learning will also handle noncredit certificates once the guidelines for these programs are finalized. Notification of approval is received by the Office of Student Learning, which in turn notifies the submitter, within approximately two months. The Chancellor’s Office may request the faculty submitter provide additional information or clarify elements of the application, which can delay the approval process. If the certificate or award is approved, a letter is issued giving the approval date and unique identifier. If it is rejected, it is returned with an explanatory letter to the submitter.
H. **Program Implementation.** Once the program approval process has been completed, the effective date of implementation is usually the semester or summer following the semester in which approval is received by the college. An email is sent to all staff as notification of the certificate or award approval. Students can then declare the certificate or award as a goal, and the institution can award it. The certificate or award information is kept in the Office of Student Learning as “information of record” for institutional purposes. The college permits the creation of subsequent versions of each certificate or award, hence a record of revisions to certificates and awards is maintained so that students’ catalog rights are upheld over time.

5.2 **Majors for Occupational and Transfer Degree Programs**

At Oxnard College, a student is required to declare a major in order to obtain an Associate Degree. A major provides coherence, focus, depth, sequencing, and synthesis of learning. Majors are listed both in the College Catalog and on the Oxnard College website at [www.oxnardcollege.edu](http://www.oxnardcollege.edu). If a major field is not on the list, the student may still be able to prepare for this major by taking appropriate lower division courses.

A. **Development of a Major.** For assistance in developing a major, contact the division dean. The department develops the major application packet by following the guidelines in the Chancellor’s Office *Program and Course Approval Handbook*. When proposing a new occupational major, remember that the application is the same as that for a Certificate of Achievement. As mentioned in Part 5.1, applying for both the certificate and the major is strongly recommended as this provides students with the option of an associate degree in their field. When composing the list of required and elective courses for a major, keep the following in mind:

- New courses included in the major must be approved by the Curriculum Committee before the major can be submitted for approval;
- Any existing courses must have an approval date within the last five years. If not, they must be updated and approved by the Curriculum Committee before the major can be approved;
- If a department wants to include a course from outside the discipline, but the course is outdated, the department chair should consult with the division dean, who will work with the other department to resolve the problem;
- A course may be used to satisfy both a General Education requirement and a major requirement (Title 5, §55806);
- Within the major, a course may not be used more than one time to meet a major requirement.
B. **Local Recommendations and Approval.** When the major application packet is completed, it is submitted directly to the Curriculum Committee. When courses and the major proposal are ready, the Office of Student Learning places the proposed major for a vote on the Consent Agenda. Curriculum Committee members are sent summary forms of the majors well before the meeting so they can individually review them and, if there are questions about a major, request that it be moved to the Action Item so it may be discussed. Usually, majors are voted upon and approved without discussion. However, if there are questions or concerns, the item is “tabled,” and the submitting department should consult with the division dean to address issues cited by the Curriculum Committee. Upon approval by the Curriculum Committee and review by DTRW, the Office of Student Learning submits the major to the Board for approval.

C. **Chancellor’s Office Approval.** Upon approval by the Board, the Office of Student Learning prepares the packet for the Chancellor’s Office and sends it via registered mail. The Chancellor’s Office may request the faculty submitter provide additional information or clarify elements of the application, which may delay the approval process. If the major is approved, a letter is issued to the Executive Vice President of Instruction giving the approval date and unique identifier. If it is targeted for closer review, it is returned with an explanatory letter to the Office of Student Learning, which in turn will notify the submitter what points need to be addressed in order for the item under submission to be approved. This allows the submitter the opportunity to remedy any deficiencies cited by the Chancellor’s Office. Please see the Chancellor’s *Course and Program Approval Handbook* for further information. The effective date of implementation is usually the semester or summer following the semester in which the approval is received by the college. As a general practice, a new major is available to be awarded to students in the term subsequent to that in which state approval has been received. A request for an exception different from the effective date will be considered by the Executive Vice President of Instruction in consultation with the co-chairs of the Curriculum Committee and the division dean. Procedure currently under review per CCC Inventory implementation.

5.3 **Revisions to Certificate and Majors**

The steps and degree of approval involved in revising certificates and majors depend on the types of changes being made.

A. **Substantial Modifications Requiring New Application.** If revisions to an existing certificate or major are *substantial*, the process followed will be the same as those for proposing a new certificate or major (see Part 5.1 and 5.2). The Chancellor’s Office must approve substantial modifications. The following are considered substantial modifications:

- The goals and objectives of the program or the employment outcomes are substantially changed;
- The program undergoes restructuring (e.g., adding new options, emphases, or tracks);
Changes in the program result in student outcomes substantially different from those for which the college originally received approval. Please see the Chancellor’s Office Program and Course Approval Handbook for further information.

B. Non-substantial Modifications Leading to New Versions. Some changes result in new versions of existing certificates and/or majors. In order to maintain tracking of student catalog rights, a new version of a certificate/major must be created when:

- The total unit requirement changes
- Any required course is added to or removed from the program
- Courses are added to or deleted from the elective pool
- The unit value of any course within the program changes
- There is a change in the title of the program
- There is a change in the type of degree (AA versus AS)

C. Non-substantial Change Due to Course Re-Numbering (No New Version). The only non-substantial change that does not constitute a new version is a change due to the numbering of required or elective courses in a program. The revision will be placed on the Curriculum Committee agenda, and the approved changes will be kept in the Office of Student Learning.

D. Course Currency in Revised Programs and Majors. As with new programs and majors, the outlines of courses that compose a substantially revised Certificate of Achievement program or a major are reviewed by the Chancellor’s Office. Therefore, it is essential that all courses listed for existing programs and majors undergoing revision be current within their five-year review cycle. The department making the revisions is responsible for ensuring that courses within the discipline are current. However, sometimes a course from outside the certificate or major discipline may be outdated. In this situation, the chair of the department making the revisions should consult with the Executive Vice President of Instruction before the program or major reaches the Curriculum Committee. The division dean will contact the department with the outdated course to determine when the course will be updated and will give this information to the program submitter and the Curriculum Committee. Normally, if there is a commitment to updating the course, the revised version of the certificate or major will not be delayed.

E. Inactivating Programs. If a department determines that a certificate/major should be inactivated, a request for such inactivation should be made to the Curriculum Committee and such inactivation must be reported to the State Chancellor’s Office as well.

F. Approval of Revisions. Programs and majors that have been revised are placed on the Consent Agenda of the Curriculum Committee and follow the same procedure of approval as new programs and majors (see Part 5.1 and 5.2). After Curriculum Committee approval, the process for revising certificates and majors with non-substantial changes is complete. Certificates and majors with substantial changes are forwarded to DTRW for review and then on to the Board. Then, Certificates of Achievement with substantial revisions, along with all the outlines of courses in the program, are sent to the Chancellor’s Office. Due to the
institution’s interest in maintaining clear catalog rights for enrolled students, revisions to an approved major will be made effective in the fall semester.

6. **APPENDIX: MORE ABOUT COURSES**

6.1 **Establishment of Prerequisites, Corequisites, and Advisories**

**A. When are prerequisites or corequisites required?** Evaluation of the need for the establishment of prerequisites or corequisites to a new credit, degree-applicable course is initiated either by the department proposing the course or by the Curriculum Committee. The final determination of need is based on the following Title 5 guidelines:

- When the Curriculum Committee determines that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then a prerequisite or corequisite shall be established;
- If success in the course is dependent on communication or computational skills which are not taught in the target course, then prerequisites or corequisites equivalent to eligibility for associate-degree level English and/or math courses shall be established.

If either of these conditions exists, the Curriculum Committee approval of the course for degree-applicability is contingent upon assurance that the department has begun efforts to establish the necessary prerequisites.

**B. Levels of Scrutiny.** There are three “levels of scrutiny” used to determine prerequisites:

- Three CSU or UC campuses require the prerequisite for their equivalent course;
- Content review (departmental determination of appropriate requirements for entrance into a course);
- Data collection for use of course outside a discipline for prerequisite purposes.

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

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<thead>
<tr>
<th>Type of Prerequisite, Corequisite and/or Advisories on Recommended Preparation</th>
<th>Type of Scrutiny Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard General courses articulated with 4-year schools</td>
<td>Three CSU or UC catalogs and content review</td>
</tr>
<tr>
<td>Sequential Courses not articulated with 4-year schools: e.g., Nursing I for Nursing II</td>
<td>Content review</td>
</tr>
<tr>
<td>Cross Discipline Computation or composition course: e.g., Math for Chemistry or English Composition for History</td>
<td>Content review and data collection—necessary for articulation</td>
</tr>
</tbody>
</table>
### Basic Skills
- e.g., ability to read at a given level for entry into a class
- Content review and data collection

### Performance
- e.g., Music 175, Symphony Orchestra
- Content review

### Health & Safety
- e.g., CJ 130, Firearms
- Content review

### Recency
- Are students’ entry skills knowledge and/or experience up-to-date?
- Data collection

---

**C. Corequisite**

A corequisite is a condition of enrollment consisting of a course that a student is required to take simultaneously 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 to receive a satisfactory grade in the course for which the corequisite is required; or
- It is necessary for health/safety reasons.

Corequisites must also undergo “content review.”

**D. Advisory or Recommended Preparation**

An advisory is a condition of enrollment in which 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 the students’ success in a course. Advisories must also undergo “content review.”

**E. Content Review**

This review consists of 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 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. There are numerous ways to do a content review, and the steps below describe just one approach.

- **Step 1:** Assemble a group of faculty that includes at least three faculty members who teach the course being reviewed. When there are fewer than three faculty teaching the course, at least three-quarters of the full-time faculty need to participate in the review. 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 chalkboard 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 a 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 that 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 that 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 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 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 “Pass”). 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.

- **Step 4:** Keep copies of your content review spreadsheets, the Prerequisite Documentation forms, and any other relevant materials for inclusion in your next Program Review documents.

**F. Prerequisite/Corequisite Challenge Procedures**

A prerequisite/corequisite challenge requires written documentation, explanation of alternative course work, and 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.

G. **Data Collection.** The Office of Institutional Research will assist departments/programs in conducting and/or obtaining data (when required) regarding student success relative to prerequisite requirements. If the data show that the proposed (or existing) prerequisite *does* have a significant impact on student success, then the prerequisite requirement is validated. If the data show 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.

H. **Additional Rules.**

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

• A student may challenge any prerequisite or corequisite on one or more grounds, as more fully described in the Oxnard College Catalog.

6.2 About Transfer Courses
Because transfer level courses involve Oxnard College and at least one four-year institution, writing the course outline is more complex. This section offers information and suggestions for developing or revising UC and CSU transferable courses.

A. About Articulation versus Transfer
Some transfer level courses may be articulated. Articulation refers to the process of developing a formal, written, and published agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Faculty evaluation determines whether coursework completed at one institution will meet requirements for admission, transfer credit, general education, or major preparation at another institution. Successful completion of an articulated course assures the student and faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution. The Articulation Officer, usually working with the department chair or advisors, will submit courses to the articulation officers of other institutions for course-to-course articulation consideration. The acceptance of a particular course is typically determined by the respective department at the other institution. Departments at Oxnard College are encouraged to establish relationships with their counterparts at other campuses to help facilitate the review and acceptance of course-to-course articulation agreements. Faculty interested in articulating their courses (or determining the status of an articulation agreement for a particular course) should contact Oxnard College’s Articulation Officer.

Some resources of particular interest to those investigating articulation matters are the following:

• ASSIST – The official web-based clearinghouse for articulation between California Community Colleges, UCs, and CSUs. Contains detailed information about how Oxnard College courses meet major requirements at individual CSU and UC campuses, and identifies those courses that
have been approved for UC transferability, CSU GE, CSU United States History, Constitution and American Ideals, and IGETC. Located at www.assist.org.

- CAN (California Articulation Number) – the course numbering system used by post-secondary institutions in California, primarily CSU and community colleges. Courses that were approved with a CAN designation (e.g., CAN PSY2) were automatically articulated with another institution’s course that shared the same CAN number. The CAN project was defunded in 2005, and is slowly being phased out and replaced by Lower Division Transfer Pattern (LDTP) and Course Identification Number System (C-ID). Located at www.ccccurriculum.info/curriculum/Resources/CAN_Guide.pdf

- LDTP (Lower Division Transfer Pattern) – a CSU-sponsored project, still under development, that maps out lower division requirements for their more popular transfer majors. These “road maps” include statewide general education, major preparation courses accepted by CSU campuses statewide, and major preparation courses required at individual CSU campuses. Located at www.calstate.edu/acadaff/ldtp/.

- C-ID (Course Identification Number System) – A newly-funded project, sponsored by California Community Colleges (CCC) Chancellor’s Office, to develop a voluntary, “supra-numbering” system that links courses at the California Community Colleges, CSUs, UC, and possibly California private colleges.

**Transfer level** means that a course is designed to meet the requirements for transfer to the University of California and/or a California State University. The degree to which a course is articulated and/or transfers depends on a number of factors. The guidelines below apply to all transfer courses, whether they are articulated or not.

### B. Currency

Oxnard College is responsible for ensuring that the Course Outlines of Record for all transferable courses are up-to-date.

- Any outline over five years old may not be accepted for articulation.
- CSU and UC routinely require submission of outlines for review to maintain system-wide articulation (UC transfer or CSU GE or IGETC).
- Individual universities may require outlines for review for continued course-to-course or major articulation.

This means that a UC transfer course should be updated at least every five years. It is recommended that the revision process for a CSU transfer course start at the fourth year to ensure that the course is approved before the mandatory five-year deadline.

### C. UC Transferability Requirements

Transferability to UC is determined by the UC Office of the President. This review and determination is done on an annual basis. (Courses that are approved by Oxnard College but rejected by UC are revised and resubmitted to UC). Applications for additions to the transferable list are submitted one year in advance,
normally during the summer, to receive approval for the next catalog year. UC has very specific guidelines for the articulation of courses; furthermore, UC requires the course proposal to identify at least one comparable lower division course offered at UC campuses. (See below for more information about comparables.) When developing or revising a UC transferable course, please read the *UC Transferability Checklist* and *UC Guidelines for Articulation*. The Intersegmental General Education Transfer Curriculum (IGETC) Guidelines, under “Regulations and Guidelines” on the Academic Senate for California Community Colleges website gives a broad view of requirements for transfer level courses. For further information, contact Oxnard College’s Articulation Officer.

D. **CSU Transferability Requirements.** The California State University system allows California Community Colleges to determine, within certain guidelines, which courses should be transferable to CSU campuses. The Academic Senate for the California State University has outlined the criteria for transferability in a 1987 document. The Curriculum Committee refers to these guidelines when reviewing courses proposed for CSU transferability.

“Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

“1) The course is presented in a manner that requires of students:

a. a level of intellect, skill, prior knowledge and maturity consistent with entry level collegiate expectations and the stated prerequisite(s), if any, for that course;

b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and

c. the capacity to think critically and to understand and apply concepts.

“2) The course:

a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level;

b. requires the student to continue development of communication skills appropriate for higher education.

“3) Coursework that:

a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.

b. enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.

c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the
primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.”

The Curriculum Committee relies on the CSU guidelines when it reviews new and revised courses proposed for transfer. Specifically, the Committee looks for evidence that:

- Student Learning Outcomes and course objectives reflect a high level of critical thinking;
- Course Content includes significant emphasis on theories underlying the subject matter;
- Assignments involve substantial reading and writing, usually with research;
- Textbooks are current in the field and at a college reading level.

E. Comparable Courses as Support for Transferability

A comparable course, according to *A Guide for the California Articulation Number System*, is one in which the content “is such that similar outcomes are assured and advancement to the next level of instruction is appropriate.” As mentioned above, UC requires that courses proposed for transfer list at least one comparable. CSU does not *require* comparables, but the Curriculum Committee strongly recommends lower division comparables for proposed CSU transfer courses. Listing at least one comparable lower-division course from a CSU campus supports how a proposed Oxnard College course meets CSU guidelines and is applicable to a CSU baccalaureate program. Such information may expedite approval. Therefore, before submitting a new CSU transfer course proposal, the department should research CSU catalogs for comparable courses. Here are some suggestions for finding appropriate comparables:

- Comparables should be lower division, since this is the mission of California Community Colleges. Please check the transfer institution’s numbering system to determine whether a course is lower or upper division. If only upper division comparables are found, please see part “F,” below.
- If possible, the comparable should be equivalent in units; however, there are times when one CSU course could be equivalent to two or three sequential Oxnard College courses, or vice-versa. If the units are significantly different, please see “F,” below.
- Finding comparable courses across more than one CSU provides additional support than an Oxnard College transfer course meets CSU Guidelines.
- Sometimes it is necessary to call or email CSU departments to verify that there is substantial similarity of content (catalog information may not be enough). Obtaining a syllabus would be an ideal way to determine if the two courses were truly comparable.
If no comparables for a proposed or revised course are found, the course may still be approved by the Curriculum Committee if it meets the Baccalaureate Guidelines above. However, transferability to a student’s major or towards CSU graduation is not assured. Please see Part “F,” below.

F. **Special Consideration When Proposing or Revising CSU Transferable Courses.** The Curriculum Committee is charged with determining whether courses meet the CSU Baccalaureate Guidelines. However, recently, the CSU transferability has become more complicated by new and proposed policies and regulations that limit the number of transferable units that CSUs will accept.

- The CSU Academic Senate has stated: “No longer are unlimited extra elective courses, experiments with various majors, and extra credits acceptable. While those diversions along a degree path are educationally sound activities, the reality of California stipulates that extra or extraneous educational activities consume resources that could be used by other Californians. To enable as many Californians as possible to experience higher education, all students will be expected to qualify for a degree through the use of minimal resources.” (2004)

- Current legislation (in particular, SB 1785, the Scott Bill) is seeking to standardize the courses for majors at the CSUs. Priority admissions will be given to students who have declared a major and carry 60 units of lower division coursework that meets the general education requirements and course prerequisites for the major.

- The long-term effect of the above policies for transfer students is that units outside of major requirements may be accepted as elective credit only, and at some point, the number of elective units that may transfer at all may be limited.

Therefore, for the sake of students, Oxnard College courses must be represented realistically and accurately. This means that students should be informed as to which courses will be accepted towards their major and which, despite their fulfillment of CSU Guidelines, might transfer only as electives because of the increasingly restrictive acceptance practices. Students who discover that not all of their units from Oxnard College apply towards graduation at a CSU may feel that they have been misled, and this feeling may be justified if Oxnard College has not informed them clearly about the above transfer issues. To this end, the Curriculum Committee recommends that faculty who are developing new CSU transfer-level courses or revising an existing CSU transfer-level course research carefully how the course will be accepted at CSU campuses. Are there comparables? Will the course meet major prerequisites? How will the course transfer to CSUs that don’t have that major?
If comparables are not found, or if only one campus has a comparable course, or comparables are only at the upper-division level, there is a possibility that CSU may not accept the course towards a major or towards CSU graduation credit. Therefore, submitters should do one of the following:

- Write a clear rationale on the Course Outline, Section IB, as to why the course should remain at a transferable level (e.g., the course covers “cutting edge” material in a developing field that has not yet been developed at the CSU). The Curriculum Committee will seriously consider the rationale when reviewing the course.

- If the course is approved by the Curriculum Committee for transfer, the department should inform students through instructors’ syllabi that the course may count only as elective credit and possibly not towards a major. (Students taking occupational courses often enroll to develop or update knowledge and skills in the field, and transferability may not be an issue.)

- Consider making the course a non-transferable course. This may particularly apply to occupational courses that are more skill-based. Remember that rigor, critical thinking, and advanced skills are part of all degree-applicable courses, not just those listed for transfer.

G. About Revising Previously-Approved Transfer-Level Occupational Courses. Submitters of such courses should carefully review the course outcomes, objectives, and content against the Baccalaureate Guidelines above. Some occupational courses that have been traditionally transfer courses may be more skills-based than theoretical, and departments consider the issues and recommendations listed in part “F” as well. In general, if a transferable occupational course meets the Guidelines and/or has comparables, the Curriculum Committee will continue to approve it as transferable. However, when revising, submitters should do the following:

- Revisit any comparables and see if they still exist as lower division courses and that their content has remained basically the same. Make sure the Oxnard College course still aligns.

- If the existing version of the course does not seem to meet the Guidelines, the course revision should include more emphasis on theory and research to maintain its transferable status.

- If the course should retain its emphasis on skills, consult with the Dean of Career and Technical Education. Renumbering the course at the transfer level may be an option. However, this should not be done without careful research into what the CSUs will accept. The most important point is that students have a realistic representation of how the course fits into their programs of study and transfer intentions.
H. **Note About Numbering for Physical Education Courses.** An exception to the UC transferable numbers is the numbering for Physical Education and Athletics courses. Because of the large number of activity courses that are accepted by the UC system, Physical Education and Athletics activities courses may also be UC transferable.

6.3 **Special Topics Courses**
Special Topics Courses are a series of courses with consistent pedagogy, as described by the Course Outline of Record, but with a focus area that changes from term to term. The focus areas should be closely related and effectively taught using the standard umbrella course design. The goals and structure of the course remain consistent, and they have a stable, well-defined purpose within the program. Course outlines of the focus courses should be nearly identical to the umbrella course except for the details that must differ due to the specific topic.

A new Special Topics umbrella course requires full curriculum review; however, the focus course needs only be given a new title and it will appear on the Curriculum Committee Agenda as an information item. Further, according to *Good Practices for Course Approval Processes*, if each individual course (e.g., lettered) has its own designation, it is a separate course. “Because each lettered iteration is a separate course, the number of offerings is not subject to the limit of four repetitions (in regulations for a single course designation); multiple letters also provide unique transcript entries to keep track of the focus area taught in a given term.” In other words, this would allow students to take more than four courses under a Special Topics designation.

6.4 **Independent Studies Courses.** Most independent studies courses are not credited at the point of admissions. Called “variable topics” by the UC, they are not published as part of the Oxnard College UC Transfer Course Agreement (the document used by the individual UC campuses to guide them to which California Community College courses have been approved for transfer) because the course content varies with each offering, and the UC cannot exercise its approval for each instance. Instead, students must petition for credit at the individual UC campus *after transfer* and may be asked to produce a syllabus or other information about the particular course completed. Therefore, students cannot count the units for those independent studies courses toward the minimum 60 UC-transferable units needed for admission. It is recommended that instructors include the following in their syllabi with reference to these independent studies courses: “UC determines credit after transfer; not counted for admission. (See a counselor for details.)”

6.5 **About General Education Courses.** Oxnard College has a process for submitting courses for General Education (GE) consideration. There are specific guidelines for GE courses for the Associate Degree, CSU General Education, and Intersegmental General Education Transfer Curriculum (IGETC). Such courses, when submitted to the Curriculum Committee, are referred to the General Education (GE) Subcommittee of the Curriculum Committee for review prior to First Reading action. The GE Subcommittee looks specifically for the following when considering a course to be included in GE. The course must:
- Require post-secondary skills in reading, writing, and critical thinking.
- Be an introductory or survey course.
- Improve students’ abilities to perform one or more of the 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; and
  - 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;
  - Human social, political, and economic institutions and behavior, including their interrelationships; and
  - 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 policies on general education to include information on programs, degrees, and transfer, please refer to the College Catalog.

6.6 About Noncredit Courses, Including Those for Enhanced Funding
Before developing new noncredit courses, including those that may be eligible for enhanced funding, please contact the Executive Vice President of Instruction for guidance and information. The approval process for noncredit courses traverses exactly the same process as the approval process for credit courses. Courses considered for enhanced funding must be part of a sequence that leads to a certificate of completion. According to Title 5, §55151, the noncredit program must be a short-term vocational program OR a sequence of courses involving:
- Courses in elementary and secondary basic skills;
- Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem-solving skills that are necessary to participate in job-specific technical training; or
- Courses in English as a Second Language and Vocational English as a Second Language.

Also, the program or sequence of courses is designed to result in either a noncredit certificate of completion leading to improved employability or job opportunities; or a noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. For more information on creating a noncredit program and the courses within it, please contact the Executive Vice President of Instruction.

6.7 Distance Education. Distance Education is addressed by Title 5 in this way:
“§55205. Definitions and Application. Distance education means instruction in which the instructor and student are separated by distance and interact through the
assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. §12100 et seq.) and §508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794d).”

“§55206. Separate Course Approval. If any portion of the instruction in a proposed or existing course or course section is designed to be provided through DE in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.”

Further information about Distance Education and Title 5 can be found through the Academic Senate for California Community Colleges website at http://asccc.org/ under “Guidelines and Regulations.” At Oxnard College, “Distance Education” applies both to courses where 51% or more of the course is delivered through some form of communication technology (online, video, etc.) and also to “hybrid” courses, where the degree of communication technology may be less than 51% but still plays an essential part in the teaching of a course.

A. Distance Education and the Course Outline of Record. At Oxnard College, a course that is taught through distance education includes the completion, review, and approval of a Distance Learning Appendix. The Distance Learning Appendix must be reviewed by the Distance Education Advisory Committee (DEAC). DEAC reviews the Distance Learning Appendix to decide if distance education delivery still allows the course to meet all SLOs and objectives, cover the Course Content, and assign and grade work at the same level of rigor as the face-to-face version. The DEAC members also ensure an adequate number of contacts to meet the “regular effective contact” requirement per Title 5. A representative from DEAC sits on the Curriculum Committee to forward the results of such review and to ensure that all requirements of Title 5 are met. The Distance Learning Appendix is placed on the Curriculum Committee Action Items Agenda and voted on by the entire Curriculum Committee. The campus Technology Committee is responsible for ensuring that faculty receive adequate training in order to deliver a distance education course. Such training occurs before the class may be offered in distance education mode.

A. Curriculum Policy for Contract Education Approval (credit). All contract education courses that are offered for college credit must be approved by the Curriculum Committee prior to being offered. However, if the contract education course is identical to an existing approved course and the department of origin agrees to and staffs the contract education course, no additional Curriculum Committee approval is necessary prior to the course being offered as contract education.

B. Semester report. A list of all credit courses and not-for-credit courses being offered under contract education must be submitted to the Curriculum Committee each semester for informational purposes.
C. **One-time offering.** The course outlines of a new, non-for-credit contract education offering that is not intended to be repeated will be submitted to the Curriculum Committee as an information item.

D. **Irregular offering.** If a not-for-credit contract education offering is to be offered on an irregular basis and is tailored to meet the needs of specific clients, a generic course outline will be submitted to the Curriculum Committee as an informational item.

E. **Regular offering.** All not-for-credit contract education offerings that are to be offered on a regular basis must first be reviewed by any and all departments that offer similar content and then be submitted for approval to the Curriculum Committee prior to being offered. If circumstances make it impossible to obtain Curriculum Committee approval prior to the date at which the offering is needed (e.g., during the summer), the Dean for Contract Education will obtain in writing the temporary approval of the one or both of the Curriculum Committee Co-Chairs and will submit the offering for review and approval at the next available opportunity.

6.8 **New Member Approval Review Components**

In order to help orient new members to components of curriculum review, the following chart is being provided:

<table>
<thead>
<tr>
<th>DESCRIPTION AND SPECIFICS</th>
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<tbody>
<tr>
<td>Are there enough hours (lab, lecture, or combination) to justify the units?</td>
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<tr>
<td>Are all sections of the outline complete?</td>
</tr>
<tr>
<td>If repeats are allowed (skills or performance), are they in keeping with the repeatability policy?</td>
</tr>
</tbody>
</table>

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<tr>
<th>CATALOG DESCRIPTION</th>
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<tbody>
<tr>
<td>Does the catalog description describe the course? (Check the content.)</td>
</tr>
<tr>
<td>Is the catalog description too long?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the learning outcomes college level?</td>
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<tr>
<td>Do the learning outcomes show critical thinking?</td>
</tr>
<tr>
<td>Are learning outcomes related to the course content?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENTS</th>
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</thead>
<tbody>
<tr>
<td>Does the content justify the units?</td>
</tr>
<tr>
<td>Does the content support the learning outcomes?</td>
</tr>
</tbody>
</table>

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<tr>
<th>METHODOLOGY</th>
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<tbody>
<tr>
<td>Is Evaluation tied to Student Learning Outcomes, Objectives, and Course Content?</td>
</tr>
<tr>
<td>Are there written tests (or computational ones) or a demonstration of acquired skills?</td>
</tr>
</tbody>
</table>
Is there evidence that students must employ critical thinking skills?

CLASSIFICATION

Does the course meet the standards and criteria for the requested Title 5 classification?

OTHER

Does the course material not unnecessarily overlap what is taught in other departments?
If there is obvious overlap, have other area(s) signed off on the proposal?
Is the course part of a certificate program and does the course have any effect on a certificate program?
Is the course transferable as general units or is there a corresponding course at another institution?
Do any student fees correspond to objects or productions that the student carries away from the course?
Does the course impact the Library and other learning resources?

6.9 Useful Websites

Academic Senate for California Community Colleges Curriculum Site

http://www.ccccurriculum.info/ This site contains the full text of resource materials related to California Community College curriculum. These materials include not only links to the Education Code and Title 5 but also guidelines and publications produced by the Community College Chancellor’s Office, the state Academic Senate, the California State University, the University of California, and the other state organizations.

The sections of this Web site include:

- Regulations and Guidelines for Curriculum Development: Education Code; Title 5; Distance Education Regulations and Guidelines; TOP Codes; Accreditation Handbook; IGETC Standards; CSU-GE Breadth Standards.
- Curriculum Development: Program and Course Approval Handbook; CAN System; Toward Increased Faculty Participation; Role of the Course Outline; Process of Course Outline Revisions; Components of a Model Course Outline of Record; Stylistic Considerations in Writing Course Outlines of Record.
- Good Practices in Curriculum Development: Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning; Guidelines for Good Practice: Technology Mediated Instruction; Course Approval Process; Good Practices for the Implementation of Prerequisites.
- Local Curriculum Committees: The Curriculum Committee: Role, Structure, Duties, and Good Practices; Curriculum Committee Review of Distance Learning Courses.
Program and Course Approval Handbook

http://www.cccco.edu/ From the file folder tabs at the top of the homepage, select the “Chancellor’s Office” tab. A drop-down menu will appear. Select “Divisions”, then “Academic Affairs” from the next drop-down menu that appears. On the Academic Affairs homepage, select “Credit Program and Course approval” from the left sidebar menu. Once on the Credit Program and course Approval homepage, scroll down to the bottom of the page and choose “Reference Materials” from center screen. When the list of reference materials appears, select “Program and Course Approval Handbook – 3rd edition (March 2009)

Legal Opinions

http://www.cccco.edu/ From the file folder tabs at the top of the homepage, select the “Chancellor’s Office” tab. A drop-down menu will appear. Select “Divisions”, then “Legal” from the next drop-down menu that appears. From the Legal Affairs homepage, select “Legal Opinions” from the left sidebar menu.

Academic Senate for California Community Colleges

http://asccc.org/

Access Guidelines for Students with Disabilities

http://www.htctu.fhda.edu/ From the homepage, towards the bottom of the page (center screen) is the heading “Publications.” Under this heading there are the links for both the Distance Education Access Guidelines (for Students with Disabilities) and Alternate Media Access Guidelines, which includes Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities.
A. **Statutory Law.** Statutes are passed by the Legislature. The California Education Code is statutory law.

B. **Regulatory Law.** Regulatory law includes administrative law. Regulations are passed by state agencies responsible for implementation. The California Code of Regulations (CCR) includes: Title 5 (education), Division 6 (California Community Colleges). Title 5 is regulatory law and is also referred to as T.5. (Title V generally refers to federal, not state, regulations.)
C. **Penalties for Non-Compliance.** Statutory law can be sued. Regulatory law can be financial penalized and/or have accreditation jeopardized.

6.11 **Writing the Syllabus**

Etymologically, a syllabus means a “label” or “table of contents.” The *American Heritage Dictionary* defines syllabus as an outline of a course of study. A syllabus should contain an outline, a schedule of topics, and many more items of information. However, the primary purpose of a syllabus is to communicate to one’s students what the course is about, why the course is taught, where it is going, and what will be required of the student for him/her to complete the course with a passing grade.

A course outline is a contract between the college and the student, and gives minimum required components of the course. A syllabus describes how the individual instructor will carry out the terms of this contract by giving specific dates, grading standards, and other rules of the conduct of a course required by the instructor. A syllabus allows the instructor to include methods and topics that may go beyond the course outline, and gives the instructor the opportunity to bring out his or her individual talents and strengths. However, syllabi should clearly show that all instructors of the course follow the objectives, content, assignments, and evaluation to the level of rigor specified in the course outline.

This section lists suggestions from the literature about what information might be included in a course syllabus. Consider two criteria in deciding what information to include. First, include all information that students need to have at the beginning of the course; second, include all information that students need to have in writing. Any really important information about the course should be in writing. However, it may be better to introduce some information later in the term, *e.g.*, the details of a required project. To attempt to include every single item of importance in a syllabus is to insure that the students will not read much of it.

To the experienced teacher, probably few of the items listed in this paper are likely to come as a surprise. However, Lowther, Stark, and Martens (1989) found in their interviews with faculty and in their examinations of syllabi that “obvious” items were often omitted. It is intended that this appendix will provide the reader with a useful organization of what is already known.

**A. Major Content Areas of a Syllabus**

1. **COURSE INFORMATION**: The first items of information in a syllabus should give course information: Course ID, title, and hours. Also, are there any prerequisites? Include the location of the classroom, and the days and hours class/lab/studio/etc. meets.
2. **INSTRUCTOR INFORMATION**: Second, the students need information about the instructor: Full name, title; office location (and where to leave assignments), office phone number, e-mail address, office hours. Depending on the size of the class (and other factors), it may be desirable to include an emergency phone number; quite often this can be the number of the department office. Many instructors give the students their home telephone number. If you do, it is well to also list restrictions, *e.g.*, “No calls between 10:30 p.m. and 8:30 a.m. please.”

3. **TEXTS, READING, MATERIALS**: College-level instruction—at least in the United States—is heavily dependent upon the use of print material; if not a required textbook, then a variety of readings. These are becoming increasingly costly. The syllabus should provide the students with detailed information about the following:

   - **Textbook(s)**: Include the title, author, date (and edition), publisher, cost, where available (often it is appropriate to indicate why the particular text was chosen and/or how extensively it will be used).

   - **Supplementary reading(s)**: In addition to the detailed bibliographic information about the readings, the syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore. Sometimes instructors make their own books available to students. If this is the case for the given course, that information might be included in the syllabus along with whatever conditions apply to their use.

   - **Materials**: Although many courses use only print material, there are a myriad of courses that require additional—sometimes expensive—materials, *e.g.*, lab or safety equipment, art supplies, special calculators or even computers, *etc.*

4. **COURSE DESCRIPTION/OBJECTIVES**: The treatment of this area—variously called course description, content, goals, objectives—may differ widely from course to course.

   - The bare minimum would be to repeat the description in the college’s catalog—assuming that it describes the course with some accuracy. Certainly a paragraph describing the general content of the course—and even a sentence or two on why the course is important—would not be excessive. Information about instructional methods, *e.g.*, large lecture with small discussion sections, may also be included here.
• Some instructors, who have developed detailed instructional objectives, include them in their syllabi. Such inclusion may result in information overload for some students. However, the inclusion of general course goals (e.g., examine the general principles of ..., or formulate the skill of ..., or evaluate a more positive attitude toward ...) can help orient the students to the purpose of the course, the instructor’s expectations, etc.

5. COURSE CALENDAR/SCHEDULE: Some instructors are concerned that, if they include a daily—or weekly—schedule of topics to be covered, they can be held legally liable if they depart from it. One remedy for this is to state that the schedule is tentative and subject to change depending upon the progress of the class. In many cases, the instructor has only limited flexibility about scheduling anyway, e.g., in a course that is a prerequisite for another course (the material has to be—or should be—covered by the end of the course). If we expect students to meet our deadline, to plan their work, we must give them the information needed for such planning.

• The calendar should also include the dates for exams, quizzes, or other means of assessment. (Evaluation of students need not be in groups and at the same time; e.g., in a course requiring that the students be videotaped, the syllabus could say “to be scheduled individually.”)

• The calendar should also include due dates for major assignments. For example, when a paper is due; whether the topic has to be approved and when; if an outline or draft is an interim step, when the outline is due.

• Finally, the calendar needs to include any required special events, e.g., a lecture by a visiting speaker, a dramatic or musical performance, or a field trip.

6. COURSE POLICIES: Consider the following topics.
• Attendance, lateness: The syllabus should include some statement about attendance (is it required, will students who attend regularly be given a break if the grade is borderline?) and about lateness, at least if it is penalized. (Students who arrive late disturb the class, but on some campuses, it is not possible for a student to get from one part of the campus to another within the allotted time; sometimes our colleagues do not let the students leave promptly.)

• Class participation: If students are to learn to apply, analyze, synthesize, etc., they need to be active. Such approaches are contrary to the experiences—and preferences—of many students. If active participation is expected, the syllabus needs to say so. It also needs to explain if/how participation will be graded.
• **Missed exams or assignments:** Since these affect grades, they are of interest to students. Syllabi should inform students whether exams and assignments might be made up.

• **Extra credit:** Include statements regarding earning extra credit if that is an option.

• **Lab safety/health:** In some courses, these issues can literally be a matter of life or death. Even if detailed materials are handed out early in the course, the syllabus should include a short statement about the importance of these issues and indicate that more detailed information will follow.

• **Academic dishonesty:** In some syllabi, this is treated as a separate area. The syllabus should address questions related to cheating and plagiarism. Many students actually do not know what constitutes plagiarism. We owe it to the students to explain what is considered to be plagiarism or cheating.

• **Grading:** Each syllabus should include details about how the students will be evaluated—what factors will be included, how they will be weighted, and how they will be translated into grades. Information about the appeals procedures, included in the college catalog, is also appropriate to reference.

7. **SUPPORT SERVICES:** Most college courses have available to the students a considerable variety of instructional support services. We often bemoan the fact that the students do not avail themselves of these services. Perhaps this is because we do not draw their attention to the possibilities. The library/learning center is probably the oldest resource, and perhaps still the richest. Including a brief statement in the syllabus identifying collections, journals, abstracts, audio or videotapes, *etc.*, which the library has and which are relevant to the course would be appropriate. If the institution has a learning center, making the students aware of its services can be of real benefit to students. In today’s world, computers are becoming almost a necessity. Most campuses have some terminals, if not personal computers, available for student use. Many courses have other support services unique to them. Briefly describe what is available in the syllabus, or tell the students where they can get detailed information.
6.12 Critical Skills Sought by Employers of College Graduates

- Public Speaking
- Effective Writing Skills
- Numeracy Skills
- Interpersonal Communication
- Listening Skills
- Critical Thinking
- Problem Solving
- Ethical Decision Making
- Time Management
- Use of Technology
- How to Run a Meeting
- Goal Setting
- Ability to Work with Others as Part of a Work Team
- Collaboration/Negotiation Skills
- Prior Successful Work Experience
- Understanding of How Bureaucracies Work
- Knowledge and Practice of Organizational Communication Skills
- Prior Experience in Dealing with Diversity/Multiculturalism
- Speaking/Writing Ability in a Second Language
- Desire and Ability to Learn

6.13 Guide to Online Labor Market Information

Ventura County Workforce Investment Board:
- [http://usworks.com/venturacountyWIB/](http://usworks.com/venturacountyWIB/) Provides up-to-date current labor data that is collected from surveys of local businesses, including the best-paying, fastest growing, most current openings, and most in demand occupations.

Ventura County Labor Information:
- [http://www.calmis.ca.gov/htmlfile/county/ventura.htm](http://www.calmis.ca.gov/htmlfile/county/ventura.htm) Provides monthly labor data, occupations with greatest and least growth, employment projections, hours and earnings for selected industries, size of firms, population data, etc.

Career Guide to Industries:
- [http://www.bls.gov/oco/cg/](http://www.bls.gov/oco/cg/)“Career Guide” provides useful information on 40 major industries, the occupations in those industries, and the characteristics of those occupations.

Occupational Outlook Reports for California:
- [http://www.labormarketinfo.edd.ca.gov/](http://www.labormarketinfo.edd.ca.gov/) Provides reports by year for each county.
California Occupational Guides (COPS):
- [http://www.labormarketinfo.edd.ca.gov/](http://www.labormarketinfo.edd.ca.gov/) Provides statewide information about job duties, working conditions, employment outlook, wages, benefits, entrance requirements, and training on 300 job categories in California.

Directory of California Local Wages:
- [http://www.labormarketinfo.edd.ca.gov/](http://www.labormarketinfo.edd.ca.gov/) Provides salary information by selected counties for occupations listed in Occupational Outlook Reports.

Employment Projections (California):
- [http://www.labormarketinfo.edd.ca.gov/](http://www.labormarketinfo.edd.ca.gov/) Provides multiple useful sites for additional information.

Occupational Outlook Handbook:

O*Net:
- [http://www.doleta.gov/](http://www.doleta.gov/) Provides a wide variety of government information on occupations, training programs, welfare to work and other government programs, grants and contracts, and more. See America’s Career InfoNet for an easier link to specific career information.

America’s Career InfoNet:
- [http://www.acinet.org/acinet/](http://www.acinet.org/acinet/) Provides national career search information on wages, outlook, training and more. Part of Federally sponsored O*Net. Also provides short, downloadable video illustrating many occupations.

Salary.Com:
- [http://www.salary.com/](http://www.salary.com/) Provides low and high salaries as reported by surveyed businesses in a region. Use this source in conjunction with government data.
6.14 Mission of the California Community Colleges

By law (link to EDUCATION CODE SECTIONS 66010.1-66010.8), the California Community Colleges shall admit any California resident with a high school diploma or the equivalent and may admit anyone who is capable of profiting from the instruction offered.

Primary missions of the Colleges are to offer academic and vocational education at the lower division level for both recent high school graduates and those returning to school. Another primary mission is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. Essential and important functions of the Colleges include: basic skills instruction, providing English as a second language, adult noncredit instruction, and providing support services that help students to succeed. Fee-based Community Service education is designated as an authorized function. To the extent funding is provided, the Colleges may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions.

The Board of Governors provides leadership and direction in the continuing development of the California Community Colleges as an integral component of public higher education in the state, to fulfill the promise of opportunity for all under California’s Master Plan for Higher Education.

6.15 Oxnard College Mission

Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multi-cultural, comprehensive institution of higher learning, Oxnard College works to empower and inspire students to success in their personal and education goals and aspirations.
Members of the Curriculum Committee

Co-Chairs

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<td>Executive Vice President (Non-voting)</td>
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<td>Faculty Academic Senate Co-Chair (Votes to break ties)</td>
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Voting Members

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<td>Articulation Officer</td>
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<td>Addictive Disorders Studies</td>
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<td>Business/Legal Assisting</td>
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Non-voting members:

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<tr>
<td>Dean, Career and Technical Education</td>
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<td>Dean, Liberal Studies</td>
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<td>Dean, Math/Science/Health/PE</td>
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<tr>
<td>Dean, Student Services</td>
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<tr>
<td>Academic Senate President (If not serving as Co-Chair)</td>
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<tr>
<td>Registrar</td>
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<tr>
<td>Assistant Registrar</td>
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<td>Instructional Data Specialist</td>
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6.16  Glossary of Terms

“Academic course”: Coursework appropriate in attaining an academic degree or certificate.

“Action meeting” versus “information meeting”: A Curriculum Committee meeting at which courses are approved or not for first or second reading, and at which prerequisite, corequisite or advisory requirements are approved or not, as well as distance learning appendices, is an “action” meeting. An information meeting is a Curriculum Committee meeting at which discussion pertaining to curricular and other relevant topics takes place.

“Approval” versus “Review”: Approval is when an official departmental, committee, or governing board action is taken accepting an outline, prerequisite, corequisite, advisory, etc., as presented, versus offering comments or suggestions for revision, which is review.

“Articulation Officer” or “AO”: The Articulation Officer is responsible for reviewing four-year college catalogs and Oxnard College catalogs to compare individual courses for possible four-year acceptance. There are many ancillary responsibilities that go along with this position.

“Associate Degree”: An Associate Degree requires 18 or more semester units or 27 or more quarter units of coursework in a single discipline or related discipline, as listed in the Taxonomy of Programs.

“Basic skills course”: A course that helps students to achieve minimum required communication or computational skills as defined in Title 5.

“BANNER”: The District’s computer software that manages scheduling, registration, purchasing, recordkeeping, and other essential administrative functions.

“BANNER title”: The abbreviated form of an approved course’s full title that is used within the District’s computer software. The abbreviation may be no more than 30 characters in length, including punctuation and spacing.

“Bloom’s taxonomy”: Verbiage of skills categorization commonly used in educational settings, created by Benjamin Bloom.

“Board Policy Manual”: The local Board of Trustees’ written guidelines governing Board action.

“Certificate” versus “Certificate of Achievement”: A Certificate is a locally-determined award recognizing a student’s success in prescribed coursework, whereas a Certificate of Achievement may appear by name on a student transcript, diploma, or completion award which required 18 or more semester units or 27 or more quarter units of coursework requiring approval by the State Chancellor’s Office.
“Co-chair”: For Oxnard College’s Curriculum Committee, the Co-chairs are usually the Executive Vice President and the Academic Senate President (or his/her designee). The Co-chairs are charged with facilitating Curriculum Committee meetings, assisting in identifying key issues and coordinating activities relating to the development of policies/procedures as needed, providing assistance to Committee members and other faculty in matters relating to the curriculum approval process, and updating the Curriculum Handbook as needed.

“College catalog”: This compendium, generally published every one or two years, contains, among other information, a complete list of the college’s courses (excluding community services courses), degree and certificate requirements, and general college and district policies. The college catalog constitutes the binding legal contract between students and the college for the purpose of defining graduation requirements for a particular degree, etc., and is an invaluable reference for members of the curriculum committee. (See also “Course schedule”)

“Community services course”: Such a course is a class in civic, vocational, literacy, health, homemaking, technical, or general education, including, but not limited to, the fields of music, drama, art, handicrafts, science, literature, nature study, nature contacting, aquatic sports, and athletics. These courses are not the same as non-credit courses, do not require approval from the State Chancellor’s Office, are not connected with any approved programs, and, as they do not qualify for apportionment, must be self-supporting.

“Content review”: Faculty members in the discipline assess the material used to teach the course and decide on a list of skills without which students would be highly unlikely to succeed. (See also “Prerequisite validation/justification”)

“Course objective”: A course objective is ability or understanding which a student will demonstrate, represent, or produce at or before the end of a course.

“Course Outline”: This is a form requiring a description of a course’s objectives, as well as content, methods of evaluation, texts used, among other things. Title 5 and/or accreditation standards mandate much of the information appearing in the course outline.

“Course schedule”/“Schedule of classes”: A course schedule or schedule of classes contains a listing of a particular semester’s course offerings, individually identifying each section, its meeting time and place, and instructor, as well as registration forms, final examination schedule, and related information. (See also “College Catalog”)

“Course” versus “Section”: A course is a class that is offered by the college. A section is one offering of a particular course, of which there may be many for any given semester.

“Cover sheet”: This is a form accompanying each course outline summarizing the course ID, BANNER course title, type of change being made to the outline, articulation information, and State Chancellor’s Office course classification codes. The cover sheet also contains blanks for the official signatures attesting that the curriculum committee has duly reviewed and approved the course outline. In addition, when an old course is
deleted, a new cover sheet (but no outline) is prepared, approved, and filed in the Student Learning Office to document the course’s deletion. (See also “Course Outline”)

“Curriculum Handbook”: This handbook is meant to guide Oxnard College faculty and administrators in the creation, revision, and deletion of curriculum.

“DCSL”: District Council of Student Learning is the District-level curriculum committee which meets monthly to review curriculum created by all three Ventura County Community College District campuses which are new or contain substantive revision.

“Distance education”: If a course is fully or partially interactive (such as a course that uses real-time interactive television, or real-time interactive Internet communication), and is conducted with regularly scheduled hours similar to what would be offered in a classroom setting, and is offered 51% or more in this mode, a course is considered a distance education course. An additional form that documents the distance education methods that might be used in such a course must accompany the outline for any course that the originating department may wish to offer as a distance education course. The curriculum committee must approve this form before one or more sections of the course may be offered in a distance education mode. Even if this form is approved, the originating department may still choose to offer different sections of the course in traditional, hybrid, or distance education modes. (See also “Hybrid course”)

“Education Code”: This is the law governing the California Board of Governors rules and regulations, duties, authority, and delegation of educational responsibilities in California.

“Experimental Courses”: R098/R198: An experimental course is a course which is temporarily offered with the hopes of creating a new permanent course. This experimental period can last one or two semesters.

“Faculty Handbook”: This is a handbook designed to guide faculty with any possibly relevant and useful information regarding their employment with the District.

“General education”: This is coursework required by law to demonstrate competency in reading, writing, and mathematics for the associate degree.

“Governing board” v. “Board of Governors”: The Governing Board refers to our local Board of Trustees. The Board of Governors is the statewide entity charged with the responsibility for approving all new instructional programs in California community colleges.

“Hybrid course”: If a course is partially interactive (such as a course that uses real-time interactive television, or real-time interactive Internet communication), and is conducted with regularly scheduled hours in a classroom setting, and is offered less than 50% in distance education mode, the course is considered a hybrid education course. (See also “Distance Education”)

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“Level of scrutiny”: This refers to a process involving data collection and analysis, using standard research methods as determined locally, to justify a requisite. (See also “Prerequisite validation/justification”)

“Lower division”: These are courses that are non-transfer level courses.

“Prerequisite validation/justification”: A prerequisite, corequisite, advisory on recommended preparation, or limitation on enrollment (collectively referred to as “requisites”) must be carefully scrutinized, validated, and justified before it is established. This is done to ensure that any such requirement is not discriminatory. Title 5 demands that prerequisites consisting of an English or math course generally also require a process of statistical research validation. An additional form that documents the justification in writing must accompany the outline for any course having one or more requisites. When a course having one or more requisites is approved for first reading, the committee must also approve the justification form in a separate vote; otherwise the college may not enforce the requisite.

“Program Review”: Program Review refers to a process of regular evaluation of programs as authorized by Title 5. Review is defined as evaluation, which recognizes the central role of faculty in the development, implementation, and evaluation of educational programs. Program evaluation is integrated into overall institutional evaluation and planning and is conducted on a regular basis.

“Program” versus “Sequence of Courses”: A Program is a sequence of courses leading to a particular objective, namely a degree or certificate. A sequence of courses alone may not lead to such an objective.

“Program and Course Approval Handbook”: This handbook is designed to assist California community college administration, staff, and faculty in designing new programs or courses and submitting such programs or courses for approval primarily by the State Chancellor’s Office.

“Shared Governance”: A committee directly linked to the Academic Senate, reporting to same, which helps with academic matters.

“Stand-alone Course”: A Stand-alone course is a course not offered within a sequence of courses. Different rules apply in terms of the State Chancellor’s Office. Check Appendix D, “Questions and Answers on Stand-alone Courses,” of the Program and Course Approval Handbook published by the State Chancellor’s Office pertaining to curriculum regulations.

“State Chancellor’s Office”/ “California Community Colleges Chancellor’s Office”: This is the State Office in charge of approving new courses and programs offered by California community colleges.

“Statewide academic senate”: The State version of the local Academic Senate dealing with curriculum and professional matters on the statewide level.
“Student Learning Office”: The student learning office works directly with the Executive Vice President of the College in processing all new or revised curriculum, program information, etc., for review by the Curriculum Committee.

“Student Learning Outcomes (SLO)”: An SLO involves a behavioral objective, i.e., what a student should know, value, and be able to demonstrate/perform, the conditions under which such assessment is made, e.g., simulation, lab, portfolio, or writing task, for example, and the criteria used in assessing such performance, e.g., standards, rubrics, etc., at the end of a course or degree.

“Technical Review”: This is a process by which a course received input from an objective technical reviewer to clarify content and grammatical concerns which the Curriculum Committee would otherwise question. This process occurs prior to the first reading of a course outline, cover sheet, appendices, etc., in order to enable the course outline author to rectify any major concerns before reaching a formal Curriculum Committee meeting.

“Title 5”: Title 5 is the portion of the California Code of Regulations governing the creation and development of curriculum and the maintenance of academic standards, as well as covering all regulations put out by the Department of Education governing K-12 as well as the community colleges, CSU system, apportionment, credentialing, associate degree requirements, general education requirements, definitions of credit and non-credit courses, definitions of basic skills, STRS, etc.

“Transfer level course”: Community college courses may be transferable to a four-year college for different purposes: elective credit, general education, and/or major credit. Faculty, curriculum committees, and articulation officers share responsibility for determining and ensuring the transferable status of courses.

“Umbrella course”: An “umbrella” course is created within an originating discipline and contains generic language to guide anyone creating an experimental course under that umbrella, either a non-transfer level experimental course (i.e., R098) or a transfer level experimental course (i.e., R198).

“Vocational course”: A vocational course is designed to prepare students for immediate employment.

7. FORMS

http://www.oxnardcollege.edu/faculty_staff/curriculum_committee/index.shtml All Curriculum Committee forms are posted on this website.