



GUIDELINES FOR TECHNICAL REVIEW OF CURRICULUM



REVIEWING CURRICULUM

Reviewing curriculum is more than just checking for typos and grammar. Curriculum Committee members should be looking for integration in the course outline, rigor appropriate to the level of the course, alignment with C-ID descriptors, if applicable, and compliance with campus, district, and state requirements. The following checklists can be used by curriculum committee members as they review course outlines to ensure that all elements are complete and accurate, meet Title 5 requirements, best practices, and local requirements and conventions.

APPROVAL CRITERIA

<i>Criteria</i>	<i>Rationale</i>
Mission	Consistent with the mission of the community colleges (basic skills, transfer, CTE) Oxnard College, and the VCCCD. It must also be directed at the appropriate level which is the first two years of college and not at a level beyond the associate degree.
Need	Serves students in meeting transfer, basic skills, or CTE needs. CTE programs need labor market research support as well as approval by advisory groups and the regional consortium. Transfer courses provide either major preparation or general education credit or otherwise facilitate transfer and/or degree completion.
Quality	Integrated course outline, compliant with Title 5 regulations. Baccalaureate level rigor evident in transferable courses. Detail sufficient to facilitate articulation and guide faculty teaching the course.
Resources	Oxnard College has the resources to offer the course at the level of quality described in the course outline; college commits to offering all required courses in a program at least every two years.
Compliance	Course must not conflict with any law, statute, or regulation.

Basic Course Information - Approval Criteria

Course prefix (Discipline)	<ul style="list-style-type: none"> For CTE courses: course discipline should match typical industry standards or C-ID. For non-CTE courses: course discipline should match typical transfer disciplines or C-ID. If the course is offered at other colleges within the district, does the discipline match and if not, is there a good reason for assigning it to an alternate discipline?
Course number	<ul style="list-style-type: none"> Course numbers should be assigned in consultation with the Office of Instruction (articulation officer, curriculum technician, instructional data specialists) to avoid reusing numbers previously assigned to other courses. Courses that are non-transferable should be below 100. Courses that are transferable should be 100 or above. Courses should not have a letter after unless there is or will be a sequence of courses. Honors courses should have an "H" after the course number. R089 and R189 are reserved for Special Topics courses. R098 and R198 are reserved for experimental courses. R199 is reserved for directed studies courses. For new courses: if the course exists within C-ID, matching the C-ID number is recommended, if possible. For new courses: if the course exists within the district, numbers should be aligned, if possible, and logical
Full Title	Course Title should be brief and match C-ID, transfer institutions, comparable district courses (or typical CCC comparable courses) and/or industry standards. Banner allows for 68 characters maximum.
Banner Title	Needs to be as close to the full title as possible because the Banner title is all students see in the course schedule online. It cannot be more than 30 characters, including spaces.
Same as Course(s)	<ul style="list-style-type: none"> All co-listed courses should be noted here Reason for co-listing should be logical. Courses do not have to be co-listed in order to offer them within degrees outside of the discipline or to add other disciplines to the minimum qualifications. The course outlines for co-listed courses must be identical and be reviewed by the curriculum committee at the same time.

Catalog Course Description	A summary of the course content and overview of topics covered that is thorough enough to establish comparability of the course to those at other colleges (for the purposes of advising and articulation) and brief enough to encourage a quick read. Oxnard College uses complete sentences in its catalog descriptions and the present tense. While not required, many of the descriptions begin "This course..."
Catalog Notes	This is reserved for notes that are not meant to restrict enrollment nor to describe the course content, but instead act in an advisory capacity.
Proposed Start Date	Should be the following fall. This is the same as the catalog date. Exceptions would be experimental courses, courses with only a DE appendix added or credit by exam status changed.
Reason Course is Offered	Should tell: <ul style="list-style-type: none"> • How this course fits into the curriculum at Oxnard College, including which majors require this course at Oxnard • Typical or local transfer institutions, • Its GE applicability (local, CSU GE, IGETC) • It's alignment with C-ID, if applicable • Its place within a basic skills sequence, • Its function as a prerequisite or corequisite for a course or program, • Its requirement as part of a state or national certification or licensure, • Other purposes for OC offering this course.
Reason for Change	All changes made to the COR must be listed here including course discipline, course ID number, title, units, lecture/lab hours, requisites, credit basis, credit by exam, MQs, objectives, course content, and textbooks, as well as the reason why the changes were made (example: to align with C-ID descriptor, etc.). The more detail, the better. This helps guide curriculum reviewers, signals the Curriculum Technician to changes requiring DTRW-I approval, and alerts the Articulation Officer to changes that might require changes to ASSIST or resubmission of the course for other articulation purposes. This also assists instructional data techs with making sure all changes are made in Banner (and schedule of classes) and catalog production staff with making sure all edits are made to catalog elements. The Curriculum Technician also reports these changes to the CCCCCO.

Basic Course Information - Proposal Information

CB03 TOP Code	Deans should supply the TOP code for courses and programs. The TOP code should reflect the main discipline or subject matter of the course including content and objectives.
CB04 Course Credit Status	<p>Most courses are going to be marked “D” for degree-applicable, meaning they give students credit towards their proficiency award, certificate, or degree.</p> <p>Courses marked “C” provide credit, but do not count towards awards, certificates or degrees. Examples of these courses would be transitional studies courses in ESL, Math, and English, courses for students with learning disabilities like ACT and LS, and some campus orientation-type courses in PG.</p>
CB05 Course Transfer Status	Courses numbered 100+ at Oxnard are considered CSU transferable and therefore baccalaureate degree applicable. This is determined by the Oxnard College faculty. Courses may not indicate that they are UC transferable without being approved by the UC, so new courses shouldn’t have “UC” marked. This will be added after submission and approval.
CB08 Course Basic Skill Status	<ul style="list-style-type: none"> • Courses will be designated either B (basic skills) or N (not basic skills). • Basic skills courses are limited to ESL, mathematics, English, and reading courses.
CB09 SAM Code	Must correspond with CB03. Courses will be A (Apprenticeship), B (Advanced Occupational – these are for CTE courses with prerequisites in the discipline), C (Clearly Occupational – CTE courses), D (Possibly Occupational) or E (non-occupational).
CB24 Program Course Status	Choices are 1 – Program applicable, 2 – Stand Alone. If the course is part of an approved program (associate degree, certificate of achievement or GE pattern) or being created to add to a program, it is not Stand Alone. Courses that do not belong to a program or GE or belong only to a proficiency award are considered Stand Alone. Basic Skills courses, directed studies, learning skills, some counseling courses, experimental courses, and some advanced majors courses are examples of Stand Alone courses.

Course Fee (Materials Fee)	There should be no materials fee in most cases.
Field Trips	Oxnard's practice is to default to "field trips may be required." If field trips would never be required in this type of a course, it is ok to select that they are not required.
Repeatability	<p>If repeatability is requested, is it allowable under Title 5? Districts may only designate the following types of courses as repeatable:</p> <ul style="list-style-type: none"> (1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. (2) Intercollegiate athletics (3) Intercollegiate academic or vocational competition
Credit Basis	Should indicate only one choice. If the course is a transfer course used primarily as major preparation (required in the lower division portion of a major) it is strongly recommended that "letter graded" be chosen.
Credit by Exam, License etc.	<ul style="list-style-type: none"> • If a course is articulated with a high school course, it must allow for credit by exam and this must be indicated in the COR. • If credit by exam is allowed, it is open to everyone.
Minimum Qualifications	<ul style="list-style-type: none"> • For a new course, does the discipline(s) assigned reflect the body of knowledge required to teach the course content? • For a new course, if the course exists elsewhere in the district, do the MQs match? If not, is there a logical reason why they shouldn't? • Co-listed courses must have the same MQs. • It is permissible to have multiple MQs
Units/Hours	OC currently uses the range of 16-18 weeks. 1 lecture hour per week = 1 unit. 3 hours of lab per week = 1 unit. A course that is 3 units of lecture would be 48-54 hours for the semester. The smallest increment OC uses is .5 units.
Prerequisites	<p>Must document entry skills without which student success is highly unlikely by listing objectives from prerequisite course that are applicable. Must be "necessary and appropriate" (Title 5). May only be established for any of the following purposes:</p> <ul style="list-style-type: none"> (1) the prerequisite expressly required authorized by statute or regulation;

	<p>(2) the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established;</p> <p>(3) the prerequisite is necessary to protect the health or safety of a student or the health or safety of others.</p> <p>The prerequisite does not require scrutiny using content review/statistical validation if:</p> <p>(1) it is required by statute or regulation; or (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or (3) it is required by four-year institutions; or (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.</p>
Corequisites	Must meet same standards as prerequisites. Does not require scrutiny using content review/statistical validation if it is part of a closely-related lecture-laboratory course pairing within a discipline
Advisories	<p>Recommended preparation.</p> <p>THIS SECTION NEEDS WORK</p>
Limitations on Enrollment	Admission to a program can also be a limitation on enrollment as well as statutory, regulatory, or contractual requirements or health and safety requirements.
Content Review	For each prerequisite, corequisite or advisory course chosen, faculty must evaluate and select the appropriate objectives that a student would need to know/meet and without which they would be highly unlikely to be successful.
Course Objectives	The objectives articulate the knowledge and skills a student should acquire by the end of the course, the intended result of instruction.

	<p>Objectives should:</p> <ul style="list-style-type: none"> • Highlight what any faculty member teaching the course must focus on. • Be stated in terms of what the students will be able to do, • Connect to achievement of the course goals • Be concise but complete • Use verbs showing active learning, • Be broad in scope, not too detailed or specific, grouping individual items into sets which share commonalities. • Typically courses have between 3 and 10 objectives. • If the course is aligned with a C-ID descriptor, it must meet all of the same course objectives even if they are worded differently. • Critical thinking involves using higher level cognitive processes such as analyzing, synthesizing, and evaluating information and these should be demonstrated in the objectives of all degree-applicable courses (but not all objectives need to reflect critical thinking). Check for appropriate verbs on Bloom's Taxonomy.
Course Content	<ul style="list-style-type: none"> • Must be a complete list of all topics to be taught in the course. • Should be written in outline format with topics and subtopics in great enough detail to facilitate articulation with comparable courses. • Content should be subject based, not expressed in terms of student capabilities. • If the course is aligned with a C-ID descriptor, it must cover all of the same content listed in the descriptor but may also list additional topics.
Laboratory Content	<p>Should be a complete list of the topics taught in the lab portion of the course.</p> <p>For those courses that combine lecture and lab into a single course, while the course content would list the topic, the lab content should list the demonstrations, activities, and experiments involving that topic in more detail.</p>

<p>Methods of Instruction</p>	<ul style="list-style-type: none"> • Must supply types or provide examples of methodologies used by the instructor to cause learning, and describe what the students will be doing and experiencing with respect to the instructor, each other, and their environment. • “The instructor will...” • Should be appropriate to the objectives. If an objective is to “physically perform,” then lecture as the sole method for learning is not enough. • Methods should be presented in a manner that reflects integration with stated learning objectives and likelihood that they will lead to students achieving those objectives. • The methods must effectively teach critical thinking. • The environment in which the learning occurs often needs to be described • This list does not have to be exhaustive.
<p>Methods of Evaluation</p>	<ul style="list-style-type: none"> • Title 5 requires that courses designated as both Associate degree applicable and non-degree applicable, that grades are based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by essays, or in courses where the curriculum committee deems it appropriate to use problem-solving or skills demonstrations instead as the method of evaluation. • For this page, essays should be checked and required unless the course is more appropriately graded on computational skills, problem-solving skills, and/or physical skills demonstrations.
<p>Typical Graded Assignments</p>	<ul style="list-style-type: none"> • Should reflect coverage of all objectives and content, reflect college-level effort (rigor), particularly in terms of critical thinking. • The difficulty of assignments should be related to the level of the course (less difficult for developmental and non-degree applicable courses, more difficult for transferable courses). • Can include both assignments done inside and outside of classroom time.

Outside Assignments	<ul style="list-style-type: none"> • Outside assignments refers to work done outside of scheduled class time (at home). • Must be sufficient to show independent work and to meet the minimum study time hours of work per week beyond class time for each unit of credit which is 2 hours of outside work for every 1 lecture hour in class. • Labs do not require outside assignments but may if they choose.
Textbooks	<ul style="list-style-type: none"> • Texts should be completely referenced (author, title, publisher, date) and be current. • Texts should appropriate for the level of the course. • Texts chosen should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject. • Some courses may use reference manuals that are long standing icons in their fields but typically, there are also newer texts that can also be included. • A course cannot be submitted for C-ID if the text is 5 years old or older. • Courses being submitted to the CSU for CSU GE-Breadth or to the UC system for transferability or IGETC, require recent textbooks except when classic texts are the standard in the discipline. • Writing courses require a style manual • Lab courses require a lab manual.
Other Instructional Materials	<ul style="list-style-type: none"> • Should list any other learning materials the student must have to effectively participate in the course.
Student Learning Outcomes	<ul style="list-style-type: none"> • Must be included • Must be measurable • Must match the SLOs in <i>eLumen</i>
Distance Learning Appendix	<ul style="list-style-type: none"> • Must be completed if the course may be offered online or as a hybrid. • Must include a statement about the methods that will be used to achieve regular effective contact.