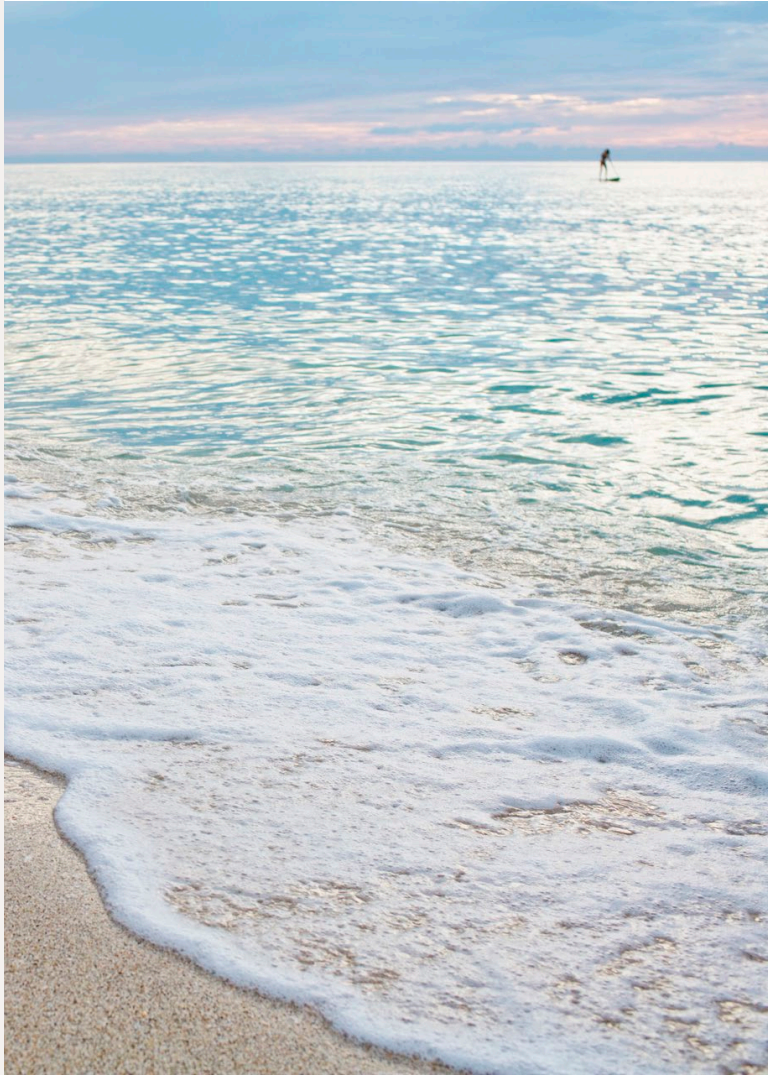


*Curriculum Committee
Annual Training
2022-2023
Part I*

SHANNON DAVIS



In this training we will...

- Review annual training requirements mandated by the state Chancellor's office.
- Review the role of the curriculum committee
- Review the responsibilities of curriculum members
- Review curriculum basics for courses and programs



Who are the
members of
the OC Curriculum
Committee?

Curriculum Co-Chairs:

Academic Senate President or designee
Vice President Academic Affairs (VPAA)

Committee Voting Members:

- One faculty member to represent each instructional dept., library, and counseling dept.
- One Classified Senate Rep.
- Two Associated Student Government Reps.
- One Instructional Dean Rep.
- Articulation Officer
- One AFT Rep.

Area Experts:

- Curriculum Technician
- Academic Data Specialist
- Transfer Center Coordinator
- Registrar
- All instructional deans except the voting member

Oxnard College Curriculum Committee Purpose

The Curriculum Committee supports and advances the college mission, vision, and values through recommending new and revised curriculum to the governing board of the District. The Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies. It ensures that the curriculum is academically sound, comprehensive, and responsive to student needs. This committee directly supports the 10 + 1 of the Academic Senate.





FACULTY AUTHORITY OVER CURRICULUM IS CODIFIED IN TITLE 5 REGULATIONS §53200

Curriculum is a “10 + 1” Matter

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.

Administration (Deans/VPAA) has “right of assignment” over courses and programs.

Layers of Guidance Governing Curriculum

California Education Code

Title 5 (California Code of Regulations)

PCAH (Program and Course Approval Handbook)

CCCCO Guidelines & Memos

VCCCD Board Policies & Administrative Procedures (BPs & APs)

OC Curriculum Committee (as subcommittee of the Academic Senate)

Responsibilities of the Curriculum Committee

THE CURRICULUM COMMITTEE IS RESPONSIBLE FOR COURSES AND PROGRAMS BEING

- CORRECT
- COMPLETE
- CURRENT
- COMPLIANT



Why do we need to do the annual training?

Starting in 2016, the CCCCO decided to allow curriculum committees to certify annually that they had properly trained all members and that they would ensure courses and programs were compliant.

This replaced the CCCCO reviewing & approving all courses and programs, which was time-intensive, causing long delays.



Annual Certification Approval Policy

THE STATE CHANCELLOR'S OFFICE REQUIRES EACH COLLEGE TO ANNUALLY SUBMIT:

1. Annual Certification must be signed by the following:

- ✓ Chief Executive Officer (Oscar Cobian)
- ✓ Chief Instructional Officer (Luis Gonzalez)
- ✓ Academic Senate President (Elissa Caruth)
- ✓ Curriculum Chair (Shannon Davis)

2. Local Governing Board Policy

- ✓ Policy must define the standards for credit hour calculations

Non-submission of the Annual Certification will result in a deactivation of “auto-approval” status. If that happened, we would have to wait **for the CCCCO to review and approve all course and program submissions again.**



What are we certifying when we sign?

This is important!

1. Course hours and units are correct in accordance with CCCC CO Course Calculations;
2. The college/district course outline of record has been approved by the District Governing Board;
3. The college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
4. Credit cooperative work experience plan has local board approval and is on file;
5. Credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, Title 5, and the current CCCC CO Program and Course Approval Handbook (PCAH);
6. Credit and noncredit programs have the required attachments in accordance with the current CCCC CO PCAH; and
7. Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a)



Curriculum Committee Responsibilities

- 1. Review and approve **new courses**; their prerequisites; their classification as degree-applicable, nondegree applicable, or noncredit; applicability to associate degree requirements and transfer general education patterns; general transferability; and all other curricular elements as mandated by Title 5 and Accreditation Standards. Ensure that suitable transferable courses will facilitate articulation with four-year institutions
- 2. Approve courses for **distance education**
- 3. Review all **new credit and non-credit programs**, including degrees, certificates, and proficiency awards for approval by the Board of Trustees, and ensure that all recommended programs comply with California Education Code and Title 5
- 4. Review and approve **modifications to courses and programs**, and **deactivations of courses and programs**, and forward them for approval, when necessary, by the Board of Trustees, making sure that such changes comply with California Education Code and Title 5.
- 5. Recommend graduation and **general education** requirements for the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees for approval by the Board of Trustees.
- 6. Receive and approve the placement of courses within Oxnard College's General Education pattern per the recommendation and approval of the GE Committee.
- 7. Ensure that the college's **curriculum is current** and reviewed at least every five years (with CTE requisites and programs reviewed at least every two years).



Curriculum Committee Responsibilities continued...

- 7. Ensure that each college course is described in an official **course outline of record** that will be maintained in the college's curriculum management system, the official college files, the California Community Colleges Chancellor's Office (CCCCO) curriculum inventory and made available to each instructor.
- 8. Communicate via the co-chairs with the District Council on Curriculum and Instruction (**DCCI**), transmitting proposals as appropriate for review as determined by the VCCCD Decision Making Handbook and receiving DCCI recommendations.
- 9. Review district **academic policies and procedures** referred by DCCI and make recommendations for revisions to the Academic Senate and DCCI.
- 10. **Provide training** on local and state curriculum policies, processes and best practices as well as training on the use of the college's curriculum management system.
- 11. Receive updates on revisions to Title 5, Education Code, CCCCCO policies and procedures, and articulation changes affecting course and program standards and requisites.
- 12. Update and maintain the **Curriculum Handbook** and, through its subcommittee, the **General Education Handbook**.

Curriculum Basics

COURSES



DEVELOPMENT CRITERIA FOR COURSES & PROGRAMS

APPROPRIATENESS TO MISSION

Consistent with the purposes of the community colleges

NEED

Documented need that meets goals & objectives of the college & in the region the college serves

CURRICULUM STANDARDS

Courses and programs meet requirements of Title 5 and PCAH

ADEQUATE RESOURCES

Funding, faculty, facilities, & equipment to maintain the program or course as proposed

COMPLIANCE

Programs & courses may not conflict with any state or federal laws or statutes, or other laws pertaining to licensing in occupations

Appropriateness to Mission



- Consistent with the purpose of the community colleges
 - A course or program must be directed at the level appropriate for community colleges, that is not at a level beyond the associate degree or **first two years of college.**
 - The course or program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
 - Should be congruent with the mission and master plan of the college and the district.

Need

The proposal must demonstrate a need for a course or program that meets the stated goals and objectives in the region the college proposes to serve with the program. There is a field in CIM called "Need Statement (new courses only), or Justification/Reason for Change" where faculty should describe what student need the course is intended to meet. Need should be reassessed as part of program review.

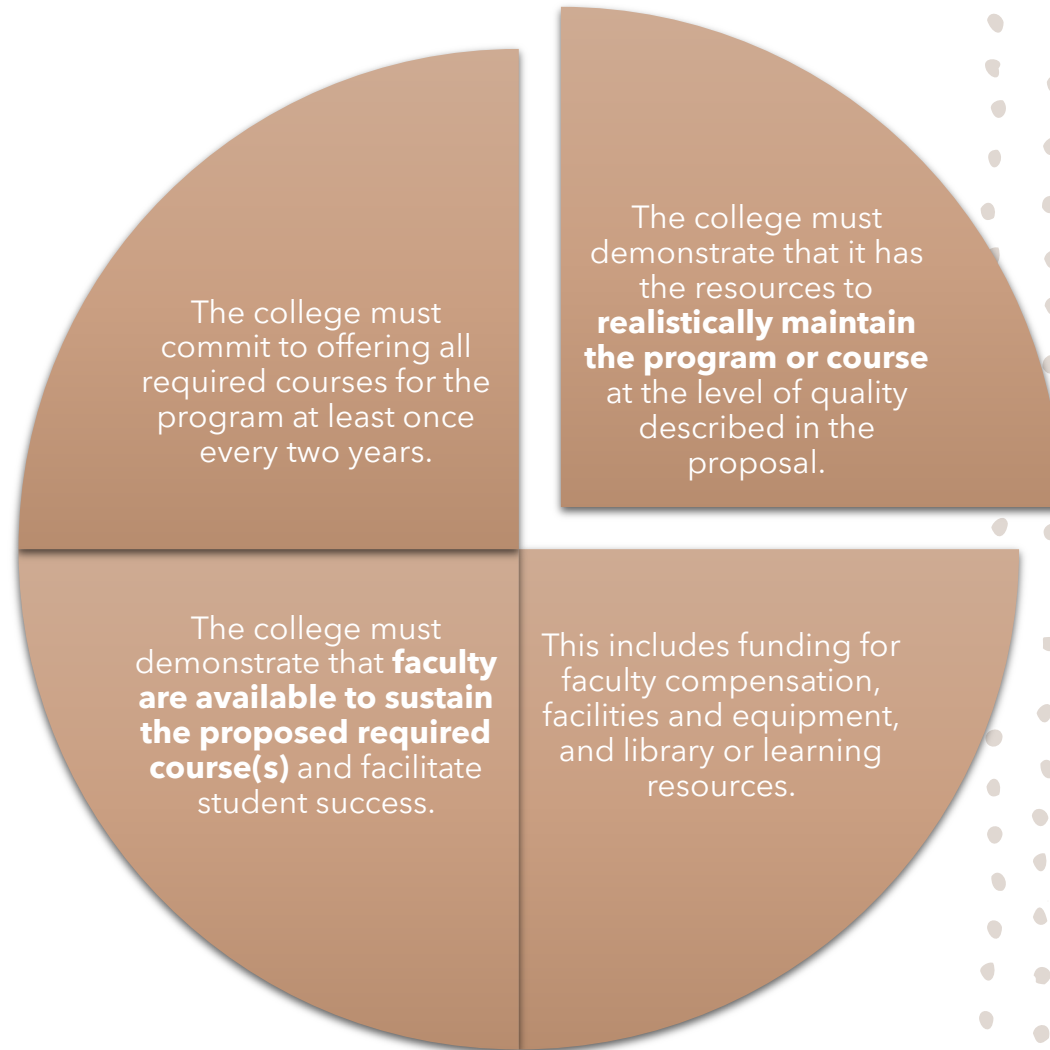
The proposed program must not cause harmful competition with an existing program at another college (applies to CTE)

CTE: need must be documented by supplying current labor market data supporting jobs are available for graduates of the program, industry advisory committee meeting minutes, and other supporting documentation (employer surveys)

Transfer level courses: need is presumed to exist if there is student demand and its transferability for a university major or GE is documented.

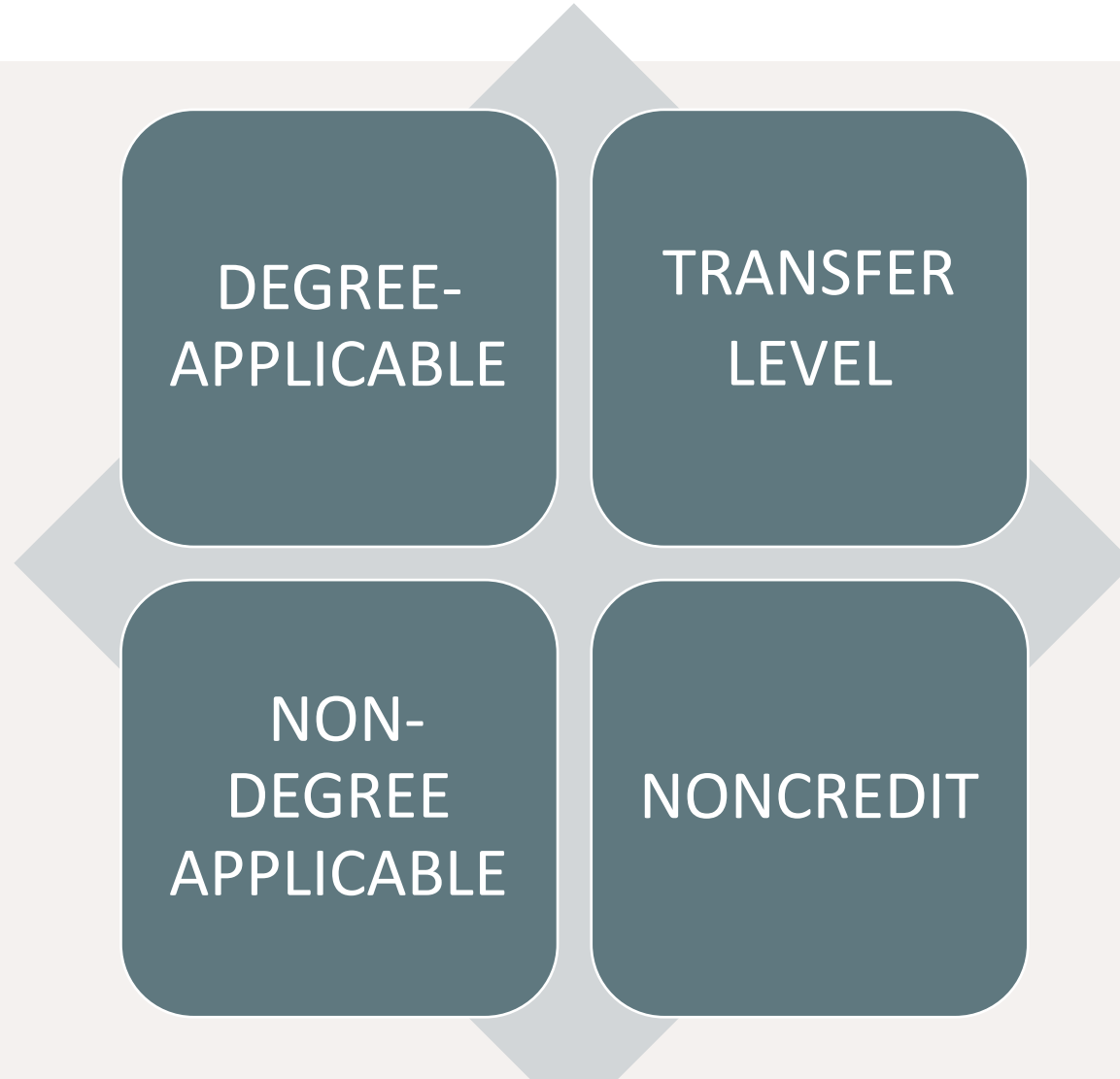


Adequate Resources



New courses do not usually come with new funding. Before new courses are created/approved, faculty & Deans must consider how they will offer them if no new sections are added to their budget. What courses they might replace, if sections of other courses will need to be cut, or other courses offered less frequently and how that will impact programs, completion, transfer, and therefore the funding formula.

Types of Courses Approved by the Curriculum Committee



Degree Applicable Courses



CREDIT-BASED COURSES THAT APPLY TO ASSOCIATE DEGREES, CERTIFICATES OF ACHIEVEMENT, & PROFICIENCY AWARDS. MAY FULFILL GE, MAJOR OR FREE ELECTIVES



REQUIRES COLLEGE-LEVEL LEARNING SKILLS & VOCABULARY, CRITICAL THINKING, UNDERSTANDING & APPLICATION OF CONCEPTS AT COLLEGE LEVEL.



REQUIRES INDEPENDENT STUDY, OFTEN OUTSIDE OF CLASS



ALL TRANSFER COURSES ARE ALSO DEGREE APPLICABLE

Non-Degree Applicable Courses

STAND ALONE CREDIT-BASED COURSES THAT DO NOT APPLY TO ASSOCIATE DEGREES, CERTIFICATES, AWARDS, GE, OR ANY PROGRAMS

PROVIDE "CREDIT" NEEDED FOR FINANCIAL AID

INCLUDE COURSES FOR EAC STUDENTS SUCH AS LEARNING SKILLS, ASSISTIVE COMPUTER TECHNOLOGY & SOME ESL, ORIENTATION, BASIC SKILLS

PREPARES STUDENTS FOR INDEPENDENT WORK THEY WILL DO IN DEGREE APPLICABLE COURSES, TEACHES CRITICAL THINKING SKILLS




Transferable Courses



CCC DETERMINES THAT COURSES ARE BACCALAUREATE LEVEL. AT OC THEY ARE NUMBERED R100+



MAY FULFILL GE, MAJOR OR FREE ELECTIVES AT THE CCC TOWARDS ASSOCIATE DEGREE. ALL TRANSFERABLE COURSES WILL AT LEAST COUNT TOWARD UNITS REQUIRED FOR CSU BA/BS DEGREE.



GE APPLICABILITY FOR CSU GE & IGETC, AND ARTICULATION WITH MAJOR REQUIREMENTS DETERMINED BY CSU & UC



UC ALSO DETERMINES IF COURSES ARE UC TRANSFERABLE AT ALL



What is the difference between Degree Applicable and Program Applicable?

Degree Applicable Courses

- Include any course at the Associate Degree level
- Provide credit towards Associate degree completion
- Include major, GE, and courses taken as free electives
- Include transferable courses
- Include courses that do not apply to any major or GE

Program Applicable Courses

- Meet a specific requirement within a major for a degree or certificate
- Or
- Apply to General Education (must be approved within the local GE plan)
- Or
- Apply to CSU GE or IGETC if the college has an approved Certificate of Achievement (COA) in CSU GE and IGETC. OC has both.

A course can be Degree Applicable and NOT Program Applicable but not the other way around.



Credit courses

- Degrees (AA/AS, ADT)
- Certificates of Achievement
- Proficiency Awards
- Unit bearing (usually 1-5 units)
- Designated lecture/lab hours
- Grades (A-F or P/NP)
- Generate apportionment
- Enrollment fees apply
- Not repeatable, with few exceptions
- Only 3 enrollment attempts allowed
- Limits to how many units financial aid will cover



vs. Noncredit courses

- Certificates of Competency or Certificates of Completion
- Hour bearing (ex: 52 hours) no units
- No lecture or lab designation
- Grades can include “SP” indicating satisfactory progress which allows the student to continue the course until a grade is received
- Generates apportionment, but only CDCP courses qualify for enhanced funding = to credit course apportionment
- No enrollment fees (\$0 per hour)
- Repeatable, no limits on how many times students re-enroll

NONCREDIT COURSES: (Limited to these 10 categories)



Enhanced Funding - College Preparation and Career Development (CDCP) categories:

1. ESL
2. Elementary & Secondary Basic Skills (math/English)
3. Short-term vocational
4. Workforce Preparation

Requires a program of 2 or more courses for enhanced funding (equivalent to credit course funding)

Non-enhanced funding categories for noncredit:

1. Immigrant Education
2. Health and Safety
3. Substantial Disabilities
4. Parenting
5. Home Economics
6. Courses for Older Adults

The college receives less apportionment than for CDCP or credit courses



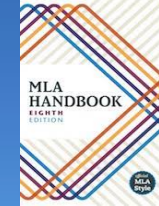
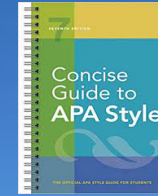
The Course Outline of Record

What is required in the Course Outline of Record (COR)?

- Course Number and Title
- Catalog Description
- Prerequisites, Corequisites, Advisories, Limitations on Enrollment
- Units
- Total Number of Hours in Each Instructional Category (Lecture/Lab)
- Outside of Class Hours
- Total Student Learning Hours (Contact Hours)
- Course Content
- Objectives
- Instructional Methodology

- Grading criteria (letter grade, P/NP)
- Methods of Evaluation & Assessment
- Reading, Writing, and Outside of Class Assignments (including Critical Thinking for Degree Applicable courses)
- Repeatability Options
- Justification of Need
- CCCCO Data Elements (e.g. TOP and SAM Codes, CB codes)
- Discipline Assignment(s)/Minimum Qualifications for instructors

Other items we include on our COR



- **Student Learning Outcomes (SLOs)** – Required by Accreditation (ACCJC Standard II.A.3)
- **Textbooks** – Establishes level of the course and guides instructors. Required for all transfer level courses and all C-ID courses so we require an appropriate text be listed for all courses. Cannot be older than 5 years.
- **Lab Manuals** – required for all transferable science courses by UC.
- **Distance Education** – We are required to have a DE addendum for any course offered online and it must be approved separately from the course on the agenda, so it is now included within the COR on CIM.
- **GE/Transfer/C-ID/articulation info** – this was added in CIM to help with tracking the process in an accessible location.

Coming soon, IDEAA in the COR

- **IDEAA = Inclusion, Diversity, Equity, Anti-Racism, and Accessibility**
- Fall 2021 ASCCC Resolution 9.01: Adding Culturally Responsive Curriculum, Equity Mindedness, and Anti-Racism to COR Requirements in Title 5 was passed.
- Revisions are being drafted by 5C, to be vetted in the field before going to BOG for public comment.
- 5C is currently considering adding IDEAA (Inclusion, Diversity, equity, anti-racism, and accessibility) to the standards of approval for all courses (not as a separate element, but rather a standard that could be integrated throughout different elements of COR as appropriate to discipline and course content.)

ASCCC to work with CCCCCO to provide resources, guidance, & multiple examples of how to infuse cultural responsiveness, equity mindedness, and anti-racism in the COR.



Examples of IDEAA in the COR

Where appropriate, consider explicitly including culturally responsive and anti-racist content:

- Is there an acknowledgement and discussion built into the course of major debates or disagreements within the field? If there is a racist or sexist history, don't gloss over it – discuss it openly.
- Are there opportunities built in for students to see themselves and their experiences represented, or to bring their authentic selves to the course through strategies like reflection or response?

- Consider language and terminology used: be cognizant of where the terms and topics reflect Eurocentric or colonizing views (for example, “Third World countries”)

- Move marginalized experiences of Black and Indigenous people to the center. **It is important not just to examine what is in the course, but what is left out.**

- Are there some authentic assessments, capturing more contextualized understanding?

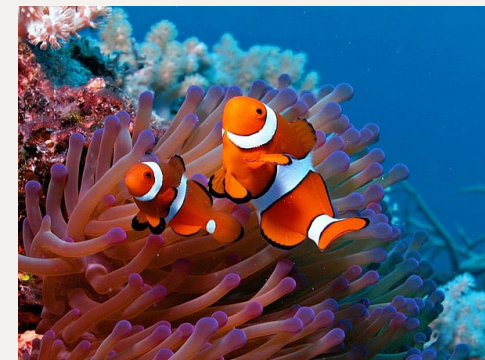
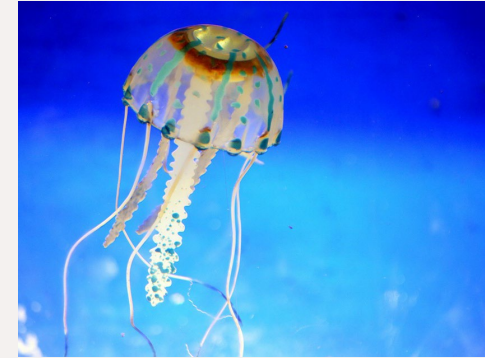
CORs should be Integrated

- Each element of the course outline reinforces the purpose of the other elements of the outline.
- There should be an obvious relationship between the objectives, the content, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives and SLOs.
- For each objective, you should be able to find where that skill or information was taught in the content
- Ideally the outline will also contain which assignments reinforced the objective/content, and where/how the mastery of the objective was evaluated



Course Descriptions

- Should be written as complete sentences as is Oxnard College's convention.
- Conveys a summary of the content of the course in a clear, concise way using current terminology.
- Every student should be able to read the description and understand what the course will cover and how it is relevant to them.
- Can describe for whom the course is intended but not limit potential audience.
- Shouldn't repeat articulation info. available within the larger catalog description (C-ID, GE, Transferability, prerequisites) or scheduling info.
- **Committee Checks:** All of the above.
- **IDEAA:** Where discipline-specific terminology is necessary, the course description defines or explains it through context.
- **IDEAA:** Use accessible and inclusive language.





The Basic Calculation for Units/Hours

- 48 to 54 total student learning hours = 1 unit of academic credit
- Why 48 – 54 Hours?
 - ❖ Standard Unit is based on 3 hours of work per week, over an entire semester.
 - ❖ 3 hours x 18 weeks = 54
 - ❖ 3 hours x 16 weeks = 48
 - ❖ 48 is the minimum required for 1 unit/54 the maximum
- VCCCD uses 17.5 week semester = 3 hours per week x 17.5 weeks = 52.5 hours for a semester course
- *Note: Hours recorded on the Course Outline of Record (COR) represent the maximum potential hours for a course. Actual hours for a given section vary based on calendars and scheduling but may not ever be below the 48 hours per unit (16 week) calculation because that is the minimum required by Title 5.*

Units and Hours:
This is the formula
the CCCCCO wants
us to use to
calculate how
many units a
course should be

1 semester units = 3 hours of study

- For Lecture courses, that is 1 hour in-class and 2 hours outside of class
- For Lab courses, that is 3 hours in-class and 0 outside of class

VCCCD has a 17.5 week semester

- 3 unit lecture course = 52.5 hours of in-class study per semester (3 hours per week x 17.5 weeks = 52.5)
- 3 unit lecture has 6 hours of outside of class study (3 hours in-class x 2 outside of class = 6) 6 hours outside of class per week x 17.5 = 105 hours outside of class

Lecture hours + Lab hours + homework hours (divide this by 52.5)
52.5

52.5 in-class hours + 0 lab hours + 105 outside of class hours
52.5

= **3 units**

Units and Hours

- **Committee Checks:** Units and Hours calculated correctly. Notes changes, especially increases in units, because these are substantive changes.
- **IDEAA:** Higher units and hours can slow student progress and have consequences for financial aid. Are course units/hours aligned with transfer institutions, industry standards, or model curricula?
- **IDEAA:** Are there noncredit options available (if appropriate)?



Types of Requisites

- **Prerequisite:** A requirement (typically another course) which must be completed prior to enrollment in a course and without which a student is highly unlikely to succeed.
- **Corequisite:** A corequisite is a course that must be taken during the same semester as another course. Some labs have the lecture as a corequisite and vice versa. Support courses in math & English are corequisites of the course they support.
- **Advisory** on Recommended Preparation: A condition of enrollment that a student is advised but not required to meet before or in conjunction with enrollment in a course or educational program. OC calls it "Advisory", VC & MC call it "Rec Prep."
- **Limitations on Enrollment:** an enrollment limitation beyond Prereqs/coreqs/advisories, that aren't courses, but instead are usually based on safety, skills, or external requirements. Examples are negative TB tests or chest Xray for people working in schools or food preparation, auditions, athletic tryouts, ability to perform physical skills (such as the swim distance/time required for Lifeguarding), etc. All limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.



Establishment of Prerequisites

- **Prerequisite or corequisites may only be established for the following purposes:**
 - 1) The prerequisite or corequisite is expressly required or authorized by **statute or regulation**, or expressly required by institutions for which the college has **transfer agreements**; or
 - 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; or
 - 3) The **corequisite** will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course for which the corequisite is being established and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or
 - 4) The prerequisite or corequisite is necessary to **protect the health and safety** of a student or the health and safety of others.



Requisite Scrutiny

Justification of requisites requires documentation:

- **Content Review:** All courses with requisites or advisories must document the requisite skills which have been established through content review in a **separate section of the course outline**. It should document that connection by showing how the skills achieved in the requisite course are fundamental to success for most students taking the receiving course. Faculty write entrance skills and then link the objectives from the requisite course to those entrance skills. Content review alone is used for establishing requisites within the same discipline.
- **Content Review with Statistical Validation:** Required for placing requisites from other disciplines. Consists of content review and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.
- **IDEAA:** Are there barriers to enrollment (such as prereqs, coreqs, advisories, limitations) that may have disproportionate impact on any students? Have limitations been validated?



The Prerequisite does not require scrutiny using content review or statistical validation if:



- (1) it is required by statute or regulation; or
- (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; (e.g. BIOL R120 for BIOL R120L) 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 (English) or computation skill (math) prerequisite.

Committee Checks: If a requisite is listed on the COR, is it allowable? (can we prove it?) Is it accurate? Is it a change? If so, what are the impacts? Are the entrance skills completed? Objectives listed? Justification correct and complete?

Objectives

The objectives are the primary components and skills leading to student achievement and the course's intended purpose.

"Upon successful completion of this course, the student will be able to..."

- Objectives begin with a verb
- Should be a manageable number, commonly no more than 20, and often fewer than 10 that are based on the major areas of content and most important skills a student should learn.
- Some of the Objectives for degree-applicable courses should reflect **critical thinking** (analyzing, synthesizing, evaluating information). See Bloom's taxonomy or other rubrics of critical thinking.
- **Committee Checks:** Objectives are written beginning with a verb, are connected to content, include some higher-level critical thinking if degree-applicable.
- **IDEAA:** a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories and/or discoveries in the field, particularly in light of systemic racism.



Student Learning Objectives (SLOs)

- **Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing course objectives.**
- **SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.**
- **SLOs synthesize the content and skills learned by completing some or all of the objectives.**
 - **Course objective:** Demonstrate proper breathing techniques and arm position for the backstroke.
 - **SLO:** Swim the backstroke for at least ten yards.
- **Committee Checks:** SLOs are measurable, there should be 3-5 SLOs on the average outline.
- **IDEAA:** A specific SLO, aligned to the course content, allows faculty to focus on these areas in assessment, and ensure that their students' learning includes equity and anti-racism.



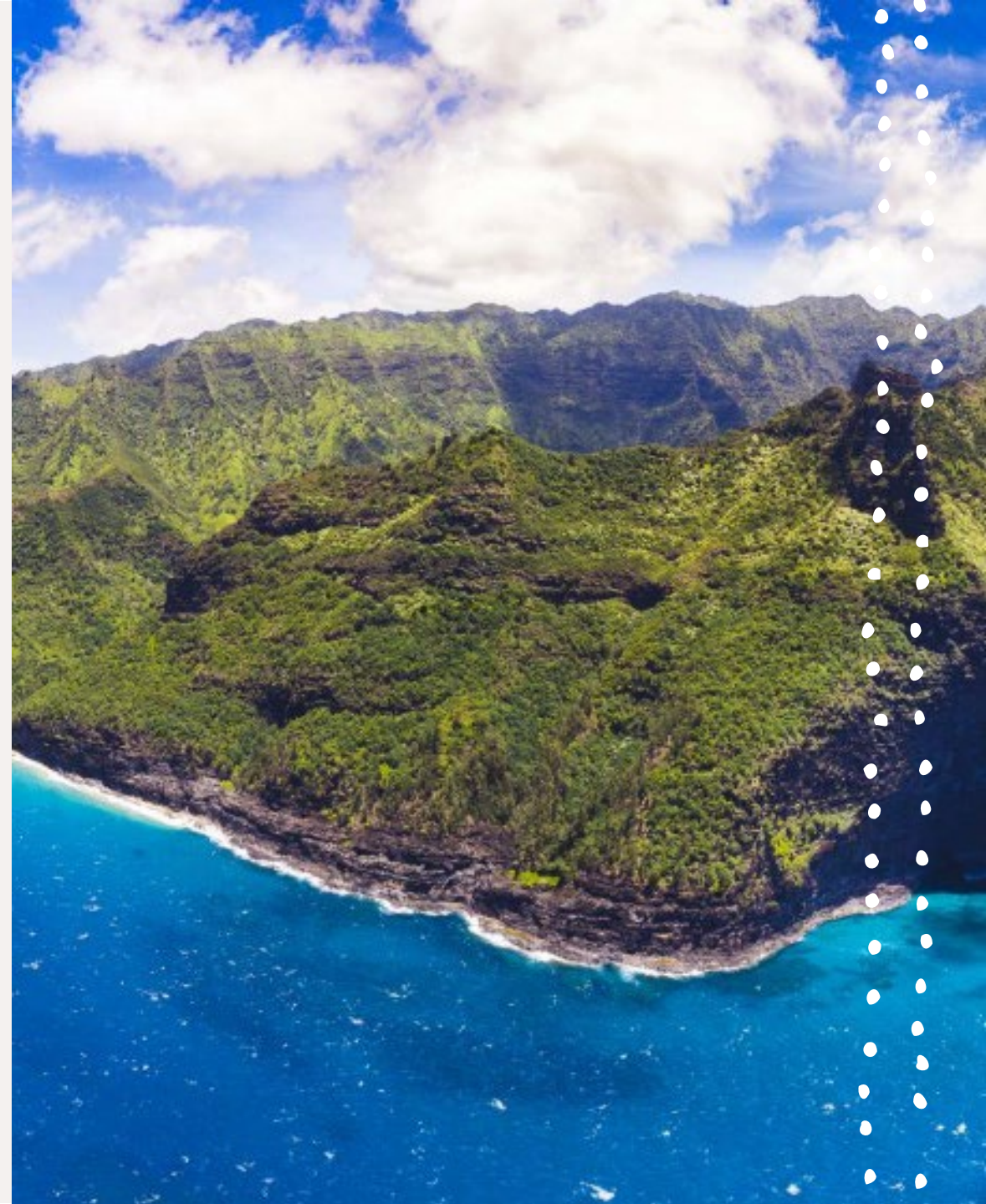
Course Content

- **Subject-based**
- **Major headings should be clearly relevant to the objectives**
- **Written with subheadings to expand on detail**
- **Should be detailed enough that what is/isn't covered is clear for the purposes of articulation**

I. Osteology

- Major bones of the human skeleton and the correct positions
- Composition and shape classes of bone
- Pathologies
- Skeletal differences between males and females
- Determining age from dental and skeletal cues
- Advantages and constraints of bipedalism

Committee Checks: Content reflects what is in objectives and course description. Is robust with sub-headings. Content aligns with C-ID if applicable.





Methods of Instruction

- Title 5 says the COR must "specify types or provide examples", but it doesn't have to be a comprehensive list. However, simply using a dropdown list does not fully meet Title 5 requirements.
- Methods should reflect integration with stated objectives and a likelihood that they will lead to students achieving those objectives.
- Describes what the instructor will be doing to facilitate learning
- Describes the activities students will be doing and experiences that lead to learning with respect to each other, the instructor, and their environment.
- **Committee checks:** are there specific examples that sound like Methods, not like objectives/SLOs etc.



Assignments

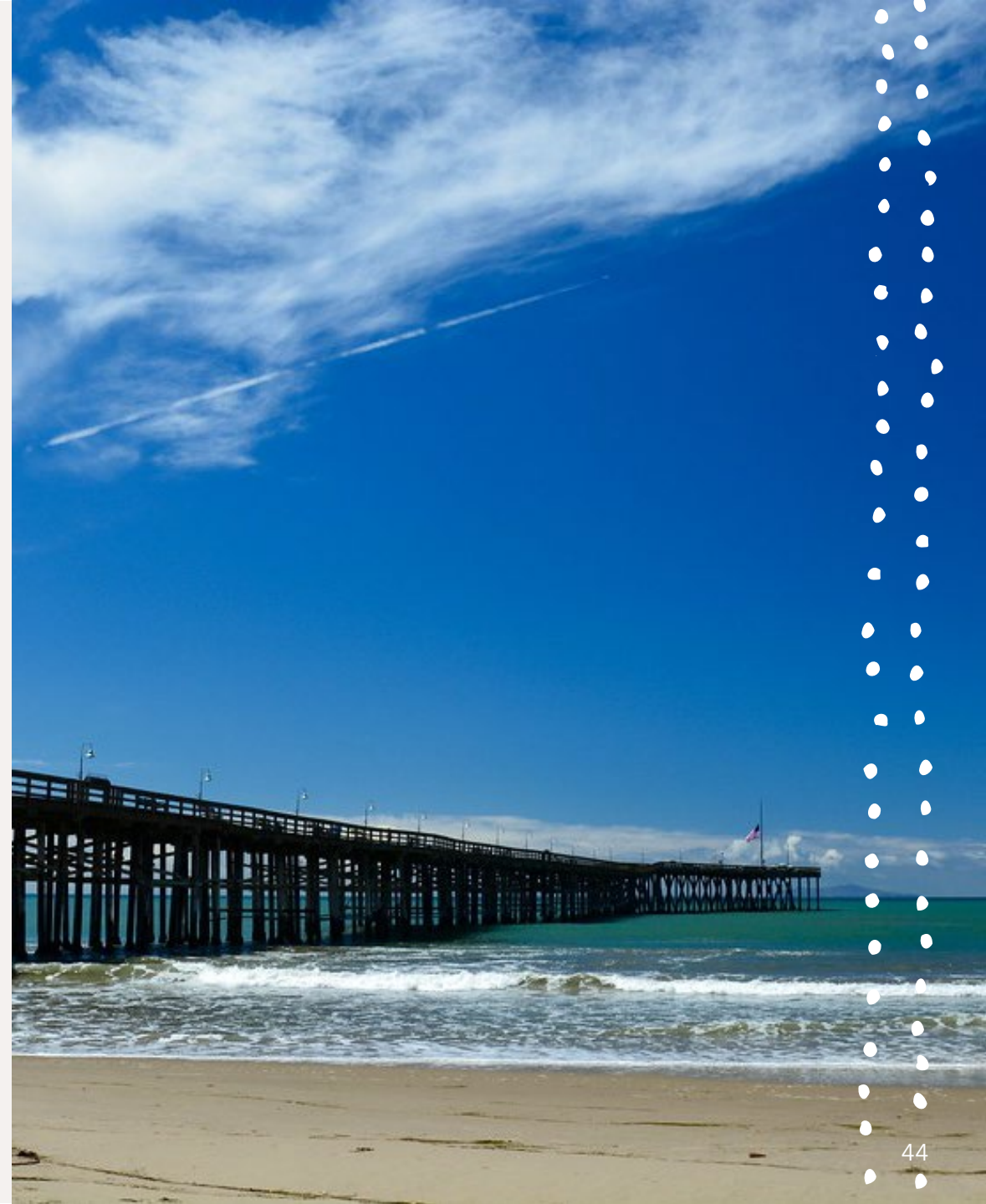
- Title 5 requires assignments in the COR must "specify types or provide examples", but it doesn't have to be a comprehensive list. However, .
- Assignments should reflect integration with stated course objectives and a likelihood that they will support students achieving those objectives and perform SLOs.
- Assignments used by an instructor for a section of a course are to be consistent with but not limited by the types and examples listed.
- Types & examples should be written to show the level of rigor for the course.
- Assignments are separated into Writing, Reading, Critical Thinking (required for degree applicable courses), Skills Demonstrations, Problem-Solving (for courses like math), and representative outside assignments (required for articulation)
- Outside Assignments should align with outside of class hours required for the course.
- **Committee checks:** Lecture courses must have outside of class assignments (labs can but don't have to), support objectives, critical thinking, specific examples

Methods of Evaluation

- Students must demonstrate that they have acquired the skills specified in the objectives and SLOs.
- Title 5 requires the COR to "specify types or provide examples" of Methods of Evaluation. This is not meant to be comprehensive. Title 5 also requires proficiency in degree applicable courses to be demonstrated "at least in part by essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations." CIM has faculty select from these 3 methods as appropriate.
- CIM allows faculty to choose from a drop-down menu of types of evaluation and when "other" is chosen, to list specific examples
- Methods of evaluation should be integrated with objectives and methods of instruction and demonstrate a likelihood that they will lead students to achieving those objectives. They must effectively assess students' mastery of critical thinking.

Committee Checks: methods are appropriate.

IDEAA: Do methods of evaluation account for different learning & communication styles?





Course Materials

Materials Fees: only allowed for materials that are of continuing value to the student outside of the classroom setting. Cannot include materials for administrative, class mgmt., etc.

Materials through license or access fee: student shall be provided options at time to purchase full access for varying periods of time ranging from length of class up to at least two years. Terms of the license/access must be provided in clear manner prior to purchase.

Textbooks: Current representative textbooks (no older than 5 years unless considered a "classic text" in that discipline) are required for articulation. Textbooks identify the "rigor" of a course.

Lab Manuals: Required for labs and science courses that include lab for articulation purposes.

COMMITTEE CHECKS: Do the textbooks or materials listed on the COR comply with these standards?

IDEAA: Do textbooks, manuals, or other materials include diverse representations in authorship and/or content? If not, what supplemental materials can be included?

IDEAA: Are materials ADA-accessible and 508-compliant?

IDEAA: Are they affordable? Are their OER alternatives?

Assigning Courses to Disciplines/Minimum Qualifications

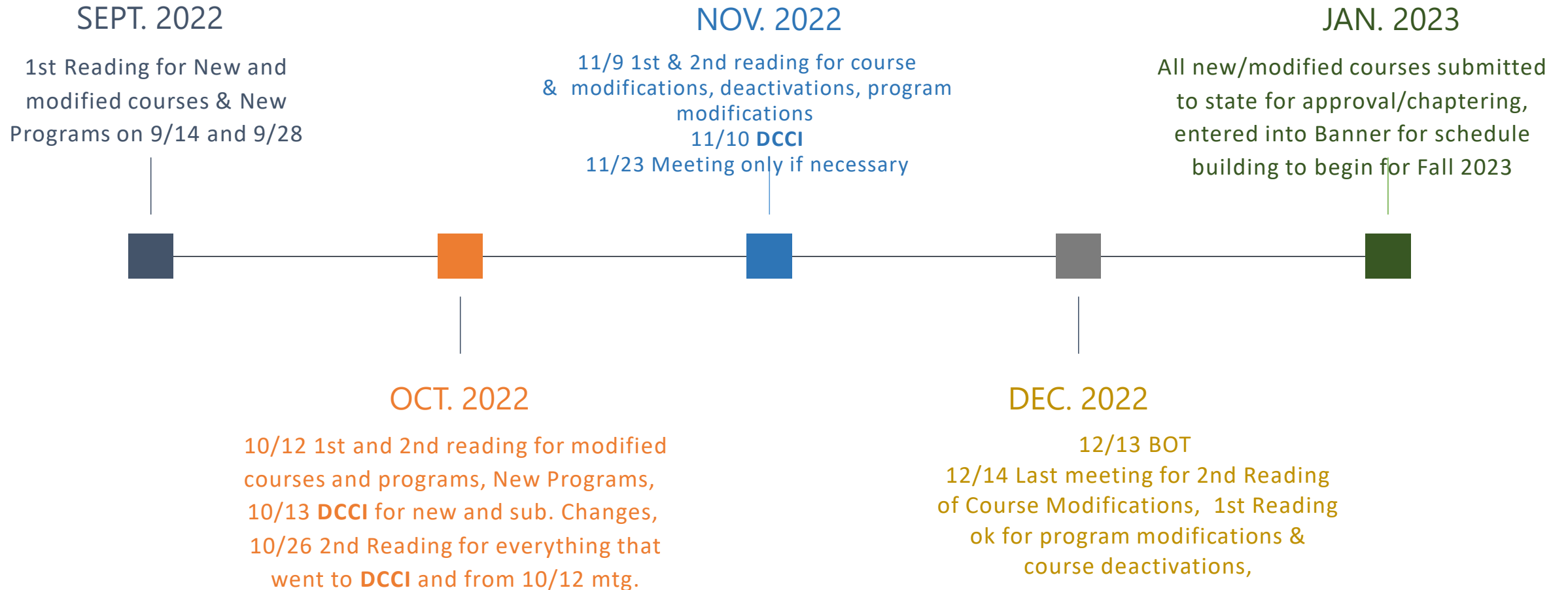
- Each course must be assigned to an appropriate discipline by the curriculum committee. Assigning Courses to Disciplines ensures that faculty with the appropriate expertise will teach the course.
- Assignable disciplines are listed in the publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.
- Generally a course is assigned to a single discipline, but can be assigned to multiple disciplines or listed in the interdisciplinary studies discipline which is the combination of two or more disciplines. Care should be taken to ensure that assignments aren't so restrictive as to eliminate qualified faculty and make it difficult to hire.
- **Faculty are hired in Disciplines by the district. They might possess additional degrees, but will be given assignments in the discipline they were hired in.** Disciplines are broad, like "Psychology." Minimum Qualifications are the degrees/credentials that faculty within those disciplines must possess.
- Noncredit minimum qualifications are established in Title 5 (53412)

Preparation for Curriculum Meetings

- Committee members will be assigned a section of the COR to review each meeting.
- Comments will be made in CIM. Please make it clear which section you are referring to and be specific about your edits/suggestions.
- If you have no edits, say something positive with the section reviewed included such as "SLOs reviewed. Good job!" Or "Objectives look good." This way we all know what was reviewed (and what may still need to be)
- Training on how to review each section of the COR will be posted in the Canvas class for the Curriculum Committee before you receive your first assignments.
- If you cannot make it to a meeting, please let Paris & Shannon know via email and ask another member to be your proxy (if you can) to ensure we have quorum for voting purposes.



TIMELINE FOR COURSES TO MAKE 2023-2024 CATALOG





Legislation Impacting Curriculum

Ethnic Studies graduation requirement added for all Associate Degrees - **Fall 2023**

IGETC Area 7 Ethnic Studies - **Fall 2023**

Addition of IDEEA to the COR in Title 5 - **Fall 2023?**

AB 1111 Common Course Numbering - **July 2024**

- **Will require changes to disciplines, numbers, titles, descriptions, content/objectives, etc.**

AB 928 CalGETC - **Fall 2025**

- **Will eliminate CSU GE area E & non-IGETC courses (?)**

Best Practices

- Encourage **restraint** of review and approval of new courses beginning Fall 2022 and until Fall 2024 or until concrete guidance is given by the CCCCCO.
- Limit **new** general education courses for CSU GE and/or IGETC to only those required for either
 - Ethnic Studies for area F
 - Math courses for CSU GE area B4 or IGETC area 2A
- Limit other **new** courses reviewed and approved to the following categories:
 - Noncredit
 - Career Technical Education (non-UC-transferable only)
 - Work Study/Internships
 - Directed/Independent Study
 - Learning Skills/EAC/DSPS
- Limit course **modifications** to the following:
 - Noncredit
 - Student Learning Outcomes (SLOs)
 - Distance Education (DE) addendums
 - Corrections to CB Codes
 - Career Technical Education (non- UC-transferable only)
 - Mandated changes
 - Changes required for C-ID in support of ADTs where those C-ID approvals are required



Best Practices

- Actively discourage changes to course disciplines and numbers or units, especially for courses in ADTs, courses for which there are existing C-ID descriptors, and courses that are common GE or transfer courses within the community college system.
- Focus instead on ensuring programs are current, compliant, and have complete required documentation in CIM and COCI.



Thank you

Stay tuned for Part II of the Training next meeting:

Programs, GE, and Transfer



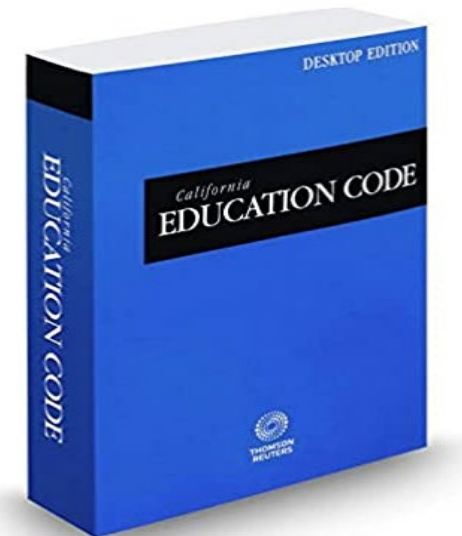
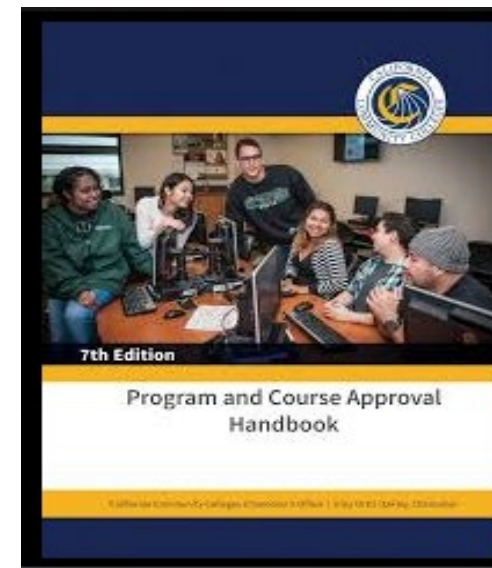


CURRICULUM COMMITTEE ANNUAL
TRAINING 2022-2023
PART II

By Shannon Davis

Development Criteria for Programs

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance



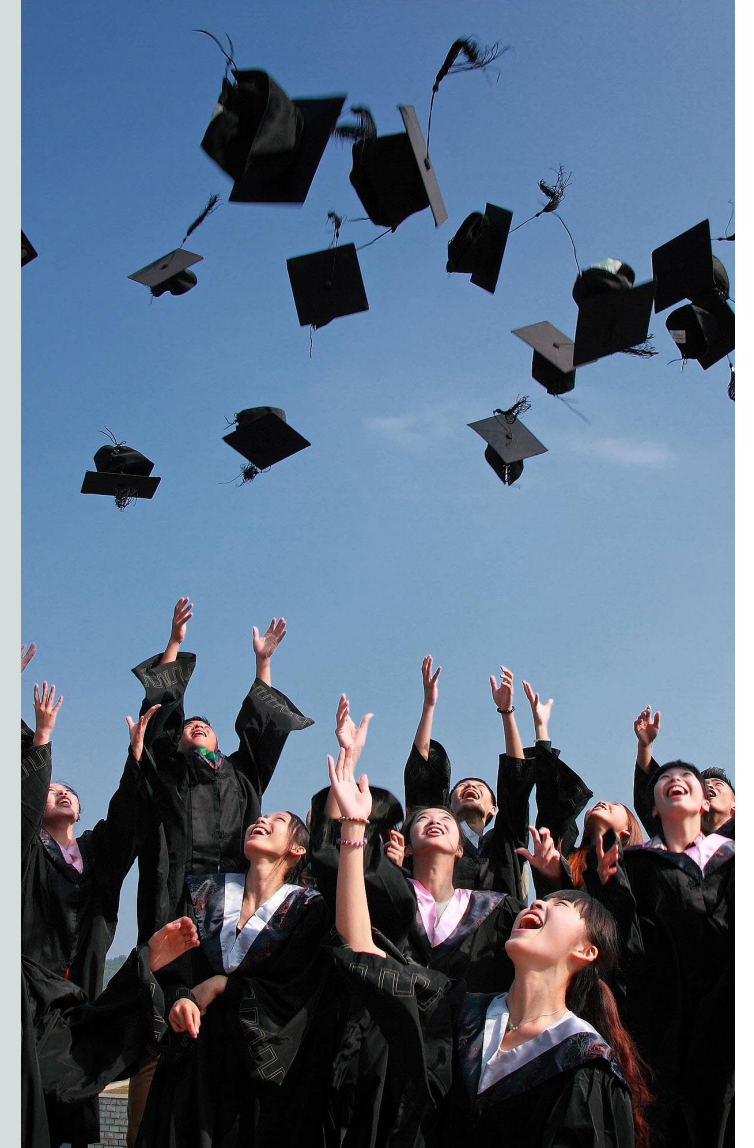
TYPES OF PROGRAMS

CREDIT-BASED

- Associate Degree for Transfer
- Associate Degree
- University of California Transfer Pathway (UCTP)
- Certificate of Achievement
- Proficiency Award

NON-CREDIT

- Certificate of Completion
- Certificate of Competency



Types of Degrees

GOAL: TRANSFER

- Associate Degree for Transfer (ADT)
 - Associate in Science for Transfer (AS-T)
 - Associate in Arts for Transfer (AA-T)
- University of California Transfer Pathway (UCTP)

GOAL: CAREER AND TECHNICAL EDUCATION

- Associate in Science

GOAL: LOCAL

- Associate in Arts
- Associate in Science





ALL ASSOCIATE DEGREES

- 60 units minimum
- 18 units minimum in a major (or area of emphasis)
- Grade of "C" or better or "P" in all courses in the major
- 2.0 cumulative GPA
- Completion of General Education
- 12 units min. at the college granting the degree
- Narrative
- Supporting Documentation Demonstrating Need



Narrative Requirements

- Program Goals and Objectives
- Catalog Description
- Program Requirements (including Prereqs, PSLOs, GE)
- Master Planning
- Enrollment and Completer Projections
- Place of Program in Curriculum/Similar Programs
- Similar Programs at Other Colleges in Service Area
- Transfer Preparation Information (if applicable)





REQUIREMENTS FOR AN ASSOCIATE DEGREE (AA/AS)

Career Technical Education (CTE)

- Local GE pattern and/or CSU GE, IGETC if courses are transferable
- Must include local graduation requirements (KIN activity/Health)
- Requires Advisory Committee input (meeting agendas & minutes)
- Requires current labor market data report & analysis from the Center of Excellence to support the program.
- New programs require recommendation by the regional consortia (SCCRC)

Local AA/AS

- Can use local GE pattern and/or can allow for CSU GE/IGETC depending on goals of the program
- Includes **Local graduation requirements** (KIN activity/Health)
- Designed either for
 - Transfer preparation
 - or
 - To meet community need
- Requires evidence/documentation of meeting transfer preparation or community need/support



ASSOCIATE IN SCIENCE DEGREES (A.S.) AT OC (IN CTE TOP CODES)

- Addictive Disorders Studies
- Addictive Disorders Studies in the Criminal Justice System
- Air Conditioning and Refrigeration
- Automotive Body and Fender Repair
- Automotive Technology
- Business Management
- Computer Networking and Information Technology
- Culinary Arts
- Dental Assisting
- Dental Hygiene
- Early Childhood Studies
- Film, Television, and Electronic Media Production
- Fire Technology
- Fire Company Officer
- Human Services
- Paralegal Studies
- Restaurant Management



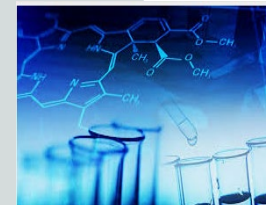
ASSOCIATE DEGREES (A.S./A.A) AT OC (WITH PROGRAM GOAL OF "LOCAL")

A.S. DEGREES

- Chemistry (will be replaced with UCTP)
- Coastal Environmental Studies
- Engineering
- Physics (will be replaced with UCTP)
- Pre-Health Professions

A.A. DEGREES

- Art: Two-Dimensional Studio
- Chemistry
- Chicana/o Studies
- Deaf Studies
- Economics
- General Studies
- Philosophy
- Political Science
- Sociology



REQUIREMENTS FOR AN ASSOCIATE DEGREE FOR TRANSFER

- Must align with the structure of the TMC (Transfer Model Curriculum) and be submitted on the current Chancellor's Office template
- Courses must have either C-ID approval or articulation with CSU as specified on the TMC and Chancellor's Office template
- 60 semester units (no more, no less)
- Minimum of 18 semester units in major or area of emphasis
- Must use CSU GE or IGETC for the GE (not local GE)
- May need to include transferable electives to reach the 60 unit minimum
- No local graduation requirements may be added (KIN activity/Health/)



TMC TEMPLATE FOR ASSOCIATE DEGREE FOR TRANSFER (ADT)

Associate in Science in Physics for Transfer Degree College Name: Oxnard College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU IGETC	
REQUIRED CORE: (24 units)						
Calculus-Based Physics for Scientists and Engineers: ABC (12)	PHYS 200S					
OR						
Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS R131	Physics for Scientists and Engineers 1	5	B1, B3	5A, 5C
Calculus-Based Physics for Scientists and Engineers: B (4)	PHYS 210	PHYS R132	Physics for Scientists and Engineers 2	5	B1, B3	5A, 5C
Calculus-Based Physics for Scientists and Engineers: C (4)	PHYS 215	PHYS R133	Physics for Scientists and Engineers 3	5	B1, B3	5A, 5C
Select 1 of 2 options						
Option 1: (12 units)						
Single Variable Calculus I – Early Transcendentals (4)	MATH 210	MATH R120	Calculus with Analytic Geometry I	5	B4,	2A
OR						
Single Variable Calculus I – Late Transcendentals (4)	MATH 211					
Single Variable Calculus II – Early Transcendentals (4)	MATH 220	MATH R121	Calculus with Analytic Geometry II	5	B4	2A
OR						
Single Variable Calculus II – Late Transcendentals (4)	MATH 221					
Multivariable Calculus (4)	MATH 230	MATH R122	Calculus with Analytic Geometry III	5	B4	2A
OR						
Option 2: (12 units)						
Single Variable Calculus Sequence (8)	MATH 900S					
Multivariable Calculus (4)	MATH 230					
Total Units for the Major:	24	Total Units for the Major:		30		

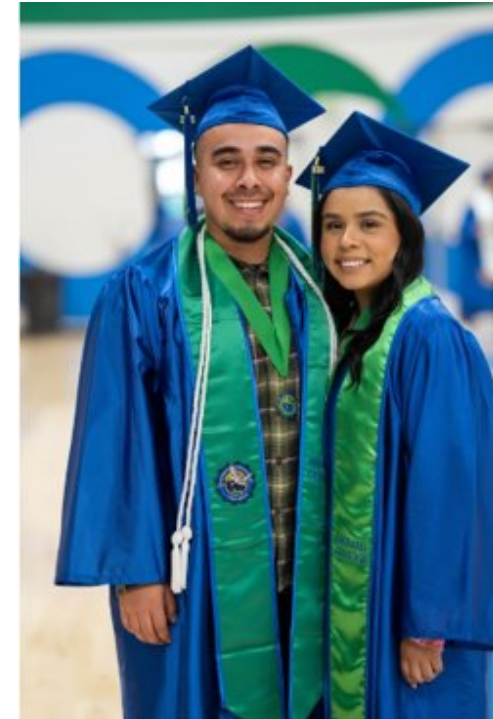


31 ADTS OFFERED AT OC

- Anthropology (AA-T)
- Art History (AA-T)
- Biology (AS-T)
- Business Administration 2.0 (AS-T)
- Child & Adolescent Development (AA-T)
- Communication Studies (AA-T)
- Early Childhood Education (AS-T)
- Economics (AA-T)
- Elementary Teacher Education (AA-T)
- English (AA-T)
- Environmental Science (AS-T)
- Film, Television, & Electronic Media (AS-T)
- Geology (AS-T)
- Geography (AA-T)
- Global Studies (AA-T)
- History (AA-T)
- Hospitality Management (AS-T)
- Kinesiology (AA-T)
- Law, Public Policy, and Society (AA-T)
- Mathematics (AS-T)
- Nutrition and Dietetics (AS-T)
- Philosophy (AA-T)
- Physics (AS-T)
- Political Science (AA-T)
- Psychology (AA-T)
- Public Health Science (AS-T)
- Sociology (AA-T)
- Social Justice Studies (AA-T)
- Social Justice Studies - Chicana/o Studies (AA-T)
- Spanish (AA-T)
- Studio Arts (AA-T)

Benefits of the Associate Degree for Transfer (ADT)

1. Single prep for CSUs that accept TMC as "similar"
2. GPA Bump (.10 in admissions)
3. Guaranteed Admission with junior standing
4. Redirection of Application
5. Guaranteed Graduation in 60 units
6. Opportunity to participate in California Promise Program (participating CSUs/majors only)



UNIVERSITY OF CALIFORNIA TRANSFER PATTERN (UCTP)

- Complete units in major preparation, as prescribed on the UCTP Template.
- Complete IGETC* courses in the following areas, as prescribed on the UCTP Template.
 - Area 1A Freshman Composition (3 units)
 - Area 1B Critical Thinking (3 units)
 - Area 3 Arts and Humanities (3 units)
 - Area 4 Social and Behavioral Science (3 units)
 - Area 5B Biological Science (4 units)
 - Area 6 Language other than English (0-4 units)
- Meet the specified requirements as stated in the **Transfer Agreement Guarantee (TAG)** for the available school.
- Obtain a **cumulative minimum grade point average (GPA) of 3.5 in the major**. Students that earn less than 3.5 GPA (UC transferable) still meet the associate degree graduation requirement but will not receive the guaranteed admission into a UC.
- **Obtain a grade of “C” or better or “P” in all courses required in the major**. Even though a "pass-no-pass" is allowed (Title 5 § 55063), it is highly recommended that students complete their major courses with a letter grade due to unit limitations on “P/NP” courses by the UC system.
- Complete a minimum of 12 units in residence at the college granting the degree.

*NOTE: This degree allows for the deferment of IGETC courses, including two courses in Area 3 (Arts and Humanities) and two courses in area 4 (Social Science). These deferred IGETC requirements are to be completed at the UC, after transfer.



TYPES OF CERTIFICATES

CREDIT-BASED

Certificate of Achievement (COA): 16+ units

Low-unit Certificate of Achievement: 8 – 15.5 units

Proficiency Award: 1 - 15.5 units

NON-CREDIT

- Certificate of Completion
- Certificate of Competency



REQUIREMENTS FOR A CERTIFICATE OF ACHIEVEMENT

- Only allowed in 3 categories:
 - CTE (must be in a CTE TOP code)
 - Transfer (CSU GE or IGETC only)
 - Local
- COAs in CTE Require
 - Narrative
 - Current LMI report from Center of Excellence
 - Advisory Committee recommendation/approval, meeting agenda, minutes, membership list
 - Recommendation by South Central Coast Regional Consortia (SCCRC) prior to submission to the state
- Requires grade of "C" or better or "P" in all courses
- Requires cumulative GPA of 2.0 in all COA-applicable courses
- Minimum of 16 semester units required to be eligible for Federal financial aid
- Must be approved by the Chancellor's Office
- Must be noted on the transcript when completed
- Consists only of major courses, no GE, no other competency or graduation requirements
- Not allowed: COAs consisting of only basic skills or ESL



CERTIFICATES OF ACHIEVEMENT

- Addictive Disorders Studies
- Addictive Disorders Studies in the Criminal Justice System
- Advanced Skills for Addiction Treatment Counselors
- Air Conditioning and Refrigeration
- American Sign Language
- Automotive Technology
- Automotive Air Conditioning Service
- Automotive Brake Systems
- Automotive Emissions Systems
- Automotive Engine Performance
- Automotive Service Advising
- Automotive Steering and Suspension
- Automotive Transmission and Driveline
- Business Management
- Computer Networking and Information Technology
- CSU GE-Breadth
- Culinary Arts
- Cybersecurity
- Dental Assisting
- Early Childhood Studies
- Early Childhood Studies – Associate Teacher
- Emergency Medical Technician
- Film, Television, & Electronic Media Production
- Fire Fighter I/II Academy
- Fire Company Officer
- Human Services
- Legal Secretary
- Paralegal Studies
- Restaurant Management

REQUIREMENTS FOR A PROFICIENCY AWARD

- **Must be:**
 - Consistent with the District Colleges' mission
 - Meet a demonstrated need that leads to employability
 - Feasible
- **PAs in CTE Require**
 - Narrative
 - Documentation supporting need and labor market info. and analysis
- Requires grade of "C" or better or "P" in all Proficiency Award applicable courses
- Requires cumulative GPA of 2.0 in all COA-applicable courses
- 15.5 semester units or fewer
- Locally Approved by the Board of Trustees, NOT approved by the Chancellor's Office
- Cannot be noted on the transcript when completed
- Not eligible for financial aid
- Not included in CCC funding formula
- Consists only of major courses, no GE, no other competency or graduation requirements



NONCREDIT PROGRAMS

CERTIFICATE OF COMPLETION

- Automotive Body and Fender Repair
- Auto Body Painting and Refinishing
- Automotive Graphics
- Business Information Worker QuickStart
- Emergency Medical Technician
- QuickBooks

CERTIFICATE OF COMPETENCY

- English as a Second Language Level 1
- English as a Second Language Level 2
- English as a Second Language Level 3



How Often do Programs require review, revision, and resubmission to the CCCCCO?

ADT: Minimum of every 5 years OR if there is an update to the TMC

CTE (all programs in CTE TOP codes including AS, COA, ADT): every 2 years

Local AA/AS: every 5 years

Noncredit: every 5 years

Noncredit short-term vocational: every 2 years

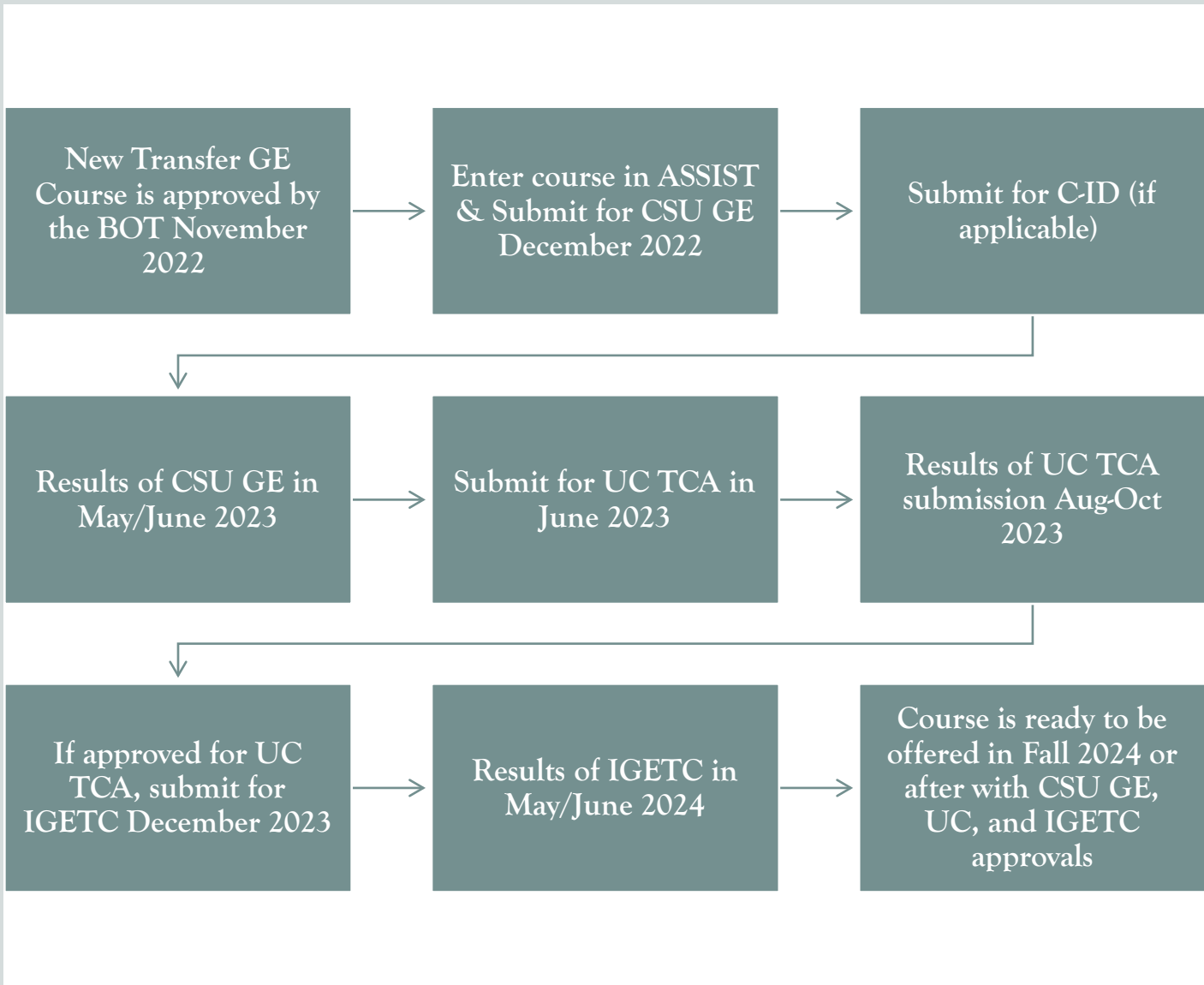
- All programs must be updated/resubmitted when any courses included in the program is new, deactivated, or modified, including any changes to course identifier (discipline/number) and title
- CCCCCO must **re-approve** all ADTs, noncredit short-term vocational (wait is up to 90 days)



TRANSFER COURSES

- CSU baccalaureate level status determined by OC faculty
- UC transferability determined by the University of California Office of the President (UCOP)
- Courses must be submitted for CSU GE-Breadth and IGETC inclusion
- Courses must be submitted for C-ID approval
- Courses must be articulated with each CSU & UC campus individually, on a course-by-course basis, often by major

GE TRANSFER COURSE APPROVAL TIMELINE





THANK YOU

*Please feel free to direct questions
to:*

Shannon Davis

*Faculty Curriculum Co-Chair
2022-2023*

sdavis@vccd.edu