

CURRICULUM USER HANDBOOK

for

CURRICULUM DEVELOPMENT and APPROVAL

A Guide to the Curriculum Process

July 2013

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INTRODUCTION

The Curriculum User Handbook

The **Curriculum User Handbook** is designed to assist faculty and staff who are responsible for processing curriculum proposals. This handbook is a comprehensive look at the curriculum process at OCC. The purpose of the handbook is to make sense out of the careful and detailed work reflected in the various steps and stages of curriculum development and the subsequent curriculum review process.

The **Curriculum User Handbook** is updated periodically by the College Curriculum Committee in conjunction with the College Registrar. Additional information concerning development of curriculum proposals is available from the Campus Curriculum Committee Chairperson, the College wide Academic Dean's Offices and the College Registrar's Office at District Office.

The **Curriculum User Handbook** is written in eight self-contained sections, one for each typical curriculum proposal. These sections (curriculum proposal types) are as follows:

1. **Minor Course Revisions** are defined as editorial changes to existing courses. Such revisions include changes in terminology, description, or clarification as well as changes in course title or General Education outcome, prerequisite(s), or minimal content. Reactivation of inactive courses, with discipline approval, is also treated as a minor course revision.
2. **Major Course Revisions** are defined as changes that revise existing courses. Such revisions include changes in the number of course credit hours, contact hours, or course content. In addition, courses that are intended to be added or removed from the General Education Distribution List are required to follow the major course revision process.
3. **New Courses** are defined as courses not previously offered or listed in the college catalog and are required to follow the course proposal process. In addition, new courses that are intended to be added to the General Education Distribution List are required to follow the new course proposal process.
4. **General Education Distribution and Outcomes (see page 10).**
5. **Minor Program Revisions** are defined as editorial changes to existing degree or certificate programs that do not change curriculum content and focus. They typically pertain to program name changes, program description revisions and prerequisite or co-requisite modifications.
6. **Major Degree/Program Revisions** are defined as proposals that dramatically revise existing degree or certificate programs. Examples include increasing or decreasing the total number of required credits, changing graduation requirements, redefining major course requirements, and redirecting the focus/content of the program. Any revision that changes requirements to enter into, progress through, or graduate from a program is a major revision.
7. **New Program/New Program Options** are defined as entirely new programs, new program options, or reactivating inactive programs (degree or certificate).
8. **Restricted Programs Contracted with Corporations** are defined as contractual agreements between the College and an employer, solely for the company's employees and tailored to fulfill educational training requirements.

NOTE: ALL THE ABOVE ARE SUBJECT TO CAMPUS & COLLEGE CIC COMMITTEE APPROVAL.

Curriculum Calendar

The College Curriculum/Instruction Committee generally meets at least once a month from September to June on Mondays, at District Office, in the Board Room, 3:00 – 4:30 p.m. During the month of February, the committee meets weekly if there are sufficient agenda items. The College Academic Senate generally meets at rotating campus locations, from 3:15 p.m. – 5:00 pm., on the fourth Thursday during the academic year.

The catalog deadline for accepting curriculum changes is the March Academic Senate meeting. Proposals should be submitted to the College Curriculum/Instruction Committee by the catalog change deadline date indicated on the meeting schedule and on the College Curriculum/Instruction Committee website on InfoMart. To ensure placement on the College Curriculum/Instruction Committee agenda, the originator must submit an electronic file of the proposal by e-mail to the College Curriculum/Instruction Committee recording secretary.

The originator is also required to bring the original documents with necessary signatures to the meeting and submit them to the recording secretary before the meeting begins. If approved by the committee, the recording secretary will prepare the documents for submission to the College Academic Senate.

Curriculum Development Process

The curriculum development process progresses through the following phases:

1. Proposal Origination

Curriculum proposals usually originate with faculty and academic departments. The college wide Academic Dean and Campus Curriculum Committee provide overall guidance to the Originator (see checklist page). Consultation and support is also available through research and development services provided by the College. This network of services includes assistance with instructional design, library resources, instructional media development, further content research, core competencies, student outcomes assessment methodologies, and subject matter expertise.

2. Validation

Where appropriate, originators validate the content of proposals by such activities as:

- a. Obtaining department and discipline support (see page 7).
- b. For new programs, incorporating findings of the Academic Procedural Policy
- c. Conducting college-wide balloting
- d. Soliciting Advisory Committee input
- e. Obtaining support of the college wide Academic Dean

3. Approval

The formal approval process is as follows:

- a. Campus Curriculum Committee / signed by Chair
- b. College wide Academic Dean
- c. Associate Vice Chancellor of Academic and Student Affairs
- d. College Curriculum Committee / signed by Chair
 - Minor Course Revisions require one reading
 - Major Course Revisions require first and second readings
 - New Courses require first and second readings
 - Minor Program Revisions require first and second readings
 - Major Program Revisions require first and second readings, with a 5-day electronic notice to the voting members of the College Academic Senate for inclusion on the senate consent agenda.
 - New Programs/New Program Options (including Certificate & Certificate of Achievement Programs) require first and second readings, with a 5-day electronic notice to the voting members of the College Academic Senate for inclusion on the senate consent agenda.

- Contracts with Corporations require first and second readings with a 5-day electronic notice to the voting members of the College Academic Senate for inclusion on the senate consent agenda.
- e. College Academic Senate / signed by Chair
- f. Vice Chancellor of Academic and Student Affairs

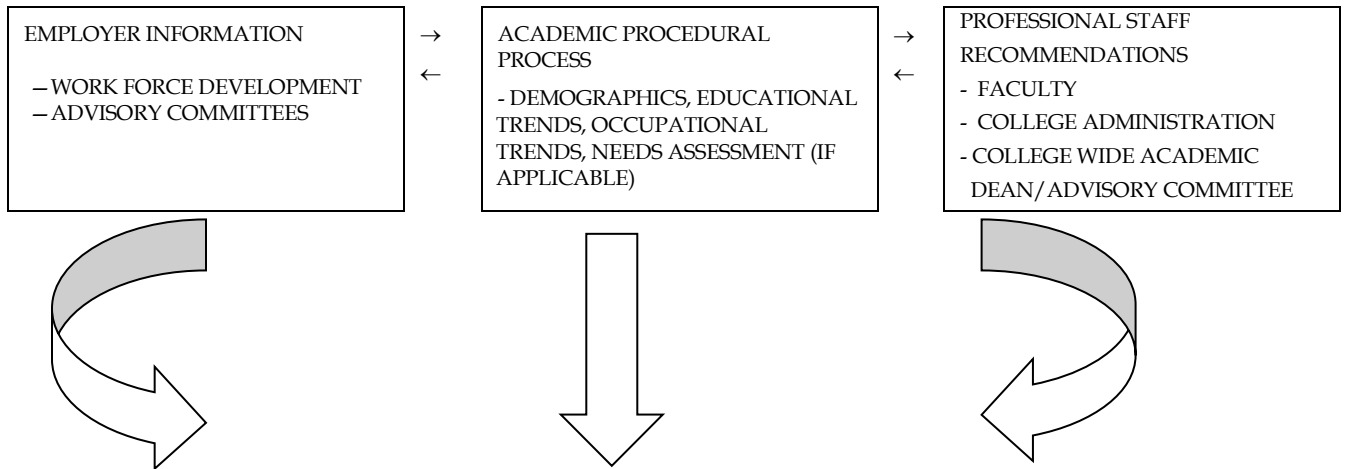
NOTE: If the proposal is not approved, written notification must be sent from the Vice Chancellor to the Originator, the Campus Curriculum Committee Chairperson, the college wide Academic Dean, the Associate Vice Chancellor, the College Curriculum Committee Chairperson, the College Academic Senate Chairperson, the Registrar, and the College Curriculum Committee Recording Secretary.

4. Implementation

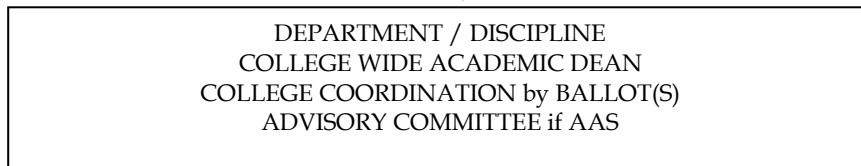
Once approved, the program or course is implemented through budgeting, staffing, space allocation and documentation.

CURRICULUM DEVELOPMENT PROCESS

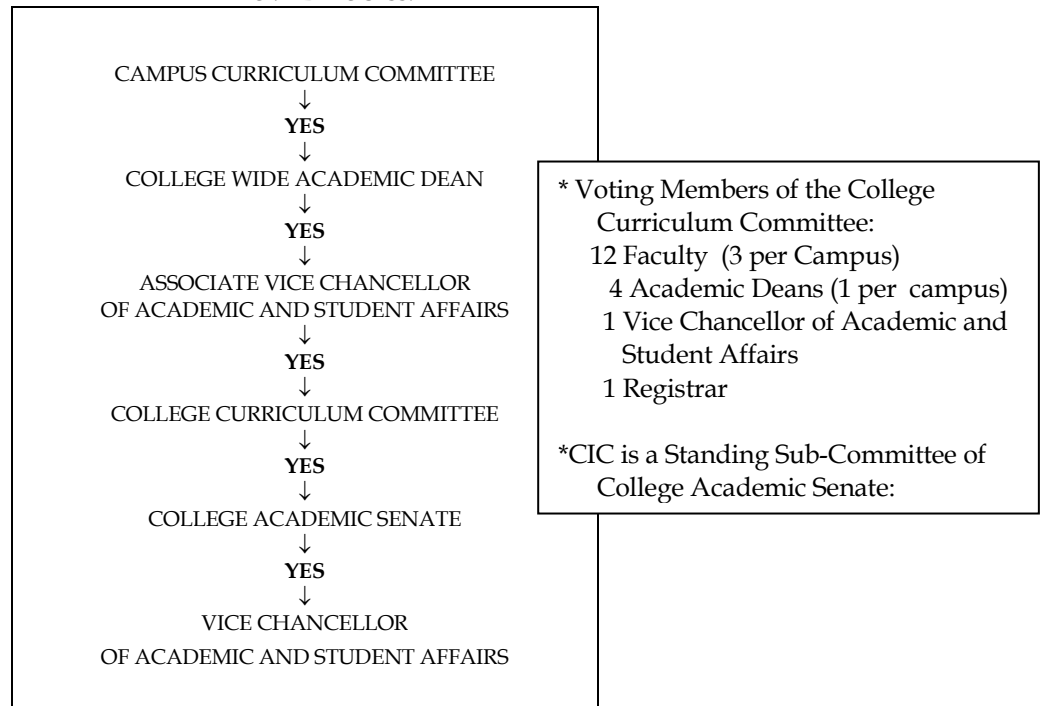
ORIGINATION:



VALIDATION:



APPROVAL PROCESS:



* Voting Members of the College Curriculum Committee:
 12 Faculty (3 per Campus)
 4 Academic Deans (1 per campus)
 1 Vice Chancellor of Academic and Student Affairs
 1 Registrar

*CIC is a Standing Sub-Committee of College Academic Senate:

IMPLEMENTATION:



Responsibilities of Individuals and Committees in the Curriculum Development Process

The curriculum development process involves faculty and administrative staff as well as various committees. The roles and responsibilities that these individuals and committees play in the curriculum development process are described below.

Originator

Process is the same whether a new program, new course, major or minor revision

- a. Cooperates with the department/ discipline in developing content for courses/ programs.
- b. Consults with the College wide Academic Dean.
- c. Initiates college coordination by ballot (or re-balloting, if necessary) for courses/ programs.
- d. Contacts Campus Curriculum Chair.
- e. Is responsible for all appropriate forms with signatures.

College wide Academic Dean

- a. Provides necessary forms and/or related instructions concerning the development of the curriculum process.
- b. Provides feedback concerning the merits and feasibility of the curriculum proposal.
- c. Consults, if necessary, with the cabinet of deans college-wide concerning implications of the curriculum for other instructional units within the college.
- d. Provides support services and guidance to the originator for the development of supporting materials.
- e. Instructs the originator on further consultation steps with College Registrar or other faculty/ staff college-wide.
- f. Attends Campus Curriculum Committee meetings when their discipline has proposals on the agenda.
- g. Evaluates cost effectiveness.
- h. Ensures balloting is complete and reflects entire discipline as well as current status of proposal.

The Academic Procedural Policy (See Appendix A)

1. An administrative process used by Academic Administrators to assist faculty in acquiring appropriate information to make decisions concerning programs and curriculum proposals.
2. Develops target marketing and provides appropriate informational support to the development of curricula and instructional delivery systems in accordance with the process developed by the College Curriculum/Instruction Committee.

Campus Curriculum Committee

- a. Reviews courses/ programs.
- b. Makes sure all forms are complete and all start-up processes have been followed. Ensures that entire discipline and affected programs/ discipline have been balloted.
- c. Endorses proposals or puts in writing reasons for non-endorsement to the Associate Vice Chancellor.
- d. Instructs originator on future steps.
- e. Informs campus Academic Senate of curriculum action.
- f. Signed approval by Campus Curriculum Chairperson.

Associate Vice Chancellor of Academic and Student Affairs

- a. Identifies budget organization.
- b. Reviews appropriate forms indicating proposals.

- c. Establishes Advisory Committee (ASA Programs).
- d. Signs approval.

College Curriculum/ Instruction Committee

- a. Receives proposals for review, acts on them, and recommends major proposals to College Academic Senate Council via the 5-Day Notice sent electronically by e-mail. Reports other actions to the College Academic Senate Council on Consent Agenda.
- b. Designs master forms on course/program proposals.
- c. Investigates issues related to curriculum development and instruction and makes recommendations to College Academic Senate Council.
- d. Forms ad hoc sub-committees to investigate and issue recommendations on curriculum, as needed.

College Academic Senate Council

- a. At every meeting, receives approved curriculum proposals from College Curriculum/ Instruction Committee Chair.
- b. Approves Consent Agenda.
- c. Has the right to move any curriculum item to the agenda for discussion.
- d. Has the right to send curriculum proposals back to a committee, deny proposals or modify by amendment.

(Note: New programs, new program options, and major program revisions are distributed by e-mail to College Academic Senate Council members no less than five (5) business days before the meeting at which they are to be considered.)

Vice Chancellor of Academic and Student Affairs approval/rejection

- a. Approves/rejects curriculum proposals after Academic Senate approval.
- b. If the proposal is not approved, written notification is sent from the Vice Chancellor to the Originator, the Campus Curriculum Committee Chairperson, the College wide Academic Dean, the Associate Vice Chancellor, the College Curriculum Committee Chairperson, the College Academic Senate Chairperson, the Registrar, and the College Curriculum Committee Recording Secretary.

Chancellor's Cabinet Review

When necessary, reviews new programs, new courses, and major revisions to programs and courses.

COURSE PROPOSALS

PROCESS

The College Curriculum Committee uses electronic forms for all proposals. These forms are found on InfoMart under the *Forms & Publications* tab. There is a link for the *College Curriculum* folder which contains all of the necessary forms. Proposals must be submitted on the current forms. Administrators and members of various committees involved in the curriculum approval process should be considered as resources by the originator.

Proposals for course revisions require the completion of the **Course Proposal Form, OCC-63E, shown on pages 26-28**. This form, prepared by the originator in consultation with the Academic Dean, Discipline, Department, and Campus Curriculum Committee, enables the College Curriculum Committee to determine the appropriateness of the proposed course revision. The College Curriculum Committee will also determine subsequent balloting requirements. Upon presentation to the College Curriculum Committee, a decision will be made as to the disposition of the proposal. Proposals that do not receive College Curriculum Committee approval may be appealed to the College Academic Senate Council.

MINOR COURSE REVISIONS

Minor Course Revisions are defined as editorial changes to existing courses. Such revisions include changes in terminology, description, or clarification as well as changes in course title or General Education outcome, prerequisite(s), or minimal content. Reactivation of an inactive course, with discipline approval, is also treated as a minor course revision.

MAJOR COURSE REVISIONS

Major Course Revisions are defined as changes that revise existing courses. Such revisions include changes in the number of course credit hours, contact hours, or course content. In addition, courses that are intended to be added or removed from the General Education Distribution List are required to follow the major course revision process.

NEW COURSES

New Courses are defined as courses not previously offered or listed in the college catalog and are required to follow the course proposal process. In addition, new courses that are intended to be added to the General Education Distribution List are required to follow the new course proposal process.

GENERAL EDUCATION

Definition

Courses that are being proposed for an Outcome addition require the completion of the **General Education Outcome Information Form OCC 63L** (pages 22-23). Courses being proposed for an addition to or removal from the General Education Distribution List require the completion of the **General Education Distribution List Inclusion Form OCC 63K** (pages 24-25). All General Education proposals also require a **Course Proposal Form OCC 63E** (pages 26-28). The definition of General Education at Oakland Community College is:

"General Education experiences are those which facilitate the development of a broadly educated person - one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge. If education is viewed as a life-long process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the application of the materials of instruction in such a manner as to have relevant understandings based on facts rather than on unsupported, preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others, and with nature. In order to provide a broad exposure in the General Education experience, students are encouraged to involve themselves in factual, creative, and intuitive discovery in various fields. It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an Associate Degree has experienced the General Education component as embodied in the requirements of each Associate Degree program at OCC."

General Education Requirements and Outcomes

To earn an associate degree at OCC, students must complete a defined number of general education credits from the General Education Distribution List. The required number of credits in each category (Communication/English, Fine Arts/Humanities, Mathematics/Science, Physical Education, Social Science, Written Communication, American Government – POL 1510) is dependent upon the degree type (AAS, ABA, AGS, ALA, ASC). The General Education Distribution List is a set of courses which expose the student to a variety of disciplines and provides a broad exposure to the General Education experience.

The General Education Outcomes listed below will introduce educational experiences that will encourage students in the following areas:

- **#1 – Critical Thinking**
- **#2 – Effective Communication**
- **#3 – Global Understanding and Responsibility**
- **#4 – Information Literacy**
- **#5 – Personal Development**
- **#6 – Social Responsibility**
- **#7 – Quantitative Literacy**
- **# 8 – Scientific Literacy**
- **# 9 – Aesthetic Awareness**

The GE Outcomes were derived from the college faculty's rigorous research reviews in the following

areas: knowledge and skills desired by employers for college graduates; knowledge and skills necessary for success in the most common adult roles of citizen, worker, and family member; to trends in other colleges and universities.

PROGRAM/DEGREE PROPOSALS

The Process

In order to assist the originator through the process of developing a program proposal, a **Program/Degree Proposal Checklist OCC 63B** is provided in Appendix C, page 31. The checklist highlights each step in the process. Originators should use this checklist in order to avoid unnecessary delays. Originators are advised to solicit the opinion of their colleagues.

Proposals for programs require the completion of the **Program Proposal Form OCC 63A, example on pages 29-30**, which is reviewed by the College Curriculum/Instruction Committee. This form, prepared by the originator in consultation with the college wide Academic Dean, the Discipline, the Department, and the Campus Curriculum Committee, enable the College Curriculum/Instruction Committee to determine the appropriateness of the proposed revision. The College Curriculum/Instruction Committee will also determine subsequent balloting requirements. Upon final presentation to the College Curriculum/Instruction Committee, a decision will be made as to the disposition of the proposal. **Proposals that do not receive College Curriculum/Instruction Committee approval may be appealed directly to the College Academic Senate Council.**

Program proposals may be supported by advisory committee input and they follow the formal approval process from the Campus Curriculum Committee through the Vice Chancellor of Academic and Student Affairs approval and are subject to the same appeal limits.

MINOR PROGRAM REVISIONS

Minor Program Revisions are defined as editorial changes to existing degree or certificate programs that do not change curriculum content and focus. They typically pertain to program name changes, program description revisions and prerequisite or co-requisite modifications.

MAJOR PROGRAM/DEGREE REVISIONS

Major Degree/Program Revisions are defined as proposals that dramatically revise existing degree or certificate programs. Examples include increasing or decreasing the total number of required credits, changing graduation requirements, redefining major course requirements, and redirecting the focus/content of the program. Any revision that changes requirements to enter into, progress through or graduate from a program is a major revision.

NEW PROGRAM/NEW PROGRAM OPTION

New Program or New Program Option proposals include new programs, new program options, or reactivation of inactive programs (degree or certificate, Certificates of Achievement).

RESTRICTED PROGRAMS CONTRACTED WITH CORPORATIONS

Proposals for Contract with Corporations are defined as contractual agreements between the College and

an employer solely for the company's employees and tailored to fulfill educational training requirements.

NOTE: Tailored or restricted courses which result in OCC transcript credit must be reviewed through the normal College curriculum process (refer to new course proposal process, page 9)

Appendix A

Academic Procedural Policy

Administrative Process for
Curriculum Planning

&

Decision-Making Process
New Programs

Academic Procedural Policy
Curriculum Planning and Decision-Making - Process for New Programs
November 7, 2012

Academic Administration will adhere to the following procedural steps when considering the development of new programs and in certain cases may be applied to new curriculum and revising existing programs and disciplines. This process is designed to optimize the long term viability of the curriculum and is intended to provide consistency in the curriculum development process.

Step 1: Initiation

Proposal identified by discipline or administration and brought to the college wide Academic Dean for consideration. The proposal must thoroughly address all issues within the "Proposal Overview" document (page 16).

- a. If deemed viable the college wide Academic Dean will lodge the proposal along with the "Proposal Overview" document on the Dean's Cabinet agenda for review and disposition.
- b. If proposal is not supported the Academic Dean notifies the originator in writing of the decision and the rationale for that decision.

Step 2: First Level Approval

Dean's Cabinet considers potential efficacy of the proposal based on information presented in the Proposal Overview document.

- a. If supported by Deans' Cabinet the college wide Academic Dean and originator meet with the Executive Director of Curriculum and Student Learning to initiate a needs analysis.
- b. If not supported by the Dean's Cabinet the college wide Academic Dean notifies the initiator in writing of the decision and the rationale for that decision.

Step 3: Needs Analysis

The originator, college wide Academic Dean, Associate Vice Chancellor of Academic and Student Affairs and Executive Director of Curriculum and Student Learning work collaboratively to determine efficacy of initial proposal by following the established needs analysis process.

- a. If needs analysis demonstrates positive viability of the proposal initial support of the Vice Chancellor of Academic and Student Affairs is sought.
- b. If needs analysis indicates lack of efficacy further investigation is terminated. The college wide Academic Dean notifies the originator in writing of the decision and the rationale for that decision.

Step 4: Second Level Approval

The college wide Academic Dean, the Associate Vice Chancellor of Academic and Student Affairs, the Executive Director of Curriculum and Student Learning along with the Vice Chancellor of Academic and Student Affairs determines whether to move forward with the proposal based on needs analysis recommendations. The Vice Chancellor of Academic and Student Affairs will inform other Chancellor's Cabinet members of the decision, seek their feedback and provide them with an expected timeline if approved.

- a. If supported, originator is informed and provided the expected timeline. Originator begins the Curriculum and Instruction Committee approval process.
- b. If not supported, the originator is notified by the college wide Academic Dean in writing of the decision and the rationale for that decision.

Step 5: College Senate Approval

Originator follows the curriculum approval process as outlined in the Curriculum Handbook.

- a. If approved by the College Academic Senate the proposal goes to Academic Administration for approval.
- b. If not supported, the process terminates

Step 6: Academic Administration Approval

The proposal goes to the Vice Chancellor of Academic and Student Affairs for final approval.

- a. If approved by all parties the proposal moves to implementation.
- b. If not approved the originator and Senate are notified by the Vice Chancellor of Academic and Student Affairs of the decision and the rationale for that decision.

Step 7: Implementation

The college wide Academic Dean posts release time/supplemental contract for program development.

- a. The curriculum is developed in accordance with the pre-established timeline.
- b. Program begins once all criteria (curriculum, facilities, staffing, etc.) are met.

Proposal Overview

Curriculum Planning and Decision-Making - Process for New Programs

1. Originator name:
2. Proposed curriculum title:
3. Proposed catalog description
4. Describe how the concept of this curriculum proposal evolved.
5. Explain how the academic content of the proposed program is appropriate for a public two-year community college in our service region.
6. To what extent can the curriculum be offered based on current resources, or will additional resources be needed?
7. To what extent are members of the discipline in support of this proposal?

Appendix B

ADVISORY COMMITTEE GUIDELINES

OAKLAND COMMUNITY COLLEGE
GUIDELINES FOR THE UTILIZATION OF ADVISORY COMMITTEES

INTRODUCTION

Oakland Community College will utilize Advisory Committees for occupational programs or program areas and for other programs or activities in order to receive the most current input for the benefit of quality educational efforts, productive student learning and service to the community. Operation may be governed by State or other regulatory agencies.

These committees will generally serve one occupational area, program or activity. The committees will assist in the work of planning, developing, evaluating and/or revising new and existing programs. All recommendations emanating from these committees will be advisory only to the appropriate college wide Academic Dean and the Associate Vice Chancellor of Academic and Student Affairs.

Committees will be established to provide input on a college-wide basis. Where a program is limited to one campus, e.g. Dental Hygiene-Highland Lakes, the Advisory Committee will generally concern itself with program functions as they relate to that campus.

Subcommittees of a given committee may be established for the purpose of dealing with a specific occupation within a broad area. An example would be the Associate Degree Nursing Program within Health Sciences.

Membership

1. No more than two (2) educators which represent the local intermediate school district and who are knowledgeable of the program area of activity.
2. One current student in the case of on-going programs or activities.
3. One former student in the case of established programs or activities.
4. No more than three (3) representatives of community interests, including persons familiar with the special needs of the population to be served.
5. In the case of the Occupational Program Advisory Committees, at least three (3) people knowledgeable in the specialized occupational area representative of management and/or labor, and representative of a broad geographical base within the service area.

Purpose and Function

An Advisory Committee's purpose is to advise the appropriate college administrators responsible for program oversight in the area(s) for which the committee was established. Functions of Advisory Committees may include but not be limited to:

1. Occupational Surveys. Advisory Committees should advise on the types of offerings required to satisfy the preparatory as well as the continuing education needs of individuals of the community. An occupational survey can supplement this knowledge. Advisory members can help identify the type of data to be gathered. They can also be instrumental in gaining public support that would result in a favorable community reaction.
2. Course Content. Another concern of the committee should be the establishment of practices that will keep instruction practical and functional. Committees should take an active part in helping to develop learning objectives since most members have the essential specialized knowledge of the work.
3. Placement of Students. Committee members can assist in the placement of students by employing interns and graduates and recommending the employment of interns and graduates to other firms in the industry.
4. Public Information. Public understanding of the educational programs at the school hinges upon the flow of positive information emanating from the school. The Advisory Committee can assist with the understanding of purposes and functions of the educational programs.
5. Equipment Selection. Committee members can offer professional advice concerning the selection of instructional equipment. Their experience in their area of specialization is extremely valuable when equipment specifications are being prepared.
6. Evaluation of Program. There should be a continuous evaluation of the instructional program. The committee's suggestions for improvement will represent the opinion of the community and will enable the college to maintain a curriculum at a level of instruction practical for the needs of the industry. Equipment and course outlines should be reviewed periodically by the committee to keep them up to date and functional.
7. Community Resources. Committee members can be excellent sources in utilizing and obtaining community resources. They may serve as consultants for classroom teachers and resource persons for classroom instruction.
8. Member Input. All committee members are selected for their specialized knowledge and are expected to participate as individuals, not as representatives of any special interest group.

Membership Rotation

Some method of revising membership should be devised at the time the committee is organized. Procedure should be established in regard to the number of consecutive terms that may be served by committee members.

Staff Support

The person responsible for the program will serve as a liaison to the Advisory Committee., and will ensure the following:

1. Record, maintain and distribute minutes of every meeting to each member of the committee, and to any other relevant college administrators.
2. Be responsible for notifying members of the meeting date, time and place.
3. Provide all members with an agenda and issues to come before the committee prior to the meeting -- preferably one week in advance.

Meetings

There is no set rule for the number of meetings to be held each year or whether meetings should be scheduled at regular intervals or called as necessary. However, recommendations are to:

1. Familiarize the committee members with the types of input to be sought and solicit their advice and assistance.
2. Acquaint committee members with the purpose, duties and role of the committee.
3. Plan Advisory Committee meetings for specific purposes.
4. Schedule of meetings should be determined based on existing problems and important matters for consideration. Regular meetings should be held at least twice annually.

Appendix C

SAMPLE FORMS

(See Forms & Publications on InfoMart for fillable electronic forms)



OAKLAND COMMUNITY COLLEGE

**Ballot
College Curriculum**

OCC 63C 10/13

All curricular changes require balloting before approval of a course or program. Ballots should be sent to each faculty member in the discipline from which the course is originating and to all members of related programs and disciplines college wide. In the event the course contains instruction similar to that offered by another discipline, those faculty members teaching the subject on each campus and respective department chairperson should also receive a ballot (i.e. social science chair and history faculty). For additional information, please contact the College Curriculum Committee Chairperson. Please complete a separate ballot for each course or program proposal.

Date Sent _____

Sent To _____

Course Proposed _____ – _____ OR Program Proposed _____ • _____ • _____

Ballot Date _____ Response Deadline _____

Section I
Nature of Proposal
 Approve Disapprove Abstention

Section II Support (*applies to new course proposals only*)
Online/Hybrid offering option for sections if course is approved
 Approve Disapprove Abstention
Comments:

Section II Approval
General Education Outcome Addition (*if applicable*)
 Approve Disapprove Abstention
Comments:

Section II Approval
General Education Distribution List Inclusion (*if applicable*)
 Approve Disapprove Abstention
Comments:

Print Name _____ Signature _____ Date _____

Return To _____

GENERAL EDUCATION OUTCOME INFORMATION FORM OCC 63L (Page 1 of 2)



OAKLAND COMMUNITY COLLEGE

**General Education
Outcome Information**

OCC 63L 10/13
p. 1 of 2

Please use a separate form for each General Education Outcome selected.

Course Code: _____ – _____

Course Title: _____ GE Outcomes

1. List at least three learning objectives for this outcome in the course.

2. List at least three learning activities intended to develop the outcome learning objectives in the course.

3. List at least three assessment approaches for the outcome approved by the discipline for use in the course.

GENERAL EDUCATION OUTCOME INFORMATION FORM OCC 63L (Page 2 of 2)

**General Education
Outcome Information**

OCC 63L 10/13
p. 2 of 2

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum/Instruction Committee for action.

Originator

Date

Campus Curriculum Committee Chair

Date

Academic Dean

Date

Associate Vice Chancellor of Academic and Student Affairs

Date

CURRICULUM APPROVALS

College Curriculum Committee Chair

Date

College Academic Senate Chair

Date

Vice Chancellor of Academic and Student Affairs

Date

The Registrar hereby acknowledges receiving this curriculum change for inclusion into the Master Course Table and for final housing in the Office of the Registrar.

Registrar

Date

Upon approval and Vice Chancellor signature, please forward the approved course outline to the Manager of College Publications for the next printed version of the college catalog.

GENERAL EDUCATION DISTRIBUTION LIST INCLUSION FORM OCC 63K (Page 1 of 2)



OAKLAND COMMUNITY COLLEGE

**General Education
Distribution Inclusion Application**

OCC 63K 10/13
p. 1 of 2

Request for Course Inclusion

1. Distribution list category where the course is to appear; please select up to two options:

2. List reasons that make this course eligible for inclusion on the General Education Distribution List.

GENERAL EDUCATION DISTRIBUTION LIST INCLUSION FORM OCC 63K (Page 2 of 2)

**General Education
Distribution Inclusion Application**

OCC 63K 10/13
p. 2 of 2

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum/Instruction Committee for action.

_____ Originator	_____ Date
_____ Campus Curriculum Committee Chair	_____ Date
_____ Academic Dean	_____ Date
_____ Associate Vice Chancellor of Academic and Student Affairs	_____ Date

CURRICULUM APPROVALS

_____ College Curriculum Committee Chair	_____ Date
_____ College Academic Senate Chair	_____ Date
_____ Vice Chancellor of Academic and Student Affairs	_____ Date

The Registrar hereby acknowledges receiving this curriculum change for inclusion into the Master Course Table and for final housing in the Office of the Registrar.

_____ Registrar	_____ Date
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Upon approval and Vice Chancellor signature, please forward the approved course outline to the Manager of College Publications for the next printed version of the college catalog.

COURSE PROPOSAL FORM OCC 63E (Page 1 of 3)



OAKLAND COMMUNITY COLLEGE

Course Proposal Form

OCC 63E 10/13
p. 1 of 3

1. Course Code (e.g. ACC-1800): Current _____ – _____ Number of credits: _____
 Proposed _____ – _____ Number of credits: _____

2. Course Title: Current _____
 Proposed _____

3. Course Short Title (Maximum 30 Characters, including spaces):

4. Type of Proposal:
 Minor Course Revision Major Course Revision New Course Reactivated Course

5a. Current course description as it appears in catalog.	5b. Proposed course description as it will appear in catalog.
Course Code _____ – _____ Credits _____	Course Code _____ – _____ Credits _____
Full Course Title:	Full Course Title:
Equivalent:	Equivalent:
Prerequisite:	Prerequisite:
Corequisite:	Corequisite:
Description:	Description:
GE Outcomes:	GE Outcomes:

6. If relevant, explicitly state the intended student learning objectives for the proposed course. Highlight student performance goals, e.g. reading, writing, speaking, listening and critical thinking objectives and goals.

7. Proposed Course Contact Hours/Instructional Method
 _____ Lecture (1:1) _____ Co-Op (3:1) _____ Independent Study (3:1)
 _____ Lab (2:1) _____ Internship/Externship (3:1)
 _____ Clinical (3:1) _____ Field Project (3:1)

8. Group Classification:
 30 Students (All UG Courses) 20 Students (DEV Courses)

COURSE PROPOSAL FORM OCC 63E (Page 2 of 3)

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Course Proposal Form

-
9. Any course prerequisite/co-requisite changes? Yes No
a. If yes, Current _____
Proposed _____
b. Justification for pre-requisite/co-requisite changes _____
10. Is this course an equate course (*synonym course, refer to "Key Terms" page 33 in Curriculum User Handbook*)
 Yes No If yes, course _____
11. Is there a course fee? Yes No If yes, what is the proposed fee? \$ _____
(NOTE: Modification of course fees for active courses requires Deans' Cabinet approval)
12. Are you proposing a General Education Outcome to this course? Yes No
If yes, please select outcome(s) and attach form OCC 63L:
 Critical Thinking Effective Communication Global Understanding and Responsibility
 Information Literacy Personal Development Social Responsibility
 Quantitative Literacy Scientific Literacy Aesthetic Awareness
13. Are you proposing a General Education Distribution List Inclusion for this course? Yes No
If yes, please select category and attach form OCC 63K:
 Communication/English Fine Arts/Humanities Mathematics/Science
Lab Science: Yes No
 Physical Education Social Science Written Communication
14. What is the projected # of sections of this course each term?
 Fall _____ Winter _____ Summer _____
15. Target date for the first course offering? Term _____ Year _____
16. Results of college-wide balloting (*attach printed ballots to original*)
Yes: _____ No: _____ Abstain: _____ No Response: _____ Total Mailed: _____
Please list departments/disciplines that were:
a. Balloted:

b. Notified:

COURSE PROPOSAL FORM OCC 63E (Page 3 of 3)

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Course Proposal Form

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum/Instruction Committee for action.

Originator

Date

Campus Curriculum Committee Chair

Date

Academic Dean

Date

Associate Vice Chancellor of Academic and Student Affairs

Date

CURRICULUM APPROVALS

College Curriculum Committee Chair

Date

College Academic Senate Chair

Date

Vice Chancellor of Academic and Student Affairs

Date

The Registrar hereby acknowledges receiving this curriculum change for inclusion into the Master Course Table and for final housing in the Office of the Registrar.

Registrar

Date

Upon approval and Vice Chancellor signature, please forward the approved course outline to the Manager of College Publications for the next printed version of the college catalog.

PROGRAM/DEGREE PROPOSAL FORM OCC 63A (Page 1 of 2)



OAKLAND COMMUNITY COLLEGE

Program/Degree Proposal Form

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1. Program Code: Current _____ • _____ • _____
Proposed _____ • _____ • _____

2. Program Title: Current _____
Proposed _____

3. Type of Proposal: Minor Revision Major Revision New

4. Type of program: Degree Degree Option Certificate Certificate of Achievement

5. Total Number of Credits: _____ Current _____ Proposed (Including required General Education courses)

6. Provide a copy of the description of this program with introductory descriptive paragraphs as it should appear in the college catalog following current catalog standards.

- A. Proposed (Attach as a MS Word document)
- B. Current (Attach as a MS Word document)

7. Provide a written justification for any program entry requirements.

8. Include information or input from the process for new program planning or an advisory committee.
(Attach separate documentation if necessary)

9. If this is a new proposal, is it related to or similar to any active or inactive OCC degrees/programs?

Yes No If yes, please specify _____

10. Target date for first offering? Term _____ Year _____

11. What are the anticipated costs and revenues that this proposal will incur?

Cost/Revenue	Annual Amount
Personnel (including faculty and staff support)	\$
Cost of facilities (space, equipment and other capital items)	\$
On-going costs (software upgrades, training, supplies, etc.)	\$
Revenue (annual student credit hours times current per credit tuition rate)	\$

12. Results of college-wide balloting (attach printed ballots to original)

Yes: _____ No: _____ Abstain: _____ No Response: _____ Total Mailed: _____

PROGRAM/DEGREE PROPOSAL FORM OCC 63A (Page 2 of 2)

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Program/Degree Proposal Form

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum/Instruction Committee for action.

_____ Originator	_____ Date
_____ Campus Curriculum Committee Chair	_____ Date
_____ Academic Dean	_____ Date
_____ Associate Vice Chancellor of Academic and Student Affairs	_____ Date

CURRICULUM APPROVALS

_____ College Curriculum Committee Chair	_____ Date
_____ College Academic Senate Chair	_____ Date
_____ Vice Chancellor of Academic and Student Affairs	_____ Date

The Registrar hereby acknowledges receiving this curriculum change for inclusion into the Master Course Table and for final housing in the Office of the Registrar.

_____ Registrar	_____ Date
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Upon approval and Vice Chancellor signature, please forward the approved course outline to the Manager of College Publications for the next printed version of the college catalog.

PROGRAM/DEGREE PROPOSAL CHECKLIST OCC 63B



OAKLAND COMMUNITY COLLEGE

Program/Degree Proposal Checklist

OCC 63B 9/13

This form is to be used for: Minor Program Revisions, Major Program Revisions, New Programs, New Program Options, Degree Revisions, Certificate Programs, Certificates of Achievement, and Restricted Corporate Credit Programs

This checklist will assist the Originator in avoiding any unnecessary delays as the proposal moves through the curriculum development process. Items on this checklist are not necessarily in sequential order and will differ from proposal to proposal depending on the unique circumstances of each.

- Consult with appropriate Academic Dean for input and process for new program
- Consult with Registrar for appropriate program code
- Complete the program/degree proposal form
- Lodge with Campus Curriculum Committee for input/approval
- Incorporate appropriate revisions based on balloting and input from colleagues
- Lodge program proposal along with new or revised courses on College Curriculum/Instruction Committee agenda
- Obtain College Curriculum/Instruction Committee input/approval
- Carry out recommendations of the College Curriculum/Instruction Committee, if necessary
- Attend College Academic Senate meeting for Senate vote

Key Terms

Balloting: A process of college wide voting for a curriculum proposal among faculty within a department or similar academic discipline. A separate ballot is needed for each proposal. Example: If a new course is being proposed and that course is being added to an existing program, two separate proposals and ballots are needed. One for the new course, and a second for the program revision.

Contact Hours: The credit hour is equivalent to 15 lecture hours of instruction. The lecture hour presumes that the student will do a minimum of two hours of outside study in conjunction with each hour spent in the classroom lecture. Generally, two lab hours convert to one credit hour. The conversion ratio of lab hour to credit hour is based upon the student functioning in a laboratory, shop setting, or studio where an instructor is on hand and provides direct supervision of the laboratory, shop or studio activities. The activities of clinical, intern/extern, and co-op generally convert on a basis of three contact hours to one credit hour. The conversion ratio is based upon activities that are unique to each program or course, and are to be defined in the proposal.

Co-requisite: A course that is required to be taken simultaneously with another course.

Course Long Title: The full course title which appears in the college catalog. No limit on characters and spaces.

Course Short Title: An abbreviated course title that contains a maximum of 30 characters and spaces. This title appears in the schedule of classes, transcripts, student schedules, and registration statements.

Equate Courses: An equate course exists when two or more courses have the same, or essentially the same, catalog description and course content. To be an equate course, the college agrees that equate courses will be used interchangeably to meet course prerequisite and program requirements. Courses identified to be equated courses will be treated as repeats within the student records system and academic programs. Equate courses must be within one credit of each other. An equate course cannot combine content or credits of two or more courses. Courses used to take the place of currently required courses in a program that are not similar in content should be considered replacements or substitutions and not equate courses.

General Education: General Education experiences are those that facilitate the development of a broadly educated person, one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge. If education is viewed as a life-long process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the application of the materials of instruction in such a manner as to have relevant understandings based on facts rather than on unsupported, preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others, and with nature. In order to provide a broad exposure in the General Education experience, students are encouraged to involve themselves in factual, creative, and intuitive discovery in various fields. It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an Associate Degree has experienced the General Education component as embodied in the requirements of each Associate Degree program at OCC.

Major Course Revisions: Changes that revise existing courses. Such revisions include changes in the number of course credit hours, contact hours, or course content. In addition, courses that are intended to be added or removed from the General Education Distribution List are required to follow the major course revision process.

Major Degree/Program Revisions: Proposals that dramatically revise existing degree or certificate programs. Examples include increasing or decreasing the total number of required credits, changing graduation requirements, redefining major course requirements, and redirecting the focus/content of the program. Any revision that changes requirements to enter into, progress through or graduate from a program is a major revision.

Minor Course Revisions: Editorial changes to existing courses. Such revisions include changes in terminology, description, or clarification as well as changes in course title or General Education outcome, prerequisite(s), or minimal content. Reactivation of inactive courses, with discipline approval, is also treated as a minor course revision.

Minor Program Revisions: Editorial changes to existing degree or certificate programs that do not change curriculum content and focus. They typically pertain to program name changes, program description revisions and prerequisite or co-requisite modifications.

New Courses: Courses not previously offered or listed in the college catalog.

New Program/New Program Options: Entirely new programs, new program options, or reactivating inactive programs (degree or certificate).

Notification: A formal communication sent by the originator of a curriculum proposal to other departments, disciplines or program coordinators that may be impacted or affected by the proposal, but are not otherwise required to be balloted.

Pre-requisite: A course that is required to be taken prior to registering in a subsequent course.

Restricted Programs Contracted with Corporations: Programs developed through contractual agreements between the college and an employer solely for the company's employees and tailored to fulfill educational training requirements as requested. These specially packaged degree programs would be offered by contractual agreement only to a specific business or industry. The company would select, jointly with the appropriate department(s), existing courses from the college catalog.