

Curriculum Guide
Oklahoma City Community College
2018-2019



OKLAHOMA CITY COMMUNITY COLLEGE

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SECTION 1: PROPOSAL STANDARDS

Oklahoma City Community College offers three types of program credentials: the Associate in Arts and Associate in Science, the Associate in Applied Science, and the Certificate of Mastery. In addition, Oklahoma City Community College offers specific courses in these programs. Proposals regarding programs and courses require certain standards as outlined by the Oklahoma State Regents for Higher Education (OSRHE). The “Academic Affairs” section from the *State Regents’ Policy and Procedures Manual* from which this information is obtained may be accessed at the following link:

<https://www.okhighered.org/state-system/policy-procedures/2018/Chapter%203-%20August%202018.pdf>

The Oklahoma State Regents for Higher Education outline the following specific guidelines for requesting new programs (OSRHE 3.4.5 A-J):

- A. Centrality of the Proposed Program to the Institution’s Mission
 - “Adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution’s academic plan.”
 - “List the objectives of the proposed program.”
 - “Explain how the proposed program relates to the institutional mission, academic plan and approved functions.”
- B. Curriculum
 - “Curriculum should be structured to meet the stated objectives of the program.”
 - “Institution must explain how the curriculum achieves the objectives of the program.”
 - “Must meet the State Regents’ minimum curriculum standards.”
 - “Should be compatible with accreditation or certification standards.”
 - “Will articulate with related programs in the state.”
- C. Academic Standards
 - “Admission, retention, and graduation standards should be clearly stated.”
 - “Encourage high quality.”
- D. Faculty
 - “Faculty resources will be demonstrated to be adequate and appropriate.”
 - “Core programmatic faculty possess the academic and research credentials appropriate to support the program.”
- E. Support Resources
 - “Access to qualitative and quantitative library resources.”
 - “Integration of instructional technology in the program’s delivery.”
- F. Demand for Program
 - “Evidence of student demand.”

- “Evidence of sufficient employer demand.”
- G. Complement Existing Programs
- “Complement and strengthen existing programs at the institution.”
 - “Existing programs can be strengthened and enriched.”
- H. Unnecessary Duplication
- “Must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program.”
 - “Is not unnecessarily duplicative of similar offerings in the state.”
- I. Cost and Funding of the Proposed Program
- “Efficient in its resource utilization.”
 - “Impact of this proposed program on the institution’s overall need for funds.”
- J. Program Review and Assessment
- “Evaluation procedures for the proposed program.”
 - “Plans to implement program review and program outcomes level student assessment requirements as established by State Regents’ policies.”

Associate in Arts and Associate in Science

The Associate in Arts and Associate in Science degrees are designed for students to transfer to a four-year institution to complete a bachelor’s degree. These degrees are a minimum of 61 credit hours at OCCC. The AA and AS must address the general education core, which must contain at least 37 hours according to Oklahoma State Regents for Higher Education Policy:

1. English Composition 6 hours
2. U.S. History and U.S. Government 6 hours (See section 3.15.7.)
3. Science 6 hours (One course must be a laboratory science.)
4. Humanities 6 hours (Chosen from nonperformance courses defined as humanities by the institution granting the associate degree.)
5. Mathematics 3 hours
6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours
7. Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours required in this policy. (OSRHE 3.15.3 A 1-7).

The AA and AS programs also include a Life Skills course component.

According to OSRHE, “The remaining minimum of 23 semester-credit-hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for the anticipated upper-division program. A majority of such student credit hours should be taken in courses classified as liberal arts and sciences” (OSRHE 3.15.3 B).

As programs designed with a transfer purpose, the AA and AS degrees must always address transferability as a priority. Therefore, proposals regarding an AA or AS program are required to consider the following questions:

1. How will the proposed change affect the transferability of the program in Oklahoma?
2. Are proposed program changes considering transferability and direct equivalency of courses in the program at a receiving four-year institution in Oklahoma?
3. Are proposed program changes “applicable to the student’s major objective including any pre-requisite courses necessary for the anticipated upper-division program” (OSRHE 3.15.3 B)?
4. Do proposed changes affect the general education core?
5. Do proposed changes have any budget implications to the Division or College?
6. Do proposed changes allow the curriculum to align with programs at receiving four-year institutions, specifically in Oklahoma?
7. Is there a genuine need for making the proposed changes?

Proposals should thoroughly address these questions. If proposals cannot address these questions, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean’s responsibility to communicate these proposal options to the Division and Faculty Originators.

AA and AS programs should be aligned with four-year institutions, should facilitate reasonable articulation agreements in the state of Oklahoma, and should allow students to pursue practical transfer pathways. Curriculum proposals must thus address these aspects of student success, program alignment, and transfer goals to merit the Curriculum Committee’s tentative consideration.

Associate in Applied Science

The Associate in Applied Science is a degree designed to prepare students for a specific occupation in the workforce. These degrees are a minimum of 60 credit hours at OCCC. The AAS must address the general education core, which must contain at least 18 hours according to OSRHE:

1. Communications 6 hours (This must include two courses from one or more of the following three areas: (1) a college-level communications course in general, applied technical writing or (2) a course in English grammar and composition or (3) a college-level oral communication course.)
2. U.S. History and U.S. Government 6 hours (See Section 3.15.7.)
3. General Education Electives 6 hours (OSRHE 3.15.4 B 1-3)

The AAS programs include a Life Skills component.

According to OSRHE, the remaining degree hours require the “completion of 27 hours in a technical-occupational specialty” and the “completion of support and related courses (to total a minimum of 60 hours)” (3.15.4 C-D).

As programs designed with a technical/occupational focus for students entering the workforce, the AAS must always address workforce goals, student success in the workforce, job availability, and the ever-changing needs of the particular industry. Therefore, proposals regarding an AAS program are required to consider the following questions:

1. How will the proposed change make the curriculum more aligned to current industry standards and needs in the state of Oklahoma?
2. Will the proposed change allow students to achieve a credential desired by prospective employers?
3. Will the proposed change give students the opportunity to pursue bachelor of technology degrees if desired?
4. Do proposed changes affect the general education core?
5. Do proposed changes have any budget implications to the Division or College?
6. Do proposed changes affect embedded certificates?
7. Is there a genuine need for making the proposed changes?

Proposals should thoroughly address these questions. If proposals cannot address these questions, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean's responsibility to communicate these proposal options to the Division and Faculty Originators.

AAS programs should address viable workforce skills, facilitate reasonable articulation agreements with bachelor of technology programs in the state of Oklahoma, and give students viable workforce credentials that are reflective of current industry standards and practices. Curriculum proposals must thus address these aspects of student success, workforce direction, and industry standards to merit the Curriculum Committee's tentative consideration.

Certificate of Mastery

An "Embedded Certificate" is defined by OSRHE as a "postsecondary credential comprised of a course of study in which the curriculum required is a subset of a single existing undergraduate or graduate degree and is designed to provide specific skills and knowledge that can be readily transferred to the workforce" (OSRHE 3.4.2).

A "Stand-alone Certificate" is a "postsecondary credential comprised of a course of study and is not identified as a subset of courses that are required for completion of a single existing undergraduate or graduate degree program" (OSRHE 3.4.2).

OCCC offers certificates that are embedded in associate's degrees. OSRHE outline the following information for embedded certificates in the form called "Embedded Certificate-New Program Request Form": <https://www.okhighered.org/admin-fac/academic-forms/new-embedded-cert.pdf>

Background on Certificates for Complete College America (1). For certificates to have a decisive contribution to the national postsecondary preparedness, states must ensure certificates are:

- of high quality
- rigorous enough to have real value
- tailored to the job market
- widely available
- designed for timely completion

There are three categories of certificates based on length:

- Short-Term Certificates: certificates for programs designed for completion in less than one academic year (SR Code 12; less than 30 credit hours)
- Long-Term Certificates: certificates for programs designed for completion in at least one but less than two academic years (coded by SR as 10; at least 30 but less than 60 hours)
- Certificates for programs designed for completion in at least two but less than four academic years (We do not have any of these in Oklahoma; nationally, these account for less than 5% of all certificates.)

Certificates vs. Certifications. Certifications and licenses are based on assessment processes that recognize competencies in a particular occupational specialty as measured against a set of standards. These are typically awarded by third-party, standard-setting bodies (not academic institutions). Individuals may or may not prepare for certifications and licensure exams through academic study and they are only infrequently tied to academic awards.

National Research. Based on this report, the following data are provided:

- Long-term certificates have significantly higher labor market value than short-term certificates because of greater technical and academic rigor and because of the wider range of job-related skills provided.
- Long-term certificates are consistently linked to increased earnings.
- Long-term certificate completers make more earnings than non-completers.
- Long-term certificate completers make more earnings than short-term certificate completers.
- Stronger labor market returns are found in long-term certificate completers in:
 - Nursing and allied health care
 - Technology
 - Construction trades
 - Mechanical and repair trades
- Weaker labor market returns are found in long-term certificate completers in:
 - Service occupations
 - Humanities
- Short-term certificates seem to only increase earning power for adults well launched in their career.
- Short-term certificates do NOT seem to increase earning power for young adults or older and dislocated workers seeking a start in a new occupation.
- All certificates should be “built for completion” meaning that the course schedules and enrollment options are tightly focused on needs of students, including alignment with associate degrees.

(1) Source: Bosworth, Brian, (December 2010). Certificates Count: An Analysis of Sub-baccalaureate Certificates. Complete College America; www.completecollege.org.

Evaluation Criteria for Embedded Certificate Programs in Existing Approved Degree Programs

A. Curriculum: The curriculum for an embedded certificate shall be a subset of required courses in a single existing degree, and comply with any accreditation or certification standards; the proposal must

describe how it is embedded and articulates with the related main approved degree program at the institution. Up to 50 percent of the coursework required in an embedded certificate may come from related or guided electives courses and/or general education courses (3.4.5.D). A list of the proposed curriculum must be included with the proposal. A list of the curriculum of the program in which the certificate is embedded must also be included with the proposal.

B. Faculty: Faculty resources are assumed to be adequate and appropriate for the proposed embedded certificate based on the main approved degree program offering.

C. Support Resources: Appropriate and adequate support resources are assumed for the proposed embedded certificate based on the main approved degree program offering.

D. Demand for the Program: Proposed embedded certificate programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed embedded certificate. (1.) Student Demand: Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related program(s) at the institution, should be adequate to expect a reasonable level of productivity. (3.4.5.F) (2.) Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in the appropriate service area. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (State Regents' Policy 3.4.5.F)

E. Cost and Funding of the Proposed Program: The resource requirements and planned sources of funding of the proposed embedded certificate are assumed to be sufficient based on the main approved program offering.

F. Program Review and Assessment: Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the embedded certificate program objectives and consistent with the institutional mission, and will be submitted as a component of the routine five-year program review for the main approved degree program.

NOTE: To be considered for State Regents' approval, the program in which the proposed certificate is embedded must be current in the 5-year program review cycle. The Degree Program Review schedule can be found at the following link: <http://www.osrhe.edu/oeis/ProductivityReport/RevParams.aspx>.

G. Distance Education and Traditional Off-Campus Courses and Programs (if applicable): If the proposed embedded certificate will be offered through distance education and the main approved degree program has not been approved for offering through a distance education, the embedded certificate must meet the policy requirements in 3.16.11 Program Approval Procedures for Online Programs.

H. Delivery Method: Electronically Delivered Programs must also describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning. (State Regents' policy 3.16.11.B.2)"

The Certificate of Mastery is a program designed to prepare students for specific skills related to a workforce need. Therefore, proposals regarding a Certificate of Mastery are required to consider the following questions:

1. How will the proposed change affect the curriculum of the degree program in which the certificate is embedded?
2. Does the certificate prepare students for a specific workforce need?
3. Does the certificate meet the credit hour requirements for financial aid eligibility?
4. Does the program effectively show employer demand in the state of Oklahoma?
5. Does the program demonstrate wage expectations for someone earning that certificate in the state of Oklahoma?
6. Do proposed changes have any budget implications to the Division or College?
7. Is there a genuine need for making the proposed changes?

Proposals should thoroughly address these questions. If proposals cannot address these questions, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean's responsibility to communicate these proposal options to the Division and Faculty Originators.

Curriculum proposals must address these aspects of financial aid eligibility, employer demand, salary expectations, and other mentioned considerations to merit the Curriculum Committee's tentative consideration.

Courses

"The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents' policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion. Upon request, institutions shall submit a current list of courses offered" (OSRHE 3.4.3 B).

Course proposals should correlate with those considerations associated with programs:

- Should be within the mission of the College (OSRHE 3.4.5 A. Centrality to Institution's Mission).

- Should contain curriculum appropriate for the course, address articulation with four-year institutions, and consider transfer aspects with four-year institutions (OSRHE 3.4.5 B. Curriculum).
- Should demonstrate academic standards for high quality (OSRHE 3.4.5 C. Academic Standards).
- Should be developed by faculty with appropriate academic expertise (OSRHE 3.4.5 D. Faculty).
- Should provide access to library resources and instructional technology (OSRHE 3.4.5 E. Support Resources).
- Should demonstrate sufficient student demand in the form of enrollment and meet a legitimate need of business/industry and have the support of the Advisory Committee for the program if it is part of a technical/occupational degree or certificate program (OSRHE 3.4.5 F. Demand for the Program).
- Should complement programs across the campus (OSRHE 3.4.5 G. Complement Existing Programs).
- Should avoid duplication of an existing credit course and be appropriate in relation to other courses offered by the College (OSRHE 3.4.5 H. Unnecessary Duplication).
- Should be economically feasible (OSRHE 3.4.5 I. Cost and Funding of Proposed Program).
- Should plan to incorporate assessment measures (OSRHE 3.4.5 J. Program Review and Assessment).

The OSRHE also indicate the following guidelines for course numbering:

“Uniform Course Numbering: In order to provide for a more effective and efficient system of the transfer of student’s credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:

- The first digit will denote the course level.
- The second and third digits will be used to identify the course within a department.
- The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents’ action” (OSRHE 3.4.3 D).

Courses offered at Oklahoma City Community College should allow students to accomplish the goals of pursuing a degree or certificate and should facilitate the transfer of courses to other institutions in Oklahoma. Therefore, proposals regarding courses are required to consider the following questions:

1. How will the proposed change affect the curriculum of the degree or certificate program?
2. Does the course meet a specific goal in the degree or certificate?
3. Does the course have a directly equivalent course at receiving four-year institutions in Oklahoma?
4. Is the course directly transferable as a specific course required in a bachelor’s program at a four-year institution?
5. Does the course present material appropriate for the course level? (Oklahoma City Community College offers 1000 and 2000-level courses only. Courses should be appropriate for these specific levels and content at these levels of learning.)

6. Do proposed course changes have any budget implications to the Division or College?
7. Is there a genuine need for making the proposed course changes?

Proposals should thoroughly address these questions. If proposals cannot address these questions, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean's responsibility to communicate these proposal options to the Division and Faculty Originators.

Curriculum proposals must address these aspects of transferability, course level, directly equivalent transfer courses, and other mentioned considerations to merit the Curriculum Committee's tentative consideration.

Note on Special Topics Courses:

Special topics courses are also required to address the standards listed above for courses. Special topics courses are designed for testing of new courses in order to determine their appropriateness as permanent course offerings and innovative and/or non-traditional courses not necessarily intended to become permanent course offerings. AAS and Certificate of Mastery programs focus on technical and occupational expertise. AA and AS programs should be offering courses that directly transfer as equivalent courses in a bachelor's program. Courses offered in these programs should reflect direct articulation efforts with four-year institutions in Oklahoma. Special topics courses follow the procedure for non-substantive changes that do not require approval from the Curriculum Committee (Section 3). All experimental courses will be designated as special topics courses. The Division will assign an appropriate section number to the course. The Division Dean will assume responsibility for housing all special topics course syllabi and/or learning materials and will monitor the number of times such courses are offered. Approval to offer a special topic course will be valid for a two-year period only. The form for submitting a special topics course may be obtained online:

<http://www.occc.edu/institutionalcommittees/curriculum/forms.html>

SECTION 2: CURRICULUM COMMITTEE

The purpose of the Curriculum Committee is to review proposals that have already been carefully completed according to the guidelines from Section 1. The Curriculum Committee is not a working committee. The Curriculum Committee will not work on answering the questions from Section 1 during the committee meetings. Rather, the Curriculum Committee will review proposals that have already addressed the questions and that carefully consider OSRHE guidelines from Section 1.

To be included on the Committee's agenda, any proposal must be submitted electronically at least two weeks before the desired date for tentative committee consideration. Submitting the proposal by the deadline does not guarantee that the proposal will be presented to the Curriculum Committee on the desired date. A proposal must be complete according to the standards outlined in Section 1 before acquiring tentative consideration at the Curriculum Committee.

After reviewing proposals, the Curriculum Committee will approve or deny curriculum proposals through a vote. All Curriculum Committee actions require a quorum of one-half of the voting members. A simple majority vote will determine a matter.

The Director of Curriculum and Assessment will forward approved proposals from the Curriculum Committee to the Associate Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. The Associate Vice President for Academic Affairs will forward approved proposals to the Vice President for Academic Affairs. The final decision on curriculum proposals resides with the Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Associate Vice President or Vice President for Academic Affairs.

All committee members are expected to attend all scheduled meetings. When an absence is required, the committee member will notify the Chair of the Curriculum Committee and will copy his or her supervisor on the notification. If a voting member cannot attend a Curriculum Committee meeting, a designated substitute may attend. However, the substitute may not vote on matters before the committee. Proxy votes are not allowed. In the event that a committee member is unable to fulfill his or her committee obligations on a long-term basis, including attendance, a replacement member will be chosen by the affected department to complete that term of office in the same manner as his or her predecessor.

Voting Members:

- Faculty Representatives: Two faculty members from each division to be appointed for a two-year term by the Division Dean.
- One representative from the Library to be appointed by the Director of the Library.
- One representative from the Office of Academic Advising to be appointed by the Director of Academic Advising.
- One representative from Records and Graduation Services to be appointed by the Registrar.
- Two Division Deans to be appointed annually by the Vice President for Academic Affairs.

Non-Voting Members (Ex Officio):

- Associate Vice President for Academic Affairs
- Vice President for Academic Affairs
- Vice President for Enrollment and Student Services
- Director of Student Financial Aid

Open Attendance:

- Any member of the college community may attend Curriculum Committee meetings.

Organization of the Committee:

- Committee members will be selected no later than the summer before a new fall semester. The term of office begins when the fall semester begins. Faculty members will normally serve two-year terms, and one-half will be elected every year. In general, members should not serve consecutive terms.
- The Vice President of Academic Affairs, following a request from faculty for interested applicants, will appoint the Chair of the Curriculum Committee. Recommendations from the Associate Vice President for Academic Affairs and the voting faculty members of the Curriculum Committee will be considered. The Chair of the Curriculum Committee will serve no more than two consecutive three-year terms. The Chair will confer with the Vice President of Academic Affairs to determine reassignment time.
- The Chair, with administrative assistance from the Director of Curriculum and Assessment, presides over all meetings, announces the times and locations of committee meetings, and ensures the timely posting and distribution of committee agendas.

SECTION 3: SUBMISSION OF PROPOSALS

Proposals must be accurately and thoroughly completed on the required forms. Substantive proposals require the appropriate OSRHE forms. Non-substantive proposals require the appropriate OCCC forms. All forms are located on the OCCC website:

<http://www.occc.edu/InstitutionalCommittees/curriculum/forms.html>

Substantive Proposals

Substantive proposals are proposals requiring approval from the Oklahoma State Regents for Higher Education (OSRHE).

"Substantive" program changes are defined by OSRHE as "changes in what students must complete to graduate."

- "Changes in number of credit hours" in the program
- "Changing one required course for another required course"
- Addition of minimum grade attainment requirements
- Addition of new programs
- Deletion of programs
- Suspension of programs
- Program title (name) change
- Degree designation change
- Program option addition
- Program option deletion

- Program option name change
- Course requirement change (addition, modification, or deletion of any designated pattern of courses within an existing major—change in number of core courses, electives, general education, etc.)
- Changes in degree requirement (prerequisites, minimum GPA for admission or other admission criteria changes, new or increased graduation GPA requirement changes, etc.)
- Change in credit hours for a required course in the program
- Changes in total program hours or required courses in the program
- Offering 50% or more of the program electronically

The process for submitting substantive proposals is the following:

1. The originators will submit the required forms to the Division Dean. The Division Dean may suggest revisions or additional supporting materials from the faculty before approving the proposal.
2. The Division Dean will submit the proposal electronically for initial review.
3. If the proposal cannot address the considerations outlined in Section 1, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean's responsibility to communicate these proposal options to the Division and Faculty Originators.
4. Once proposals meet the requirements set forth in Section 1, then the Chair of the Curriculum Committee will add the proposals to the agenda for a Curriculum Committee meeting and notify the Curriculum Committee of proposals to review before the meeting.
5. The Division Dean, faculty originators, and any supporting faculty shall attend the scheduled Curriculum Committee meeting and present the proposal.
6. The Curriculum Committee will vote on the proposals and ask questions or make comments about the proposals. After reviewing proposals, the Curriculum Committee will approve or deny curriculum proposals through a vote. All Curriculum Committee actions require a quorum of one-half of the voting members. A simple majority vote will determine a matter.
7. The Director of Curriculum and Assessment will forward approved proposals from the Curriculum Committee to the Associate Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. If the Associate Vice

President for Academic Affairs approves the proposals, then he or she may forward the proposals to the Vice President for Academic Affairs for review. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Associate Vice President for Academic Affairs.

8. The final decision on curriculum proposals resides with the Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Vice President for Academic Affairs.

9. If the Vice President for Academic Affairs approves the proposals, then he or she will forward the proposals to Oklahoma City Community College's President and Board of Regents.

10. Approval from Oklahoma City Community College's President and Board of Regents is required for submission to the Oklahoma State Regents for Higher Education.

11. If proposals are approved by Oklahoma City Community College's President and Board of Regents, then the Office of Academic Affairs will submit proposals to the Oklahoma State Regents for Higher Education.

12. Approval from the Oklahoma State Regents for Higher Education may take a few months. The Office of Academic Affairs will notify the Director of Curriculum and Assessment of proposal correspondence from the Oklahoma State Regents for Higher Education, and the Director of Curriculum and Assessment will notify Division Deans of OSRHE actions on the proposals. Proposals are not officially approved until approved by OSRHE.

Non-Substantive Proposals That Do NOT Require Curriculum Committee Approval

“Non-Substantive” program changes are defined by OSRHE as “changes to program requirements that do not change what students need to complete to graduate.”

- “Changing course prefix or title”
- “Changing course number, if credit hours remain the same”
- Changing course description
- Special topics courses (See Section 1 for more information about special topics courses)

The process for submitting non-substantive proposals that do **not** require Curriculum Committee approval is the following:

1. The faculty originators will submit the required forms to the Division Dean. The Division Dean may suggest revisions or additional supporting materials from the faculty before approving the proposal.

2. The Division Dean will submit the proposal electronically for initial review.

3. If the proposal cannot address the considerations outlined in Section 1, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean's responsibility to communicate these proposal options to the Division and Faculty Originators.

4. Once proposals meet the requirements set forth in Section 1, then the Director of Curriculum and Assessment will forward tentative proposals to the Associate Vice President of Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. If the Associate Vice President for Academic Affairs approves the proposals, then he or she may forward the proposals to the Vice President for Academic Affairs for review. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Associate Vice President for Academic Affairs.

8. The final decision on curriculum proposals resides with the Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Vice President for Academic Affairs. Proposals are not officially approved until approved by the Vice President for Academic Affairs.

Non-Substantive Proposals That *DO* Require Curriculum Committee Approval

Non-substantive proposals that do require Curriculum Committee approval are proposals involving the addition of a new course, deletion of a course, modification of an existing course, and an identical change in multiple course offerings.

- “Adding or removing [existing] courses from a list of electives” (if number of required electives stays the same)
- Addition of a new course would be a proposal requesting a course that the college has not before offered.
- Deletion of a course would be removing a course from the college's current offerings.

- Modification of a course requiring Curriculum Committee approval would include changes in courses, such as prerequisite changes.
- Identical change in multiple course offerings would be requesting the same change for several courses. These could be prerequisite changes or other identical changes affecting several courses.

The process for submitting non-substantive proposals that **do** require Curriculum Committee approval is the following:

1. The originators will submit the required forms to the Division Dean. The Division Dean may suggest revisions or additional supporting materials from the faculty before approving the proposal.
2. The Division Dean will submit the proposal electronically for initial review.
3. If the proposal cannot address the considerations outlined in Section 1, then proposal options discussed with the Division Dean could include delaying the proposal for additional research, revising the proposal, or looking at creating other proposals to accomplish other goals. It is the Division Dean's responsibility to communicate these proposal options to the Division and Faculty Originators.
4. Once proposals meet the requirements set forth in Section 1, then the Chair of the Curriculum Committee will add the proposals to the agenda for a Curriculum Committee meeting and notify the Curriculum Committee of proposals to review before the meeting.
5. The Division Dean, faculty originators, and any supporting faculty shall attend the scheduled Curriculum Committee meeting and present the proposal.
6. The Curriculum Committee will vote on the proposals and ask questions or make comments about the proposals. After reviewing proposals, the Curriculum Committee will approve or deny curriculum proposals through a vote. All Curriculum Committee actions require a quorum of one-half of the voting members. A simple majority vote will determine a matter.
7. The Director of Curriculum and Assessment will forward approved proposals from the Curriculum Committee to the Associate Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. If the Associate Vice President for Academic Affairs approves the proposals, then he or she may forward the proposals to the Vice President for Academic Affairs for review. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Associate Vice President for Academic Affairs.

8. The final decision on curriculum proposals resides with the Vice President for Academic Affairs, who may approve the curriculum proposals, deny the curriculum proposals, or suggest revisions to the proposals. A proposal's approval at the Curriculum Committee does not automatically result in approval from the Vice President for Academic Affairs.