

CURRICULUM DEVELOPMENT

It is the policy of the Board of Trustees that the curriculum development process in the Oxnard Union High School District be designed to give authority and responsibility to teachers and administrators of the District in formulating and implementing new courses of study and new and revised curricular suggestions. The District curriculum personnel will assist--as far as facilities and funds permit--with consultants, inservice training, and search for materials of instruction. The District believes that the training teachers have had in a discipline and their contacts with professional organizations in subject areas qualify them to work with other teachers and administrators in a joint effort to improve curriculum and recommend which courses are suited to the students of the District.

It is the policy of the Board of Trustees that new courses, courses deleted from the approved list of courses, and the designation of the departments in which courses are granted credit have the approval of the Board of Trustees.

Legal Reference:

EDUCATION CODE

35160	Authority of Governing Boards
35160.1	Board Authority of School Districts
51050-51057	Enforcement of Courses of Study
52000-52049	Improvement of Education

CODE OF REGULATIONS, TITLE 5

4400-4426	Improvement of Education
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ADOPTED: 10/26/77; Rev. 3/9/83

REVISION/REDESIGNATION: 7/21/93 (BP 103 - Curriculum Development)

CURRICULUM DEVELOPMENT

- A. The purpose of curriculum development is to meet district or Board goals by:
1. Coordinating all facets of curriculum development.
 - a. Recommend new courses.
 - b. Act as feedback group for local curriculum committees.
 - c. Recommend modifications in existing courses.
 2. Coordinating processes for identifying, implementing, evaluating, and modifying curriculum and instruction.
 - a. Working with groups such as site curriculum committees, Superintendent's Cabinet, and identifying long and short-range goals.
 - b. Conduct research on identified curricular needs.
 - c. Recommend to schools and departments new ideas on curriculum and instruction, based upon results of research and testing.
 - d. Monitor implementation of all curricular programs.
 - e. Review evaluations of curricular programs.
 - f. Conduct annual review of testing program and recommend modifications.
 - g. Review graduation requirements.
- B. Curriculum development must pass through the following groups. Initiation of programs may be at any level. However, all groups must have the opportunity for input.

1. Local School Departments

Teachers in the district have the responsibility to work through their departments in planning courses and curricula to meet state and district requirements and adapting these to the needs and abilities of students.

The success of a course depends upon the care with which it has been planned--the statement of goals or concepts, the behavioral objectives, the content of learning experiences, the instructional materials, and the evaluation. A cost estimate of the equipment, supplies, and projected facilities needs to be developed and presented with the course outline.

CURRICULUM DEVELOPMENT - AP 6141 (CONT.)

Page 2

2. Local School Curriculum Committees

Departments shall present their curriculum proposals to the local group (curriculum committee and department chairpersons) for their consideration. The purpose of this is to receive the thinking, comments, reactions, understanding, and backing of the departments and the principal.

Each school shall establish a local curriculum committee, which may be composed of--but not limited to--the following representatives:

- a. Representative from each department.
- b. Librarian.
- c. Representative from the Guidance Department..
- d. Assistant Principal.
- e. Principal.
- f. Parents.
- g. Students.

It shall be the responsibility of the local curriculum committee to:

- a. Recommend ways to improve the instructional achievement of the school population.
- b. Recommend to the school Principal goals and objectives, to be reflected in the School-Based Coordinated Program Plan.
- c. Coordinate curricular and instructional activities with student and parent groups to meet the needs of the school population.
- d. Recommend new courses.
- e. Consider courses for deletion from the curriculum.

3. District Department Chairperson Groups

The district must rely on the experience, knowledge of subject area, and professional judgment of the department chairpersons as to the value of courses, curricula, and recommendations presented to them by the local schools.

Department chairpersons must complete a needs assessment which will include--but not necessarily be limited to--the following:

- a. Is the curriculum adapted to meet the needs of the students?
- b. Is the content consistent with the best and latest studies in the area?
- c. Is the course of value, worthwhile in itself, and of appropriate rigor for the students whose needs it is intended to meet?

CURRICULUM DEVELOPMENT - AP 6141 (CONT.)

Page 3

- d. Is the course compatible with the philosophy, goals, and objectives of the subject area department, as well as District goals and objectives?
- e. Is the course content covered in courses which are currently adopted?
- f. Is the cost within district resource capabilities?
- g. Does the course relate to the District's definition of a graduate?

Only those courses or curriculum recommendations approved by the district department chairperson group and/or those approved by a local school's curriculum committee will be considered by the District Curriculum Committee for action.

Department chairpersons should act on proposals during their October and November meetings in order to present these to District Curriculum Committee and the Board of Trustees prior to the spring registration process.

4. District Curriculum Committee

The District Curriculum Committee membership is as follows:

- a. A department chairperson from each of the following departments. The selection of the department chairperson representative is made by the chairpersons of the departments. EXAMPLE: All Science Department Chairpersons select one from their group as a representative to the District Curriculum Committee.

Agriculture	Mathematics
Business Education	Music
Consumer and Family Sciences	Physical Education
English	Science
English Language Development	Social Science
Foreign Language	Special Education
Industrial Technology	Visual Communications

- b. Subject-area representative from each school must serve on their local curriculum committee.
- c. A representative assistant principal.
- d. Representative of adult education.
- e. District office administrator with education/instruction responsibilities.
- f. Librarians' representative.
- g. Counselors' representative
- h. Coordinator of English Language Development.
- i. Principals' representative.
- j. Ex officio members: one Board member and the District Superintendent.

CURRICULUM DEVELOPMENT - AP 6141 (CONT.)

Page 4

Membership shall be for a term of at least two years.

The District Curriculum Committee will evaluate and recommend courses, programs, or curricular changes according to the following criteria:

- a. Is there excessive overlapping with courses or programs in other departments?
- b. Are there conflicting proposals?
- c. Is the course or curricular program as presented carefully planned and well thought out? (Content, objectives, cost estimate.)
- d. Does the course or curricular program follow the general and specific objectives of the instructional program of the district?
- e. Does the course or curricular program address Board goals and district philosophy of education?

Also, the District Curriculum Committee will coordinate efforts of departments and local curriculum committees, in identification, implementation, and evaluation of curriculum development, and instructional methods.

5. Courses that have not been offered at any school for the past two years will be removed from the list of Board-approved courses.
6. Superintendent's Cabinet

Superintendent's Cabinet will review curriculum proposals, rationale, and recommendations from the District Curriculum Committee.

7. Board of Trustees

Recommendations are taken to the Board by the Superintendent.

The Board must approve each course, the department in which credit is granted, department frameworks, and graduation requirements before they can become a part of the curriculum.

CURRICULUM DEVELOPMENT - AP 6141 (CONT.)

Page 5

CURRICULUM DEVELOPMENT

PROCESS

