

College of Alameda Curriculum Handbook

V3.0 (Fall 2014)

(with Thanks to our colleagues at Laney College
in their development work on this document.)

This handbook is a work in progress.
New versions will be released regularly.
Check the College of Alameda Curriculum Committee website for the latest version.

Working in CurriCUNET

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How to logon to Curricunet

URL (Web Address)	http://www.curricunet.com/pccd
User name:	Your Peralta email name Note: without @peralta.edu <i>Example: elord</i>
Password:	*** <i>{Request a password from Curriculum Chair.}</i>

How to create a new course in Curricunet

Click on:	Build / Courses
Click on:	New Course
Create New Course:	<p>Use the pull-down menu to select the Discipline.</p> <p>Enter a Course Number. <i>For more information on assigning course numbers, see <u>Uniform Course Numbering System appendix</u>.</i></p> <p><i>Note:</i> Curricunet will not accept duplicate course numbers. Course number can easily be changed later in the process.</p> <p>Enter a Course Title.</p> <p>Enter a Course Description.</p> <p><i>Note:</i> Course descriptions must comply with college catalog style guidelines. For specific style requirements, see <u>Course Outline Guidelines for Curricunet</u>.</p> <p>Select Proposal Type COA New Course</p> <p>Click OK</p> <p>The Course Construction Main Menu with Course Checklist for your new course will now appear.</p>

	<p>Complete the course outline using <u>Course Outline Guidelines for Curricunet</u> as a reference.</p> <p>When complete, click the Submit button in lower left corner. (Note: <u>Submit</u> button will not appear until after you have “finished” the Cover section of the checklist.)</p> <p><i>Note:</i> To check the status of a course you have submitted, go to Track / My Proposals. All of your submitted course proposals should appear. Click Check Status to find out where the course is in the approval process.</p>
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How to modify courses in Curricunet

Click on:	Build / Courses
Click on:	Modify Course
Select your course:	<p>Use the pull-down menu to select the College and Discipline. Leave the Course Number and Course Title boxes <u>blank</u>. Click OK.</p> <p>Choose the course you wish to modify from the list of courses by clicking on the COPY icon next to the desired course.</p> <p>Select the appropriate proposal type (COA Modified Course Proposal) and type in your rationale for this change.</p> <p><i>Examples of Rationales:</i></p> <ul style="list-style-type: none"> Course outline has not been updated in last six years Updating SLOs Updating textbooks Adding distance ed addendum <p><i>Note:</i> To view and edit courses that you began modifying in a previous Curricunet session but have not yet submitted, go to Build / Courses. All of your courses (new, modified, deactivated) that you have begun editing but have not submitted will show up in the center of the screen under My Courses.</p>

How to review/approve courses in Curricunet

Click on:	Track / My Approvals
Select:	<p>Your role(s) from the pull-down menu</p> <p><i>You should see that courses that are awaiting your approval.</i></p> <p><i>Note:</i> Department Chairs and Deans have <u>two</u> roles:</p> <ol style="list-style-type: none"> 1) for Laney College-originated curriculum and 2) for curriculum originated by one of the other Peralta colleges and submitted for consultation <p>The roles will be distinguished by the presence or absence of “College” in the title (Department Chair/Department Chair Consultation, Division Dean/Division Dean Consultation)</p> <p><i>Example:</i> Department Chair (curriculum originated by Alameda College faculty) Department Chair (Consultation) (curriculum originated by other Peralta college faculty and sent for consultation)</p> <p><i>Note:</i> Department Chairs will have two approval options.</p> <p style="padding-left: 40px;">Approve to Consultation Approve Skip Consultation</p> <p><i>Note:</i> If you are unsure whether or not you need to consult with other Peralta colleges, see appendix <i>Procedures for Consultation Regarding Curriculum Issues</i> (CIPD, 2007)</p>
Click on:	<p>Action</p> <p>Review the curriculum proposal</p> <p>Write your comments, if any, in Comments box</p> <p>Click Save</p> <p><i>Note:</i> Your comments become part of the official approval process record</p>

How to track the status of courses in Curricunet

Click on:	Track / My Proposals <i>You will see a list of proposals you have submitted</i> <i>Option:</i> Click on Track / All Proposals to view the status of all proposals that have been submitted
Click on:	Check status <i>You will see where your curriculum request is in the approval process.</i> <i>Option:</i> From the status view, click on Visual to get a more visual sense of where your curriculum request is in the approval process.

Course Outline Guidelines for Curricunet

Course Description

- The course/catalog description should provide an accurate, clear, and concise description of the of the primary course objectives without repeating the course title.
- Start with an adjective or noun. **Do not** use “a” “an” or “the course”.
- After the first general phrase, put a colon and start the next word with a capital letter.
- Use mostly descriptive terms, no verbs and very few articles.
- The description should be written in fifty words or less in language understandable to students.
- There should be congruence between the course content and the catalog description.

Justification for Course (Cover)

This statement should clearly present the role the course was designed to serve in terms of degree, certificate, transfer or other need. The justification should point out the reason that existing courses do not meet the identified need and clearly distinguish the role of the proposed course from that of similar courses.

Student Performance Objectives (Exit Skills)

Objectives should state in measurable terms what student will be able to do upon completion of the course. Objectives should be concise but complete. A reasonable number of objectives would range from 6 to 20.

Typically, performance objectives begin with a verb requiring cognitive outcomes. A useful way to evaluate the cognitive level of an objective is to use “Bloom’s Taxonomy.” See *Bloom’s Taxonomy* appendix.

See also **Performance Objectives (Exit Skills) vs. SLOs** appendix.

Variable Level Courses (A-B-C etc.)

Create a separate course outline for each level of a variable level course. To save time, use the **Clone Course** function in Curricunet (1. Build / Course 2. Clone Course), by creating one level and cloning the outline for the additional levels. Each level of a variable-level course must have its own course description, course content and exit skills.



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PERALTA COMMUNITY COLLEGE DISTRICT

UNIFORM COURSE NUMBERING SYSTEM

Explanation in Assigning Course Numbers

OLD	NEW	
001 – 199	001 – 999	Credit, transfer, degree applicable liberal arts and vocational courses including Selected Topics for liberal arts and vocational disciplines (48s) (degree credit courses in approved programs)*.
200 – 249	1000 – 1999	Credit, non-transfer, degree applicable courses including Selected Topics for liberal arts and vocational disciplines (248s) (degree credit courses in approved programs).**
250 – 299	2000-2999	Credit, non-transfer, non-degree applicable courses (non-degree credit courses that require either state approval or approval under delegated approval authority).
300 – 301	3000-3199	Credit, non-transfer, non-degree applicable Selected Topics laboratory courses
302 – 399	3200-3999	Credit, non-transfer, non-degree applicable Selected Topics courses (non-degree credit courses).

Reserved for District-approved Selected Topics courses that are offered for non-degree credit and which require either state approval or approval under delegated approval authority. At present only the 348 designation is being used in this series.

400 – 499	4000-4999	Credit Apprenticeship and Cooperative Education/Work Experience Education courses.
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Apprenticeship courses are non-degree applicable and non-transfer, while Cooperative Education courses are degree applicable and transferable, with the exception of Apprentice Work Experience courses.

500 – 599	5000-5999	Non-credit, general, apprenticeship, and older adult courses (non-credit courses that require state approval).
600 – 699	6000-6999	Non-credit, courses specific for the disabled (non-credit courses that require state approval).
700 – 799	7000-7999	Not-for-credit (fee-based) courses for contract education.
800 – 999	8000-8999	Community Services (fee-based) courses.
1000 – 9999		Professional development (PRDEV) courses for faculty and staff (0 unit, non-FTES courses).

* LRNRE Resources (LRNRE) courses numbered below 200, while transferable to CSU and/or UC, are not degree applicable, i.e., they are not required for a degree or certificate and do not satisfy general education requirements.

Performance Objectives (Exit Skills) vs. SLOs

Performance Objectives, SLOs and the Course Outline of Record

Performance Objectives (Exit Skills) are part of the course outline of record and should closely align with course content.

Student Learning Outcomes (SLOs) appear as a required addendum to the course outline of record. Student learning outcomes, and their corresponding assessment methods, must be approved by the Learning Assessment Coordinator before a curriculum request (e.g. new course, course modification, distance education addendum, etc.) can be approved.

Note on SLOs vs. Performance Objectives

There should be a clear distinction between performance objectives and student learning outcomes. However, both should align with the course content.

What are performance objectives (exit skills)?

Objectives make up the step-by-step learning goals of a course and are directly related to the specific elements of the course content. There will be many individual objectives for any class. Although the number of individual objectives will vary according to course content, a reasonable number of objectives would range from 6 to 20.

What are student learning outcomes?

Student learning outcomes are broad, overarching statements of what a student will be able to do upon completion of the course. Usually 2-3 outcomes are adequate.

Suggested Definitions from the Academic Senate for California Community Colleges

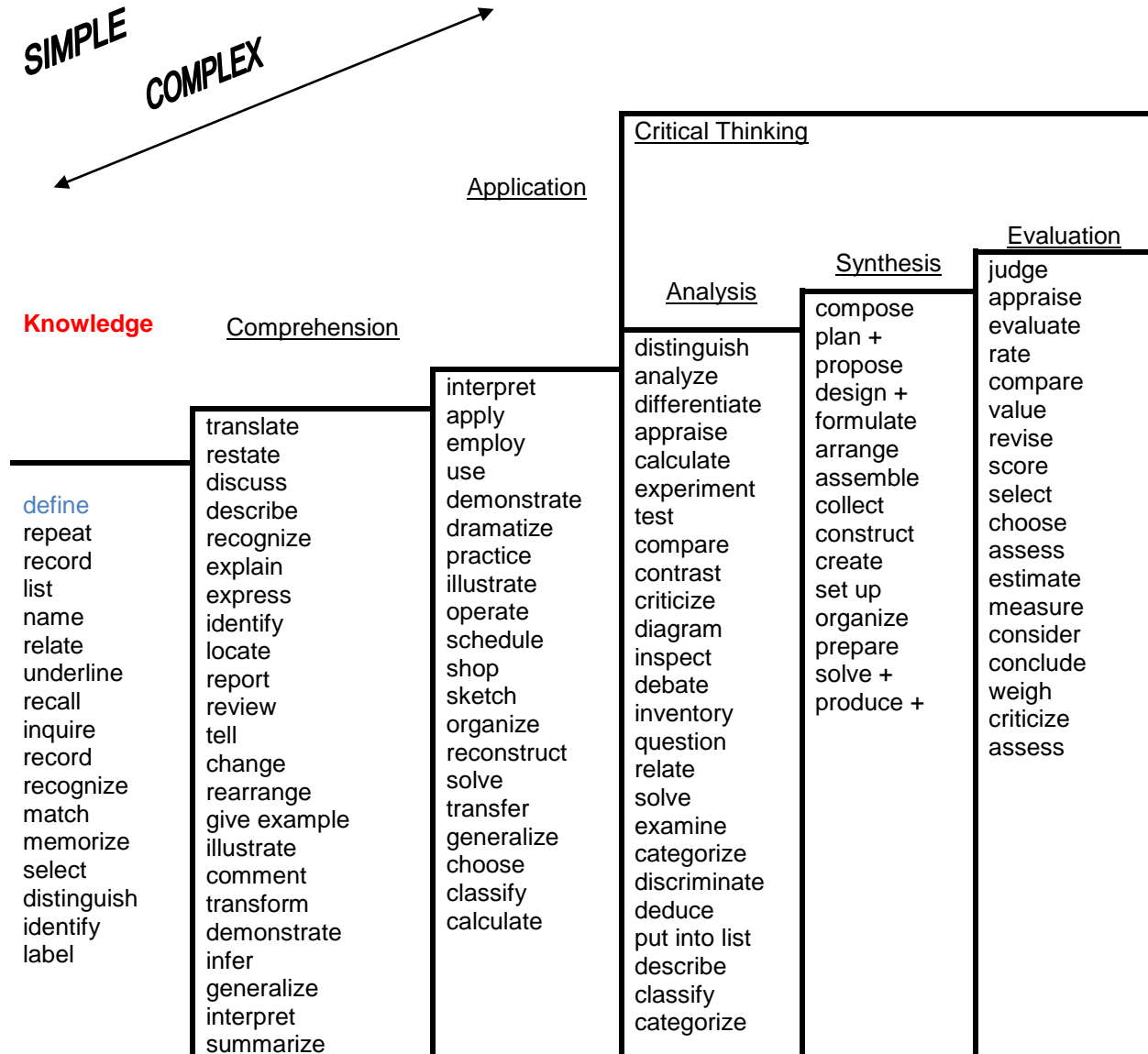
Objectives. Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching Student Learning Outcomes which address synthesizing, evaluating and analyzing many of the objectives.

Student Learning Outcomes (SLO). Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition above) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

Source: *SLO Terminology Glossary* (Academic Senate for California Community Colleges)

Bloom's Taxonomy

Verbs Requiring Cognitive Outcomes



Knowledge Recall: To remember previously learned material.

Comprehension: To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it.

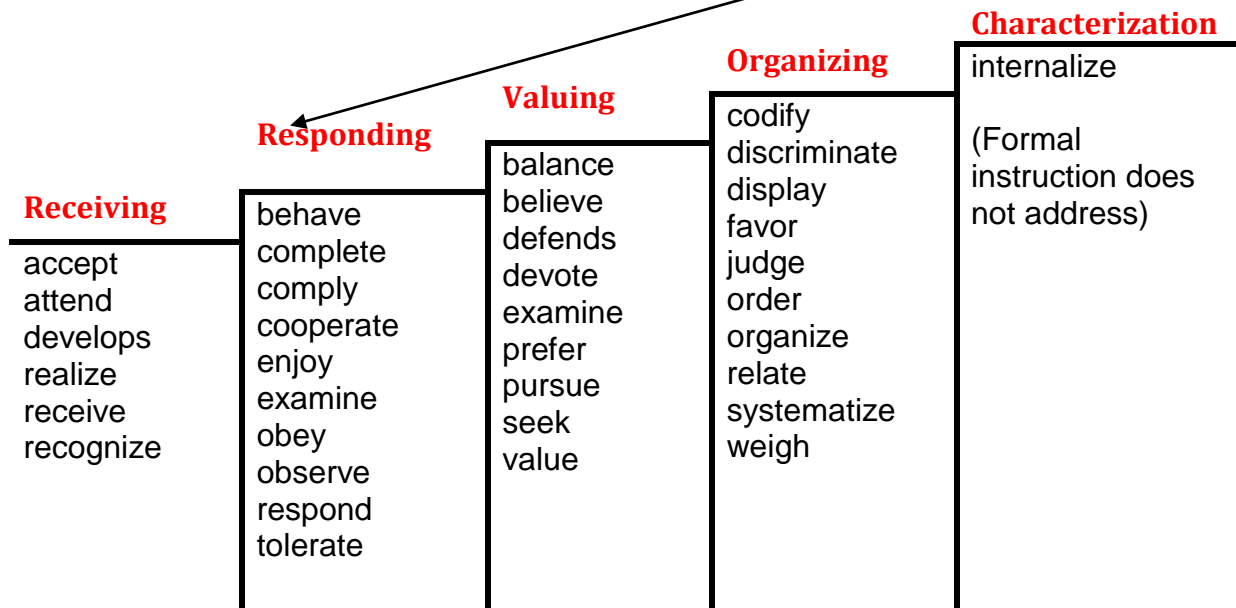
Application: The ability to use learned information and materials.

Analysis: The ability to break material down into its elements or parts so that its organizational structure may be understood.

Synthesis: The ability to combine previous experience with new material to form a structure.

Verbs Requiring Affective Outcomes

COMPLEX
SIMPLE



Receiving:

Awareness, willingness to receive, and controlled attention.

Responding:

Compliance in reacting to a suggestion, willingness to respond, and

Valuing:

Accepting a value as a belief, indication of preference for the value, and

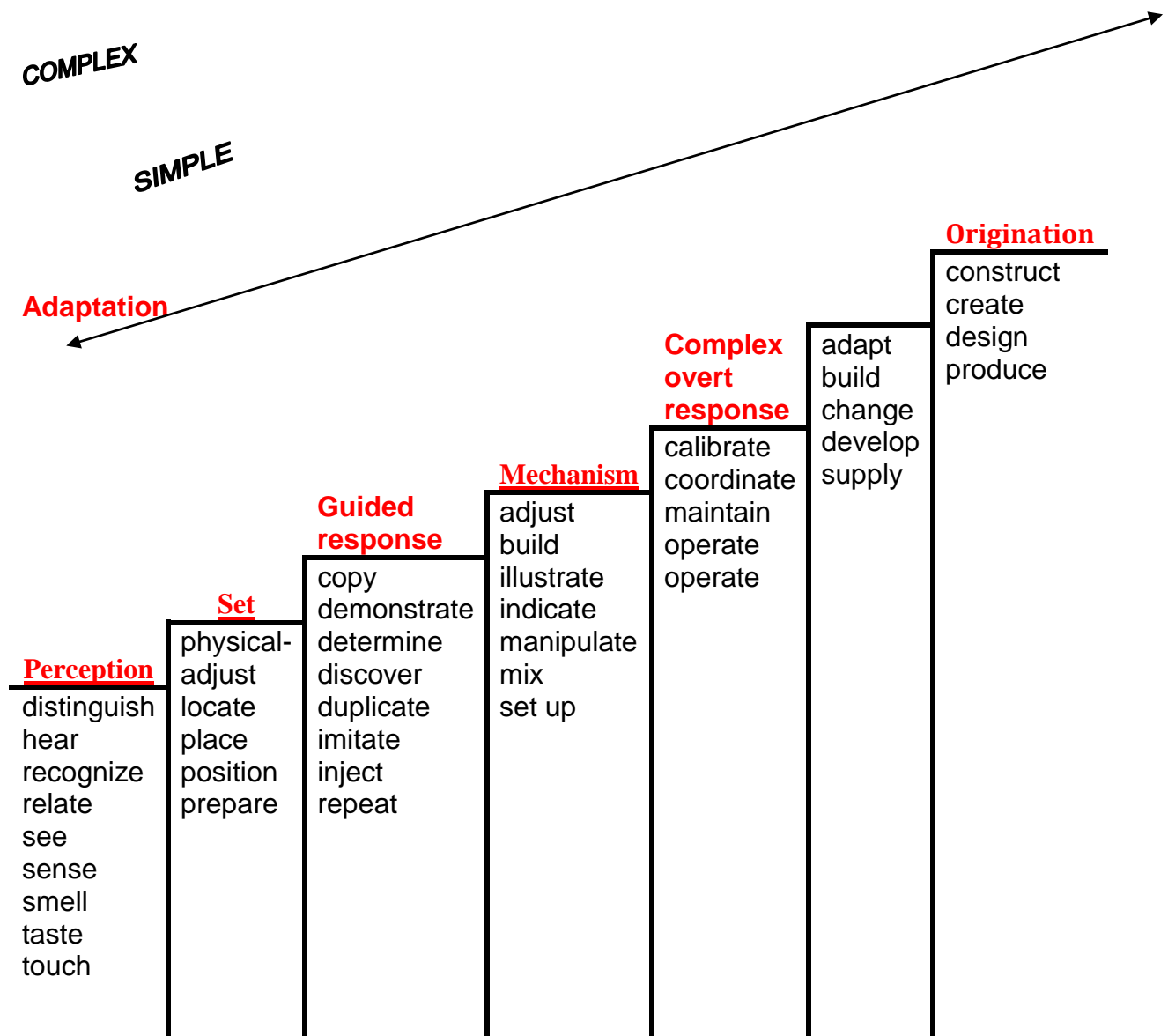
Organizing:

Conceptualization of a value in abstract or symbolic terms and organization of a value system.

Characterization of an internally consistent value system:

The individual acts consistently in accordance with the values he/she has internalized;

Verbs Requiring Psychomotor Outcomes



- Perception:** Involves sensitivity to a situation object, or relationship that normally leads to action.
- Preparation:** Involves readiness to perform.
- Orientation:** Involves the discovery and/or decision of the response(s) which must be made.
- Pattern:** Involves a learned response that is habitual; presentation is smooth and the presenter has confidence in his ability.
- Performance:** Involves a complex motor action, carried out with a high degree of skill. (May be thought of as "motor synthesis".)

Procedures for Consultation among Colleges regarding Curriculum Issues

Consultation among colleges regarding curriculum issues is necessary to ensure

- a. program integrity
- b. appropriate use of district resources
- c. program delivery to students in convenient locations
- d. adequate enrollment in all programs at all colleges

Description of a good faith effort at consultation

Prior to proposing a change to the college curriculum committee, college representatives must contact by email (or by phone with a follow up email) the appropriate dean and department chair at all affected colleges. The curriculum committee chair should be copied on this email as well. If a regular district wide discipline meeting is part of the ongoing curriculum process in this discipline, the membership of that group will also be consulted.

All consultations should be completed within two weeks of the initial email.

If there are unresolved disputes related to the valid curricular reasons outlined in the introductory paragraph to these procedures, the issues will be discussed and resolved at CIPD.

Consultation is required among colleges regarding the following curriculum issues.

- a. Offering a new course, making a substantive change to an existing course, or course reinstatement when it is similar to any course offered at another college.
- b. Substantive change to existing UCN course
- c. New single course which overlaps courses offered as part of an approved program at another college
- d. New programs (certificates or degrees) or substantive changes to programs which are similar to any other program or contains similar courses offered at other colleges (whether or not these programs are in the same discipline)
- e. Borrowing a course

**REQUEST FOR PROGRAM APPROVAL
PROGRAM CHANGES**

Filling out this form helps counseling make changes in their procedures to guide students, with correct information, towards program completion; and for the catalog

Program Name:

Check appropriate box(es) for action to be taken:

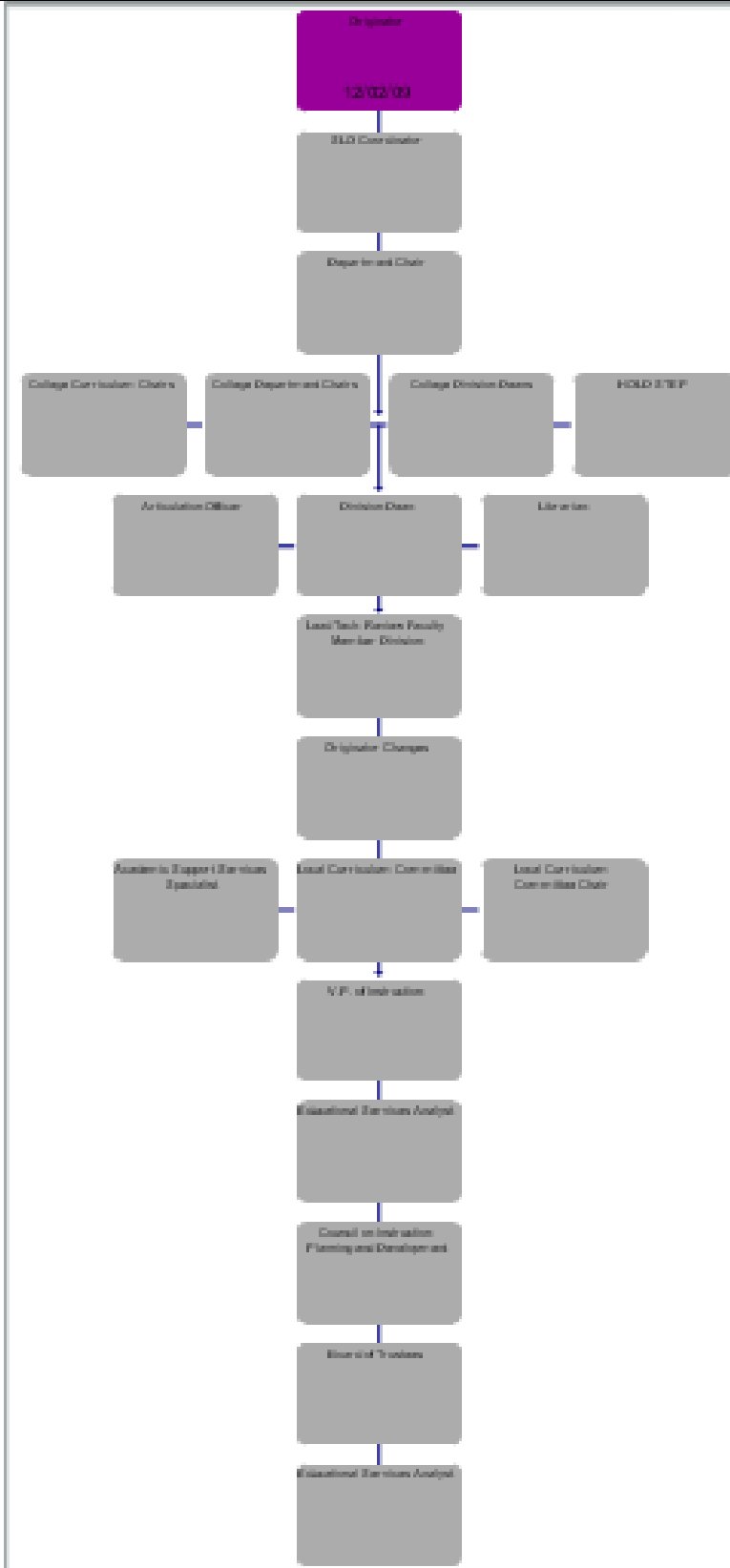
CHANGE PROGRAM REQUIREMENTS

(List change in program requirements/curriculum pattern.)

From:

To:

College of Alameda Curricunet Workflow : December 2009



College of Alameda Curriculum Committee Guidelines

FUNCTION: As a standing committee of the College of Alameda Faculty Senate, the curriculum committee is responsible for the review and approval of curriculum. After curriculum committee approval, curriculum requests move through the Vice President of Instruction, the Council of Instructional Planning and Development (CIPD) and the Board of Trustees.

RESPONSIBILITIES OF THE COMMITTEE

- Review proposals for new courses and programs, course and program revisions and deactivations.
- Participate in the program review and accreditation review processes.
- Review and recommend changes in the general education and graduation requirements.
- Review course proposals for alignment with articulation requirements.
- Recommend procedures and policies affecting curriculum.
- Review and recommend changes to the college catalog.

MEMBERSHIP AND TERMS OF OFFICE

Membership shall be composed of the following standing members with unlimited terms:

- Vice President of Instruction
- Articulation Officer
- Head Librarian or designee
- Head Counselor or designee
- The COA Faculty Senate shall appoint seven faculty members (three each from the two **COA Instructional Divisions** (I & II); and one from **Student Services**). In keeping with the Academic Senate for the State of California Community Colleges Guidelines on curriculum committee best practices¹; “Term limits have not shown themselves to be good practice since valuable expertise tends to be lost” (p. 106). Therefore, **terms are in two year increments for all members who are allowed to succeed themselves; with appointments being made as vacancies occur.**
- Appointments shall be made as vacancies occur.

The chairperson shall be elected from among and by committee members by May for the following academic year at the end of a term. **The term of office for chair is up to three consecutive 2 year terms.** There will be no limit on the total number of times a person may serve as chairperson, but no person shall serve more than three consecutive terms. **The vice-chairperson shall be elected from among and by committee members** by May for the following academic year. **The term of office for vice-chair shall be for one academic year; renewable. The technical review sub-committee chair is the vice-chair,** unless through agreement by the committee it is held by someone else through volunteer action.

¹ Academic Senate for the State of California Community Colleges (1996). The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice; page 106 to 107.

The technical review sub-committee is comprised of a TR-Chair, the CC vice-chair (if not the chair), the articulation officer, the curriculum specialist, the CC Chair (as needed), and any other member (as needed), and the “originator” of each COR (as needed).

All members of the committee shall be voting members. Elected or appointed members who miss three consecutive meetings without notifying the chair will be considered inactive. If an elected or appointed position becomes vacant during the school year, or a member becomes inactive, the chairperson will notify the President of the Faculty Senate within two weeks. The senate president will appoint a replacement to fulfill the remaining term. The senate president will notify the chairperson within one week of the appointment.

PROCEDURES

- Regular meetings shall be held twice a month during the academic year.
- All course proposals must be submitted electronically via the Curricunet system.
- **The originator is responsible for monitoring the course in the curriculum process via Curricunet.**
- The originator should discuss the course proposal with the department chair, department members, dean and division lead technical review faculty member.
- The department/divisional discussion includes an evaluation of the appropriateness of the course to the educational plans of the department and/or division. Additional consideration should be given to: reasons for proposal; course content ; number of units; approaches; and interdisciplinary appropriateness of proposed course.
- If a proposed course is deemed interdisciplinary, discussions should be held with faculty in all affected areas prior to submitting the proposal to the curriculum committee. Written notes documenting the consultation should be attached to the course outline.
- The curriculum committee will review proposals to align with educational plans and departmental goals as stated in program reviews. Additional evaluation criteria include, but are not limited to: departmental justification; appropriateness of course content to the community college ; compliance with articulation guidelines ; career technical education departments’ advisory board support ; departmental faculty support ; and interdisciplinary coordination.
- We highly discourage stand-alone courses and experimental temporary courses (i.e. 48, 248, 348) unless there is a compelling reason to have this designation. (If offered; each selected topic course may be offered for a maximum of three times. During the second or third time the course is offered, the department should decide if it wants the course as a permanent offering. If so, a revised and updated course outline and a request for course approval should be submitted to the curriculum committee. Enrollment/completion statistics for each time the course was offered should also be submitted. If approved for a permanent number by the curriculum committee and vice president of instruction, the request is forwarded to the district Council of Instructional Planning and Development (CIPD) and Board of Trustees for approval.)
- If there is a dispute regarding curriculum (e.g. in and between departments and colleges) - preferably documented in comments on Curricunet - the curriculum chair and vice president of instruction will meet with dean and department chair/originator to attempt to resolve the dispute in advance of curriculum committee meeting through the **District Consultation process**. The results of the meeting will be reported to the committee and attached to the outline. If no resolution comes out of meeting, curriculum request will still move forward to curriculum committee and be subject to CIPD approval.
- The curriculum committee may approve, deny or return course proposal to originator and department for further consideration.
- **All proposals are subject to CIPD Approval which has final say.**

College of Alameda Curriculum Committee Course Proposal or Update Flow Chart

I The Flow Process in general is as follows:

1. Originator (faculty member)
2. Sister College Consultation (if needed)
3. Department Chair & Division Dean
4. Librarian & SLO Coordinator
5. Originator Changes (if needed)
6. Technical Review
7. Originator Changes (if needed)
8. Articulation Officer
9. Originator Changes (if needed)
10. Curriculum Specialist (submits to CC)
11. Curriculum Committee
12. CIPD & Board
13. State Chancellor's Office

II Details of Steps in Process before CC

- 1 Faculty Initiated Outline – all curriculum is “originator” driven, if there is no originating faculty member, there is no curriculum. What happens to any and all curriculum is the sole responsibility of the Faculty of Record and Department Chair (with Office of Instruction Supervisorial Oversight relative to accreditation requisites).

- a) Conceptualization

The originator conceives of ideas of courses or programs or certificate; and consults (as appropriate) with:

- Curriculum Chair for guidance on process
- Department/Cluster Chair and Division Dean,
- Librarian (in person)
- DE coordinator (if needed)
- Articulation Officer (transfer courses only),
- Curriculum Specialist and/or Curriculum Chair (CurriCUNET and process help),
- SLO coordinator (chair of IEC) - who assures:
 - a. program PLOs and course SLOs coordinate with COA-ILOs, and
 - b. proper SLO construction,
- Other faculty members as needed (e.g. for learning community type linkages);
NOTE:
 - a. contract faculty in a department must be consulted if outline is done by an adjunct;
 - b. contract faculty at other Peralta schools (same Department) must be consulted if is a course offered at more than one campus and changes effect page one of outline,
- Other institutions to discuss transfer issues (e.g. CSU, UC, other Peralta schools / departments, etc.)
- Other professionals as appropriate

- b) Drafts new course outline or updated course outline (wordsmithing) and enters it in CurriCUNET – “submits” –

- c) COR then is sent to Department chair for completion

- 2 Official meeting with Dean – revisions or approval
- ❖ Faculty meets with Dean to discuss institutional support, resources, and institutional need for curriculum; and, necessity for inter-institutional consultation
 - ❖ Issues such as Bay Area CTE approval process and data needs for curriculum justification are discussed with the dean and the institutional researchers.

3 Technical & Articulation Review

People to be consulted with by the originator

- Tech Review Chair
- CC-Vice Chair
- DE Coordinator
- Articulation officer
- SLO coordinator
- Curriculum Specialist
- faculty member of record on the item under review

a) Checklist for COR Technical Review

- Is the course written in accordance with state and federal laws, including any licensing body, accrediting agency, or special funding agency. (Pedagogical)
- Are the required district forms accurate, complete, and attached? (Curriculum Specialist)
- Is the course title a clear indication to the student of the content of the course? (Pedagogical)
- Is the course number appropriate for the level of study required in the course? (Pedagogical)
- Are the semester hours accurate (Curriculum Specialist) and appropriate (Pedagogical)?
- Does the catalog description contain complete sentences written in the present tense (Curriculum Coordinator, and does it clearly state the goals and outcomes a successful learner will demonstrate at the end of the course (Pedagogical)?
- Does the catalog description indicate the intended audience for the course? (Pedagogical)
- Are the catalog and brief descriptions appropriate in length (75 words and 120 characters respectively)? (Curriculum Specialist)
- Are the prerequisites/corequisites/advisories appropriate and validated? (Curriculum Coordinator)
- Do the course objectives describe outcomes in terms of what a successful learner can demonstrate at the end of the course? (Pedagogical)
- Do the majority of the course objectives reflect higher order thinking skills? (Pedagogical)
- Is the course content in outline form and utilize subtopics to show the emphasis each topic generally receives? (Pedagogical)
- Does the required-texts-and-supplies section list examples of specific texts with copyright dates (Curriculum Specialist) or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice (Pedagogical)?
- Does the methods-of-instruction section specify what is appropriate for the specific course and align with course objectives? (Pedagogical)
- Does the methods-of-evaluation section specify procedures which are consistent with the objectives, the course content, and the scope of the course and based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises, or skill demonstrations? (Pedagogical)
- Do the examples of reading, writing, and outside assignments reference both the course content and at least one objective? (Pedagogical)
- Do the assignments listed provide examples that require students to think critically and apply the concepts from the course objectives? (Pedagogical)
- Is the course outline accurate, complete and integrated according to Title 5 regulations? (Pedagogical)
- AA/AS General Education Breadth Area Placement (Pedagogical)

b) **Course Approval & Course Revision Issues Checklist**

Question Faculty should ask when developing new courses (with suggestions where to ask if you are not sure of the answer)

- Does the course fall within the mission of the college? (ILOs)
- Is there a demonstrable need for the course or program that meets stated goals and objectives, at this time, and in the COA service region? (faculty & institutional research)
- Does the college have the resources to maintain the course or program in which the course is required at the level of quality described in the course outline? (Administration)
- Is this course part of an approved program? (Division Dean)
- Is this course part of an approved certificate? (Division Dean)
- Does this course represent any unnecessary duplication of an existing course at the college? (Faculty)
- Is the course written in accordance with state and federal laws including any licensing body, accrediting agency, or special funding provision? (Curriculum Committee)
- Does this course fulfill an Associate Degree requirement? (Division, and Department)
- Does this course fulfill an AA/AS General Education Breadth requirement? (Counselor or Articulation Officer)
- Is this course intended to meet the requirements for UC Transfer Course Agreement or CSU General Education breadth? (Articulation Officer)
- Are the prerequisites, co-requisites, and advisories appropriate and validated? (Curriculum technical review subcommittee, and Dean)
- Does this course fulfill the purpose of a prerequisite, co-requisite, and advisory for another course? (Curriculum technical review subcommittee, and Dean)
- Is consultation with other departments necessary for possible cross listing? (Division, department)
- Are the units accurate and appropriate re: definition of Carnegie Units (Curriculum technical review subcommittee)?
- Are the required district forms [Outline, DE Addendum, SLO's] accurate, complete, and attached (Curriculum technical review subcommittee)?

c) **Separate Approval Process for Distance Education Courses**

What should we look for when approving online course addenda?

- Course content and objectives do not change, Methods of instruction and evaluation do. Make sure you have a copy of the original course outline along with the addendum.
- Methods of instruction seem plausible online. Ask questions if you don't understand.
- A variety of online delivery methods are used and link back to the course objectives. Some possibilities are: PowerPoint presentations converted to web format, digital video clips, instructor developed web pages, web tutorials and informational sites appropriate to the discipline, discussion forums, email attachments, images and screen shots for diagrams, graphs and other visual information, online quizzes and tests, proctored tests, online lectures, etc.
- Evaluation methodology that makes sense to you: proctored testing, online testing using course management software, projects or portfolios, essay exams, etc. (match the appropriate method with the discipline being addressed)
- Provisions are made for Regular Effective Contact between instructor and students see the Regular Effective Contact Policy.
- Department Chair has knowledge of how the course will be offered and is aware of online teaching strategies.
- Course Author has some technical experience and online savvy. You will be able to tell when you read the addendum, if the verbiage is correct. Watch for duplicated content across addenda.
- Sample assignments show appropriate use of the Internet and courseware management tools that are available at your college.
- Consideration has been given to compliance with accessibility guidelines (Sec. 508)
- Class size is appropriately addressed.

e) **Title 5 General Education Requirements** In order to determine placement of courses in the various General Education Areas for the AA/AS degree, please follow Title 5 Guidelines below. **55806. Minimum Requirements for the Associate Degree.**

(b) General Education Requirements.

(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each part of (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

Tech review questions for Area A placement:

1. Is the course an introductory or integrative science course?
2. Is the course designed to develop an appreciation and understanding of the scientific method?
3. Is the course designed to encourage an understanding of relationships between science and other human activities?

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

Tech review questions for Area B placement:

1. Is the course an introductory or integrative social science course?
2. Is the course designed to develop awareness of social science methods?
3. Is the course designed to stimulate critical thinking about ways people act and have acted in response to their societies?
4. Is the course designed to promote appreciation of how societies and social groups operate?

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Tech review questions for Area C placement:

1. Is the course an introductory or integrative humanities course?
2. Is the course designed to develop awareness of ways in which people have responded to themselves and the world in artistic and cultural expression?
3. Is the course designed to stimulate aesthetic understand and ability to make value judgments?

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

Tech review questions for Area D placement:

1. Is the course designed to develop principles and applications of language?
2. Is the course designed to develop clear, precise, and logical expression?
3. Is the course designed to stimulate critical evaluation of communication using a symbol system?

1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

4. Is the course designed to include expository and argumentative writing?

2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

5. Is the course designed to promote critical thinking and expression using oral communication, numerical, or computer languages?

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- 4 See Curriculum Review Procedures handout for details of what the Curriculum Committee will ask