

College of Alameda Curriculum Committee Course Proposal or Update Flow Chart

The Process:

Originator (faculty member)
Sister College Consultation (if needed)
Department Chair & Division Dean
Librarian & SLO Coordinator
Originator Changes (if needed)
Technical Review
Originator Changes (if needed)
Articulation Officer
Originator Changes (if needed)
Curriculum Specialist (submits to CC)
Curriculum Committee
CIPD & Board
State Chancellor's Office

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).

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: program PLOs and course SLOs coordinate with COA-ILOs, and proper SLO construction,
Other faculty members as needed---contract faculty in a department must be consulted if outline is done by an adjunct; contract faculty at other Peralta schools (same Department) must be consulted if a course is 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
Drafts new course outline or updated course outline (wordsmithing) and enters it in Curricunet

Visits Technical and Articulation review prior to 'launch'

Course is 'launched' in Curricunet

Approval flow in Curricunet Meta includes the Curriculum Specialist, Department Chair, Librarian, SLO Coordinator, Articulation Officer, Technical Review and the Curriculum Chair

The Curriculum Specialist and Curriculum Chair formulate the Agenda for the Curriculum Committee meeting

Best Practice – revisions or approval going forward.....

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.

Checklist for COR (course outline of record) Technical Review

Is the course written in accordance with state and federal laws, including any licensing body, accrediting agency, or special funding agency?

Are the required district forms accurate, complete, and attached?

Is the course title a clear indication to the student of the content of the course?

Is the course number appropriate for the level of study required in the course?

Are the semester hours accurate and appropriate?

Does the catalog description contain complete sentences written in the present tense and does it clearly state the goals and outcomes a successful learner will demonstrate at the end of the course?

Does the catalog description indicate the intended audience for the course?

Are the catalog and brief descriptions appropriate in length (75 words and 120 characters respectively)?

Are the prerequisites/corequisites/advisories appropriate and validated?

Do the course objectives describe outcomes in terms of what a successful learner can demonstrate at the end of the course?

Do the majority of the course objectives reflect higher order thinking skills?

Is the course content in outline form and utilize subtopics to show the emphasis each topic generally receives?

Does the required-texts-and-supplies section list examples of specific texts with copyright dates or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice?

Does the methods-of-instruction section specify what is appropriate for the specific course and align with course objectives?

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?

Do the examples of reading, writing, and outside assignments reference both the course content and at least one objective?

Do the assignments listed provide examples that require students to think critically and apply the concepts from the course objectives?
Is the course outline accurate, complete and integrated according to Title 5 regulations?
AA/AS General Education Breadth Area Placement

Course Approval & Course Revision Issues -----Checklist

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? **(Curriculum technical review subcommittee)**
Are the required district forms [Outline, DE Addendum, SLO's] accurate, complete, and attached? **(Curriculum technical review subcommittee)**

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.

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.

General Education Requirements.

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:

Area 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:

Is the course an introductory or integrative science course?

Is the course designed to develop an appreciation and understanding of the scientific method?

Is the course designed to encourage an understanding of relationships between science and other human activities?

Area 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:

Is the course an introductory or integrative social science course?

Is the course designed to develop awareness of social science methods?

Is the course designed to stimulate critical thinking about ways people act and have acted in response to their societies?

Is the course designed to promote appreciation of how societies and social groups operate?

Area 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:

Is the course an introductory or integrative humanities course?

Is the course designed to develop awareness of ways in which people have responded to themselves and the world in artistic and cultural expression?

Is the course designed to stimulate aesthetic understand and ability to make value judgments?

Area 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:

Is the course designed to develop principles and applications of language?

Is the course designed to develop clear, precise, and logical expression?

Is the course designed to stimulate critical evaluation of communication using a symbol system?

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

Is the course designed to include expository and argumentative writing?

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.

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

Resources:

Program and Course Approval Handbook 6th edition

http://www.ccccurriculum.net/wp-content/uploads/2011/05/PCAH_6thEdition_July_FINAL.pdf