

**GAVILAN COLLEGE  
CURRICULUM DEVELOPMENT**

<b>FORM C</b>			
<b>Modify or Inactivate an Existing Course</b>			
Date:		Prepared & Submitted by:	
Department:		Course Discipline and Number:	

1. **What is the effective term?**

Fall  Spring  Summer  Year: 20\_\_\_\_\_

2.  **Inactivate Course(s):** *(Inactivating a course will remove it from the course catalog. Courses may be re-activated by updating the course and bringing it back to the Curriculum Committee for approval. Transferable courses will need to be re-articulated, should you decide to reactivate the course.)*

**Reason for inactivation:**

3.  **Modification of the following:** *(Attach existing course outline, note changes as appropriate. Update Prerequisite/Advisory Form, if appropriate )*

<input type="checkbox"/> Number	<input type="checkbox"/> Hours	<input type="checkbox"/> Prerequisite/Advisory	<input type="checkbox"/> Discipline
<input type="checkbox"/> Title	<input type="checkbox"/> Units	<input type="checkbox"/> Description	<input type="checkbox"/> Content
<input type="checkbox"/> Grading	<input type="checkbox"/> GE Applicability	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Transferability
<input type="checkbox"/> General Update	<input type="checkbox"/> Reinstate Course	<input type="checkbox"/> Cross list course with	
<input type="checkbox"/> Update Textbook	<input type="checkbox"/> Other (please describe.)		

<b>FROM:</b>				
	Discipline & Number	Course Title	Units	Lec Hours per week
				Lab Hours per week
<b>TO:</b>				
	Discipline & Number	Course Title	Units	Lec Hours per week
				Lab Hours per week

**Reason for modification:**

4. **Will this course be offered via distance education?** Yes  No

*If yes, fill out Form D – Distance Education form.*

5. **Routing/Recommendation for Approval**

	Signatures	Approval
Dept. Approval (Chair Sign) _____	Date _____	Yes___ No___
Area Dean _____	Date _____	Yes___ No___
Curriculum Committee Chair _____	Date _____	Yes___ No___
VP of Instruction _____	Date _____	Yes___ No___
Superintendent/President For District Board _____	Date _____	Yes___ No___

**GAVILAN COLLEGE  
CURRICULUM DEVELOPMENT**

**COURSE OUTLINE**

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**DISCIPLINE:** \_\_\_\_\_ **DEPARTMENT:** \_\_\_\_\_  
(Discipline and Number)

**COURSE TITLE:** \_\_\_\_\_  
(Maximum of 58 spaces)

**ABBREVIATED TITLE:** \_\_\_\_\_  
(Maximum of 28 spaces)

**SEMESTER UNITS:** \_\_\_\_\_ **LEC HOURS PER WEEK:** \_\_\_\_\_ **LAB HOURS PER WEEK:** \_\_\_\_\_

<b>Classification:</b> N/A	<b>Non Credit Category:</b> Y Not Applicable, Credit Course	<b>Occupational Code (SAM):</b> N/A
TOP Code: 0000.00	LEH Factor:	FTE Load:

**CATALOG DESCRIPTION:**

No Change  Change

**COURSE REQUISITES:**

List all prerequisites separated by AND/OR, as needed. Also fill out and submit the Prerequisite/Advisory form.

No Change

Replaces existing Advisory/Prerequisite

In addition to existing Advisory/Prerequisite

Prerequisite:

Co-requisite:

Advisory:

**GRADING SYSTEM:**

No Change

Standard Letter Grade

Option of a letter grade or pass/no pass

Pass/no pass

Non Credit

**REPEATABLE FOR CREDIT:**

(Note: Course Outline must include additional skills that will be acquired by repeating this course.)

No Change

Credit Course Yes  No  If yes, how many times? 1  2  3

Non Credit Course Yes  No  If yes, how many times? 1  2  3  Unlimited   
(Noncredit only)

**STAND ALONE:**

No Change

Yes - Course is NOT included in a degree or certificate program

No - Course IS included in a degree or certificate program

**METHODS OF INSTRUCTION:**

No Change

**RECOMMENDED OR REQUIRED TEXT/S:**

(The following information must be provided: Author, Title, Publisher, Year of Publication, Reading level and Reading level verification)

Required:  Recommended:  n/a   
 Author: \_\_\_\_\_ Title: \_\_\_\_\_ Publisher: \_\_\_\_\_ Year of Publication: \_\_\_\_\_, or other appropriate college level text.  
 ISBN: \_\_\_\_\_ (if available)  
 Reading level of text, Grade: \_\_\_\_\_ Verified by: \_\_\_\_\_  
 Other textbooks or materials to be purchased by the student: \_\_\_\_\_

**CULTURAL DIVERSITY:**

Does this course meet the cultural diversity requirement? Yes  No

*If Yes, please indicate which criteria apply. At least two criteria must be selected and evidenced in the course content section and at least one Student Learning Outcome must apply to cultural diversity.*

This course promotes understanding of:

- Cultures and subcultures
- Cultural awareness
- Cultural inclusiveness
- Mutual respect among diverse peoples
- Familiarity with cultural developments and their complexities

SLO #

**PROGRAM LEARNING OUTCOMES:**

Is this course part of a program (degree or certificate)? If yes, copy and paste the appropriate Program Learning Outcomes and number them. Enter the PLOs by number in the Student Learning Outcomes below.

**STUDENT LEARNING OUTCOMES:**

1. Complete this section in a manner that demonstrates student’s use of critical thinking and reasoning skills. These include the ability to formulate and analyze problems and to employ rational processes to achieve increased understanding. Reference Bloom’s Taxonomy of action verbs.
2. List the Type of Measures that will be used to measure the student learning outcomes, such as written exam, oral exam, oral report, role playing, project, performance, demonstration, etc.
3. Identify which Program Learning Outcomes (PLO) are aligned with this course. List them by number in order of emphasis.
4. Identify which Institutional Learning Outcomes (ILO) are aligned with this course. List them, by number in order of emphasis. For example: "2, 1" would indicate Cognition and Communication.  
 (1) Communication, (2) Cognition, (3) Information Competency, (4) Social Interaction, (5) Aesthetic Responsiveness, (6) Personal Development & Responsibility, (7) Content Specific.
5. For GE courses, enter the GE Learning Outcomes for this course. For example "A1, A2". GE Learning Outcomes are listed below.
6. Indicate when the course was last assessed.

Indicate by number which Program Learning Outcomes, Institutional Learning Outcomes and GE Learning Outcomes are supported by each of the Student Learning Outcomes.

1.					
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:	
2.					
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:	
3.					
Measure:	PLO:	ILO:	GE-LO:	Year assessed or	

				anticipated year of assessment:
4.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:
5.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:
6.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:
7.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:
8.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:
9.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:
10.				
Measure:	PLO:	ILO:	GE-LO:	Year assessed or anticipated year of assessment:

## GENERAL EDUCATION LEARNING OUTCOMES

### AREA A Communications in the English Language

After completing courses in Area A, students will be able to do the following:

- A1.** Receive, analyze, and effectively respond to verbal communication.
- A2.** Formulate, organize and logically present verbal information.
- A3.** Write clear and effective prose using forms, methods, modes and conventions of English grammar that best achieve the writing's purpose.
- A4.** Advocate effectively for a position using persuasive strategies, argumentative support, and logical reasoning.
- A5.** Employ the methods of research to find information, analyze its content, and appropriately incorporate it into written work.
- A6.** Read college course texts and summarize the information presented.
- A7.** Analyze the ideas presented in college course materials and be able to discuss them or present them in writing.
- A8.** Communicate conclusions based on sound inferences drawn from unambiguous statements of knowledge and belief.
- A9.** Explain and apply elementary inductive and deductive processes, describe formal and informal fallacies of language and thought, and compare effectively matters of fact and issues of judgment and opinion.

### AREA B Physical Universe and its Life Forms

After completing courses in Area B, students will be able to do the following:

- B1.** Explain concepts and theories related to physical and biological phenomena.
- B2.** Identify structures of selected living organisms and relate structure to biological function.
- B3.** Recognize and utilize appropriate mathematical techniques to solve both abstract and practical problems.
- B4.** Utilize safe and effective laboratory techniques to investigate scientific problems.
- B5.** Discuss the use and limitations of the scientific process in the solution of problems.
- B6.** Make critical judgments about the validity of scientific evidence and the applicability of scientific theories.
- B7.** Utilize appropriate technology for scientific and mathematical investigations and recognize the advantages and disadvantages of that technology.

- B8.** Work collaboratively with others on labs, projects, and presentations.
- B9.** Describe the influence of scientific knowledge on the development of world's civilizations as recorded in the past as well as in present times.

**AREA C** Arts, Foreign Language, Literature and Philosophy

After completing courses in Area C, students will be able to do the following:

- C1.** Demonstrate knowledge of the language and content of one or more artistic forms: visual arts, music, theater, film/television, writing, digital arts.
- C2.** Analyze an artistic work on both its emotional and intellectual levels.
- C3.** Demonstrate awareness of the thinking, practices and unique perspectives offered by a culture or cultures other than one's own.
- C4.** Recognize the universality of the human experience in its various manifestations across cultures.
- C5.** Express objective and subjective responses to experiences and describe the integrity of emotional and intellectual response.
- C6.** Analyze and explain the interrelationship between self, the creative arts, and the humanities, and be exposed to both non-Western and Western cultures.
- C7.** Contextually describe the contributions and perspectives of women and of ethnic and other minorities.

**AREA D** Social, Political, and Economic Institutions

After completing courses in Area D, students will be able to do the following:

- D1.** Identify and analyze key concepts and theories about human and/or societal development.
- D2.** Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observation and study.
- D3.** Demonstrate an understanding of the use of research and scientific methodologies in the study of human behavior and societal change.
- D4.** Analyze different cultures and their influence on human development or society, including how issues relate to race, class and gender.
- D5.** Describe and analyze cultural and social organizations, including similarities and differences between various societies.

**AREA E** Lifelong Understanding and Self-Development

After completing courses in Area E, students will be able to do the following:

- E1.** Demonstrate an awareness of the importance of personal development.
- E2.** Examine the integration of one's self as a psychological, social, and physiological being.
- E3.** Analyze human behavior, perception, and physiology and their interrelationships including sexuality, nutrition, health, stress, the social and physical environment, and the implications of death and dying.

**AREA F** Cultural Diversity

After completing courses in Area F, students will be able to do the following:

- F1.** Connect knowledge of self and society to larger cultural contexts.
- F2.** Articulate the differences and similarities between and within cultures.

**CONTENT, STUDENT PERFORMANCE OBJECTIVES and OUT-OF CLASS ASSIGNMENTS.**

No Change

Copy and paste the existing content from the official course outline of record. Edit the content as needed.

The content should include:

1. Hours it will take to cover each topic - Hours are based on an 18 week term, even though the instruction is compressed into a 16 week calendar. For example, a 3 unit course should have 54 hours (3 hours per week times 18 weeks = 54 Total Contact Hours). 2 hours should be set aside for the final.
2. Topic
3. Student Performance Objectives
4. Out of Class Assignments - Out of Class Assignments: essays, library research, problems, projects required outside of class on a 2 to 1 basis for Lecture units granted. Include specific examples of reading and writing assignments.

**METHODS OF EVALUATION:**

No Change

<b>METHODS OF EVALUATION:</b>		
<b>CATEGORY 1 - The types of writing assignments required:</b>		
Percent range of total grade:	% to	%
<input type="checkbox"/>	Written Homework	
<input type="checkbox"/>	Reading Reports	
<input type="checkbox"/>	Lab Reports	
<input type="checkbox"/>	Essay Exams	
<input type="checkbox"/>	Term or Other Papers	
<input type="checkbox"/>	Other:	
<b>If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:</b>		
<input type="checkbox"/>	Course is primarily computational	
<input type="checkbox"/>	Course primarily involves skill demonstration or problem solving	
<b>CATEGORY 2 -The problem-solving assignments required:</b>		
Percent range of total grade:	% to	%
<input type="checkbox"/>	Homework Problems	
<input type="checkbox"/>	Field Work	
<input type="checkbox"/>	Lab Reports	
<input type="checkbox"/>	Quizzes	
<input type="checkbox"/>	Exams	
<input type="checkbox"/>	Other:	
<b>CATEGORY 3 -The types of skill demonstrations required:</b>		
Percent range of total grade:	% to	%
<input type="checkbox"/>	Class Performance/s	
<input type="checkbox"/>	Field Work	
<input type="checkbox"/>	Performance Exams	
<b>CATEGORY 4 - The types of objective examinations used in the course:</b>		
Percent range of total grade:	% to	%
<input type="checkbox"/>	Multiple Choice	
<input type="checkbox"/>	True/False	
<input type="checkbox"/>	Matching Items	
<input type="checkbox"/>	Completion	
<input type="checkbox"/>	Other:	
<b>CATEGORY 5 - Any other methods of evaluation:</b>		
Percent range of total grade:	% to	%