FORM D--GAVILAN DISTANCE LEARNING COURSE OUTLINE ADDENDUM

- *For new courses, submit with New Course Proposal - Second Reading, Course Outline, and Advisory/Prerequisite documentation, as needed;*
- *For existing courses submit with Modify a Course - Form C, Course Outline, Advisory/Prerequisite documentation, as needed.*

Discipline& Number   Anthropology 5   **Course Title:** Magic, Witchcraft, and Religion
Date: 3/19/12   **Prepared by:**   Debbie Klein

<u>**Attach additional pages as needed**</u>:

1. NEED/JUSTIFICATION: Why should this course be offered via distance learning? Through the completion of weekly readings, writing assignments, video viewing, website consulting, discussion forums, quizzes, and exams, students can successfully accomplish the course learning outcomes in an online format.

2. INSTRUCTOR/STUDENT CONTACT
   Check all that apply: ☒ Online -- Requiring no in-person meetings.
   ☒ Hybrid -- Requires one or more in-person meetings.
   ☐ Telecourse -- Number of in-person meetings to be required _____

3. COMMUNICATIONS: How do you plan to communicate with your students? Please indicate the frequency of use of each technology, and the purpose of using each technology.

   A. ELECTRONIC

   ☒ Email-- Frequency/purpose:
   As needed, I communicate with students everyday whenever their questions arise.

   ☐ Chat (Synchronous)-- Frequency/purpose:

   ☐ FAQS-- Frequency/purpose:

   ☒ Forum; Bulletin Board; Discussion Board (Asynchronous or Synchronous) -- Frequency/purpose:
   I design discussions based on weekly content and require all students to post and reply to a certain number of their classmates' posts. I also post a standing forum where students can ask questions as they come up. I encourage students to help each other in this forum.

   ☐ Television-- Frequency/purpose:

   ☐ Other- Please specify:

   B. TELEPHONE-- Frequency/purpose:
   We can schedule phone appointments as needed.

   C. IN PERSON MEETINGS: Frequency/purpose: (Note: for Distance Ed classes these must be optional and an alternative must be provided for students unable to come to campus)
   We can schedule meetings as needed.

   D. OTHER -- Frequency/purpose (describe):
   I post weekly "heads-up" announcements to remind students of various assignments, tell them about news items, and report the class results of big assignments, etc.

GAVILAN COLLEGE
CURRICULUM DEVELOPMENT

FORM C			
Modify or Inactivate an Existing Course			
Date:	3/19/12	Prepared & Submitted by:	Debbie Klein
Department:	Social Science	Course Discipline and Number:	Anthropology 5

1. **What is the effective term?**
   Fall ☒   Spring ☐   Summer ☐   Year: 20<u>12</u>

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)*

☐ Number	☐ Hours	☒ Prerequisite/Advisory	☐ Discipline
☐ Title	☐ Units	☐ Description	☐ Content
☐ Grading	☐ GE Applicability	☐ Repeatability	☐ Transferability
☐ General Update	☐ Reinstate Course	☐ Cross list course with	
☐ Update Textbook	☒ Other (please describe.) to offer in online and hybrid formats		

FROM: |_____|_____|_____|_____|_____|

Discipline & Number | Course Title | Units | Lec Hours per week | Lab Hours per week

TO: |_____|_____|_____|_____|_____|

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
_____

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:**

Classification:	*Non Credit Category:*	*Occupational Code (SAM):*
N/A	Y Not Applicable, Credit Course	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.

Student Learning Outcomes:
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:

2.
     Measure: PLO: ILO: GE-LO: Year Assessed:

3.
     Measure: PLO: ILO: GE-LO: Year Assessed:

4.

	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:
5.					
	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:
6.					
	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:
7.					
	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:
8.					
	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:
9.					
	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:
10.					
	Measure:	PLO:	ILO:	GE-LO:	Year Assessed:

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 effectives 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 PEFORMANCE 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 ☐

METHODS OF EVALUATION:
CATEGORY 1 - The types of writing assignments required:
Percent range of total grade: % to   %
    ☐ Written Homework
    ☐ Reading Reports
    ☐ Lab Reports
    ☐ Essay Exams
    ☐ Term or Other Papers
    ☐ Other:
If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:
    ☐ Course is primarily computational

☐ Course primarily involves skill demonstration or problem solving

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: % to   %

    ☐ Homework Problems
    ☐ Field Work
    ☐ Lab Reports
    ☐ Quizzes
    ☐ Exams
    ☐ Other:

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: % to   %

    ☐ Class Performance/s
    ☐ Field Work
    ☐ Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: % to   %

    ☐ Multiple Choice
    ☐ True/False
    ☐ Matching Items
    ☐ Completion
    ☐ Other:

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: % to   %

FORM D--GAVILAN DISTANCE LEARNING COURSE OUTLINE ADDENDUM

- *For new courses, submit with New Course Proposal - Second Reading, Course Outline, and Advisory/Prerequisite documentation, as needed;*
- *For existing courses submit with Modify a Course - Form C, Course Outline, Advisory/Prerequisite documentation, as needed.*

Discipline& Number   Economics 1   **Course Title:**   Principles of Macroeconomics
Date: 4/23/2012   **Prepared by:**   Julian Kearns

Attach additional pages as needed:

1. NEED/JUSTIFICATION: Why should this course be offered via distance learning? It is currently offered via distance education on the basis that this forum increases access to students, including some who would not otherwise be able to participate due to transportation and scheduling issues.

2. INSTRUCTOR/STUDENT CONTACT
   Check all that apply: ☒ Online -- Requiring no in-person meetings.
                                        ☒ Hybrid -- Requires one or more in-person meetings.
                                        ☐ Telecourse -- Number of in-person meetings to be required _____

3. COMMUNICATIONS: How do you plan to communicate with your students? Please indicate the frequency of use of each technology, and the purpose of using each technology.

   A. ELECTRONIC

      ☒ Email-- Frequency/purpose:
      Occasional email as needed, to remind students of important dates and resolve content specific and other questions students might have.

      ☒ Chat (Synchronous)-- Frequency/purpose:
      As needed, to resolve content related questions.

      ☐ FAQS-- Frequency/purpose:

      ☒ Forum; Bulletin Board; Discussion Board (Asynchronous or Synchronous) -- Frequency/purpose:
      Weekly, at least, to discuss content related questions and to facilitate student interaction and class discussion.

      ☐ Television-- Frequency/purpose:

      ☐ Other- Please specify:

   B. TELEPHONE-- Frequency/purpose:
      As needed, but typically only to resolve questions that couldn't be resolved using other forms of communication.

   C. IN PERSON MEETINGS: Frequency/purpose: (Note: for Distance Ed classes these must be optional and an alternative must be provided for students unable to come to campus)
      As needed to resolve questions and issues that couldn't be addresses using other forms of communication. An alternative for students who cannot come to campus is in D below.

   D. OTHER -- Frequency/purpose (describe):

I have a CCC Confer online office. This allows me to meet with students in a synchronous manner over the internet. CCC Confer is essentially a web conferencing tool. When I meet with students in my online office, I speak with them in real time, and can share documents and websites with them. In addition, I have a tool called a whiteboard capture device that allows students to see exercises I perform on a white board on their computer screen. The online office allows me to do everything I could do in a face to face meeting, except see non-verbal communication and social cues.

4. ASSESSMENT: How will instructors ensure that weekly content, course objectives, critical thinking, reading, and writing components will meet standards set in the course outline of record?
    The assessment techniques I use in-person and online are identical.

5. METHODS OF INSTRUCTION: What methods of instruction will be used to ensure student success?
    The primary methods of instruction are assigned textbook readings and practice exercises in MyEconLab, which is the companion website for the textbook. Other methods of instruction will be implemented on an as-needed content specific basis, and include descriptions, explanations, and responses to specific questions communicated via email, chat, telephone, or online office hour meetings.

6. INSTRUCTIONAL MATERIALS AND RESOURCES: Describe how students will be provided access to materials and resources, including assigned text/s.
    Students will acquire a textbook and access to MyEconLab in whatever manner they choose. Ownership and rental markets are widely accessible.

7. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: How will you accommodate these students?
    (See attached Distance Learning Course Accessibility Agreement.)
    Course requirements, such as time permitted on quizzes, will be adjusted to accommodate the needs of students with disabilities.

8. OFFICE HOURS: What method/s will be used for office hour contact in this Distance Ed class?
    We will utilize my CCC Confer online office detailed in 3(D) above.

9. RESOURCES: What additional resources might be needed for this class to be successful online?
    In the future I may want to use video lectures I create. Such videos are required to be captioned, which will require additional funding.

Date

APPROVALS: 1. Distance Ed Coordinator _____ 4|27|12

2. Department Chair _____ _____

3. Area Dean _____ _____

4. Curriculum Committee Chair _____ _____

5. Vice President of Instruction _____ _____

6. President _____ _____

DISTANCE LEARNING COURSE ACCESSIBILITY AGREEMENT

The questions below concern the accessibility of your distance-learning course for students with disabilities. The instructor who is teaching this course will ensure accessibility of the instructional materials by agreeing to abide by the following criteria when creating content for online courses such as: graphics, animations, videos, audio, PDF and Word documents, and/or Adobe Flash.

Yes	No	Requirement and *Purpose*
☒	☐	1. **Using Moodle?** The current course management software we use has been certified section 508 compliant. This means when using this system the delivery of your content is guaranteed accessible. However, as the instructor or course creator you must make sure that the content you provide within the CMS is accessible by using the following methods in the boxes below.
☒	☐	2. **Using images or animation?** A text equivalent is provided for every non-text element, including both images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
☐	☒	3. **Using multimedia?** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must have captions and/or a transcript. With archived audio, a transcription may be sufficient.
☒	☐	4. **Using documents?** Ensure accessibility content, including PDF files, Microsoft Word documents, PowerPoint presentations and Adobe Flash content. PDF documents and other content must be as accessible as possible. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative. PDF documents should also include a series of tags to make it more accessible. *A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.*
☐	☒	5. **Using forms?** When electronic forms are designed to be completed online, the form allows students using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
☒	☐	6. **Using timed quizzes?** When a timed response is required, the user is alerted and given sufficient time to indicate more time is required.
☒	☐	7. **Using web pages?** -Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.* -Ensure that webpages meet 508 standards by testing through Cynthia Says (http://www.cynthiasays.com/) or through the AccVerify/AccRepair programs (available in the SRC). For step by step instructions, follow the guidelines on the Accessibility Guidelines website: http://www.gavilan.edu/drc/access.html. When creating html content, you can use a 508 compliant program that Gavilan supports such as: Dreamweaver or Contribute (available in the SRC).

You can visit Gavilan's Section 508 Standards for Electronic & Information Technology at http://www.gavilan.edu/drc/Gavilan508.html.
For more information on accessibility, see The Access Board provisions at (http://www.access-board.gov/sec508/guide/1194.22.htm#(a)) and the WebAIM Section 508 Checklist at (http://www.webaim.org/standards/508/checklist).