



**College of the Redwoods
CURRICULUM PROPOSAL**

1. Course ID and Number:
2. Course Title:
3. Check one of the following:
 - New Course *(If the course constitutes a new learning experience for CR students, the course is new)*
 - Updated/revised course

If curriculum has been offered under a different discipline and/or name, identify the former course:

Should another course be inactivated? No Yes Inactivation date:

Title of course to be inactivated:

4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites.
5. List the faculty with which you consulted in the development and/or revision of this course outline:
Faculty Member Name(s) and Discipline(s):
6. If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and proposed changes. If a feature is not changing, leave both the “old” and “new” fields blank.

FEATURES		OLD	NEW
<input type="checkbox"/>	Course Title		
<input type="checkbox"/>	Catalog Description (Please include complete text of old and new catalog descriptions.)		
<input type="checkbox"/>	Grading Standard	Select	Select
<input type="checkbox"/>	Total Units		
<input type="checkbox"/>	Lecture Units		
<input type="checkbox"/>	Lab Units		
<input type="checkbox"/>	Prerequisites		
<input type="checkbox"/>	Corequisites		
<input type="checkbox"/>	Recommended Preparation		
<input type="checkbox"/>	Maximum Class Size		
<input type="checkbox"/>	Repeatability— Maximum Enrollments		
<input type="checkbox"/>	Other		



College of the Redwoods
COURSE OUTLINE

1. DATE:
2. DIVISION: **Select**
3. COURSE ID AND NUMBER:
4. COURSE TITLE (appears in catalog and schedule of classes):
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces):
6. LOCAL ID (TOPS): (Taxonomy of Program codes http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc)
7. NATIONAL ID (CIP): (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc)
8. Discipline(s): Select from CCC System Office *Minimum Qualifications for Faculty* <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx>
Course may fit more than one discipline; identify all that apply:
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED:
10. TOTAL UNITS: [Lecture Units: Lab Units:]
TOTAL HOURS: [Lecture Hours: Lab Hours:]
(1 unit lecture=18 hours; 1 unit lab=54 hours)
11. MAXIMUM CLASS SIZE:
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No Yes Fee: \$
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

GRADING STANDARD

Letter Grade Only Pass/No Pass Only Grade-Pass/No Pass Option

Is this course a repeatable lab course: No Yes If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No Yes

If yes, explain how honors sections of the course are different from standard sections.

CATALOG DESCRIPTION -- *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.):

PREREQUISITE COURSE(S)

No Yes Course(s):

Rationale for Prerequisite:

Describe representative skills without which the student would be highly unlikely to succeed.

COREQUISITE COURSE(S)

No Yes Course(s):

Rationale for Corequisite:

RECOMMENDED PREPARATION

No Yes Course(s):

Rationale for Recommended Preparation:

COURSE LEARNING OUTCOMES –This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. **Each outcome should be numbered.**

COURSE CONTENT–This section describes what the course is “about”-i.e. what it covers and what knowledge students will acquire

Concepts: What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? **Each concept should be numbered.**

Issues: What primary tensions or problems inherent in the subject matter of the course will students engage? **Each issue should be numbered.**

Themes: What motifs, if any, are threaded throughout the course? **Each theme should be numbered.**

Skills: What abilities must students have in order to demonstrate course outcomes? (E.g. write clearly, use a scientific calculator, read college-level texts, create a field notebook, safely use power tools, etc). **Each skill should be numbered.**

REPRESENTATIVE LEARNING ACTIVITIES –This section provides examples of things students may do to engage the course content (e.g., listening to lectures, participating in discussions and/or group activities, attending a field trip). These activities should relate directly to the Course Learning Outcomes. **Each activity should be numbered.**

ASSESSMENT TASKS –This section describes assessments instructors may use to allow students opportunities to provide evidence of achieving the Course Learning Outcomes. **Each assessment should be numbered.**

Representative assessment tasks (These are examples of assessments instructors could use):

Required assessments for all sections (These are assessments that are required of all instructors of all sections at all campuses/sites. Not all courses will have required assessments. Do not list here assessments that are listed as representative assessments above.):

EXAMPLES OF APPROPRIATE TEXTS OR OTHER READINGS –This section lists example texts, not required texts.

Author, Title, and Date Fields are required

Author Title _____ Date

Author Title _____ Date

Author Title _____ Date

Author Title _____ Date

Other Appropriate Readings:

COURSE TYPES

1. Is the course part of a Chancellor’s Office approved **CR Associate Degree**? No Yes

If yes, specify all program codes that apply. (Codes can be found in Outlook/Public Folders/All Public Folders/ Curriculum/Degree and Certificate Programs/choose appropriate catalog year):

- Required course for degree(s)
- Restricted elective for degree (s)

Restricted electives are courses specifically listed (i.e. by name and number) as optional courses from which students may choose to complete a specific number of units required for an approved degree.

2. Is the course part of a Chancellor's Office approved **CR Certificate of Achievement**? No Yes
If yes, specify all program codes that apply. (Codes can be found in Outlook/Public Folders/All Public Folders/ Curriculum/Degree and Certificate Programs/choose appropriate catalog year):

- Required course for certificate(s)
- Restricted elective for certificate(s)

Restricted electives are courses specifically listed (i.e. by name and number) as optional courses from which students may choose to complete a specific number of units required for an approved certificate.

3. Is the course Stand Alone? No Yes
(If "No" is checked for BOTH #1 & #2 above, the course is stand alone)

4. Basic Skills: **Choose One:**

5. Work Experience: **Choose One:**

6. Course eligible Career Technical Education funding (applies to vocational and tech-prep courses only): yes no

7. Purpose: **Choose One:**

8. Accounting Method: **Choose One:**

9. Disability Status: **Choose One:**

CURRENT TRANSFERABILITY STATUS

This course is currently transferable to

- Neither CSU nor UC
- CSU as general elective credit
- CSU as a specific course equivalent (see below)

If the course transfers as a specific course equivalent, give course number(s)/ title(s) of one or more currently-active, equivalent lower division courses from CSU.

1. Course _____, Campus _____ 2. Course _____, Campus _____

- UC as general elective credit
- UC as specific course equivalent

If the course transfers as a specific course equivalent, give course number(s)/ title(s) of one or more currently-active, equivalent lower division courses from UC.

1. Course _____, Campus _____ 2. Course _____, Campus _____

PROPOSED CSU TRANSFERABILITY (If course is currently CSU transferable, go to the next section):

- None
- General Elective Credit
- Specific Course Equivalent (see below)

If specific course equivalent credit is proposed, give course number(s)/ title(s) of one or more currently-active, equivalent lower division courses from CSU.

1. Course _____, Campus _____ 2. Course _____, Campus _____

PROPOSED UC TRANSFERABILITY (If course is currently UC transferable, go to the next section):

- None
 General Elective Credit OR Specific Course Equivalent (see below)

If “General Elective Credit OR Specific Course Equivalent” box above is checked, give course number(s)/ title(s) of one or more currently-active, equivalent *lower division* courses from UC.

1. Course _____, Campus _____ 2. Course _____, Campus _____

CURRENTLY APPROVED GENERAL EDUCATION

- CR CR GE Category:
CSU CSU GE Category:
IGETC IGETC Category:

PROPOSED CR GENERAL EDUCATION

Rationale for CR General Education approval (including category designation):

- Natural Science
 Social Science
 Humanities
 Language and Rationality
 Writing
 Oral Communications
 Analytical Thinking

PROPOSED CSU GENERAL EDUCATION BREADTH (CSU GE)

- | | |
|---|--|
| A. Communications and Critical Thinking | B. Science and Math |
| <input type="checkbox"/> A1 – Oral Communication | <input type="checkbox"/> B1 – Physical Science |
| <input type="checkbox"/> A2 – Written Communication | <input type="checkbox"/> B2 – Life Science |
| <input type="checkbox"/> A3 – Critical Thinking | <input type="checkbox"/> B3 – Laboratory Activity |
| | <input type="checkbox"/> B4 – Mathematics/Quantitative Reasoning |
| C. Arts, Literature, Philosophy, and Foreign Language | D. Social, Political, and Economic Institutions |
| <input type="checkbox"/> C1 – Arts (Art, Dance, Music, Theater) | <input type="checkbox"/> D0 – Sociology and Criminology |
| <input type="checkbox"/> C2 – Humanities (Literature, Philosophy, Foreign Language) | <input type="checkbox"/> D1 – Anthropology and Archeology |
| | <input type="checkbox"/> D2 – Economics |
| | <input type="checkbox"/> D3 – Ethnic Studies |
| | <input type="checkbox"/> D5 – Geography |
| | <input type="checkbox"/> D6 – History |
| E. Lifelong Understanding and Self-Development | <input type="checkbox"/> D7 – Interdisciplinary Social or Behavioral Science |
| <input type="checkbox"/> E1 – Lifelong Understanding | <input type="checkbox"/> D8 – Political Science, Government and Legal Institutions |
| <input type="checkbox"/> E2 – Self-Development | <input type="checkbox"/> D9 – Psychology |

Rationale for inclusion in this General Education category: Same as above

Proposed Intersegmental General Education Transfer Curriculum (IGETC)

- 1A – English Composition
- 1B – Critical Thinking-English Composition
- 1C – Oral Communication (CSU requirement only)
- 2A – Math
- 3A – Arts
- 3B – Humanities
- 4A – Anthropology and Archaeology
- 4B – Economics
- 4E – Geography
- 4F – History
- 4G – Interdisciplinary, Social & Behavioral Sciences
- 4H – Political Science, Government & Legal Institutions
- 4I – Psychology
- 4J – Sociology & Criminology
- 5A – Physical Science
- 5B – Biological Science
- 6A – Languages Other Than English

Rationale for inclusion in this General Education category: Same as above

Submitted by:

Tel. Ext.

Date:

Division Chair/Director: **Select**

Review Date:

CURRICULUM COMMITTEE USE ONLY

Approved by Curriculum Committee: No Yes Date:

Academic Senate Approval Date: Board of Trustees Approval Date: