

Proposed 6 Digit TOP code
 Prior to College Code (A, B, C, D, E, F, G, H, Y)

10. Will this course be offered via Distance Education? Yes No

If yes, fill out and submit form D - "Distance Education."

- Internet-based:
 - Course development software, such as Moodle
 - Other
- Hybrid
- Video conference
- Telecourse
- Other

11. 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 #

12. What resources will be needed in order to offer this class at Gavilan? _____

- a. Staffing:
- b. Facility Usage:
- c. Supplies and equipment (include cost estimates):
- d. Tutoring Center resources, if applicable:
- e. Can existing library resources at Gavilan accommodate student needs for this class?
 Yes No Verified by: _____ (Verbal verification of Librarian is adequate.)
 If no, list additional resources necessary & budget estimate.
- f. Can existing computer software, hardware, and other technological resources at Gavilan accommodate student's needs for this class? Yes No N/A
 If no, list additional resources necessary & budget estimate.

13. **If degree applicable**, is a similar course offered at community colleges or 4 year colleges & universities?

Yes No

| Discipline & No | Title | College or Univ. | Upper or Lower Div | | Units Sem/Qtr |
|-----------------|-------|------------------|----------------------------|----------------------------|---------------|
| | | | <input type="checkbox"/> U | <input type="checkbox"/> L | |
| | | | <input type="checkbox"/> U | <input type="checkbox"/> L | |
| | | | <input type="checkbox"/> U | <input type="checkbox"/> L | |
| | | | <input type="checkbox"/> U | <input type="checkbox"/> L | |

14. **If degree applicable**, please complete the following information on articulation recommendations. See College Articulation Officer for assistance.

14A. Transfer: Would you recommend that this be a course that transfers to:

State Universities and Colleges Yes No

University of California Yes No

Will the course satisfy a major requirement at CSU or UC?

If so, complete the following:

| | |
|--|--------------------|
| _____ at _____ | Required for _____ |
| Course Title & No. <input type="checkbox"/> CSUC or <input type="checkbox"/> UC Campus | Program or Major |
| _____ at _____ | Required for _____ |
| Course Title & No. <input type="checkbox"/> CSUC or <input type="checkbox"/> UC Campus | Program or Major |
| _____ at _____ | Required for _____ |
| Course Title & No. <input type="checkbox"/> CSUC or <input type="checkbox"/> UC Campus | Program or Major |

14B. General Education: Would you recommend that this be a course that satisfies the GE requirement in the following:

| | Natural Science | Social Science | Humanities /Art | Lifelong Learning | Commun | Math/ Quantitative | American Institutions | Cultural Diversity |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| AA/AS/GE Degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CSU G.E. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| UC Transfer/GE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| IGETC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

(Note that definitions of areas that can be counted in UC or CSU vary. Be sure to ask for assistance if needed.)

15. Second Reading - Routing/Recommendation for Approval:

| | Signatures | Date |
|---|------------|-------|
| Department Approval (Dept. Chair signature) | _____ | _____ |
| Area Dean | _____ | _____ |
| Curriculum Committee Chair | _____ | _____ |
| Head Librarian (if applicable) | _____ | _____ |
| Distance Education Coordinator (if applicable) | _____ | _____ |

16. Approval:

| | | |
|-------------------------------|-------|------------|
| Vice President of Instruction | _____ | Date _____ |
| President | _____ | Date _____ |

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.

If the course will be program applicable, copy and paste the appropriate Program Learning Outcomes (PLO) and number them. Indicate which PLO(s) are addressed by each Student Learning Outcome.

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 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.

| HOURS | CONTENT, STUDENT PERFORMANCE OBJECTIVES, AND OUT-OF-CLASS ASSIGNMENTS. |
|--------------|--|
| Hours | <ul style="list-style-type: none"> • Hours: Total number of hours should be based on an 18 week semester, even though we are on a compressed 16 week calendar. For example, a 3 unit course should have 54 hours, less 2 for the final. • Out of Class Assignments: essays, library research, problems, projects required outside of class on a 2 to 1 basis for Lecture units granted. <u>Include specific examples of reading and writing assignments.</u> |
| Hours | Content: Student Performance Objectives (SPO): Out-of-Class Assignments: |
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| Hours | Content: Student Performance Objectives (SPO): Out-of-Class Assignments: |

| | |
|---------|--|
| Hours | Student Performance Objectives (SPO): Out-of-Class Assignments: Content: |
| Hours | Student Performance Objectives (SPO): Out-of-Class Assignments: Content: |
| 2 Hours | Student Performance Objectives (SPO): Out-of-Class Assignments: Final |

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 %