



El Camino College

Worksheet for New Course Proposal (Proposal Form/Course Outline/Distance Education Addendum)

You can use this worksheet in the development phase of a new course prior to inputting it into Curriculumlog.

DCC Approval Date:

Originator:

1. COURSE SPECIFICATIONS

1.1 Division:

1.2 Department:

1.3 Subject:

1.4 Discipline(s):

1.5 Course Information

1.5.1 Title and Number:

1.5.2 Descriptive Title:

1.5.3 Catalog Description (written in complete sentences):

1.5.4 Prerequisite, Corequisite, Recommended Preparation, Enrollment Limitation (specify):

Justification:

1.5.5 Grading Method: Letter Pass/No Pass Both No Grade

1.5.6 Degree Status: Associate Degree Credit Non-Degree Credit Non-Credit

1.6 Course Units, Hours, and Offerings

1.6.1 Credit Units: _____

1.6.2 Hours Lecture: _____ Hours Laboratory: _____ Activity Lab: _____

1.6.3 Maximum Semesters of Credit: _____ Maximum Credit Units: _____

1.6.4 Course Length: Full Term: _____ or Weeks: _____

1.6.5 Class Size: _____

1.6.6 Number of sections: Fall: _____ Spring: _____ Summer: _____ Winter: _____

1.6.7 Total enrollment per year: _____

1.6.8 Instructor Load: _____ WSCH/FTE Ratio: _____

1.6.9 Delivery Method Face-to-Face Online Hybrid

1.7 Transfer and General Education

1.7.1 Proposed Transfer Articulation:

1.7.2 Proposed GE Patterns

El Camino College:

CSU GE:

IGETC:

2. PURPOSE OF COURSE

2.1 Course is designed for:

- Transfer
- Interdisciplinary
- Occupational (preparatory)
- Occupational (upgrade)
- Precollegiate Basic Skills
- Basic Skills (developmental)
- Other (explain):

2.2 How widespread and established is this course at post-secondary institutions?

- Course is well-established and widely offered at many post-secondary institutions.
- Course is not yet found in many (or an) other post-secondary institutions.
- Traditional as generally offered in corresponding community colleges and/or four-year institutions.
- Not Applicable – Not for Transfer.

2.3 Examples of parallel courses at both California Community Colleges and CSUs or UCs. List the institution, the title and number of the parallel course, and the number of units. For each parallel course, attach copies of the appropriate pages of that college's or university's catalog. If the course is proposed for transfer, lower division status must be evident in the CSU or UC courses.

3. JUSTIFICATION FOR THE COURSE

3.1 Explain how the course relates to the Mission Statement and Strategic Initiatives of the College (See page 8 of the Catalog):

3.2 Explain how the course strengthens and relates to existing curriculum:

4. COURSE DEVELOPMENT INFORMATION

4.1 The following have been consulted in the development of the course.

- 4.1.1 Faculty:
- 4.1.2 Counselor(s):
- 4.1.3 Students:
- 4.1.4 Advisory Committee(s):
- 4.1.5 Other:

- 4.2 Is the course similar to an existing course at El Camino College?
If yes, identify the similar course(s) and explain why this proposed course should be part of the El Camino College curriculum.

If the similar course exists in a different department, the proposed course must be submitted to that department for review. Record the comments below.

5. COURSE RESOURCE REQUIREMENTS

- 5.1 Library/Media Resources have been reviewed and determined to be adequate. Indicate the Library/Media Resources personnel consulted and provide the date of the consultation:

- 5.2 Is the present faculty and staff adequate to support the offering of the course?

If no, specify proposed additions with anticipated cost and budget allocation.

- 5.3 Are facilities for teaching the course available?

If no, what plans have been made for accommodation?

- 5.4 Are special equipment and/or supplies necessary for teaching the course?

If yes, list, estimate cost, and provide budget allocation.

- 5.5 Are other special resources necessary?

If yes, list, estimate cost, and provide budget allocation.

6. METHODS FOR EVALUATING EFFECTIVENESS OF PROPOSED

7. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES AND INSTRUCTIONAL DELIVERY

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 - Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).

Course Title and Number



**EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD**

I. GENERAL COURSE INFORMATION

Subject and Number: _____

Descriptive Title: _____

Course Disciplines: _____

Division: _____

Catalog Description:

Conditions of Enrollment:

Specify Prerequisite, Corequisite, Recommended Preparation, Enrollment Limitation or None.

Course Length: Full Term

Hours Lecture: _____

Hours Lab: _____

Course Units: _____

Grading Method: Letter Pass/No Pass Both No Grade

Course Type: Credit, Degree Applicable Credit, Not Degree Applicable Non-Credit

Transfer CSU: Yes Effective Date (Specify) _____ No

Transfer UC: Yes Approval Date _____ Pending No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

Course Title and Number

II. OUTCOMES AND OBJECTIVES

A. STUDENT LEARNING OUTCOMES *List 3 student learning outcomes. Provide a short title for each.*

1.

2.

3.

B. COURSE OBJECTIVES List the major learning objectives for course. These must be stated in behaviorally measurable terms and demonstrate critical thinking skills.

III. OUTLINE OF SUBJECT MATTER Topics should be detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.

**Number each with a Roman numeral. I, II, III etc.
State if it is lecture or lab and provide the approximate time in hours
Use outline format.**

Major Topics Sample Formatting) I. Main Topic (Lecture, 3 hours) A. List Subtopics B. List Subtopics C. List Subtopics 1. List Super Subtopics (If used) 2. List Super Subtopics 3. List Super Subtopics

Add additional rows as needed.

IV . PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION

Check the PRIMARY method of evaluation for this course.

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION

C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS

1.

2.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS: Select from this list.
Use all that apply.**

Check all planned instructional activities that apply:

- | | |
|---|---|
| <input type="checkbox"/> Class Performance | <input type="checkbox"/> Objective Exam |
| <input type="checkbox"/> Clinical Evaluation | <input type="checkbox"/> Oral Exams |
| <input type="checkbox"/> Completion | <input type="checkbox"/> Other Exams |
| <input type="checkbox"/> Embedded Questions | <input type="checkbox"/> Performance Exams |
| <input type="checkbox"/> Essay Exams | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Fieldwork | <input type="checkbox"/> Quizzes |
| <input type="checkbox"/> Homework Problems | <input type="checkbox"/> Reading Reports |
| <input type="checkbox"/> Journal kept throughout course | <input type="checkbox"/> Term or Other Papers |
| <input type="checkbox"/> Laboratory Reports | <input type="checkbox"/> True/False |
| <input type="checkbox"/> Matching Items | <input type="checkbox"/> Written Homework |
| <input type="checkbox"/> Multiple Choice | <input type="checkbox"/> Other (specify) |

V. INSTRUCTIONAL METHODS: Select from this list.

Check all planned instructional activities that apply:

- | | |
|---|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Group Activities |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Role play/simulation |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Guest Speakers |
| <input type="checkbox"/> Multimedia presentations | <input type="checkbox"/> Field trips |
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Other (specify) |

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS: Select from this list. Use all that apply.

Two hours work outside of class are required for each hour of lecture or equivalent. Each student in this course will be required to participate in the following work outside of class time.

Check all that apply.

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activity
- Written work (such as essay/composition/report/analysis/research)
- Journal (done on a continuing basis throughout the semester)
- Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting)
- Course is lab only - minimum required hours satisfied by scheduled lab time
- Other (specify)

Estimated Study Hours Per Week: This should be 2 hours for each hour of lecture.

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

If multiple selections are offered, only representative texts need be listed.

B. REQUIRED TEXTS (title, author, publisher, year)

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisite/s (Course and Non-Course Prerequisite/s and Corequisite/s). Add rows as needed.

Requisites	Category

B. Requisite Skills - Match skills from prerequisite course/s or non-course prerequisites without which a student would be “highly unlikely to succeed.”

Requisite Skills – Matching
Requisite Skill Needed: Course title and number and objective related to that skill:

C. Recommended Preparations (Course and Non-Course) Add rows as needed.

Recommended Preparation	Category

D. Recommended Skills. Match skills from recommended courses or non-course prerequisite that would “enhance a students’ ability to succeed in the courses”.

Recommended Skills – Matching
Recommended Skill Needed: Course title and number and objective related to that skill:

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by:

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by

(If this course is being proposed for distance education delivery as stated in section 1.6.9, complete the following addendum.)

Distance Education Addendum

I. Course Delivery Method/s (Check all that apply.)

Online: Complete Section A: Online refers to courses offered fully (100%) online. All approved instructional contact hours are delivered through online interactions with no mandatory on campus class meetings or assessments.

Hybrid or HyFlex: Complete Section B: Hybrid refers to courses being partially offered online. HyFlex is a combination of Hybrid and Flexible. Some of the approved instructional contact hours are delivered through online interactions. The remaining contact hours are conducted through scheduled on campus class meetings and are noted in the schedule of classes.

Emergency Approval Only: This course is approved for online and/or hybrid delivery in the event of an emergency declared by the Governor or Chancellor's Office.

If *Emergency Approval Only*, complete Section A and Section B.

A. Online Delivery

1. Learning Management System (LMS)

Instructors agree to use the current College-approved Learning Management System.

2. Methods of Regular Effective Contact Between Instructor and Students and Among Students

(Check all that apply.)

One-on-One Faculty-Student Communication, including office hours if required (through LMS, email, chat rooms, Zoom, telephone, texts, social media, etc.)

Electronic Announcements (through LMS, email, blogs, text, social media, etc.)

Timely Feedback and Comments on Student Work (through LMS, ECC Connect, email, etc.)

Facilitated Group Discussions (through LMS, Zoom, chat rooms, social media, etc.)

Collaborative Group Work (through LMS, GoogleDocs, etc.)

Other (Please specify.)

3. Methods of Evaluation

Methods of Evaluation do NOT differ from those in the Course Outline of Record

Methods of Evaluation listed in the Course Outline of Record are modified or supplemented. (Please explain.)

4. Administration of Examinations

Electronic (through the LMS, proctored and/or un-proctored)

Not applicable (Please specify)

Other (Please specify)

5. Text/Supplemental Readings/Materials

Texts, Supplemental Readings, and Materials do NOT differ from those listed in the Course Outline of Record

Course Title and Number

Texts, Supplemental Readings, and Materials differ from those listed in the Course Outline of Record and are modified or supplemented. (Please explain.)

6. Accommodations for Students with Disabilities and Instructional Delivery

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 – Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).

Instructors of the online version of this course will read and will comply with the Accommodations for Students with Disabilities and Instructional Delivery.

B. Hybrid or HyFlex Delivery

Hybrid

HyFlex

1. Instructors agree to use the current College-approved course management system.

2. Methods of Regular Effective Contact Between Instructor and Students and Among Students

(Check all that apply.)

One-on-One Faculty-Student Communication, including office hours if required, (through email, chat rooms, Zoom, telephone, texts, social media, etc.)

Electronic Announcements (through LMS, email, blogs, text, social media, etc.)

Timely Feedback and Comments on Student Work (through LMS, ECC Connect, email, etc.)

Facilitated Group Discussions (through LMS, Zoom, chat rooms, social media, etc.)

Collaborative Group Work (through LMS, GoogleDocs, etc.)

Other

3. Methods of Evaluation

Methods of Evaluation do NOT differ from those in the Course Outline of Record

Methods of Evaluation listed in the Course Outline of Record are modified or supplemented. (Please explain.)

4. Administration of Examinations

On Campus

Electronic (through the LMS proctored and/or un-proctored)

Not applicable (Please specify)

Other (Please specify)

5. Text/Supplemental Readings/Materials

Texts, Supplemental Readings, and Materials do NOT differ from those listed in the Course Outline of Record

Texts, Supplemental Readings, and Materials differ from those listed in the Course Outline of Record and are modified or supplemented. (Please explain.)

6. Accommodations for Students with Disabilities and Instructional Delivery

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 – Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).

Instructors of the hybrid version of this course will read and will comply with the Accommodations for Students with Disabilities and Instructional Delivery.