



College of the Redwoods
Course Outline of Record Report
 08/05/2021

EXAMPLE900X : 40 Characters MAX

General Information

Author:	<ul style="list-style-type: none"> • Cameron Papp • Thomas, Sean
Course Code (CB01) :	EXAMPLE900X
Short Course Title:	31 Characters MAX
Course Title (CB02) :	40 Characters MAX
Department:	Art
Proposal Start:	Fall 2021
TOP Code (CB03) :	(1001.00) Fine Arts, General
CIP Code:	(50.0101) Visual and Performing Arts, General
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	No
Course Control Number (CB00) :	000158633344
Curriculum Committee Approval Date:	09/10/2021
Board of Trustees Approval Date:	10/05/2021
External Review Approval Date:	10/08/2021
Course Description:	<p>When any course is developed, the course purpose or description sets the stage for all subsequent elements on the COR. Embedded within a course's description are the reasons that the course exists and a holistic overview of objectives, content, and outcomes. Without this defining statement, instructors teaching sections of a course may be unclear on the scope of the course, how content should be taught, or how discrete objectives or the overarching student learning outcomes statements should be assessed. A course without a description that is clearly distinct from another course should not exist, and all courses should include defined student learning outcomes relevant to and supported by the course objectives. NOTE: If the course limits enrollment, requires fields trips, requires access to technology such as a computer or scientific calculator, requires students to purchase materials in addition to textbooks such as art supplies or lab kits, a note should be made at the end of the course description similar to this one.</p>
Submission Rationale:	<p>New Course Improvement to Program of Study Change to Content New Course Materials Add Distance Education Mandatory Revision</p> <p>AUTHOR: Include all contributors and consultants within the development of the COR to allow them to review/edit while in draft stage. The individual who initiates the workflow will be considered primary author. Checked authors also an Assessment Coordinator role for the course. Course REVISION: The explanation must clearly address ALL modified aspects of the COR and the purpose for the modification. NEW Course: The explanation must clearly address the need for the</p>

creation of the course and elaborate on how this course fulfills a need that existing courses do not fulfill. When proposing a new course, it is important to search COCI's open directory to ensure a similar course hasn't been offered in the past and that a previously used course code & number is not recycled. Please NOTE, 41 is used for General Cooperative Work Experience (not program specific) & 42 is used for Occupational Cooperative Work Experience (program specific).
<https://coci2.ccctechcenter.org/courses>

Author: • Cameron Papp

Instructor Discipline(s)

Master Discipline Preferred: • Art

Alternate Master Discipline Preferred: No value

Bachelors or Associates Discipline Preferred: No value

Consultation

Select the role(s) consulted.

- Faculty - within discipline/department
- Faculty - outside of discipline/department
- Coordinator - distance &/or correspondence education
- Coordinator - Assessment Coordinator/Associate Dean
- Dean/Director - within discipline/department
- Director - Information Technology &/or Admissions & Records
- CC Member - Articulation Officer
- CC Member - Curriculum Specialist, Chair &/or area representative
- Other - provide detail below

Provide consultation details below, including name, discipline/department, organization, reason for consultation, etc.

First & Last Name(s), Department - Discussed all aspects of COR in creation of course with departmental faculty.

First & Last Name, Division - Consulted with Division Coordinator in mapping outcomes.

First & Last Name, Office - Consulted with Director of IT regarding creation of new prefix for course code.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Retake Policy Description

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Grade Options

- Pass/No Pass
- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Course Support Course Status (CB26)

No Repeats Maximum of 2, 3, 4, 8 or 16 Enrollments. Unlimited. (Repeatability is how many times a student may enroll in a course for credit after receiving a passing grade. For more detail, see Credit Course Repetition Guidelines on CR's Curriculum Handbook Page.)

Course is not a support course

Allow Students To Audit Course

Program Applicability

Course is part of a program (CB24)

Associated Program

Award Type

Active

No value

No value

GE, Articulation, & C-ID

Course General Education Status (CB25)

Not Applicable.

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Categories	Status	Approval Date	Rationale for Inclusion in GE Category. (MUST include criteria for breadth and generality & how course outcomes map to GE outcomes)
ARTH 100 Understanding Art	This course provides a general introduction to art that offers a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures.	Approved	06/05/2022	List comparable courses and the institution where they are offered. If the C-ID is awarded based on a series of courses, list all courses required.

College of the Redwoods General Education	Categories	Status	Approval Date	Rationale for Inclusion in GE Category. (MUST include criteria for breadth and generality & how course outcomes map to GE outcomes)
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C - Humanities

- Communicate aesthetic and/or cultural ideas within the context of diverse local or global communities;
- Analyze ideas or practices specific to the influence of culture on human expression.

Approved

09/10/2021

Criteria for Breadth:

GE courses by their nature are expected to be introductory, broad, and general in scope, not advanced or specialized. Furthermore, every GE course must satisfy the requirements of one of the GE Areas defined below. The Curriculum Committee is responsible for determining that each GE course is both broad and general and meets at least one of the area descriptions.

Course Outcomes Map to GE**Outcomes:**

Reference GE Outcomes under "Description" in box above and explain how the course's outcomes map to GE outcomes.

Please see AP4025 for current detail:
<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public#> (<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public#>)

As of this writing, 08/05/2021, the GE Area descriptions are accurately detailed below for reference.

A. NATURAL SCIENCE

Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help a student develop an appreciation and understanding of the scientific method and to encourage an understanding of the relationships between science and other human activities. This category may include introductory or integrative courses in astronomy, biology, chemistry, environmental science, general physical science, geology, meteorology, oceanography, physical geography, physics, and other scientific disciplines.

Students who are successful in a Natural Science course learn to:

- Communicate scientific ideas;
- Apply scientific concepts to analyze natural relationships.

B. SOCIAL SCIENCE

Courses in the social and behavioral sciences are those that focus on people, group relations, and society. To satisfy the general education requirement in social

and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and shall promote appreciation of how societies and social subgroups operate.

These courses help students develop a sense of empathy, integrity, and responsibility as they relate to diverse communities and nurture social perceptiveness of personal and interpersonal relationships. Students will develop strategies to understand and adapt to change by developing the ability to assess the ways information and data are used and by adopting positions of openness toward new experiences and ideas. Students will use critical thinking skills and ethical reasoning to understand the importance of a socially-aware, diverse global citizenry.

This category may include introductory or integrative survey courses in anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Students who are successful in a Social Science course learn to:

- Communicate intellectual ideas related to the social sciences;
- Apply social science methods to analyze experiences, behaviors and concepts within social, historical, political, anthropological or psychological contexts (these may include gender, ethnicity, race, economic status, sexuality).

C. HUMANITIES

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the multiplicity of human expression. It will help them develop the tools to understand the interconnectedness of past and present, as well as the historical and cultural contexts in which people have responded to the world around them. It will help them develop appreciation for, curiosity in, and respect for cultures other than their own, leading

to a deeper understanding of cultural phenomena and experiences across time and space.

Additionally, such a course will augment students' interpersonal skills by increasing their ability to communicate ideas and maintain balanced viewpoints on a variety of philosophical and cultural subjects, as well as cultivate an aesthetic understanding of human creativity and individual artistic expression. Students will learn to use ethical reasoning to evaluate the ways ideas and information are disseminated and used within local and global communities. Such courses may include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Students who are successful in a Humanities course learn to:

- Communicate aesthetic and/or cultural ideas within the context of diverse local or global communities;
- Analyze ideas or practices specific to the influence of culture on human expression.

D. LANGUAGE, COMMUNICATION, AND RATIONALITY

Courses in language, communication, and rationality are those that assist the student in developing the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.

D1. WRITING

Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

Students who are successful in a Language, Communication, and Rationality: Writing course learn to:

- Generate, compose, revise, and communicate ideas clearly in writing;
- Analyze ideas presented in writing, media, speech, or artistic representations.

D2. ORAL COMMUNICATION

Courses fulfilling the communication requirement include oral communication and courses in other disciplines that have oral communication as their primary focus.

Students who are successful in a

Language, Communication, and Rationality: Oral Communication course learn to:

- Generate, compose, and revise ideas, and clearly communicate them orally;
- Analyze ideas presented in writing, media, speech, or artistic representations.

D3. ANALYTICAL THINKING

Courses fulfilling the analytical thinking requirement include mathematics, logic, statistics, computer languages and programming, and related disciplines. Regardless of the course students use to fulfill this requirement, all students must demonstrate competence in mathematics by obtaining a satisfactory grade in a mathematics course, or by demonstrating completion of Intermediate Algebra or a higher-level mathematics course with official high school or college transcripts in order to qualify for an AD.

Students who are successful in a Language, Communication, and Rationality: Analytical Thinking course learn to:

- Communicate analytical and/or computational ideas;
- Apply analytical and/or computational concepts to analyze relationships.

CSU General Education Breadth	Categories	Status	Approval Date	Rationale for Inclusion in GE Category. (MUST include criteria for breadth and generality & how course outcomes map to GE outcomes)
C1-Art	Arts & Humanities: Art	Approved	04/05/2022	<p>Please see the information regarding CSU GE Breadth requirements via the website below. Criteria for inclusion into a specific area begins with Article 4: Subject Area Distribution.</p> <p>https://calstate.policystat.com/policy/8919100/latest/ (https://calstate.policystat.com/policy/8919100/latest/)</p> <p>If a course is already approved for a GE Area, the following changes to the COR may trigger re-review: Content, Methods of Assessment, Objectives, Pre/Co-requisites & decrease of units.</p>

Intersegmental General Education Transfer Curriculum (IGETC)	Categories	Status	Approval Date	Rationale for Inclusion in GE Category. (MUST include criteria for breadth and generality & how course outcomes map to GE outcomes)
3A-Arts	Arts & Humanities: Arts	Pending	No value	<p>Before submitting a course for IGETC consideration, it must be approved and included in the UC TCA. Essentially, this means that it can take at least 2 years before a CR course is approved for IGETC.</p> <p>For the most current publication of IGETC Standards, Policies and Procedures Manual, see the website below. https://icas-ca.org/igetc/standards-policies-and-procedures-manual/ (https://icas-ca.org/igetc/standards-policies-and-procedures-manual/)</p>

Units and Hours: Credit Course

Summary

Minimum Credit Units (CB07)	-	Total Course In-Class (Contact) Hours	72	Total Student Learning Hours	180
Maximum Credit Units (CB06)	3	Total Course Out-of-Class Hours	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	<input checked="" type="checkbox"/> Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	1	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	18
Activity	-
Total	72

Course Out-of-Class Hours

Lecture	108
Laboratory	-
Activity	-
Total	108

Units and Hours: Credit Course - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Units and Hours: Cooperative Work Experience (PAID)

Summary

Minimum Credit Units (CB07)	1	Total Course In-Class (Contact) Hours	225	Total Student Learning Hours	225
Maximum Credit Units (CB06)	3	Total Course Out-of-Class Hours	-	Faculty Load	-

Detail

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Laboratory Hours	12.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	-
Laboratory	225
Activity	-
Total	225
Course Out-of-Class Hours	
Lecture	-
Laboratory	-
Activity	-
Total	-

Time Commitment Notes for Students

No Value

Faculty Load

Extra Duties: -

Faculty Load: -

Units and Hours: Cooperative Work Experience (PAID) - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Units and Hours: Cooperative Work Experience (UNPAID)

Summary

Minimum Credit Units (CB07)	1	Total Course In-Class (Contact) Hours	180	Total Student Learning Hours	180
Maximum Credit Units (CB06)	3	Total Course Out-of-Class Hours	-	Faculty Load	-

Detail

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Laboratory Hours	10	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	-
Laboratory	180
Activity	-
Total	180
Course Out-of-Class Hours	
Lecture	-
Laboratory	-
Activity	-

Total

-

Time Commitment Notes for Students

No Value

Faculty Load**Extra Duties:** -**Faculty Load:** -**Units and Hours: Cooperative Work Experience (UNPAID) - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

CR Course Options**Default Maximum Class Size:**

30

Default Accounting Method:

- W - Weekly Census
- D - Daily Census
- PAC - Positive Attendance, CREDIT
- PANC - Positive Attendance, NONCREDIT
- PAE - Open Entry, Open Exit
- IW - Ind Study/Work Exp Weekly
- ID - Ind Study/Work Exp Daily
- NC - NC, Ind Study, Dist Ed
- X - Contract Class

Is this course to be offered as part of the CR Honors Program?

Yes

If this course is to be offered as part of the CR Honors Program, explain how Honors sections will be different from standard sections.

Detail selection of more challenging reading materials, assignments & other expectations of students.

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory**CIS1 - Computer Information Systems**

An advisory is a course, courses, or skill that a student should have taken or possess but that is not required prior to taking the course with the advisory.

Make sure to select the Objectives & Outcomes students should have met from the advisory or requisite from the drop-down menu on the left after you "Add Requisite."

Objectives

- 1 Describe existing and emerging technologies and their impact on organizations and society. (LEC)

Outcomes

- Solve common business problems using appropriate information technology applications and systems.

AND**Prerequisite****ENGL1A - College Composition**

Inclusion of Pre/Co-requisites must demonstrate and document need such as, equivalent prerequisites at UC or CSU, content review, legal codes mandating the requisite or data collection analysis.

Please see ASCCC COR Guide for additional detail. (Scroll to the very bottom of the webpage for the link in the blue section under "Resource Documents.")

<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited> (<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>)

Make sure to select the Objectives & Outcomes students should have met from the advisory or requisite from the drop-down menu on the left after you "Add Requisite."

Objectives

- 1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- 3. Develop varied and flexible strategies for generating, drafting, and revising essays.

Outcomes

- Utilize flexible strategies for writing expository and argumentative college-level essays.

Counseling & Advising Notes**Counseling & Advising Notes****Description**

It is recommended that students complete this course during their first semester if they are enrolled in an Art Degree Program.

Use this section to better inform counselors/advisors on how to guide and assist students.

Limitations on Enrollment/Non-Course Prerequisites

Limitations on Enrollment

Description

Admission to the Art Program.

Use this section to inform students of additional enrollment limitations that will be determined/approved by the department such as, separate admissions process, CPR certification. If this section is completed, it should also be included as a "Note:" at the end of the course description.

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Graded Component

Primary Component

Optional Component

Rationale

Please select the appropriate Methods of Instruction from the drop-down menu and provide examples of what is to occur. Typical selections include Lecture, Lab, Lecture/Discussion & Field Experience. The methodologies used by each instructor are to be consistent with, but not limited by, the examples - ensuring academic freedom of faculty to select instructional methods best suited to their teaching style. The methods of instruction should reflect the integration of course objectives and a likelihood they will lead to students achieving the outcomes.

See ASCCC COR Guide for more detail.

<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>
(<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>)

Representative Learning Activities (IN &/or OUTSIDE of Class)

From the PCAH, 7th ed.

"Examples of assignments and/or activities may include but are not limited to written assignments, special projects and field trips. They should be representative of the types of assignments used by faculty to promote and enhance student learning and achievement of course objectives."

When listing representative learning activities, please indicate for each activity if it takes place in &/or outside of the classroom.

Methods of Evaluation

Assessment Tasks

Methods of evaluation are similar to methods of instruction. However, the themes, concepts, and skills established by the objectives must be integrated into methods of evaluation. For more detail, see ASCCC COR Guide & PCAH.

<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>
(<https://www.asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>)

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support>

/What-we-do/Curriculum-and-Instruction-Unit (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit>)

Equipment

Use this field to indicate equipment such as uniforms, kits, athletic gear and art supplies that students must purchase on their own. Also include this as a "Note:" in the course description.

Textbooks

Author	Title	Publisher	Year of Publication	ISBN
	Textbooks listed are used for examples. Including them on the COR does not mean they are a requirement of the course.		Best practice is to offer one book that has been published within the past 5 years. This is NOT a requirement of the COR but is a consideration for articulation approval.	REQUIRED

Other Instructional Materials

Description	This can include various materials such as workbooks, online resources, etc.
Author	No value
Citation	No value

Instructional Materials Fee (IMF)

\$25.00 IMF is a fee associated with the course that students are charged at the time of registration. A course will use IMF so the District can collect the funds to purchase and distribute materials for all students in the course. IMF should not be included if students are expected to purchase materials out-of-pocket. Please review the Guidelines for Required Instructional Materials Fees on CR's Curriculum Handbook page.

Instructional Materials Fee Detail

General description of supplies to be purchased with IMF revenue:

No Value

Specific description of personal property each student will take from class that has been constructed from the IMF materials:

No Value

Cost breakdown of materials to be purchased (percentages or dollar amounts):

No Value

Source(s)/Vendor(s) of materials to be purchased:

No Value

Learning Outcomes and Objectives

Course Objectives

1. Course Objectives can be numbered.

2. "The objectives of a course are the primary components and skills leading to student achievement and the course's intended purpose. The objectives should specify these components and skills to ensure that all faculty delivering the course share a common understanding and can therefore enable students to achieve the intended student learning outcomes across all sections and terms in which the course is taught. Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class." ASCCC The Course Outline of Record: A Curriculum Reference Guide

CLOs

Do NOT number CLOs.

Expected SLO Performance: 0.0

"Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO." ASCCC The Course Outline of Record: A Curriculum Reference Guide

Expected SLO Performance: 0.0

Revising CLOs - If the revision is a relatively minor language or grammar change, make edits to the existing CLO. Do NOT create a new CLO.

Expected SLO Performance: 0.0

Revising CLOs - If the revision is a significant change to content, delete existing CLO and create a new CLO.

Expected SLO Performance: 0.0

See the Assessment Handbook for additional detail. <https://www.redwoods.edu/assess/Home/Resources>

Expected SLO Performance: 0.0

Outline

Course Outline: Use the Concepts, Themes & Issues, and Skills framework.

Using the concepts, themes & issue, and skills framework, the outline should be detailed enough to fully convey topics covered. The content listed in the outline is REQUIRED to be covered by all faculty teaching the course unless an item is marked as optional. However, the listed content does not limit instructors from going beyond the topics in the outline.

If the course includes a lab component, select the tick box at the bottom and detail a separate outline for the lab portion of the course.

"Major Headings and Sub Headings

Content is subject based, so it need not be written in terms of student capabilities or behavior. However, the major headings of content should be clearly relevant to the objectives. For example, if a content item major heading for an anthropology course were "osteology," this topic might be

expanded upon in the subheadings in the following way:

1. Osteology

- Major bones of the human skeleton and the correct positions
- Composition and shape classes of bone
- Pathologies
- Skeletal differences between males and females
- Determining age from dental and skeletal cues
- Advantages and constraints of bipedalism"

ASCCC The Course Outline of Record: A Curriculum Reference Guide

Lab Outline

Lab Outline

Addendum: Large Class Format

Maximum Class Size proposed for Large Format Sections:

No Value

Describe how the instructor(s) will maintain the academic quality of the course offered in large class format. What pedagogical methods will be used to ensure students satisfy learning outcomes?

No Value

Addendum: Distance Education

1. Proposal type (select one):

Renewed/revised DE proposal

2. What perceived need(s) will be addressed by offering this course through distance education?

For assistance completing the DE Addendum, refer to the DE Addendum module on the Canvas Keep Teaching site.

3a. The categories covered in this addendum are (select all that apply):

No Value

3b. Please identify any of the DE categories that you as a discipline representative do not recommend for delivery of this course. Briefly explain your reasoning.

No Value

4. Distance delivery of this course must comply with local, state and federal requirements concerning regular effective contact and substantive interaction between and among the instructor and students (AP 4105; Title 5, § 55204; 34 C.F.R. §600.2). Please explain

how these requirements will be met, while providing specific examples that are not instructor specific.

No Value

5. Please provide representative examples or descriptions that illustrate how the course learning outcomes will be achieved in the distance learning format (Title 5, §55206).

No Value

6. What will students do in a typical unit of this course to meet the requirements identified in Item 5? (This is for example only and not instructor specific).

No Value

7. Please indicate specific scheduling or proctoring requirements that students will be required to meet that will also be published in the schedule of classes and course syllabus. Some scheduling parameters will be coordinated with your area dean or director.

No Value

8. The American with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code 11135, and Title 5, 55200, College of the Redwoods' policies, and other applicable local, state, and federal regulations require that the college ensure that students have equal access to this course. Please describe how this DE course could be designed to comply with the above-named regulations and requirements.

No Value

Addendum: Correspondence Education

1. Proposal type (select one):

No Value

2. What perceived need(s) will be addressed by offering this course through correspondence education?

No Value

3a. Academic standards: The Code of Federal Regulations establishes that a correspondence education course is not equivalent to distance education. Specifically, it is defined as A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced (34 CFR § 600.2). Federal definitions about interaction in the mode notwithstanding, the California Community College Chancellor's Office and statewide Academic Senate, in their joint Memorandum ES 20-15 of April 14, 2020, direct colleges to ensure that regular effective contact be maintained between the instructor and individual students in the correspondence mode. Specifically, the guidance states, "regular and effective asynchronous contact between instructor and students should occur in order to facilitate a progression of learning through an established cycle of assignment submissions and delivery of effective feedback" (2). Additionally, the ACCJC addresses correspondence education in Standard II.A.1, wherein it states the following: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher

education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

No Value

3b. Please explain how this course, when delivered in the correspondence mode, will provide the students with materials and examinations that are appropriate to the course as described in the course outline of record.

No Value

3c. Please describe the plan to maintain regular and effective contact with the students.

No Value

3d. Please provide representative examples or descriptions that illustrate how the course learning outcomes will be achieved in the correspondence learning format.

No Value

4. Correspondence education courses must comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code §11135, and Title 5, §55200, College of the Redwoods' policies, and any other applicable local, state and federal regulations governing equal access for all students. Please describe how students eligible for accommodations will be supported while enrolled in this course and what measures will be taken to ensure that the materials are accessible for all students.

No Value