## Appendix – Table of Contents

<table>
<thead>
<tr>
<th>Current Academic Year - Members</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHC Curriculum Committee By-Laws</td>
<td>iii-iv</td>
</tr>
<tr>
<td>Procedures</td>
<td>v</td>
</tr>
<tr>
<td>RHC Curriculum Committee – Duties of Members and the Chairperson</td>
<td>vi</td>
</tr>
<tr>
<td>RHC Curriculum Committee – Review Checklist</td>
<td>vii</td>
</tr>
<tr>
<td>RHC GE Request – Sample Memo</td>
<td>viii</td>
</tr>
<tr>
<td>CSU GE Request – Sample Memo</td>
<td>ix</td>
</tr>
<tr>
<td>IGETC GE Request – Sample Memo</td>
<td>x</td>
</tr>
<tr>
<td>Course Numbering System</td>
<td>xi</td>
</tr>
<tr>
<td>Types of Courses</td>
<td>xii</td>
</tr>
<tr>
<td>Writing a New Course – Stating Objectives and Bloom’s Taxonomy</td>
<td>xiii-xvi</td>
</tr>
<tr>
<td>Writing a New Course – Sample (all 3 forms required)</td>
<td>xvii-xxviii</td>
</tr>
<tr>
<td>Course Revision – Sample (all 3 forms required)</td>
<td>xxviii-xxxviii</td>
</tr>
<tr>
<td>Distance Education – Online Resources</td>
<td>xxxix</td>
</tr>
<tr>
<td>Distance Education Request &amp; Addendum - Sample</td>
<td>xl-xliii</td>
</tr>
<tr>
<td>The Program Approval Process</td>
<td>xliiv-xlviii</td>
</tr>
</tbody>
</table>
# Rio Hondo College

## Curriculum Committee

### Membership

#### 2008 - 2009

<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Department:</th>
<th>Term Ends</th>
<th>Spring:</th>
<th>Ext:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sanceda, Rose</td>
<td>Admissions &amp; Records</td>
<td>N/A</td>
<td>7644</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Lewis, Cynthia/Griffith, Margaret</td>
<td>Arts/Cultural Programs</td>
<td>2009</td>
<td>7675/7684</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Livingston, Jannine</td>
<td>Arts/Cultural Programs</td>
<td>2009</td>
<td>7699</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dighera, Mike</td>
<td>Business/Technology</td>
<td>2011</td>
<td>7365</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Business/Technology</td>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Bell, Sharon</td>
<td>Communications/Languages</td>
<td>2010</td>
<td>3107</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Ibarra, Edward</td>
<td>Communications/Languages</td>
<td>2009</td>
<td>3117</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Arnold, Voiza</td>
<td>Communications/Languages</td>
<td>2009</td>
<td>3106</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Noriega, Jennette (Co-Chairs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Slavich, Mike</td>
<td>Dean, Career &amp; Technical Ed</td>
<td>N/A</td>
<td>7368</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Jones, Walter</td>
<td>Dean, Counseling</td>
<td>N/A</td>
<td>3467</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Canett-Bailes, Loretta</td>
<td>Dean, Student Learning &amp; Support</td>
<td>N/A</td>
<td>3475</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Vacant</td>
<td>DSPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Bethel, Robert</td>
<td>Math/Science</td>
<td>2009</td>
<td>7496</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Vu, Nguyen</td>
<td>Math/Science</td>
<td>2011</td>
<td>7568</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Boyd, Pam/Biesemeyer, Gail</td>
<td>Health Science</td>
<td>2011</td>
<td>3228/3233</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Hebert, Steve</td>
<td>Physical Education</td>
<td>2011</td>
<td>7414</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Rickman, Tracy</td>
<td>Public Safety</td>
<td>2009</td>
<td>941-4082</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Young, Colin</td>
<td>SocSci/Philosophy/Humanities</td>
<td>2009</td>
<td>7465</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Smith, Kevin</td>
<td>SocSci/Philosophy/Humanities</td>
<td>2011</td>
<td>7460</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td>Student Representative</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Deans: (Agenda & Minutes only)

<table>
<thead>
<tr>
<th>Paul Parnell</th>
<th>Joe Santoro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rory Natividad</td>
<td>Judi Henderson</td>
</tr>
<tr>
<td>Kenn Pierson</td>
<td>Connie Austin</td>
</tr>
<tr>
<td>Karen Koos</td>
<td>Jo Anna Downey</td>
</tr>
<tr>
<td>Ron Christie</td>
<td>Antonio Flores</td>
</tr>
</tbody>
</table>

### Others: Judy Pearson
RIO HONDO COLLEGE
CURRICULUM COMMITTEE
BY-LAWS

The curriculum committee, as a sub-committee of the Academic senate, reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the Rio Hondo Community College District Board of Trustees.

Rio Hondo College faculty are charged by Title 5 of the California Code of Regulations with the primary responsibility for making recommendations in the areas of curriculum and academic standards.

MEMBERSHIP

A) The voting membership of the Curriculum Committee shall include the following:

<table>
<thead>
<tr>
<th>DIVISION</th>
<th># of REPS</th>
<th>MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications &amp; Languages</td>
<td>3</td>
<td>1 Reading, 1 Composition, 1 at-large</td>
</tr>
<tr>
<td>Business &amp; Applied Technology</td>
<td>3</td>
<td>1 Business, 1 Technology, 1 at-large</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mathematics &amp; Sciences</td>
<td>3</td>
<td>1 Math, 1 Science, 1 at-large</td>
</tr>
<tr>
<td>Public Safety</td>
<td>2</td>
<td>1 A.J., 1 Fire Tech</td>
</tr>
<tr>
<td>Social Sciences, Humanities &amp; Philosophy</td>
<td>3</td>
<td>1 Soc.Sci, 1 Hum, 1 at-large</td>
</tr>
<tr>
<td>Arts &amp; Cultural Programs</td>
<td>2</td>
<td>1 Visual Arts, 1 Performing Arts</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Disabled Students Program &amp; Services</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student Representative</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Faculty Representation</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Administration Representation</strong></td>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Student Representation</strong></td>
<td><strong>1</strong></td>
<td></td>
</tr>
</tbody>
</table>
B) Each member shall be elected for a period of **two years**. One member will have a term that begins and ends in an even numbered year and one member will have a term that begins and ends in an odd numbered year. Determination of which member serves what term will be decided by division election.

C) Each member may be re-elected to an indefinite number of terms.

D) The term of each member shall begin at the start of the **spring** semester.

E) Three administrators shall be permanent members of the Committee. The administrators shall be: the Dean of Student Learning Support & Articulation; the Dean of Career & Technical Education; and the Dean of Counseling & Student Development.

F) The Evaluation Technician shall be a permanent ex-officio (non-voting) member of the committee.

G) The chairperson shall be a faculty member elected to a two year term. Elections shall take place during the April meeting of the Spring semester and the term will run concurrent with the following academic year.

H) The Curriculum Committee Chair shall serve as an Ad Hoc member of the Faculty Senate Executive Committee.

I) The Dean of Student Learning Support & Articulation shall serve as the Executive Secretary of the Committee.

J) There shall be one voting student representative appointed in accordance with ASB procedures and regulations to serve for a one-year term.

K) Should one of the elected or permanent members be unable to fulfill their duties, an appropriate replacement will be elected or appointed.
The Red Notebook - Appendix

PROCEDURES

1. The meeting shall be called to order and action items addressed when a quorum exists. A quorum is 50% of the membership, plus one.

2. Action shall be taken on an agenda item only if an elected curriculum representative from the division in which the course resides is present.

3. The Curriculum Committee may, by majority vote, accept, reject or request modifications to curriculum proposals to ensure that the curriculum is academically sound and meets all Title V regulations.

4. Substitutions of elected curriculum members are limited to members on extended leave or sabbatical leave: replacement members shall serve until the elected member returns or until the term of the elected member expires.

5. Action items require two readings unless waived by the majority of curriculum members.

6. When a course or program is returned to Rio Hondo College from the Chancellor’s Office and is not approved or additional information is requested. The Curriculum Committee Chairperson and the Dean of Student Learning Support & Articulation shall meet to determine further action. If the problems are other than logistical, the course will be returned to the Curriculum Committee for further action.

7. Any amendment to the bylaws can be made with a motion that passes by 2/3 vote of the membership and has two readings.
RHC Curriculum Committee – Duties of Members

Inform Division of deadlines and procedures, as needed.

Report on Curriculum activities at Division meetings.

Assist Division members in preparing submissions for Curriculum.

Review Curriculum agenda and minutes prior to meetings.

Facilitate collegial interaction between interested parties regarding Curriculum items, as needed.

Make efforts to find resolution to controversial items prior to meetings.

Attend all scheduled meetings and represent the Division’s positions and interests.

Provide constructive feedback to those submitting items to Curriculum in a respectful and courteous manner.

RHC Curriculum Committee – Duties of the Chair

Conduct all meetings in a professional, organized, and timely manner. Meetings, although scheduled weekly, should be held only as needed.

Meet with faculty as needed regarding any questions about Curriculum processes and procedures as needed (both before and after submission of items).

Meet with departments and deans (when necessary) to clarify Curriculum issues.

Attend state meetings to learn Curriculum issues and trends.

Work with newer Curriculum members to acclimate them to their role on the Committee and to answer any questions that they may have.

Educate the campus on matters relevant to Curriculum, such as Title 5 regulations and other state mandates.

Provide training sessions as needed to assist faculty in writing and revising courses and/or programs.

Review submitted materials to Curriculum and notify submitter of all changes needed.
Curriculum Committee Member – Checklist

Are you new to Curriculum? Or have you been on Curriculum and find that you are not always as thorough as you should be when you review the work of your colleagues? Whichever you are, I am hoping that this will aid you as you perform your duties as a member of Curriculum. As a member, you are to serve as a resource to the members of your Division as they develop materials to be submitted to Curriculum. Please remember that when you sign off on a form for Curriculum, you are indicating that you have reviewed what has been prepared. You can help us make the Curriculum experience a swift and friendly one, simply by taking your duties as a representative seriously. I am looking forward to a productive year for the Committee and hope that you will play your part in ensuring that all of no one’s valuable time is wasted. See you on Wednesday!

Please refer to your “Red Notebook” as indicated.

Reminder – materials must be submitted by noon on Monday for review at the meeting of the following week. The Technical Review Committee will review submitted work on Monday and may then contact both you and the person submitting to address any problems found. Steps are being taken to ensure that Curriculum focuses on academic matters, as opposed to grammatical and administrative issues.

New Course Proposal – Items to Review

☐ Has a course number been selected that is appropriate and has never been used previously? Your Division secretary should be able to provide you with information as to which numbers have not been used by the Department proposing a course.

☐ Are all necessary forms prepared? Remember that there are 3 forms that must be submitted when introducing a new course.

☐ Is the information on each form consistent?

☐ Has the Library sheet been submitted with a copy of the course outline?

☐ If there is a prerequisite for a course, are the exiting skills of that prerequisite then listed as entering skills for the proposed course?

☐ Is the course description clear and concise? Is the target audience indicated?

☐ Check that the appropriate date is on all forms.

☐ See that the directions have been deleted.

☐ Is the textbook to be used a current one (cannot be older than 5 years)? Complete information should be provided about the text to be employed, including copyright date, publisher, and ISBN.

On the final matrix page:

☐ Does each statement begin with an active verb?

☐ Do not repeat yourself – for example, one need only state “lecture” “and group discussion” as methods of instruction once.

☐ Is everything in the correct columns?

☐ Do “methods of evaluation” indicate what it is that is being evaluated?

NOTE – if term paper is required, ENGL 101 MUST be a prerequisite.
SAMPLE RHC GE MEMO

DATE:  10/03/2007
TO:  Curriculum Committee
FROM: Social Science Department
RE:  RHC GE Request

This memo is a request for **HIST 101** to be submitted for RHC GE Area Humanities

Courses that satisfy this requirement are described as:

Courses in the humanities are those which 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 ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

These courses meet Humanities requirements for IGETC (UC) and Humanities as well as Social Science for CSU GE.

Students are currently taking History courses at Rio Hondo College to fulfill the Humanities requirement for CSU and UC and then finding out that they do not currently fulfill the Rio Hondo College Humanities requirement. Some students are not graduating from Rio Hondo College because of this.

We intend to keep them in the Social Science area for RHC GE and add them to the Humanities area as per the CSU GE.

Cerritos College and Mt Sac have already placed all their History courses in the Humanities area as well as the Social science area.

Division approval for this request has been received and the minutes of the meeting in which this occurred have been forwarded to the Curriculum Committee.
SAMPLE CSU GE MEMO

DATE: April 23, 2007
TO: Curriculum Committee
FROM: Marie Eckstrom
RE: CSU GE Request

This memo is a request for LIT 146AH to be submitted for CSU GE Area C2

Courses approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student’s better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

This course, LIT 146AH, Survey of British Literature, meets these requirements as it requires a cross-discipline approach because the contexts in which the works were written are so far removed from contemporary life. In order to comprehend the texts (before attempting to interpret and analyze them) students should be familiar with the societies in which the works were created. This necessitates delving into the following topics for each era.

- The political and economic structures
- The social mores and customs, which include the social class structure
- The religious influences and tensions
- The linguistic development of the English language
- The history of the monarchy

Division approval for this request has been received and the minutes of the meeting in which this occurred have been forwarded to the Curriculum Committee.
SAMPLE IGETC GE MEMO

DATE: September 9, 2003
TO: Curriculum Committee
FROM: Marie Eckstrom
RE: IGETC Request

This memo is a request for LIT 149: Introduction to Chicano Literature to be submitted for IGETC Area. This course is already on the UC TCA.

Courses that satisfy this requirement are described below.

These are courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.

This course meets these requirements as the focus is on major literary classics of Chicano/Chicana literature from the mid- to late-twentieth century. Major themes, including identity issues, are discussed. Assigned reading may be from a variety of genres, including essays, poetry, fiction, oral histories, corridos, and autobiography by Chicano/Chicanas throughout the Southwest.

Division approval for this request has been received and the minutes of the meeting in which this occurred have been forwarded to the Curriculum Committee.
<table>
<thead>
<tr>
<th>Approval needed</th>
<th>Degree Credit</th>
<th>Non-degree Credit</th>
<th>Noncredit</th>
<th>Contract Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>§55002(a)(1)</td>
<td>Recommended by curriculum committee (CC). Approved by local board (LB).</td>
<td>§55002(b) Recommended by CC. Approved by LB. Needed by eligible students</td>
<td>Recommended by CC. Approved by LB. Needed by eligible students</td>
<td>§55002(d)(1) Approved by LB.</td>
</tr>
<tr>
<td>Who may teach</td>
<td>§55002(a)(b)(c) Credentialed Instructor</td>
<td>Not specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct of course</td>
<td>§55002(a)(b)(c)(4) Instructional objectives common to all students</td>
<td></td>
<td></td>
<td>§55002(d)(4) Conducted in accordance with pre-determined strategy or plan</td>
</tr>
<tr>
<td>Grading</td>
<td>§55002(a)(b)(2) Student performance is evaluated at least in part by essay, unless problem solving or skill demonstration is more appropriate; a formal grade is assigned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>§55002(a)(b)(2) Carnegie Units: 3 hrs work per wk per unit, prorated for short-term, lab, &amp; activity courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensity</td>
<td>§55002(a)(2) Scope &amp; intensity of work requires independent study outside class.</td>
<td>§55002(b)(2) Requires critical thinking &amp; treats subject matter with a scope &amp; intensity that prepares students to study independently outside of class. Includes reading &amp; writing assignments &amp; homework. Assignments sufficiently rigorous such that students completing such courses will be prepared to successfully complete college-level work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq &amp; co-requisites</td>
<td>§55002(a)(b)(2) Entrance skills, prerequisites established if deemed highly unlikely student will not succeed without them</td>
<td>§55002(d)(5) Open to all in community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic skills needed</td>
<td>§55002(a)(2) College level language and computational skills necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty</td>
<td>§55002(a)(2) Requires critical thinking &amp; understanding application of concepts determined by CC to be at college level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>§55002(a)(2) Requires learning skills and a vocabulary that the CC deems appropriate for a college course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repetition</td>
<td>§55002(a)(b)(5) Limits repeatability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course outline req.</td>
<td>§55002(a)(3) Course Outline with: 1) scope, units, objectives, and content 2) teaching methods 4) methods of evaluation</td>
<td>§55002(b)(3) Course Outline with: 1) scope, units, objectives, and content 2) teaching methods 3) methods of evaluation</td>
<td>§55002(c)(3) Course Outline with: 1) scope, units, objectives, and content 2) teaching methods 3) methods of evaluation</td>
<td>§55002(d)(3) Provides subject matter content, resource material, &amp; teaching methods which the LB deems appropriate for enrollees</td>
</tr>
<tr>
<td>Course #</td>
<td>Degree Credit</td>
<td>Non-degree Credit</td>
<td>Noncredit</td>
<td>Contract Ed.</td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>#40 and higher</td>
<td>#1 - 39</td>
<td>Separate numbers</td>
<td>Content &amp; objectives limited to those capable of generating sufficient attendance to fully support offering.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards & criteria for courses & classes**

Coursework is truly college level, & the course incorporates critical thinking. §55805.5 Content & objectives of course fall into one of the following categories:

1. lower division courses accepted toward baccalaureate degree by CSU or UC or designed to be offered for transfer
2. courses that apply to the major in non- baccalaureate occupational fields
3. English courses not more than one level below first transfer level composition course
4. All math courses above and including Elementary Algebra
5. Credit courses in math and English taught in or on behalf of other departments and which require entrance skills at a level equivalent to those necessary for the course specified in subsections (c) and (d)

Course materials and level of difficulty do not have to be at college level §55002(b)(1) Types of courses:

A. pre-collegiate basic skills
B. courses that enable students to succeed in college-level work (i.e. college orientation and guidance or discipline specific preparatory courses)
C. pre-collegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs
D. essential occupational instruction for which meeting the standards of §55002(a) is neither necessary nor required.

Skill instruction for purposes other than building skills to the college level. Treats subject matter and uses resource material, teaching methods, and standards of attendance and achievement that is appropriate for those enrolled. Limited to:

1. Parenting, classes in child growth & development and parent-child relationships
2. Elementary & secondary basic skills and remedial academic courses or classes in reading, mathematics, & language arts
3. ESL
4. Classes & courses for immigrants eligible for educational service in citizenship, basic skills of speaking. Listening, reading, writing, math, decision-making & problem-solving, & other classes required for preparation to participate in job-specific technical training
5. Programs for persons with substantial disabilities
6. Short-term vocational with high employment potential
7. Education programs for older adults
8. Education programs for home economics
9. Health & safety education
Stating Objectives and Bloom’s Taxonomy

Often when one begins to write a course the simplest things become difficult. You just can’t find the words you need. Provided below are some aids to help you in this struggle. Remember that you want to state your course objectives/exiting skills in terms of what the student will be able to do at the completion of the course. What new ability will they have? The following section was obtained at www.lorober.com/Favorites/documents/ Illustrative%20Verbs.doc. Editorial commentary is provided in bold italics.

Illustrative Verbs

These verbs can be used in writing competence statements and performance objectives or student proficiencies. Some of these may be useful to you – but note that your objectives need to be measurable. While one can not measure “appreciation”, a student’s ability to “discuss the significance of …” can be evaluated. Keep the fact that your objectives needs to be measurable in mind.

Illustrative verbs for stating general instructional objectives

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Apply</th>
<th>Comprehend</th>
<th>Compute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>Demonstrate</td>
<td>Evaluate</td>
<td>Interpret</td>
</tr>
<tr>
<td>Locate</td>
<td>Perform</td>
<td>Recognize</td>
<td>Translate</td>
</tr>
<tr>
<td>Write</td>
<td></td>
<td></td>
<td>Use</td>
</tr>
</tbody>
</table>

Illustrative verbs for stating specific learning outcomes

Creative behaviors

<table>
<thead>
<tr>
<th>Change</th>
<th>Design</th>
<th>Generalize</th>
<th>Modify</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>Question</td>
<td>Rearrange</td>
<td>Recombine</td>
<td>Reconstruct</td>
</tr>
<tr>
<td>Regroup</td>
<td>Rename</td>
<td>Reorganize</td>
<td>Reorder</td>
<td>Rephrase</td>
</tr>
<tr>
<td>Restate</td>
<td>Restructure</td>
<td>Retell</td>
<td>Revise</td>
<td>Rewrite</td>
</tr>
<tr>
<td>Simplify</td>
<td>Synthesize</td>
<td>Systematize</td>
<td>Vary</td>
<td></td>
</tr>
</tbody>
</table>

Complex, logical, judgmental behaviors

These are verbs that imply a higher level of cognitive functioning than those used in writing competence statements and performance objectives or student proficiencies. If these are objectives you are aiming for, great!

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Appraise</th>
<th>Combine</th>
<th>Compare</th>
<th>Conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrast</td>
<td>Criticize</td>
<td>Decide</td>
<td>Deduce</td>
<td>Defend</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Explain</td>
<td>Formulate</td>
<td>Generate</td>
<td>Induce</td>
</tr>
<tr>
<td>Infer</td>
<td>Plan</td>
<td>Structure</td>
<td>Substitute</td>
<td></td>
</tr>
</tbody>
</table>

General discriminative behaviors

Many of these are appropriate. In vocational areas, for example, describing and identifying parts or functions may be a logical course objective.

<table>
<thead>
<tr>
<th>Choose</th>
<th>Collect</th>
<th>Devine</th>
<th>Describe</th>
<th>Detect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate</td>
<td>Discriminate</td>
<td>Distinguish</td>
<td>Identify</td>
<td>Indicate</td>
</tr>
<tr>
<td>Isolate</td>
<td>List</td>
<td>Match</td>
<td>Omit</td>
<td>Order</td>
</tr>
<tr>
<td>Pick</td>
<td>Place</td>
<td>Point</td>
<td>Select</td>
<td>Separate</td>
</tr>
</tbody>
</table>

Social behaviors

<table>
<thead>
<tr>
<th>Aid</th>
<th>Allow</th>
<th>Answer</th>
<th>Argue</th>
<th>Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute</td>
<td>Cooperate</td>
<td>Disagree</td>
<td>Discuss</td>
<td>Greet</td>
</tr>
<tr>
<td>Help</td>
<td>Interact</td>
<td>Invite</td>
<td>Join</td>
<td>Participate</td>
</tr>
<tr>
<td>Permit</td>
<td>React</td>
<td>Talk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### The Red Notebook - Appendix

<table>
<thead>
<tr>
<th>Language behaviors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviate</td>
<td>Accent</td>
</tr>
<tr>
<td>Capitalize</td>
<td>Edit</td>
</tr>
<tr>
<td>Print</td>
<td>Pronounce</td>
</tr>
<tr>
<td>Say</td>
<td>Sign</td>
</tr>
<tr>
<td>Syllabify</td>
<td>Tell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study behaviors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange</td>
<td>Categorize</td>
</tr>
<tr>
<td>Copy</td>
<td>Diagram</td>
</tr>
<tr>
<td>Label</td>
<td>Locate</td>
</tr>
<tr>
<td>Name</td>
<td>Note</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Search</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematical behaviors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Bisect</td>
</tr>
<tr>
<td>Derive</td>
<td>Divide</td>
</tr>
<tr>
<td>Graph</td>
<td>Group</td>
</tr>
<tr>
<td>Multiply</td>
<td>Number</td>
</tr>
<tr>
<td>Solve</td>
<td>Square</td>
</tr>
<tr>
<td>Verify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Laboratory science behaviors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Calibrate</td>
</tr>
<tr>
<td>Decrease</td>
<td>Demonstrate</td>
</tr>
<tr>
<td>Increase</td>
<td>Insert</td>
</tr>
<tr>
<td>Manipulate</td>
<td>Operate</td>
</tr>
<tr>
<td>Replace</td>
<td>Report</td>
</tr>
<tr>
<td>Straighten</td>
<td>Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functional Verbs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Grouped by “idea packages”)</td>
<td></td>
</tr>
</tbody>
</table>

### Administrative action

| Advise | Administer | Appoint | Authorize | Control |
| Coordinate | Consult | Decide | Delegate | Determine |
| Direct | Enforce | Establish | Execute | Initiate |
| Manage | Order | Organize | Plan | Reject |
| Require | Review | Supervise | Train |  |

### Push along verbs

| Activate | Encourage | Expedite | Further | Implement |
| Maintain | Motivate |  |  |  |
The Red Notebook - Appendix

**Stops**

<table>
<thead>
<tr>
<th>Check</th>
<th>Delete</th>
<th>Prevent</th>
<th>Return</th>
<th>Stop</th>
</tr>
</thead>
</table>

**Helpers**

<table>
<thead>
<tr>
<th>Advise</th>
<th>Aid</th>
<th>Cooperate</th>
<th>Counsel</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide</td>
<td>Instruct</td>
<td>Participate</td>
<td>Protect</td>
<td>Serve</td>
</tr>
</tbody>
</table>

**Get and give**

<table>
<thead>
<tr>
<th>Accept</th>
<th>Accumulate</th>
<th>Acquire</th>
<th>Arrange for</th>
<th>Buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect</td>
<td>Compile</td>
<td>Deliver</td>
<td>Distribute</td>
<td>Exchange</td>
</tr>
<tr>
<td>Forward</td>
<td>Furnish</td>
<td>Gather</td>
<td>Get</td>
<td>Give</td>
</tr>
<tr>
<td>Inform</td>
<td>Inquire</td>
<td>Issue</td>
<td>Keep</td>
<td>Mail</td>
</tr>
<tr>
<td>Make available</td>
<td>Notify</td>
<td>Obtain</td>
<td>Pick up</td>
<td>Procure</td>
</tr>
<tr>
<td>Provide</td>
<td>Pull</td>
<td>Purchase</td>
<td>Recall</td>
<td>Receive</td>
</tr>
<tr>
<td>Recruit</td>
<td>Render</td>
<td>Request</td>
<td>Report</td>
<td>Secure</td>
</tr>
<tr>
<td>Sell</td>
<td>Send</td>
<td>Solicit</td>
<td>Submit</td>
<td>Supply</td>
</tr>
<tr>
<td>Take</td>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Creative**

<table>
<thead>
<tr>
<th>Create</th>
<th>Design</th>
<th>Devise</th>
<th>Develop</th>
<th>Establish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimate</td>
<td>Forecast</td>
<td>Formulate</td>
<td>Initiate</td>
<td>Install</td>
</tr>
<tr>
<td>Originate</td>
<td>Plan</td>
<td>Project</td>
<td>Schedule</td>
<td></td>
</tr>
</tbody>
</table>

**Study or appraise**

<table>
<thead>
<tr>
<th>Appraise</th>
<th>Analyze</th>
<th>Ascertain</th>
<th>Check</th>
<th>Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider</td>
<td>Criticize</td>
<td>Develop</td>
<td>Evaluate</td>
<td>Examine</td>
</tr>
<tr>
<td>Forecast</td>
<td>Identify</td>
<td>Inspect</td>
<td>Interpret</td>
<td>Interview</td>
</tr>
<tr>
<td>Investigate</td>
<td>Measure</td>
<td>Plan</td>
<td>Rate</td>
<td>Read</td>
</tr>
<tr>
<td>Research</td>
<td>Resolve</td>
<td>Review</td>
<td>Solve</td>
<td>Study</td>
</tr>
<tr>
<td>Summarize</td>
<td>Survey</td>
<td>Test</td>
<td>Weigh</td>
<td></td>
</tr>
</tbody>
</table>

**Control**

<table>
<thead>
<tr>
<th>Audit</th>
<th>Check</th>
<th>Conserve</th>
<th>Control</th>
<th>Edit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforce</td>
<td>Ensure</td>
<td>Guarantee</td>
<td>Inspect</td>
<td>Regulate</td>
</tr>
<tr>
<td>Restrict</td>
<td>Review</td>
<td>Verify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verbs Organized by Bloom’s Taxonomy**

Bloom’s Taxonomy is the most common way of organizing the verbs used to describe objectives.

**Knowledge**

<table>
<thead>
<tr>
<th>Define</th>
<th>List</th>
<th>Name</th>
<th>Recall</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate</td>
<td></td>
<td></td>
<td>Underline</td>
<td></td>
</tr>
</tbody>
</table>

**Comprehension**

<table>
<thead>
<tr>
<th>Describe</th>
<th>Discuss</th>
<th>Explain</th>
<th>Express</th>
<th>Identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate</td>
<td>Recognize</td>
<td>Report</td>
<td>Restate</td>
<td>Review</td>
</tr>
<tr>
<td>Tell</td>
<td>Translate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here are some of the words you should be using in that final column of the matrix page – your methods of evaluation. Note that past practice has been that “evaluate” is not a method of evaluation. All the words in bold are appropriate, as is the word “grade”. Note that when you are evaluating something you need to state what you are evaluating – you do not grade a test to find out what a student scored on the test. You grade a test in the expectation that the performance on the test reflects that the student has achieved an understanding of something.

<table>
<thead>
<tr>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Demonstrate</td>
<td>Dramatize</td>
<td>Employ</td>
</tr>
<tr>
<td>Interpret</td>
<td>Operate</td>
<td>Practice</td>
<td>Schedule</td>
</tr>
<tr>
<td>Sketch</td>
<td>Use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Calculate</th>
<th>Categorize</th>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criticize</td>
<td>Debate</td>
<td>Diagram</td>
<td>Distinguish</td>
<td>Examine</td>
</tr>
<tr>
<td>Experiment</td>
<td>Inspect</td>
<td>Inventory</td>
<td>Question</td>
<td>Relate</td>
</tr>
<tr>
<td>Solve</td>
<td>Test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arrange</th>
<th>Assemble</th>
<th>Collect</th>
<th>Compose</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>Design</td>
<td>Formulate</td>
<td>Manage</td>
<td>Organize</td>
</tr>
<tr>
<td>Plan</td>
<td>Prepare</td>
<td>Propose</td>
<td>Set up</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise</td>
<td>Assess</td>
</tr>
<tr>
<td>Judge</td>
<td>Measure</td>
</tr>
<tr>
<td>Score</td>
<td></td>
</tr>
</tbody>
</table>
The Red Notebook - Appendix

Rio Hondo College
Curriculum Committee

New Course

Division/Department: Math/Sciences  Degree Applicable: [ x ]
Subject Area: Environmental Technology  Non-Degree Applicable: [ ]
Course Number: ET 272  Transferable: [ x ]
Course Title: Advanced Wastewater Treatment  Units: 3
Method of Grading: Graded [x]  Credit/No Credit [ ]
Prerequisite: ET 271
Corequisite: none
Advisory: MATH 020 or appropriate assessment, ENGL 035 or ESL 198 or appropriate assessment, and READ 023 or appropriate assessment
May This Course Be Repeated for Credit? Yes [ ]  No [x]
If Yes, How Many Times?

Qualification For Repetition: (Check Appropriate Box)

[ ] A. It is a skills class in which it is reasonable to expect the skill level to increase with each repetition.
[ ] B. The content of the course changes from semester to semester so that the course is essentially different.

Class Access: Is this class open to all students who meet the prerequisite?  Yes [x] No [ ]
SLO forms have been submitted:  Yes [x] No [ ]

Hours Per Week (18 week semester; 1 unit = 1 hour of lecture or 3 hours of lab per week.):

Lecture/Discussion: 3  Arranged Time:
Lecture/Demonstration:  Arranged Time Activity:
Laboratory Activity:  Individualized Instruction:

To Be Completed by Office of Division Dean and Originator

Computer Title (Will appear in Schedule of Classes):

TOPS Code:  SAM Code:  Transfer Status:
Course Classification: A B C D E F G H I  A - UC
Static Identifier:
Approved Credit Classification: [ ] Degree Applicable  [ ] Non-Degree Applicable
Academic Level and General Education Information

1. Would this course usually be considered as fulfilling a major course requirement at the four-year level? If yes, which major?
   List CSU campuses: Yes [ ] No [x]

2. Would this course usually be considered as fulfilling a major for the associate degree?
   If yes, which major? Environmental Technology
   Yes [x] No [ ]

3. Is this course designed to be a general education course at:
   The community college level? Yes [ ] No [x]
   The 4-year college level? Yes [ ] No [x]

If the answer to #3 is "yes," for which of the following categories should it be considered?

<table>
<thead>
<tr>
<th>Category</th>
<th>CC</th>
<th>C.S.U.</th>
<th>IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>Cat. 5:</td>
<td>Cat. B:</td>
<td>Area 5:</td>
</tr>
<tr>
<td>Art/Humanities</td>
<td>Cat 7A, 7B:</td>
<td>Cat. C:</td>
<td>Area 3:</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Cat. 6:</td>
<td>Cat. D:</td>
<td>Area 4:</td>
</tr>
<tr>
<td>Communications</td>
<td>Cat 8A:</td>
<td>(A1, A2):</td>
<td>Area 1:</td>
</tr>
<tr>
<td>Analytical/Critical Thinking</td>
<td>Cat 8B:</td>
<td>(A3):</td>
<td>Area 2:</td>
</tr>
<tr>
<td>Language other than English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(UC Only):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifelong Learning (CSU Only):</td>
<td></td>
<td>Cat. E:</td>
<td></td>
</tr>
</tbody>
</table>

(Please discuss proposed course for transfer general education with articulation officer and get signature.)

Discussed Above: __________________________________________
   (Signature of Articulation Officer)

Which Instructors in the Subject Area Endorse This Proposal?

(Signature) (Date) (Signature) (Date)

(Signature) (Date) (Signature of Originator) (Date)

(Curriculum Committee Member) (Dean)
Curriculum Library Statement

Course Number and Title: ET 272: Advanced Wastewater Treatment

Department/Division: Math/Sciences Ext: 3524

Originator: Steve Katnik Date: 2/24/08

Originator’s Recommendations:

_____ None. No additional library resources are needed.

_____ None. The library will be notified if and when appropriate items are identified.

___X__ None. Supporting materials will be provided by the department at the site where the course will be offered.

_____ The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. It is a library policy to not purchase class textbooks.)

Signature of originator__________________________________________

FOR LIBRARY USE ONLY:

A librarian has reviewed the library’s holdings in the subject area(s) related to this course and found that:

1. ___ The library has sufficient resources to support this course.

2. ___ The library’s resources are not adequate to support the teaching of this course and:
   ___ Additional items have been identified and will be purchased prior to the course’s first offering.
   ___ The library will purchase materials recommended by the department.

Librarian Follow-up: □ meeting □ notification of new materials □ Other; see below

Signature of librarian__________________________________________ Date_________________
ET 272
Advanced Wastewater Treatment

Course Description

This is the third course in a series of water treatment courses designed to train individuals who are working in or who seek employment in the waste water treatment field in the practical aspects of operating and maintaining wastewater treatment plants and emphasizes the use of safe practices and procedures. Topics presented include: detailed descriptions of the equipment and advanced treatment processes used for odor control, pure oxygen activated sludge treatment, solids removal from secondary effluents, residual solids management, enhanced biological control including nitrogen and phosphorus removal, and wastewater reclamation. Students will learn to operate and maintain treatment plant instrumentation equipment and systems. Additionally, students will also learn to analyze and solve operational problems and to perform mathematical calculations relating to wastewater treatment process control. This course focuses on actual operating procedures and teaches students to analyze and solve operational problems.

3 Units/54 Total hours

[2007-2008]
The Red Notebook - Appendix

Rio Hondo College

I. Discipline/Department: Math/Sciences

Course Number: ET 272

Course Title: Advanced Wastewater Treatment

Units: 3

Hours: 3 hours lecture per week

Prerequisite: ET 271

Advisory: MATH 020 or appropriate assessment, ENGL 035 or ESL 198 or appropriate assessment, and READ 023 or appropriate assessment

II. Need/Justification/Goals: This course will provide students with the knowledge and skills to operate and maintain wastewater treatment plants, emphasizing safe practices and advanced wastewater treatment procedures. Members of the Environmental Technology Advisory Committee recommend the development of water treatment courses to fill the growing need for wastewater treatment plant operators. Additionally, this course is the third course of a series of water treatment/management courses designed to prepare environmental students to specialize in a water treatment/management specialty area.

III. Title V Requirements

A) Entering Skills: Upon entering the course the student should be able to:
1. Read a college-level textbook.
2. Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks.
3. Solve problems involving addition, subtraction, multiplication, and division of whole numbers.
4. Identify the types of hazards you may encounter operating a wastewater treatment plant.

B) Exiting Skills: Upon exiting the course, students should be able to:
1. Identify the equipment and advanced treatment processes used for odor control.
2. Identify the various types of residual solids management processes.
3. Analyze and solve advanced waste water treatment operational problems.
4. Operate and maintain advanced waste water treatment plant instrumentation equipment and systems.

C) Minimum required for a “C”: Students must complete all required assignments and receive at least a 70% grade average.
IV. Course Content

A. Odor Control
   1. Odor generation
   2. Solutions to odor problems

B. Activated Sludge
   1. Pure oxygen plants
   2. Operational control options
   3. Municipal and industrial wastes
   4. Effluent nitrification

C. Residual Solids Management
   1. Need for solids handling and disposal
   2. Thickening
   3. Stabilization
   4. Conditioning

D. Solids Removal from Secondary Effluents
   1. Gravity filters
   2. Inert-media pressure filters
   3. Continuous backwash, upflow, deep-bed silica sand media filters
   4. Cross flow membrane filtration

E. Phosphorous Removal
   1. Types of phosphorous removal system
   2. Biological phosphorous removal
   3. Lime precipitation
   4. Phosphorous removal by alum flocculation

F. Nitrogen Removal
   1. Types of nitrogen removal systems
   2. Biological nitrogen removal
   3. Ammonia stripping
   4. Breakpoint chlorination

G. Enhanced Biological Control
   1. Multiple processing objectives
   2. Enhanced nitrogen and phosphorous removal
   3. Enhanced SVI control to prevent sludge bulking

H. Wastewater Reclamation and Recycling
   1. Uses of reclaimed wastewater
   2. Operating procedures
   3. Monitoring program

I. Instrumentation and Control Systems
   1. Measured variables and types and sensors
   2. Categories of instrumentation
   3. Operation and preventative maintenance
The Red Notebook - Appendix

V. Course Objectives (List on Page 7 of Matrix)

VI. Methods of Instruction (List on Page 7 of Matrix)

VII &
VIII. Assignments and Methods of Evaluation (List on Page 7 of Matrix)

IX. Texts/Instructional Materials

Other Instructional Material
### V. Course Objectives

**The Student Will:**

| A. | Identify the equipment and advanced treatment processes used for odor control. |
| B. | Identify the various types of residual solids management processes. |
| C. | Analyze and solve advanced waste water treatment operational problems. |
| D. | Operate and maintain advanced waste water treatment plant instrumentation equipment and systems |

### VI. Methods Of Instruction

| A. Lecture/Discussion |
| B. PowerPoint Presentations |
| C. Videos |
| D. Site Visit/Field Trip |

### VII. Assignments

| A. Completion of questions from the textbook. |
| B. Write a short report on an advanced wastewater treatment operation procedure that was observed during the visitation to a waste water treatment facility. |
| C. Visitation to a wastewater treatment facility that incorporates course concepts. |
| D. Read assigned textbook pages. |

### VIII. Methods Of Evaluation

| A. Assess textbook assignments and end of chapter questions for completeness and understanding of course concepts. |
| B. Assess report for thoroughness of coverage and understanding of assigned topic. |
| C. Evaluate students understanding of course content by completion of quizzes, a midterm and a final examination. |
| D. Appraise wastewater treatment facility site visitation for the inclusion of the advanced waste water treatment processes and the types of equipment and operational procedures used. |
Content Review Form

Course Number/Title/Date: ET 272: Advanced Wastewater Treatment

Entering Skills/Content/Concepts Students Must Be Able To:

1. Read a college-level textbook.
2. Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks.
3. Solve problems involving addition, subtraction, multiplication and division of whole numbers and fractions.
4. Identify the types of hazards you may encounter operating a wastewater treatment plant.

Assignments Given to Students During the Course:

1. Complete questions from the textbook.
2. Write a short report on a wastewater treatment operations topic that is required by regulatory agencies.
3. Visit a wastewater treatment facility that incorporates course concepts.
4. Read assigned textbook pages.

Minimum Required for a "C":

Students must complete all required assignments and receive at least a 70% grade average.

Exiting Skills/Content/Concepts Students Must Be Able To:

1. Identify the equipment and advanced treatment processes used for odor control.
2. Identify the various types of residual solids management processes.
3. Analyze and solve advanced wastewater treatment operational problems.
4. Operate and maintain advanced wastewater treatment plant instrumentation equipment and systems.

Appropriate Preparation Courses:

Prerequisite: ET 271

Advisory: MATH 020 or appropriate assessment
ENGL 035 or ESL 198 or appropriate assessment
READ 023 or appropriate assessment
Please list the three UC’s and/or CSU’s having the same prerequisite or corequisite:

Please list State or board requirement:

(Note: This section is necessary ONLY for entry level, degree applicable courses.)

Entry level, degree applicable courses must also be reviewed to see if they require a basic skills prerequisite, corequisite or advisory in English, ESL, Reading or Math. All of these prerequisites or corequisites must be statistically validated.

**Reading Preparation:** Advisory: READ 023 or appropriate assessment

**English/ESL Preparation:** Advisory: ENGL 035 or ESL 198 or appropriate assessment

**Math Preparation:** Advisory: MATH 020 or appropriate assessment

**Signatures of faculty teaching in the discipline:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reviewed by ___________________________ Date ____________
Curriculum Committee Member

Reviewed by ___________________________ Date ____________
Division Dean
RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE

PREREQUISITES, COREQUISITES, AND ADVISORY PREPARATION FORM

It is recommended that the following course:

ET 272: Advanced Wastewater Treatment

have the following preparation as listed below:

prerequisites: ET 271

corequisites: _____________________________________

advisories: MATH 020 or appropriate assessment, ENGL 035 or ESL 198 or appropriate assessment, and READ 023 or appropriate assessment

Is this a change from the prerequisite, corequisite or advisory currently listed on the course outline and in the catalog?  ___Yes  ___No

Signatures of faculty teaching in the discipline:

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Signature of Division Dean

CURRICULUM COMMITTEE APPROVAL

Item Number: _____________

Date of Committee Meeting:

APPROVED___________  DISAPPROVED______________

xxvii
A Course Revision Form is completed for the following purposes:
1. Reinstating a course that has been deleted from the catalog.
2. Revising a course’s goals and objectives

Subject Area: English
Current Course Title: American Literature
Course Prefix and Number: LIT 112B Units: 3
Originator of Course Change: Edward Ibarra Extension: 3251
Total Hours: 3

Please check all changes that were made to the course during this course revision:

- [ ] Unit Change
- [ ] Title
- [ ] Description
- [ ] Transfer Level
- [ ] Number
- [ ] Preparation
- [ ] Revise content and update text (minor revision)
- [ ] Hours
- [ ] Major revision
- [ ] SLO forms submitted
- [ ] Other

IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:

**Proposed Advisory Change:** ENGL 035 or ESL 198 or appropriate assessment and READ 023 or appropriate assessment

**Old Description:**
This course is a study of American literature from the mid-nineteenth century to the present. It introduces students to major and representative writers such as Dickinson, Twain, James, Chopin, Robinson, Chestnutt, Cable, Gilman, Cather, Hurston, Sandburg, Brooks, Pound, Eliot, Faulkner, Sanchez, Frost, O’Neill, Miller, Fitzgerald, Hemingway, Shepard, Hwang, Sanchez-Scott, Morrison, Silko, Soto, Kingston, Cisneros, Erdrich, and others. Lit 112B is designed for students who will graduate with an A.A. degree or will transfer to a C.S.U. or U.C.

**New Description:**
This course is designed for students interested in exploring American literature from the mid-nineteenth century to the present. It introduces students, through class discussions and written essays, to representative writers of this period such as Emily Dickinson, Mark Twain, Edith Wharton, Robert Frost, Zora Neale Hurston, William Faulkner, Ernest Hemingway, Tennessee Williams, Lorraine Hansberry, Henry David Hwang, Toni Morrison, Leslie Marmon Silko, Maxine Hong Kingston, Milcha Sanchez-Scott, and others.
**Academic Level and General Education Information**

1. Does this course fulfill a major course requirement at the four-year level? (For existing courses, verify at www.assist.org)
   - Yes [X] No [ ]
   - If yes, which major? English/Liberal Studies/Elementary Teacher Prep
   - List CSU or UC campuses: CSU Long Beach, UC Irvine

2. Would this course usually be considered as fulfilling a major for the associate degree? (Note: Many RHC Departments do not offer majors)
   - Yes [ ] No [X]
   - If yes, which major?

3. Is this course designed to be a general education course at:
   - The community college level? Yes [X] No [ ]
   - The 4-year college level? Yes [X] No [ ]

If the answer to #3 is "yes," for which of the following categories should it be considered? (Indicate with an X to the right of the desired areas(s).)

<table>
<thead>
<tr>
<th>Area</th>
<th>CC</th>
<th>C.S.U.</th>
<th>IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>Cat. 5:</td>
<td>Cat. B:</td>
<td>Area 5:</td>
</tr>
<tr>
<td>Art/Humanities</td>
<td>Cat 7A, 7B</td>
<td>X</td>
<td>Cat. C: X</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Cat. 6:</td>
<td>Cat. D:</td>
<td>Area 4:</td>
</tr>
<tr>
<td>Communications</td>
<td>Cat 8A:</td>
<td>(A1, A2):</td>
<td>Area 1:</td>
</tr>
<tr>
<td>Analytical/Critical Thinking</td>
<td>Cat 8B:</td>
<td>(A3):</td>
<td>Area 2:</td>
</tr>
<tr>
<td>Language other than English (UC Only):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifelong Learning (CSU Only):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please discuss proposed course for transfer general education with articulation officer and get signature.)

Discussed Above: ____________________________________________

(Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

(Signature) (Date) (Signature) (Date)

(Signature) (Date) (Signature of Originator)

(Curriculum Committee Member) (Dean)
Curriculum Library Statement

Course Number and Title: LIT 112B: American Literature

Department/Division: Communications and Languages Ext: 3251

Originator: Edward Ibarra Date: 4-21-08

Originator’s Recommendations:

_____ None. No additional library resources are needed.

__X__ None. The library will be notified if and when appropriate items are identified.

_____ None. Supporting materials will be provided by the department at the site where the course will be offered.

_____ The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. It is a library policy to not purchase class textbooks.)

Signature of originator____________________________

FOR LIBRARY USE ONLY:
A librarian has reviewed the library’s holdings in the subject area(s) related to this course and found that:

1. ____ The library has sufficient resources to support this course.

2. The library’s resources are not adequate to support the teaching of this course and:
   ____ Additional items have been identified and will be purchased prior to the course’s first offering.
   ____ The library will purchase materials recommended by the department.

Librarian Follow-up:  □ meeting  □ notification of new materials  □ Other; see below

Signature of librarian____________________________ Date_________________
Course Description

This course is designed for students interested in exploring American literature from the mid-nineteenth century to the present. It introduces students, through class discussions and written essays, to representative writers of this period such as Emily Dickinson, Mark Twain, Edith Wharton, Robert Frost, Zora Neale Hurston, William Faulkner, Ernest Hemingway, Tennessee Williams, Lorraine Hansberry, Henry David Hwang, Toni Morrison, Leslie Marmon Silko, Maxine Hong Kingston, Milcha Sanchez-Scott, and others.

3 Units/54 Total hours

[2007-2008]
I. Discipline/Department: English/Communications and Languages

Course Number: LIT 112B

Course Title: American Literature

Units: 3  Hours: 3 hours of Lecture per week

Advisory: ENGL 035 or ESL 198 or appropriate assessment
READ 023 or appropriate assessment

II. Need/Justification/Goals
As a result of taking this course, students will become acquainted with a range of major American fiction, drama, and poetry as it represents the diverse American experience. In addition, students will improve their skill in discussing and writing about literature and the intellectual, social, and aesthetic contexts that affect American literature from the mid-nineteenth century to the present.

III. Title V Requirements

A) Entering Skills:

1. Read a college-level textbook.
2. Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks
3. Write with some specific details and some analysis and reflection, demonstrating adequate detail and analysis to qualify for freshman composition

B) Exiting Skills:

1. Write clear thesis statements and use textual evidence for support in literary analysis
2. Compare and contrast a diverse representation of literary figures in American literature from the mid-nineteenth century to the present
3. Compare the relationships between literature and relevant related areas such as philosophy, psychology, religion, music, sociology, science, technology, politics, art and history
4. Explain, in writing and class discussion, the function of literature as it both shapes and reflects individual identity, community affiliations, and the wider culture as a whole

C) Minimum Required for a “C”:

Students must earn at least 70% of the total possible points for assigned essays, the reader’s notebook, the research project, oral presentations or performances, and exams.
IV. Course Content

A. From each of the following categories, individual instructors will teach selected authors who represent American literary diversity and achievement

1. New Voices in Poetry
   a. Emily Dickinson
   b. Sarah Piatt and other similar authors

2. Regionalists and Realists
   a. Mark Twain
   b. George Washington Cable, Charles Chestnutt, Joel Chandler Harris
   c. Ambrose Bierce, Louisa May Alcott, and other similar authors

3. Turn of the Century
   a. Sarah Orne Jewett, Kate Chopin, Charlotte Perkins Gilman
   b. Stephen Crane, Theodore Dreiser, Jack London
   c. Edith Wharton, Henry James, and other similar authors

4. Early Twentieth Century
   b. Willa Cather, Zora Neale Hurston, Gertrude Stein, Katherine Anne Porter, F. Scott Fitzgerald, William Faulkner, Ernest Hemingway, Thomas Wolfe, John Steinbeck, Richard Wright, and other similar authors

5. Post-World War II
   a. Tennessee Williams, Arthur Miller, Lorraine Hansberry
   c. James Baldwin, Joan Didion, Thomas Pynchon, and other similar authors

6. Later Twentieth-Century Poetry
   a. Amiri Baraka, Howard Nemerov, Denise Levertov, Gary Snyder, James Dickey, W.S. Merwin, Adrienne Rich, Amy Clampitt, Rita Dove, Tomás Rivera, Sonia Sanchez, and other similar authors

7. Later Twentieth-Century Drama
   a. Edward Albee, August Wilson, Sam Shepard
   b. Henry David Hwang, Milcha Sanchez-Scott, and other similar authors

8. Later Twentieth-Century Fiction
   a. Donald Barthelme, Toni Morrison, John Updike, Joyce Carol Oates, Anne Tyler, Bobbie Ann Mason, Helena Maria Viramontes, Gary Soto
   b. Leslie Marmon Silko, Tim O’Brien, Amy Tan, Louise Erdrich, Alice Walker, Jamaica Kincaid, Scott Momaday, Maxine Hong Kingston, Dorothy Allison, and other similar authors.
V. Course Objectives (List on Page 7, Matrix page)

VI. Methods of Instruction (List on Page 7, Matrix page)

VII &
VIII. Assignments and Methods of Evaluation (List on Page 7, Matrix page)

IX. Texts/Instructional Materials

The following are representative texts:


Additional selected novels, plays, poems, memoirs, or speeches, as chosen by individual instructors

Other Instructional Material

Web sites, DVD’s, videotapes, and other materials that present the cultural contexts of the literature under consideration, as chosen by individual instructors
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Methods of Instruction</th>
<th>Assignments</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Will Be Able To:</td>
<td>A. Lecture</td>
<td>A. Read assigned literature</td>
<td>A. Assess essays on assigned literary texts for analysis rather than summary</td>
</tr>
<tr>
<td></td>
<td>B. Group discussions of literary texts</td>
<td>B. Read additional material about the cultural contexts of the literature</td>
<td>B. Assess the reader’s response notebook for completeness</td>
</tr>
<tr>
<td></td>
<td>C. Group projects that address individual writers or the larger cultural issues that influenced them</td>
<td>C. Write at least three analytical essays on literary texts</td>
<td>C. Assess research projects for knowledge of the deeper cultural functions of literature</td>
</tr>
<tr>
<td></td>
<td>D. Film and videotape presentations about individual writers, their historical periods, or any other elements of cultural context that affect the literature being studied</td>
<td>D. Keep a reader’s notebook of personal responses to assigned readings</td>
<td>D. Assess individual and group presentations and performances for knowledge of the literature and related cultural influences</td>
</tr>
<tr>
<td></td>
<td>E. Slides and/or other projected images that depict artistic or cultural details related to the literature under consideration</td>
<td>E. Complete a short research project</td>
<td>E. Assess the midterm and/or final exam for the ability to identify similarities and differences between authors and cultural influences</td>
</tr>
<tr>
<td></td>
<td>F. Audiotapes of music contemporary to course readings and/or audiotapes of readings of the texts themselves</td>
<td>F. Participate in an individual or group presentation or performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Individual or group presentations or performances</td>
<td>G. Complete a midterm and/or final exam that combines objective and essay answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H. Library activities that prepare students for literary research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Write clear thesis statements and use textual evidence for support in literary analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Compare and contrast a diverse representation of literary figures in American literature from the mid-nineteenth century to the present</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Compare the relationships between literature and relevant related areas such as philosophy, psychology, religion, music, sociology, science, technology, politics, art, and history</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Explain, in writing and class discussion, the function of literature as it both shapes and reflects individual identity, community affiliations, and the wider culture as a whole</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item Number: ________________

Content Review Form

Course Number/Title/Date
LIT 112B: American Literature/4-25-08

Entering Skills/Content/Concepts Students Must Be Able To:
1. Read a college-level textbook
2. Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks
3. Write with some specific details and some analysis and reflection, demonstrating adequate detail and analysis to qualify for freshman composition

Assignments Given to Students During the Course:
1. Read assigned literature
2. Read additional material about the cultural contexts of the literature
3. Write at least three analytical essays on literary texts
4. Keep a reader’s notebook of personal responses to assigned readings
5. Complete a short research project
6. Participate in an individual or group presentation or performance
7. Complete a midterm and/or final exam that combines objective and essay answers

Minimum Required for a "C":
Students must earn at least 70% of the total possible points for assigned essays, the reader’s notebook, the research project, oral presentations or performances, and exams.

Exiting Skills/Content/Concepts Students Must Be Able To:
1. Write clear thesis statements and use textual evidence for support in literary analysis
2. Compare and contrast a diverse representation of literary figures in American literature from the mid-nineteenth century to the present
3. Compare the relationships between literature and relevant related areas such as philosophy, psychology, religion, music, sociology, science, technology, politics, art and history
4. Explain, in writing and class discussion, the function of literature as it both shapes and reflects individual identity, community affiliations, and the wider culture as a whole

Appropriate Preparation Courses:
Advisory: ENGL 035 or ESL 198 or appropriate assessment
READ 023 or appropriate assessment
Please list the three UC's and/or CSU's having the same prerequisite or corequisite:

Please list State or board requirement:

(Note: This section is necessary ONLY for entry level, degree applicable courses.)

Entry level, degree applicable courses must also be reviewed to see if they require a basic skills prerequisite, corequisite or advisory in English, ESL, Reading or Math. All of these prerequisites or corequisites must be statistically validated.

Reading Preparation: Advisory: READ 023 or appropriate assessment

English/ESL Preparation: Advisory: ENGL 035 or ESL 198 or appropriate assessment

Math Preparation

Signatures of faculty teaching in the discipline:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Reviewed by ____________________________ Date ____________
Curriculum Committee Member

Reviewed by ____________________________ Date ____________
Division Dean
Item Number: _____________

RIO HONDO COMMUNITY COLLEGE
CURRICULUM COMMITTEE

PREREQUISITES, COREQUISITES, AND ADVISORY PREPARATION FORM

It is recommended that the following course:

LIT 112B: American Literature

have the following preparation as listed below:

prerequisites: ____________________________________

corequisites: ____________________________________

advisories: ENGL 035 or ESL 198 or appropriate assessment
READ 023 or appropriate assessment

Is this a change from the prerequisite, corequisite or advisory currently listed on the course outline and in the catalog?  X Yes  ___No

Signatures of faculty teaching in the discipline:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

____________________________________________________
Signature of Division Dean

CURRICULUM COMMITTEE APPROVAL

Item Number: _____________

Date of Committee Meeting:

APPROVED_______________  DISAPPROVED_______________
Distance Education – Resources

WASC Distance Education Resources
http://www.wascweb.org/senior/distance_ed_resource.htm

Distance Education Resources recommended by WASC
http://www.wascweb.org/senior/links.htm#DISTANCE

ASCCC Papers on Distance Education
http://www.academiciansenate.cc.ca.us/Publications/Papers_Topic.htm#distance

Sites recommended by
Suzanne Frederickson
Rio Hondo College
DSP&S Alternate Media Technician

Section 508:
http://www.section508.gov/

WAI Web Content Accessibility Guidelines:
http://www.w3.org/TR/WCAG10/

15 tips to make your Web site accessible:

Bobby Accessibility Checker:

WAI References on Web Accessibility:
http://www.w3.org/WAI/References

Web Aim Tutorials:
http://www.webaim.org/
Item Number: ____________

Rio Hondo Community College
Curriculum Committee

Form to Request to Offer a Course via Distance Education (DE)

<table>
<thead>
<tr>
<th>Course Title: Introductory Psychology</th>
<th>Course Prefix: PSY</th>
<th>Course Number: 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of DE: <em><strong>X</strong></em> Online ___ Hybrid ___ Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>1. Can the content identified in the course outline be presented in the proposed mode of DE?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>2. Is the rigor of the proposed DE course the same as a comparable traditional course?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>3. Can a student achieve the same goals and objectives identified in a comparable course outline via the proposed mode of instruction?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>4. Can the same assignments in a comparable course outline be completed by the student and “graded” by the instructor via the DE method of instruction?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>5. Can the same testing and student accountability be achieved via the DE mode of instruction as in the traditional mode of instruction?</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>6. Have steps been taken to ensure compliance with Section 508 and all other applicable ADA legislation?</td>
</tr>
</tbody>
</table>

For any “no” answer listed above, there must be a written explanation and an alternative identified. Please list on a separate sheet of paper.

Signatures of Faculty Teaching in the Discipline:

_________________________________________  ____________________________

_________________________________________  ____________________________

_________________________________________  ____________________________

Curriculum Committee Member  Division Dean Signature
SAMPLE - Course Outline Addendum for Distance Learning Delivery of a Course

Course Prefix and Number: PSY 101

Course Title: Introductory Psychology

Distance Delivery Mode:

X Online (Classroom presence is not required.)

___ Hybrid (Percentage of course is online, reducing the number of hours spent in the classroom.)

___ Other. Please explain:

“Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered.” (Education Code 55378)

Please provide a thorough response to each of the following questions.

1. Need/Justification
   A. What is the intent in offering the course by distance education?
      Offering this course online will make it accessible to more students. This course is a GE course and is a required course for those pursuing a degree in Psychology. There are also many who take it out of general interest, and offering it online increases the diversity of the student population.
   B. How will learning be enhanced by this mode of course delivery?
      Students are provided with online lectures that have links to related sites imbedded in them, allowing them to explore and/or seek clarification as desired. The discussion forum provides students with an unintimidating forum in which to share their views. The discussion is of great value in this course as students share and benefit from the experiences of others.

2. Methods of Instruction: Instructor – Student Contact
   A. Indicate the type and number of instructor-student contacts per semester and why you feel this will be effective.
      The instructor will be available by phone, email, and in person. Students may call at their convenience, arrange phone meetings, come in during the instructor's scheduled office hours, and/or make an appointment with the instructor to meet at a mutually convenient time. Email queries will be responded to within 24 hours Monday-Friday.

      The number of instructor-student contacts per week will vary depending upon the need of each individual student as perceived by that student and by the instructor. As will be described below, there will be weekly assignments that students must complete. The instructor will contact each student a minimum of
once or twice a week to make sure that the student is keeping pace with the course and to provide feedback on the weekly assignments. In addition to weekly assignments, students will be encouraged to participate in a discussion forum that will lead to increased levels of feedback from the instructor, as well as interaction with other students.

B. Describe how you will identify and respond to students experiencing difficulty. As noted, weekly assignments will provide the instructor with information as to how the students are progressing. Students who fail to log into the course, do poorly on assignments and/or fall behind will be contacted and monitored. Assistance will be provided as needed.

For technical problems, students will be referred to the support staff at the Rio Hondo Virtual College. Students who need academic counseling or assistance will be referred to the appropriate agencies at Rio Hondo College. As noted, students experiencing difficulty with the class material will be assisted by the instructor.

C. Identify the approximate hours anticipated per student for class activities. The approximate number of hours anticipated for students successfully completing this course will be equal to or greater than the number of hours required for on-campus courses. In traditional lecture courses, students attend approximately 3 hours of lecture per week and should be doing an additional 2 hours of outside work for each hour of lecture.

3. Describe student Assignments.
   The assignments are the same as those given in the course offered on campus, with slight modifications:
   A. Written assignments designed to further consideration and analysis of assigned readings (lecture and text).
   B. Reading of online instructor-provided materials.
   C. Reading of text.
   D. Participation in discussion forum.

4. Describe the methods of student evaluation that will be employed. Again, the methods of evaluation employed in the traditional course will be slightly modified. Due to the nature of online courses, evaluation will be primarily based on performance on written assignments.

   A. Assess the accuracy and level of knowledge demonstrated on written assignments.
   B. Measure the understanding of course content with performance on multiple-choice and short-answer quizzes and exams. Multiple-choice quizzes will be required for each chapter in the text, providing evidence that the student has read the chapter. Written assignment performance will be used to determine
level of understanding achieved. Weekly quizzes and written assignments will be required, as well as several exams and a final.

C. Assess written reports. Grade will be based on the accuracy of the work and the level of understanding displayed.

D. Appraise the quality of class contributions and participation. Students will be required to participate in the online discussion forums.

5. What equipment and staff are necessary to support the course (for faculty and students)?
   No additional equipment is necessary for the instructor. Students must have access to a computer with internet access to be able to log on to the class website. The Rio Hondo Virtual College has the necessary support staff to assist students with any technical or other difficulties.

6. Describe how you will provide students with access to instructional materials and resources.
   Students will have access to Rio Hondo's open computer laboratory, library, and bookstore. They will be provided with lecture and links to resources within the course.

7. Describe how you will provide students with access to counseling and financial aid services.
   These resources can be accessed through the Rio Hondo College website. Students who fail to log in will be contacted by counseling staff and by the instructor. Referrals will be made as needed.

8. Describe how you will accommodate students with disabilities.
   Provisions for students with disabilities will be accommodated through the Rio Hondo Virtual College. The class website will be submitted to the "Bobby" website (www.cast.org/bobby/) which assists web page authors with the identification and repair of significant barriers to websites by individuals with disabilities. Text only versions of online lectures will be made available.

9. Are additional resources or clerical support needed or anticipated to teach this course by distance learning?
   No.

10. What is the class size for this class?
    Class size will be consistent with the policies set forth by Rio Hondo College and the Division of Social Sciences, Philosophy, and Humanities. Currently this would be a class size of 45.
The Program Approval Process

There are two different approval processes for certificates. Certificates of Skill Proficiency and Career Certificates are approved on a local level, while Certificates of Achievement must get local and state approval. There are several steps involved in this process, as outlined here.

LOS ANGELES/ORANGE COUNTY REGIONAL CONSORTIUM

Recommendation for Approval Process for Certificate of Achievement and Associate Degree Programs

I. NEW PROGRAM or NEW OPTION PROPOSALS:

A. Procedure

1. Announcement of Intent (Recommended but not mandatory.)
   It is recommended that the announcement occur on the agenda at any meeting prior to the meeting at which recommendation for approval will be sought. The announcement should include name of program, contact person, college, telephone number and email address. The announcement should be sent electronically by the Dean of Occupational Education or designee via e-mail to the Regional Consortium Office – jgallardo@citruscollege.edu. The Consortium Secretary will then forward the announcement electronically to the LOWDL group. LOWDL members are encouraged to forward these Announcements of Intent to appropriate faculty and managers on their campus to invite discussion and input. This process is meant to encourage collaboration and avoid destructive competition.

2. PRESENTATION/DISCUSSION AND RECOMMENDATION FOR APPROVAL OF NEW PROGRAM: At least two weeks prior to the meeting at which approval will be sought, an electronic copy of the Application for Approval – New Occupational Program or Request to Add New Option or Certificate within Existing Program will be submitted (excluding course outlines) to the Regional Consortium Office – jgallardo@citruscollege.edu. The Consortium Secretary will distribute the Application to LOWDL members. Only the items listed below must be included in the package distributed to Los Angeles/Orange County Workforce Development Leaders (LOWDL). It is the responsibility of each LOWDL member to notify all stakeholders on their campus regarding the proposed new program.
3. Recommendation for program approval will be placed on the LOWDL agenda and a representative from the program must be present for discussion to occur (presentation limited to five minutes).

4. Discussion to be limited to the following areas of Application for Approval - New Occupational Program:
   - Program fulfills the requirements of employers in the occupation specified, all of the courses required in the program are either necessary or viewed as advantageous by prospective employers in that occupation, and jobs will be available for program completers. In the event that labor market data (LMI) does not identify a specific job title, job program, or option being submitted, an employer survey must be included to document the labor market need for the geographic area.
   - Collaboration is encouraged and destructive competition is avoided.

5. Recommendation for approval of new programs and options will be placed on a consent agenda. Each college will bring to the meeting a completed Program Approval Checklist.

   One YES or NO vote will be cast by each college in attendance at the meeting. Colleges wishing to abstain shall not cast a ballot. A program will be approved if it receives a majority of the votes cast.

6. Minute of the meeting will include a summary of any discussion as well as the number of YES and NO votes.

B. Required Content
   Submit ONLY from the Application for Approval – New Credit Program (Form CCC.501)

   1. Under Appropriateness to Mission (Criteria A.)
      a. Statement of Program Goals and Objectives
      b. Catalog Program Description
      c. Background and Rationale

   2. Under Need (Criteria B.)
      a. Similar Programs at Other Colleges in Service Area
      b. Labor Market Information and Analysis
      
      It is the responsibility of the proposing college to provide evidence of employment opportunities for program completers. For a new program this must include Advisory Council minutes with
attendees who are professionals in the field and their industry affiliations noted. These individuals who endorse this new program must be in a position to hire completers from this new program with this job title.

c. Employer Survey
d. Explanation of Employers Relationship (CTE only)
e. List of Members of Advisory Committee
f. Recommendations of Advisory Committee

Attachment: Labor/Job Market Data (CTE only)
Attachment: Employer Survey (CTE only)
Attachment: Minutes of Key Meetings

3. Under Curriculum Standards (Criteria C.)
   Display of Proposed Sequence of Course Titles and Units

4. Under Compliance (Criteria E.)
   Licensing of Accreditation Standards

II. SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM (Form CCC.510)

A. Procedure

1. PRESENTATION/DISCUSSION AND RECOMMENDATION FOR APPROVAL OF NEW PROGRAM: At least two weeks prior to the meeting at which approval will be sought, an electronic copy of the Application for Approval – New Occupational Program or Request to Add New Option or Certificate within Existing Program will be submitted (excluding course outlines) to the Regional Consortium Office – jgallardo@citruscollege.edu. The Consortium Secretary will distribute the Application to LOWDL members. Only the items listed below must be included in the package distributed to Los Angeles/Orange County Workforce Development Leaders (LOWDL). It is the responsibility of each LOWDL member to notify all stakeholders on their campus regarding the proposed new program.

2. Recommendation for program approval will be placed on the LOWDL agenda and a representative from the program must be present for discussion to occur (presentation limited to five minutes).

3. Discussion to be limited to the following areas of Application for Approval - New Occupational Program:
   - Program fulfills the requirements of employers in the occupation specified, all of the courses required in the program are either necessary or viewed as advantageous by prospective employers in that occupation, and jobs will be available for
program completers. In the event that labor market data (LMI) does not identify a specific job title, job program, or option being submitted, an employer survey must be included to document the labor market need for the geographic area.

- Collaboration is encouraged and destructive competition is avoided.

4. Recommendation for approval of new programs and options will be placed on a consent agenda. Each college will bring to the meeting a completed Program Approval Checklist.

One YES or NO vote will be cast by each college in attendance at the meeting. Colleges wishing to abstain shall not cast a ballot. A program will be approved if it receives a majority of the votes cast.

5. Minute of the meeting will include a summary of any discussion as well as the number of YES and NO votes.

B. Required Content
Submit ONLY from the Application for Approval – New Credit Program (Form CCC.501)

1. Under Appropriateness to Mission (Criteria A.)
   a. Statement of Program Goals and Objectives
   b. Catalog Program Description
   c. Background and Rationale

2. Under Need (Criteria B.)
   g. Similar Programs at Other Colleges in Service Area
   h. Labor Market Information and Analysis
      *It is the responsibility of the proposing college to provide evidence of employment opportunities for program completers. For a new program this must include Advisory Council minutes with attendees who are professionals in the field and their industry affiliations noted. These individuals who endorse this new program must be in a position to hire completers from this new program with this job title.*
   i. Employer Survey
   j. Explanation of Employers Relationship (CTE only)
   k. List of Members of Advisory Committee
   l. Recommendations of Advisory Committee

**Attachment:** Labor/Job Market Data (CTE only)
**Attachment:** Employer Survey (CTE only)
**Attachment:** Minutes of Key Meetings
3. **Under Curriculum Standards (Criteria C.)**  
Display of Proposed Sequence of Course Titles and Units

4. **Under Compliance (Criteria E.)**  
Licensing of Accreditation Standards

IIII. MODULARIZATION OF PREVIOUSLY APPROVED PROGRAM:

A. Complete #3 on Application for Approval – New Occupational Program  
B. Submit for recommendation for approval to LOWDL.

NOTE: Recommendation for approval of degree programs as well as Certificates of Skill Proficiency and Career Certificates is at the local level only and does not need to be presented to the LOWDL group. Announcement for “Information Only” will be at the discretion of each college.

Approved February 21, 2008