

3 Course Outline Addenda

3.1 Overview

Course Outline Addenda are intended to provide supplemental information on an alternate offering of an existing course. The Curriculum Committee currently considers two types of Course Outline Addenda:

- Distance Education Addenda
- Honors Section Addenda

In the case of Distance Education courses, the Addendum serves primarily to provide information about how the instructional methodology will change to suit the Distance Education Mode. Honors Section Addenda discuss how the normal course content and student assignments and evaluation are supplemented to serve Honors students.

3.2 Distance Education Addenda

3.2.1 Definitions and Regulations

In addition to face-to-face courses, a growing number of courses at City College are offered in one of several distance education formats. These formats include online courses and telecourses.

Title 5 Section 55200 defines Distance Education as follows:

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Title 5 Section 55202 discusses course quality:

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance edu-

cation under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Title 5 Section 55204 discusses student-instructor contact:

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

Title 5 Section 55206 requires that any course being offered in a distance education format have separate review and approval:

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

3.2.2 Overview of the Addendum

The Distance Education Addendum is City College's implementation of the requirements for separate approval of distance education courses. The Distance Education Addendum is not a Course Outline of Record; rather, it accompanies the Course Outline of Record, and describes how the distance education version of the course will differ from a traditional version of the course.

The Distance Education Addendum has several major parts:

General Information

This section has basic identification information for the course.

Distance Education Justification

This section should indicate how the content of the course is conducive to being offered in a distance education mode.

Instructional Delivery

This section has two parts. The first part identifies the basic distance education mode being used (e.g., telecourse, online). The second part is used to give specifics on student-instructor contact, including how students will be able to ask questions, and how instructors will prompt for contact with students.

Instructional Methodology

This section has five parts. The first two, Assignments and Evaluation and Modes, are used to describe the work that students will do, and the methods that will be used to evaluate the students' mastery of course major learning outcomes. The third section, Articulation, asks about the impact of a distance education mode on any course-to-course articulation agreements. The fourth section, Distance Evaluation Integrity, asks about the steps the instructor will use to verify the integrity of any distance evaluation methods used. The final section, Textbook and Instructional Materials, is used to describe the materials students will use in the course.

Detailed instructions for completion of the Distance Education Addendum are included later in this chapter.

3.2.3 Addendum Actions and the Curriculum Committee**Creating a new Distance Education Addendum**

Before preparing the Distance Education Addendum, the department must have a current course outline of record approved by the Curriculum Committee. The Committee may decline to review Distance Education Addenda for those courses whose outlines are more than six years old.

Use the guidance in the rest of this chapter to develop the Distance Education Addendum. Departments are strongly encouraged to submit addenda for technical review prior to submission to the Curriculum Committee for review and approval.

Faculty who are new to the Distance Education modality may find that they need to be part-way through development of the distance education version of the course before they

can address some of the specific items in the Distance Education Addendum.

Please note that it is possible to have multiple Distance Education Addenda associated with a particular course. Multiple Distance Education Addenda would be necessary if there will be significant differences between different Distance Education sections of the same course. For example:

- Both telecourse and online sections of the same course
- One section that is fully online, and another that has several face-to-face meetings during the term

Departments are encouraged to consult with the Curriculum Committee Chair when considering how to implement Distance Education Addenda.

Revising a Distance Education Addendum

A department should submit a revision of a Distance Education Addendum any time the specifics noted in the Distance Education Addendum are to be changed. For example:

- A course that had been offered as a telecourse will now use the online mode instead
 - A course that had used in-person midterms and final exams will now use online exams
- Departments shall submit a Distance Education Revision form, along with a copy of a new Distance Education Addendum.

Deleting a Distance Education Addendum

If a department has decided that it will no longer offer a distance education version of a course, it should submit a Removal of Distance Education Course form. This removal will be an informational agenda item for the Curriculum Committee.

3.2.4 Details of the Distance Education Addendum

The Distance Education Addendum is City College's implementation of the Title 5 requirement for separate review and approval of courses that are to be offered in a distance education mode. Like Course Outlines of Record, the Distance Education Addendum has a specific format. Templates for this format are available at the Curriculum Committee web site. This section gives specific guidance and instructions for faculty preparing Distance Education Addenda.

General Information

Date

Fill in the month and year that the addendum will be brought before the Curriculum Committee. For example:

A. Date	September 2007
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Department

Fill in the full name of the department. For example:

B. Department	Astronomy
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Course Identifier

Indicate the subject and course. For example:

C. Course Identifier	MATH 70
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Course Title

Indicate the catalog title of the course. For example:

D. Course Title	Intro to Information Systems
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Preparer

Indicate the name of the Distance Education Addendum preparer. For example:

E. Preparer	K. Leung
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Department Chair

Name and signature of department chair. For example:

F. Department Chair	D. Kronish
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Dean

Name and signature of the appropriate school dean. For example:

G. Dean	R. Francis
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Distance Education Justification

Use this section to give brief (1-2 paragraph) description of how the content of this course is conducive to the proposed method of distance education. Be sure to speak directly to the course content, and how the course's major learning outcomes can be achieved and/or enhanced in a distance education mode. For example:

- This course will have a large body of online quizzes. This will allow the students to get timely feedback on their own progress.
- This course will have lecture content delivered via EATV and eight face-to-face meetings. Students will be able to replay lecture content as often as necessary, which will enhance the level of discussion at the face-to-face meetings.
- Key concepts can be immediately illustrated via links to websites addressing...

Do not use this section to discuss factors that are outside of the purview of the Curriculum Committee:

- We expect enrollment to increase by offering this course online.
- We hope to be able to reach students who live outside of the San Francisco Bay Area.
- Offering this course as an online course will allow us to reach working professionals and other students who would otherwise not take a face-to-face class.

Instructional Delivery

Use of Technology

One of the qualities of Distance Education courses is that students and instructors interact through the assistance of communication technology. In this section, indicate the technology that is being used for student-instructor contact.

Student-Instructor Contact

All Distance Education courses need to have regular effective contact between students and instructors:

[Title 5 Section 55211] Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record...It is important that districts document how regular effective contact is achieved.

This section has three parts:

1. The means by which students can ask questions
2. The means the course instructor will use to verify student’s participation
3. A section to indicate details on 1 and 2 above. When providing details, be sure to indicate the frequency of student-instructor contact. For example:

- There will be eight face-to-face meetings through the semester.
- The instructor will check email and discussion board postings at least three times per week for student questions.
- The instructor will provide feedback after each of the ten assignments.

Instructional Methodology

This section is the most important section of the Distance Education Addendum. A distance education version of a course needs to have the same major learning outcomes and content as those specified in the course outline of record, but the nature of the distance education mode means that the instructional methodology must change.

Assignments

Use this section to indicate the assignments that students will perform during the course. For example:

- Reading assignments from online course materials
- Reflection postings to the online discussion boards on topics including...

Evaluation and Modes

Use this section to indicate how the student's mastery of the course major learning outcomes will be measured.

For each method of evaluation, be sure to indicate whether this evaluation is going to be performed remotely or in-person:

- "Remote" are those assignments, quizzes, or exams that are submitted through an online course management system, and take-home exams or papers.
- "In-person" are assessments that are performed in the presence of the course instructor or an agreed-upon third-party proctor.

In addition to the mode of evaluation, be sure to indicate sample topics for each evaluation method.

For example:

- 10 remote quizzes on topics such as: ...
- An in-person final exam on topics such as: ...
- A remote final paper on topics such as: ...

Articulation

There is some concern that developing online sections of courses that have articulation agreements may have a negative impact on those agreements. In this section, please

indicate that the department has discussed this impact with the Articulation Officer (if applicable).

Distance Evaluation Integrity

There is some concern about the integrity of student participation in distance education courses where much or all of the instructor's evaluation of student performance is done remotely. In this section, write 1-2 paragraphs explaining how the integrity of any remote evaluations used in this course will be maintained.

For example:

- The in-person final examination will verify the student's knowledge of the topics covered in the remotely delivered quizzes.
- The take-home final paper will be compared with in-person writing samples provided at the beginning and throughout the term for consistency of writing style
- The final project in the course has information that is unique to the individual student.

Textbook and Instructional Materials

The textbook and other instructional materials for a distance education version of a course will likely be different than the materials indicated on the course outline of record. Use this section to indicate which materials will be used in the distance education course, such as:

- Textbooks
- Instructor-developed materials
- Online resources
- Laboratory and library resources

See the section on textbooks in Chapter 2 for more examples on the types of items to include in this section.

3.3 Honors Section Addenda

3.3.1 Overview, Definitions, and Regulations

The Honors Program offers students an enhanced educational experience along with potential transfer and scholarship benefits. Honors courses provide students with an enriched curriculum either in specific honors sections of core transfer courses or in traditional courses with an honors contract. The core transfer courses should be either a

General Education transferable course or courses that satisfy a student’s lower-division transfer major requirements. A specific Honors Section is one where all of the students enrolled are participating in honors work and thus an honors contract is not applicable.

Honors courses require a specific scholastic aptitude prior to enrollment, as students enrolled in Honors Sections will be expected to perform coursework at a higher standard than in traditional sections of the course. Therefore, Honors Section Addenda discuss how the traditional course’s Major Learning Outcomes, Contents and Instructional Methodologies are to be supplemented and/or enhanced to serve Honors students.

The language in Title 5 regarding honors courses is as follows:

Section 58106. Limitations on Enrollment.

In order to be claimed for purposes of state apportionment, all courses shall be open to enrollment by any student who has been admitted to the college, provided that enrollment in specific courses or programs may be limited as follows:

(3) in the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified.

It is therefore upon each department to codify how the students entering an Honors Section of a course would be established as qualified. This may take the form of limitations on enrollment if deemed necessary, or some other demonstration of entrance qualifications.

3.3.2 Overview of the Addendum

Each proposed or existing course, if delivered in an Honors Section, shall be separately reviewed and approved according to the district’s certified course approval procedures.

The Honors Section Addendum is City College’s implementation of the requirements for separate approval of an Honors Section of a course. The Honors Section Addendum is not a Course Outline of Record; rather, it accompanies the Course Outline of Record, and describes how the Honors Section version of the course will differ from the traditional version of the course.

The Honors Section Addendum has four major parts:

General Information

This section has basic identification information for the course.

Honors Section Justification

This section should indicate the need for an Honors Section and how the enhancements to the course are conducive to being offered in an Honors Section.

Additional and/or Enhanced Major Learning Outcomes

This section is similar to the Major Learning Outcomes found on the Course Outline of Record. For an honors section, the learning outcomes detailed here should expand, enhance, or otherwise go above and beyond the regular section of the course.

Additional and/or Enhanced Instructional Methodology

This section has three parts. The first two, Assignments and Evaluation, are used to describe the work that students will do, and the methods that will be used to evaluate the students' mastery of the Honors Section Additional and/or Enhanced Major Learning Outcomes. The final section, Textbook and other Instructional Materials, is used to describe the materials students will use in the Honors Section of the course.

Detailed instructions for completion of the Honors Section Addendum are included later in this chapter.

3.3.3 Addendum Actions and the Curriculum Committee**Creating a New Honors Section Addendum**

Before preparing the Honors Section Addendum, the department must have a current Course Outline of Record approved by the Curriculum Committee. The Committee may decline to review Honors Section Addenda for those courses whose outlines are more than six years old.

When considering offering an honors section of a course please review the Honors Program information in the General Information section of the catalog and contact the Honors Program Coordinator.

Use the guidance in the rest of this chapter to develop the Honors Section Addendum. Departments are strongly encouraged to submit addenda for technical review prior to submission to the Curriculum Committee for review and approval.

Departments are encouraged to consult with the Curriculum Committee Chair when con-

sidering how to implement Honors Section Addenda. Departments shall submit an Honors Section Actions cover sheet, along with a copy of an Honors Section Addendum and the previously approved Course Outline of Record that accompanies it.

Revising an Honors Section Addendum

A department should submit a revision of an Honors Section Addendum any time the specifics noted in the Honors Section Addendum are to be changed. For example:

- A course that had been offered with certain major learning outcomes that now will use different ones
- A course that had used midterms and final exams will now use research papers and/or projects

Departments shall submit an Honors Section Revision form, along with a copy of a new Honors Section Actions and the previously approved Course Outline of Record that accompanies it. Departments are encouraged to consult with the Curriculum Committee Chair to determine if the revision will be a Proposal or Informational Agenda item.

Deleting an Honors Section Addendum

If a department has decided that it will no longer offer an Honors Section of a course, it should submit a Honors Section Actions form. This removal will be an informational agenda item for the Curriculum Committee.

3.3.4 Details of the Honors Section Addendum

The Honors Section Addendum is City College's implementation of its requirement for separate review and approval of courses that are to be offered in an Honors Section mode. Like Course Outlines of Record, the Honors Section Addendum has a specific format. Templates for this format are available at the Curriculum Committee website [<http://www.ccsf.edu/cc>]. This section gives specific guidance and instructions for preparers of Honors Section Addenda.

General Information

Date

Fill in the month and year that the addendum will be brought before the Curriculum Committee. For example:

A. Date	September 2007
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Department

Fill in the full name of the department. For example:

B. Department	Astronomy
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Course Identifier

Indicate the subject and course. For example:

C. Course Identifier	MATH 70
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Course Title

Indicate the catalog title of the course. For example:

D. Course Title	Intro to Information Systems
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Preparer

Indicate the name of the Honors Section Addendum preparer. For example:

E. Preparer	K. Leung
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Department Chair

Name and signature of department chair. For example:

F. Department Chair	D. Kronish
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Dean

Name and signature of the appropriate school dean. For example:

G. Dean	R. Francis
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Honors Section Justification

Use this section to give a brief (1-2 paragraph) description of how the content of this course is conducive to the proposed method of honors-level work. Be sure to speak directly to the Course Outline of Record's Contents, and how the course's Major Learning Outcomes can be achieved and/or enhanced in an Honors Section.

The Honors Section Justification should explain in detail two aspects of the proposal, namely, why this particular traditional course should have a separate, dedicated Honors Section and how the Honors Section will be of honors level.

To address why the department feels an Honors Section of a traditional course should be a separate course, the following types of questions should be examined: "why is this Honors Section of the course being proposed?", "why does CCSF want an Honors Section of this course?", and "what are the specific transfer benefits for the students of having an

Honors Section of this course?"

To address the honors level of the proposed section, be sure to address how the pedagogical approach to the content, the course work, and the evaluation methods of the honors section are above and beyond the traditional section. For example:

- San Diego State University has a program in golf-course management and prioritizes transfer applicants who have completed Turfgrass Management for Honors.
- Most of the students completing course work within our program transfer to UC Berkeley's program in Business. Having an Honors Section of this course would provide a transferable edge to our students.
- This course will have a large amount of open-ended queries. This will allow students to develop their research skills and their ability to critically examine materials further.
- This course will approach content more critically and examine current issues in the discipline that will enhance the student's level of discussion of topical issues.
- Key concepts will be broadened and deepened to enhance the students experience and exposure to the traditional course's content.

Do *not* use this section to discuss factors that are outside of the purview of the Curriculum Committee:

- We expect enrollment to increase for the course by offering it in an Honors Section.
- We have sufficient numbers of students who want to take the course for Honors.
- Our faculty members are bored with teaching the regular course so we want to spice things up with an Honors Section.

Additional and/or Enhanced Major Learning Outcomes

This section is the most important section of the Honors Section Addendum. An Honors Section version of a course needs to show that the students will be expected to perform coursework at a higher standard than in traditional sections and must identify how they will be measured. The augmented critical thinking skills that the Honors student will develop should be well represented here. Also shown explicitly should be how the Honors Section of a course offers students an enhanced educational experience. Therefore, there should be descriptions of how the reading materials are longer and/or more complex than for the traditional section of the course. For example:

- Criticize the major philosophical arguments both for and against the existence of the supernatural.

- Judge the quality and effectiveness of organizational design projects in light of parsimony, simplicity, specificity, robustness and implementability.
- Design, edit and publish a full-scale publication for community-wide distribution.
- Demonstrate advanced-level drawing techniques and abilities.
- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- Integrate physics concepts as well as their relevance to everyday events and circumstances in a broad interdisciplinary context.
- Discriminate global warming data, identifying major gaps in California's public policy.
- Compare and contrast capitalism and other economic systems.
- Write argumentative essays responding to criticism or opposing arguments.

Additional and/or Enhanced Instructional Methodology

An Honors Section version of a course needs to have an enhanced set of Major Learning Outcomes compared to those specified in the Course Outline of Record, so the nature of the Honors Section means that the instructional methodology must change. This may include such items as higher-level reading, writing and/or special projects. It needs to be shown explicitly in the Honors Section what the additional and enhanced components of the course will be, what the additional and/or enhanced major learning outcomes are, and what augmented critical thinking skills will be developed.

Assignments

Use this section to indicate types and examples of assignments that assist the students in achieving the Additional and/or Enhanced Major Learning Outcomes of the course. See the section on Assignments in Chapter 2 concerning Course Outlines of Record for more examples on the types of items to include in this section.

Evaluation

Use this section to indicate types and examples of evaluation methods that will be used to measure students' achievement of the Honors Section's Additional and/or Enhanced Major Learning Outcomes and determine the students' final grade. See the section on Evaluation in Chapter 2 concerning Course Outlines of Record for more examples on the types of items to include in this section.

Textbook and other Instructional Materials

The textbook and other instructional materials for an Honors Section version of a course

could be the same as or different than the materials indicated on the Course Outline of Record. For those that are the same, the students would be expected to utilize them in more depth and/or breadth. Use this section to indicate the types of materials that will be used in the Honors Section course and indicate which materials are additional and what level of enhancement the students will be expected to engage with them. See the section on Textbooks and other Instructional Materials in Chapter 2 concerning Course Outlines of Record for more examples on the types of items to include in this section.