

Modesto Junior College
Course Outline of Record Report
 02/04/2021



ETHS101 : Introduction to Ethnic Studies

General Information

Faculty Author:	<ul style="list-style-type: none"> Theresa Rojas
Attachments:	Class Capacity ETHS 101 and ETHS 102 final.pdf Download
Course Code (CB01) :	ETHS101
Course Title (CB02) :	Introduction to Ethnic Studies
Department:	Ethnic Studies
Proposal Start Date:	MJC Summer 2021
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	02/02/2021
Board of Trustees Approval Date:	03/10/2021
External Review Approval Date:	02/02/2021
Course Description:	<p>Introduction to the major concepts, issues, debates, and movements toward racial and social justice and liberation in the United States. Includes a comparative and interdisciplinary exploration of historical connections between race, ethnicity, class, religion, sexuality and gender inequality, as well as diverse perspectives on empowerment, identity, equity, self-determination, agency, and anti-racism within contemporary American society. Analysis of social, political, economic, educational, and cultural developments of diverse populations with an emphasis on the lived experiences of Native Americans, African Americans, Asian Americans, and Latinxs in the United States.</p>
Proposal Type:	New Course Per AB 1460 and revised CSU EO 1100 (updated Dec. 5, 2020), Spring 2025 CSU graduates, and by proxy, CCC transfer students in that cohort will be held to a 3-unit CSU-GE Ethnic Studies requirement (CSU-GE: Area F) for graduation. Program completer data for MJC suggests that each academic year, MJC needs to offer enough Area F sections to meet the needs of >1500 students (7.5 FTEF) at a minimum. Additionally, CSU-GE area approval is not guaranteed, especially for a new subject area hotly debated across CSU. In two recent statewide CCC Ethnic Studies Summits, GE reviewers noted they are incredibly vested in the disciplinary integrity of CCC CORs. At this time, MJC has no courses that meet Area F competencies. ETHS 101 is being proposed by Ethnic Studies discipline faculty with expedited approval consideration for SUMMER 2021 to align with the FALL 2021 implementation of the requirement at CSU. CSU-GE submission and approval will give MJC a chance to offer courses to freshman admissions bound to Area F. Should MJC not glean approval in this attempt, reviewer feedback will help the college improve any course proposals for the next CSU-GE submission deadline which typically occurs the first Friday of December 2021. The MJC Ethnic Studies Advisory group believes the exigence of these

changes to state regulation in Fall 2021 warrants expedited curriculum committee approval.

Faculty Author:

No value

Discipline(s)

Master Discipline Preferred:

- Chicano Studies
- Ethnic Studies
- African American Studies

Bachelors or Associates Discipline Preferred:

No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

- A-F or P/NP

Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable).
Area F: Ethnic Studies	(CSU-GE:F)	Pending	No value	Per AB1460 and Title 5, §89032 , CSU transfer students in the class of 2025 will need an Ethnic Studies course for graduation. CCCs and CSUs are all pursuing curriculum to meet this requirement, and some of those courses already exist in both segments (see Comparable Courses) . We believe that this course, as required by CSU EO 1100 , meets at least 3 of the 5 competencies for Area F and therefore should be submitted for the 2021-22 GE Review cycle by February 5, 2021.

Field Trips

Field trips are required.

Yes

No

Maybe

Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

San Francisco State University (SEM)

CSU Catalog Year

2020-2021

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

ETHS 100

CSU Course Title

Introduction to Ethnic Studies

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No, it's a new course.

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)

CSU, Chico (SEM)

CSU/UC Catalog Year

2021-2022

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

MCGS 155

CSU Course Title

Introduction to Intersectional Ethnic Studies

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No, it's a new course.

Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)

UC Berkeley (SEM)

CSU/UC Catalog Year

2020-2021

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

ETHS STUD 11AC

CSU Course Title

Introduction to Ethnic Studies

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No, it's a new course.

Units and Hours

Summary

Minimum Credit Units (CB07)	3	Total Course In-Class (Contact) Hours	54	Total Student Learning Hours	162
Maximum Credit Units (CB06)	3	Total Course Out-of-Class Hours	108		

Credit / Non-Credit Options

Course Credit Status (CB04) Credit - Degree Applicable		Course Non-Credit Category (CB22) Credit Course.	Non-Credit Characteristics No Value
Course Classification Code (CB11) Credit Course. Variable Credit Course		Funding Agency Category (CB23) Not Applicable.	Cooperative Work Experience Education Status (CB10)
Weekly Student Hours		Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks) 18
Lecture Hours	3	6	Hours per unit divisor 52.5
Laboratory Hours	-	-	Course In-Class (Contact) Hours
Activity Hours	-	-	Lecture 54
			Laboratory -
			Activity -
			Total 54
			Course Out-of-Class Hours
			Lecture 108
			Laboratory -
			Activity -
			Total 108

Time Commitment Notes for Students
No value

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, and Advisories

Advisory
ENGL100 - Intensive Reading, Writing, and Reasoning

OR

Advisory

ENGL101 - Composition and Reading

OR

Advisory

ELIC100 - Intensive Reading, Writing, and Reasoning for English Language Learners

Requisite Skills

Requisite Skills

Content Review

Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives.

- ENGL 100 - Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives.

Apply critical writing skills in the written analysis of college-level texts from diverse cultural sources and perspectives.

- ENGL 100 - Apply critical writing skills in the written analysis of college-level texts from diverse cultural sources and perspectives.

Apply general critical thinking skills in analytical discourse.

- ENGL 100 - Apply general critical thinking skills in analytical discourse.

Apply information literacy skills to college-level academic research.

- ENGL 100 - Apply information literacy skills to college-level academic research.

Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.

- ENGL 100 - Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.

Evaluate and articulate the credibility of print and online sources.

- ENGL 100 - Evaluate and articulate the credibility of print and online sources.

Write papers that are correctly formatted according to MLA conventions.

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Read and think critically (e.g. distinguish supporting ideas from main ideas, distinguish between student's own thoughts and thoughts of writer, and draw inferences and

- ENGL 101 - Read and think critically (e.g. distinguish supporting ideas from main ideas, distinguish between student's own thoughts and thoughts of writer, and draw inferences and make judgments about a writer's thoughts and attitudes).

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make judgments about a writer's thoughts and attitudes).	
Write essays in class and out of class that demonstrate the use of expository and argumentative or persuasive forms of writing.	<ul style="list-style-type: none">• ENGL 101 - Write essays in class and out of class that demonstrate the use of expository and argumentative or persuasive forms of writing.
Write essays in class and out of class that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.	<ul style="list-style-type: none">• ENGL 101 - Write essays in class and out of class that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.
Write papers that are correctly formatted according to MLA conventions.	<ul style="list-style-type: none">• ENGL 101 - Write papers that are correctly formatted according to MLA conventions.
Write coherent multi-draft and in-class formal multi-modal text-based essays avoiding faulty logic on abstract or ill-structured problems or topics synthesizing and analyzing multiple sources while addressing diverse perspectives.	<ul style="list-style-type: none">• ELIC 100 - Write coherent multi-draft and in-class formal multi-modal text-based essays avoiding faulty logic on abstract or ill-structured problems or topics synthesizing and analyzing multiple sources while addressing diverse perspectives.
Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form.	<ul style="list-style-type: none">• ELIC 100 - Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form.
Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.	<ul style="list-style-type: none">• ELIC 100 - Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.
Utilize a variety of methods and resources to search for outside sources including the use of a research database.	<ul style="list-style-type: none">• ELIC 100 - Utilize a variety of methods and resources to search for outside sources including the use of a research database.
Use the English language correctly in academic compositions at a near-native level of proficiency by self-editing common individual errors in grammar.	<ul style="list-style-type: none">• ELIC 100 - Use the English language correctly in academic compositions at a near-native level of proficiency by self-editing common individual errors in grammar.
Evaluate the credibility, relevancy, and currency of outside sources for use in written assignments.	<ul style="list-style-type: none">• ELIC 100 - Evaluate the credibility, relevancy, and currency of outside sources for use in written assignments.

Specifications

Methods of Instruction

Methods of Instruction (Typical)

INSTRUCTIONAL METHODS

MOI

1. Lecture
2. Multimedia presentations, documentaries, film, television
3. Directed class discussion (group discussion of reading selection, creation of in-class visual summaries, review of imagery, etc.)
4. Guest speakers
5. Planning and hosting local cultural and social events
6. Possible Field trips

Assignments (Typical)

EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction

1. Weekly reading assignments of theory texts, criticism, history.
2. Annotation of class readings.
3. Writing assignments which could include reflections on readings, essays, response papers, online discussion posts, replies to classmates, preparation of multimedia and oral presentations.
4. Preparation for in-class discussion and writing, quizzes, and exams such as midterm and final. Attendance at events and follow-up reflection.

EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

The following typical assignments demonstrate the appropriate level of critical thinking for this course:

1. Précis Assignment
 1. Create a 1-page analysis of one of the readings for the week. Identify the author's main points and arguments. Research any new vocabulary. Identify appeals that the author uses and evaluate how well that meaning is conveyed.
2. PechaKucha Group Presentation
 1. Prepare a PechaKucha slideshow (20 slides, 20 seconds of commentary for each) that introduces a new concept from the week's reading. The final slide must offer an open-ended discussion question for the class.
3. Autoethnography Project
 1. Conduct a qualitative research project that involves analysis of self-reflective writing throughout the course. How might 3-5 major concepts from the course manifest in your experience of your specific culture?
4. Typical exam essay question
 1. In *A Place to Stand*, Jimmy Santiago Baca recalls the contrast between the culture of violence in prison and his growing desire to take college classes and create poetry. Discuss how Baca's story illustrates THREE concepts from The New Jim Crow. Use specific short quotes from text and include parenthetical citations.
5. Typical Online Discussion Post Prompt:
 1. Based on this week's readings, what are TWO major ideas that stand out for you and why? How are these ideas connected either to each other to a concept from earlier in the course? End your post with an open-ended discussion question. Reply to at least two classmates, focusing on their question(s).

Methods of Evaluation (Typical)

Methods of Evaluation Rationale

FORMATIVE EVALUATION

1. Essays
2. Research paper
3. Quizzes and exams
4. Participation in class discussion
5. Group projects/assignments
6. Précis

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SUMMATIVE EVALUATION		<ol style="list-style-type: none"> 1. Final paper/project 2. Reflective essay 3. Autoethnography project 4. PechaKucha presentation 5. Service learning project review 6. Performance 		
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
Johnson, Allan G	Privilege, Power, and Difference (3/e).	McGraw-Hill Education.	2017	
Lewis, John	Graphic Memoir	March (Trilogy/e)	2016	
Mignolo, Walter and Catherine Walsh, eds	On Decoloniality: Concepts, Analytics	Praxis. Duke University Press	2018	
Kendi, Ibram X	Stamped from the Beginning	Bold Type Books	2017	
Kendi, Ibram X	How to be an antiracist	One World	2019	
Ortiz, Paul	An African American and Latinx History of the United States	Beacon Press	2018	
Rothstein, Richard	The Color of Law	Liveright	2018	
Gómez, Laura	Inventing Latinos	-	2020	
Takei, George	They Called us Enemy	Top Shelf Productions	2019	
Alexander, Michelle	The New Jim Crow (10th Anniversary/e).	The New Press	2020	

Davila, Arlene	Latinx Art: Artists, Markets, and Politics	Duke University Press	2020
Desmond, Matthew, and Emirbayer, Mustafa	Race in America (2/e)	W. W. Norton & Company	2020
Grandin, Greg	The End of the Myth: From the Frontier to the Border Wall in the Mind of America	Metropolitan Books	2020
Other Instructional Materials			
Description	Documentary (Short Form): From Flint: Voices of a Poisoned City		
Author	Conklin, Elise and Liv Larsen, dirs		
Citation	No value		
Description	Documentary: A Place to Stand		
Author	Glick, Daniel and Gabriel Baca, dirs		
Citation	No value		
Description	Documentary: 100 Years: One Woman's Fight for Justice		
Author	Janko, Melinda, dir.		
Citation	No value		
Description	Documentary (short form): What Are You?		
Author	Pierre, Richard B., dir.		
Citation	No value		
Description	Documentary: American Muslim		
Author	Zucker, Adam, dir.		
Citation	No value		
Description	Podcast: Ear Hustle		
Author	Woods, Earlone and Nigel Poor		
Citation	No value		
Description	Documentaries, podcasts, mainstream and independent films focusing on critical topics		

Author No value
Citation No value

Description Study and organizing guides for texts and other readings and viewings
Author No value
Citation No value

Description Scholarly articles, art, criticism, literary and creative works by creators of color
Author No value
Citation No value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

Yes

No

Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Materials Fees v2

Is there a materials fee for this course?

No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?

No Value

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Learning Outcomes and Objectives

Course Objectives

Demonstrate an introductory understanding of the historical experiences of people of color in America with an emphasis on the lived experiences of Native Americans, African Americans, Asian Americans, and Latinxs in the United States.

Analyze and articulate major ethnic studies concepts such as race and racism, ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, (de)colonization, colonialism(s), imperialism, and anti-racism.

Identify and deconstruct ideologies of oppression and how those ideologies manifest systematically across geographical, political, social, educational, and cultural boundaries.

Express a fundamental understanding of introductory Critical Race Theory(ies) that include how systems of privilege and inequality are born and nurtured.

Explain the significance of an intersectional framework for understanding how facets of one's social and political identities join to create interdependent systems of discrimination, privilege, and imbalance(s) of power.

Identify and actively engage in anti-racist and anti-colonial practices and movements.

Articulate how historical and recent social justice movements and activism express resistance, solidarity, community, and support of the goals of a just and equitable society.

Apply major ethnic studies concepts in an analysis of the production of artistic works by and about Native Americans, African Americans, Asian Americans, and Latinxs in the United States.

Discuss major innovations and contributions from people of color to American culture, including popular culture, public service, the economy, and education.

Identify and deconstruct imposter biases and syndrome(s).

Identify ideologies, rhetoric, and systematic fallacies in major historic and contemporary (im)migration debates.

Represent authentic lived experiences of people of color evidenced by first-person, non-Eurocentric voices.

CSLOs

Student will be able to explain key theoretical and practical concepts used in the field(s) of Ethnic Studies. Expected SLO Performance: -

Students will be able to analyze and evaluate the social and political construction of race, ethnicity, class, gender, and sexuality, and how these concepts operate across social, political, and cultural institutions. Expected SLO Performance: -

Discuss how ethnic studies concepts such as social justice, resistance, and solidarity are relevant to contemporary struggles, movements, and current affairs. Expected SLO Performance: -

Compare the lived experiences of the complex variety of people of color in the United States, focusing most closely on Native American, African American, Asian American, and Latinx communities. Expected SLO Performance: -

Recognize and acknowledge the authentic lived experiences of people of color in the U.S. through first-person non-Eurocentric sources that help dismantle "imposter" biases and syndrome and instead promote confidence and self-determination. Expected SLO Performance: -

Content

Course Content

1. Race and Privilege
 1. Talking About Race
 2. Why Race Matters
 3. Race vs. Ethnicity
 4. Resisting Identities
 5. Understanding Race as a Social Construction
 6. Demographic Shifts in the United States
 7. Racial Identities, Politics, Ideologies, and Institutional Racism
2. The Social Construction of Whiteness
 1. White Privilege
 2. Ideologies, Identities, and Institutions
 3. Challenging White Privilege
3. Racism in Science and Medicine
 1. Science
 2. Healthcare

4. The Emergence of US Racial Hierarchy
 1. The Emergence of Race
 2. Perspectives on Racial/Ethnic Inequality and Colonialism
 3. European Contact with Native Americans
 4. Slavery in the US
 5. The Unique Exploitation of Mexican Americans by Whites
 6. Gender, Sexuality, and Race
 7. Resistance
5. Race Relations in the 19th & 20th Centuries
 1. Perspectives on Interracial Relations
 2. From Reconstruction to Jim Crow
 3. Nativism and the Era of Exclusion
6. Race Relations in Flux: Post-WWII Activism
 1. Perspectives on Social Movements
 2. African Americans and The Civil Rights Movement
 3. Native American Activism
 4. Chicano Activism
 5. Asian American Activism
 6. Artivism / Mural Projects
 7. Late 20th-Century Activism
7. Education
 1. Perspectives on Race and Education
 2. Roots of Race and Public Education in the US
 3. Contemporary Issues of Racial Inequality in Education
8. Economic Inequality and the Role of the State
 1. Perspectives on Economic Inequalities
 2. Race and Social Policy
 3. Residential Segregation
9. Crime and Criminal Justice
 1. Perspectives on Crime: The New Jim Crow
 2. Racial Inequality in the Criminal Justice System
 3. The Era of Mass Incarceration
 4. Linking race and Crime in the Public Consciousness
10. Race in the Cultural Imagination
 1. Perspectives on Race and Popular Culture
 2. Racial Imagery in Film and Television
 3. Racial Imagery in New Media
 4. Subordinate Group Resistance
 5. Race and Public History
 6. Creators of Color
11. (The Myth of) a Post-racial Society?
 1. Perspectives on the Future of race
 2. Racial Inequality in the Political Sphere
 3. Immigrants and the Racialization of Anti-immigration Sentiment
 4. Hate Crimes and Hate Groups
 5. Reparations
 6. Art as Resistance in the 21st Century

Recommended Course Content

Recommended Course Content

1. Arenas of Racial Integration
 1. Perspectives on Racial Integration
 2. Interracial Intimacies: Relationships, Families, and Identities
 3. Sports and Race
 4. Racial Integration and the Military
2. BIPOC Popular Culture Conventions
3. Racism and Colorism among Communities of Color
4. Racial and Social Activism in Stand-Up Comedy

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Hybrid
- Online

Methods of Instruction:

- Asynchronous Discussion
- Synchronous Discussion
- Viewing and Listening to Videos
- Listening to Audio Materials
- Online Activities
- Facilitated Discussions
- Written Assignments
- Community Activities
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Field Trips
- Multimedia Presentations
- Collaborative Peer/Group Activities
- On-campus Orientation Sessions (hybrid only)
- Group Meetings/Review Sessions (hybrid only)
- Guest Speakers
- Interactive Activities
- Other-Describe in box below

If Other is selected for Methods of Instruction, please describe:

Substantial use of online collections of source materials including but not limited to, online collections of historical documents, material, and photographs; sound and video recording archives; news media archives; virtual tours of historical sites and experiences; and any other appropriate resource from the world wide web.

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

Regular online lecture, readings, asynchronous discussions and evaluative exercises present the course content in a manner equivalent to face-to-face instruction. In the case of in-person or fully online hybrids synchronous discussion will be used to discuss course content and prepare students for measured assignments. Synchronous and/or asynchronous discussion will follow guest presentations or recordings that embody the lived experience of minoritized groups. In addition students have access to vast online resources that will greatly enhance their understanding of issues related to the class. Assignments emphasizing research utilizing these resources will introduce students to the possibilities of the libraries, online collection, databases, and the resources of the World Wide Web. Field trips and community activities (virtual or in-person) will humanize the content of the course.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: <https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf>)

All video lectures and videos will be captioned, accompanied by a transcript, or both. Course reading materials that are in electronic format are either screen readable, or provide links to sites with readable versions. Websites are chosen with proper accessibility as a criterion. Images will be properly captioned.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Q & A Discussion Boards
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Q & A Discussion Boards
- Assignment Feedback
- Office Hours
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Discussion Boards
- The Online Course Syllabus
- Email
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

Extensive use of announcements, structured discussions, supervised collaborative work, and use of feedback tools in grading will ensure regular and effective contact. Virtual class meeting may be utilized in the case of fully remote hybrid courses.

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

In hybrid version of the course lecture can be divided into face-to face/synchronous and asynchronous formats. Some lectures may be recorded, with discussion review being part of the face-to face/synchronous format. Sustained discussion will take place through asynchronous online methods, with immediate questions and discussion being part of the face-to face/synchronous format. Quizzes and papers will be submitted online, and larger examinations can be designed for either online or face-to face/synchronous formats.

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCC Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

Yes, I have contacted the Library representative to the Curriculum Committee.

Do you have any special concerns/needs or comments? If yes, describe.

No special concerns

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

Yes, I have uploaded file(s).

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

Yes, I have uploaded the class capacity form.

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Yes

Add any additional comments you want reviewers to read.

No Value