

Writing CREDIT Curriculum

Thanks to Palomar College for allowing us to use this guide as a starting point!

Resources and Reference Materials

- www.cccco.edu/
 - CCC: Program and Course Approval Handbook
 - CCC: Distance Education Guidelines
 - CCC: Guiding Principles and Assumptions for Credit Course Repetition and Withdrawal Examples
- www.asccc.org
 - Academic Senate for California Community Colleges, Curriculum
 - Components of a Model Course Outline of Record

New Rules Reinforce Quality Educational Practices

1. **All** courses must be approved by local curriculum committee composed of faculty and others as agreed upon by the academic senate and the administration. (§55002).
2. **All** courses must be approved by the district governing board (§55002).
3. **All** courses must be approved by the Chancellor's Office, with the exception of courses being added to an approved noncredit program providing for 288 hours or more of instruction.

Role of the Course Outline of Record

- Forms basis for legal contract between student, instructor, and institution.
- States the content and level of rigor for which students across all sections of the course will be held accountable.
- Serves as document for basis of articulation.
- Primary document for course and program planning.
- Provides coherent body of knowledge to prepare students in a particular subject.
- Establishes prerequisites, co-requisites, or recommended preparation (advisories) for sequential courses or other courses and fulfills Matriculation requirements.

Foothill College Course Outline for Credit Course

- | | |
|--|------------------------------|
| ● Course Number and Title | ● Methods of Instruction |
| ● Unit Value | ● Textbooks/Resources |
| ● Grading Basis | ● Required/Suggested Reading |
| ● Basic Skills Requirements | ● Critical Thinking |
| ● Requisite/Prerequisite/ Corequisite | ● Required Writing |
| ● Limitation of Enrollment | ● Outside Assignments |
| ● Recommended preparation | ● Methods of Assessment |
| ● Scope of Course | ● Open Entry/Exit |
| ● Course Objectives | ● Repeatability |
| ● Content (Specific Body of Knowledge) | ● Contact hours (as a whole) |

Title 5 § 55002.5 & 55002(B) - Units

- "One credit hour of community college work requires a minimum of 48* hours of lecture*, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.**"
- "The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours of performance criteria specified in the course outline. The course also requires a minimum of three hours of student* work per week including class time, for each unit of credit, prorated for short term, extended term*, laboratory, and/or* activity courses."
- * Translation
 - 1 hour lecture = 11 hours in class and 22 hours outside of class (quarter system)
 - 1 hour lab = 33 hours in lab (quarter system)
- Must be substantiated by content

Contact Hours

- As a WHOLE
- Examples (for quarter system)
 - 1 unit lab course = 33 contact hours
 - 1 unit lecture course = 11 contact hours
- Must be substantiated by other elements in the CoR

Course Number

- Course numbers: 1 – 49
 - Transferable to the University of California system.
- Course numbers: 1 – 99
 - Transferable to the California State University system.
- Course numbers: 1 -- 199
 - Foothill AA/AS degree applicable courses.
- Course numbers: 200 – 299
 - Prerequisites for required courses that lead to an AA/S degree and non-degree applicable courses.
- Course numbers: 300 – 399
 - Workshops, review and other courses offered to meet special collegiate needs of a community nature; not degree applicable.
- Course numbers: 400 – 499
 - Non-credit, non-graded courses (specific requirements)

Prerequisites/Corequisites

- Prerequisite
 - condition of enrollment
 - student is required to meet condition in order to demonstrate current readiness
 - basic skills requirements may fall into this category
 - E.g. "Appropriate Language and/or Computational Skills"
- Corequisite course
 - condition of enrollment
 - student is required to take simultaneously

Recommended Preparation ("Advisory")

- A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- Basic skills requirements may fall into this category
 - E.g. "Appropriate Language and/or Computational Skills"

Goal: Integrated Course Outline

Course Objectives	Methods of Instruction	Outside Assignments	Methods of Assessment
The student will: A. Define and demonstrate an understanding of general theatre terminology.	A. Lecture presentations and classroom discussion using the language of theatre.	A. Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.	A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques.

The Integrated COR

Linking all activities back to the course objectives:

- When developing reading, writing, critical thinking, and other class/outside assignments, consider a variety of learning and assessment activities that address:
 - Different student learning styles
 - Diversity of students
 - Further development of foundation/core skills
- When defining methods of instructional delivery
 - Consider flexibility of teaching styles
 - Consider student learning styles
 - Consider developments in technology

Course Description (Scope of Course)

- Summary of the course content
 - thorough, concise, and brief
 - essential information about the course
 - preference is that the scope be written in complete sentences in the present tense*

***HOWEVER, at this time, Foothill will CONTINUE to use incomplete sentences**

Purpose of Course Description

- For students: information to plan programs
 - Helpful to include statement about students for whom course is intended
 - E.g. "First course in graphic arts major"
 - E.g. "Intended for students in allied health majors"
 - If leads to a certificate, helpful to include statement as such "Completion of this course may lead to a certificate in blah blah blah"
- For counseling faculty: information for advising students
- For universities (for transfer courses): information to assure corresponding course is comparable

Examples of Course Descriptions

- This is a writing course for the student who wants to develop fundamental essay writing skills, acquire an A.A. degree, or enter a transfer program, but who needs further preparation in composition skills. Completion of this course with Courses X, Y and Z can lead to a Certificate of Achievement in Pancakes.
- The course is the study of prepositional and predicate logic, number theory and methods of proof, elements of set theory, relations and functions, the Pigeonhole Principle, sequences, infinite sets, basic counting techniques, permutations, combinations, and applications directed to the field of computer science. Designed for students wishing to enter a career in mathematics.

Course Objectives

- BIG PICTURE: What do I want the student to know/do as a result of this course?
 - Principle Concepts
 - Knowledge
 - Skills
 - Abilities
- Typically begins with "The student will be able to..."
- Should be objective, measurable
- Use Bloom's taxonomy

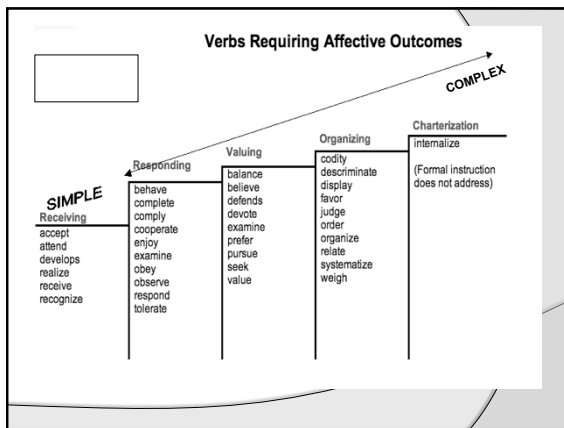
Course Objectives: Challenges

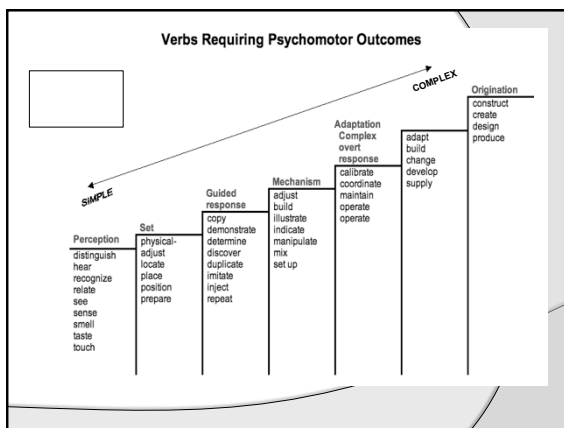
- Write from approximately three to ten of the specific learning objectives of the course
 - Remember that objectives and content must substantiate unit value
- Courses are required to demonstrate critical thinking. Incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation.

Bloom's Taxonomy

Verbs Requiring Cognitive Outcomes

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Course Content

- Nitty gritty nuts and bolts
 - A LIST of the minimum material to be covered
 - Should CLEARLY align with expected outcomes
 - Needs to align with course(s) that precede or will follow course (avoid overlap of content)

Methods of Instruction

- May include, but are not limited to:
 - Lecture
 - Lab
 - Demonstration
- Lots of examples in the CoR Curriculum Reference Guide on page 31

Textbooks and Reading Selection

Considerations:

- Support breadth of course
- Include supporting materials to augment teaching
- Appropriate reading level for course
- Currency in content

Textbooks/Resources

- May include Textbooks, Manuals, Periodicals, Software, and other Resources.
- Examples:

Adams, W. Royce. Risking Contact: Readings to Challenge our Thinking. Boston: Houghton Mifflin, 1997. 2. Bass, Randall. Border Texts: Cultural Readings for Contemporary Writers. Boston: Houghton Mifflin, 2009.

Required Writing Assignments

- Examples:
 - A minimum of 6,000-8,000 words during the semester, including
 - At least four essays of critical thinking, 1,000-1,500 words each on specific topics;
 - A formal, argumentative, college-level research paper at least 15 pages in length.

Required Writing Assignments

- Examples:
 - Ten poems or four or five pieces of short fiction or a combination, or a longer, single, sustained writing project and seven to ten pages on a research topic. The written work in this course will be more advanced than the written work for English 135, or
 - Problem-solving exercises on homework assignments and written tests are more appropriate. In addition, students may be required to write reports from one paragraph to several pages explaining concepts or explaining and interpreting solutions to non-routine or applied problems.

Outside Assignments

- Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short classes. Critical thinking should be evident.
- Examples:
 - Students are expected to read the text, study lecture notes, and complete daily homework assignments, which may include practice solving routine problems, explaining concepts, and solving applications or non-routine problem solving, or
 - The composing of poetry and fiction. It is difficult to put a time value on these assignments, but they are sufficiently rigorous and specific to require a great deal of work. Reading from the anthologies. Approximately three hundred pages during the semester. Researching topics for formal papers and presentations.

Critical Thinking

Examples:

Among other topics, students will study the basic properties of sets, logic, and learn to construct proofs from elementary number theory. Students will be able to analyze problems from mathematics and computer science, formulate and test their problem solving techniques, and hence improve their critical thinking skills throughout the course, or

Patient care plans.

Application of theoretical knowledge in the clinical setting.

Methods of Evaluation

- Title 5 does not mandate a comprehensive list of methods for instruction. Therefore faculty have the academic freedom to choose assignments following their expertise. HOWEVER, the CoR "must specify types or provide examples."

- Must effectively evaluate students' mastery of critical thinking

Examples:

- Exams/Homework/Papers
- Evaluation of contributions to class discussions
- Evaluation of interpretations of live performances and dramatic texts for cultural context

Course Repeatability for Reason(s) Other than Deficient Grade

- If a course is repeatable for reasons other than a deficient grade, identify specific provision of Title 5 §55040 and §55041.
 - Repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment
 - Content of course differs each time it is offered
 - The course is an "activity course" in which student meets course objectives by repeating similar primary educational activity AND gains an expanded educational experience each time course is repeated
- Maximum repeatability is five quarters and must be justified.
- If course is repeatable, please specify rationale on COR
- Ask Carolyn for more info!

Open Entry/Open Exit

- “Courses in which students enroll at different times, and complete at various times or at varying paces within a defined time period, such as a semester”
- Examples:
 - OIS 101 Beginning Keyboarding
 - COUN 48 Overcoming Test Anxiety
- Talk to Carolyn for help if you think you would like to use this option

Contacts

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