Curriculum Basics

META tutorials can be found at the district curriculum page:
http://rccd.edu/administration/educationalservices/Pages/Curriculum.aspx

1. Viewing a course outline of record (COR) in META
   a. Active, Historical, In review, Draft
2. Reviewing a course proposal in META
   a. My approvals
   b. Comments

Types of Course Proposals

- New course
- Existing course modification
  - Major modification
  - Minor modification
- Distance education (DE) proposal
  - Hybrid and online
- Course inclusion (course inclusion form)
  - course already exists R or MV
- Course exclusion (course exclusion form)
  - course will still exist at R or MV
- Course deletion
  - course will no longer exist at any of the colleges

Curriculum process for approving new courses or modifying existing courses

1. Originator launches a new course or modifies an existing course in META
2. Discipline and department approval
3. District facilitator
4. Technical review committee
5. College curriculum committee
6. District curriculum committee (if a district-wide course)

The process is basically the same for modifications to programs (certificates and degrees).

HOW TO WRITE AN INTEGRATED COURSE OUTLINE

Parts of a course outline

- Course number and course title
- Hours and units
- Course description and short description
- Prerequisites, corequisites, and advisory
- Entrance skills
- Student learning outcomes (SLOs)
- Learning objectives
- Course content
- Methods of instruction
- Methods of evaluation
- Sample assignments
- Course materials

Hours and Units

18 lecture hours = 1 unit

54 lab hours = 1 unit

For example, a course with 36 lecture hours and 54 lab hours is 3 units.

Entry Skills

List 3 or more skills which that students must possess upon entry to the course in order to justify their ability to succeed in this course.

These may consist of:

- generalized learning outcomes from a preceding sequential course;
- skills acquired in on-the-job training;
- skills learned in co-requisite or previously taken courses; or
- background knowledge assessed through proficiency testing or certification (e.g., ability to speak a second language, to perform CPR, to use Visual Basic, etc.

•If applicable, link the entry skills to the prerequisite course.

Student Learning Outcomes

Write at least 3, but no more than 7, student learning outcomes which accurately reflect specific performance goals for students who successfully complete this course:

•Use as many higher-level Bloom's Taxonomic Verbs as possible, that is, those which require the critical thinking skills of analysis, synthesis and evaluation.

•If your course is vocational, applied, performance, or basic-skills, verbs demonstrating affective and psycho-motor skills are acceptable and expected.

•For performance, applied, vocational and basic-skills classes, group specific skills sets into general performance goals.

•Link the SLOs to the new General Education SLOs.

Definition: Objectives

- **The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)**
  - **COR Guide revisited**

- Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome.

- Objectives are the means, not the ends.

Course Student Learning Outcomes

- Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives.

- SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.

- Overarching skills, abilities, knowledge, or attitudes gained as a result of successfully completing course objectives that students can demonstrate beyond the classroom.

Course Student Learning Outcomes

- Synthesis of discreet skills using higher level critical thinking skills
- Typically encompass multiple discrete objectives
- The SLO synthesizes the content and skills learned by completing all the objectives.

An example…

Course SLO:

- Evaluate and critique student drawings and receive criticism from others.

Underlying Course Objectives:

- Evaluate drawings orally using correct terminology related to concepts, materials, and techniques.
- Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques.
- Critique finished drawings and receive criticism from others in a group setting

Another example…

Course SLO

- Write academic prose with a clear purpose and effective, logical, relevant support from sources.

Underlying Course Objectives

- Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials.
- Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea.
- Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources.

Another way of stating this

SLOs:

- Overarching, Summative, Measurable or Observable
- Represent synthesis in learning
- Applicable beyond the completion of the course
- Mapped to program learning outcomes

Objectives

- Specific, discrete skills, knowledge, abilities, attitudes students will learn in the course
- Mapped to course content

Title 5 and ACCJC Standards

- Title 5 states that OBJECTIVES must be a component of the COR – § 55002(a)(3).

- ACCJC requires OUTCOMES – II.A.3: The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Critical Thinking

Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Information Competency & Technology Literacy

Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Communication

Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Self-Development & Global Awareness

Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

Course Content

•List of the key principles/ topics and subtopics that must be covered by all instructors.

•Actual **course content** should be listed here, **NOT activities or assessments**, such as introductions, midterm exams, etc.

•The use of a formal (but detailed) outline or indented style is highly recommended.

•**NOTE:** "Components of a Model Course Outline of Record" (CA Academic Senate, Nov. 1995) states that the **course content** is "the central component of the outline. This section should include a complete listing of the topics taught in the course. They should be arranged by major headings with sub-topics".

•Where multiple approaches to a course are reasonable and desirable, indicate this. For example, an instructor's approach to a literature or social science class may legitimately be historical/ chronological, thematic, or genre-based.

Methods of Instruction

- Write your **methods of instruction** in such a way that the methods described are specifically related to the course objectives.

- Generally, the methods of instruction can be structured in two parts:

(1) A statement of the particular method (lecture, group activities, etc.) followed by

(2) a statement of <u>what learning outcome that method is designed to activate</u> (to gain practice in writing critical essays, to enhance awareness of XX, etc.)

- *Title 5 indicates that critical thinking must be a component of all college courses, so make sure your methods of instruction show that critical thinking is happening!*

Sample Methods of Instruction:

Bad:

Presentation of class lectures/discussions/demonstrations.

Good:

Presentation of class lectures/discussions/demonstrations on the operations of arithmetic to create proficiency in solving algebraic expressions.

Sample Methods of Instruction:

Bad:

Pair and group activities.

Good:

Pair and group activities to develop and discuss the interpretation of plays and the effectiveness of theatrical techniques.

Methods of Evaluation

Avoid a simple list. Clearly articulate how these methods of evaluation actually help instructors to assess whether or not students are achieving student learning outcomes.

Keep in mind that your list should include **typical assignments** used in achieving critical thinking.

Sample methods of evaluation:

Bad:

Oral reports and presentations.

Good:

Oral reports and presentations on the interpretation of live theatrical performances and dramatic texts for cultural content and performance technique.

Sample methods of evaluation:

Bad:

Quizzes/examinations.

Good:

Quizzes/examinations on the basic operations of arithmetic and their application to solving mathematical problems.

- Examples of Sample Reading Assignments:

Bad:

Read chapters from the required text.

Good:

Read about the various interdisciplinary approaches to creativity and how to activate the creative impulse.

- Examples of Sample Writing Assignments:

Bad:

Write a 1500 word essay.

Good:

Write a 1500 word essay on an analysis of the creativity and imagination of a famous person in history.

Course Materials

•List text(s) which are typical and appropriate for this course.

•Should include an updated text within 5 years.

•Use standard MLA or APA bibliographical form. **Alphabetize your list of texts.** See examples below.

[MLA format]

Rost, Michael. Listening Contours. 4th ed. Lingual House, 2004.

[APA format:]

Rost, Michael. (2005) *Sociolinguistics.* Oxford University Press.

•List or describe any additional materials, such as teacher-prepared booklets, cassette tapes, CDs, DVDs, supplementary readers, primary texts, etc.

•List or describe any other materials required for student use/success in this course, such as protective eyewear, uniforms, aprons, etc.

Distance Education

- DE proposals should explain how “ regular effective contact” will take place.

- Unlike correspondence education, in which students are responsible for initiating contact with the instructor, DE instructors are required to actively initiate interaction with their students.

Forms of Instructor Initiated Contact

At a minimum, instructs should use:

- Threaded discussion forums within the course management system, with appropriate instructor participation.
- E-mail.
- Announcements
- Timely feedback on student work.
- Virtual Office Hours.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded*, broadcast, etc.) that, combined with other course materials, creates the virtual equivalent of the face-to-face class.

- DE Courses are considered the *virtual* equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. The number of instructor hours that an instructor is available to students enrolled in a DE class (asynchronous or synchronous) must be at least equal to the number of hours of availability required for face-to-face students.

Associate Degrees for Transfer (ADTs)

In response to Senate Bill 1440, the Academic Senates for California Community Colleges and California State University have developed a faculty-led, state-wide, concerted effort to identify the course content for new **associate degrees for transfer**, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. The C-ID infrastructure is being used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors. Further, C-ID is being used to develop descriptors for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number.

The c-id descriptors and TMC templates can be found at c-id.net