Curriculum 101 – Introduction to Writing a New Course

An overview of the process of having a new course approved by the Curriculum Committee at Rio Hondo College.
1st things first

1. “Helpful hints and comments” are indicated by red or pink, directions that need to be deleted are indicated in blue or green. We hope that this color system will be useful to you!

2. Before you even begin the development of a new course, you should have some rationale and goal in mind. How will the course you are developing serve our students? Is it designed to serve a select population? Be sure that there is justification for the introduction of the course – not simply that it is something you’ve been itching to teach.

3. Consult with the other members of your department and division – do they agree to the need for this course? If you are developing a program or a certificate – do you have the support of the Division?

4. Be collegial. In this a course that is similar to a course taught by another division? Are you proposing that the course fulfill a General Education (GE) category that is normally the domain of another division? Prevent and anticipate controversy before it is encountered.

5. Do your homework. Is this a course typically taught at the Community College? Remember, our mission is to offer lower division courses.

6. Once you have done the above, you are ready to begin. In order to introduce a new course you will need 3 forms; the new course form, the content review form, and the prerequisite form. The 2nd and 3rd forms merely require that you present information from the new course form in a different format. These are forms required by Title V – although you may think they are just an irritant we have implemented to make you miserable – that is truly not so. We have many other ways of accomplishing this task.

7. Give yourself time!!! You need signatures from others in your discipline, as well as your dean. You also must submit a copy of your course to the library – preferably at least 1 week before the course is on the agenda at Curriculum. Be aware of the many deadlines that exist – especially the very early deadlines for having courses count for UC IGETC and CSU GE (more on this later).

8. Problems/questions? Don’t hesitate to seek help! The Curriculum Chair and your Division representative to Curriculum should be seen as resources – use them.
Course Outline Revised 02/02/2000

Division/Department:

Degree Applicable: [ ] Will the course provide credit towards a degree? Courses numbered greater 40 and up are, by definition, degree applicable. Courses number 100 and up are, by definition, transferable to the CSU.

Subject Area:

Non-Degree Applicable: [ ] Courses numbered 1-39 are non-degree applicable and non-transferable.

Course Number:

Transferable: [ ] Courses over 100 are, by definition, transferable to the CSU. The UC system determines what it will and will not accept. CONSULT YOUR DIVISION SECRETARY TO ESTABLISH WHAT COURSE NUMBERS ARE AVAILABLE – if a number is not in the current catalogue, this does not mean is has not been used in the past. Try and make your numbering as logical as possible – give courses with prerequisites higher numbers, etc.

Course Title:

Units: Guidelines for units is found below.

Method of Grading:

Graded [ ] Credit/No Credit [ ]

Prerequisite:

If you have a prerequisite, the exiting skills of the prerequisite will be the entering skills for your course.

Corequisite:

Advisory:

What basic abilities does a student generally need for success in your course?

May This Course Be Repeated for Credit?

Yes [ ] No [ ]

If Yes, How Many Times? If a course is repeatable this must be justified – and should be incorporated into the course description. When writing your course description, be sure that all relevant information is there. If, for example, there is some requirement that must be met for participation in the course, be sure to indicate this. This is a concern that is most likely to arise in vocational courses where some training may be necessary or some requirement needs to be met (such as fingerprints, TB tests, etc).

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 [ ] No [ ]

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

Unclear as to how to handle your hours? If the above formula does not seem to apply to your course, seek assistance. Whatever you choose to do, be sure that you are consistent.

Lecture/Discussion: Arranged Time:

Lecture/Demonstration: Arranged Time Activity:

Laboratory Activity: Individualized Instruction:

To Be Completed by Office of Instruction and Student Services Support

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 B - CSU C - Not Transferable

Static Identifier:

Approved Credit Classification: [ ] Degree Applicable [ ] Non-Degree Applicable

Rev. 2/2000

Course Outline Revised 02/02/2000
Academic Level and General Education Information

1. Would this course usually be considered as fulfilling a major course requirement at the four-year level? Yes [ ] No [ ]
   If your answer is yes to the above, be sure to answer this question and the following one! If you aren’t sure – do your homework! Information is available on-line and catalogues are available in the Transfer Center.
   List CSU campuses:

2. Would this course usually be considered as fulfilling a major for the associate degree? Yes [ ] No [ ]
   If your answer is yes to the above, be sure to answer this question and the following one!

If yes, which major?

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

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. A: [ ]</td>
<td>Cat. B: [ ]</td>
<td>Area 5: [ ]</td>
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<tr>
<td>Art/Humanities</td>
<td>(C1, C2): [ ]</td>
<td>Cat. C: [ ]</td>
<td>Area 3: [ ]</td>
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<td>Social Sciences</td>
<td>Cat. B: [ ]</td>
<td>Cat. D: [ ]</td>
<td>Area 4: [ ]</td>
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<tr>
<td>Communications</td>
<td>(D1, D2): [ ]</td>
<td>(A1, A2): [ ]</td>
<td>Area 1: [ ]</td>
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<td>Analytical/</td>
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<tr>
<td>Critical Thinking</td>
<td>(D2): [ ]</td>
<td>(A3): [ ]</td>
<td>Area 2: [ ]</td>
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<td>Language other than English (UC Only):</td>
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<td>Lifelong Learning (CSU Only):</td>
<td>Cat. E: [ ]</td>
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(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? Get as many signatures as you can – from the appropriate people – and be sure to permit your Curriculum Committee Member ample time to review your work and offer suggestions. Please don’t ask them to sign without looking over what you have done – they should be saving your from having procedural and grammatical errors examined by the committee. The more work you do before submitting your course, the less will need to be said once it is reviewed by the Committee.

_________________________________________________________

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

_________________________________________________________

(Signature) (Date) (Signature of Originator)

_________________________________________________________

(Curriculum Committee Member) (Dean)

Course Outline Revised 02/02/2000
Curriculum Library Statement

Submit this statement and a copy of the course outline to: Library, Third Floor
ALLOW ONE WEEK FOR THE COMPLETION OF THE HOLDINGS SURVEY AND THE LIBRARY STATEMENT

Course Title and Number:

Department/Division: Ext:

Originator: Date:

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

This is your chance to let the library know what you want – go nuts!! Submit a completed new course form to the library at least a week before your course is going to the Committee. And make everyone’s lives a little easier – paperclip your work so that pages may be removed and duplicated with ease.

Signature of originator____________________________

We have reviewed the holdings of the library in the subject area(s) related to the proposed new/revised course. We find that:

____ The library has sufficient resources to support this course.

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

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

___________________________________________________________

Signature of librarian____________________________ Date_________________

Copy: originator, librarian

Please note: The Librarian will send the signed original to the Office of Student Learning and Support.

(CLS 2/17/99)
Preserve the format established here – this is what the rest of the word will see – be sure to keep us looking good!

Rio Hondo College
Division of XXXX

Be sure to delete all instructions!

[Your Course Name and Number Here (e.g., Math 160)]
[Your Course Title Here (e.g., College Algebra)]

Course Description

[Your Course Description here; note that what you write here will appear in both the catalog and the schedule of classes. Be sure to identify the target audience in your course description – who is this course for? Are there special restrictions on enrolling? Is it repeatable? Aim for a clear and concise description.]

? Units/? Hours of Lecture per week.

Don’t forget this!!!
[Revision Date = catalog year]
I. Discipline/Department:

Course Number:

Course Title:

Units: Hours:

Advisory/Prerequisites/Corequisites:

*Be sure to indicate which course is what.*

II. Need/Justification/Goals

*Why do we need this course?*

III. Title V Requirements

A) **Entering Skills** (*Upon entering the course, students should be able to…*):

*What skills should a student gain from the advisory courses? Exiting skills from any prerequisite courses must be included here.*

B) **Exiting Skills** :

*These should match the objectives listed on the infamous matrix page.*

C) **Minimum Required for a “C”** :

*Generally a statement such as “completion of all required work with 70% of all possible points” will suffice. Is there a minimum attendance that must be met in order to pass?*
IV. Course Content

A single page in outline format is all that is needed here – what topics will be covered?

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

- State in measurable terms what students will be able to do.
- Be concise but complete—ten is too many; one is not enough.
- Use verbs showing analysis; rather than “understand,” “identify,” or “describe,” instead use “explain” or “compare and contrast.”

Be sure to delete all of this!! You will be providing all of this information on the “matrix” page.

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

- State methods appropriate to objectives.
- State methods of instruction, assignments, and how they are evaluated.

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

- State assignments which reflect coverage of all objectives and content.
- List graded assignments and clearly state the basis for grading. For example, say “written assignments which show development of self-criticism.”

IX. Texts/Instructional Materials

You must include a complete reference, and be sure to include the copyright date – this is very important.

Other Instructional Material
### V. Course Objectives

**The Student Will:**

Keep the format as it is given to you when you begin – column breaks are provided and this makes cutting and pasting of columns a simple matter. You need not list your methods and assignments repeatedly. If you lecture, you need only list this once – not once for each objective. Are your objectives stated in measurable terms? Are they consistent with the course description?

Words appropriate for use here include: translate, classify, demonstrate, predict, explain, distinguish, describe, create, choose, develop, solve, define, list, relate.

### VI. Methods Of Instruction

Examples – lecture, video, group activity, readings, etc.

### VII. Assignments

Examples – write a paper, complete homework, etc.

### VIII. Methods Of Evaluation

Evaluate is not a method of evaluation – how will you assess that the objectives stated have been achieved.

Words to use in this column include: appraise, judge, assess, criticize, rate, measure.