

Bakersfield College
Course Outline of Record Report
 09/06/2021

EDUCB15NC : Teaching at a California Community College

General Information

Author:	<ul style="list-style-type: none"> Maria Wright Menchaca, Erica Bligh, Kimberly
Course Code (CB01) :	EDUCB15NC
Course Title (CB02) :	Teaching at a California Community College
Department:	Education
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0899.00) Other Education
CIP Code:	(13.9999) Education, Other
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	<p>This course focuses on the examination of existing literature, theory, and best practices for teaching in the California Community College System. Topics include planning curriculum, supporting diversity, promoting inclusivity in the classroom and campus community, developing pedagogy, andragogy, curricular assessment, and equity-minded teaching practices, analyzing data for student retention, progression, and completion, and exploring instructional technology. Classroom observation hours and practicum must be completed in an approved discipline. Students must comply with all requirements for school employee Federal and State Background Checks and Clearances.</p>
Submission Rationale:	<p>New Course</p> <p>Mirroring the credit version of EDUC B15.</p>
Author:	<ul style="list-style-type: none"> Maria Wright

Minimum Qualifications

Discipline requiring a Master's Degree:	<ul style="list-style-type: none"> Education
Disciplines in which a Master's Degree is not usually available:	No value
Disciplines in which a Master's Degree is not generally available BUT which requires a specific Bachelor's or Associate Degree:	No value

Course Development Options

<p>Basic Skill Status (CB08) Course is not a basic skills course.</p> <p><input checked="" type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge</p> <p>Rationale For Credit By Exam/Challenge No value</p> <p><input type="checkbox"/> In-Service Course (required by California Penal Code)</p>	<p>Course Special Class Status (CB13) Course is not a special class.</p> <p>Allowed Number of Retakes 99</p> <p>Retake Policy Description This is a noncredit course. Student can re-enroll as many times as necessary to achieve satisfactory progress.</p> <p>Course Support Course Status (CB26) Course is not a support course</p>	<p>Grade Options</p> <ul style="list-style-type: none"> • Noncredit Grading (P/SP/NP, UG) <p>Course Prior To College Level (CB21) No value</p> <p><input checked="" type="checkbox"/> Allow Students To Audit Course</p>
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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	Transferability Status
Transferable to both UC and CSU	Pending

Units and Hours: Non-credit

Summary

Minimum Credit Units (CB07)	0
Maximum Credit Units (CB06)	0
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	0
Total Student Learning Hours	54

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Non-Credit	Workforce Preparation.	No Value

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0

Units and Hours: Non-credit - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Units and Hours: Profile Name

Summary

Minimum Credit Units (CB07)	0
Maximum Credit Units (CB06)	0
Total Course In-Class (Contact) Hours	0
Total Course Out-of-Class Hours	0
Total Student Learning Hours	0
Faculty Load	0

Detail

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

No Value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: Profile Name - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction

Project Based Learning

Rationale

Students will be tasked with going through the institutional process of curriculum development. Assignment outline and rubric is attached in the assessment section.

Methods of Instruction

Field Experience

Rationale

Students will complete the lab component of this course by shadowing a tenured faculty in their discipline. Students will be assigned a faculty mentor and will work with them in learning best practices for pedagogy development and working with a diverse student body.

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Internet Research

Rationale

No value

Methods of Instruction

Peer to Peer Instruction

Rationale

No value

Assignments

Example Assignments:

Group discussions, short essays, video, reflections, quizzes, homework, assigned reading, and research

Example Critical Thinking Assignment: Course Development

Overview

As teaching faculty in institutions of higher learning, you may be asked to contribute to the development of new curricula to meet legislative and programmatic requirements, address the learning needs of students, or introduce new content via the creation of a course.

Assignment Requirements

In this assignment, you are tasked with creating a 15-minute presentation that identifies a curricular gap in your discipline. You will need to include the following criterion in your presentation:

- Develop a sample syllabus for a 16-week course
- Select relevant course material(s) (*i.e. required texts*)
- Describe assessment practices
- Explain the governance protocol involved in the creation of a new course and provide justification for new curricula

Adapted from Center for Teaching, Learning, & Technology at Washington State

University: <https://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf>

(<https://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf>)

Methods of Evaluation**Rationale**

Case Studies	No value
Written assignments	No value
Individual Lab Assignments	No value
Homework	No value
Written Exams (Quizzes, Midterm, and/or Final Examination)	No value
Objective Exams (may include Multiple choice, Matching items, True/false, Essay)	No value

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Lisa M. Nunn	33 Simple Strategies for Faculty A Week-by-Week Resource for Teaching First-Year and First- Generation Students	Rutgers University Press	October 12, 2018	ISBN-10 : 0813599474 ISBN- 13 : 978- 0813599472
James M. Lang	Small Teaching: Everyday Lessons from the Science of Learning 1st Edition	Jossey-Bass; 1st edition	March 7, 2016	
Wyner, J.S.	What Excellent Community Colleges Do: Preparing All Students for Success	Harvard Education Press	2014	

Other Instructional Materials

No Value

Materials Fee

None

Learning Outcomes and Objectives**Course Objectives**

1. Examine the theoretical, historical, political, and cultural forces that led to the establishment of the California Community College (CCC) system.

2. Interpret factors (demographics, funding, etc) that have influenced the governance and expectations of CCCs.

3. Use research-based strategies to design effective lesson plans, lecture outlines, and learning modules for adult learners.

4. Examine culturally relevant curricular practices and theoretical frameworks as they relate to adult learners.

5. Research and describe aspects of academic culture and collegiality that include mechanisms of shared governance at CCCs.

6. Research and examine components that shape and influence campus climate at CCCs.

7. Research and evaluate common tenure processes and practices at CCCs.

8. Compare the rights of the faculty, the institution, and the student at CCCs, especially as they pertain to academic freedom.

9. Assess components of effective grading practices using current theories and research-based best practices.

10. Use research-based best practices and theories to create and align Course Student Learning Outcomes (SLOs) with Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs).

11. Compare technology platforms and strategies related to inclusivity and accessibility in order to support adult learners from diverse backgrounds and with diverse learning needs.

CSLOs

1. Upon successful completion of this course, the student will be able to synthesize the historical, cultural, financial, political, and legislative influences that led to the establishment and shaping of the California Community College (CCC) System and what continues to impact the structure and governance of the CCCs. Expected SLO Performance: 0.25

2. Upon successful completion of this course, the student will be able to design effective and equity-minded approaches to learning using current theories and research-based best practices. Expected SLO Performance: 0.25

3. Upon successful completion of this course, the student will be able to analyze components of academic culture and collegiality that include mechanisms of shared governance and influences of campus climate using current theoretical frameworks. Expected SLO Performance: 0.5

4. Upon successful completion of the course, the student will be able to interpret and apply assessment cycle theories to adult learners in CCCs. Expected SLO Performance: 0.25

5. Upon successful completion of the course, the student will be able to plan for embedding academic technology in various modalities using design theories and accessibility strategies related to adult learners. Expected SLO Performance: 0.25

Outline

Course Outline

Course Outline

SLO = Student Learning Outcome

CO = Course Objective

Historical Overview of the California Community College system (10%)

SLO 1-Upon successful completion of this course, the student will be able to synthesize the historical, cultural, financial, political, and legislative influences that led to the establishment and shaping of the California Community College (CCC) System and what continues to impact the structure and governance of the CCCs.

CO 1 - Examine the theoretical, historical, political, and cultural forces that led to the establishment of the California Community College (CCC) system.

CO 2 - Interpret factors (demographics, funding, etc) that have influenced the governance and expectations of CCCs.

Curriculum and Equity Minded Theoretical Frameworks (30%)

SLO 2- Upon successful completion of this course, the student will be able to formulate effective curricular practices that increase equitable approaches to learning.

CO 3 - Use research-based strategies to design effective lesson plans, lecture outlines, and learning modules for adult learners.

CO 4 - Examine culturally relevant curricular practices and theoretical frameworks as they relate to adult learners.

Shared Governance and Campus Culture (20%)

SLO 3 - Upon successful completion of this course, the student will be able to analyze components of academic culture and collegiality that include mechanisms of shared governance and influences of campus climate using current theoretical frameworks.

CO 5 - Research and describe aspects of academic culture and collegiality that include mechanisms of shared governance at CCCs.

CO 6 - Research and examine components that shape and influence campus climate at CCCs.

CO 7 - Research and evaluate common tenure process and practices at CCCs.

CO 8 - Compare the rights of the faculty, the institution, and the student at CCCs, especially as they pertain to academic freedom.

Assessment Cycles at various levels (20%)

SLO 4 - Upon successful completion of the course, the student will be able to interpret and apply assessment cycle theories to adult learners in CCCs.

CO 9 - Assess components of effective grading practices using current theories and research-based best practices.

CO 10 - Use research-based best practices and theories to create and align Course Student Learning Outcomes (SLOs) with Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs).

Accessibility and Academic Technology (20%)

SLO 5 - Upon successful completion of the course, the student will be able to plan for embedding academic technology in various modalities using design theories and accessibility strategies related to adult learners.

CO 11 - Compare technology platforms and strategies related to inclusivity and accessibility in order to support adult learners from diverse backgrounds and with diverse learning needs.

Distance Education Criteria and Standards

Please choose all of the delivery methods applicable to this course. Only choose ONE option for Hybrid.

- Face to face
- Online (purely online no face-to-face contact)
- Hybrid (requires face-to-face meetings;0-50% online)
- Hybrid (requires face-to-face meetings; 51-100%online))
- Other

Rigor statement: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses in regard to the course quality judgments made pursuant to the requirements of Section 55002. The same expectations applies to any local course quality determination or review process.

- Methods of evaluation and out of class assignments are the same as for a face to face course.

If the methods of evaluation differ from a face to face courses, please indicate what the differences are and why they are being used.

No Value

If the face to face course has a lab, field trip, or site visit explain how these components will be performed in the online course. Be sure to identify how the lab component will differ from a homework assignment.

For the lab component, students are expected to spend time shadowing their assigned Faculty Mentor. This can occur via a virtual environment through Canvas and other LMS and CMS tools.

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective INSTRUCTOR/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email
- Interactive Video
- Message board
- Review sessions
- Supplemental seminar or study session

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email
- Message board
- Supplemental seminar or study session

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/CONTENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email
- Message board
- Supplemental seminar or study session

Purely because of the delivery mode, will you require additional software or hardware beyond basic computer and web browser capabilities?

No Value

Federal and state regulations require that all online course materials be made available in accessible electronic format. By checking both boxes below, the instructor is ensuring compliance with Section 508 of the Rehabilitation Act.

- Instructor will ensure the course is 508 compliant using the Course Management System and other toolss as needed.
- Instructor will ensure textbook and any other courses materials are 508 compliant.

A good practice is that section size should be no greater in distance education modes than in regular face to face versions of the course. Will the online section for this course differ from face to face sections?

- No

If the online section of the course will differ in size from face to face sections, please provide a rationale for the size difference.

The recommended class size is 15-20 students because of the individual student placements and support provided for each student.

Provide supplemental information for any OTHER choices in the sections above.

No Value