EDUCB15NC : Teaching at a California Community College

### General Information

<table>
<thead>
<tr>
<th>Author:</th>
<th>Maria Wright, Menchaca, Erica, Bligh, Kimberly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code (CB01):</td>
<td>EDUCB15NC</td>
</tr>
<tr>
<td>Course Title (CB02):</td>
<td>Teaching at a California Community College</td>
</tr>
<tr>
<td>Department:</td>
<td>Education</td>
</tr>
<tr>
<td>Proposal Start:</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>TOP Code (CB03):</td>
<td>(0899.00) Other Education</td>
</tr>
<tr>
<td>CIP Code:</td>
<td>(13.9999) Education, Other</td>
</tr>
<tr>
<td>SAM Code (CB09):</td>
<td>Clearly Occupational</td>
</tr>
<tr>
<td>Distance Education Approved:</td>
<td>No</td>
</tr>
<tr>
<td>Course Control Number (CB00):</td>
<td>No value</td>
</tr>
<tr>
<td>Curriculum Committee Approval Date:</td>
<td>Pending</td>
</tr>
<tr>
<td>Board of Trustees Approval Date:</td>
<td>Pending</td>
</tr>
<tr>
<td>External Review Approval Date:</td>
<td>Pending</td>
</tr>
<tr>
<td>Course Description:</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Submission Rationale:

New Course

Mirroring the credit version of EDUC B15.

### Minimum Qualifications

<table>
<thead>
<tr>
<th>Discipline requiring a Master's Degree:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplines in which a Master's Degree is not usually available:</td>
<td>No value</td>
</tr>
<tr>
<td>Disciplines in which a Master's Degree is not generally available BUT which requires a specific Bachelor's or Associate Degree:</td>
<td>No value</td>
</tr>
</tbody>
</table>

### Course Development Options

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https://bakersfield.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseld=-1&workflowUuid=d0058c66-0c... 1/10
### Basic Skill Status (CB08)
- Course is not a basic skills course.

### Course Special Class Status (CB13)
- Course is not a special class.

### Grade Options
- Noncredit Grading (P/SP/NP, UG)

### Allowed Number of Retakes
- 99

### Retake Policy Description
- This is a noncredit course. Student can re-enroll as many times as necessary to achieve satisfactory progress.

### Course Prior To College Level (CB21)
- No value

### Course Support Course Status (CB26)
- Course is not a support course

### Rationale For Credit By Exam/Challenge
- No value

### In-Service Course (required by California Penal Code)
- No value

### Allow Students To Audit Course
- Yes

### Associated Programs

<table>
<thead>
<tr>
<th>Associated Program</th>
<th>Award Type</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>No value</td>
<td>No value</td>
<td>Active</td>
</tr>
</tbody>
</table>

### Transferability & Gen. Ed. Options

<table>
<thead>
<tr>
<th>Course General Education Status (CB25)</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferability</td>
<td>Transferable to both UC and CSU</td>
</tr>
<tr>
<td>Transferability Status</td>
<td>Pending</td>
</tr>
</tbody>
</table>

### 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): Non-Credit
- Course Non Credit Category (CB22): Workforce Preparation.
- Non-Credit Characteristic: No Value
### Course Outline of Record Report

**Course Classification Code (CB11)**  
Workforce Preparation Enhanced Funding.

**Funding Agency Category (CB23)**  
Not Applicable.

**Variable Credit Course**

<table>
<thead>
<tr>
<th>Weekly Student Hours</th>
<th>Course Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>Out of Class</strong></td>
</tr>
<tr>
<td>Lecture Hours</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Hours</td>
<td>0</td>
</tr>
<tr>
<td>Activity Hours</td>
<td>0</td>
</tr>
<tr>
<td><strong>Course Duration (Weeks)</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Hours per unit divisor</strong></td>
<td>54</td>
</tr>
<tr>
<td><strong>Course In-Class (Contact) Hours</strong></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>54</td>
</tr>
<tr>
<td>Laboratory</td>
<td>0</td>
</tr>
<tr>
<td>Activity</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
</tr>
<tr>
<td><strong>Course Out-of-Class Hours</strong></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>0</td>
</tr>
<tr>
<td>Laboratory</td>
<td>0</td>
</tr>
<tr>
<td>Activity</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

### Units and Hours: Non-credit - Weekly Specialty Hours

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Type</th>
<th>In Class</th>
<th>Out of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Value</td>
<td>No Value</td>
<td>No Value</td>
<td>No Value</td>
</tr>
</tbody>
</table>

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

No Value

### Limitations on Enrollment

<table>
<thead>
<tr>
<th>Limitations on Enrollment</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>No value</td>
<td>No value</td>
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</table>
## Specifications

### Methods of Instruction

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Based Learning</td>
<td>Students will be tasked with going through the institutional process of curriculum development. Assignment outline and rubric is attached in the assessment section.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>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.</td>
</tr>
<tr>
<td>Lecture</td>
<td>No value</td>
</tr>
<tr>
<td>Internet Research</td>
<td>No value</td>
</tr>
<tr>
<td>Peer to Peer Instruction</td>
<td>No value</td>
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</table>

### 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

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies</td>
<td>No value</td>
</tr>
<tr>
<td>Written assignments</td>
<td>No value</td>
</tr>
<tr>
<td>Individual Lab Assignments</td>
<td>No value</td>
</tr>
<tr>
<td>Homework</td>
<td>No value</td>
</tr>
<tr>
<td>Written Exams (Quizzes, Midterm, and/or Final Examination)</td>
<td>No value</td>
</tr>
<tr>
<td>Objective Exams (may include Multiple choice, Matching items, True/false, Essay)</td>
<td>No value</td>
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</tbody>
</table>

Equipment

No Value

Textbooks

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyner, J.S.</td>
<td>What Excellent Community Colleges Do: Preparing All Students for Success</td>
<td>Harvard Education Press</td>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>

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.


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

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

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 tools 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