CURRICULUM DEVELOPMENT GUIDE

How to Write a Course Outline
(New and Revised Courses)
| **Preparation:** | Go to the CurricUNET website and either create a new course proposal, or revise an existing course by creating a copy of it: [www.curricunet.com/RCCD](http://www.curricunet.com/RCCD). If you need a user name and password, or have forgotten your user name and password, email toni.vanbuhler@rcc.edu. Have these reference documents on hand:  
- Copy of “*How to Write a Course Outline of Record*” including “Directions for Preparing Integrated Course Outlines” and Bloom’s Taxonomic list of “Verbs Requiring Cognitive, Affective, Psycho-Motor Outcomes”;  
- Copy of current Catalog and Schedule of Classes. |
| **Creating or revising a course proposal:** | Create your new or revised course proposal:  
- If you are creating a new course, contact Toni Van Buhler ([toni.vanbuhler@rcc.edu](mailto:toni.vanbuhler@rcc.edu)) for a course number.  
- Following the Course Checklist on the right-hand side of the CurricUNET website, input the Cover, Units/Hours, Student Learning Outcomes, Course Content, Methods of Instruction, Outside of Class Assignments, Methods of Evaluation, Course Materials, Entrance Skills and/or Requisites, and Library Resources components. Use the Catalog and Schedule of Classes to help write the Course Description and the Short Description.  
- Be sure your course outline is fully integrated.  
- Don’t forget to “Finish” each component of the COR as it is completed. Otherwise, you will not be able to submit your proposal into the approval process. |
### Getting assistance from discipline members:

You can assign a faculty member as a co-contributor to your course proposal and work collaboratively, assigning sections of the course outline for completion by a given date.

**Suggestion:**
- **Assign a faculty person to compile an up-to-date list of course textbooks and materials.**
  - IDEA: Start at the end of your old course outline. Are the textbooks out of date? If they are, do a search online (Amazon.com, Powellsbooks.com, known publishers of standard texts, copies of your most recent book orders) for the most up-to-date editions of at least three textbooks that would be appropriate for this course.
  - If this is a transfer course, you could also visit UCR or CSUSB bookstores to see what professors there have ordered for the equivalent course.
  - Prepare a bibliography using correct APA or MLA format.
  - Do you plan to use instructor-prepared materials, software programs, A/V supplements, or online resources? Enter these under "Additional Resources".

### From Stylistic Considerations in Writing Course Outlines of Record (Academic Senate for California Community Colleges, p. 18):

“The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.”

### The Course Description:

- Use the table(s) of contents of your most recently used textbooks, as well as your own valuable experience and knowledge of what should be taught; examine the Course Description and Short Description for Class Schedule. **Do these descriptions accurately reflect the current course content in general terms?**
- At this point, your discipline should work as a group to revise the all-important wording of the Course Description!!
# Directions for Preparing an Integrated Course Outline of Record

## Student Learning Outcomes:

<table>
<thead>
<tr>
<th>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:</th>
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</thead>
<tbody>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- If your course is vocational, applied, performance, or basic-skills, verbs demonstrating affective and psycho-motor skills are acceptable and expected.</td>
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<tr>
<td>- For performance, applied, vocational and basic-skills classes, group specific skills sets into general performance goals -</td>
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<tr>
<td>- e.g., in a Fire Technology course there might be a dozen smaller skills related to the use of the ladder or hose, but you’ll need to summarize these as one specific performance goal rather than writing all the details as part of the SLOs</td>
</tr>
<tr>
<td>- Verbs representing learning in the affective domain are acceptable but should be used sparingly.</td>
</tr>
</tbody>
</table>

## Course Content:

> 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”.

- The use of a formal outline or indented style is highly recommended.

## Integrate Content and SLOs with Methods of Instruction:

<table>
<thead>
<tr>
<th>Write your methods of instruction in such a way that the methods described are specifically related to the course objectives. They should provide real guidance to instructors in designing their class sessions.”</th>
</tr>
</thead>
</table>
| 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 what learning outcome that method is designed to activate (to gain practice in writing critical essays, to enhance awareness of XX, etc.) |
| - Use “in order to” after you list a particular method of instruction. This will help you to write the second part of the statement. |

*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!*
**Integrate Methods of Evaluation with SLOs, Critical Thinking and Assessment:**

Compile a narrative list of **typical assignments and methods of evaluation** used in this course.

- You must show that these assignments will actually assess your stated learning objectives. That is, they must be **relevant** and specifically tailored to this course’s SLOs.
- To comply with Title 5, you must show methods of evaluation which test critical thinking skills, including written work and/or problem-solving activities.
- Methods of evaluation should be "demanding enough in rigor and independence to fulfill the credit level specified".
- "Assignments...should be specific enough to provide real guidance for faculty and clear expectations for students".

**Course Materials and Additional Resources:**

Incorporate textbooks and instructional materials:

- If instructor-prepared materials are used, their "scope" must be indicated in the course content.

**Proof Your Course Outline!**

- Check your course outline carefully for typos, formatting errors, and contradictions between stated SLOs and/or course content, or other components of the outline. Most fields have spell-check: use it!
- Provide a rationale on the Cover Page for your course proposal/revision. Be sure to address any changes in instructional hours or units.
- Be sure that your text list is up-to-date and includes dates wherever possible. Texts should be no more than 5 years old.

**Submitting the Course Proposal for Approval:**

- Be sure that you "Finish" each component of the Course Outline (the Course Checklist will have a checkmark next to each box if this has been done).
- Once the proposal is ready to submit, you should see a "Submit" button appear on the left-side of the page.
- Once you have submitted your proposal, go to “My Approvals” and in the role of Course Author, PRE-LAUNCH the proposal. Your course proposal is now in the curriculum approval process!
<table>
<thead>
<tr>
<th><strong>Discipline Designation:</strong></th>
<th>• List the disciplines into which this course fits; that is, which disciplines would have faculty qualified to teach this course? Discipline designations must be on the state-approved list of programs: <a href="https://misweb.cccco.edu/webproginv/prod/invmenu.htm">https://misweb.cccco.edu/webproginv/prod/invmenu.htm</a></th>
</tr>
</thead>
</table>
| **Credit Designation:**    | • Indicate what kind of course this is:  
|                            |  ‣ Degree Credit, Non-Degree Credit, Non-Credit, Community Service |
| **Course Title and Number:** | • The course title should be concise and clear.  
|                            |  • If this is a new course, please contact Toni Van Buhler for a course number: toni.vanbuhler@rcc.edu. |
| **Where Will Course Be Offered:** | • Be sure to indicate the college site (MOV, NOR or RIV) the course will be offered at. |
| **Course Description (long description for College Catalog):** | • Format this section as a single paragraph. Do NOT use quotation marks or bullets. First statement may be a fragment. Avoid “This course is” or “The course covers” and similar phrases”—get right to the key words.  
|                            |  • Describe the course in a clear and concise manner, avoiding flowery words and phrases and keeping the student in mind. **Do provide adequate detail**—this is the Catalog Description.  
|                            |  • State number of hours of lecture and/or laboratory, e.g., “[18] hours lecture and [54] hours laboratory.” Do not abbreviate the word “laboratory”.  
|                            |  • At end of description, you may need to add the following:  
|                            |  ‣ If course is repeatable, add “This course may be taken a total of [ ] times.” (Maximum no. of times = 4). Please review Title 5 stipulations regarding course repetition.  
|                            |  ‣ If the grade option for the course is Pass/No Pass only, or Letter grade or Pass/No Pass option state it in the course description.  
|                            |  ‣ If the course is a non-degree credit, state so in the course description. |
| **Short Description (for the Schedule of Classes):** | • Short description will vary, depending on the particular course being offered. This should be a one-line (no more than 120 characters, if possible) version of the catalog description.  
|                            |  • Use key words that summarize the larger course description; it need not be a complete sentence. |
| **Prerequisite/Advisory Entry Skills:** | **NOTE:** This section is required for sequential courses; it is advisable for all courses having pre-requisites, co-requisites, or advisories.  
|                            |  • List 3 or more skills which your faculty agree 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.) |
### Directions for Preparing an Integrated Course Outline of Record

#### Student Learning Outcomes:
- List 3 or more specific performance goals for the students. These goals should utilize verbs such as those found in Bloom's Taxonomy and may relate to one or more of the following major categories of learning, referred to as learning domains:
  - Cognitive – mental skills (knowledge)
  - Affective - growth in feelings (attitude)
  - Psychomotor – manual or physical abilities (skills)
- Use the chart in Appendix A to identify the type of learning outcome most appropriate for your course. Then, use the sample associated verbs to develop SLOs, a descriptive statement about what you expect students to learn in the class.
- If possible, when there are many learning outcomes, aggregate the smaller outcomes into larger categories, which may include sub-points. Logically group outcomes rather than presenting a laundry list.

#### Course Content:
- Describe (rather than list) key principles/topics (4 or more) and subtopics that must be covered by all instructors. **NOTE:** This section may be used for articulation purposes.
- 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:
- Include here descriptions, NOT lists. Course outlines must clearly articulate how these methods of instruction are related to, and help students work towards, achieving the student learning outcomes.
- **Carefully consider the sample list below.** Which of these might be appropriate to your course? Include all methods (and words to describe those methods) that are appropriate, but OMIT any not relevant to this particular course.
  - Begin with nouns or "ing" phrases. Carefully review these methods of instruction in light of your discipline and specific course and then add to or delete from these suggestions as necessary. This list should NOT be cut and pasted—it must be specifically tailored to the learning outcomes for each individual course.
Sample Methods of Instruction:

- Presentation of class lectures/discussions/demonstrations ... in order to...
  - NOTE: Select these methods of instruction carefully! Your course may not have demonstrations, for example—if not, omit that word;
  - After “in order to” or a similar phrase, describe the purpose of the lectures or discussions or demonstrations and how they help students achieve the learning outcomes.

- Showing videos/films/slides/audio tapes in order to... (Again, after each method of instruction, describe the purpose of these methods and how they help students achieve learning outcomes).

- Creating and assigning pair and small group activities such as (give examples!)... in order to...

- Development and assignment of class exercises such as ... in order....

- Creation of cooperative learning tasks for student participation, such as ... in order to....

- Conducting individual conferences in order to....

- Inviting guest lecturers to class in order to....

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.

- We can accommodate a diversity of approaches, but please note: Title 5 indicates that critical thinking must be a component of all college courses, and that students should be evaluated by written work (e.g. essays) or problem solving activities.

- Keep in mind that your list should include typical assignments used in achieving learner independence and critical thinking.

- Carefully consider the sample list below. Which of these might be appropriate to your course? Include all methods (and words to describe those methods) that are appropriate, but OMIT any not relevant to this particular course.

- Carefully review these methods of evaluation in light of your discipline and specific course and then add to or delete from these suggestions as necessary. This list should NOT be cut and pasted—it must be specifically tailored to the learning outcomes for each individual course.
## Sample methods of evaluation:

- Oral reports/presentations/performances designed to ... *(To do what? How/why is this method of evaluation appropriate to the student learning outcomes? What information about the students' achievement of these outcomes can or should be gathered from this assignment?)*

- Written reports/presentations designed to ... *(To do what? How/why is this report appropriate to the student learning outcomes? Etc.)*

- Quizzes/examinations designed to

- Class and individual projects designed to ....

- Final examination designed to ....

## Course Materials and Additional Resources:

- List text(s) which are typical and appropriate for this course. Use standard MLA or APA bibliographical form. **Alphabetize your list of texts!** See examples below.

  *[MLA format]*

  *[APA format]*

- 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.

- If instructor-prepared materials are used, their “scope” must be indicated in the course content or in an attached sample handout.
A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:

- **Cognitive**: mental skills (*Knowledge*)
- **Affective**: growth in feelings or emotional areas (*Attitude*)
- **Psychomotor**: manual or physical skills (*Skills*)

This taxonomy, or classification of learning behaviors, can be thought of as the goals of the learning process, or as student learning outcomes. In other words, when students complete a class, they will have acquired certain knowledge, attitudes or skills. Although Bloom’s Taxonomy of Learning Behaviors is most often associated with cognitive outcomes, community college courses may include SLOs in one or all of the 3 major learning domains.

Use the following chart to assist in developing and writing SLOs for your class. You may select from the list of suggested verbs for each learning activity or generate similar verbs based on your course content and desired learning outcomes.

- The verbs you use in the SLO should be in the present tense, (write, develop, create, demonstrate). When you read the stem, followed by the SLO you have written, the entire statement should make a complete sentence that is grammatically correct. E.g. Upon successful completion of the course, students should be able to:
  - Define and describe the…
  - Compare and analyze various aspects of…
  - Write an essay that…
  - Develop a menu that…

### COGNITIVE DOMAIN

Involves knowledge and the development of intellectual skills; includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are 6 main categories covering the acquisition of knowledge.

<table>
<thead>
<tr>
<th>Category</th>
<th>Skills</th>
<th>Sample Verbs for SLOs</th>
</tr>
</thead>
</table>
| **Knowledge**: Recalls data or information | • Remembering previously learned materials  
• observation and recall of information  
• knowledge of dates, events, places  
• knowledge of major ideas  
• mastery of subject matter | list, define, tell, describe, identify, show, label, collect, examine, |
| **Comprehension**: Understands the meaning; state a problem in one’s own words. | • interpret facts, compare, contrast  
• order, group, infer causes  
• predict consequences | summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss |
| **Application**: Applies what was learned in the classroom into novel situations in the work place. | • use information  
• use methods, concepts, theories in new situations  
• solve problems using required skills or knowledge | apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover |
| **Analysis**: Separates material or concepts into component parts; distinguishes between facts and inferences. | • seeing patterns  
• organization of parts  
• recognition of hidden meanings  
• identification of components | analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer |
### BLOOM’S TAXONOMY

**Synthesis:** Builds a structure or pattern from diverse elements
- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions
- combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite

**Evaluation:** Makes judgments about the value of ideas or materials.
- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity
- assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare

### AFFECTIVE DOMAIN

Includes feelings, values, appreciation, enthusiasms, motivations, and attitudes.

There are 5 main categories covering the development of attitudes.

**Receives Phenomena:**
- Shows attention and awareness
- listens to others with respect
- remembers the names of newly introduced people
- identifies, locates, names, points to, selects, sits, erects, replies

**Responds to Phenomena:**
- Participates actively
- participates in class discussions.
- asks questions in order to fully understand.
- knows and practices safety rules.
- answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes

**Values:**
- Assigns appropriate worth to a particular object, phenomenon, or behavior
- demonstrates belief system
- is sensitive towards individual and cultural differences (value diversity).
- shows the ability to solve problems.
- proposes a plan to social improvement
- initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works

**Organization:**
- Organizes values into priorities
- accepts responsibility for one’s behavior.
- explains the role of systematic planning in solving problems.
- accepts professional ethical standards.
- prioritizes time effectively.
- adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes
| Internalizes Values: Uses a value system that controls behavior | • shows self-reliance when working independently.  
• displays the ability to work cooperatively in a group  
• uses an objective approach in problem solving.  
• displays a professional commitment to ethical practice.  
• revises judgments and changes behavior in light of new evidence.  
• values people for what they are, not how they look. | acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies. |

**PSYCHOMOTOR DOMAIN**

Includes physical movement, coordination, and use of the motor-skill areas. 
There are 7 main categories covering skill development.

<table>
<thead>
<tr>
<th>Perception: The ability to use sensory cues to guide motor activity</th>
<th>• Detects non-verbal communication cues using the senses and spatial relationships</th>
<th>chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects</th>
</tr>
</thead>
</table>
| Set: Readiness to act using mentally, physically, and emotionally | • Knows appropriate response and has the physical, mental and emotional capability to act  
• Recognizes one’s own abilities and limitations | begins, displays, explains, moves, proceeds, reacts, shows, states |
| Guided Response: Learning a complex skill through imitation, trial and error and practice; an early step in skill development | • Executes a skill or task as demonstrated  
• Follows directions to complete a process | copies, traces, follows, react, reproduce, responds |
| Mechanism: Learned responses have become habitual and the movements can be performed with some confidence and proficiency; an intermediate step in skill development | • Executes a skill or task without prompting | assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches |
| Complex Overt Response: Skillful performance of motor acts that involve complex movement patterns | • Operates equipment efficiently  
• Displays competence in physical skill | assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches; additionally includes adverbs or adjectives that indicate that the performance is quicker, better, more accurate |
### Adaptation
Skills are well developed and the individual can modify movement patterns to fit special requirements.

- Responds effectively to unexpected circumstances.
- Performs a task with equipment or machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).

Adapts, alters, changes, rearranges, reorganizes, revises, varies.

### Origination
Creating new movement patterns to fit a particular situation or specific problem.

- Uses creativity and ingenuity to develop original methods or technique.

Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Information adapted from [http://www.coun.uvic.ca/learn/program/hndouts/bloom.html](http://www.coun.uvic.ca/learn/program/hndouts/bloom.html) and [http://www.nwlink.com/~donclark/hrd/bloom.html](http://www.nwlink.com/~donclark/hrd/bloom.html)
Sample Course Outline

Discipline: Humanities

COURSE DESCRIPTION

3 Creativity and the Imagination 3 units

PREREQUISITE: None.

ADVISORY: Qualification for ENG-1A.

A study of creative and imaginative expression in a variety of disciplines with a focus on literature and fine arts. The course will examine the origins and structure of creative thought, traditional and modern definitions of creativity and imagination, the role of dreams and spirituality in the creative process, and methods of developing imagination, as well as motivation, inspiration, and barriers to creativity. Includes a study of the methods used by artists, inventors, and innovators in many fields to discover what one can do to build stronger channels to his/her own inner creative resources. 54 hours lecture.

SHORT DESCRIPTION FOR CLASS SCHEDULE

An interdisciplinary study of creativity and the imagination including methods of enhancing the creative process.

ADVISORY ENTRY SKILLS

Before entering the course, students will be able to:

1. critically discuss and analyze primary and secondary texts, recognizing key ideas and responding in both oral and written form;
2. analyze, synthesize, and evaluate concepts studied in primary and secondary texts using intermediate to advanced critical thinking skills;
3. compose developed, unified, stylistically competent writing assignments and adjust writing to the target audience with intermediate to advanced skill.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

1. identify and explain a variety of interdisciplinary and historical approaches to creativity and the imagination;
2. recognize how creativity is manifested in various disciplines including the sciences, business and industry, the social sciences, literature, and fine arts;
Sample Course Outline

3. analyze and evaluate the role of dreams and spirituality in the creative process;

4. develop an appreciation of the peculiar challenges involved in the adoption and diffusion of innovation in society, including the role of social and cultural change in acceptance of innovation;

5. understand and apply various methods of activating the creative impulse to achieve personal enrichment;

6. develop an appreciation of the interactions between creativity, society, and culture;

7. apply college-level methods of analysis and evaluation to discussing and writing about creativity and the imagination.

COURSE CONTENT

Focus of class readings may be topical-thematic, disciplinary, and/or based on case studies. The class should cover at least six of the nine indicated topic areas.

1. Cultural definitions of creativity and imagination
   a. General definitions: creativity, imagination, the nature of the creative process; in what manner creativity is expressed

2. Historical concepts of creativity
   a. Classical approaches to creativity: Plato, Aristotle, Longinus, Plotinus, Horace
   b. Eastern approaches to creativity: Zen, Taoist viewpoints, Indian aesthetics
   c. Romantic approaches to creativity: Kant, Wordsworth, Coleridge, Goethe, Schiller

3. Creativity, dreams, and spirituality
   a. metaphysical sources of creative achievement, interaction of dreams with creativity; the role of religion in inspiration

4. Creativity and the fine arts
   a. aesthetics and the imagination; the inspiration vs. “perspiration” debate
   b. imagery of creativity in film and the visual arts

5. Creativity and literature
   b. Rhetoric and imagery in literature and creative writing
   c. Poetry, science fiction, the “epiphanic” moment as major outlets for the creative impulse in literature; other types of literature particularly conducive to the expression of the creative impulse

6. Creativity and the social sciences
   a. Psychology and creativity: personality traits conducive to creative expression; mental health, “madness,” and creativity; methods of inducing creativity; motivation and barriers to creativity
   b. social conditions leading to innovation; socio-cultural change and creativity

7. Creativity and the sciences
   a. the nature of the creative impulse; modern scientific attempts to assess, define, and measure creativity
   b. environmental circumstances which enhance or impede creative expression
   c. science, industry, and creativity

8. Creativity and innovation in business and industry
   a. how mentors and established professionals in a field either resist or accept creative breakthroughs

How to Write a Course Outline of Record 15
Sample Course Outline

b. the role of skill and background knowledge/learning in the creative process
c. The adoption and diffusion of innovation; market forces and the “tipping point”: creative breakthroughs in the arts, science and the economy
d. Innovation, experimentation, and competition for new technologies and breakthroughs

9. Activating Creativity
   a. exercises to enhance personal creativity
   b. meditation and concentration vs. the distractions of modern life
   c. how modern technology can enhance or impede the creative process

Case studies of creative individuals and innovators may include, but not be limited to, the following: Einstein, Hawking, Descartes, Newton, Darwin, Gates, Plato, Aristotle, Aquinas, Kant, Nietzsche, Freud, Gautama Buddha, Jesus, Confucius, Lao-Tze, Muhammad, Rumi, Gandhi, Homer, Sophocles, Dante, Cervantes, Goethe, Shakespeare, Keats, Whitman, Melville, Dostoevsky, Giotto, Brunelleschi, Michelangelo, da Vinci, Monet, Picasso, Dali, Wright, Gehry, Bach, Mozart, Beethoven, Gershwin, Debussy, Stravinsky, Verdi, Wagner, Graham.

Students are also assigned reading, writing and other outside assignments equivalent to two hours per one hour lecture.

METHODS OF INSTRUCTION

Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

1. Presentation of lectures and discussions on creative and imaginative expression, including critical methods and individual biographies, in order for students to understand the creative process as manifested in a variety of disciplines
2. Guest writers/lecturers invited to class to discuss topics on creativity and the imagination
3. Presentation, discussion, and detailed examination of case studies of creators and innovators throughout history
4. Showing films, videos, slides, distributing handouts, and/or using electronic or computer-based media in order to reinforce understanding of concepts related to creative and imaginative expression in the arts and sciences
5. Cooperative/collaborative learning tasks and activities designed to assist students in activating, stimulating, and acting upon the resources of creativity within themselves
6. Individual conferences in order to evaluate and advise students on original writing or creative projects
7. Computer-assisted and/or web-enhanced instruction which reinforces the course content.

METHODS OF EVALUATION

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include but are not limited to:

1. The writing of a minimum of 3000 words of formal interpretive/analytical prose
2. Individual and group assignments designed to demonstrate successful understanding and application of basic concepts and definitions of creativity and the imagination
3. Questions on topics and content designed to evaluate students’ understanding of the key approaches to creativity and theories of the imaginative process
4. Quizzes/examinations designed to assess students’ ability to recall, critically analyze and apply key concepts and course content
5. Participation as required by instructor to ensure progress in mastering the course content and participation in collaborative learning projects
6. Final examination designed to assess students’ mastery of the essential concepts explored in the course.
Sample Course Outline

**COURSE MATERIALS**

All materials used in this course will be periodically reviewed to insure that they are appropriate for college level instruction. Excerpts from chapters and articles in various texts and periodicals may constitute the best approach to assigned readings for this course. If single texts are used, the instructor should select from the list those books marked with an asterisk. Possible texts and journal resources include:


*C Creativity Research Journal.*


--- *Journal of Creative Behavior.*


Wordsworth, William. *Preface to the "Lyrical Ballads."* 1802
CURRICULUM PROCESS AGREEMENT

I. Any faculty member, administrator or community leader in collaboration with a faculty member may originate a curriculum proposal. College Curriculum bylaws will determine the membership of their bodies and establish voting rights.

II. A college-specific course or program is one designed for only one college.

   A. Proposals will be forwarded to college-specific members of the discipline for review. (Members of the discipline from the other two colleges will have the opportunity to view the course proposal and make comments.)
   B. If the college discipline has any suggestions or revisions, the original proposal will be returned to the originator within a reasonable amount of time, typically seven working days.
   C. The vote of the college discipline with comments and/or rationale will be recorded and attached to the course proposal.
   D. The originator then submits the proposal, along with discipline vote and comments to the faculty of the college department for consideration.
   E. Upon approval by the department, the proposal will be forwarded to the district technical review committee for review and DSPS (if the proposal is for distance education).
   F. The proposal is then forwarded to the college curriculum committee for action.
   G. If approved by the college curriculum committee, the proposal is forwarded to the district curriculum committee as an information item.

III. A shared core course or program is to be offered at more than one college.

   A. Proposals will be forwarded to all district members of the discipline for review.
   B. If the district discipline has any suggestions or revisions, the original proposal will be returned to the originator within a reasonable amount of time, typically seven working days.
   C. The vote of the district discipline with comments and/or rationale will be recorded and attached to the course proposal. One vote shall represent the majority vote of the discipline of each college.
   D. The originator accepts any comments and submits the proposal, along with the district discipline vote to the originator’s department for consideration.
   E. Upon department approval, the proposal is forwarded to the district technical review committee and DSPS (if the proposal is for distance education) for review.
   F. The proposal is then forwarded to the district curriculum committee for action.
   G. If a proposal is not approved by the discipline, the originator may use the Adjudication Process defined herein.

IV. Career and Technical Education Program

   A. In the case of a career and technical education program, the appropriate dean or vice president of career-technical education (Occupational contact) will insure the appropriate occupational advisory committee has reviewed the proposal and evaluated the relevance of the course content to the industry standard.
**Curriculum Process**

B. The comments of the advisory committee will be forwarded along with the minutes of their meeting.

V. All curriculum proposals shall be provided to the Articulation Officer, representative Librarians, Open Campus, Dean of Institutional Reporting, and the Technical Review Committee for information/action. A notification will be provided to the Vice President(s) of Education Services/Academic Affairs or designee, or Associate Vice Chancellor of Instruction or designee for review of resource impact.

VI. Curriculum committee agendas will be established at the conclusion of the Technical Review Committee meeting. Curriculum proposals and all supporting documents will be forwarded to the chair of the College Curriculum Committee for inclusion on their agenda.

A. All proposals are forwarded to the Technical Review Committee at least two weeks prior to the next scheduled college Curriculum Committee meeting.

B. The agenda, curriculum proposals, and all comments from discipline, and department members must be made available to the College Curriculum Committee members at least five working days prior to the next meeting to provide sufficient time for review and analysis.

VII. The curriculum proposal will be forwarded to the originator’s College Curriculum Committee, then onto the District Curriculum Committee.

A. The College Curriculum Committee will accept or reject a proposal by a majority of the quorum present.

B. The College Curriculum Committee action taken on each College-Specific proposal will be presented to the District Curriculum Committee as an information item.

C. The District Curriculum Committee will review and/or take action on all proposals affecting two or more colleges and will accept or reject by a majority vote.

VIII. If accepted, all curriculum will be forwarded to the Board of Trustees for approval.

IX. Adjudication Process

A. Definition: Adjudication is a process that allows an originator of a course to request further consideration from the district Adjudication Committee for proposals that do not have the approval of one or more of the following groups: discipline, department, or college curriculum committee.

B. The originator may submit the item, accompanied by the complete record and any other supporting documentation/comments no less than three weeks in advance of a scheduled Adjudication Committee meeting for consideration.

C. The Adjudication Committee will provide a decision in writing within 15 working days.

D. If the appeal is approved, the originator can complete the remainder of the curriculum process by attaching the written decision of the Adjudication Committee.

E. The Adjudication Committee will consist of a Curriculum Committee member from each of the colleges, appointed by their College Senate, who will have voting rights, a district administrator who will chair the committee, and the college curriculum administrative co-chair or designee who will serve as an assistant to the originator of the proposal.