THE "JUNIOR COLLEGE CURRICULUM" COURSE AT UCLA IS DESIGNED AS A PART OF THE STUDIES BASIC TO A DOCTORAL PROGRAM AND AS PREPARATION FOR JUNIOR COLLEGE TEACHING. STUDENTS ARE EXPECTED TO LEARN (1) TO BUILD AND SUPERVISE COURSES WHICH FIT INTO THE TOTAL CURRICULAR PATTERN OF THE JUNIOR COLLEGE, AND (2) TO TRANSLATE THEIR COURSES TO THEIR STUDENTS IN SUCH A WAY THAT MAXIMUM LEARNING MAY BE EFFECTED. THE COURSE INCLUDES NINE UNITS, EACH WITH ITS OWN VALIDATION, GOALS AND OBJECTIVES, AND LIST OF MEDIA—(1) BUILDING THE COURSE, (2) THE JUNIOR COLLEGE FUNCTIONS, FACILITIES, AND STUDENTS, (3) THE JUNIOR COLLEGE CURRICULUM, (4) LEARNING, (5) GOALS AND OBJECTIVES, (6) CLASSIFYING OBJECTIVES, (7) TESTS AND ASSESSMENTS, (8) INSTRUCTIONAL DESIGNS AND MEDIA, AND (9) THE ASSESSMENT OF CURRICULUM AND INSTRUCTION. ALL GOALS AND OBJECTIVES ARE STATED IN BEHAVIORAL TERMS, AND METHODS OF EVALUATION ARE DESCRIBED IN TERMS OF PERFORMANCE LEVEL EXPECTED. THIS DOCUMENT IS THE COURSE SYLLABUS. (WO)
THE JUNIOR COLLEGE CURRICULUM

Education 431

Graduate School of Education
University of California
Los Angeles

Arthur M. Cohen
Spring Quarter
1968
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<td><strong>Description:</strong></td>
<td>Trends, practices, problems, and issues in the development and implementation of junior college curricula and instructional procedures in relation to the functions of the two-year college and the characteristics of junior college students. This course is prerequisite to student teaching or teaching internship in the junior college.</td>
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INTRODUCTION

One of the major functions of the university is helping prepare people for service in professions. This is in accordance with its commitments to serve both students as individuals and society at large. Students gain professional training and the opportunity to enter rewarding forms of employment; society acquires skilled practitioners to carry on the necessary work of the community.

The U.C.L.A. education programs derive from these general functions of the university. The courses are designed for school and college instructors, counselors, and administrators, current or prospective, who must have certain skills and abilities in order to serve effectively in their respective positions.

The Junior College Curriculum was prepared especially for students wishing to gain:

(1) a portion of the studies basic to a doctoral program in the curriculum or higher education field.

(2) the prerequisite to student teaching or internship in the junior college.

The course's emphasis on instructional processes is due to the fact that junior colleges are primarily "teaching" institutions. All junior college personnel must, therefore, understand and be committed to student learning. At the conclusion
of this course, enrollees will be able to:

(1) build and supervise courses which fit into the total curricular pattern of the junior college.

(2) translate their courses to students in a manner that maximum desired learning may be effected.

Methods used in The Junior College Curriculum derive basically from principles of learning associated with cognitive theory.
NOTES ON THE COURSE

This course includes nine (9) units, each containing its own validation, set of objectives, and list of media.

The validation is a short statement which gives a rationale for the inclusion of the unit within the course.

The objectives are stated in terms of student behaviors with conditions and standards of performance specified. The number listed after each specific objective refers to the degree of accuracy which is considered adequate for minimal achievement of that objective. Unless otherwise stated, performance will be under usual examination conditions. Dates for assessment will be announced in class. Following is a sample objective:

The student will write ten to fifty words in response to the question, "Why did you enroll in this course?"

The achievement of all objectives at the minimum standard of competence specified does not preclude the student's learning "higher order" concepts along the way. For example, it is hoped that students will become committed to the democratic ideal of education for each person to the level of his ability and that they will gain an appreciation for the dynamics of the junior college as an educational organization. The objectives
were built and the course was arranged with these and other similar general goals in mind. But for the purposes of *The Junior College Curriculum* these goals have been translated into specific student behaviors and are, in this syllabus, communicated to the student.

Media listed include readings, field trips, and audiovisual aids. During the time allotted for class meetings, the instructor may lecture or he may guide class discussions. He may invite guests or bring in visual aids which he finds to be of help to students. He will revise "content" of the course on request and as appropriate to lead students most efficiently to the fulfillment of the objectives specified.

**Long Range Course Objectives**

On being visited within one year of completing the course, ___ percent of the students who are teaching in a junior college shall state verbally the objectives toward which the observed activities are designed to lead. Stated objectives will meet criteria of task performance and conditions.

Of the students who enter junior college teaching within one year after completing the course, ___ percent will use a system of defined outcomes in their own courses. This will be represented by their having available and/or distributing to their students complete sets of specific measurable objectives.

Of the students who enter junior college teaching within
six months of completing the course, ___ percent will be given ratings by their supervisors superior to the average of beginning teachers in that junior college.

Of the students who supervise junior college instruction within one year of completing the course, ___ percent will incorporate some phase of "supervision by objectives" in their faculty evaluation schedules.

Marking:

The instructor expects no less than 90 percent of the students to reach the base criterion level specified in 80 percent of the objectives, and thus earn a "B" grade for the course. Those students who, in addition, construct well-planned courses (as specified in Unit I) will receive an "A".
GENERAL REFERENCES

Bibliographic Sources


Texts

The student will find the following texts of value throughout the course:


Other references are noted in the outline of each unit.

These books and other material pertinent to the curriculum of junior colleges are housed in two locations:

1. Curriculum Laboratory (Moore Hall 334)
2. Education-Psychology Library (third floor, Powell Library)
GLOSSARY

Assessment: the determination of ability, skill, or attitude.

Behavior: action; demonstrated ability, skill, or attitude.

Community: the locale from which the junior college draws its students and/or its support.

Community junior college: a junior college organized and supported publicly for the purpose of providing a wide variety of programs for a broad range of students.

Curriculum: any set of courses.

Goal: the general outcome toward which the student is directed.

Junior College: any educational institution offering courses for students beyond high school and through the first two years of college.

Medium: any person, device, or situation intended to help a student learn.

Note or Select: pick the correct choice from a given list of choices.
Objective: the specific ability, skill, or attitude which the student is expected to attain.

Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation are as defined in Bloom, Benjamin: Taxonomy of Educational Objectives. Handbook I: The Cognitive Domain. Thus, the words in the objectives carry the following meanings:

Know: be able to recall data.

Understand: comprehend, translate, explain in simple terms.

Apply: relate sets of data to formulae or principles in a manner to approach accurate solutions.

Analyze: break down into relevant, component parts; deduce.

Synthesize: combine into appropriate format; induce.

Evaluate: apply criteria in order to form judgment; determine worth.
Unit I

Building the Course

Carefully designed courses are essential to the process of curriculum. Within the course framework, the goals of the college become operable as learning is directed. Teacher-student interaction gains meaning when it is pointed toward particular ends.

Objectives

**Goal:** The student will design a complete course to be included in a junior college curriculum.

**Objective:** The student will prepare an outline for a course in his subject area (students planning to student teach will build this syllabus for the course in which they will do their student teaching). He will submit two copies, one of which will be returned. Consent and general format of the outline will be as follows:
SUGGESTED CONTENTS FOR A COURSE OUTLINE

I. Title Page.
   A. Catalogue number and title of course.
   B. Name of instructor preparing outline.
   C. Name of college.
   D. Date of preparation.

II. Course Description. This should include:
   A. Curricular placement: (Transfer, terminal--to what specific curriculum is the assigned).
   B. Time assignment: Hours per week, lecture, laboratory, or activity.
   C. Description of student population (estimate).
      1. ability levels of students
      2. institutions to which students transfer or occupation which they enter
      3. anticipated student drop-out rate.

III. Glossary.

Definitions of terms used in objectives in the subject area (if appropriate).
IV. Course Contents.

A. Statement of major course objectives.
   1. validate in terms of relationship to goals of the college.

B. List of units or areas of instruction.
   1. list of unit titles
   2. time allotted for each unit

V. Materials of Instruction.

A. Statement of required texts and manuals.

B. Bibliography of library materials.

C. List of audio-visual materials: film slides, tapes, programmed instruction.

VI. Organization of Each Unit of Instruction.

A. Statement of major concepts. (Tie with course on file with Dean)
   Goals.

B. List of specific measurable objectives.
   1. type of behavior
   2. criterion of performance
   3. conditions of performance

C. Planned activities.
   1. the materials of instruction and assignments to be made
D. Pre-and-post-assessment.
   1. level of achievement intended
   2. sample of test items.

VII. Instructor’s Evaluation.
   A. Procedures for revising course.
   B. Provision for students who fail to meet level.
Unit I: Media

REQUIRED READING

1778

1570
2. Specimen Junior College Courses of Study (in Curriculum Laboratory).

SUPPLEMENTARY READING

55

1778

2

30

6

6

7

1570
Unit II

The Junior College: Functions, Facilities, Students

The junior college is an historically recent phenomenon. Its goals are drawn both from current society and from the needs of individual students. It is a pragmatic, flexible, dynamic institution.

The facilities and services of junior colleges extend far beyond the individual classrooms. The instructor should be aware of the variety of services available to his students and of the many facets of the college which can aid in the process of curriculum. He should also consider the types of students who attend junior colleges for their ages, abilities, and goals vary widely. Understanding of the nature and purpose of the institution is prerequisite to the formulation of courses and programs.

Objectives

I. Goal: The student will understand the functions of junior colleges. He will be able to apply these criteria to junior college practices.

Objective: 1. Given a list of functions performed in junior colleges, he will select the position or division commonly responsible for each function.
I. **Objective:** 2. Given a list of statements descriptive of community junior colleges, he will note whether the practices described are appropriate or inappropriate to such institutions in terms of their expressed purposes.

3. Given a description of a community and of courses in the local college, he will state, in up to 200 words, the apparent inconsistencies and make appropriate recommendations for change.

II. **Goal:** The student will understand the extent of facilities and services available in junior colleges.

**Objective:** 4. Outside of class he will write a paper of 350-850 words describing the rationale, purposes, and procedures of junior college counseling services. Paper to include reasons for counseling in the junior college, goals of counselors, process by which students meet counselors, counselors' methods for assessing outcomes, evaluation.

III. **Goal:** The student will know the numbers and types of students who enroll in junior college programs.

**Objective:** 5. Given descriptions of student types (age, sex, high school grades, aspirations), locale of junior colleges and names of junior college programs, he will note the percent of each type of student he might expect to find in particular programs.

6. Outside of class, he will write a paper of 350-700 words descriptive of the students he would expect to find in a course in his field in a local junior college. Paper to include: (1) their reasons for attending; (2) high school grade point average; (3) educational aspirations; (4) likely success in higher education; and, (5) your opinion concerning reasons for students' successes and failures in junior college courses.
Unit II: Media

REQUIRED READING


5. Visit to a local junior college.

SUPPLEMENTAL READING


3. Catalogues from California Junior Colleges.


Unit III

The Junior College Curriculum

The curriculum is the main force within the junior college. It includes a complex of courses, programs, and subject matter, but all to the end that the students move toward the cognitive and affective goals of the college.

Objectives

I. Goal: The student will understand the process of curricular development, change, and purpose.

Objective: 1. Given a list of influences on curriculum, he will note the source of each. 80

2. He will order influences on curriculum according to his idealized determination of validity stating for each, in 20 words or less, the reason for his selection. 100

3. Given a list of courses, he will note the disciplinary range in which each is commonly placed (Science, Social Science, Humanities, Communications, and Industrial Technology). 90

4. Given a list of course goals he will note the programs in which each is commonly placed (transfer, guidance, terminal-occupational, general education, and community service). 90

5. Given a list of academic subjects he will place the introduction of each into college curricula either chronologically or genealogically. 80
I. **Objective**: 6. Given a list of junior college goals, he will select the historical antecedents of their being included in college functions.

II. **Goal**: The student will be able to validate course goals.

   **Objective**: 7. Outside of class he will write a paper of 150-500 words validating the goals of a course in his field in light of the purposes of junior colleges and of the students who attend them.

III. **Goal**: The student will understand and be able to apply the term "General Education" to courses and programs.

   **Objective**: 8. Given a list of programs, courses, and course goals, he will note whether or not they fall within the usual meaning of "General Education."
Unit III: Media

REQUIRED READING

I. General Junior College Curriculum


SUPPLEMENTAL READING


II. Humanities and Communications


III. Science


IV. Social Science


V. Vocational-Technical Education

VI. Education for the Disadvantaged

Unit IV

Learning

The instructor should understand basic principles of learning theories as applied to classroom instruction. He should also understand elements which contribute to learning. Failure to consider these matters leads to improper course goals and inappropriate performance expectations.

Objectives

I. **Goal:** The student will understand the term "learning."

**Objective:** 1. Given ten multiple-choice items concerning definitions of "learning," he will answer seven correctly. Sample item: For the instructor, learning is most usefully characterized as a change in students:
   
   a. response  
   b. capability  
   c. disposition  
   d. any of these

II. **Goal:** The student will understand the principles of cognitive, stimulus-response theories as applied to learning situations.

**Objective:** 2. Given a list of terms, the student will note for each whether it derives from cognitive, stimulus-response theory.

3. Given a description of a classroom situation he will identify the element described as being associated with cognitive, stimulus-response theory.
III. Goal: The student will understand the basic principles of reinforcement.

Objective: 4. Given descriptions of learning situations, he will discriminate among those which do and those which do not afford feedback.

5. Given descriptions of learning situations, he will discriminate between immediate and less immediate reinforcement.
Unit IV: Media

REQUIRED READING

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Goals and Objectives

Objectives are the basic building blocks of the course, for through their use the instructor communicates specific expectations to his students. In this manner, direction is afforded and learning is facilitated.

Objectives

I. Goal: The student will be able to write goals which are appropriate for various chronological positions in the curriculum.

Objective: 1. Given a list of goals, he will note whether they are best placed at the beginning of a course, the end of a unit, the end of a course, or the end of a curriculum.

Objective: 2. Outside of class, he will write a set of goals (general objectives) for a course in his field. Sequence will include:

a. one long range goal
b. one to three end of course goals
c. two to five unit goals

II. Goal: The student will be able to write specific, measurable objectives.

Objective: 3. He will list and define in ten words or less the three criteria for specific objectives.
II. **Objective: 4.** Given a list of objectives, he will distinguish between those which do and those which do not meet the criteria for specific objectives.

5. Given a list of objectives, he will note the reasons they fail to meet the criteria for specific objectives.

6. Given a general objective, he will restate it as an objective or objectives which meet the criteria for specific objectives.

7. Outside of class he will write one to three specific objectives which stem from each of the goals in his set (see #2 above).
Unit V: Media

REQUIRED READING


SUPPLEMENTAL READING


6. U.C.L.A. School of Education Programmed Film Strips.
Unit VI

Classifying Objectives

For the sake of clarification and communication within the whole field of education, the Taxonomies were developed. The terms and concepts embodied in the Taxonomies have been widely adopted.

Objectives

I. Goal: The student will be able to apply taxonomic classifications to educational objectives.

Objective: 1. Given a list of objectives he will note whether the behavior patterns specified are primarily cognitive, affective, or psychomotor.  

2. Given a list of definitions, he will note whether they are descriptive of the cognitive or affective domain.  

3. Given a list of objectives, he will note the classification in the cognitive or affective domain to which each belongs.  

4. Outside of class, he will write a specific objective at each classification of the cognitive and affective domains. (total: eleven (11) objectives)
II. Goal: The student will be able to organize objectives in a logical order.

Objective: 5. Given a list of objectives, he will select the one which is prerequisite to other objectives in the course or is terminal to a course.

6. Given a terminal objective and prerequisite objectives, he will arrange the prerequisite objectives in order of complexity according to the Taxonomy.
Unit VI: Media

REQUIRED READING


SUPPLEMENTAL READING


Unit VII

Tests and Assessments

Assessment of learning serves several purposes, but primarily it determines the effect of the curriculum on each student. The ability to construct valid testing devices is prerequisite to all assessment procedures.

Objectives

I. Goal: The student will know the vocabulary of testing.

   Objective: 1. Given a list of words used in testing (stem, item, etc.) he will match them with given definitions.

II. Goal: The student will understand the uses of pre-assessments and different types of tests.

   Objective: 2. Given a list of statements descriptive of essay and quick-score tests, he will note the test type to which each applies.

   3. He will list four specific uses of pre-assessment.

III. Goal: The student will understand principles of item analysis.

   Objective: 4. Given a set of data derived from analyses of test items, he will select appropriate descriptions of each item.
IV. **Goal:** The student will be able to write test items which meet the standards of clarity and direction for such items.

**Objective:** 5. Given an essay of 500 words, he will write a test item which would lead a testee to write that essay.

6. Given an essay of 500 words, he will write a set of quick-score test items which would measure an amount of understanding comparable to that revealed in the essay. Items will be appropriately constructed, sufficient in number, and significantly related to the essay.

7. Outside of class, he will write a set of test items or specify other appropriate means sufficient to assess behaviors indicated in his objectives (see Unit V, #7).

V. **Goal:** The student will understand the relationships among goals, objectives, and assessment procedures.

**Objective:** 8. Given objectives and corresponding test items, he will distinguish the more valid items.

9. Given goals, he will select the objectives which most appropriately apply.
Unit VII: Media

REQUIRED READING


SUPPLEMENTAL READING


All materials and methods are mediational influences on learning and should be introduced in sequences most likely to enhance learning. Any controllable influence intervening between the instructor's communication of objectives and his assessment of their attainment may be considered a medium of instruction. The selection of appropriate media from all that are available is an important task.

**Objectives**

I. **Goal:** The student will be able to select appropriate instructional media.

   **Objective:** 1. Given a list of media, he will note the most useful and appropriate applications of each.

   2. Given a list of objectives, he will select media to use in a sequence most likely to lead students to fulfillment of the objectives.

   3. Given a paragraph descriptive of a situation in which students failed to meet criteria of objectives, he will select alternate media which will be more likely to aid learning.
I. **Objective:** 4. Given:

   a. description of a student population—pre-test scores,
   b. a list of objectives, and
   c. a list of media (resources) available,

   the student will select the objective most likely to be met.

II. **Goal:** The student will be able to apply criteria for selection of media to texts and programs.

   **Objective:** 5. Outside of class, he will write a paper of 250-750 words in which he compares two texts in use in his field in local junior colleges. Comparison to include:

   a. price
   b. author's biases
   c. quality of manufacture
   d. potential uses
   e. readability
   f. evaluation and recommendation

III. **Goal:** The student will design an auto-instructional program.

   **Objective:** 6. The student will define the concepts, designs, and uses of auto-instructional programs.

   7. Outside of class, he will write a paper of 350-850 words in which he designs an auto-instructional program or device for use in his subject area. Paper to include:

   a. concept to be learned
   b. instructional specifications
   c. design and sample of each type of frame
   d. method of assessing student achievement
   e. program validation procedure.

IV. **Goal:** The student will understand the facilities and services available in the junior college library.

   **Objective:** 8. Outside of class, he will write a paper of 250-750 words describing the nature and extent of an existing junior college library collection in his subject area. Include recommendations for improvement (if deemed necessary).
Unit VIII: Media

REQUIRED READING

I. General


SUPPLEMENTARY READING


II. Automated Devices

REQUIRED READING


SUPPLEMENTAL READING


9. Richmond, W. K. Teachers and Machines. London: Collins, 1965. Introduction and Chapter 4, "An Introduction to the Writing of Linear and Branching Programmes." Also see Chapter 8 for a "Specimen Program in Literary Criticism."

Unit IX

The Assessment of Curriculum and Instruction

The entire curriculum must be assessed periodically in light of changing populations and community needs or it is in danger of losing relevance. Similarly, each course within the curriculum needs regular inspection to insure that it continues to be appropriate. The assessment of curriculum, courses, and instructional achievement is a necessary, continuing process.

Objectives

I. **Goal:** The student will be able to report pupil gain toward specific objectives.

   **Objective:** 1. Given objectives and a set of reporting forms, he will select the appropriate form to use and report gain accurately.

II. **Goal:** The student will design appropriate procedures for assessing effects of junior college courses.

   **Objective:** 2. Given examples of instructional rating devices, he will list in 25 words or less their potential uses and their shortcomings.

   3. Outside of class, he will write a paper of 250-750 words in which he prepares specific guidelines for the assessment of courses. Paper to include rationale and specific, feasible procedures for evaluation.
II. **Objective: 4.** Outside of class he will write a paper of 50-300 words in which he takes and defends a position accepting or rejecting the use of specific objectives in his own teaching activities.
Unit IX: Media

REQUIRED READING


SUPPLEMENTAL READING


Instructions for Using

Student Gain Report Forms

Form A - Class Mean

Form A is used to report change in class performance on examinations. Examination items should measure gain toward specific unit objectives. Although the learning specified in more than one objective may be tested on a single examination, each objective and the exam items relating to it should be reported separately as though that objective alone had been tested. Mean scores are derived by adding correct responses for the group taking the test and dividing the total by the number of students in the group.

Form B - Task Performance

Form B is used to report the number of students who have gained ability to perform a certain task. For example, one of your objectives states that students must be able to write a paragraph which meets certain specifications. The change in number of students able to write the paragraph before and after your instructional unit is reported on this form.

Form C - Student Activity

Form C is used to report the number of students engaging in activities not measurable by examination performance. For example, one of your objectives may require students to participate in class discussion in a particular manner. Another may demand that they register for the next course in your subject area. A third objective specifies that they engage voluntarily in certain out-of-class activities. Form C is used to report student changes toward these types of objectives.
Student Gain Report Form A
Class Mean

Objective: __________________________________________________________

_________________________________________________________________

_________________________________________________________________

1. Pretest of ____ items.
2. Number of students taking pretest: ____.
3. Class mean score on pretest: ____
4. Post-test of ____ items
5. Number of students taking post-test: ____
6. Class mean score on post-tests: ____

Representative Test Item:

Comments:
Student Gain Report Form B

Task Performance

Objective: ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

1. Number of students achieving objective at pre-assessment: ____ of ____ total in group.
2. Number of students achieving objective at post-assessment: ____ of ____ total in group.

Representative assessment item:

Comments:
Student Gain Report Form C

Student Activity

Objective: _____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

1. Number of students engaging in activity at pre-assessment: ___ of ___ in total group.

2. Number of students engaging in activity at post-assessment: ___ of ___ in total group.

Comments:
<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Item Nos.</th>
<th>Level of Criterion</th>
<th>Achieved</th>
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<td>21 - 25</td>
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<td>4</td>
<td>26 - 30</td>
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<td>III</td>
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<td>31 - 38</td>
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