



COURSE DEVELOPMENT CRITERIA



**National
PASS
Center**

National PASS Center
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Introduction:

As part of its mandated nationwide coordination and standardization of Portable Assisted Study Sequence (PASS) courses, the National PASS Center, in collaboration with the primary PASS Course Dissemination Centers, and under the guidance of the National PASS Coordinating Committee, has created the following guidelines for curriculum development within the PASS framework. This information is provided as a handy reference source for program directors, curriculum writers, graphic designers, and other interested parties. If you are interested in facilitating the updating or creation of a particular PASS course for national distribution, please submit your idea, along with supporting documentation, to the National PASS Center.

What is PASS?

PASS (Portable Assisted Study Sequence) is a nationally recognized program offering mobile secondary students, and other underserved populations an alternative means of earning full or partial course credits while building critical thinking and creative problem solving skills.

For more information on PASS, visit the National PASS Center web site at:

www.npcpass.org

or call 620-223-2700 ext. 3620.

Copyrights:

There are two specific copyright areas of concern in the development and use of PASS courses.

1. In an effort to ensure the quality and consistency of materials being utilized throughout the country, courses developed under the auspices of the National PASS Center contain the following statement:

Copyright © 20XX by the National PASS Center. All rights reserved. No part of this book may be reproduced in any form without written permission from the National PASS Center.

2. Intellectual properties in the form of artwork, graphics, independently published poems, short stories, essays, articles, interviews, etc. copyrighted by third party artists, authors, publishers, or rights holders, which are included in PASS courses are used by permission. The National PASS Center has obtained these permissions with the understanding that certain restrictions apply. Any improper use of those materials could result in copyright infringements.

In order to address copyright concerns, developers should first seek to use Public Domain and/or create original graphics.

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CURRICULUM WRITER SPECIFICATIONS

Desired qualifications include:

- ✓ Certification and teaching experience in content area
- ✓ Knowledge of current teaching strategies in content area
- ✓ Excellent writing and organizational skills with ability to convey information to target audience
- ✓ Experience with multi-cultural education
- ✓ Experience incorporating technology into lessons
- ✓ Access to recent Microsoft version of Word for submission of draft manuscript
- ✓ Access to e-mail, fax and Internet
- ✓ Ability to work as part of a team

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PASS Course Content Standards

- ✓ Readability
 - 1-2 grade levels below instructional level of the course
 - Reading level stated within each course
 - Consideration given to needs of non-native speakers
- ✓ High level and amount of instruction incorporated within each unit
- ✓ Tip boxes, etc., supplied by curriculum writers
- ✓ Uniformity of icons/symbols
- ✓ Glossary
- ✓ Answer key
- ✓ Copyright information and source references provided early in development process to allow time to secure permissions
- ✓ School-to-work references incorporated within material
- ✓ Avoid gender/religious/ethnic/political biases
- ✓ Technology—provide alternative activities for students with access to computers
- ✓ Positive examples of migrant lifestyle in content and choice of literature/text
- ✓ Credentials of curriculum writers in line with PASS specifications
- ✓ Curriculum must meet standards of Common Core State Standards and those of designated states
- ✓ Test questions to incorporate
 - long and short written answers (25—40%)
 - T/F, multiple choice, matching, etc. (60—75%)
 - scoring criteria provided in Mentor Manual
- ✓ Bibliography included where necessary (eg. history courses)
- ✓ Scope and sequence provided

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Formatting Specifications for PASS Courses

- 1) Five units per semester course
- 2) Fourteen lessons per unit, with Lesson 14 as a review lesson
- 3) Pretest and unit test included for each unit
- 4) Software/hardware
 - a) recent version of Microsoft Word
 - b) MathType⁵ Mathematical Equation Editor
- 5) Font
 - a) 12 point Times New Roman or Arial
 - b) Monotype sorts used for symbols wherever possible
- 6) Margins – mirror
 - a) Inside – 1.22 inches
 - b) Outside – .88 inches
 - d) Top – 1.2 inches
 - e) Bottom – 1 inch
 - f) Header – 0.7 inch from edge
 - g) Footer – 0.7 inch from edge (be careful pg # does not kick it upward)
 - h) Gutter – 0”
- 7) Header
 - a) “National PASS Center – Month/Year” of most recent revision on all pages
 - b) justified to outside (mirror margins)
 - c) 10 point bold type
 - d) 2 1/4 point bottom border
- 8) Footer
 - a) 10 point bold type
 - b) page numbers centered
 - c) 2 1/4 point top border
 - d) odd numbered pages: lesson number right justified
 - e) even numbered pages: course name and unit number left justified
i.e. (Algebra IA – Unit 3)

PASS Course Formatting Specifications (continued)

- 9) Heading on first page of each lesson
 - a) 22 point bold; main heading; 20 point bold subhead
 - b) Left justified except for first lesson which is right justified
 - c) Diamond design on first page of first lesson, left hand side
- 10) Other headings
 - a) Bold, no colon, 12 point
 - b) “Example” and “Solution” bold, italic, no colon, 12 point
- 11) Text
 - a) 12 point
 - b) Spacing, 1.5
 - c) Left justified
 - d) Single column
 - e) Paragraph indents 3/8inch
 - f) EXCEPTION – insertion of story or article – single spaced, double column
- 12) Graphics
 - a) Icons or symbols used to highlight recurring lesson segments such as objectives, journal entry, think back boxes, etc.
 - b) Crisp, black and white line drawings—no gray scale
 - c) Avoid generic or stereotyped representations of people
- 13) Page Numbering
 - a) Unit page numbered consecutively throughout
 - b) Each lesson to begin on an odd-numbered page
 - c) If lesson ends on odd-numbered page, follow with even numbered page labeled with NOTES on first line
- 14) Auto numbering/lettering
 - a) Use period instead of parenthesis
 - b) Lower case letters
- 15) Table column headings in 10% gray scale
- 16) End of Lesson...(#) – written in bold, center justified below star symbol and followed by Section Break – next page

