

2016 ASCCC Curriculum Regional North

Presentation materials for all sessions available:

<http://www.asccc.org/events/2016-10-21-160000-2016-10-21-220000/curriculum-regional-north>

Cañada Attendees: Dani Behonick, David Johnson, José Peña, Anniqua Rana, Cindy Streitenberger

Abbreviations used

ADT = [Associate Degree for Transfer](#)

ASCCC = [Academic Senate for California Community Colleges](#)

BOG = [Board of Governors](#)

CCCs = [California Community Colleges](#)

C-ID = [Course Identification Numbering System](#)

CCCCO = [California Community College Chancellor's Office](#)

COCI = [\[California Community College\] Chancellor's Office Curriculum Inventory](#)

CTE = [Career Technical Education](#)

PCAH = [Program and Course Approval Handbook](#)

TMC = [Transfer Model Curriculum](#)

TOP = [Taxonomy of Programs](#)

Chancellor's Office Update

Raul Arambula, Jackie Escajeda, LeBaron Woodyard

10 [pilot Bachelor's Degree Programs](#) launched at California Community Colleges in Fall 2016

Changes to Title V have been proposed that will return approval of Stand Alone courses to local curriculum committees. This language has gone through CCCCCO approval processes and, ideally, this local control will be returned end of 2016/beginning of 2017. Complications for this include the release of the new 6th edition of the PCAH, new COCI coming online.

Statewide, 2079 ADTs have been approved. CCCCCO is attempting to speed-up approval process. CCCCCO reps were asked if there is any movement on the STEM ADTs that many CCCs are having trouble creating due to the high unit load (legislation limits ADTs to 60 units). The CCCCCO is aware of this issue, needs to do survey of colleges that haven't made degrees to find out the precise issue. CCCCCO/Pam Walker does not want CCCs to discontinue their equivalent local degrees (e.g. local A.S. in Chemistry) if they are unable to make the comparable ADT. One possibility is to make an exception to the 60 unit limitation for STEM ADTs. A major challenge is that the 60 unit degree limitation is written into the legislation that created these degrees (SB 1440), so any changes to this would have to go through the legislature. ASCCC is also aware of this issue and is considering a survey of articulation officers on this topic. There will be a breakout session on the UC STEM pathways at this year's plenary.

Due to severe backlog of C-ID review (due to lack of CSU reviewers in some disciplines), a group of CCC articulation officers is requesting that CCCC return to allowing submission of ADTs with courses that have been submitted but not yet approved for C-ID (suggestion: resolution at this year's ASCCC plenary?). There are concerns about whether this is appropriate – if ADT is certified, shouldn't all C-IDable courses be C-ID approved before ADT awarded to students? Could this hurt students awarded ADT before courses C-ID approved? What if course that is part of ADT in C-ID in queue has been rejected multiple times? What about ADTs that have been approved with courses in queue where courses end up rejected/conditionally approved? Should those ADTs then be pulled from that college's offerings? What does this mean for students who have already been awarded those ADTs?

What are other colleges doing around enrollment management/allowing low enrolled courses to run to allow for ADT completion?

Distance Education

- DE state authorization - must get approval from each state in which courses are being offered?
- [Online Education Resources Consortium](#) - looks @ resources that enable faculty to use/reuse copyrighted materials
- Online Education Resources Advisory Committee - provides advice to consortium, discuss policy on Online Education Resources
- Online Education Resources Library - repository for Online Education Resources developed and vetted by Online Education Resources Council, faculty can access at no cost

Statewide Curriculum Updates

[\[California Community College\] Chancellor's Office Curriculum Inventory \(COCI\)](#)

3 Phase roll-out planned

Phase 1: December 2016

12 pilot colleges & brave volunteers – testing and conversion

Phase 2: February 2017

Early adopters using new COCI

Phase 3: March 2017

Final migration - all CCCs using new COCI

Project progress

creation of new program 100% complete

creation of new course done by end of October 2016

still working on amending course proposal

For more information on COCI migration, go to <http://cccedplan.org/resource-kit/webinars> (“COCI Fall Update Webinar”)

Program and Course Approval Handbook (PCAH), 6th edition

3 parts:

- Standards & Guidelines – went to [Board of Governors](#) in July, approved
- Implementation & Submission – review scheduled for next week, will hopefully be released at same time as rest of PCAH 6th edition
- COCI Manual – can’t be created/released until COCI migration complete and issues identified

noteworthy changes from PCAH 5th edition to PCAH 6th edition

- Includes new information on [credit hour calculations](#) (see also <http://www.asccc.org/sites/default/files/Level%20III%20Hours%20to%20Units.pdf>)
- Grade of “P” okay for ADTs
- Guidelines for double-counting major/GE units in ADT submissions
- Approval of Stand Alone courses returns to local curriculum committees
- Update of Program Goals Classifications: Transfer, CTE (must have CTE TOP code), Local (replaces “Other” from PCAH 5th edition)

WestEd/5C working on a project to align TOP Codes, final product expected December 2016 (is it this?)

https://www.wested.org/wp-content/files_mf/1442942858resourcemultiplepathwaystostudentsuccess.pdf

State Curriculum Workgroup

Comprised of ASCCC members, Chief Instructional Officers/Vice Presidents of Instruction, Curriculum Specialists, CCCCCO staff, CTE faculty, noncredit faculty

Purpose: delve into curriculum process and determine means by which to streamline

1st meeting 10/13/16 @ CCCCCO

Noncredit and Contextualized Learning

Randy Beach rbeach@swccd.edu

Noncredit (NC) courses = courses offered for zero units w/o enrollment fees

Q: What about other fees? A: This is a local decision. These are waived at some CCCs, not waived at others. This may depend on # of NC classes in which student is enrolled.

Why offer NC courses?

- Accessibility - point of entry for students who would otherwise not enroll at CCC

- Flexible scheduling - no credit = no unit load = no required minimum/maximum hours for course
- Access to campus resources - students who would otherwise not come to campus and have opportunity to be connected with resources (disability center, wellness center) do come to campus and do get connected
- Focus on skill attainment rather than grades
- No repeatability restriction or 30-unit Basic Skills limitation for financial aid
- May be useful for classes below transfer level, preparation for credit programs/transfer
- CTE preparation, practice, certification
- Bridge programs to other education/career pathways
- More flexibility to tailor course curriculum to specific student population - not as many state-level requirements, may streamline approval process; not part of degree/certificate of achievement
- Can have immediate impact on students' lives/communities (underserved individuals, immigrants, economically disadvantaged)
- Opportunity for innovation - fewer state mandates impacting NC courses, so curriculum approval process can/may go more quickly
- Opportunity for repetition/practicing of a skill to become more proficient (because no repeatability limitations)
- Option for students struggling with credit courses, especially basic skills
- Provides access for underserved students
- Can be used as part of Multiple Measures Assessments
- Opportunity to "create" college students (teach them college study/readiness skills before they take transfer-level courses)

| Credit | Non-credit |
|---------------------------------------|---|
| Degrees & Certificates of achievement | Certificates of Completion & Certificates of Competency |
| Unit bearing, grades, transcripts | Hour bearing, no grades, no transcript |
| Student fees apply | No student fees |
| Not repeatable | Repeatable |
| | Limited to 10 categories |
| | Career Development & College Preparation (CDCP) |

Career Development and College Preparation (CDCP) Noncredit

Senate Bill 361, 2006

Title 5 §55151

Colleges may offer sequence of NC courses that culminate in

- Certificate of Competency - sequence of CDCP courses in short-term vocational or workforce preparation in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificate of Completion - sequence of CDCP courses in ESL or Elementary and Secondary basic skills, leading to improved employability or job opportunities
- Adult High School diploma

Areas for CDCP NC: ESL, Basic Skills, Short-term vocational, Workforce preparation

AB86/AB104 (AEBG) NC - includes same areas as CDCP noncredit + immigrant ed, courses for adults with disabilities, parenting

Course Outline of Record (COR) for courses intended for special populations must clearly demonstrate that course meets needs of those populations. COR elements are the same as for credit courses, SLOs must still be written and assessed and used in program evaluation (e.g. program review) as is the case for credit courses.

Common Questions/Places for Discussion for CCCs

What is overlap between credit and noncredit basic skills?

What is overlap between credit CTE and NC CTE?

How would repeatability of NC courses be beneficial to our students?

How do we match student needs with type of course (credit vs. NC)?

How would inequities between credit & NC faculty compensation/teaching hours impact faculty? (bargaining unit issue)

San Diego CCD has entire school of noncredit

<http://www.sdce.edu/>

Strong Workforce Recommendations: Curriculum

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Streamlining curriculum, responding to industry needs in developing new CTE programs
Industry gap between labor needed & industry-valued credentials needed.

[CCC Strong Workforce Program](#) = \$200m to create more/better CTE programs. Improve existing programs, grow to bring in more students, create new programs.

[25 Workforce recommendations adopted in 2015](#), 7 specific to curriculum (#7-12):

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

Evaluate, strengthen, revise curriculum dev process to ensure alignment

- How to use data to validate new curriculum?
- How are you training faculty/staff involved in curr dev?
- What is role of advisory committees in curr dev? SLOs?
- What conversations are happening between faculty and feeder institutions?

Program evaluation

- How often do you evaluate need for your program (at college, in community)?
- Does your program review call out CTE for unique evaluation?
- Do you have viability/discontinuance process?

Curricular portability

- C-ID/TMC system for CTE courses, certificates and degrees to enable articulation across institutions
- Recognizing prior learning and work experience and awarding credits/AP toward CTE pathways
- Encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, workbased learning opportunities and other support services

Effective practices

- Develop website repository of CTE model curricula that faculty and colleges can select and adapt to their needs
- Develop interactive system where regional industry stakeholders can provide feedback to validate & enhance quality of CTE programs

Repeatability

- How have you responded to repeatability in CTE courses?
- Have you researched impact on skill builders?
- Is there criteria for the evolution of course content?

Dual Enrollment

For further information, please go to:

http://www.careerladdersproject.org/wp-content/uploads/2015/12/FAQ-DETOOLS_10.3.docx.pdf

Assembly Bill 288 (Holden) *(from Community College League of California)*

College and Career Access Pathways Act (Concurrent Enrollment) As amended July 14, 2015

Sponsored by: Board of Governors of California Community Colleges, Community College League of California, and Los Angeles Community College District.

Summary:

AB 288 would authorize the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district to offer or expand dual enrollment opportunities for students who may not already be college bound or are from groups underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career-technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. The bill outlines the conditions that must be met prior to the adoption of a CCAP partnership.

With College and Career Access Pathways (CCAP) Partnerships:

Courses Taught at Community Colleges -

- Allow CCCs to assign priority enrollment and registration to high school students enrolling in courses required for a partnership program.
- Special part-time students can enroll in up to a maximum of 15 units per term (no more than 4 classes) only if the units are part of a CCAP academic program designed to award students both a high school diploma and an associate's degree.

- No fees for high school students.

College Course Taught at the High School -

- College courses offered at a high school during the regular school day are limited solely to high school students.
- CCDs will be credited with additional units of full-time equivalent students (FTES).
- Remedial courses taught by community college faculty at the high school will only be offered to students testing as nonproficient in math, English, or both, based on a 10th or 11th grade formative assessment, as determined by the school district.

Funding -

- State allowance or apportionment will not be provided for the same instructional activity for which the partnering district has been, or shall be, paid.
- Places a statewide 10% cap on the total number of special part-time or full-time students that can be enrolled in the community college system.

Partnership Parameters -

- Prohibits a community college district from entering into a CCAP partnership with a school district within the service area of another community college district, unless an agreement exists or is established between the community college districts authorizing the partnership.
- Must certify that no community college instructor or qualified high school teacher has been displaced or terminated as a result of the CCAP partnership.
- Must certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense.
- Must certify that CCAP partnership will not lead to the displacement of otherwise eligible adults in the community college.
- Must comply with local bargaining agreements and all state and federal reporting requirements.
- CCAP partnership shall specify which district will be the employer of record.

Reporting

Requirement -

- Total number of students enrolled at each schoolsite by gender and ethnicity.
- Total number of CCC courses
- Course completions, including percentage of course completions by category, type, and schoolsite.

- Total number of full-time equivalent students (FTES) generated by students in CCAP partnerships.
- Includes a sunset clause that would eliminate the law on January 1, 2022 and includes reporting language from the Chancellor's Office to examine the sunset.