



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, November 19, 2015
 12:50 p.m. –Board Room

Present:	<input type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Tina Aguirre	<input type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input checked="" type="checkbox"/> Daniel Gilison	<input checked="" type="checkbox"/> Carol Hegarty
	<input checked="" type="checkbox"/> Allyn Leon	<input type="checkbox"/> Jose Lopez	<input type="checkbox"/> Norma Nava	<input type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input checked="" type="checkbox"/> Jose Ruiz	<input checked="" type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Veronica Soto
	<input type="checkbox"/> Kevin White	<input checked="" type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Alejandra Vasquez Christine Bermudez	
Consultants:	<input checked="" type="checkbox"/> Ted Cesar	<input type="checkbox"/> Becky Green	<input type="checkbox"/> Gloria Hoisington	<input checked="" type="checkbox"/> Ashok Nainpally
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Jill Nelipovich	<input type="checkbox"/> Norma Nunez	<input checked="" type="checkbox"/> Efrain Silva
Ex-officio	<input checked="" type="checkbox"/> Michael Heumann			
Visitors:				
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Frank Rapp called the regular meeting of the Imperial Valley College Curriculum Committee to order at 12:58 pm on Thursday, November 19, 2015.

B. Approval of the Minutes

1. Regular Meeting of November 5, 2015

M/S/C (Blek/Leon) to approve the minutes of the November 5, 2015, regular meeting of the Curriculum Committee, as presented.

II. Action Items

A. Rubric

1. New Rubric

a. COMM – Communication Studies

M/S/C (Blek/Leon) to approve the addition of the course subject rubric COMM, effective 2016-2017. The motion carried.

B. Credit Courses

1. Revised Courses

- a. BIOL 180 – General Biology: Molecules, Cells & Genetics (4)
- b. MATH 119 – Elementary Statistics (4)
- c. MATH 122 – Finite Mathematics (3)
- d. MATH 170 – Introductory Calculus with Applications (4)
- e. MATH 192 – Analytic Geometry and Calculus I (4)
- f. MATH 194 – Analytic Geometry and Calculus II (4)
- g. MATH 210 – Multivariable Calculus (4)

- h. **MATH 220 – Elementary Differential Equations (3)**
- i. **MATH 230 – Introduction to Linear Algebra (3)**
- j. **MATH 240 – Discrete Mathematics (3)**
- k. **PHYS 200 – General Physics I (4)**
- l. **PHYS 202 – General Physics II (4)**
- m. **PHYS 204 – General Physics III (4)**

M/S/C (Gilison/Leon) to approve the revision to the above courses a. through m. as indicated in CurricUNET, effective 2016-2017. The motion carried.

2. New Courses

- a. **CSI 150 – Corrections Officer Core Course (15)**
- b. **GEOG 111 – Physical Geography Laboratory (1)**

M/S/C (Aguirre/Soto) to approve the addition of CSI 150 and GEOG 111, to the credit curriculum, effective 2016-2017, as presented. The motion carried.

C. Distance Education Courses – Addendum Documentation

1. GEOG 111 – Physical Geography Laboratory (1)

M/S/C (Soto/Leon) to approve the Distance Education Addendum for GEOG 111, effective 2016-2017, to provide greater access and allow the inclusion of all modalities of learning, as presented. The motion carried.

D. Degrees and Certificates

1. New Degree

- a. **Computer Science for Transfer Degree**

M/S/C (Leon/Gilison) to approve the addition of the Computer Science for Transfer degree, effective 2016-2017, as presented. The motion carried.

The local degree will be deleted at the next meeting.

E. Curriculum Policies and Procedures

1. BP/AP 4800 Athletics

M/S/C (Leon/Soto) to approve the revision to Board Policy (BP) and Administrative Procedure (AP) 4800, Athletics, effective pending Board approval, as presented. The motion carried.

III. Discussion Items

1. Prerequisite-Corequisite-Advisories Guide (Second Draft)

The subcommittee will be finalizing the revalidation procedure and will bring the final document to the committee for voting at the December or February meeting.

2. AP 4235 Credit by Exam

AP 4235, page 3, D. Office of Instruction Procedures, states that the Office of Instruction shall compile and maintain a list of possible classes and interested instructors for Credit by Examination. At this time no list exists. Frank asked department chairs to address this in their meetings to facilitate the creation of a list of

possible courses and asked that departments consider providing an example of what the credit by exam would be.

IV. Information Items

- 1. Curriculum Regional Meeting Update – Dixie**
Notes attached.

V. Other Items

Veronica Soto – Liberal Studies – General Option needs to be reactivated. This option needs to be retained to assist students with transferring locally. The Elementary Teacher Education for Transfer degree contains coursework that is not required for our students to transfer to SDSU. The ADT is still a good choice for those students transferring to other colleges that accept the ADT. It will be included in the next agenda to reinstate the Liberal Studies General Option local degree.

VI. Next Regular Meeting: December 3, 2015, 12:50pm in the Board Room

VII. The meeting adjourned at 1:45 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

CC Meeting 11-19-15				Banner	State
BIOL 180	General Biology: Molecules, Cells & Genetics	4	Update to content, objectives and texts		
CSI 150	Corrections Officer Core Course	15	New Course		
GEOG 111	Physical Geography Laboratory	1	New Course		
MATH 119	Elementary Statistics	4	Update Course Description, Objectives, and Content to satisfy C-ID requirements. Textbooks updated.		
MATH 122	Finite Mathematics	3	Update Course Description, Objectives, and Content to satisfy C-ID requirements. Textbooks updated.		
MATH 170	Introductory Calculus with Applications	4	Update Course Description, Objectives, and Content to satisfy C-ID requirements.		
MATH 192	Analytic Geometry and Calculus I	4	Update to title, units from 5 to 4, updated objectives and content.		
MATH 194	Analytic Geometry and Calculus II	4	Update to title, units from 5 to 4, updated objectives and content.		
MATH 210	Multivariable Calculus	4	Update to title, units from 5 to 4, updated objectives and content.		
MATH 220	Elementary Differential Equations	3	Update Course Description, Objectives, and Content to satisfy C-ID requirements.		
MATH 230	Introduction to Linear Algebra with Applications	3	Update Course Description, Objectives, and Content to satisfy C-ID requirements.		
MATH 240	Discrete Mathematics	3	Update Course Description, Objectives, and Content to satisfy C-ID requirements.		
PHYS 200	General Physics I	4	Units from 5 to 4, revision to hours		
PHYS 202	General Physics II	4	Units from 5 to 4, revision to hours		
PHYS 204	General Physics III	4	Units from 5 to 4, revision to hours		

PROGRAMS				
COMPUTER SCIENCE FOR TRANSFER			ADT created to comply with SB1440	

IMPERIAL COMMUNITY COLLEGE DISTRICT
BP 4800 Intercollegiate Athletics

Reference:

Education Code Sections 78223, 66271.6, 66721.8, and 67360 et seq.;

20 U.S. Code Sections 1681 et seq.;

ACCJC Accreditation Standard II.C.4

The District shall maintain an organized program for men and women in intercollegiate athletics. The District will offer opportunities for participation in athletics equally to male and female students consistent with state and federal law. ~~The program shall not discriminate on the basis of gender in the availability of athletic opportunities.~~

The CEO shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCAA) Constitution and Sport Championship Handbooks ~~Guides~~, and appropriate Conference Constitution regarding student athlete participation.

See AP 4800

IMPERIAL COMMUNITY COLLEGE DISTRICT
AP 4800 Intercollegiate Athletics

Reference:

Education Code ~~Sections 78223~~, 66271.6, 66271.8, and 67360 et seq.;
Title IX, Education Amendments of 1972;
ACCJC Accreditation Standard II.C.4

1. Imperial Valley College administers its intercollegiate athletics program in accordance with the rules and regulations adopted by the California Community College Athletic Association (CCCCAA) ~~Commission on Athletics (COA)~~ and the Pacific Coast Athletic Conference. The ~~COA-CCCCAA~~ Constitution and Bylaws and Pacific Coast Athletic Conference Constitution can be found at the following links:

~~COA-CCCCAA~~ Constitution and Bylaws:

~~<http://www.coasports.org/publications/constitution.html>~~

<http://www.cccaasports.org/constitution.asp>

~~PCG-PCAC~~ Constitution: ~~<http://www.paccoastconf.com/PCGConstitution.pdf>~~

<http://paccoastconf.com/about/PCACConstitution.pdf>

In addition to the student-athlete eligibility requirements found in the ~~COA~~ CCCCAA Constitution and Bylaws, student-athletes must observe the college's Standards of Conduct for students, which are included found in AP 5500, Standards of Conduct.

2. Each student-athlete meets annually with Athletics Department staff to review applicable rules and policies.
3. The Athletic Director annually completes the report, "Equity in Athletics California Community Colleges Self Review," and maintains the report in the Athletics Department.
4. A ~~Commission on Athletics/Pacific Coast Conference~~ CCC Athletic Association/Pacific Coast Athletic Association Program Review is conducted at least once within every five (5) years.
5. An annual in-service for athletic staff is conducted by the Athletics Department no later than the last Friday in August.
6. Each October the Athletic Director completes and submits a mandatory Federal survey (the Equity in Athletics Disclosure Act of 1994) to the U.S. Department of Education.

The Athletic Director is delegated authority from the Vice President for Academic Services for developing, implementing, and monitoring the foregoing procedures.



AP 4235 Credit by Examination

Reference: Title 5, Section 55050

Credit by Examination Regulations

1. A student must have a minimum cumulative grade point average (GPA) of 2.0.
2. A student must be in good standing and have no financial obligations owed to Imperial Valley College (IVC).
3. The course identified for Credit by Examination must be listed in the current IVC catalog.
4. A student may complete Credit by Examination of an individual course only once.
5. A grade of incomplete (I) may not be assigned for Credit by Examination. NOTE: the student's grade shall be recorded on his/her academic record, even if it is substandard. The student will not have the option of rejecting a substandard grade, except in the case of High School Credit by Examination.
6. Credit by Examination counts as an enrollment for repeatability purposes.
7. Basic Skills courses, laboratory courses, physical education activity courses, and basic courses in the student's native language are excluded from Credit by Examination consideration.
8. Credit by Examination is not available where:
 - a. The student has already completed a more advanced course in the discipline.
 - b. The student has previously received an evaluative symbol grade (A, B, C, D, F, W, CR, P, NC, or NP) for a course taken at IVC or another college.
 - c. The student who has failed a Credit by Examination test cannot petition to retake the course by Credit by Examination.

9. Grades issued upon completion of Credit by Examination will be included in the calculation of the student's grade point average and for determining scholarship awards.
10. Credit by Examination shall only be available in Fall or Spring semesters. The student must be enrolled in an approved CTE/High School articulated program during the semester in which the credit by exam is attempted.
11. The petition must be completed and submitted to the Office of Instruction by the beginning of the fifth (5th) week of the semester and exam completed before the end of the semester.

A. Student Procedures

1. The student must meet with a counselor to discuss Credit by Examination eligibility, procedures, and regulations.
2. The student must obtain the Credit by Examination petition form from the counselor. Each examination requires a separate petition form.
3. The student must complete the Course Identification and the Eligibility Determination sections with a counselor who will verify eligibility.
4. The student is responsible for obtaining the appropriate signatures required for the petition and for paying appropriate fees.
 - a. The student must obtain agreement, approval, and signature from the full-time faculty member who will administer the examination. It is recommended that the arrangements for completing the examination and the actual administration be made between the student and the instructor at this time.
 - b. The student must obtain the approval of the appropriate Department Chair and Division Dean.
 - c. The student must pay applicable enrollment and administrative fees in the IVC Business Office.
 - d. The student must then submit the completed Credit by Examination petition form to the Office of Instruction, location: Building 10, Office 40.
5. The student will attempt the Credit by Examination test in the place and the time arranged with the instructor.

B. Counselor Procedures

1. The Counselor will be available to review Credit by Examination eligibility, procedures, and regulations with interested students.
2. The student should be advised that the use of units awarded through the Credit by Examination to establish eligibility for athletics, financial aid, and veteran's benefits is subject to the rules and regulations of the external agencies involved.
3. The Counselor will assist the student in completing the Course Identification and Eligibility Determination sections, including verification of the student's eligibility under current policy, procedures, and regulations.
4. The Counselor will assist the Economic and Workforce Development Division with the CTE/High School program by presenting an orientation, the IVC admission application (CCC Apply), and the completion of the Credit by Examination petition form prior to the exam being given.

C. Business Office Procedures

1. Upon receipt of the appropriate enrollment and administrative fees, the IVC Business Office staff will complete and initial the Payment of Fees section of the Credit by Examination petition form.
2. The Credit by Examination fee for resident or non-resident students is the current enrollment fee per unit rate of the District.

D. Office of Instruction Procedures

1. The Office of Instruction shall compile and maintain a list of possible classes and interested instructors for Credit by Examination. This list shall be provided for Student Services for distribution to the counseling staff. The listing of a course does not guarantee/mandate the availability of an instructor in the discipline. The listing of an instructor does not guarantee/mandate the instructor's availability for Credit by Examination.
2. Upon Receipt by the Credit by Examination petition form from the student, the Office of Instruction staff will verify completeness, notify the instructor of record, and hold the petition form pending grade by the instructor.
3. Once the instructor of record has submitted a grade and signed the Grade Assignment section of the Credit by Examination form, and upon the signature of the Vice President for Academic Services (or designee), the Office of Instruction will forward the petition form and grade to Admissions and Records for posting of the student's grade and filing of the completed petition form.

4. CTE/High School articulated programs will be processed via the Economic and Workforce Development Division in conjunction with the Office of Instruction.

E. Admissions and Records Procedures

1. Once the Admissions and Records (A&R) Office receives the completed Credit by Examination petition form, with the examination date, grade awarded, and signatures of the administering instructor and Vice President of Academic Services (or designee), the A&R office staff will post the final grade and the Credit by Exam document to the student's permanent record.
2. The results of the Credit by Examination test, with the grade and grade points, will be entered on the student's permanent record with clear notation that the credit was earned by examination.

F. Instructor Procedures

1. The instructor will meet with the student to discuss the possibility of developing and administering Credit by Examination. If the instructor agrees, the instructor will sign the Credit by Examination petition form where appropriate. At that time, it is recommended that the student and instructor set a tentative schedule for the time and place where the examination will be given.
2. The examination itself may take any appropriate form such as written, oral, demonstration, or a combination of methods. A copy of the course outline and/or other pertinent information may be provided to the student to help the student prepare for the examination.
3. The instructor will develop an examination which covers the scope and content of the course identified with regard to the official Course Outline of Record (COR). The instructor may also wish to correlate the examination with the Student Learning Outcome(s) identified for the course.
4. After the instructor has been notified by the Office of Instruction that the fees have been paid and the petition has been received (D.2 above), the instructor will proctor the examination as scheduled with the student.
5. The CTE faculty member will, in conjunction with Economic and Workforce Development Division, notify students of the outcome of the Credit by Examination and provide copies of the exam and results to the appropriate Department Chair and Division Dean.
6. The instructor will grade the examination and submit the grade (and copy of the examination) to the Office of Instruction within the time specified by the Faculty Contract. At that time, the instructor will complete and sign the Grade Assignment section of the Credit by Examination petition form.

G. CTE/High School Student and Faculty Regulations and Procedures

1. Regulations

- a. An approved course articulation agreement must be established between the appropriate high school and Imperial Valley College (IVC) before Credit by Examination can take place.
- b. Only high school students enrolled in articulated courses are eligible to take the Credit by Examination.
- c. The high school student must have an overall GPA of a 2.0 or higher.
- d. The high school student must complete the CTE/HS course with a grade of "C" or higher and successfully pass the IVC Credit by Examination test to receive college credit.
- e. Enrollment and administrative fees will not be charged for credit earned through CTE High School Credit by Exam.

2. Applying For Credit by Examination Career Technical Education Transitions Process

- a. A Student must be registered and in good standing to earn college course credit.
 - 1) A student will be considered "in good standing" once they have completed the IVC admission application and will hold that status until the student's actions or performance result in a loss of that standing.
 - 2) A student will be considered "registered" at the college by submitting an active admission application for the term in which the college credit is being earned.
- b. Within 18 months of high school graduation date, student must complete and submit:
 - 1) IVC Application for Admission;
 - 2) Petition for High School Credit by Examination articulated course credit. [Note: Multiple courses may be listed on the petition, but must match agreements in place during time of high school enrollment. Parent permission is required for all students under the age of 18.]

- c. Student submits the document listed in 5.b to the CTE Transitions Office.
- d. The CTE Transitions Office verifies student information on the Petition for CTE Credit, attaches the completed Credit by Exam petitions and forwards the petition forms to the Office of Admissions and Records.
- e. The IVC Office of Admissions and Records will record the college credit on the student's academic record in the term the credit is processed.



Academic Senate for California Community Colleges

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CURRICULUM REGIONAL MEETINGS

Saturday, November 14, 2015

Design Technology Center, Building 13

Mt. San Antonio College

1100 N. Grand Avenue

Walnut, CA 91789

Agenda

- 9:00-9:30 Registration and Sign-in
- 9:30-9:45 Welcome and Introductions – John Freitas, Curriculum Committee Chair
(Room 13-1700)
- 9:45-10:45 Chancellor's Office Update - Jackie Escajeda, Chantee Guiney, Erin Larson, Leslie LeBlanc, Stephanie Ricks-Albert, Rachel Stramm
(Room 13-1700) *New CI system.*
- 10:45-11:00 Break
- 11:00-12:00 Statewide Curriculum Updates (Room 13-1700)
- PCAH Update and C-ID/ADT Update - Erik Shearer, SACC Co-Chair
 - UC Transfer Pathways Updates – John Freitas/Ginni May, ASCCC North Representative, Julie Bruno, ASCCC Vice President
- 12:00-12:30 Lunch
- 12:30-1:00 Reconvene for Q&A –Chancellor's Office and Curriculum Committee
(Room 13-1700)
- 1:10 -2:10 First Breakout Session (see descriptions for locations)
- Topics for New(er) Curriculum Chairs, Specialists and Administrators
 - Give Your Curriculum Process a Tune-Up: Making Curriculum Processes Effective and Efficient
 - They Showed Us the Money, Now Give Them the (Non)Credit: Effectively Implementing CDCP Noncredit
- 2:20-3:20 Second Breakout Session (see descriptions for locations)
- SLOs and Course Objectives
 - Distance Education: Separate Curriculum Approval and Regular/Effective Contact
 - Curriculum Training
- 3:20 Meeting Concludes

First Breakout Session 1:10 – 2:10

Topics for New(er) Curriculum Chairs, Specialists and Administrators (Room 13-1700)

Lori Bennett, Executive Vice President, Moorpark College

Diana Hurlbut, Irvine Valley College

Erik Shearer, Napa Valley College

Tiffany Tran, Irvine Valley College

NEW to curriculum management? Wondering WHO the important members of your college are that are involved in the development of curriculum? Wondering WHO the important staff are at the Chancellor's Office? Then this breakout is for you! Curriculum management is vital for our colleges. Many college personnel are involved in order to make this a successful process. This breakout provides an introduction to the responsibilities of all the people involved from creating a course and or program at the college level all the way up to state chancellor's office. Join us for an overview of curriculum management and gain an appreciation for the role you and your colleagues play in curriculum development.

Give Your Curriculum Process a Tune-Up: Making Curriculum Processes Effective and Efficient (Room 13-1220)

John Freitas, ASCCC Executive Committee

Ginni May, ASCCC Executive Committee

Julius Sokenu, Dean of Student Learning, Moorpark College

With the recent Workforce Task Force recommendations, there is a renewed sense of urgency for improving local curriculum processes to make them more effective and efficient. Because of this urgency it is important that local senates and curriculum committees review their local processes as soon as possible to identify areas of weakness and move to implement improvements. In this breakout recommendations will be provided on what local senates and curriculum committees can do to tune up their curriculum approval processes and stay ahead of the curve in response to the recommendations of the Workforce Task Force.

They Showed Us the Money, Now Give Them the (Non)Credit: Effectively Implementing CDCP Noncredit (Room 12-1280)

Cheryl Aschenbach, ASCCC Executive Committee

Ann Lowe, College of the Canyons

Recent legislation has resulted in the equalization of Career Development and Career Preparation (CDCP) noncredit apportionment with credit apportionment. With this increased funding for noncredit instruction comes an expectation that colleges will move quickly to develop and implement innovative noncredit curriculum that improves student success in credit classes or improves opportunities for employment. The basics of CDCP noncredit curriculum will be discussed and the efforts to develop and integrate CDCP noncredit into the instructional program at College of the Canyons will be presented. Attendees will learn what CDCP noncredit is and what curriculum-related discussions and actions are needed to develop and implement CDCP noncredit curriculum in ways that truly help students succeed.

Second Breakout Session 2:20 – 3:20

SLOs and Course Objectives (Room 12-1280)

Diana Hurlbut, Irvine Valley College

Ginni May, ASCCC Executive Committee

Sofia Ramirez-Gelpi, Allan Hancock College

Title 5 requires objectives to be included in the course outline of record. The 2014 Accreditation Standards require student learning outcomes to be included in the official course outline. What are the differences between SLOs and objectives? Are both in your course outlines of record? Come join our breakout for information on the requirements and a discussion on how you can make useful distinctions between these elements.

Distance Education: Separate Curriculum Approval and Regular/Effective Contact (Room 13-1220)

Lori Bennett, Executive Vice President, Moorpark College

Dolores Davison, ASCCC Executive Committee

Michael Heumann, Imperial Valley College

Distance education is under increased scrutiny as more courses are offered online. There are requirements for programs of study that may be offered through an online modality, there are curriculum regulations requiring separate course approval, and there are rules regarding regular/effective/substantive contact that curriculum committees must understand and faculty must follow. How is your college dealing with these issues? How are courses selected for online instruction? How does the separate approval process work? How is distance education evaluated on your campus, and what standards are used to evaluate this effectiveness? How do the new accreditation standards impact all of these questions? Join us for a discussion of all things D.E. in the context of curriculum.

Curriculum Training (Room 13-1700)

Jackie Escajeda, Dean of Curriculum and Instruction, Chancellor's Office

Chantee Guiney, Curriculum and Instruction Unit, Chancellor's Office

Erin Larson, Curriculum and Instruction Unit, Chancellor's Office

Leslie LeBlanc, Curriculum and Instruction Unit, Chancellor's Office

Stephanie Ricks-Albert, Curriculum and Instruction Unit, Chancellor's Office

John Freitas, ASCCC Executive Committee (Facilitator)

Are you a new to curriculum management? Are you new to using the Chancellor's Office Curriculum Inventory? Then this session is for you! Join the Curriculum and Instruction Unit staff for an intensive training session on the Curriculum Inventory.

THEY SHOWED US THE MONEY, NOW GIVE THEM THE (NON)CREDIT – EFFECTIVELY IMPLEMENTING CDCP

Cheryl Aschenbach, Lassen College
Ann Lowe, College of the Canyons

ASCCC Fall 2015 Curriculum Regionals
November 13 and 14



Academic Senate
for California Community Colleges

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Outcomes for Today

- Gain an overview of CDCP noncredit
- Learn from the experiences of a college that is building its CDCP noncredit program

Noncredit Serves the Most Underserved Members of Our Communities

- Often the neediest, most underserved members of our communities can be served by noncredit – look at the goals in your college’s SSSP and Equity Plans

- Wide range of goals, generally attempting to gain skills needed for:
 - Personal/family
 - Employment
 - Educational transition, pre-collegiate skills

ABCs of Noncredit

- Regular noncredit
 - Stand alone courses, 10 categories

- CDCP – Career Development College Preparation (Defined in Ed Code §84760.5)
 - (Enhanced Funding, SB361 – 2007)
 - **Equalized Funding (SB860 – 2014) – Equalized to Credit Rate**
 - Noncredit Certificates of Competency and Completion
 - Sequences of courses

- Open-entry/Open-exit vs. Managed Enrollment

- FTES Generation – “positive attendance” versus census date

- AB86

- **Important: Noncredit is not community services!**

Noncredit Courses

- 10 categories of noncredit courses are eligible for state funding (§58160, CB22) (p. 96 and 190 of PCAH, Program Course Approval Handbook, 5th Edition)
 - English as a Second Language
 - Immigrant Education (including citizenship)
 - Elementary and Secondary Basic Skills (incl. supervised tutoring)
 - Health and Safety
 - Courses for Adults with Substantial Disabilities
 - Parenting
 - Home Economics
 - Courses for Older Adults
 - Short-Term Vocational (incl. apprenticeship)
 - Workforce Preparation

Credit vs. Noncredit

Credit

- Degrees, certificates of achievement
- Generates apportionment
- Student fees apply
- Degree applicable and non-degree applicable (developmental/basic skills)
- Unit bearing
- Not repeatable

Noncredit

- Certificates of completion, certificates of competency
- Generates apportionment: two levels
- CDCP apportionment now same level as credit
- No student fees
- No units
- Repeatable
- Limited to 10 different categories (CDCP = 4 categories)

Course Outline of Record Required

- **Title 5 §55002(c)(2)** - The course outline of record shall specify the following:
 - Number of contact hours normally required for a student to complete the course
 - Catalog description,
 - Objectives,
 - Contents in terms of a specific body of knowledge
 - Instructional methodology
 - Examples of assignments and/or activities
 - Methods of evaluation for determining whether the stated objectives have been met
- **No distinction in quality between regular and CDCP noncredit**
- **All noncredit courses must be approved by the local academic senate (curriculum committee), by the local governing board and the Chancellor's Office.**

Career Development and College Preparation (CDCP) Noncredit

- CDCP requirements established in Ed Code §84760.5
- CDCP "prepares students for employment or to be successful in college-level credit coursework."
- CDCP courses must be sequenced and lead to certificates
- CDCP Enhanced Funding Categories:
 - ESL
 - Math and English Basic Skills
 - Short-term Vocational (Short-term vocational program must be determined by the Chancellor, in consultation with the Employment Development Department, to have high employment potential)
 - Workforce Preparation (speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training)

CDCP Certificates - Defined

- **Certificate of Completion**
 - Sequence of CDCP courses in Short-term Vocational or Workforce Preparation
 - Defined in Title 5 §55151(h)
- **Certificate of Competency**
 - Sequence of CDCP courses in ESL or Elementary and Secondary Basic Skills
 - Defined in Title 5 §55151(i)
- **Standards for approval (Title 5 §55151(j))**
 - Determined by local curriculum committee
 - Use same standards of quality as established in Title 5 §55070 for credit certificates

Certificate Approvals by CDCP Category, 2014-2015

Source: CCC Chancellor's Office presentation to ACCE October 19, 2015 in Sacramento, CA

CDCP Instructional Domain	Certificates of Completion	Certificates of Competency	Total
ESL/VESL	147	30	177
Basic Skills	61	23	84
Workforce Preparation	23	2	25
Short-term Vocational	283	39	322
Total	514	94	608

Selected Senate Positions on Noncredit

- Resolution 9.07 F07 – Encourage dialog between credit and noncredit faculty
- Resolution 9.02 F11 – Equalize CDCP apportionment with credit apportionment (less student fees)
- Resolution 14.02 S14 – Urge local implementation of noncredit progress indicators
- Resolution 7.01 F14 – Revise the FON calculation to include full-time noncredit faculty
- Resolution 17.05 S15 – Urge that local senates establish noncredit liaison positions

Why Have CDCP Noncredit Programs? Some Benefits/Opportunities for Students Include...

- Multiple pathways for transfer and non-transfer students
- Students have many options if they are not eligible for financial aid.
- More flexible scheduling
- More options for students who are struggling with passing credit courses
- Students can develop the requisite skills to be successful in credit courses
- Successful completion of noncredit courses can be part of multiple measures assessments
- Students don't use up basic skills units.

Engaging Faculty in CDCP Noncredit Conversations

- Faculty should lead in the creation of a *shared vision* for noncredit curriculum development.
- Identify funding sources to support faculty in taking leading roles in curriculum changes and full participation at the local level
- Ensure faculty oversight of all new curriculum collaborations
- Ensure curriculum and program changes drive funding conversations

Local Conversations on CDCP – Challenges

- FON – full-time noncredit faculty not included
 - Reliance part-time faculty
- Stigma attached to noncredit, whether fair or not
 - of noncredit course/program value
 - of faculty – lower minimum qualifications
 - of teaching “low” levels
- Higher workloads and lower pay
- Overlap with credit (ESL, Basic Skills, CTE)

Building and Expanding CDCP



What College of the Canyons Is Doing

Motivation for Change at College of the Canyons

- Daunting reality: Approximately 6% of COC arithmetic students complete college-level math
- Commitment to Evidence-based Student Success Models
- Creation of statistics pathway – Intermediate Algebra for Statistics
- Redesign of Pre-Algebra to include necessary arithmetic topics
- Design of Basic Arithmetic Skills Certificate of Competency (Noncredit)
- Repurposing sections of arithmetic to higher-level Math
- Financial Aid and Registration purpose benefits

Statewide Initiatives in Place to Support Change

- CDCP funding changes
- 3SP and Student Equity
- AB 86/AEBG
- College's commitment to Career Pathways

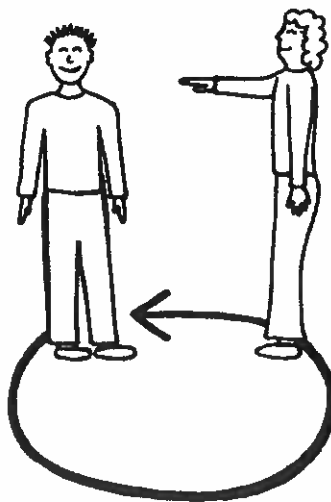
Team Effort

- Dialogue and leadership from the Math Faculty
- College wide FLEX sessions educating faculty about non-credit pathways
- Support from the Chancellor, CIO, Institutional Research, Student Services, Student Equity and Basic Skills Coordinator
- Expedited approval by the College's Academic Senate and Curriculum Committee
- Approval by the State Chancellor's Office
- ACCJC and Substantive Change Proposal update

Next Steps at College of the Canyons

- Offerings of noncredit Basic Arithmetic Skills courses
- Open Educational Resources
- More accurate and fair placement system that recognizes the difference math pathways (STEM/Business and Statistics)
- Program viability
- Contract

Now It's Your Turn!



Resources

Academic Senate for California Community Colleges. (2006). The Role of Noncredit in the California Community Colleges. Sacramento, CA.

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Legislative Analyst's Office. (2012). Restructuring California's Adult Education System. Sacramento, CA.

Shaw, Leigh Anne and Candace Lynch-Thompson. (2014). Trojan Horse or Tremendous Godsend? Retooling Adult Education in a New Era. *Rostrum* (October 2014). Sacramento, CA.

Questions?

Thank you!

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SB 440

- To date, 58 community colleges have met the SB 440 requirement
- 26 colleges are 1 away from meeting the obligation
- 20 are 2 away from meeting the obligation
- 9 colleges are 3 or more away

