CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
TELECONFERNCE #6759
AGENDA
September 13, 2017
1:30pm-3:00pm

1. **Call To Order/New Committee Members:**

2. **Public Comments:**

3. **Review and Approval of September 6, 2017 Expanded Summary Notes:**

4. **Discussion Items:**

    4.1. **Curriculum Guidelines for Review:**
    1. **Dean**
    2. **Coordinator**
    3. **Curriculum Representative**
    4. **Discipline Review**
    5. **Technical Review Committee**
    6. **Curriculum Committee Member**
    7. **Others:**
        4.1.7.1. **Faculty**
        4.1.7.2. **Faculty Senate**
        4.1.7.3. **Governing Board**

    4.2. **Curriculum Committee Goal: Guided Pathways (Packet):**

    4.3. **First and Second Reading Approvals (ASCC):**

    4.4. **Adding a Faculty Member to the Curriculum Committee to Represent Workforce Preparation and act as the CTE Liaison:**

5. **Miscellaneous:**

6. **Consent Agenda:**

    6.1. CHIN-1 title "Elementary Mandarin Chinese I" has been named "Elementary Mandarin Chinese 1"; CHIN-2 title "Elementary Mandarin Chinese II" has been named "Elementary Mandarin Chinese 2" in order to match the numbering in titles for all the Spanish courses and French courses per faculty request.

    6.2. Items approved for first reading with clean proposals. This will serve as second reading.

    New Courses:

WELD-70	Beginning Arc Welding

    Course Modifications:

BUSMGT-45	Small Business Ownership and Management

CHIN-1	Elementary Mandarin Chinese I
CHIN-2	Elementary Mandarin Chinese II
FR-1	Elementary French 1
FR-2	Elementary French 2

Course Reactivations:

BUS-496 ABCD	Internships in Business

6.3. Course Modifications that only had textbook changes.

BIOL-23	General Microbiology
BIOL-23L	General Microbiology Laboratory

7. OLD BUSINESS:

Course Modifications: Second Reading

PHARMT-482	Clinical Externship *Pulled from the 9.6.17 agenda to discuss COOPED elements.*	Approval:

8. NEW BUSINESS:

Course Modifications: First Reading

GERO-18	Aging and the Life Course	Approval:
GERO-405	Resources and Services for Older Adults	Approval:

Course Deactivations: Final Reading *No affected programs or courses to report.*

ART-10	Ceramic Glazes	Approval:
ART-412	Firing Techniques	Approval:
CISIWEB-436	Web Development: PHP/MySQL	Approval:
CISIWEB-438	Web Development: Ruby on Rails	Approval:
ESL-534	Intermediate Oral Communication	Approval:
ESL-536	Intermediate Reading and Vocabulary Skills	Approval:
ESL-538	Intermediate Writing and Grammar	Approval:
ESL-544	High-Intermediate Oral Communication	Approval:
ESL-546	High-Intermediate Reading and Vocabulary Skills	Approval:
ESL-548	High-Intermediate Writing and Grammar	Approval:
ESL-554	Advanced Oral Communication	Approval:
ESL-556	Advanced Reading and Vocabulary Skills	Approval:
ESL-558	Advanced Writing and Grammar	Approval:
ESL-640	Literacy-Level English	Approval:
ESL-641	Everyday English	Approval:
MATH-610	Preparation for the Study of Algebra	Approval:
MATH-625	Preparation for the Study of College Algebra	Approval:

9. Adjournment:

CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
TELECONFERNCE #6759
SUMMARY NOTES
September 6, 2017
1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science
Ardon Alger, Faculty Senate President
Charmaine Phipps, Language Arts
Daniel Jacobo, Visual and Performing Arts
Jeffrey Laguna, Health Sciences
John Machado, Visual & Performing Arts
Kathy Lucero, Admissions and Records
Lucy Serrano, Counseling
Linda Marcotte, Social & Behavioral Sciences
Maria-Isabell Sandoval, Student Representative
Marie Boyd, Curriculum Chair
Mark Ford, Chino Representative

Meridith Randall, Associate Superintendent of Instruction
and Institutional Effectiveness
Michael Escobosa, Health Sciences
Naomi McCool, Social and Behavioral Sciences
Rob Kopp, Mathematics & Science
Sean Stratton, Articulation Officer
Sharon Awad, Administrative Assistant II, Curriculum
Shelley Marcus, Library Learning Resources
Stephen Calebotta, Language Arts
Stephen Shelton, Vice Chair
Tracy Kocher, Business & Applied Technology

Members Absent:

Annette Henry, Kinesiology, Nutrition, & Athletics
David Schlanger, Catalog/Schedule Coordinator
Elaine Martinez, Kinesiology, Nutrition, & Athletics
Helen Leung, Counseling
Jason Chevalier, Dean, Visual & Performing Arts
Marlene Soto, Health Sciences

Megan Keebler, Instructional Support
Patricia Bopko, Financial Aid
Vanessa Thomas, Business and Applied Technology, High
School Articulation
Wanda Baker, Business & Applied Technology

Guests:

Karin Nelson, Business and Applied Technology
Misty Burruel, Visual and Performing Arts

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:38p.m.
   The Chair introduced the guest, Karin Nelson from the School of Business and Applied Technology.

2. **Public Comments:** No comment.

3. **Review and Approval of August 23, 2017 Expanded Summary Notes:** The summary notes were approved 14/0/0.

4. **Discussion Items:**

   4.1. **MATHSway Courses-MATH 450, 550, and 650 (Guest Speakers):** TABLED

   4.2. **Strong Workforce, High School Articulation, and Guided Pathways Voting Membership:** This position
   belongs to Vanessa Thomas who recently became Associate Dean for Strong Workforce. The Chair posed whether
   or not Vanessa would remain on the committee serving the same role and/or if she would remain a voting member.
   The committee discussed the fact that out of twenty-five voting members only two members would be of
   Administration including Vanessa. The committee voted 16/0/0 to keep Vanessa Thomas as a voting member. They
   will discuss and vote at a later meeting as to whether or not she will keep the same title, or if that title will be given
   to another voting faculty member.

4.3. Changes to Curricunet Queue: The Administrative Assistant for Curriculum reminded the committee of the detailed discussed that took place at the August 23, 2017 meeting in regards to keeping or removing the coordinator and discipline faculty roles in Curricunet and that the vote would take place at the September 6 meeting. The committee votes are as follow:

1. Coordinator Step: The committee voted to keep the Coordinator Step 16/0/0.
2. Discipline Review: The committee voted to keep Discipline Review 16/0/0.

The Administrative Assistant for Curriculum mentioned that the course proposals that follow the new local streamlined approval process have quickly made their way through the queue. She also reminded the committee that the decision to change the queue over the summer was based upon the heavy discussion to do so at the annual Curriculum Institute. The Curriculum Office thoroughly discussed these changes and consulted with colleagues across the state before the implementation.

4.4. Curriculum Guidelines for Review: The committee will review these guidelines more and present ideas for revisions at the September 13, 2017 meeting.
1. **Dean**
2. **Curriculum Representative**
3. **Discipline Review**
4. **Technical Review Committee**
5. **Curriculum Committee Member**
6. **Others:**
    4.4.6.1.   **Faculty**
    4.4.6.2.   **Faculty Senate**
    4.4.6.3.   **Governing Board**

4.5. By-Law Changes: This item was tabled until further clarification can be made on the position discussed in item 4.2. and the discussion that occurred for the WELD-70 course (see below).

5. **Articulation Report (New Course to Course Articulations):** The committee received a handout from the Articulation Officer that presented new course-to-course articulations. He also verbally shared with the committee the courses approved for General Education. The Chair asked the Articulation Officer to provide a written report of these courses to the Curriculum Office.

6. **Miscellaneous:** None.

7. **Consent Agenda:** The consent agenda was approved 14/0/1 with the pulling of PHARMT-482 in order for more revisions to be made to the course.

   7.1. PHIL-74 was changed to PHIL-71 due to PHIL-74 already existing from 1994-2005. PHIL-74 was approved on November 30, 2016 as a new course.

   7.2. Items approved for first reading with clean proposals. This will serve as second reading.

   Course Modifications:

AMT-15	Introduction to Aviation Maintenance for Airframe and Powerplant
AMT-25	Powerplant: Aircraft Reciprocating Engines
AMT-26	Powerplant: Engine Instrumentation, Lubrication, Electrical
AMT-28B	Powerplant: Electrical Systems *Ticket has been put into Governet to fix requisite glitch.*
AMT-28C	Powerplant: Turbine Engine Auxiliary System
AMT-35	Airframe Structures: Fabrication, Inspection and Repair
AMT-36	Airframe Primary Systems
AMT-37	Airframe Secondary Systems

AUTOTEC-10	Service and Repair
AUTOTEC-422	Fuel, Ignition, and Emission Control Systems
BUSOT-60B	Microsoft Office Word
BUSOT-452	Office Financial Bookkeeping
BUSOT-462	Digital Transcription and Voice Recognition
DENTAL-400	Dental Assisting Core Sciences
DENTAL-410	Dental Assisting Preclinical Sciences
DENTAL-420	Radiography for Dental Assistants
DENTAL-430	Clinical Practice
ED-400	Introduction to Education and Teaching
EGTECH-10	Introduction to Engineering Design/Graphics
EGTECH-16	Computer Integrated Manufacturing - CNC Material Removal
JOUR-10	Newswriting
JOUR-11	Multimedia Reporting
JOUR-30	Student Media Practicum I
MATH-410	Elementary Algebra
PHARMT-403	Principles of Community Pharmacy Practice
PHARMT-404	Principles of Institutional Pharmacy Practice
PHARMT-405	Sterile Products
PHARMT-410	Over-The-Counter Products
PHARMT-415	Pharmaceutical Calculations
PHARMT-421	Community Pharmacy Operations
PHARMT-421L	Community Pharmacy Operations Laboratory
PHARMT-431	Institutional Pharmacy Operations
PHARMT-431L	Institutional Pharmacy Operations Laboratory
PHARMT-482	Clinical Externship *Pulled from the agenda to discuss COOPED elements.*

Course Modifications with DE

BUSOT-62	Microsoft Office Outlook
BUSOT-400	Job Search and Interviewing Technique
BUSOT-455	Fundamentals of English for Business
GERO-23	Aging and Older Adulthood

8. **Old Business:**

New Course: Second Reading

MATH-415	Statway I *Content Review has been minimized.*	Approval: 15/0/0

Course Modifications with DE: Second Reading

JOUR-31	Student Media Practicum II *Lab content has been added.*	Approval: 15/0/0

9. New Business

New Courses: First Reading

WELD-70	Beginning Arc Welding *Committee member asked if this course is stand-alone or will eventually be a part of a certificate or degree program. This course will eventually be part of a program.* *A committee member noticed a faculty member outside of the Welding discipline launched this course. She asked that language be added to the By-Laws that state a faculty member can launch proposals outside of their discipline should they be closely related to the discipline, i.e. an advisory committee member and/or meets minimum qualifications.*	Approval: 15/0/0

Course Modifications in Glitch: First and Second Reading

ART-18	Introduction to Ceramics	Approval: 15/0/0
ART-20	Ceramic Sculpture	Approval: 15/0/0
ART-35	Intermediate Ceramics	Approval: 15/0/0
BUS-60	Business Ethics	Approval: 15/0/0
BUS-61	Introduction to Global Business	Approval: 15/0/0
BUSMGT-40	Introduction to Management	Approval: 15/0/0
BUSMKT-402	Introduction to Import/Export	Approval: 15/0/0
BUSOT-40B (Has DE)	Computer Keyboarding: Speed and Accuracy Development	Approval: 15/0/0
BUSOT-470 (Has DE)	Office Systems and Procedures	Approval: 15/0/0
DRAFT-51	Architectural Design II	Approval: 15/0/0
FASHD-20	History of Fashion	Approval: 15/0/0
FASHD-61	Pattern Drafting I	Approval: 15/0/0
FASHD-428	Computer-Aided Design	Approval: 15/0/0
FASHM-10	Introduction to the Fashion Industry	Approval: 15/0/0
FASHM-12	Visual Merchandising	Approval: 15/0/0
FASHM-15	Image and Fashion Selection	Approval: 15/0/0
FASHM-60	Textiles	Approval: 15/0/0
PS-2	Introduction to Political Science	Approval: 15/0/0

Course Modifications: First and Second Reading

ART-62B	Illustration II	Approval: 15/0/0
BUSMGT-430	Warehouse Management and Material Handling	Approval: 15/0/0
BUSMGT-440	Principles of Leadership	Approval: 15/0/0
BUSMGT-480	Principles of Supervision	Approval: 15/0/0
BUSMKT-55	Advertising	Approval: 15/0/0
BUSMKT-405	International Marketing	Approval: 15/0/0

Course Modifications: First Reading

BUSMGT-45	Small Business Ownership and Management	Approval: 15/0/0
BUSOT-64	Microsoft Office Access-Comprehensive *Committee member comment on course needing a writing assignment. This course has three out of class assignments: reading, critical thinking, and computation and does not need a writing assignment to be added.*	Approval: Tabled
CHIN-1	Elementary Mandarin Chinese I	Approval: 15/0/0
CHIN-2	Elementary Mandarin Chinese II	Approval: 15/0/0
FR-1	Elementary French 1	Approval: 15/0/0
FR-2	Elementary French 2	Approval: 15/0/0

Course Modifications with DE: First and Second Reading

ARTH-19	Contemporary Art: 1945-Present	Approval: 16/0/0
BUSMGT-11	Retail Merchandising and Management	Approval: 16/0/0
BUSMGT-44	Introduction to Human Relations	Approval: 16/0/0
BUSMGT-436	Introduction to Logistics Management	Approval: 16/0/0
BUSOT-60A	Microsoft Office Word - Specialist	Approval: 16/0/0
BUSOT-61	Microsoft Office PowerPoint	Approval: 16/0/0
BUSOT-460	Proofreading: Text-Editing Skills	Approval: 16/0/0
BUSOT-471	Administrative Office Management	Approval: 16/0/0
CISHDSP-40	Microcomputer Hardware	Approval: 16/0/0
CISIWEB-72	Web Page Development and Publishing	Approval: 16/0/0
CISIWEB-424	WordPress Web Development	Approval: 16/0/0

Course Reactivations: First Reading

BUS-496 ABCD	Internships in Business *No affected programs or courses.* *The Chair created a Task Force to generate a Best Practice List for Cooperative Education.* *Steve Shelton, Michael Escobosa, Mark Forde, Jeffrey Laguna, and Linda Marcotte all volunteered. The Chair will ask Vanessa Thomas to join as well. More information on meeting dates and times will come.*	Approval: 16/0/0

Course Deactivations: Final Reading

AJ-407	California Substantive Law *No affected programs or courses.* *Although course is missing third out of class assignment, the course is being deactivated. Should it ever be reactivated, the assignment will be added in.*	Approval: 16/0/0

Program Modifications: Final Reading

Hospitality Management: Food Service	A.S. *Originator does not want to change the title as suggested by a tech reviewer.*	Approval: 16/0/0

10. Adjournment: The meeting was adjourned at 2:57p.m.

Attendance and Vote Count-9/6/2017

Name	Attendance	Summary Notes	Consent Agenda	Currinet Queue: Coordinator and Discipline	Voting Member Associate Dean	MATH-415 2ND READING	JOUR-31 SECOND READING	WELD-70 1st Reading	ART-18 1st/2nd Reading	ART-20 1st/2nd Reading	ART-35 1st/2nd Reading	BUS-60 1st/2nd Reading	BUS-61 1st/2nd Reading	BUSMGT-40 1st/2nd Reading	BUSMKT-402 1st/2nd Reading	BUSOT-40B 1st/2nd Reading	BUSOT-470 1st/2nd Reading	DRAFT-51 1st/2nd Reading	FASHD-20 1st/2nd Reading	FASHD-61 1st/2nd Reading
Angela Burk-Herrick	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annette Henry																				
Ardon Alger	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Daniel Jacobo	X			X	X															
David Schlanger																				
Elaine Martinez																				
Helen Leung																				
Jason Chevalier																				
Jeffrey Laguna	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
John Machado	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Linda Marcotte	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lucy Serrano	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mark Forde	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlene Soto																				
Megan Keebler																				
Michael Escobosa	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Naomi McCool	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rob Kopp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sean Stratton	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Shelly Marcus	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tracy Kocher	X		A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vanessa Thomas																				
Wanda Baker																				
Total Counts	16	14	15	16	16	16	16	16	16	16	16	16	16	16	16	16	16	15	15	15

Non-Voting	
Kathy Lucero	X
Marie Boyd	X
MariaIsabell Sandoval	X
Meridith Randall	X
Patricia Bopko	
Sharon Awad	X
Stephen Shelton	X

Guests:

1. Karin Nelson
2. Misty Burruel

Name	FASHD-428 1st/2nd Reading	FASHM-10 1st/2nd Reading	FASHM-12 1st/2nd Reading	FASHM-15 1st/2nd Reading	FASHM-60 1st/2nd Reading	PS-2 1st/2nd Reading	ART-62B 1st/2nd Reading	BUSMGT-45 1st Reading	BUSMGT-430 1st/2nd Reading	BUSMGT-440 1st/2nd Reading	BUSMGT-480 1st/2nd Reading	BUSMKT-55 1st/2nd Reading	BUSMKT-405 1st/2nd Reading	CHIN-1 1st Reading	CHIN-2 1st Reading	FR-1 1st Reading	FR-2 1st Reading	ARTH-19 1st/2nd Reading
Angela Burk-Herrick	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annette Henry																		
Ardon Alger	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
David Schlanger	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Daniel Jacobo																		
Elaine Martinez																		
Helen Leung																		
Jason Chevalier																		
Jeffrey Laguna	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
John Machado	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Linda Marcotte	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lucy Serrano	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mark Forde	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlene Soto																		
Megan Keebler																		
Michael Escobosa	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Naomi McCool	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rob Kopp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sean Stratton	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Shelly Marcus	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tracy Kocher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vanessa Thomas																		
Wanda Baker																		
Total Counts	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	16

Name	BUSMGT-11 1st/2nd Reading	BUSMGT-44 1st/2nd Reading	BUSMGT-436 1st/2nd Reading	BUSOT-60A 1st/2nd Reading	BUSOT-61 1st/2nd Reading	BUSOT-460 1st/2nd Reading	BUSOT-471 1st/2nd Reading	CISHDSP-40 1st/2nd Reading	CISIWEB-424 1st/2nd Reading	CISIWEB-72 1st/2nd Reading	BUS-496ABCD 1st Reading	AJ-407 DEACTIVATION	HOSPITALITY MANAGEMENT: FOOD SERVICE A.S.
Angela Burk-Herrick	X	X	X	X	X	X	X	X	X	X	X	X	X
Annette Henry													
Ardon Alger	X	X	X	X	X	X	X	X	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X	X	X	X	X	X	X	X	X
David Schlanger	X	X	X	X	X	X	X	X	X	X	X	X	X
Daniel Jacobo													
Elaine Martinez													
Helen Leung													
Jason Chevalier													
Jeffrey Laguna	X	X	X	X	X	X	X	X	X	X	X	X	X
John Machado	X	X	X	X	X	X	X	X	X	X	X	X	X
Linda Marcotte	X	X	X	X	X	X	X	X	X	X	X	X	X
Lucy Serrano	X	X	X	X	X	X	X	X	X	X	X	X	X
Mark Forde	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlene Soto													
Megan Keebler													
Michael Escobosa	X	X	X	X	X	X	X	X	X	X	X	X	X
Naomi McCool	X	X	X	X	X	X	X	X	X	X	X	X	X
Rob Kopp	X	X	X	X	X	X	X	X	X	X	X	X	X
Sean Stratton	X	X	X	X	X	X	X	X	X	X	X	X	X
Shelly Marcus	X	X	X	X	X	X	X	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X	X	X	X	X	X	X	X
Tracy Kocher	X	X	X	X	X	X	X	X	X	X	X	X	X
Vanessa Thomas													
Wanda Baker													
Total Counts	16	16	16	16	16	16	16	16	16	16	16	16	16

8/2017 Guidelines for Deans in Regards to Curriculum and Related Matters

➢ These guidelines are based on the new local approval process with the Chancellor's Office, in effect for the Fall, 2017.

➢ The streamlined process involves automated approval for **new course proposals** which will be a part of a previously approved certificate or program of study or a new program of study other than an ADT. Consequently, those involved in curriculum processes at Chaffey need to pay careful attention to what we are approving! For this reason, a series of "Guidelines" will be created for every position within our local approval process:
  - o Originators and Faculty
  - o Deans
  - o Coordinators
  - o Discipline Reviewers
  - o Curriculum Representatives
  - o Curriculum Committee
  - o Tech Review Committee
  - o Governing Board

➢ Once the Curriculum Committee and Governing Board have locally approved new courses, courses will be submitted to the Chancellor's Office Inventory in which a Control Number (MIS Number) will be issued within 24-48 hours.
Q: What is the significance of this?
A: The course can be offered immediately upon notification to the public of the course's availability.

Shared governance in California Community Colleges is a powerful tool. Shared governance also requires due diligence. In light of this new authority of our local curriculum, Deans are asked to observe the following practices, in keeping with previously established practices of shared governance:

GENERAL PRACTICES

Mission

1. California Community College mission – first TWO years for a 4-year higher education degree; General practice to establish a course is within the first two years of a four year degree is to find comparable courses at a CSU or a UC (or private institution).

Articulation

1. New transfer courses have quite a long articulation journey to complete before they can be added to:
   a. ASSIST
   b. CSU-GE or IGETC
   c. Any listing for lower division major prep

Faculty Minimum Qualifications

1. Please remember Minimum Qualifications for faculty when designing a new course/program of study – link on Curricunet homepage (www.curricunet.com/chaffey) or http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf

10+1 (for complete list of 10+1 Faculty responsibilities, please see Title 5 §53200:
https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

The following 10+1 areas in bold deal directly with curriculum processes at Chaffey College:

1. **CURRICULUM**
   a. As a Dean, you are responsible for ensuring the necessity of a new course, new program, deactivations, reactivations, and modifications through collegial consultation with faculty. Deans should discuss curriculum

b. All curriculum must be updated every 6 years except for CTE curriculum which must be updated every 2 years.

c. When discussing new courses with colleagues, please remember to discuss the following:

   i. Where will this course fit in your program's/certificate's sequence?

   ii. Where will this course fit in your pathway?

   iii. Where the course will fit in within the department schedule, i.e., will something have to be sacrificed in order to offer this new course?

   iv. Will any courses be rendered obsolete and need to be deactivated?

   v. If courses are deactivated – what happens to the program/certificate? Will it need to go through the Program Viability process (AP 4021)? Program modification?

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      ii. Pass/No-Pass

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   a. AP 4023 Program Initiation (almost complete)

      i. Educational Program Initiation Proposal Form (in draft)

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   a. Student Learning Outcomes Processes – please remember when adding or deactivating curriculum (either courses or programs/certificates) please adjust the corresponding SLO documentation in TaskStream.

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Context=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

The following 10+1 areas in bold deal directly with curriculum processes at Chaffey College:

1. **CURRICULUM**
   a. <mark>As a Coordinator, you are responsible for</mark>
   b. All curriculum must be updated every 6 years except for CTE curriculum which must be updated every 2 years.
   c. When discussing new courses with colleagues, please remember to discuss the following:
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All Curriculum representatives are Curriculum Committee Members. The difference between Curriculum Representative and Curriculum Committee Member reviews is that representatives will be prompted review proposals in their school and members review proposals for all schools. The roles of the members are defined below for reviewing curriculum outside of your discipline:

1. Serve as the point of contact for Curriculum questions within your school.
2. Review guidelines for faculty and for Deans regarding streamlined local curriculum review process.
3. Stay current with Curricunet notifications of proposals requiring your attention. Some committee members serve in multiple roles as, not only the curriculum committee member, but also as the Coordinator, Discipline Review and Curriculum Rep.
4. Attend Curriculum Committee meetings. Because of the new Curriculum timeline this year, we will be having additional Curriculum Committee meetings during the Fall Semester. Please consult the timeline and the Calendar for dates.
5. Share information regarding curriculum deadlines at your School meetings and with your colleagues.
6. Share information from the Curriculum Committee meetings at your School meetings.
7. Familiarize yourself with the Curriculum Committee By-laws.
8. Review the Chaffey College Curriculum Handbook when time permits.
9. Organize curriculum training materials in three ring binder for reference throughout the academic year.
10. Work with Dean to establish regularly scheduled school meetings to discuss Curriculum.

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Shared governance in California Community Colleges is a powerful tool. Shared governance also requires due diligence. In light of this new authority of our local curriculum, the following practices will be requested of Technical Committee Reviewers in keeping with previously established practices of shared governance. It will be important for us to complete our technical reviews quickly and strategically. Towards these ends, I suggest the following "areas of emphasis" for our technical reviewers:

➢ Sean Stratton – Comparable Courses and other articulation comments/additions
➢ David Schlanger – elements that affect the catalog of schedule: Program Acronyms, course numbers, program and course descriptions, requisites; limitations on enrollment; program descriptions. Comments regarding CB elements should be commented in Tech Review under "Comment for Curriculum Office".
➢ Stephen Shelton – Out-of-Class assignments; continued alignment with C-IDs for courses with C-ID alignment
➢ Stephen Callebotta – grammar police
➢ Marie Boyd – overall integration of course description/course content/course objectives; program descriptions; SAM Codes; hour range check.

As a result of our change to the curriculum approval process, Technical Review will be done after the "internal review" within the department by the Dean, Coordinator, Discipline Reviewer, and then by the Librarian.

Technical Review will occur just prior to going for first reading to the Curriculum Committee.

How will this be different from our former curriculum approval process?

The technical review committee used to review Curriculum before the Dean, Coordinator, Curriculum Representative, and Discipline Faculty. Sometimes, the "internal reviewers" did not agree with the proposal. As a result, Curriculum would remain in the queue. It is imperative that the department knows of all curriculum proposals before the curriculum is reviewed and corrected by the technical committee. After tech review, the proposal moves back to the originator for changes or straight to the Curriculum Committee, a common streamlining practice amongst the Community Colleges.

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The following 10+1 areas in bold deal directly with curriculum processes at Chaffey College:

1. **CURRICULUM**
   a. As a Curriculum Committee member, you are responsible for the completing the following:
      i. When prompted to review curriculum by Curricunet or the Curriculum Office, Curriculum Committee members should review the following elements listed in Title 5:
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         2. To review the aforementioned elements:
            a. **WR** shows the COR
            b. **C** shows the changes that have taken place. Red means something has been omitted, green symbolizes any additions.
            c. **AF** comprehensive report that shows all of the Curricunet fields for this course.
            d. **AC** comprehensive report that shows all of the changes made to the Curricunet fields.
            e. **GI** a list that shows if the course affects another course (prereq, etc.) and which programs this course affects. This is particularly important for new courses and deactivations.
      ii. Members also review Distance Education Addenda by using the following icons:
         1. **DEO** Addendum for a fully online class.
         2. **DEH** Addendum for a hybrid class.

      iii. Review guidelines for faculty and for Deans regarding streamlined local curriculum review process.
      iv. Stay current with Curricunet notifications of proposals requiring your attention. Some committee members serve in multiple roles as, not only the curriculum committee member, but also as the Coordinator, Discipline Review and Curriculum Rep.
      v. Attend Curriculum Committee meetings. Because of the new Curriculum timeline this year, we will be having additional Curriculum Committee meetings during the Fall Semester. Please consult the timeline and the Calendar for dates.
      vi. Share information regarding curriculum deadlines at your School meetings and with your colleagues.
      vii. Share information from the Curriculum Committee meetings at your School meetings.
      viii. Familiarize yourself with the Curriculum Committee By-laws.
      ix. Review the Chaffey College Curriculum Handbook when time permits.
      x. Maintain curriculum training materials in three ring binder for reference throughout the academic year.
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      v. Program Discontinuance.
   b. AP 4023 Program Initiation (almost complete)
      i. Educational Program Initiation Proposal Form (in draft)
10. PROCESSES FOR INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT
11. OTHER ACADEMIC AND PROFESSIONAL MATTERS AS ARE MUTUALLY AGREED UPON BETWEEN THE GOVERNING BOARD AND THE ACADEMIC SENATE.

COLLEGIAL CONSULTATION WITH COLLEAGUES AND DEAN PRIOR TO REVIEW BY THE CURRICULUM COMMITTEE

Collegial consultation is defined by Title 5 §53200

"Consult collegially" means that the district governing board shall develop policies on academic and professional matters though either or both of the following methods, according to its own discretion:
(1) relying primarily upon the advice and judgment of the academic senate; or
(2) agreeing that the district governing board, or such representatives as it may designate,
and the representatives of the of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

New Course Creation

Items to check on when creating a new course:

a. Courses numbered 1-99: These courses must have comparable courses at the first 2 years of a four-year (preferably a CSU) institution. PLEASE DO NOT USE COMPARABLE COURSES FROM OTHER COMMUNITY COLLEGES. The 1-99 numbering sequence is reserved for "transfer" courses. If you are not finding comparable courses at the freshman/sophomore level at a four-year institution, it means the course should not be taught at the Community College level. (Title 5 language). If you have networked with colleagues from CSUs or UCs, have they given you any type of evidence that this course is needed for student preparation upon transfer?
b. Courses numbered in the 400s: these courses are not transferable, but are necessary in a Community College's curriculum, especially in areas including CTE curriculum. Courses numbered in the 400s can be included on local degrees.
c. Courses numbered in the 600s: We have traditionally reserved the 600s for noncredit curriculum. Noncredit curriculum is currently earning equal apportionment to credit curriculum. There is a BIG PUSH (i.e., lots of money) from the State to offer noncredit to get the Strong Workforce agenda moving

(http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx). As a reminder, we still do not have immediate approval of noncredit curriculum so this curriculum is still being reviewed by the Chancellor's Office staff. This means curriculum approval will take a little longer.

Other issues you need to discuss with your colleagues, coordinator and Dean:

a. If this is a new or existing course, how does it fit into the course sequence within your degree or certificate?
b. If this is a new or existing course, how does it fit into a pathway for student success?
c. Will this new course make content obsolete in other courses, perhaps necessitating a course deactivation?
d. If this course is scheduled for deactivation, should the corresponding certificate or degree go through the Program viability process (See AP4021 include link when ready)
e. Will there be a discipline placement issue with this course and another department?
f. Will this course require new faculty?
g. Will this new course require your program/department's schedule be expanded?
h. Will this new course require new equipment?
i. Will this new course require a different type of classroom not currently available on campus?
j. Will this course require new library materials?
k. Lastly, if this new course is in a CTE area, do you have the following:
    i. Evidence from your Advisory Committee that the course and specific content/objectives are required by potential employers or the industry at large?
    ii. LMI data that supports the labor demand for this course content?
    iii. Course/program requirements from outside accrediting agencies overseeing your program?

What happens when the Dean does not agree with proposals for new or modified curriculum?

Curriculum is within the Faculty purview as per Title 5. The Dean is the second step in the local approval process in Curricunet. In the event that a Dean does not approve the faculty member's curriculum proposal, the faculty member will be notified via Curricunet and/or the Curriculum Office. If the faculty member would like the course to still move forward in Curricunet, please contact the Curriculum Office (x6967 or x6968) to inform them of the situation. The Curriculum Office will move the course forward and inform the Curriculum Committee of the situation.

The Curriculum Committee will review the proposal as part of the standard curriculum review process. Discussion shall be heard regarding opposing viewpoints of the proposal. The votes shall be recorded as per Brown Act requirements. The Curriculum Committee may request further information and perhaps a visit from the originator to explore the background of the proposal and status of school approval.

REMINDERS
➢ Deans have the right of assignment and scheduling.
➢ The Curriculum Committee is subject to the Brown Act, which means the meetings are open to all.

PLEASE ENCOURAGE YOUR SCHOOL DEAN TO ESTABLISH A REGULAR CALENDAR OF SCHOOL/DEPARTMENT MEETINGS AT WHICH TIME CURRICULUM COMMITTEE MEMBERS, COORDINATORS, AND CURRICULUM REPRESENTATIVES WILL REPORT ON THEIR REVIEWS OF CURRICULUM.

8/2017 Curriculum Guidelines for Faculty Senate:

Chaffey College Curriculum Committee has long enjoyed a supportive relationship with the College's Faculty Senate. This relationship is outlined in T5 §55002(a)(1):

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

The roles and responsibilities of the Curriculum Committee as outlined in T5 §55002 include recommendation of degree-applicable credit courses, recommendations of courses for associate degree credit, recommendations of grading policies, recommendations and computation of units to hours in accordance with T5 regulations, recommendations regarding intensity, recommendations of prerequisite and cor-requisite policy as well as basic skills, recommendations regarding critical thinking, appropriateness of the level of learning skills, reviews and recommendations regarding Course Outines of Record, recommendations regarding the conduct of courses, and review of standards of approval, Course outlines of Record, Conduct of Courses and Repeatability guidelines as applied to noncredit curriculum.

The statewide move to local, streamlined curriculum approval places more responsibility at the local level for curriculum review and approval. Therefore, Curriculum Committee will require enhanced participation from all levels of review and approval within Curricunet.

- ➢ These guidelines are based on the new local approval process with the Chancellor's Office, in effect for the Fall, 2017.
- ➢ The streamlined process involves automated approval for **new course proposals** which will be a part of a previously approved certificate or program of study or a new program of study otherthan an ADT. Consequently, those involved in curriculum processes at Chaffey need to pay careful attention to what we are approving! For this reason, a series of "Guidelines" will be created for every position within our local approval process:
    - o Originators and Faculty
    - o Deans
    - o Coordinators
    - o Discipline Reviewers
    - o Curriculum Representatives
    - o Curriculum Committee
    - o Tech Review Committee
    - o Governing Board

- ➢ Once the Curriculum Committee and Governing Board have locally approved new courses, courses will be submitted to the Chancellor's Office Inventory in which a Control Number (MIS Number) will be issued within 24-48 hours.
    Q: What is the significance of this?
    A: The course can be offered immediately upon notification to the public of the course's availability.

Shared governance in California Community Colleges is a powerful tool. Shared governance also requires due diligence. In light of this new authority of our local curriculum, the following practices will be requested of Curriculum Reps in keeping with previously established practices of shared governance:

GENERAL PRACTICES

College Mission

1. California Community College mission – first TWO years for a 4-year higher education degree; General practice to establish a course is within the first two years of a four year degree is to find comparable courses at a CSU or a UC (or private institution).

Articulation

1. New transfer courses have quite a long articulation journey to complete before they can be added to:
    a. ASSIST
    b. CSU-GE or IGETC
    c. Any listing for lower division major prep

Faculty Minimum Qualifications

1. Please remember Minimum Qualifications for faculty when designing a new course/program of study – link on Curricunet homepage (www.curricunet.com/chaffey) or http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf

10+1 (for complete list of 10+1 Faculty responsibilities, please see Title 5 §53200:
https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

The following 10+1 areas in bold deal directly with curriculum processes at Chaffey College:

1. **CURRICULUM**
    a. As a Faculty Senator, you will review curriculum items as reported on the Faculty Senate agenda before the Senate meetings. Please remember that curriculum items placed on the Senate agenda have been vetted and reviewed by the curriculum committee. Sometimes this process involves months (and years) of discussion and review of changing legislation, Education Code and Title 5 citations.
        i. Contact curriculum committee representatives with any questions or concerns.
        ii. Contact the Curriculum Office with any questions, concerns or additional points of clarification.
    b. There is still no course repetition except for three categories listed in Title 5 we must work within the confines of Title 5 requirements; level out courses if necessary, but please keep the college's overall mission in mind when levelling. (Dance request regarding repeatability: Rio Honda does it – why can't we? Rio Hondo may be doing the following: Offering it noncredit; not collecting apportionment).
    c. Specific rules for COOP ED, internships, job shadowing, apprenticeships and service learning. Here's a good source: http://www.shastacollege.edu/Academic%20Affairs/WSL/Documents/WSL%20Handbook.pdf
    d. Stacking courses for scheduling is permissible
2. **DEGREE AND CERTIFICATE REQUIREMENTS**
    a. ADT degrees cannot be changed too much – please try to discourage changes because those templates are pretty restrictive.
3. **GRADING POLICIES**
    a. Selected by faculty
    b. Indicated on the Units hours page in the Course checklist in Curricunet
    c. Indicated on the Course Outline of Record
        i. Letter Grade
        ii. Pass/No-Pass
        iii. Non-Credit (Not graded)
        iv. Letter Grade and Pass/No-Pass
        v. Non-Credit (Pass/No Pass)
4. **EDUCATIONAL PROGRAM DEVELOPMENT**
    a. AP 4023 Program Initiation (almost complete)
        i. Educational Program Initiation Proposal Form (in draft)
5. **STANDARDS OR POLICIES REGARDING STUDENT PREPARATION AND SUCCESS**
    a. Student Learning Outcomes Processes – please remember when adding or deactivating curriculum (either courses or programs/certificates) please adjust the corresponding SLO documentation in TaskStream.
6. DISTRICT AND COLLEGE GOVERNANCE STRUCTURES, AS RELATED TO FACULTY ROLES
7. FACULTY ROLES AND INVOLVEMENT IN ACCREDITATION PROCESSES, INCLUDING SELF-STUDY AND ANNUAL REPORTS

8. POLICIES FOR FACULTY PROFESSIONAL DEVELOPMENT ACTIVITIES
9. **PROCESSES FOR PROGRAM REVIEW**
    a. AP 4021 on Program Viability (formerly Program Discontinuance) is more inclusive and includes other scenarios besides discontinuance:
        i. Program Continuation
        ii. Program Revitalization
        iii. Program Suspension
        iv. Program Hold Due to Dire Fiscal Emergency
        v. Program Discontinuance.
    b. AP 4023 Program Initiation (almost complete)
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REMINDERS:

➢ Deans have the right of assignment and scheduling.
➢ The Curriculum Committee is subject to the Brown Act, which means the meetings are open to all.

8/2017 Guidelines for Governing Board

These guidelines are based on the new local approval process with the Chancellor's Office, in effect for the Fall, 2017. This new approval process incorporates changes involving Title 5:

§ 55002. Standards and Criteria for Courses
§ 55002.5. Credit Hour Definition
§ 55100. Credit Course Approval
§ 55130. Approval of Credit Programs
§ 58050. Conditions for Claiming Attendance

These changes went to the Board of Governors for the second reading on Monday, July 17, 2017.

In addition, the Chancellor's Office has produced a whitepaper entitled, Streamlining Curriculum Processes in the California Community College System (http://extranet.cccco.edu/Portals/1/AA/Credit/2017/WhitePaperFinal_April2017.pdf) which outlines significant factors for an examination and streamlining of curriculum processes in the California Community College system.

The Governing Board approval of local curriculum is but one step in a series of reviews for Chaffey College's curriculum. The following steps outline the curriculum approval process at Chaffey College:

➢ Originator
➢ Dean, Coordinator, Discipline Reviewers, Curriculum Representatives
➢ Librarian
➢ Technical Review
➢ Curriculum Committee – two reviews
➢ If Career Technical Education (CTE), regional consortium review – two readings
➢ Chief Instructional Officer approval
➢ Governing Board
➢ Recorded at the Chancellor's Office

The following documents guide the Governing Board's oversight of local curriculum:

➢ Title 5: Proposed changes to Standards and Criteria for Courses, Credit Hour, Credit Course Approval, Approval of Credit Programs and Conditions for Claiming Attendance (http://extranet.cccco.edu/Portals/1/Legal/Regs/StandardsCriteria_Regs_1stRead.1.pdf)
➢ Chaffey College BP 4020 http://www.chaffey.edu/policies/approved/4020_BP.pdf
➢ Chaffey College AP 4020 http://www.chaffey.edu/policies/approved/4020-AP.pdf
➢ ACCJC Standard IV Leadership and Governance C. Governing Board 1. *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

The long-standing process of Chaffey College's Governing Board monthly review of the curriculum report will continue. It is not anticipated that there will be any change to the current process of Governing Board review and approval of curriculum as it presently exists. This document serves as an informational item for the Governing Board in relation to the statewide streamlining approval process.

September 5, 2017   AA 17-51
                                                              VIA E-MAIL

TO: Chief Executive Officers
             Chief Instructional Officers
             Chief Student Services Officers
             Academic Senate Presidents

FROM: Laura L. Hope
             Executive Vice Chancellor, Educational Services and Support

SUBJECT: GUIDED PATHWAYS ANNOUNCEMENT

Today, the Chancellor's Office is announcing the first phase of the California Community Colleges Guided Pathways endeavor. This effort will be formally supported by the Guided Pathways Award Program, in which all participating colleges will receive fiscal allocations over the five-year period specified in legislation to accomplish this important work. While these resources will provide vital support for planning and initial implementation, it should be noted that these dollars do not represent the only resources available to maximize the Guided Pathways framework. Other resources such as Equity, Basic Skills (BSI), Student Success and Support Program (SSSP), and unrestricted base funding should also be integrated into this effort over the long-term.   The Guided Pathways framework will support the redesign of many instructional and support programs on our campuses in order to amplify student success, ameliorate achievement gaps, and increase goal completion.

In order to participate in the Guided Pathways Award Program, colleges will be required to complete three steps: attend an IEPI workshop in the fall of 2017 focused on the self-assessment process; complete the Guided Pathways self-assessment in the fall of 2017; complete the Guided Pathways multi-year work plan in the spring of 2018. Following the completion of these components, initial funding allocations will be made beginning in March of 2018. All of these components are addressed in the timeline included with this announcement. Additional guidance will be forthcoming.

Some may be wondering what that means for colleges already formally or informally working on implementing Guided Pathways. For instance, three colleges have already been immersed in implementation through the AACC national model. An additional twenty colleges joined the CA Guided Pathways demonstration project. Still others have been working independently, and others

have not yet begun. Regardless of prior participation, only colleges who complete the required steps are considered participants in the California Community Colleges Guided Pathways effort and are eligible for Guided Pathways Award Program funding. Colleges that do not complete the necessary steps will not be eligible for funding.

The Guided Pathways self-assessment must be completed using the web-based tool found at gpassessment.cccco.edu. A link to the tool is also featured on the Guided Pathways portion of the IEPI website. To log into the tool, used the college's MIS number and the same password the colleges uses for IEPI indicator uploads. The Guided Pathways self-assessment tool allows college personnel to complete and edit answers over a period of time by returning to saved work and to print a completed version. The answers will require a team, but one person will need to be designated as the responsible party to submit it. The submission also requires a signature page that includes key stakeholders critical to Guided Pathways implementation.

To maximize opportunities for success, the Chancellor's Office will host seven regional workshops to enhance understanding, engagement, and practices. These workshops have been designed for the participation of cross-functional college teams, which will better assure the comprehensive completion of the self-assessment and the eventual completion of the work plan. They are just the beginning of the support that colleges can expect. In the future, colleges can expect additional IEPI support throughout the year including additional workshops, a field guide, a Guided Pathways Applied Solutions Kit (ASK), support teams for college visits, and alternative learning opportunities.

Please share this information with your local governance groups and campus stakeholders who will be important links to the implementation of Guided Pathways at the local level and register for the regional Guided Pathways workshops on the self-assessment.

As we embark on this exciting opportunity, the Chancellor's Office is committed to collaborating with a broad range of state and national professional partners, including leaders from the national Guided Pathways model and the Academic Senate, to expand the capacity for this important work. We encourage your active participation at both the campus and state levels. We have an unparalleled opportunity to improve our colleges and our systems to accomplish our shared mission and meet the goals in our Vision for Success. Together, we can make progress in implementing meaningful reforms that will ensure our students achieve their goals and realize the outcomes that will give them a better tomorrow.

Please submit questions regarding this process to guidedpathwaysinfo@cccco.edu.

Attachments: Frequently Asked Questions (FAQ)
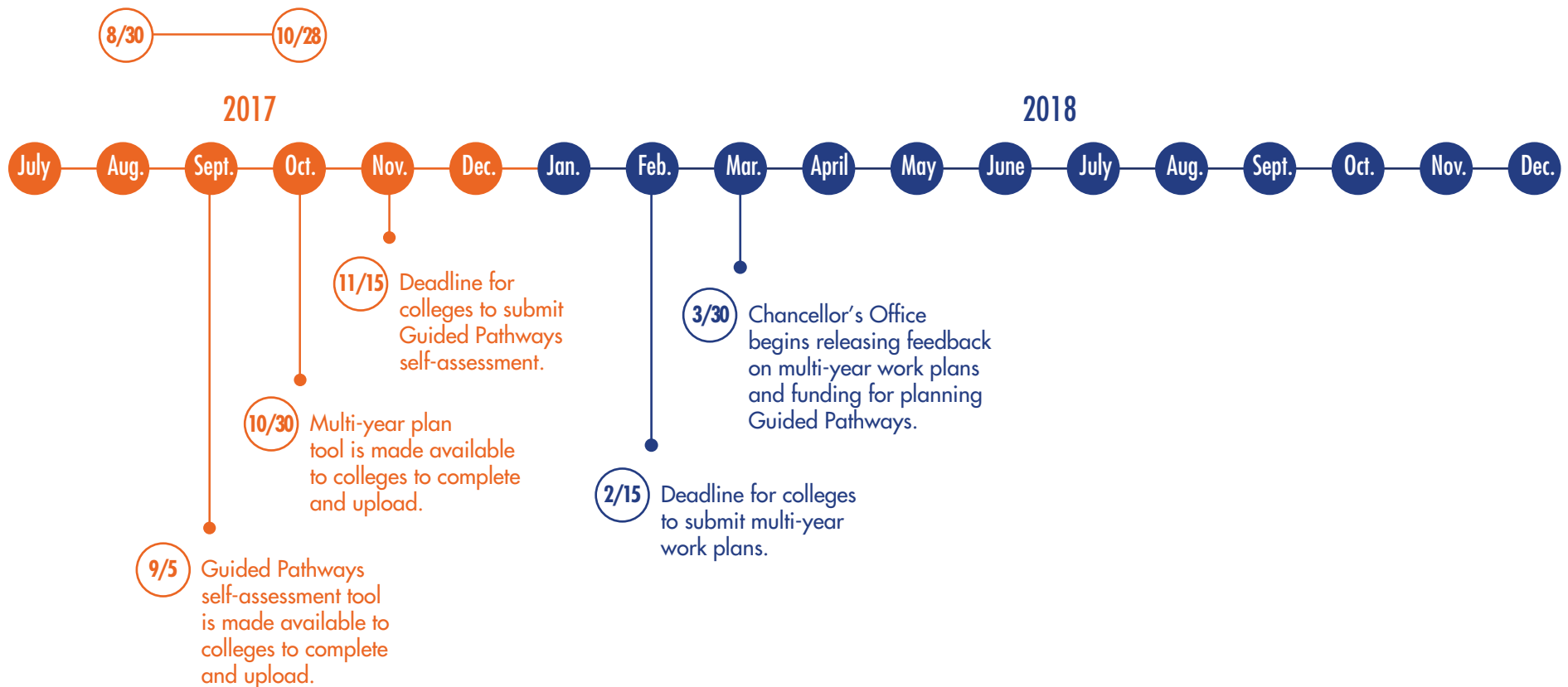　　　　　　　Regional Workshops Schedule
　　　　　　　Timeline

cc:　　Julie Adams, Academic Senate for California Community Colleges

CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS
Timeline for Awards

Register for and attend a required Institutional Effectiveness Partnership Initiative (IEPI) workshop in your region.

8/30 — **10/28**

2017

2018

July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | April | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec.

11/15 Deadline for colleges to submit Guided Pathways self-assessment.

3/30 Chancellor's Office begins releasing feedback on multi-year work plans and funding for planning Guided Pathways.

10/30 Multi-year plan tool is made available to colleges to complete and upload.

2/15 Deadline for colleges to submit multi-year work plans.

9/5 Guided Pathways self-assessment tool is made available to colleges to complete and upload.

08.31.17

California Community Colleges Guided Pathways Fall 2017 Workshops

General Information: California Community Colleges Guided Pathways is a multi-year program of the Chancellor's Office designed to provide each college with the opportunity to implement Guided Pathways as an overarching framework for significantly improving student outcomes.

The State of California's 2017–18 budget includes a one-time investment of $150 million to support the implementation of the Guided Pathways framework at all 114 California community colleges. The California Community Colleges Chancellor's Office (CCCCO) is sponsoring one-day workshops to help colleges implement the Guided Pathways framework. This six-hour workshop will be offered in seven locations across California (see below) in September and October 2017, and will serve as a mandatory first step for any California community college interested in receiving a portion of these funds. Attendees will hear from early adopters about their experience implementing Guided Pathways; learn about the Guided Pathways framework, implementation timeline, and funding and reporting details; and be provided support to complete their Guided Pathways Self-Assessment Tool.

Schedule and Cost: Registration is required through Eventbrite. Registration is at 8:00 am; the program runs from 9:00 am to 3:30 pm. The registration fee to attend is $75.

Workshop Location and Registration:

Tuesday, September 26, 2017
Marriott Rancho Cordova
Registration link: **https://gpsac.eventbrite.com**

Thursday, September 28, 2017
Hilton Irvine/Orange County Airport
Registration link: **https://gpoc.eventbrite.com**

Monday, October 2, 2017
DoubleTree by Hilton Fresno Convention Center
Registration link: **https://gpfresno.eventbrite.com**

Monday, October 16, 2017
Courtyard by Marriott Los Angeles at LA Live
Registration link: **https://gpla.eventbrite.com**

Friday, October 20, 2017
DoubleTree by Hilton San Bernardino
Registration link: **https://gpsanb.eventbrite.com**

Monday, October 23, 2017
Radisson Oakland Airport
Registration link: **https://gpoakland.eventbrite.com**

Monday, October 30, 2017
Courtyard by Marriott San Diego Airport/Liberty Station
Registration link: **https://gpsandiego.eventbrite.com**

Who Should Attend? Colleges wishing to participate in California Community Colleges Guided Pathways and be eligible for a share of the $150 million must send a team of 4–5 people (no more than 10) that includes CEO, CIO and middle-level instructional leaders, the Vice President of Student Services, Student Services deans/counselors, classified staff, and faculty senate and student representatives (e.g., Student Senate member). Each team should bring at least one laptop with them.

Recommended pre-workshop readings and templates will be loaded and linked on the IEPI website (http://iepi.ccco.edu) in September 2017. Colleges are advised to complete the pre-workshop assignments.

Questions? For questions related to workshop registration, contact Maureen Akal at Makal0361@icloud.com or (630) 337-3004.

California Community Colleges Guided Pathways FAQ

What is the purpose of the $150 million for the Guided Pathways Award Program in the Governor's budget?

The 2017-18 California State Budget has provided $150 million in one-time grants to seed the expansion of the Guided Pathways framework across the California Community Colleges over the next five years. These funds will complement and augment existing financial support provided by various statewide initiatives such as the Student Success and Support Programs (SSSP), Student Equity Planning, the Basic Skills Initiative, and the Strong Workforce Program. For more information on the California Guided Pathways Award program, visit the website here.

What is the difference between the $150 million for the Guided Pathways Award Program announced in the 2017-18 State Budget and the California Guided Pathways Demonstration Project that the Foundation for California Community Colleges is sponsoring? How are the two efforts united?

The California Guided Pathways Demonstration Project is a competitive program consisting of 20 California community colleges who were selected (based on specific criteria) to participate in a pilot program to implement an integrated, institution-wide approach to student achievement by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers.

The Demonstration Project has a clearly-defined model, timeframe, and terms of participation, and is being managed by national experts and informed by a California-based advisory committee. Click here for a list of colleges participating in the Demonstration Project.

The $150 million provided in the state budget for Guided Pathways will support one-time awards (allocated over five years) to colleges to implement the Guided Pathways framework. Sufficient funding is available to support awards for all 114 California community colleges. Participating colleges will integrate recent state investments and redesign academic pathways in ways that promote better course-taking decisions, minimize achievement gaps, and increase the number of students who earn a certificate or degree. The Chancellor's Office and the Board of Governors will be responsible for statewide implementation of the California Guided Pathways Award Program. The funding formula is in the process of being finalized; however, the Chancellor's Office will ensure that colleges will have ample time to plan and expend the awards thoughtfully and effectively.

What is the difference between California Community Colleges Guided Pathways and the California Guided Pathways Award Program?

The Award Program refers to the funding associated with participating as in the California Community College Guided Pathways effort. The reform effort is much more expansive than just the fiscal augmentation, so the two endeavors are distinguished by different names.

How can I find out more about the fundamentals of Guided Pathways?

Drawing on research conducted by the Community College Research Center as well as the experience of several national organizations, the national Guided Pathways initiative led by the American Association of Community Colleges grouped the essential, evidence-based practices of Guided Pathways into four dimensions or "Four Pillars": (1) Clarify the Path, (2) Enter the Path, (3) Stay on the Path, and (4) Ensure Learning. These pillars serve as a foundation for the Demonstration Project and an adaptable and informational framework for the Guided Pathways Award Program. For more information on the four pillars and Guided Pathways, colleges can always access materials at the CCCCO website.

Our college is part of the California Guided Pathways Demonstration Project. Does this participation impact whether we can participate in the Guided Pathways Award Program?

No. Colleges can and are encouraged to implement Guided Pathways through a variety of support structures. The Award Program complements the Demonstration Project and the AACC Pathways model. Colleges participating in the Demonstration Project will be well-poised to continue this work with funding provided through the state budget. In addition, due to the work that they have already done, colleges participating in the Demonstration Project are likely to be able to commence work sooner and benefit from the Award Program's robust set of technical assistance and support.

How will Guided Pathways awards be allocated?

Twenty percent (20%) of the total allocation will be distributed equally among all participating colleges. Thirty-five percent (35%) of the total allocation will be distributed based on the percentage of full-time equivalent students at each participating college. Forty-five percent (45%) of the total allocation will be distributed based on the percentage of students at each participating college that would qualify to receive federal Pell Grants. The 150 million dollars allocated for Guided Pathways will be more heavily invested to colleges earlier during the five year period; however, the exact allocations are still being finalized.

The one-time Guided Pathways Award Program appropriation will be allocated incrementally through June 30, 2022.

What can colleges expect to accomplish in five years of launching their Guided Pathways efforts?

National research on colleges who have implemented Guided Pathways shows that it generally takes four to five years for an institution to implement the model because it requires a comprehensive and transformative institutional commitment. Typically, the first year involves high-level planning and communicating vision and goals for change. The second year involves setting the foundation for implementation and change. The third year involves large-scale implementation including policy and procedural reform. In the fourth year, implementation is refined and expanded upon, and in the fifth year, processes for evaluation and improvement are determined to inform future efforts and refinement.

Will an institutional match be required? If so, what is the expectation for colleges to continue the initiative past the five years of funding?

An institutional match will not be required. Colleges are expected to use and implement the Guided Pathways framework to implement changes that will be sustained long after the one-time awards end. These changes will likely integrate multiple funding streams and college-wide efforts. The Guided Pathways awards are intended to support planning, redesign, and implementation, but the ongoing efforts will be supported by the entire college budget. Colleges will monitor and report on their progress towards implementation annually during the five-year period, and will be funded accordingly. Colleges are encouraged to consider the ways that current resources through Equity, SSSP, BSI, and local funding may also be leveraged for this work. Annual goals linked to college-level indicators of progress will culminate in five-year goals.

How does Guided Pathways relate to other initiatives like Basic Skills, OEI, Doing What Matters, College Promise, dual enrollment efforts (CCAP and Non-CCAP Agreements), etc.?

Guided Pathways is not a new program or initiative but is rather a planning framework for colleges to bring together and scale effective programs, services, activities that currently exist into structures that include all students. Guided Pathways requires a whole-college transformational reform, which entails a breaking-down of silos and more dynamic collaboration between faculty, administrators, and staff. The Guided Pathways framework will help colleges to integrate the best aspects of all the initiatives into cohesive strategies that help more students get to and through college.

Will award allocations be enough to implement Guided Pathways?

No. The $150 million in awards is a catalyst for Guided Pathways implementation in that the funds support robust campus planning and redesign efforts. Ongoing support for the cohesive, full-scale student success strategies that emerge from Guided Pathways efforts will be supported by the ongoing funding colleges receive to support instruction and services. Some organizational reforms may not incur additional costs, but the funding supports those changes that do require additional funding.

Guided Pathways is about improving the structure of campus programs and services to help more students make it to and through college. This redesign effort will help colleges direct and leverage existing resources to maximize the impact of student success.

What is the process for applying for awards?

The application process includes three requirements: attendance at an IEPI workshop on the self-assessment process; the completion of the Guided Pathways self-assessment; the completion of a Guided Pathways multi-year work plan. Funding will be allocated in spring of 2017.

What is the timeline for application and notification of acceptance?

The Chancellor's Office will release the Guided Pathways Self-Assessment by September 5, 2017. It can be found at this website, and it requires the college MIS identification number and the same password used for the IEPI indicator submissions. The first annual self-assessment will be due by November 15, 2017. The first Guided Pathways multi-year work plan will be due by February 15, 2018. Once notified of the receipt of both of these and confirmation of attendance at the IEPI workshop, colleges can expect funds to be released by March of 2018. The self-assessment process will also be supported by Institutional Effectiveness Partnership Initiative (IEPI) activities, which will be part of ongoing CCCCO efforts to support Guided Pathways implementation. These include but are not limited to workshops, the Guided Pathways ASK (Applied Solutions Kit), a field guide, college support teams, and alternative learning strategies.

Participating colleges will be expected to file annual reports over the five-year course of the Award Program in order to maintain eligibility in the Award Program.

Our college submitted an application to participate in the California Guided Pathways Demonstration Project. Can that application be used? Can we carry over the outcome measurements from that application?

Colleges already participating in the implementation of Guided Pathways may use their work to date to help inform the self-assessment and multi-year work plan. The twenty colleges participating in the Demonstration Pilot will be contacted regarding the details of their self-assessment.

What type of assistance will the Chancellor's Office offer to colleges as they begin to implement Guided Pathways?

The Chancellor's Office is committed to providing robust support and assistance to colleges through all phases of planning and implementation. In the coming weeks, the Chancellor's Office will provide additional information about the range of workshops, professional development, and tools that will be shared with college personnel. Currently, we are working with external partners, including Career Ladders Project, The RP Group, the Success Center, 3CSN, and Academic Senate to develop these resources. These resources will support colleges at all phases of their work from early discovery of Guided Pathways to scaled implementation.

Capacity-building for Guided Pathways will leverage the infrastructure established through IEPI and its partners. Examples include the following:

1) <u>Workshops and trainings</u>: Beginning in fall 2017, the Chancellor's Office will sponsor a series of webinars; workshops, including regional, action-oriented workshops; and more intensive, capacity-building activities to colleges that can support the launch, rollout, and implementation of the Guided Pathways initiative throughout the state over time. Workshops will be facilitated by the IEPI Guided Pathways team with support from the Chancellor's Office Division of Institutional Effectiveness. Workshops will be designed for colleges that are new to or just beginning their Guided Pathways work. Workshop attendance is required at one of the six regional sessions for all colleges that are not participating in the national or Demonstration Project efforts. After these workshops take place, workshops for clusters of colleges who are in similar stages of Guided Pathways readiness will be made available. Individual colleges will also be able to request more targeted assistance where needed. A webinar is planned for the California Guided Pathways and the AACC Pathways efforts.

2) <u>Partnership Resource Teams</u>: Teams of faculty, staff, and administrators specifically focused and trained on Guided Pathways to visit colleges and support their process toward implementation.

3) <u>Applied Solution Kit (ASK)</u>: The Guided Pathways ASK is one of a set of resources to be made available on the Professional Learning Network. The ASK will be tailored to the complexities of our system, and will offer a coherent and interdependent set of

resources (capacity-building activities, technical assistance, tools, and promising practices).

4) <u>Field Guide</u>: A guide to support the questioning and process of working through implementation and reflection at each stage of development.

5) <u>Alternative Learning</u>: These may include online modules to support the content and process of transformational change, leadership, and Guided Pathways.

As we continue to develop capacity building resources, the Chancellor's Office endeavors to mobilize local talent at colleges and districts to facilitate Guided Pathways preparation and implementation. In addition, the state program will actively seek out materials, expertise, and lessons learned from the national AACC Pathways Project and the Demonstration Project.

Who do I contact with questions?

Please contact the Chancellor's Office at the following email address: guidedpathwaysinfo@cccco.edu

What are the key performance indicators (KPI) for the CA Guided Pathways Award Program?

Colleges will be including key performance indicators in future reporting. These indicators are currently being finalized and will be shared within the coming weeks and at the self-assessment workshops sponsored by IEPI. The indicators closely align with those used in the national Guided Pathways framework.

Will colleges be expected to report on the KPIs?

This academic year of 2017-2018 will create a baseline year for the key performance indicators on Guided Pathways, and colleges will report on those indicators annually.

What are the ongoing reporting requirements for the Guided Pathways Award Program?

For the first year, colleges will need to complete the application process noted above, and in subsequent years, colleges will need to provide annual updates regarding the depth and impact of implementation. Those reports are currently in development.

Who is the award monitor for the Guided Pathways Award Program?

The Chancellor's Office, specifically the Educational Services and Support unit, will monitor and administrate the Awards program.

Will these FAQs be updated to respond to new questions and as additional information becomes available?

The FAQs will be continuously revised to respond to questions from the field. Visit the California Community Colleges Guided Pathways website for periodic updates and additional support information that can be used locally.