CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
<mark>**Teleconference x6759**</mark>
AGENDA
October 17, 2018
1:30pm-3:00pm

<u>**Members Present:**</u>

<u>**Members Absent:**</u>

<u>**Guests:**</u>

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

2. **Public Comment:**

3. **Review and Approval of October 3, 2018 Expanded Summary Notes:**

4. **Discussion Items:**

   4.1. **Training Sheet for New Program Proposals:**

   4.2. **AP 4023 Education Program Initiation:**

   4.3. **Noncredit in Guided Pathways and AB-705 (Senate Rostrum, April 2018):**

   4.4. **AP Credit Discussion (Cont.):**

5. **Guided Pathways:**

6. **Miscellaneous:**

7. **Consent Agenda:**

8. **NEW BUSINESS:**

   New Course: First Reading

BUSTEC-650	WIOA 32-Hour Certificate of Competency	Approval:

   Course Modification with DE: First Reading

GERO-22	Dying and Death	Modification Approval:	Distance Education Approval Hybrid/Online:

   Course Modification: First Reading (Glitch Course)

CISNTWK-11	Microsoft Network Server	Approval:

Program Deactivations: Final Reading

Professional Administrative Assistant	A.S. Degree	Approval:
Professional Administrative Assistant	Certificate of Achievement	Approval:

PACKAGE: Computer Information Systems

New Courses: First Reading

CISNTWK-435	Introduction to the Linux Operating System	Approval:
CISNTWK-70	Virtualization and Cloud Essentials	Approval:

Program Modifications: Final Reading

Computer Information Systems	A.S. Degree	Approval:
Computer Information Systems	Certificate of Achievement	Approval:

PACKAGE: Gerontology-Noncredit

New Courses with Distance Education (Stand-Alone): First Reading

GERO-662	Activity Coordinator Training	New Course Approval:	Distance Education Approval Hybrid/Online:
GERO-663	Social Work Designee/Assistant Training	New Course Approval:	Distance Education Approval Hybrid/Online:

New Courses with Distance Education: First Reading

GERO-600	Principles of Caregiving: Older Adults and Their Care	New Course Approval:	Distance Education Approval Hybrid/Online:
GERO-655	Resources and Services for Older Adults	New Course Approval:	Distance Education Approval Hybrid/Online:

New Program: Final Reading

Caregiving Essentials	Certificate of Competency	Approval:

Package: Nursing: Vocational Nursing

New Course: First Reading

NURVN-600	NCLEX Review for VN Licensure Examination	Approval:

Course Deactivation: Final Reading

NURVN-500	NCLEX Review for VN Licensure Examination	Approval:

9. **Adjournment:**

CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
<mark>**Teleconference x6759**</mark>
SUMMARY NOTES
October 3, 2018
1:30pm-3:00pm

Members Present:

Annette Henry, Kinesiology, Nutrition, & Athletics	Naomi McCool, Social and Behavioral Sciences
Anthony DiSalvo, Dean, Language Arts and Library	Rob Kopp, Mathematics & Science
Charmaine Phipps, Language Arts	Ryan Sipma, Catalog and Schedule Coordinator
Daniel Jacobo, Visual and Performing Arts	Sean Stratton, Articulation Officer
Helen Leung, Counseling	Sharon Awad, Administrative Assistant II, Curriculum
John Machado, Visual & Performing Arts	Shelley Marcus, Library Learning Resources
Kathy Lucero, Admissions and Records	Stephen Calebotta, Language Arts
Linda Marcotte, Social & Behavioral Sciences	Stephen Shelton, Vice Chair
Mark Forde, Chino Representative	Tracy Kocher, Business & Applied Technology
Megan Keebler, Instructional Support	Vanessa Thomas, Business and Applied Technology, High
Meridith Randall, Associate Superintendent of Instruction and Institutional Effectiveness	School Articulation

Members Absent:

Angela Burk-Herrick, Mathematics & Science	Michael Escobosa, Health Sciences
Elaine Martinez, Kinesiology, Nutrition, & Athletics	Misty Burruel, Faculty Senate President
Jeffrey Laguna, Health Sciences	Patricia Bopko, Financial Aid
Lucy Serrano, Counseling	RuthAnn Garcia, Transfer Center
Marie Boyd, Curriculum Chair	Wanda Baker, Business & Applied Technology
Marlene Soto, Health Sciences	

Guests:
None

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:36p.m.

2. **Public Comment:** No comment.

3. **Review and Approval of September 19, 2018 Expanded Summary Notes:** The summary notes were approved 14/0/1.

4. **Discussion Items:**

   4.1. **Presentation on Supplemental Instruction (Megan Keebler):** Megan Keebler, Instructional Specialist from Supplemental Instruction (SI), provided information on the history of SI, the differences between SI and tutoring, the training of SI leaders, the benefits of SI, and the implications of SI for AB-705. SI provides support for various disciplines including Math, English, and Science. Overall, SI leaders facilitate collaborative learning environments that enhance student success and retention. SI is a great support service that is missioned with providing students additional learning resources for success.

   4.2. **Chemistry AS-T:** The Administrative Assistant II reported that Chemistry Faculty have contacted the Catalog and Schedule Coordinator to receive new course numbers for CHEM-75A and CHEM-75B in order to reduce the units for those courses. The development of these courses are not in Curricunet yet, but this is still a progressive step toward gaining the Chemistry AS-T.

   4.3. **AB-705 Regional Meeting:** The Chair provided her notes from the AB-705 regional meeting. The regional was attended by Dean DiSalvo as well as Math faculty, and the Curriculum Chair and Curriculum Vice Chair.

4.4. EO-1100: The committee received a FAQ on EO-1100. The executive order redefines proficiency in Area B4. Intermediate Algebra is not a prerequisite for courses in Area B4. Game theory and personal finance have been added as a way to gain credit in Area B4 for quantitative reasoning.

4.5. C-ID Five-year Review: The committee received notice of what disciplines are up for their five-year review for C-ID. C-ID has released a survey to CSU and Community College faculty to engage in these reviews. It is imperative that Community College faculty participate in these surveys so that the C-ID descriptors receive input from both the CSU and Community College faculty. The AO also mentioned that faculty can use this survey to communicate any issues they see with the C-ID templates.

4.6. Articulation Report: The AO's report included the discussion on items 4.4, 4.5, and 6.1 on this agenda.

5. Guided Pathways: None.

6. Miscellaneous:

6.1. The Director of Admissions and Records, Kathy Lucero, reported that in order for a Chaffey student to receive AP Credit for U.S. History and Psychology, they must have a received a score of four; however, the CSUs require a score of three for AP Credit in those areas. Kathy noted that students who scored a three used to receive AP Credit for U.S. History and Psychology up until the 2017-2018 Catalog; as a result, no credit is given for a score of three for AP Psychology or AP U.S. History. Counselors have awarded credit for CSUGE and IGETC for scores of three to follow the standards set by the UC and CSU. The Articulation Officer (AO) and Kathy propose that Chaffey's policy change allow unit credit for a score of three for CSUGE and IGETC and mirror the CSU policy. This would require a change in the next catalog. The AO suggests that course equivalencies be established for all AP Exams for each department. He also mentioned that the departments can choose which score is needed for course equivalency. Counselor, Helen Leung, echoed the AO by mentioning the policy applies to both CSU and UC. She also mentioned that each department at each university decide what score qualifies for course credit. Social and Behavioral Sciences representative, Naomi McCool, will bring this back to the History and Psychology faculty. This item will be on the next curriculum agenda for further discussion.

7. Consent Agenda: The consent agenda was approved 15/0/0.

7.1. The following AB-705 actions have taken place in Curricunet following the steps outlined in the summary notes from the September 5, 2018 Curriculum Committee meeting. These actions have also been reflected in Colleague.

1. **Removal of ESL-475 as advisory:**
   - 7.1.1.1. CHEM-8
   - 7.1.1.2. COMSTD-2
   - 7.1.1.3. COMSTD-6
   - 7.1.1.4. COMSTD-74
   - 7.1.1.5. COMSTD-76
   - 7.1.1.6. COMSTD-78
   - 7.1.1.7. DANCE-1
2. **Removal of ESL-475 as a prerequisite since ENGL-475 was removed as a prerequisite:**
   - 7.1.2.1. HIST-1
   - 7.1.2.2. HIST-17
   - 7.1.2.3. HIST-18
   - 7.1.2.4. HIST-2
   - 7.1.2.5. HIST-20
   - 7.1.2.6. HIST-37
   - 7.1.2.7. HIST-7
   - 7.1.2.8. HUMAN-5
   - 7.1.2.9. HUMAN-6
   - 7.1.2.10. PHIL-70
   - 7.1.2.11. PHIL-71

       7.1.2.12.   PHIL-72
       7.1.2.13.   PHIL-73
       7.1.2.14.   PHIL-77
       7.1.2.15.   PHIL-78
       7.1.2.16.   PHIL-80
       7.1.2.17.   PHIL-81
       7.1.2.18.   PHIL-82
       7.1.2.19.   SOC-16
       7.1.2.20.   THEATRE-1
       7.1.2.21.   THEATRE-4
       7.1.2.22.   THEATRE-5
       7.1.2.23.   THEATRE-7

3. **Removal of ENGL-475 (ENGL-495 or ESL-475 are prerequisites for these courses):**
       7.1.3.1.   BIOL-20
       7.1.3.2.   BUSL-10
       7.1.3.3.   ENGL-33
       7.1.3.4.   ENGL-35
       7.1.3.5.   ENGL-68
       7.1.3.6.   ENGL-74
       7.1.3.7.   ENGL-76
       7.1.3.8.   ENGL-7A
       7.1.3.9.   ENGL-7B
       7.1.3.10.   ENGL-7D
       7.1.3.11.   ENGL-7E
       7.1.3.12.   HUMAN-20
       7.1.3.13.   JOUR-10
       7.1.3.14.   JOUR-30

4. **Removal of MATH-425:**
       7.1.4.1.   CHEM-24A
       7.1.4.2.   CHEM-9
       7.1.4.3.   EGTECH-12
       7.1.4.4.   EGTECH-14
       7.1.4.5.   SCSCI-10

5. **Removal of MATH-410:**
       7.1.5.1.   CHEM-10
       7.1.5.2.   CHEM-7
       7.1.5.3.   CHEM-8
       7.1.5.4.   ECON-2
       7.1.5.5.   ECON-4
       7.1.5.6.   PHSCI-10

8. OLD BUSINESS:

Course Modifications with DE: Second Reading

CISNTWK-20	Introduction to Cybersecurity: Ethical Hacking	Modification Approval: 15/0/0	Distance Education Approval Hybrid/Online: 15/0/0

Course Modifications: Second Reading

INDMM-400	Intro to Construction Safety, Trade Math, Rigging, and Tools	Approval: 15/0/0

9. NEW BUSINESS:

Course Modifications with DE: First and Second Reading

ACCTG-70	Cost Accounting	Modification Approval: 15/0/0	Distance Education Approval Hybrid/Online: 15/0/0

Course Modifications: First and Second Reading

IET-403A	Electrical Motors and Controls I	Approval: 15/0/0
INDMM-401	Basic Communication and Employability Skills, and Core Testing	Approval: 15/0/0
INDMM-403	Trade Math and Drawings, Material Handling, and Mobile Equipment	Approval: 15/0/0

PACKAGE: AB-705 English and Math

Course Deactivations: Final Reading

ENGL-475	Fundamentals of College Reading and Writing	Approval: 15/0/0
ENGL-575	Introduction to College Reading and Writing	Approval: 15/0/0
MATH-410	Elementary Algebra	Approval: 15/0/0
MATH-425	Intermediate Algebra	Approval: 15/0/0
MATH-510	Arithmetic	Approval: 15/0/0
MATH-520	Pre-Algebra	Approval: 15/0/0
MATH-605	Preparation for the Study of Pre-Algebra	Approval: 15/0/0

PACKAGE: Industrial Electrical Technology

New Course: First and Second Reading

IET-484ABCD	Industrial Electricity Internship	Approval: 16/0/0

Course Reactivations: First and Second Reading

IET-460	Introduction to Photovoltaic Installation	Approval: 16/0/0

Course Deactivations: Final Reading

IET-482	Internship in Industrial Electricity	Approval: 16/0/0

Program Modifications: Final Reading

Industrial Electrical Technology	A.S. Degree	Approval: 16/0/0
Industrial Electrical Technology Level I	Certificate of Achievement	Approval: 16/0/0
Industrial Electrical Technology Level II	Certificate of Achievement	Approval: 16/0/0

Industrial Electrical Technology Level III	Certificate of Achievement	Approval: 16/0/0

10. Adjournment: The meeting was adjourned at 17/0/0 at 2:37p.m.

Industrial Electrical Technology Level III	Certificate of Achievement	Approval: 16/0/0

Name	ATTENDANCE	SUMMARY NOTES	CONSENT AGENDA	CISNTWK-20 2ND READING	INDMM-400 2ND READING	ACCTG-70 1ST/2ND READING	IET-403A 1ST/2ND READING	INDMM-401 1ST/2ND READING	INDMM-403 1ST/2ND READING	ENGL-475 DEACTIVATION	ENGL-575 DEACTIVATION	MATH-410 DEACTIVATION	MATH-425 DEACTIVATION	MATH-510 DEACTIVATION	MATH-520 DEACTIVATION	MATH-605 DEACTIVATION
Angela Burk-Herrick																
Annette Henry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anthony DiSalvo	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
Daniel Jacobo	X															
Elaine Martinez																
Helen Leung	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Jeffrey Laguna																
John Machado	X	A	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
Lucy Serrano																
Mark Forde	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlene Soto																
Megan Keebler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Michael Escobosa																
Misty Burruel																
Naomi McCool	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
RuthAnn Garcia																
Ryan Sipma	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
Shelley Marcus	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
Tracy Kocher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vanessa Thomas	X															
Wanda Baker																
Total Counts	17	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15

Quorum= (26/2) +1=14

Guests: None

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

Name	IET-484ABCD 1ST/2ND READING	IET-460 1ST/2ND READING	IWT-482 DEACTIVATION	IET A.S. FINAL READING	IET LEVEL I FINAL READING	IET LEVEL II FINAL READING	IET LEVEEL III FINAL READING	ADOURNMENT
Angela Burk-Herrick								
Annette Henry	X	X	X	X	X	X	X	X
Anthony DiSalvo	X	X	X	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X	X	X	X
Daniel Jacobo	X	X	X	X	X	X	X	X
Elaine Martinez								
Helen Leung	X	X	X	X	X	X	X	X
Jeffrey Laguna								
John Machado	X	X	X	X	X	X	X	X
Linda Marcotte	X	X	X	X	X	X	X	X
Lucy Serrano								
Mark Forde	X	X	X	X	X	X	X	X
Marlene Soto								
Megan Keebler	X	X	X	X	X	X	X	X
Michael Escobosa								
Misty Burruel								
Naomi McCool	X	X	X	X	X	X	X	X
Rob Kopp	X	X	X	X	X	X	X	X
RuthAnn Garcia								
Ryan Sipma	X	X	X	X	X	X	X	X
Sean Stratton	X	X	X	X	X	X	X	X
Shelley Marcus	X	X	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X	X	X
Tracy Kocher	X	X	X	X	X	X	X	X
Vanessa Thomas								X
Wanda Baker								
Total Counts	16	16	16	16	16	16	16	17

Your Education program Proposal Committee Meeting – How to Prepare

Three broad areas:

- ❖ **Labor Market Information**
- ❖ **Total Cost of Ownership**
- ❖ **Program Sustainability**

Labor Market Information

- ❖ Summarize LMI report you (hopefully received from the Center of Excellence. What will the future job market be like for students who will graduate with this certificate/degree?
- ❖ What are nearby Colleges offering in the same field?
- ❖ What do your enrollment /completer projections look like for existing or closely-related fields?

Total Cost of Ownership (TCO)

- ❖ Costs for Faculty: The College (Meridith) made an unofficial commitment to have at least 1 full time faculty overseeing each program last year. So I think you should mention what the plans are for hiring someone new right up front.
- ❖ Costs for Facilities: WHERE will we shoehorn these classes? Maybe talk about plans for DE to ease space issues. Could it be centered at a satellite campus? Maybe Fontana? Where are the lab facilities to be located?
- ❖ Costs for Equipment: Any special equipment needs? SIMS dummies or anything like that?

Sustainability:

- ❖ How you might keep this program going/growing?
- ❖ Plans for Distance Education?
- ❖ Sustaining enrollment?
- ❖ Doing the PSR?
- ❖ Doing the SLO?

AP 4023 Educational Program Initiation

I. Introduction

An educational program is defined in Title 5 Section 55000 (m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

Educational program initiation is the process of proposing a new educational program. This process is designed to ensure the College has an opportunity to thoughtfully and intentionally evaluate the alignment of potential programs with the District's Institutional Mission, The Strategic Plan, and existing curriculum; and to evaluate the total cost of ownership of potential programs. The institution values examining the total cost of ownership, which includes the impact of new programs on human resources, facilities, technology, and the initial and ongoing budget. This process includes review of potential programs that are grant or externally funded, recognizing that these programs may eventually require use of the District's general funds.

Initial program ideas may be proposed by a variety of sources, including faculty, administrators, advisory boards, industry representatives, members of the community, and others.

II. Guiding Principles

- The College desires a process that supports new ideas from a variety of sources and thoughtful consideration of potential programs.

- Programs initiated through this process will demonstrate that they fulfill a need, align with the Institutional Mission, and are feasible within the College's current or anticipated resources.

- The process recognizes that as faculty have primacy in the development of curriculum, the Curriculum Committee will be an integral part of program initiation review.

III. Educational Program Initiation Process

The process for initiating a new program includes the following steps:

- Submission of Program Initiation Proposal Form by initiator

- Educational Program Proposal Committee review for feasibility

- Curriculum Committee review

AP 4023 Educational Program Initiation

- Chief Instructional Officer ("CIO") recommendation

- Curriculum Committee recommendation

- Governing Board approval

- Submission to Chancellor's Office

IV.   Composition of Educational Program Proposal Committee ("EPPC")

The committee will comprise both voting and non-voting members:

Voting Members

- Resource Allocation Committee Faculty Tri-chair or designee

- Program and Services Review Committee Faculty Tri-chair or designee

- Curriculum Committee Chair

- Faculty Senate President

- Two (2) faculty members of the Curriculum Committee

- One (1) dean appointed by the CIO

- One (1) dean of the school most closely aligned with the program proposal. If more than one school is affected, the dean of each school can participate.

Non-Voting Members

- One (1) discipline expert. In the event that a faculty member with related expertise is not available, the committee will engage appropriate external expertise.

- Budget/Fiscal representative

- Office of Institutional Research representative

- Library and Success Center representative

AP 4023 Educational Program Initiation

V.   **Initial Review of Educational Program Proposal**

Once the Educational Program Proposal is received by the EPPC, committee review and recommendation will occur within 30 business days unless extenuating circumstances require additional time.

Responsibilities of the EPPC include the following:

- Invite program initiator to present the initiation request to the committee

- Evaluate need for program

- Analyze program's fiscal impact on the District

- Analyze program's impact on other District resources

- Consider source and duration of external funding for the program (if applicable)

- Analyze staffing needs (projected faculty needs, classified support, designation of a program director [if applicable], and availability of qualified faculty and staff)

- Provide limited guidance to ensure initiators receive assistance in accessing data and navigating the process

- Ensure that committee discussions are documented and submit the committee's recommendation to the Curriculum Committee

Upon completion of its review, the EPPC will make a written recommendation to approve or not approve the program concept.

The decision of the EPPC will then go to the CIO for a final decision. Depending on the CIO's decision, the following will occur:

- Recommendation, including the committee's rationale, for one of the following:
  - **Development of a credit program**: If this option is selected, the originator needs to contact the Curriculum Office for assistance with completing proposals in Curricunet for faculty review and Governing Board approval.
  - **Development of a non-credit program**: If this option is selected, the originator needs to contact the Curriculum Office for assistance with completing proposals in Curricunet for faculty review and

AP 4023 Educational Program Initiation

Governing Board approval and for guidance to ensure that the program meets Title 5 requirements for non-credit programs.

- o **Development of a not-for-credit program**: If this option is selected, the originator needs to contact the Community Education Office for assistance with completing proposals for Governing Board approval.

- o **Revisiting program development in the future** (with recommended timeline): If this option is selected, the originator needs to contact either the Curriculum Office (for credit or non-credit programs) or the Community Education Office (for not-for-credit programs) to incorporate approval timelines in the timeline established by the EPPC.

- o **Revisiting program development if conditions change** (with specified conditions and timeline): If this option is selected, the originator needs to contact either the Curriculum Office (for credit or non-credit programs) or the Community Education Office (for not-for-credit programs) to incorporate approval timelines in the timeline established by the EPPC.

- o **No program development**

If the CIO and EPPC do not agree, the CIO will send a written response to the EPPC within 10 days and meet with the EPPC as soon as possible. If consensus is not reached, the Superintendent/President will make the final decision.

VI.   **Curriculum Committee Review and Recommendation**

Responsibilities of the Curriculum Committee include the following:

- Review the EPPC's recommendation

- Invite the initiator to present and discuss the proposal with the Curriculum Committee

- Provide status updates to participants

- Ensure that committee discussions are documented and submit the committee's recommendation to the CIO

AP 4023 Educational Program Initiation

The Curriculum Committee will review the proposal and consider the program's relationship to the Institutional Mission and its overall impact on the institution. The committee's evaluation of the proposal will consider the following criteria:

Qualitative

- Rationale for the program

- Program relation to the Institutional Mission

- Anticipated outcome of the educational program (degree, certificate, diploma, license, or transfer)

- Anticipated number and list of courses

- Program alignment within the College's schools/disciplines

- Anticipated duration of the program

- Time considerations for program initiation

- Extent of the dialogue with individuals and colleagues related to the concept proposal

- For proposed Career Technical Education (CTE) programs, the following items are also required:

  o Relationship of program to industry-recognized credentials

  o Regional employer engagement that exists or may be pursued in support of this program

  o Community/industry partnerships that exist or are envisioned

  o Establishment of an advisory committee and the need for external state or national regulatory accreditation or approval

  o Identification of similar programs nationally, statewide, and within San Bernardino and Riverside Counties

Quantitative

- Feasibility and need recommendation by the EPPC

- Anticipated enrollment and potential impact on other College programs

- For proposed Career Technical Education (CTE) programs, labor market information (local, regional, state, other) supporting the need for the program

AP 4023 Educational Program Initiation

VII.   **Curriculum Committee Recommendation**

The Chair of the Curriculum Committee will submit a written recommendation to the Faculty Senate at the next Senate meeting following the decision and submit the Curriculum Committee's recommendation and rationale to the CIO within seven (7) days of Faculty Senate approval.

VIII.   **Chief Instructional Officer Recommendation to the Governing Board**

The CIO will review and consider the committees' recommendations and submit a recommendation to the Governing Board, whose decision to approve or not approve the program is final. Approved programs will be submitted to the Chancellor's Office by the Curriculum Committee Chair.

The policies and procedures outlined above will be subject to review and revision at the end of the first yearly curriculum cycle following adoption of these procedures.

References: Education Code Sections 78016, 78021 and 78300
Title 5 Sections 51021, 55000, 55130 and 55170

Approved: 1/16/18

Guided Pathways and AB 705: What's Noncredit Got to Do, Got To Do with It?

by Randy Beach, South Representative, ASCCC Noncredit Committee

and John Freitas, Treasurer, ASCCC Noncredit Committee Chair

In the face of broad and unprecedented change represented by the guided pathways movement and legislation such as Assembly Bill (AB) 705 (Irwin, 2017) that supports many of the principles of guided pathways, faculty are looking for opportunities to be creative and student-focused in their responses to that change. Noncredit curriculum and instruction, frequently looked upon as one of the "lesser angels" of a college's offerings, is enjoying a renaissance of discussion and invention that is only just beginning as college's begin ramping up discussions around guided pathways and AB 705 legislation.

NONCREDIT IN A GUIDED PATHWAYS FRAMEWORK

Beginning with the 2015-2016 state budget, the apportionment rate for Career Development and College Preparation (CDCP) noncredit courses, also known as "enhanced noncredit," was made equal to that of credit courses. The intent of the legislature was threefold: (1) to support the expansion of noncredit career education programs that typically have higher equipment costs and lower faculty to student ratios, (2) to improve program quality by providing an incentive to hire more full-time faculty in noncredit, and (3) to provide financial incentives to increase the availability of noncredit CTE in order to meet workforce needs.[1] While there are ten allowable categories of noncredit courses, CDCP certificates must consist of noncredit courses that fit within the following four noncredit categories: elementary and secondary basic skills, workforce preparation, short-term vocational program, and English as a second language/vocational English as a second language. Regardless of the original legislative intent, the increased CDCP apportionment rate provides colleges with an opportunity to use CDCP noncredit instruction as a tool to provide guided pathways onramps into college credit transfer and career education programs for students who are unprepared or underprepared for college-level coursework.

One of the four pillars of guided pathways is to create clear curricular pathways to employment and further education.[2] While many often think of guided pathways in terms of credit programs of study, particularly those that lead to transfer, CDCP noncredit aligns fully with this pillar of guided pathways. In order for noncredit courses to qualify for CDCP apportionment rate, those courses must be part of either noncredit certificate of competency or certificate of completion programs of study. CDCP certificates provide coherent programmatic pathways that lead to clear, intentional outcomes, such as onramps into credit programs of study in career education or transfer programs (certificate of competency), or directly into the workforce by improving employability (certificate of completion).

For example, at San Diego Continuing Education, a noncredit college in the San Diego Community College District, the Auto Body and Paint Technician

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1 *See the March 2017 Legislative Analyst Office Report "California Community Colleges: Effects of Increases in Noncredit Funding Rates" at http://www.lao.ca.gov/reports/2017/3635/CCC-Noncredit-Course-033017.pdf.*

2 *For Chancellor's Office information on guided pathways, go to http://cccgp.cccco.edu/Guided-Pathways-Electronic-Toolkit. See also Bailey, Jaggars, and Jenkins, Redesigning America's Community Colleges: A Clearer Path to Student Success, 2015.*

certificate program, is designed for entry-level employment in auto body repair. On the other hand, the Automotive Technician Program is designed for both entry-level employment and entry into the credit program at San Diego Miramar College, with the noncredit courses taken at San Diego Continuing Education being articulated for credit at San Diego Miramar College to meet the program requirements.[3] At Mt. San Antonio College, the School of Continuing Education offers a certificate of competency in basic skills to improve reading, writing, and mathematics skills in order to prepare students for either the workforce or college-level programs. They also offer certificates of completion in fields such as healthcare, which are intended to prepare students for both direct entry into the workforce and as onramps into related credit degree and certificate programs.[4] In each of these examples, the intent is to provide necessary on ramping for students to succeed in their chosen pathways, with the additional benefit of being flexible and of no cost to students.

ASSESSMENT, PLACEMENT, AND NONCREDIT

In addition to the ways that noncredit may find its way into a local college's guided pathways framework, noncredit is receiving significant attention as colleges grapple with ways to comply with AB 705 (Irwin, 2017). The legislation places restrictions around placement of students into mathematics, English, and English as a Second Language (ESL). Colleges are required to use multiple measures placement that must include high school transcript data and are not allowed to place a student into a course sequence that prohibits them from completing a transfer-level math or English course in one year unless that multiple measures placement data shows they are "highly unlikely" to succeed in the transfer-level course without it. The same restrictions apply to English as a Second Language students; however ESL students are allowed three years to complete transfer-level English.

So how could noncredit fit in? Faculty might consider repurposing existing noncredit coursework or creating new noncredit courses to meet student needs around developmental education. Noncredit courses may be useful as prerequisites or corequisites to credit courses in the math and English sequence to support students to complete the transfer courses within the one year time frame required by the law. Such courses could be packaged as CDCP certificates so that they qualify for the CDCP apportionment rate, making them cost-effective for the college. While it still remains to be seen how adding noncredit courses as requisites to credit will fit into a developmental education program in terms of the one-year timeline, starting conversations now around the possibilities, the barriers (real and perceived), and the necessary curriculum and resources needed to expand noncredit could prove fruitful in the future.

In addition to the requisite models, support classes in noncredit may also be useful to help students tackle the more strident coursework they might face when college's redesign their placement practices to comply with AB 705. The flexibility provided by noncredit could give rise to modularized coursework that supports students in their English, math, and ESL courses by providing the specialized instruction they need without having to take an entire semester or quarter-length course. And finally, an additional option for supporting students to complete their transfer level courses are student success classes that focus on study skills contextualized to English, math or ESL.

FINAL THOUGHTS TO CONSIDER

In a recent report "The Past, Present and Future of Noncredit Education in California" from the San Diego Continuing Education,[5] 70% of colleges reported offering noncredit courses and/or programs. 51% offer ESL noncredit while 30% offer adult basic education and another 28% offer CTE coursework and programs. Those numbers indicate that there are promising examples of noncredit in action, even though there is much room for expanding noncredit offerings. Conversations can, in the near future, focus on "scaling up" courses in noncredit that are working while exploring new areas where noncredit curriculum and instruction can support students.

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[3] Catalog descriptions of the noncredit certificate programs at San Diego Continuing Education are available at http://www.sdce.edu/sites/default/files/sdcecatalog1618.pdf.

[4] For more information on Mt. San Antonio College noncredit programs, go to http://catalog.mtsac.edu/programs/noncredit-programs/programsaz/.

[5] This report is available at https://sdce.edu/sites/default/files/iep/The_Past_Present_and_Future_of_Noncredit_in_CA.pdf.