NOTE: ALL COURSES/PROGRAMS UP FOR APPROVAL FROM THIS DATE FORWARD WILL BE EFFECTIVE FALL 2015 UNLESS OTHERWISE NOTED.

APPROVAL OF MINUTES: January 21, 2014

POLICY AND PROCESS DISCUSSION:
1. Pop Quiz Results

SECTION ONE:
REQUIRING COMMITTEE ACTION
I. Curricular Proposals for Approval

A. Credit Courses: Second Reading
1. New

2. Revise
   T=Title (substantial); U=Units, H=Hours (increased); P=Prereq, C=Coreq (substantial); D=Description (substantial); F=Fees (required); R=Repeat (added or increased)

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation

4. 88s and 89s

5. Distance Education (new)

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): Second Reading

7. Noncredit Courses

8. Study Abroad/International Education
B. Credit Courses: First Reading

1. New

2. Revise

T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial); D=Description (substantial); F=Fees (required); R=Repeat (added or increased)

- **CJ V86**
  - **H** - from ‘0.5 lecture, 1 laboratory weekly’ to ‘1.5 laboratory weekly’
  - **FT** - from ‘will be required’ to ‘not required’

- **PSY V04**

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation/Enrollment Limitation(s)

- **CJ V86**
  - **P** - Remove ‘CJ V85 or concurrent enrollment’
  - **RP** - Add ‘CJ V85 or concurrent enrollment’
  - **EL** - Review

- **PSY V04**
  - **P** - MATH V03A-E V03E or MATH V13B
  - **RP** - Review

4. 88s and 89s

5. Distance Education (new)

- **PSY V04 (New – 100%)**

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): First Reading

- **AS/COA Administrative Assistant (New)**
  - (adding AS to the COA approved FY13)

7. Noncredit Courses

8. Study Abroad/International Education

SECTION TWO:

COURSE AND PROGRAM INFORMATION ONLY—CONSENT AGENDA

II. Curricular Activity: Technical Action Requesting to be effective Fall 2014

A. Delete (Remove from catalog)
B. Technical Revisions (Nonsubstantial Changes in Catalog)

<table>
<thead>
<tr>
<th>ID=Course Number; T=Title; U=Units; H=Hours; P=Prereq; RP=Rec Prep; EL=Enrollment Limitation; D=Description; F=Fees; FT=Field Trips; R=Repeat; Was=Formerly; Same as; RS=Record Symbol; Non-degree; TR=Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART V70B/PHOT V70B</td>
</tr>
<tr>
<td>P- add ‘/PHOT V70A’</td>
</tr>
<tr>
<td>DANC V10A/V13A/V15A/V29A</td>
</tr>
<tr>
<td>D) remove family designation</td>
</tr>
<tr>
<td>DANC V10B/V10C/V10D/V13B/V13C/V13D/V15B/V15C/V15D/V29B/V29C/V29D</td>
</tr>
<tr>
<td>RP- remove ‘or equivalent skills’</td>
</tr>
<tr>
<td>EL- add ‘Commensurate skills demonstration’</td>
</tr>
<tr>
<td>D) remove family designation</td>
</tr>
</tbody>
</table>

C. Technical Revision (Articulation Purposes) – Does not require DTRW-I or Board approval.

CO=Course Objectives (substantial); CC=Course Content (substantial); LC=Lab Content (substantial)

D. Course Review/Update (No catalog changes)

- EAC V01 (Update)

E. Prerequisite(s)/Corequisite(s)/Recommended Preparation Review

| • ART V70B/PHOT V70B (P/RP-Review) |
| • DANC V10B/V10C/V10D/V13B/V13C/V13D/V15B/V15C/V15D/V29B/V29C/V29D (RP-Review) |

F. Distance Education (Revision/Update – No catalog changes.)

| • ART V70B/PHOT V70B (Review) |
| • EAC V01 (Review) |

G. Degrees, Certificates and Awards (Nonsubstantial)

SECTION THREE:
DISCUSSION (CONSENT and/or ACTION)

III. Action/Information/Discussion

A. Financial Aid Restrictions to Programs (Information) – A. Rodriguez
B. Priority List and 2015-2016 Deadlines (Information) – M. Bowen
C. Accreditation Standard II. A. Instructional Programs (Information) – P. Sezzi
D. Various Updates (Information) – G. Arevalo
  - ASCCC Academic Academy 2014
    - Association of American Colleges and Universities (AACU) Liberal Education and America’s Promise (LEAP)
    - GE Comparison Grid
  - SCIAC Meeting
    - ASSIST Update
E. American Ethnic Studies as a “discipline” designator (Discussion) – P. Sezzi

MQ for Faculty and Administrators in CCC – January 2012
Ethnic Studies: Master’s degree in the ethnic studies field OR a master’s degree in American studies/ethnicity, Latino studies, La Raza Studies, Central American studies, Latin American studies, cross cultural studies, race and ethnic relations, Asian-American studies, or African-American studies OR the equivalent OR see interdisciplinary studies.

F. DTRW-I Reports (Information) – P. Sezzi/G. Arevalo

12/05/13 DTRW-I Report
- Forwarded to BoT 01.21.14 with revisions noted:
  - BUS V46 (added: Transfer credit: CSU.)
  - BUS V47 (added: Transfer credit: CSU.)
  - GEOG V16 (revised: Hours: 0.5 lecture, 1.5 laboratory weekly)
  - GEOG V22 & GIS V22 (lowercase ‘o’ in ‘of’)
  - ENGL V21B – Title changed from ‘Survey of English Literature II’ to ‘Survey of English British Literature II’
- Sent back to campus for further review and revisions:
  - HED V82, KIN V16/V20/V74A/V74B

01/23/14 DTRW-I Report
- Forwarded to BoT 02.11.14 with revisions noted:
  - AA-T English - corrections to the units under List C for foreign languages (French, German, Italian, and Japanese)

02/27/14 DTRW-I Report

NEXT MEETING
March 18, 2014 - 3:00 p.m.
Multidisciplinary Center West Conference Room (MCW-312)
P. Sezzi called the meeting to order at 3:04 p.m.


**NON-VOTING MEMBERS PRESENT:** O. Duangpun, P. Jefferson, and O. Long

**GUESTS:** Susan Bricker, Gwen Huddleston, Patricia King, Dan Kumpf, Linda Resendiz, Kathy Schrader

**APPROVAL OF MINUTES:** December 3, 2013

P. Sezzi called for a motion to approve the minutes.  
Motion by D. Newcomb, second by A. Bittl.  
Final Resolution: Motion was approved.  

**POLICY AND PROCESS DISCUSSION:**

1. Pop Quiz Results

   P. Sezzi tabled until the next meeting.

**SECTION ONE:**

**REQUIRING COMMITTEE ACTION**

I. Curricular Proposals for Approval

A. **Credit Courses: Second Reading**

1. **New**

2. **Revise**

   T=Title (substantial); U=Units, H=Hours (increased); P=Prereq, C=Coreq (substantial); D=Description (substantial); F=Fees (required); R=Repeat (added or increased)

3. **Prerequisite(s)/Corequisite(s)/Recommended Preparation**
4. 88s and 89s

5. Distance Education (new)

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): Second Reading

7. Noncredit Courses

8. Study Abroad/International Education

B. Credit Courses: First Reading

1. New

2. Revise

T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial); D=Description (substantial); F=Fees (required); R=Repeat (added or increased)

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation/Enrollment Limitation(s)

   - ENGL V01C (P-New)
     New course was approved by CC on 12/03/13
   
P. Sezzi noted that the course was approved at the last meeting however; the prerequisite was not listed on the last agenda.

   **Approved for Fall 2014 (first and second reading)**
   Motion by M. Bowen, second by A. Bittl.
   Final Resolution: Motion was approved.

4. 88s and 89s

5. Distance Education (new)

   - ENGL V01C (70% online)
     New course was approved by CC on 12/03/13
   
P. Sezzi noted that the course was approved at the last meeting however; the distance education was not listed on the last agenda.

   **Approved for Fall 2014 (first and second reading)**
   Motion by M. Bowen, second by A. Bittl.
   Final Resolution: Motion was approved.
6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): First Reading

7. Noncredit Courses

8. Study Abroad/International Education

SECTION TWO:
COURSE AND PROGRAM INFORMATION ONLY—CONSENT AGENDA
II. Curricular Activity: Technical Action
   A. Delete (Remove from catalog)
   B. Technical Revisions (Nonsubstantial Changes in Catalog)
      ID=Course Number; T=Title; U=Units; H=Hours; P=Prereq; C=Coreq; RP=Rec Prep; D=Description;
      F=Fees; FT=Field Trips; R=Repeat; Was=Formerly; Same as; RS=Record Symbol; Non-degree;
      TR=Transfer
      • ENGL V21A
        T- from ‘Survey of English Literature I’ to ‘Survey of British Literature I’
   C. Technical Revision (Articulation Purposes) – Does not require DTRW-I or Board approval.
      CO=Course Objectives (substantial); CC=Course Content (substantial); LC=Lab Content (substantial)
   D. Course Review/Update (No catalog changes)
   E. Prerequisite(s)/Corequisite(s)/Recommended Preparation Review
      • ENGL V21A (P-Review)
   F. Distance Education (Revision/Update – No catalog changes.)
      • ENGL V21A (Review)
   G. Degrees, Certificates and Awards (Nonsubstantial)

-Approved for Fall 2014

Motion by D. Newcomb, second by A. Bittl.
Final Resolution: Motion was approved.
SECTION THREE:
DISCUSSION (CONSENT and/or ACTION)

III. Action/Information/Discussion
    A. Philosophy and General Education Subcommittee (Action) – P. Sezzi/G. Arevalo
       • Schedule meeting (membership: G. Arevalo [co-chair], S. Bricker, N. Fredrickson/R. Koerner, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, and P. Sezzi [co-chair])
          A tentative meeting date was set for Tuesday, February 25th from 3pm to 5pm in MCW-312. D. Newcomb stated she would not be able to meet at this time and asked to be removed from the committee. P. Martin agreed to take her place on the committee. G. Arevalo touched on a few topics that may be on the agenda.

    B. Priority One List (Information) – M. Bowen
       • Re-approval of courses that underwent "light" technical review in 2012 or 2013 due to Title V
          M. Bowen presented the list, and noted that an updated list would be coming soon with fewer courses listed. A discussion ensued regarding the process.

    MEETING ADJOURNED at 3:45 p.m.

    NEXT MEETING
    February 4, 2014 @ 3:00 p.m. CANCELLED
    Multidisciplinary Center West Conference Room (MCW-312)
The Administrative Assistant Certificate Program assists students in developing the skills needed for a career as an Administrative Assistant in an accelerated format or any other of a wide variety of office positions in a very broad arena of businesses of all types. This comprehensive program is offered in an accelerated format and provides the opportunity for students to develop effective business communication skills, essential computer skills, business record management, resume preparation, and Internet skills, with an emphasis on integrating word processing, electronic spreadsheets and presentations and specialized skills that lead to success working in a variety of office settings. It is suggested that BUS V07A be taken first, so that commonly-used simple business calculations, aided by Excel in BUS V21 may greatly expand these capabilities. Students completing this Certificate of Achievement will have the skills that lead to success in a wide variety of office settings. Jobs in this field include administrative assistant, front office assistant, receptionist, front office specialists in a number of categories (sales, production, inventory, production control, purchasing, manufacturing, etc.) and may lead to advancement to various office supervisorial positions.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS V07A</td>
<td>2.5</td>
</tr>
<tr>
<td>BUS V21</td>
<td>16.0</td>
</tr>
<tr>
<td></td>
<td>18.5</td>
</tr>
</tbody>
</table>

Recommended courses: In addition to the required courses listed above, it is recommended that students who seek to obtain additional insight into the field of study consider taking one or more of the following courses: BUS V03, BUS V30, BUS V31, BUS V40, BUS V44, V45. Although these supplemental courses may be of value to the student, please note that they do NOT satisfy the requirements for this degree.
CURRICULUM DEADLINES 2015-2016 CATALOG

Courses on the 2015-2016 Priority List that do not meet these deadlines will not be offered effective Fall 2015

I. NEW, REVISED, DELETED, UPDATE/REVIEW COURSES

SUBMIT COURSES NOW:

FRIDAY, MARCH 7, 2014 – Distance Education, Professional Development, Social Sciences & Humanities (Gwendolyn Huddleston)

FRIDAY, APRIL 11, 2014 – Math & Sciences (Dan Kumpf)

FRIDAY, MAY 2, 2014 – Athletics, Health, Kinesiology & Off-Campus Programs (Tim Harrison)

FRIDAY, SEPTEMBER 5, 2014 – Career & Technical Education (Kathleen Schrader)
Communications & Learning Resources (Kathy Scott)
Student Services (Victoria Lugo)

All courses need to be submitted to CurricUNET as soon as possible to complete all stages of review before the first Curriculum Committee meeting in November. Because the CurricUNET review process currently takes over six weeks, it is urgent to submit as soon as possible, and respond to requests for action on courses in CurricUNET quickly.

SATURDAY, NOVEMBER 1, 2014: All new, revised, deleted and updated/reviewed courses must have completed the CurricUNET technical review process (which includes reviewing communication from the Technical Review Chair, soliciting department input, making the necessary revisions and re-submitting the course) and be ready for placement on the Curriculum Committee agenda by this date.

Courses not meeting these deadlines can be reviewed by the Curriculum Committee, but changes will not be effective, and new courses will not be offered, until 2016-2017.

II. 88$ AND 89$

These experimental courses, like new courses, must complete the CurricUNET review process and be ready for placement on the Curriculum Committee agenda by the following dates:

Spring 2015 Schedule: SEPTEMBER 1, 2014* (SUBMIT NOW)
Fall 2015 Schedule: FEBRUARY 1, 2015* (Submit no later than November 1)

*dates subject to change
III. DISTANCE EDUCATION

Distance Education (DE) requires a course review and approval by the Department and review by the area Dean, submission to CurricUNET, a meeting with a representative from the Distance Education office and a completed Distance Education form on CurricUNET. Make arrangements to meet as soon as possible in order to meet the curriculum deadlines listed below.

Distance Education is subject to the same deadlines as courses. (SEE FIRST PAGE)

IV. DEGREES, CERTIFICATES AND PROFICIENCY AWARDS

Degrees, certificate and proficiency awards are subject to the same deadlines as courses. (SEE FIRST PAGE)

V. C-ID COURSE APPROVAL AND DEADLINES

Courses that are included in the Associate for Transfer Degrees (AA-T/AS-T) must be submitted to C-ID (Course Identification Numbering System) for C-ID number approval. Once approved, the course must be resubmitted on a 5-year cycle. The submission process is ongoing and may require you to submit course changes in CurricUNET during your “Non Priority Year” cycle. If the course is not approved or “conditionally approved” you will have one year from the review date to make the appropriate changes (must go through the curriculum process to meet the deadlines) and resubmit for approval.

The deadlines are subject to change based on the approval date of the course. You will be notified of such deadlines and will be required to make the appropriate change to the COR if the degree is to remain valid. Contact the Articulation Officer for further information.
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.¹

   a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

   b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.¹

   c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

2. The institution assurs the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.¹²

   a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

   b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general
and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.¹

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.³

i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

   a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

   b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

   c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

   a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

   b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

   c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning: analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002), Taking Responsibility for the Quality of the Baccalaureate Degree (2004), and College Learning for the New Global Century (2007). For further information, see www.aacu.org/leap.
## Integrative Learning VALUE Rubric

**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connects relevant experience and academic knowledge</strong></td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one's points of view.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</td>
</tr>
<tr>
<td><strong>Connects across disciplines, perspectives</strong></td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td><strong>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</strong></td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
</tr>
<tr>
<td><strong>Integrated Communication</strong></td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</td>
</tr>
<tr>
<td><strong>Reflection and Self-Assessment</strong></td>
<td>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
</tr>
<tr>
<td><strong>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</strong></td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
</tr>
</tbody>
</table>

For more information, please contact value@acu.org
Collaborative assignments and writing, to cooperative projects and research. Especially those with different backgrounds and life experiences. Understanding by listening seriously to the insights of others, solving problems in the company of others, and sharpening one's own.

Collaborative learning combines two key goals: learning to work and produce and revise various forms of writing for different audiences across the curriculum, including final-year projects. Students are encouraged to take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning. Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
<table>
<thead>
<tr>
<th>Figure 2</th>
<th>High-Impact Practices: Eight Key Elements and Examples</th>
</tr>
</thead>
</table>
| **Performance expectations set at appropriately high levels**  
*Example:* A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or projects—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students’ precollege accomplishment evidenced by placement tests or ACT or SAT scores. |
| **Significant investment of time and effort by students over an extended period of time**  
*Example:* A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper; concluding with demonstration or performance evaluated by an independent third party or faculty supervisor. |
| **Interactions with faculty and peers about substantive matters**  
*Example:* Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor. |
| **Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar**  
*Example:* A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience. |
| **Frequent, timely, and constructive feedback**  
*Example:* A student–faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students’ contributions up to and through the completion of the project. |
| **Periodic, structured opportunities to reflect and integrate learning**  
*Example:* Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study. |
| **Opportunities to discover relevance of learning through real-world applications**  
*Example:* An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting. |
| **Public demonstration of competence**  
*Example:* An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member. |
CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
**Critical Thinking VALUE Rubric**

for more information, please contact value@aacu.org

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Evaluator**s are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th><strong>Explanation of issues</strong></th>
<th><strong>Capstone</strong> 4</th>
<th><strong>Milestones</strong> 3</th>
<th><strong>Benchmark</strong> 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.</td>
<td>Issue/ problem to be considered critically is stated without clarification or description.</td>
</tr>
</tbody>
</table>

**Evidence**

Selecting and using information to investigate a point of view or conclusion

<table>
<thead>
<tr>
<th><strong>Influence of context and assumptions</strong></th>
<th><strong>Capstone</strong> 4</th>
<th><strong>Milestones</strong> 3</th>
<th><strong>Benchmark</strong> 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
</tr>
</tbody>
</table>

**Student’s position (perspective, thesis/hypothesis)**

Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).

Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).

Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

**Conclusions and related outcomes**

Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.

Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
From Acronym Soup to Educated Students: 
Stirring Up the Ingredients of a Quality General Education 
February 21, 2014 
Presenters: 
Richard Mahon, Riverside City College 
Steven Reynolds, College of the Siskiyous 

<table>
<thead>
<tr>
<th>Title 5 § 55061. Philosophy</th>
<th>Title 5 § 55063. Min Reqs</th>
<th>ACCJC Standard II.A.3</th>
<th>CSUGE</th>
<th>IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education.</td>
<td></td>
<td>general education based on a carefully considered philosophy that is clearly stated in its catalog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.</td>
<td></td>
<td>The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The governing board of a community college district shall, on a regular basis, review the policy and criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College responsibility: to create coherence and integration among the separate requirements</td>
<td></td>
<td>General education has comprehensive learning outcomes for the students who complete it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### GE Comparison Grid

<table>
<thead>
<tr>
<th>Title 5 § 55061. Philosophy</th>
<th>Title 5 § 55063. Min Reqs</th>
<th>ACCJC Standard II.A.3</th>
<th>CSUGE</th>
<th>IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>to communicate effectively in writing</td>
<td>an English course at the level of the course typically known as Freshman Composition; (D) Language and Rationality: (i) English Composition.</td>
<td>written communication</td>
<td>A2. Written Communication</td>
<td>1A. English Composition</td>
</tr>
<tr>
<td>to communicate effectively orally</td>
<td>(D) Language and Rationality: (ii) Communication and Analytical Thinking.</td>
<td>oral communication</td>
<td>A1. Oral Communication</td>
<td>1C. Oral Communication</td>
</tr>
<tr>
<td>to use mathematics</td>
<td>a mathematics course at the level of the course typically known as Intermediate Algebra (D) Language and Rationality: (ii) Communication and Analytical Thinking.</td>
<td>scientific and quantitative reasoning</td>
<td>B4. Mathematics</td>
<td>2. Mathematics</td>
</tr>
<tr>
<td>to think and to communicate clearly</td>
<td>demonstrated competence in reading. (D) Language and Rationality: (ii) Communication and Analytical Thinking.</td>
<td>critical analysis/logical thinking</td>
<td>A3. Critical Thinking</td>
<td>1B. Critical Thinking</td>
</tr>
<tr>
<td>to understand the modes of inquiry of the major disciplines</td>
<td>(A) Natural Sciences. (B) Social and Behavioral Sciences. (C) Humanities.</td>
<td>basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences</td>
<td>Area B: Scientific Inquiry Area C: Arts And Humanities Area D: Social Sciences, U.S. History, Constitution And American Ideals Area 3. Arts And Humanities Area 4. Social And Behavioral Sciences Area 5. Physical And Biological Sciences</td>
<td>5A. Physical Science 5B. Biological Science 5C. Laboratory Activity</td>
</tr>
</tbody>
</table>

### Title 5 § 55063. Min Reqs

**Min Reqs**

- **ACCJC Standard II.A.3**
- **CSUGE**
- **IGETC**
## GE Comparison Grid

<table>
<thead>
<tr>
<th>Mode of Inquiry</th>
<th>Disciplines</th>
<th>Content and Methodology</th>
<th>Areas</th>
<th>Other Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) Social and Behavioral Sciences.</td>
<td></td>
<td>basic content and methodology of the major areas of knowledge: the social sciences</td>
<td>D1. US-1. U.S. History</td>
<td>4. Social and Behavioral Sciences</td>
</tr>
<tr>
<td>(C) Humanities.</td>
<td></td>
<td>basic content and methodology of the major areas of knowledge: the humanities and fine arts</td>
<td>C1. Arts</td>
<td>3A. Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>respect for cultural diversity; historical and aesthetic sensitivity</td>
<td>C2. Humanities</td>
<td>3B. Humanities</td>
</tr>
<tr>
<td></td>
<td>Ethnic Studies will be offered in at least one of the areas required by subdivision (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be aware of other cultures and times; to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to develop the capacity for self-understanding</td>
<td>computer literacy; the ability to acquire knowledge through a variety of means; information competency</td>
<td>Area E: Lifelong Learning and Self Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to achieve insights gained through experience in thinking about ethical problems; to involve students actively in examining values inherent in proposed solutions to major social problems</td>
<td>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; . . . and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
<td></td>
<td>6. Language Other Than English</td>
</tr>
</tbody>
</table>
SCIAC Meeting – CSUCO Long Beach – 2/25/2014

ASSIST Update
Today's ASSIST

- Thank you for your warm welcome and for sharing your ASSIST expertise with me as I learn more about the use of ASSIST and collect feedback to help inform Next Generation development discussions.
- Since the last CIAC meeting I have begun meeting one-on-one with Northern and Southern California AOs from the CCC, CSU and UC systems to understand more about the job you do, your challenges as a campus AO, and how you interact with ASSIST. I look forward to arranging more personal connections in the coming months.
- We had a successful SU14 update cycle. You can now see all SU14 updates through the Maintenance Report area in ASSIST. I know we have several new AOs so I would offer the following reminders:
  - In terms of the public site, you are able to see new courses added during the SU14 update cycle on the CSU transferable list with an effective term of SU14. Changes and terminations completed through the SU14 update cycle will not appear on the public site until the 2014-2015 information has been made available.

- ASSIST Staff Reminders
  - There have been quite a few inquiries regarding C-ID and ASSIST
    - Courses that are submitted to C-ID are validated against ASSIST data. In order to submit a course to C-ID, it must first be available on ASSIST. If you need a course submitted to C-ID that is either not yet on ASSIST, or requires a change to a course on ASSIST, and we are outside of the relevant ASSIST submission cycle, please complete a Curriculum Addition and Changes form (sometimes referred to as an error correction form) found on the Curriculum Update System area of the ASSIST Info Site. Please indicate on that form that this request is being made to address a C-ID submission.
    - C-ID receives ASSIST course data twice a month. If ASSIST staff have made any additions or changes for you, those changes will appear in the next batch of data retrieved by C-ID. Normally, that data should be available by the 7th and the 22nd of each month. If you know that your addition or change was completed prior to one of those dates, and you are still unable to successful submit to C-ID, please contact the C-ID office via the achatline email. If you are unsure when your addition or change was made, please contact us and we are happy to check things on our end and then help get you connected to C-ID staff. Please feel free to contact me directly if you have questions about the interaction between ASSIST and C-ID.
  - Just a reminder that if you have submitted a Curriculum Addition and Changes form and you have been advised that the change has been completed, it will not be visible on the Maintenance Reports until the next day.
  - It would be most appreciated if you would let us know when there is an AO or Campus ASSIST Manager change for your institution so that we can update our records. In order to provide username and password information we need to have verification through a campus administrator.
• We are very pleased to announce that we are in the process of bringing on board a new ASSIST staff member for the Irvine office. We will send out an official announcement as soon as we have finalized all the hiring details.

**ASSIST Next Generation - Currently**

• We are currently in the second of three development phases for ASSIST Next Generation. The focus of the current phase is on development of new features for the core functions in Curriculum Maintenance, Articulation Maintenance, the Public Site, Federated Identity Support – ability to access ASSIST Next Gen using your existing UC, CSU, or CCC login, Approval Workflow and Accessibility Compliance. We have had an intersegmental group of AOs that have been involved in reviewing development modules each week so that we can incorporate feedback in real time. The last few weeks have been devoted to Articulation Maintenance in ASSIST Next Gen. Phase 2 will continue through March with development work on the Public Site.

• We have submitted proposals to CIAC so that we can showcase the Curriculum and Articulation Maintenance areas as well as the Public site at the CIAC conference in April and have planned more large-scale webinar demonstrations on May 20th and 21st like those held last November. You can expect to receive details regarding those webinars by email in about mid-April.

• Please know that we appreciate the complexity of the work you do and value your expertise. There continue to be ongoing conversations as a result of your input which have resulted in changes like the removal of disciplines as a standardized method of organizing courses and further research regarding the role of free text on Major Agreements. In addition, we continue to examine data migration and whether some form of course-to-course agreement conversion could be made possible.

**ASSIST Next Generation – What’s Next**

Note: There can be great fluidity of dates on a project this large. In order to be able to at least give you a sense of the timeline, we have provided some information by season. The potential exists for the combining of certain steps or adjustments to this schedule related to development needs and policy determinations.

• Spring (March, April, May)
  o Continuing development work for the Public Site
  o Federated Identity development (access ASSIST Next Gen using existing UC/CSU/CCC login)
  o Review and Approval Workflow development

• Late Spring Into Summer (June – August)
  o Enhancement to Accessibility Compliance Features
  o Phase 2 Data conversion in support of testing
  o Vendor system testing

  **Begin Phase 3 Development**
  o Reporting services development
  o Web services development

• Late Summer – Fall
  o Beta Testing by Users
  o C-ID subsystem development

• Fall 2014
  o Training
  o Final data conversion

• Late Fall 2014 (following final data conversion)
  o Access Granted to Users for Data Entry in ASSIST Next Gen
System Advisory Committee on Curriculum (SACC)
October 15, 2013 Meeting Summary

<table>
<thead>
<tr>
<th>Committee Members Present:</th>
<th>ASCCC: Julie Bruno, Cori Burns, John Stanskas, Erik Shearer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCCCIO: Randy Lawson, Erica LeBlanc (ACCE), Kim Schenk (CCCAOE)</td>
</tr>
<tr>
<td></td>
<td>CCCCCO: Erin Larson, Barry Russell</td>
</tr>
<tr>
<td>Committee Members Absent:</td>
<td>CCCCIO: Robin Steinback</td>
</tr>
<tr>
<td></td>
<td>CCCCCO: Sally Montemayor Lenz</td>
</tr>
<tr>
<td>Guests:</td>
<td>CCCCCO: Michelle Goldberg, Mia Keeley</td>
</tr>
<tr>
<td></td>
<td>CSSO: Ron Travenick</td>
</tr>
<tr>
<td>Meeting Chair:</td>
<td>Julie Bruno</td>
</tr>
<tr>
<td>Meeting Location:</td>
<td>CCCCCO</td>
</tr>
<tr>
<td>By Phone</td>
<td>ASCCC: Marie Boyd, Kim Harrell</td>
</tr>
<tr>
<td></td>
<td>CCCCIO: Sharon Lowry</td>
</tr>
</tbody>
</table>

Meeting Summary from September 20, 2013—The September 20, 2013 Meeting Summary was approved with noted changes.

Announcements and Updates

- **AB86 Work Group on Adult Education**: Representatives from community colleges, K-12 school districts, the Chancellor’s Office, and California Department of Education are developing an RFA for planning grants which should be released before the winter break.

- **Legislative Proposals**: The Academic Affairs Division has convened a work group to compile proposed legislative changes. In addition to proposals that address audit fees and the 50% Law, another proposed change would permit asynchronous in-service training programs for public safety personnel. (Uncodified statute currently prohibits this practice.)

- **Chancellor’s Office Staffing Changes**: Mia Keely has joined the Chancellor’s Office Student Services staff.

- **Curriculum Inventory Implementation Update**: Colleges need to make certain that courses are correctly coded to ensure the accuracy of Chancellor’s Office Scorecard data.

- **Combined Credit/Community Services and Auditing Options**: The Chancellor’s Office is working with the Association of Continuing and Community Education (ACCE) to develop guidelines for colleges seeking to have both credit and community services students in the same class. The restructuring/increase of the Audit Fee is part of the legislative package that is being developed by the Chancellor’s Office work group.
• **Noncredit Progress Indicators**: SACC will evaluate implementing additional progress indicators for CDCP noncredit courses. The introduction of the proposed “SP” (Satisfactory Progress) evaluative symbol would require a regulatory change that must go through the Consultation process before being considered by the Board of Governors. The Academic Senate Noncredit Task Force (chaired by Kim Harrell) is working with ACCE.

• **AA-T/AS-T Degree Approvals Status/Update**: There are currently 942 active degrees, with an additional 136 proposals under revision and 44 more in the queue. Colleges should include a buffer to account for C-ID approval when planning to meet the 2014 deadline.

• **Fall 2013 Conference Updates**:
  - CCCAOE: October 22-25, Riviera Resort, Palm Springs. The leadership session scheduled for October 22-23 is over-subscribed.
  - CCCCIO: October 30-November 1, Dana on Mission Bay, San Diego. The conference is also over-subscribed. The conference will include a “411” training session for new and aspiring CIOs on October 28-29. Conference presenters will include John Nixon from Accrediting Commission previewing the revised accreditation standards.
  - ASCCC: November 7-9, Irvine Marriott. The program will include presentations on the new Accreditation Standards and the Chancellor’s Office Scorecard. Fall Plenary theme is “Engineering Success: Gearing Up for the Future.” Topics for breakout sessions will include the Academic Senate’s role in content review for prerequisites; the “Death of Repeatability,” “How Prerequisites Changed My Life,” and “Curriculum: What Senate Leaders Need to Know,” as well as MOOCs, mission creep, and articulation between high schools and community colleges.

The Academic Senate will hold two Fall Curriculum Regional meetings: November 15 (Long Beach City College) and November 16 (Laney College). Regional meetings are open to all colleges and college teams including CIOs, curriculum chairs and senate presidents are encouraged to attend. The topics will include updates on C-ID and TMC, IGETC for STEM, and answering questions about credit course repetition. The meetings will also provide opportunities for dialogue about the challenges presented when modifying curriculum to comply with title 5 requirements.

  - SSCCC: November 1-3, Monterey Hyatt. The conference theme will focus on local associated student unions. The theme is “Reaching the Grass Roots.”
  - ACCE: Northern “One Day” Workshop is October 24 at the Chancellor’s Office, Sacramento. Southern “One Day” Workshop is November 7 at North Orange County Community College District, Anaheim. Sessions will address current issues regarding fee-based and noncredit programs including the combination of fee-based classes and credit classes, AB86 implementation, and ongoing legislative issues.

**ASCCC Spring Resolutions for SACC Consideration**: SACC discussed the status of three resolutions approved by the Academic Senate at the Spring 2013 Plenary Session:

  - Proposed elimination of the word “discipline” (or changing the term to “subject area”) in the Taxonomy of Programs: The Chancellor’s Office Academic Affairs staff have requested input from the MIS and Facilities areas to better understand the impact of this change.
• Proposed redefinition and broadening of Dance TOP Codes and categories: The ASCCC is asking for additional clarification from the field. The ASCCC will bring the field’s recommendations back to SACC at a future meeting.

• Notification of changes to TMC templates and narratives: The ASCCC will meet with the Chancellor’s Office to develop a recommendation for making the timing of changes to TMC templates and narratives more predictable.

Field concerns regarding the Program and Course Approval Handbook Language: SACC discussed issues with the content on page 89, applying courses with Grade of “P” toward AD-T degrees, and page 144, the General Education requirement for “Transfer” AA and “CTE for Transfer.”

• Use of “P” grades for courses in the major: Current PCAH language does not allow for “P” grades in courses required for a major because of the possibility that “P” grades may have been used for students who had earned the equivalent of a “D.” However, in the case of the “P” grades, SACC verified that colleges typically assign a “P” grade only as an equivalent for “C” or better. CSUs have not expressed concern about this issue. Also, colleges typically impose a limitation on the number of “P/NP” grades that students can earn. SACC recommends to either change the PCAH to allow for the use of the “P” grade or to simply remove this sentence from the PCAH.

• General Education requirements for degrees intended to prepare students for transfer: This issue arose because of the IGETC or CSU-GE requirement for the general education component of AD-T degrees, which are the only degrees designed to guarantee transfer. Chancellor’s Office staff have felt that the local degrees designed to prepare students for transfer should also require IGETC or CSU-GE general education patterns. Faculty and other staff at local colleges tend to favor the flexibility of also allowing the use of the local general education pattern for these degrees. To ensure that students are fully prepared for a variety of transfer options (including private and out-of-state institutions), SACC recommends that non-AD-T degrees designed to prepare students for transfer be permitted to use CSU-GE, IGETC, or the local general education pattern and that, with this flexibility, the importance of appropriate advisement be stressed. This will require a change in the PCAH because the current language is more restrictive.

Timelines for Revision of TMCs: The Intersegmental Curriculum Workgroup (ICW) is discussing how substantive changes to TMCs might be issued in a predictable timeframe.

Next Meeting Date–December 12, 2013
Presently, all 112 CCCs have submitted courses into C-ID with 6491 C-ID designations approved - includes TCSU courses (as of 2/19/2014). Please note that all current TCSU-based approvals are set to expire in Fall 2014.

**UPDATES: COURSES AND TMCS**

TOP 4 Colleges by number of submissions to C-ID:
1. Modesto Junior College (356)
2. Fresno City College (311)
3. American River College (309)
4. Santa Barbara City College (305)

12 CSU campuses have identified 1174 CSU courses as comparable to C-ID descriptors (as of 2/19/14).

243 C-ID approved descriptors in 31 disciplines
1078 AA-T and AS-T degrees approved by the CCC Chancellor's Office as of 1/22/14.

**FDRG RECRUITMENT**
We need full-time CCC faculty members to serve on FDRGs for the following disciplines:
- Computer Science
- Exercise Science
- Film/TV/Electronic Media
- Graphic Arts (CSU)
- Health Science
- Social Work (MSW preferred)
- Studio Arts

**CORE RECRUITMENT**
The following disciplines need additional CSU reviewers:

Please email INFO@C-ID.NET if you have CCC faculty recommendations, or are interested in serving!

**ICW Model Curriculum Definition:**
While many majors fit well into the parameters imposed by SB 1440, work has been initiated on model curriculum (MC) for transfer majors that do not fit the 60 + 60 structure, MCs for majors with limited transferability to the CSU, and MCs that are not intended for transfer. As such, there is a need to clearly indicate the nature of these different model curricula. Although initially simply referred to as “model curricula”, in January of 2014 the Intersegmental Curriculum Workgroup finalized their adoption of the following definitions to clearly label “non-TMC” model curricula:

- CCCMC – intrasegmental model curriculum
- ISMC – intersegmental model curriculum

For more information and to view the whole policy document, please visit the C-ID website here: [www.c-id.net/policies.html](http://www.c-id.net/policies.html)

**ICW Working Definition of Area of Emphasis:**
As a consequence of Senate Bill 440 (Padilla, 2013) and its requirement that TMCs in areas of emphasis be developed, it became necessary to create a definition of “area of emphasis”. This definition must work in the framework of associate degrees for transfer which require that a TMC offer enough specificity that CSU departments can deem the TMC “similar” (i.e., a student who completes a TMC-aligned degree at the CCC would be able to complete a degree at the CSU in 60 units).

At the January 30, 2014 ICW meeting the following working definition was adopted:

An area of emphasis is an interdisciplinary TMC that is developed to serve multiple majors at the CSU. Such a TMC may not have a clear department of origin at the CCC and would be designed to prepare the student for an array of majors at the CSU.

The ICW is currently working on identifying potential groups of related disciplines to convene for the purpose of creating an area of emphasis. Efforts are currently underway to convene faculty to develop areas of emphasis in TMCs that have been given the working titles “health science/exercise science” and “ethnic studies”. Another option being considered is a STEM area of emphasis.

**DISCIPLINE STATUS REPORT:**

**Agriculture**
The deadline is fast approaching! Please encourage your faculty to leave feedback by February 24, 2014: [http://c-id.net/forum.html](http://c-id.net/forum.html).

**Economics**
The CCCCO Template for Economics is now available. Please visit [http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Transfe rModelCurriculum.aspx](http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx) to access the template.

**Information Technology/Info Systems con’t**
Although not a TMC, this MC was developed intersegmentally. The deadline is fast approaching! Please encourage your faculty to leave feedback by February 24, 2014: [http://c-id.net/degreereview.html](http://c-id.net/degreereview.html)
[http://c-id.net/forum.html](http://c-id.net/forum.html)

**Nutrition/Food Science/Dietetics**
The deadline is fast approaching! The draft Nutrition and Dietetics TMC and its associated descriptors are still vetting. Please encourage your faculty to leave feedback by February 24, 2014:
[http://c-id.net/degreereview.html](http://c-id.net/degreereview.html)
[http://c-id.net/forum.html](http://c-id.net/forum.html)