



# Not Just for Transfer: C-ID and CTE

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#### Preview

- Course Identification Numbering System
  - > AKA C-ID
- > Model Curriculum
  - > Certificates, "Terminal" Degrees, TMCs
- > Do C-ID and model curricula make sense for CTE?
- Disciplines to be convened
- > Questions/discussion

#### What is C-ID?

- Course Identification Numbering System
- \* Products
  - Course descriptors
- \* Processes
  - Convening of intersegmental faculty for descriptor development
  - Statewide vetting of draft descriptors
  - Submission of course outlines for review
  - Course outline review process

#### What does C-ID do?

- \* Provides a numerical "tag", a C-ID designation, for courses that match an intersegmentally developed descriptor
- \* Provides a means of identifying comparable courses and of ensuring course portability within the CCCs
  - \* Addresses the need for "common course numbers"
  - \* When a college submits a course outline to obtain a C-ID designation, they are agreeing to accept other courses with that C-ID designation in lieu of their native course

#### What does C-ID do?

- \* Provides a process for one-to-many articulation
  - \* Any university can opt to articulate C-ID descriptors, effectively granting articulation to all colleges that have a course matching a given descriptor
  - \* "descriptor-based" articulation
- \* Offers a quality control and model for required courses in the TMCs (transfer model curricula) that are the basis of the statewide response to SB 1440 (AA-T/AS-T degrees)

#### Characteristics of C-ID

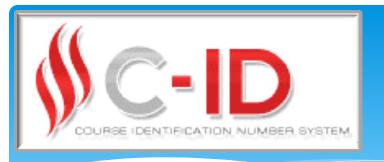
- \* Faculty-driven
- Intersegmental
- \* "Student-serving"
- \* Enables CCCs to work like a system while maintaining local control of curriculum

# Course Descriptors include:

- \* Course description
- \* Units; labs
- \* Prerequisites
- \* Content
- \* Objectives
- \* Evaluation
- \* Texts

# **C-ID Descriptors**

- ✓ Identify the essential, common components of a course
- Provide enough detail to serve as the basis for articulation
- ✓ Inform course updates and new course development
- Permit identification of comparable courses
- Provide consistency



### Process

- Develop draft descriptors
  - Faculty Discipline Review Group (FDRG)
  - Discipline convening (ex. DIG)
- Vet draft descriptors <u>www.c-id.net</u>
- Finalize descriptors
- Seek articulation with universities
- Seek COR submissions from CCCs

#### **Model Curriculum**

- \* Certificates
- \* "Terminal" Degrees (AA-S)
- \* Transfer Model Curricula (TMC) Associate Degrees for Transfer (AS-T)
- \* Is there value in having some standardization in curricula across colleges, at the course level and beyond?

# Questions to Consider

- \* How does the curriculum across colleges compare?
  - \* Are you teaching comparable courses?
  - \* What certificates do you offer? Are they comparable?
  - \* If you have degrees, are they comparable?

# From the Curriculum Inventory

- Business: Accounting or Accounting CoA
  - \* 19-36
- Alcohol and Controlled Substances CoA
  - Alcohol and Controlled Substances 15
  - Addiction Studies 21
  - Alcohol and Drug Studies 36
  - \* Alcohol/Drug Studies 46

# Questions to Consider

- \* Where there is not comparability, should there be?
- \* Would it benefit students to have C-ID descriptors for your courses?
- \* Would consistency/comparability across the colleges with respect to certificates and degrees have value?

#### Certificates

- \* If model curricula are to be developed for certificates, how structured should they be?
- \* Does it make sense to develop model curricula for both "local certificates" and "certificates of achievement"?
- \* Should options be permitted?

## Degrees

- \* If model curricula are to be developed for a degree or degrees, how structured should they be?
- \* Should options be permitted?
- \* Are your degrees designed to be "terminal" degrees, or for transfer?

# Transfer Model Curricula (TMCs)

- \* A special form of model curriculum, developed collaboratively with CSU
- \* Disciplines for TMC development determined by the Intersegmental Curriculum Workgroup
- \* TMC approach to structure may be useful for the development of certificates and terminal degrees
- \* TMCs must conform to unit limits established in Education Code
- \* TMC-aligned degrees confer defined benefits on students

#### **TMC Structure**

- \* Common "core"
- \* Additional courses selected from list (s)
- \* Total 18 units (minimum)
- \* Some courses may be in related fields

# CTE DIGS – May 3 and 10

- Addiction Studies
- \* Allied Health
- Automotive Technology
- Commercial Music
- \* Culinary Arts
- Emergency Medical Services

- \* Questions?
- \* Discussion?

#### Resources and Contacts

- \* <a href="http://www.C-ID.net">http://www.C-ID.net</a>
- \* <u>www.SB1440.org</u>
- \* www.ASCCC.org
- \* info@c-id.net (email)
- \* www.ADegreeWithAGuarantee.com.

# **Tips**It helps if we can...

- \* Maintain <u>statewide</u> perspectives. (Local campuses always have idiosyncrasies). ©
- \* Think of student pathways—not only pathways for your current, local programs.
- \* Consider challenges of smaller colleges.
- \* Consider allowing for some local options/choices.
- \* Seek double-counting opportunities.
- \* Ensure you + colleagues are on your listserv!

## Next steps

- \* Indicate your interest in continuing service.
- \* ASCCC and ASCSU will appoint faculty to FDRG if formation of an FDRG is determined to be appropriate
  - \* If courses are not intended for transfer, a new form of discipline-based coordinating committee will be formed

# Next steps

- Senate-appointed Discipline Review Group will review the developed drafts
- \* The Discipline Review Group will draft and vet updated, C-ID course descriptors and model curriculum
- The Discipline Review Group reviews the statewide input
- \* Be sure you're on listserv (& colleagues)---to stay informed



# Thanks for being here!

# Legislative Background

"Existing law requires the Board of Governors of the California Community Colleges to develop, maintain, and disseminate a general common course numbering system for use by community college districts."

SB 1415 (2004)