



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** www.c-id.net
- **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

- * <http://www.C-ID.net>
- * www.SB1440.org
- * www.ASCCC.org
- * info@c-id.net (email)
- * [www.ADegreeWithAGuarantee.com.](http://www.ADegreeWithAGuarantee.com)

Tips

It helps if we can. . .

- * **Maintain statewide 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)