



## Curriculum Committee and Technical Review Agenda and Minutes

CURRICULUM TECHNICAL REVIEW MEETING				
DATE: 8/27/18	TIME: 1:00PM – 4:00PM	LOCATION: LA 208		
<input checked="" type="checkbox"/> Terri Long (Chair)	<input checked="" type="checkbox"/> Leticia Hector (Co-Chair)	<input checked="" type="checkbox"/> Stephanie Briggs	<input checked="" type="checkbox"/> Melita Caldwell-Betties	<input checked="" type="checkbox"/> Virginia Evans-Perry
<input checked="" type="checkbox"/> Albert Maniaol	<input checked="" type="checkbox"/> Janice Wilkins	<input checked="" type="checkbox"/> Kay Dee Yarbrough		
<b>GUESTS:</b>	Vicente Alvarez (MATH)	Mandi Batalo (ART)		

CURRICULUM COMMITTEE MEETING				
DATE: 9/10/18	TIME: 2:00PM – 4:00PM	LOCATION: NH 222		
<input checked="" type="checkbox"/> Terri Long (Chair)	<input checked="" type="checkbox"/> Leticia Hector (Co-Chair)	<input type="checkbox"/> Anthony Ababat	<input checked="" type="checkbox"/> Kathryn Adams	<input checked="" type="checkbox"/> Vicente Alvarez
<input type="checkbox"/> Michael Assumma	<input type="checkbox"/> Yecica Bernardo	<input type="checkbox"/> Stephanie Briggs	<input checked="" type="checkbox"/> Patrick Buckley	<input checked="" type="checkbox"/> Davena Burns-Peters
<input checked="" type="checkbox"/> Melita Caldwell-Betties	<input checked="" type="checkbox"/> Glenn Drewes	<input type="checkbox"/> Virginia Evans-Perry	<input checked="" type="checkbox"/> Magdalena Jacobo	<input checked="" type="checkbox"/> Sheri Lillard
<input checked="" type="checkbox"/> Craig Luke	<input type="checkbox"/> Albert Maniaol	<input type="checkbox"/> Yolanda Simental	<input type="checkbox"/> Daniele Smith	<input type="checkbox"/> Nori Sogomonian
<input checked="" type="checkbox"/> Maria Valdez	<input checked="" type="checkbox"/> Janice Wilkins	<input checked="" type="checkbox"/> Margaret Worsley	<input checked="" type="checkbox"/> Kay Dee Yarbrough	Student:
<b>GUESTS:</b>	Patty Quach	Julie Ulloa	Melissa Heredia	Sharen Chavira
	Yancie Carter	Herlinda Molina		

*The Curriculum Committee recommends that the pre-requisites and co-requisites approved be re-evaluated in the next 2-3 years by the appropriate departments/programs to ensure student success. Note: Committee members are voting on all Proposals, Requisites, Advisories, and Distributed Education.*

DISCUSSION ITEMS:	
<b>Welcome</b>	Leticia Hector welcomed the Committee to the Fall 2018 Semester! With all the new members to the Committee, Leticia asked each member to introduce themselves. Since Mary Copeland is on sabbatical this semester, Leticia will be the co-chair of the committee alongside Dr. Terri Long.
<b>AB-705 Update (Attachment)</b>	Leticia provided a copy of the AB-705 presentation given by Craig Rutan last April at Valley. AB-705 is a state-wide mandate allowing students to self-report their high school GPA to choose which Math and English courses they would like enroll in. This mandate allows students to move through the Math and English course sequences quicker with the end goal of enrolling in a transfer-level course within two semesters.  The colleges have had the challenge of creating or modifying curriculum to support this initiative while also determining the best practice in placing students in classes. GPA will be used as a point of reference in placing students. Students below a 1.9 GPA would be highly recommended to take remediation courses. Students with a GPA of 1.9 – 2.6 would be recommended to take a course one-level below transfer and/or enroll in a corequisite course. Anything above a 2.6 GPA would go straight into the 100-level course. According to Yancie Carter, Matriculation Officer, all students regardless of when they attended high school will be self-reporting using a questionnaire form. Though the Assessment Office will not be going away, Accuplacer will no longer be used on campus.

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### DISCUSSION ITEMS:

	<p>An email will be sent out to current students who are already enrolled in these lower-level courses stating they will no longer have access to the next course in a sequence. They will be informed of the different classes they can take in lieu of the ones they originally assessed into.</p> <p>Both the Math and English departments have had dialogs on this initiative and are getting very close in coming up with the direction they want to go for AB-705. Once a decision has been made by the departments, it will roll out campus-wide. If the departments decided to eliminate lower-level courses, Dr. Terri Long, Interim Vice President of Instruction, has offered assistance with removing these courses as prerequisites without going through the official curriculum approval process.</p> <p>The Math department will be inviting all of the Faculty Chairs impacted by AB-705 to a meeting on September 21st to discuss their plan. Math's goal is to offer courses at least one-level below transfer, MATH 095 and MATH 096. MATH 096 is a proposed new course that will assist students who may not be ready for transfer-level math. The department is still in discussion about the different options for students who may not be ready for MATH 095 or MATH 096.</p>
<p><b>Curriculum Training (Attachment)</b></p>	<p>With all the new members on the Committee this year, Leticia gave a training on the basics on CurricUNET. Each course proposal creates a Course Outline of Record (COR) and the Committee reviews all of the categories completed on the COR.</p> <p><b>Approving Proposals:</b> All members should be receiving email about proposals in their queue. After receiving these emails, please make sure you log into CurricUNET, go to Track &gt; My Approvals &gt; Curriculum Committee Member &gt; Next &gt; Action &gt; Reviewed or Reviewed with Suggestions.</p> <p>It's good to check all of your approvals in CurricUNET daily regardless of whether you received an email or not. Since the Committee is made up of a certain percentage of faculty from each division as division reps, it's important to encourage faculty in their division to work with you prior to submitting a proposal in CurricUNET. It's the Committee's role to review and assist all faculty submitting proposals in their division.</p> <p>The Technical Review Committee reviews all proposals before they make it to the Curriculum Committee. If interested in joining this committee, please let Leticia know and we will send you invites. Committee members should check for spelling/grammar issues, but the Chairs would like to know these issues prior to the meeting to make sure all the changes have been made. To do this, place a note in the comment section after clicking Action.</p> <p><b>Sections on COR:</b></p> <ol style="list-style-type: none"> <li>I. <b>CATALOG DISCRPTION</b> <ul style="list-style-type: none"> <li>• Impacts catalog and schedule (name, descriptions, units/hours, prerequisites, etc.)</li> <li><b>Note:</b> If units/titles change, all certificates and degrees must be launched at the same time.</li> </ul> </li> <li>II. <b>NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT</b> <ul style="list-style-type: none"> <li>• Can only be taken once for credit or 999 for noncredit.</li> </ul> </li> <li>III. <b>STUDENT LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>• Reviewed by SLO Committee member</li> <li>• Are now placed directly on the COR, no attachments are needed.</li> </ul> </li> <li>IV. <b>COURSE OBJECTIVES FOR STUDENTS</b> <ul style="list-style-type: none"> <li>• Members of the committee need to make sure the objectives are reflected in the Course Content.</li> </ul> </li> </ol>

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### DISCUSSION ITEMS:

**V. COURSE CONTENT**

- Course content follows a standard format: If there is a 1, there must be a 2, if there is an A, there must be a B, etc.
- No periods! Capitals must only be used for first letters and proper nouns.

**VI. METHODS OF INSTRUCTION**

- Keep in mind to look for lecture/lab. If the lab box is checked, yet there are no lab hours or content, a flag should be raised.

**VII. TYPICAL OUT-OF-CLASS ASSIGNMENTS**

- Reading: Should state what the student is reading (title of chapter), but don't include actual chapter numbers.
- Writing: Needs to be specific with page numbers (spelling out numbers 1-9).

**VIII. METHODS OF EVALUATION**

**IX. TYPICAL TEXT(S)**

- Policy is there should be 3 texts published within 5 years.

**X. OTHER SUPPLIES REQUIRED OF STUDENTS**

**CurricUNET Symbols:**



**WR = Course Outline of Record (COR)**

**RA = Requisite Analysis**

Prerequisite/Corequisite/Departmental Advisory rankings attached to Course Objectives. Rankings should show how important a requisite is for students to pass a class with a 70% or higher. Committee needs to ensure there is a 1, 2, or 3 listed for all objectives. Prerequisites and corequisites must have mostly 1s and 2s. Departmental advisories need mostly 2s and 3s.

**RT = Rationale**

Needs to capture major changes are for Articulation and Board purposes.

**CI = Course Impact.**

Shows all of the programs/courses that have this course as an impact. Make sure you note to check for programs/courses that have this and need to be launched.

**CC = Course Comparison**

Shows what's changed between the old and the new.

**C! = Comments**

Shows all previous comments from all reviewers.

**DE = Distance Education**

If applicable, not all proposals are launched as DE. Reviewed by the DE Committee, but must have all components completed.

**AF = Attached Files**

All CTE certificates and degrees (not courses) should have LMI, Advisory Minutes, and Regional Endorsements.



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### DISCUSSION ITEMS:

<b>Team Selection (Attachment)</b>	Leticia asked the members to sign up for teams reviewing specific sections in the COR. Though all items need to review, dividing the COR up into teams makes the job a little bit smaller for members of the committee and they can become the experts their sections.
<b>Courseleaf Update</b>	As we move forward with CourseLeaf, we have been asked to come up with a design concept for the catalog. Kay Dee Yarbrough provided examples from Citrus College, Cypress College, Mira Costa, and Mt. Sac. An email will be sent out to the Committee to review these catalogs and vote on the design layout they like best.
<b>Additional Items</b>	<ul style="list-style-type: none"> <li><b>Curriculum Workshops:</b> Leticia asked if the Committee would like to hold workshops for Faculty to attend before the October 2<sup>nd</sup> deadline. Some dates will be sent out to the Committee if they would like to attend/assist.</li> <li><b>Course Removals from Catalog:</b> The Committee needs to start thinking about a process of removing courses from the catalog that have not been offered in the past 2-3 years. Some of the courses in the catalog have never been offered and it is not fair to students to advertise these classes.</li> <li><b>Cooperative Work Experience Plan:</b> The Cooperative Work Experience Plan, which is submitted to the State Chancellor's Office, has not been updated in many years. Leticia will be sending our current plan for the Committee to review</li> </ul>

### Curriculum Proposals:

#### NEW COURSE:

Course ID:	Originator:	C-ID	DE:	Requisite or Advisory:	Notes:	Board Date:	Result:
MATH 096	Vicente Alvarez	No	YES	P: MATH 952 P: MATH 952D P: MATH 962	Course has been held at Full during the Spring 2018 semester pending updates to the courses with MATH 095 as a requisite. Textbooks need to be updated. Due to training purposes, the Committee was not able to review this proposal. Will review at the next Committee meeting.	N/A	<b>HOLD at Full</b>

#### MODIFY COURSE:

Course ID:	Originator:	C-ID	DE:	Requisite or Advisory:	Notes:	Board Date:	Result:
ART 098		N/A	NO	None	Tech Review Suggested changes: removing the last two sentences of the course descriptions. Discussion centered on standardizing SLOs for all Work Experience courses. Committee reviewed a list provided by Dr. Long and identified a small set to be placed on the COR.	N/A	<b>HOLD at Full</b>
AUTO 098		N/A	NO	None			
CULART 098		N/A	NO	None			
DIESEL 098		N/A	NO	None			
INSPEC 098		N/A	NO	None			
LIB 098		N/A	NO	None			
WELD 098		N/A	NO	None			



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### MODIFY COURSE:

Course ID:	Originator:	C-ID	DE:	Requisite or Advisory:	Notes:	Board Date:	Result:
WKEXP 099		N/A	NO	None	<p><b>Committee decided on:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency of skills specified in the measureable objectives.</li> <li>2. Understand the expectation and value of teamwork.</li> <li>3. Establish and maintain a positive relationship with employer.</li> </ol> <p>These SLOs will be added to all Work Experience courses.</p> <p>Due to training purposes, the Committee was not able to review this proposal. Will review at the next Committee meeting.</p>		
WST 098		N/A	NO	P: WST 061 or P: WST 071 or P: WST 081 or P: WST 091			



## AB 705 DISCUSSION

Craig Rutan, Area D Representative, Curriculum  
Committee Chair

### AB 705 – When Does the Clock Start?

- The one-year clock begins when a student enrolls in a math or English course that is part of a sequence leading to transfer level coursework.
- A noncredit course will start the clock if it is part of a sequence leading to transfer level coursework and the student has a goal of transfer.
- Colleges may offer programs to help the students refresh their skills. Those programs will not start the clock if they are not courses.

### AB 705

- AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in math and English:
  - High School Coursework
  - High School GPA
  - High School Grades
- If colleges are not able to obtain official transcript data, they can use self reported data or guided placement.

### AB 705 – Highly Unlikely and Maximize Likelihood

- "a community college district or college cannot require a student to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics"
- "placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe"

### AB 705: What is a Year?

- Per the memo from the Chancellor's Office (March 22, 2018), one year will be two semesters (or three quarters).
- Summer and intersession would count as a term (semester or quarter) if a student chooses to take a math or English courses during those sessions.
- If a student were placed more than one level below transfer, it would be impossible for them to complete transfer level course work in one year at a semester college.

### AB 705 – What Does That Mean for Colleges?

- The Chancellor's Office has interpreted those portions of AB 705 to mean that colleges may only place students into basic skills courses if they are highly unlikely to succeed at the transfer level AND taking the basic skills course will improve the likelihood that a student will complete transfer level coursework in one year.
- This does not mean that colleges must get rid of their basic skills courses.
- Students can still choose to take a basic skills course if that is what they want.

English			
High School Performance	Average Success Rate	One-Year Completion of Transfer-Level Students Enrolling Directly in Transfer-Level	AB 705-Compliant Placement
High School GPA $\geq$ 2.6	80%	40%	Transfer-Level English Composition No change in level of support required
High School GPA 1.9-2.6	59%	22%	Transfer-Level English Composition Additional academic and co-requisite support should be considered to improve success rates
High School GPA < 1.9	43%	12%	Transfer-Level English Composition Additional academic and co-requisite support should be provided to improve success rates

### Corequisite Credit Course

- How it would look:
  - Have a separate course that is "attached" to the parent course
  - Create a new COR that includes the support.
- Concerns:
  - If a new combined course is created, it will need to be articulated (will take time).
  - If the support is a separate course, the student might pass the support course and fail the main course. These courses are not repeatable, so colleges will need to consider protocols for this situation.
  - Students who repeat will accumulate more units they will need to pay for.

### What does this mean for English?

- Colleges may only place students into a basic skills English course if the college has data that demonstrates that students are more likely to complete transfer level English in one year than if they are placed into transfer level directly
- Colleges are not required to change the prerequisites on their English courses and colleges can still offer basic skills courses in English and reading
- Student may choose to enroll in an English course that is basic skills, but a college can only require that if they can demonstrate that the student would be more likely to complete transfer level in a year

### Corequisite Noncredit Course

- How it would look:
  - A separate course from the parent course
  - Could only cover basic skills (nothing at the transfer level)
- Benefits:
  - Students could re-enroll if given an SP grade
  - Course is free and adds no additional units on the transcript.
- Concerns:
  - Cannot require the student to enroll.
  - College will be reimbursed at noncredit rate

### Concurrent Support

- The initial guidance from the Chancellor's Office mentions offering and possibly requiring students to participate in some form of concurrent support
- There are several different types of concurrent support that colleges could offer to students. These include
  - Corequisite Credit Course (lecture or lab)
  - Corequisite Noncredit Course
  - Increased Access to Learning Centers
  - Embedded Tutoring
  - Supplemental Instruction

### Tutoring Models

- Drop-in
  - Most common model in most colleges
  - Free to student; does not require additional units
- Embedded tutoring
  - Tutor is embedded in the classroom; meets with instructor, supports all students in the class
  - Some models have tutors meeting individually or in small groups outside of class
  - Free, no obligation to student
  - Creates a community of practice
- Complications:
  - Currently restricted to basic skills, but there are two bills that would expand the use of tutoring

### Supplemental Instruction Models

- Many colleges have implemented supplemental instruction (SI) in the past
- SI typically involves SI leaders that attend course lectures and offer option SI sessions to cover topics from lecture.
- SI sessions are usually not mandatory
- Colleges normally have to fund SI, which sometimes limits availability

### English Questions

- Many ESL students do not attend CCC with the goal of transferring. They just want to learn English to communicate at work or with their children's teachers. Will such populations negatively impact the college in terms of not "getting them to transfer in 3 years"?
- Discussions about the implementation of AB 705 for credit ESL students are still ongoing. The ESL practitioners on the implementation committee have brought up the need to distinguish between students that have a goal of transfer and those that have other goals like improving speaking skills. While no decisions have been made in this area, the faculty continue to advocate for solutions that do not push students into a pathway that does not align with their goals.
- When does the clock for ESL students start: at their first ESL class or once they reach mainstream, credit English?
- A decision on this has not been finalized, but the ESL faculty on the workgroup are pushing for the clock to start when a student enrolls in an ESL course in the credit program and to not include noncredit ESL in the three year timeframe outlined in the law.

### English Questions

- If a "D" is considered failing at the college level, then wouldn't a "D" HS course grade or equivalent GPA demonstrate, "highly unlikely to succeed in transfer-level college coursework"?
- The initial guidance from the Chancellor's Office did not include grades in specific courses, but your college could include that information when building placement models. For example, a student receiving a D in 11<sup>th</sup> (or 12<sup>th</sup> if available) grade English might be required to enroll in a requisite support course along with transfer level English.
- How long after graduation would HS transcript information be used? Is there a statute of limitations?
- The Chancellor's Office had researchers from the RP Group and Educational Results Partnership look at this question and they found that the transcript data is predictive for 10 years. Colleges are still permitted to use transcript data that is more than 10 years old, but they may choose to use other measures that have been approved by the Board of Governors. If the data is within 10 years, the colleges are required to use it.

### English Questions

- What are the guidelines for an assessment tools other than what is outlined in this bill?
  - Only assessment tools outlined in the bill or approved by the Board of Governors may be used by colleges. The Implementation Advisory Committee has not begun discussion about assessment instruments that are not included in the bill, but the Chancellor's Office is planning to have discussions about this at future meetings.
- What is the process to submit local instruments (such as a writing sample) for approval?
  - The Chancellor's Office has not decided on how colleges would submit local instruments for review. In the past, they were submitted to the Chancellor's Office Assessment Workgroup, but the Chancellor's Office may choose to revise that process now that AB 705 is being implemented.
- When will the State send this information to the CCC?
  - The Chancellor's Office sends information out to the colleges as it becomes available. The implementation advisory committee will continue meeting during the summer and the fall and it is likely that guidance on these issues will be sent out during the fall semester.

### English Questions

- Are we required to use HS transcripts in placing students who do not graduate?
  - The Chancellor's Office recommendations are based on students that have complete transcripts through the 11<sup>th</sup> grade. If the student doesn't finish the 12<sup>th</sup> grade, the college would still need to use the 11<sup>th</sup> grade transcript data. If 11<sup>th</sup> grade data isn't available, the college can use guided self placement or other measures that have been approved by the Board of Governors.
- Can the CCC decide what the multiple measures are for students who (a) do not finish HS, (b) are adult returning students, (c) are out-of-state students, and (d) are international students?
  - If the student has finished the 11<sup>th</sup> grade and their transcript data is available, colleges would be expected to use it when placing students. Adult students might have transcript data that could be used, but colleges might need to use alternative measures for placement. These would include guided self placement or other measures approved by the Board of Governors. Colleges may only use approved measures. For out of state students, colleges could use self reported data or one of the other measures being used for students where transcript data is not available. For international students, colleges will need to use a measure approved by the Board of Governors.

### English Questions

- Is Accuplacer one of the "approved" instruments?
  - Accuplacer is currently on the list of approved assessment instruments but that approval is due to expire soon. Accuplacer Next Gen is not approved and it is not known if the Chancellor's Office will review assessment tests for approval going forward.
- (C) (ii) "The student can demonstrate preparedness and thus bypass remediation based on any one measure." Isn't this, then, a single measure?
  - AB 705 allows for the use of disjunctive analysis when evaluating multiple measures for placement. In this model, each measure is evaluated separately and the measure that yields the highest placement is used to place the student. The college still considers multiple measures, but they choose to use the measure with the highest placement.



### English Questions

- Will the state require all high schools to report data so that the CCC can accurately use HS data as mandated by this bill?
  - While the Chancellor's Office does not have the ability to require the high schools to make the data available, they are working on a MOU with the California Department of Education to provide access to 11<sup>th</sup> grade transcript data.
- When will this data be available for CCC to access and use?
  - The Chancellor's Office hopes to have the data available by Spring 2019. The Chancellor's Office is also working on developing technology solutions to help deliver the data to the colleges and to run placement models that utilize the data to place students.

### ESL

- The law requires that colleges maximize the probability that ESL students complete a course equivalent to transfer level English (could be an ESL course) within six semesters (9 quarters)
- The intent of the law is NOT to:
  - cut ESL, or shift credit ESL into noncredit
  - limit ESL course offerings to ONLY courses leading to freshman comp
  - eliminate elective, support courses focused on specific language skills which are not part of the ESL sequence

### ESL

- Colleges are expected to maximize the likelihood that credit ESL students complete transfer level coursework in English (could be an ESL course equivalent to freshmen composition) in three years.
- Placement models based on high school performance data have had mixed results.
- A workgroup is meeting to develop tools for placement into credit ESL courses and develop strategies colleges could explore to decrease the time it takes for students to complete ESL sequences.
- Full implementation for ESL is required by Fall 2020.

### ESL

- ESL departments are encouraged to reimagine their ESL sequences to provide their unique populations with the best support and language skill building within timeline laid out by the law. Campuses must support this.

#### Suggestions:

- *Integrating* ESL Reading/Writing/Grammar (separate sequences / multiple strands of required courses may no longer be compliant)
- *Revising* pathways where ESL feeds directly into developmental English (this will not be compliant)
- *Exploring* cohort models, sections taught by professors with dual MQs, transferable ESL
- *Collaborating* across disciplines

### ESL

- A separate implementation group focused on ESL is working on recommendations. No ESL recommendations have yet been adopted.
  - ESL departments can still use placement tests for now
  - ESL departments should begin looking at their programs to begin structuring for compliance

### ESL

- AB 705 states "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English"
  - Placement testing has long been critical for placement into language programs, ESL included
  - Colleges have varying methods of directing students to take the English or ESL placement test; students usually have to choose to take the ESL assessment
  - Placement tools and methods for ESL will need to be explored, and multiple measures must be used

## ESL

- ESL placement models using high school performance data have had mixed results
  - HS English Learner (EL) programs vary
  - Few HS EL programs indicate whether a student is EL
  - Campus outreach to high school seniors for AB 705 compliance can unintentionally "sweep" English language learners into transfer-level English despite not having sufficient English language study
  - An overwhelming majority of ESL students have no transcripts
  - 80% of students in ESL courses have no CalPass data\*

\*Source: Cypress College Office of Institutional Research)

## Math (and Quantitative Reasoning)

- Math placement is being considered for two separate groups: Statistics and Liberal Arts Math (SLAM) and Business, Sciences, Technology, Engineering, and Mathematics (B-STEM).
- Guidance for default placement has not been determined, but direct placement into transfer level is possible for SLAM students.
- Initial guidance for placement into all math courses is expected to be released prior to the Curriculum Institute in July
- More information about the work being done in math and quantitative reasoning will be presented at the South Curriculum Regional (May 19) at Cerritos College and the Curriculum Institute (July 11 – 14) at the Riverside Convention Center

## ESL Questions

- What the role of noncredit is in regards to ESL and how it fits into the guidelines for AB705.
  - No final decisions have been reached on this, but the hope is only have the three years in AB 705 apply to credit ESL. Noncredit instruction is about skills attainment and a student might need to reenroll in a course several times before successfully completing all of the learning outcomes. If the clock were to start in noncredit, a student might exhaust their three years and only finish one or two courses. The ESL workgroup will continue to work on this issue.
- What is the maximum number of semesters that an ESL student has to gain the skills required for transfer level English under the AB705 guidelines when they first begin taking classes at a college?
  - While it has not been finalized, the law appears to indicate that students will have up to five semesters to reach transfer level English. Colleges are required to maximize the likelihood that students complete in three years, so it may be that ESL sequences that are shorter than five courses might increase the likelihood that students complete transfer level English in three years. Colleges need to examine data and determine what length of sequence will serve the needs of students and maximize their likelihood of completing transfer level English in three years.

## DSPS

- Can we please provide clarification on the DSPS student population with regards to placement and assessment and the use of (IEPs) when students will need to go beyond the (1) mark.
  - The Chancellor's Office has not issued any guidance for the DSPS student population, but they have said that that population is not necessarily included in the default placement recommendations from their memo. Colleges are required to use high school performance data, but there is nothing (at this time) preventing colleges from using other information when placing DSPS students.

## Reading Department Questions

- Does AB 705 include noncredit math, English and reading classes, or does this law impact only credit courses?
  - If a student has a goal of transfer, completing an associate's degree, or completing a certificate of achievement, then noncredit courses in math, English, or reading that are aligned in a sequence leading to transfer level would start the one year clock. If the student is part of the noncredit program, the clock would not start by taking these courses.
- AB 705 requires colleges to use high school performance data, including self-reported GPAs, grades, etc., and Accuplacer scores or other state-approved, standardized test, when placing students in English and math classes. However, college must use the "higher" score/measure. Please confirm that my understanding is correct.
  - Colleges are required to use high school performance data to place students (if that data is available). The college can choose to use other approved assessment instruments, in addition to high school performance data, but they are not required to do so. Colleges using several different measures that yield different placement recommendations are expected to place the student into the highest course.

## Misc Questions

- Which future conferences do you recommend attending? Advantages of attending the Spring Curriculum Regional South meeting, Curriculum Institute in Riverside, versus attending California Acceleration Project conference?
  - Some of what has been discussed today will be covered at the Curriculum Regional meeting at Cerritos College on May 19. Additional information about math/quantitative reasoning and options for concurrent support will also be discussed.
  - The Curriculum Institute has 2 general sessions and 6 breakout sessions directly related to implementation of AB 705. 705 is only part of what will be discussed, but there will be presentations sharing the most current information available.
  - CAP presents discipline specific implementation information for credit corequisite models that include colleges that have already implemented these types of courses.
  - There are differences with each event and each presentation has value. Colleges should try and attend as much as they can to formulate the most complete solution possible.

## REVIEW CHECKLIST FOR ALL COURSE OUTLINES

**Division Representatives should use this checklist to review a course from their division before it moves to the Technical Review Committee.**

**Committee members will focus on the following items on the checklist:**

**C = Curriculum Committee**

**T = Technical Review Committee**

### GENERAL NOTES:

- T  Check every section of the outline for correct spelling and proper grammar.
- T  Check for correct formatting in all sections
- T  Is the proposed start date appropriate? (See the RT icon in CurricUNET.) (Check current curriculum Calendar for deadlines)
- T  For new courses and programs, are the SLOs in the Attached Files in CurricUNET? (See the AF icon in CurricUNET.)
- C  Is the proposal rationale complete and satisfactory according to the type of proposal? (See the RT icon in CurricUNET.)
- T  If the course is proposed for Distributed Education (DE) make sure that the Division Representative for DE (Jack Jackson) has reviewed and ok'd it. Verify that the DE report is completed and satisfactory. (Check the DE icon and the comments area in CurricUNET.)
- T  Does the course equate with Crafton?

### I. CATALOG DESCRIPTION:

- C  Both the Catalog and Schedule descriptions should be very similar in content.
- C  The catalog description should be a brief overview from 2 to 5 complete sentences of the topics covered in the course content (see section IV of the outline).
- C  The schedule description should be no more than 2 complete sentences and is a short version of the catalog description.
- C  Have the course prerequisites, co-requisite and advisory's satisfied the appropriate level of scrutiny? (See the RA icon in CurricUNET.) For guidance for appropriate level of scrutiny see the Curriculum Handbook).
- T  For transfer level courses (100, 200 level) the curriculum committee recommends ENGL 015 at least as an advisory and if there is a lot of writing (essays, reports etc.) consider as a prerequisite.

### III. COURSE OBJECTIVES FOR STUDENTS:

- C  Check that the level of rigor in the course is college-level and appropriate for the course number.
- T  There should be between 3 to 10 objectives.
- C  Objectives should be broad and introductory in scope, not too advanced, narrow, or specific.
- C  Most objectives should use verbs that demonstrate critical thinking. (See taxonomy)
- C  Is the course content reflected in the objectives?
- T  If the course has a lab, are these objectives also present?
- T  Each objective should be a single sentence with no period at the end.

#### IV. COURSE CONTENT:

- C  Check that the level of rigor in the course is college-level and appropriate for the course number.
- C  Course content should be complete (a list of all topics taught in the course) and detailed enough to provide a possible adjunct with the content expected by the department.
- C  The course content should be reflected in both the course objectives and the course descriptions.
- T  If the course is an Honor's class, are the honors content in bold print?
- T  If there is a laboratory component, it must be listed separately from the lecture content with separate headings.
- C  Arrange the list by topic with sub-headings; half a page is not enough.
- T  Capitals should only be present at the beginning of each entry and with names and proper nouns.
- T  Acronyms should be spelled out the first time they are used.
- C  Make sure that proper outline form has been used.

#### V. METHODS OF INSTRUCTION:

- C  Do the methods look complete?
- C  Are the methods of instruction appropriate for the content of the course?
- T  Lecture and Laboratory should be listed as methods of instruction whenever these classifications are present in the course hours in Section I.
- T  Have the methods of instruction been entered in the checklist?

#### VI. TYPICAL OUT-OF CLASS ASSIGNMENTS:

- C  Check that the level of rigor in the course is college-level and appropriate for the course number.
- C  make sure that every out-of-class assignment is out of class (lab is not considered out of class).

##### Reading assignments

- C  Reading topic must be stated but not to a specific text.
- C  Expected outcome by the student must be stated. For example: "... be prepared to discuss in class".

##### Writing assignments

- C  Expectation of the writing assignment should be stated. For example: type of college-level writing (essay, research paper, etc.) and the length of the assignment.

##### Critical thinking assignments

- C  Make sure that the assignment demonstrates critical thinking.

#### VII. METHODS OF EVALUATION:

- C  Do the methods look complete and is the checklist used?
- C  Are the methods of evaluation appropriate for the course?

#### VIII. TYPICAL TEXTS(S):

- T  Do the citations follow proper format?
- T  Are the texts (must have at least 3 texts) up-to-date and within 5 years? Exceptions would be "classics" or "fundamentals" within a particular discipline.

**CURRICULUM COMMITTEE**  
**TEAM BASED DIVISION OF LABOR**

Each Team will be responsible for reviewing *Basic Course Information* along with specific sections of course proposals. Review will take place online in CurricUNET with a new set of courses each week.

**Team A:** Requisites, Requisite Analysis, **General Education**, Units, Lec/Lab hours, Catalog Description, Schedule Description, Course Impact, and **Equate**. Rationale, Distance Ed, Methods of Instruction, and **Number of Times Course May Be Taken for Credit**.

➤	➤	➤
➤	➤	➤

**Team B:** Methods of Evaluation, Out of Class Assignments, **Typical Textbooks, Other Supplies Required, Student Learning Outcomes**, Appropriate Files Attached (CTE Proposals: Labor Market Information & Analysis, Advisory Committee Minutes, and Regional Consortium Approval Meeting Minutes).

➤	➤	➤
➤	➤	➤

**Team C:** Course Objectives and Course Content

➤	➤	➤
➤	➤	➤
➤	➤	➤
➤	➤	➤

**Expert resource members will review specific sections as well:**

*Vacant, Schedule/Catalog Specialist:*

Area A1 Information, TOP Codes, CTE attachments, & Master Data Base

*KayDee, Administrative Curriculum Coordinator:* Full Proposal Review

*Janice Wilkins, Articulation Officer:*

Basic Course Information, Articulation, General Education, Requisite and Requisite Analysis

*Leticia Hector, Curriculum Faculty Chair:* Full Proposal Review

*Dr. Terri Long, VPI:* Full Proposal Review

*Note: GRAY HIGHLIGHT - TECHNICAL REVIEW FOCUS*

## Possible SLO's for Work Experience Courses

- Develop measurable skill-based learning objectives, which they will attain at the end of their work experience period.
- Demonstrate proficiency of skills specified in the measurable objectives.
- Understand the expectation and value of teamwork.
- Demonstrate the ability to complete an employment application
- Apply skills learned in the classroom under actual work conditions
- Establish and maintain a positive relationship with employer
- Establish and maintain a positive and constructive relationship with co-workers
- Establish and maintain productive relationships with customers  
Interview at a work site and present themselves professionally