



**IMPERIAL VALLEY COLLEGE  
CURRICULUM COMMITTEE AGENDA  
Regular Meeting, Thursday, November 17, 2016  
12:50 p.m. – Administration Building Board Room**

*The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.*

**I. Opening of the Meeting**

**A. Call to order**

**B. Approval of the Minutes**

**1. Regular Meeting of November 3, 2016**

*M/S (\_\_\_\_\_/\_\_\_\_\_) to approve the minutes of the November 3, 2016, regular meeting of the Curriculum Committee, as presented.*

**II. Action Items**

**A. Credit Courses**

**1. Revised Courses**

**a. AHP 062 – Home Health Aide (1.5)**

*M/S (\_\_\_\_\_/\_\_\_\_\_) to approve the update to class size, prerequisites, objectives and texts for AHP 062, effective 2017-2018. The motion:*

- b. FIRE 100 – Fire Protection Organization (3)**
- c. FIRE 101 – Fire Prevention Technology (3)**
- d. FIRE 102 – Fire Protection Equipment and Systems (3)**
- e. FIRE 103 – Building Construction for Fire Protection (3)**
- f. FIRE 104 – Fire Behavior Combustion (3)**
- g. FIRE 108 – Fire & Emergency Services Safety and Survival (3)**
- h. FIRE 109 – Hazardous Materials for First Responders (2)**
- i. FIRE 117 – Auto Extrication (1)**
- j. FIRE 121 – ICS-200 Basic Incident Command System (1)**
- k. FIRE 140 – Fire-First Responders (9.5)**
- l. FIRE 220 – Fire Apparatus Driver/Operator 1A (2.5)**
- m. FIRE 222 – Fire Investigation 1A (2.5)**
- n. FIRE 223 – Fire Investigation 1B (2.5)**
- o. FIRE 240 – Training Instructor 1A: Cognitive Lesson Delivery (1.5)**
- p. PE 221 – Psychology of Coaching (2)**
- q. PE 222 – Sports Officiating (3)**

*M/S (\_\_\_\_\_/\_\_\_\_\_) to approve the update to SLOs, assignments and/or texts for items b. through q. above, effective 2017-2018. The motion:*

**r. NURS 080 – Introduction to Nursing (1.5)**

*M/S (\_\_\_\_\_/\_\_\_\_\_) to approve the update to description, prerequisite, objectives, methods of evaluation, assignments, texts, and SLOs for NURS 080, effective 2017-2018. The motion:*

- s. **NURS 081 – Individual Studies 1<sup>st</sup> semester: Nursing (1)**
- t. **NURS 082 – Individual Studies 2<sup>nd</sup> semester: Nursing (1)**
- u. **NURS 083 – Individual Studies 3<sup>rd</sup> semester: Nursing (1)**
- v. **NURS 084 – Individual Studies 4<sup>th</sup> semester: Nursing (1)**

*M/S (\_\_\_\_/\_\_\_\_) to approve the update to objectives for NURS 081, 082, 083, and 084, effective 2017-2018. The motion:*

- w. **PE 106 – Walking/Jogging Fitness (1)**

*M/S (\_\_\_\_/\_\_\_\_) to approve the update to class size from 30 to 40 and texts for PE 106, effective 2017-2018. The motion:*

- x. **WT 110 – Water Treatment Plant Operator I (4)**
- y. **WT 130 – Wastewater Treatment Operator I (4)**
- z. **WT 140 – Water Distribution Systems (4)**
- aa. **WT 150 – Wastewater Collection Systems (4)**

*M/S (\_\_\_\_/\_\_\_\_) to approve the removal of prerequisites and update to texts for WT 110, 130, 140, and 150, effective 2017-2018. The motion:*

## **2. New Credit Courses**

- a. **BUS 108 – Volunteer Income Tax Preparation (VITA) (3)**

*M/S (\_\_\_\_/\_\_\_\_) to approve the addition of BUS 108, to the credit curriculum, effective 2017-2018, as presented. The motion:*

## **3. New Noncredit Courses**

- a. **ENGL 805 – Fundamental Academic English Skills: Academic Vocabulary Development**
- b. **ENGL 806 – Fundamental Academic English Skills: Sentence Combining and Paragraph Construction**
- c. **ENGL 807 – Fundamental Academic English Skills: Reading to Write**
- d. **ENGL 808 – Fundamental Academic English Skills: Grammar and Punctuation**

*M/S (\_\_\_\_/\_\_\_\_) to approve the addition of ENGL 805, 806, 807, and 808, to the noncredit curriculum, effective 2017-2018, as presented. The motion:*

## **B. Degrees and Certificates**

### **1. Revised Degree and Certificate**

- a. **Business Accounting Technician Degree and Certificate**
- b. **Business Management Degree and Certificate**

*M/S (\_\_\_\_/\_\_\_\_) to approve the revision to Business Accounting Technician and Business Management Degree and Certificate programs, effective 2017-2018, as presented. The motion:*

### **2. New Noncredit Certificate of Competency**

- a. **Academic Preparedness in English**

*M/S (\_\_\_\_/\_\_\_\_) to approve the addition of Academic Preparedness in English Certificate of Competency, noncredit certificate program, effective 2017-2018, as presented. The motion:*

**III. Discussion Items**

- 1. Program Pathways**
- 2. Course Review List**

**IV. Information Items**

**V. Other Items**

**VI. Next Regular Meeting: December 1, 2016, 12:50pm in the Board Room**

**VII. Adjournment**

CC Meeting 11-17-16				Banner	State
AHP 062	Home Health Aide	1.5	Class size, prerequisites, objectives, texts		
BUS 108	Volunteer Income Tax Preparation (VITA)	3	NEW COURSE		
ENGL 805	Fundamental Academic English Skills: Academic Vocabulary Development	NC	New NONCREDIT COURSE		
ENGL 806	Fundamental Academic English Skills: Sentence Combining and Paragraph Construction	NC	New NONCREDIT COURSE		
ENGL 807	Fundamental Academic English Skills: Reading to Write	NC	New NONCREDIT COURSE		
ENGL 808	Fundamental Academic English Skills: Grammar and Punctuation	NC	New NONCREDIT COURSE		
FIRE 100	Fire Protection Organization	3	Revision of SLO's and assignments.		
FIRE 101	Fire Prevention Technology	3	Revise SLO's and assignments.		
FIRE 102	Fire Protection Equipment and Systems	3	Revision of SLO's and assignments.		
FIRE 103	Building Construction for Fire Protection	3	Revision of SLOs and assignments		
FIRE 104	Fire Behavior Combustion	3	Revision of SLO's and assignments.		
FIRE 108	Fire & Emergency Services Safety and Survival	3	Revision of SLO's and assignments. Reviewed and updated supportive texts.		
FIRE 109	Hazardous Materials for First Responders	2	Revision of SLOs and assignments. Review of textbooks.		
FIRE 117	Auto Extrication	1	Update to assignments.		
FIRE 121	ICS-200 Basic Incident Command System	1	Revision of SLO's and assignments.		
FIRE 140	Fire - First Responders	9.5	Revision of SLOs and assignments. Review and update of supporting text.		
FIRE 220	Fire Apparatus Driver/Operator 1A	2.5	Revision of SLOs and assignments. Review and update of supporting text.		
FIRE 222	Fire Investigation 1A	2.5	Revision of SLOs and assignments. Reviewed and updated supportive texts.		
FIRE 223	Fire Investigation 1B	2.5	Revision of SLOs and assignments. Reviewed and updated supportive texts.		
FIRE 240	Training Instructor 1A: Cognitive Lesson Delivery	1.5	Revision of SLOs and assignments. Reviewed and updated supportive texts.		
NURS 080	Introduction to Nursing	1.5	Update description, prerequisite, objectives, methods of evaluation, assignments, texts and SLOs		
NURS 081	Individual Studies 1st semester: Nursing	1	Update to objectives		
NURS 082	Individual Studies 2nd semester: Nursing	1	Update to objectives		
NURS 083	Individual Studies 3rd semester: Nursing	1	Update to objectives		
NURS 084	Individual Studies 4th semester: Nursing	1	Update to objectives		
PE 106	Walking/Jogging Fitness	1	Update textbook. Class size from 30 to 40.		
PE 221	Psychology of Coaching	2	Textbook update		
PE 222	Sports Officiating	3	Textbook update		
WT 110	Water Treatment Plant Operator I	4	Removal of prerequisite. Review of textbook.		
WT 130	Wastewater Treatment Operator I	4	Removal of prerequisite. Review of textbook.		
WT 140	Water Distribution Systems	4	Removal of prerequisite. Review of textbook.		
WT 150	Wastewater Collection Systems	4	Removal of prerequisite. Update textbook.		

PROGRAMS				
Academic Preparedness in English - Non Credit Certificate of Competency			New Non Credit Certificate	
Business Accounting Technician Degree and Certificate			Addition of BUS 108 to electives, no change to unit value	
Business Management Degree and Certificate			Addition of BUS 120 and BUS 145, removal of CIS 102	



**IMPERIAL VALLEY COLLEGE**  
**CURRICULUM COMMITTEE MINUTES (Unadopted)**  
 Regular Meeting, Thursday, November 3, 2016  
 12:50 p.m. –Board Room

<b>Present:</b>	<input type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury for Andrew Robinson
	<input type="checkbox"/> Michael Heumann	<input type="checkbox"/> Xochitl Tirado	<input checked="" type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty
	<input type="checkbox"/> Allyn Leon	<input type="checkbox"/> Jose Velasquez	<input checked="" type="checkbox"/> Norma Nava	<input type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Andres Martinez	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Beatriz Avila
	<input checked="" type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Benjamin Barajas	
<b>Consultants:</b>	<input checked="" type="checkbox"/> Efrain Silva	<input type="checkbox"/> Becky Green	<input checked="" type="checkbox"/> Gloria Carmona	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Norma Nunez	<input type="checkbox"/> Kevin Howell	<input type="checkbox"/> Jill Kitzmiller
	<input checked="" type="checkbox"/> Lennor Johnson			
<b>Ex-officio</b>				
<b>Visitors:</b>	Audrey Morris			
<b>Recorder:</b>	Dixie Krimm			

**I. Opening of the Meeting**

**A. Call to order**

Craig Blek called the regular meeting of the Imperial Valley College Curriculum Committee to order at 1:03 pm on Thursday, November 3, 2016.

**B. Approval of the Minutes**

**1. Regular Meeting of October 20, 2016**

*M/S/C (White/Martinez) to approve the minutes of the October 20, 2016, regular meeting of the Curriculum Committee, as presented.*

**II. Action Items**

**A. Credit Courses**

**1. Revised Courses**

- a. PE 126 – Tennis (1)
- b. PE 128 – Volleyball (1)
- b. PE 209 – Introduction to Physical Education (3)
- c. PE 219 – Introduction to Athletic Training (3)

*M/S (Drury/Martinez) to approve the textbook update for PE 126, PE 128, PE 209 and PE 219, effective 2017-2018. The motion carried.*

**2. New Courses**

- a. ADS 251 – Dual Diagnosis (3)

*M/S (White/Aguirre) to approve the addition of ADS 251, to the credit curriculum, effective 2017-2018, as presented. The motion carried.*

**B. Degrees and Certificates**

**1. Revised Degree and Certificate**

**a. Addiction Disorder Studies Degree and Certificate**

*M/S (White/Aguirre) to approve the revision of Alcohol and Drug Studies to Addiction Disorder Studies Degree and Certificate, effective 2017-2018, as presented. The motion carried.*

**C. CTE Program Review Pursuant to Ed Code 78016**

*M/S (Drury/White) to approve the program review recommendations for CTE programs as presented. The motion carried.*

CTE Program Review – Efrain Silva

Review documents presented

- Career opportunities, industry certification, credentials, Labor market demand reviewed for program viability.
- Sometimes labor market demand data may not keep up with trends, there is a section for faculty to prove that there is demand.
- Perkins success reports – this is funding that allows us to purchase things for CTE programs.
- Persistence and transfer reviewed. Placement and persistence is from MIS, tracked through the Chancellor’s Office.
- Enrollment trends reviewed. Completions reviewed. Nursing example provided, this is a well-attended program yet not very productive for FTES generation.
- Faculty were asked to do a SWOT analysis, program evaluation done and then recommendation provided.
- Program review documents will be available on the IVC website.
- Continuance, mitigation, or discontinuance are the recommendation options. There could be a recommendation that includes a combination of these.
- Ed code requires that labor market demand be viable.

**III. Discussion Items**

None.

**IV. Information Items**

**1. Curriculum Regional Meeting – Dixie**

Dixie reviewed notes from the Curriculum Regional Meeting 10/11/16. She attended the event with Mary Lofgren, Academic Senate President. Meeting topics included the Program, Course, and Approval Handbook (PCAH), Chancellor’s Office Curriculum Inventory (COCI) system updates, Statewide Curriculum Taskforce Update, Zero Textbook Cost Degree Program, and Dual Enrollment. Summary notes and Power Point documents are attached.

**V. Other Items**

**VI. Next Regular Meeting: November 17, 2016, 12:50pm in the Board Room**

**VII. The meeting adjourned at 1:55 p.m.**

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

## 2016 Curriculum Regional Meeting Notes October 22, 2016

ASCCC Curriculum Committee Chair – Dolores Davison

Chancellor's Office Updates – Jackie Escajeda, LeBaron Woodyard and Raul Arambula

### Statewide Curriculum Updates

- PCAH Update/COCI (Chancellor's Office Curriculum Inventory)
  - PCAH will have 3 parts; Standards and Guidelines, Submission Processes, COCI
    - Changes to note: Credit hour calculations included, grade "P" ok for ADTs, Stand Alone course approval process.
    - Program goal classification: Transfer, CTE, Local
  - Intended PCAH release – December 2016
  - New inventory system will roll out in phases
  - Several colleges will help with testing the migration of data with full roll out slated for March 2017
- Baccalaureate (10 colleges participating, 5 more to start programs Fall 2017)
- Stand Alone course local approval will be coming back; information will go out to CIOs soon.
- C-ID – letter of intent for new grantee; college to support C-ID
- CSU reviewers are paid \$10 per course to review. Reviewers must be tenured faculty.
- Academic Senate will be writing a resolution to allow for submission of ADTs without having full approval of C-ID courses.
- Regional Consortia will recommend (as opposed to provide approval)
- The "First Friday" memo will have instructions
- New listserve for curriculum specialists - curricassist
- Certificate programs must be a minimum of 16 units to qualify for financial aid.
- OEI – 24 colleges involved in exchange
- OER (Stephanie Ricks-Albert, Chancellor's Office representative)
- 51% rule options – Articulation Agreements
  - Lower division prep endorsed by professional bodies/program accreditation
  - Formal letters from targeted institutions verifying program alignment
- SACC now 5Cs – California Community College Curriculum Committee
- Zero-Textbook Cost Degree Grant Program (Z-Degree's)
- Ed Code 78052 (b) (4)
- AB 2261
- SB 1052 and 1053
  - SB 1052 – 50 most commonly transferred courses between CCC, CSU, UC. Reviewed by listserve; C-ID courses. California Open Education Resources Council (COERC) will be discontinued Summer 2017.
  - California Open Online Library
  - Cool4Ed.org
- AB 798
- OpenStax <https://openstax.org>
- AB 1602 – provides grants to community college for development and implementation of A.S. degrees and CTE certificate programs earned entirely by completing courses that eliminate conventional textbook costs.

# DUAL ENROLLMENT – WHAT NEXT?

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Dolores Davison, ASCCC Executive Committee  
Michael Wyly, ASCCC Curriculum Committee,  
Solano College



# What Is Dual/Concurrent Enrollment?

- Dual enrollment is specifically and defined in legislation (Holden, 2015) and is the term now being used.
- High school students enroll in college classes, typically on the college campus or online
- Targeted primarily advanced students who wanted to take courses beyond the high school's offerings.
- Based on an MOU or other agreement between the college and the high school,

# Benefits to Students

- Complete high school and college credits at same time
- Introduction to/preparation for college life for a smoother transition to college
- More time for career and/or college major exploration
- Address skills gaps and improve study skills/academic knowledge
- Increased confidence and motivation to persist
- Students experience the benefits of a college education

# AB 288 (Holden, 2015) is a Game Changer

- College and Career Access Partnerships (CCAP)
  - District level agreement to offer Dual Enrollment
  - Intended to reach broader range of students, not just highly gifted or advanced scholastic or vocational work
  - Emphasis on college and career readiness and CTE and transfer pathways
  - Reduce the number of students needing remedial math and English instruction at the community college level

# College and Career Access Partnerships (CCAP)

- Adds a new option for Dual Enrollment
- Does not replace existing models
- Colleges can continue with existing dual enrollment programs
- Colleges can continue with existing and have CCAPs

# What does CCAP allow that is different?

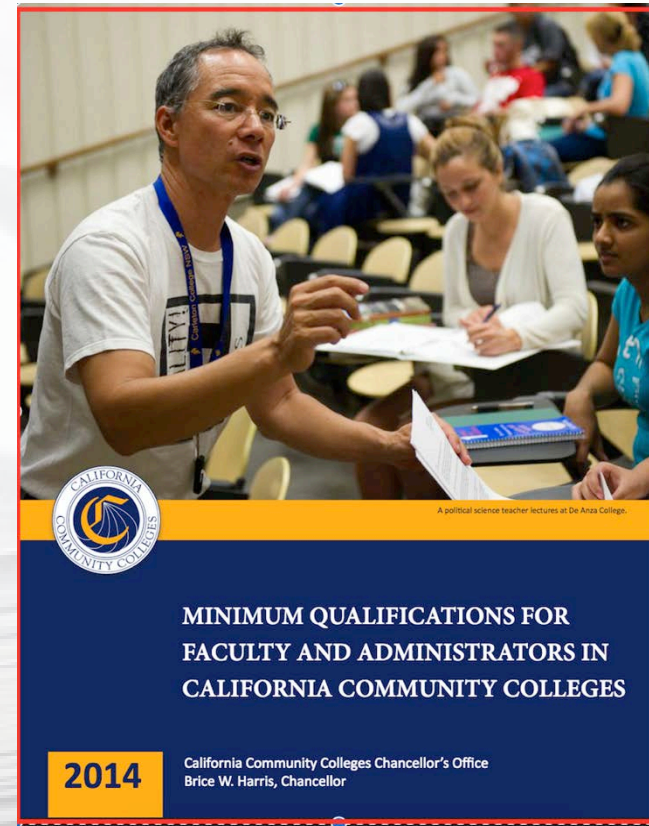
- Provides added flexibility in three areas
  - Limit enrollment in college courses taught on high school campus to high school students
  - Raise maximum units per term for special high school admits to 15 college credits (but no more than 4 courses)
  - Provide CCAP students same enrollment priority as Middle College High School students

# What does a CCAP agreement require?

- In exchange for added flexibility, districts must...
  - Review and approve CCAP agreements in two open board meetings of **both** districts
  - Comply with all existing state and federal reporting requirements and local collective bargaining agreements
  - Ensure faculty are not displaced and that “traditional” community college students have access to the courses they need
  - Report on student outcomes in CCAP courses

# CCAPs DoNOT Change Faculty Requirements

- Instructor must meet MQs
- Who teaches class?
  - High school teacher
  - College teacher
  - What's the difference?



# Provisions of Note

- A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils
- A community college district shall not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established
- A community college district participating in a CCAP partnership is not required to provide the same services at the high school campus that are on the college campus (but may choose to do so).



# A Major Change in “Remedial” Course Offerings

- The CCAP partnership agreement shall certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student’s junior or senior year to ensure the student is prepared for college-level work upon graduation

# Why Does This Matter?

- Research has demonstrated that dual enrollment participants, even those who are from traditionally underrepresented groups, do as well or better than their non-dual enrolled peers in a range of areas, including:
  - High school graduation rates;
  - High school grade point average;
  - High school on-time graduation rates;
  - Assessment into college courses;
  - College GPA and credit accrual; and
  - Community College enrollment, retention, and persistence rates.
- Summary of these results can be found at:  
<http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html>  
as well as the Dual Enrollment Toolkit  
<http://www.careerladdersproject.org/cccode/>

# Academic and Professional Considerations

- Curriculum
- Graduation requirements
- Minimum qualifications and equivalency
- Professional development
- Student preparation and success
- Permanency of student records
- Concerns regarding displacement of faculty and importance of bargaining units in discussions

# The Tale of One College -- Solano

- Admin Goals vs. Faculty Concerns?
  - Admin motivations (HS partnerships; FTES increase)
  - Senate concerns (curriculum; min. quals; student prep & success)
  - Association concerns (CBA; impact on adjuncts)
- Resolution to Concerns:
  - Formation of joint taskforce (senate; association; management)
  - Charge: to consult the campus community as well as other CA CCs to develop recommendations for implementation
- Taskforce Recommendations
  - **Rec. One:** to pilot a select course(s) during high school hours and taught by a high school instructor who meets min. quals to allow the College to refine related processes and practices as needed, and to make an educated decision about our capacity to scale
  - **Rec. Two:** to pilot select course(s) outside of regular high school hours and taught by College faculty. The priority would be to offer courses that are the next step following a previously offered articulated course.
  - **Rec. Three:** to work collaboratively with one high school to offer “Get Focused, Stay Focused” as a one week, for-credit opportunity.
- Reflection of Recommendations: Modest pilot with the opportunity to scale
  - “As a taskforce, we are in unanimous agreement that removing barriers for Solano County high school students is a priority. Each scenario identified above will allow us to test our ability as a College to develop procedures and to establish systems. Furthermore, each of these plans represents a thoughtful approach that will enable high school instructors and college faculty to work harmoniously while expanding opportunities for students.”
- Process: Senate approval; Faculty Association approval; College-wide buy-in and Dual Enrollment Pilot, 2016-2017
- Update on Current Efforts

# Early ASCCC Positions on Dual Enrollment

- Resolution 4.01 F07 – encourage expansion of concurrent enrollment opportunities
- Resolution 4.02 F07 – local senates encouraged to engage in discussions about concurrent enrollment opportunities, faculty voice essential
- Resolution 4.01 S08 - legislation regarding concurrent enrollment needs to be consistent with the recommendations in the ASCCC paper "Minors on Campus" (fall 2006)
- Resolution 15.02 S09 – clear and appropriate limits on concurrent enrollment opportunities at colleges (concern about skewing curriculum too much towards basic skills courses)
- Resolution 13.04 F14 – requests regulatory guidance, examples of effective practices and glossary of terms regarding high schools students in college classes

# Recent ASCCC Positions

## Resolution 6.03 (S15):

Resolved, That the Academic Senate for California Community Colleges support the legislative intent of AB 288 (Holden, as of March 23, 2015) to increase or improve dual enrollment opportunities for all high school students, especially for struggling and at-risk high school students.

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning "instructional activities" in the proposed new Education Code §76004(I), and promote the fulfillment of accountability requirements and incentives for both college and school districts.

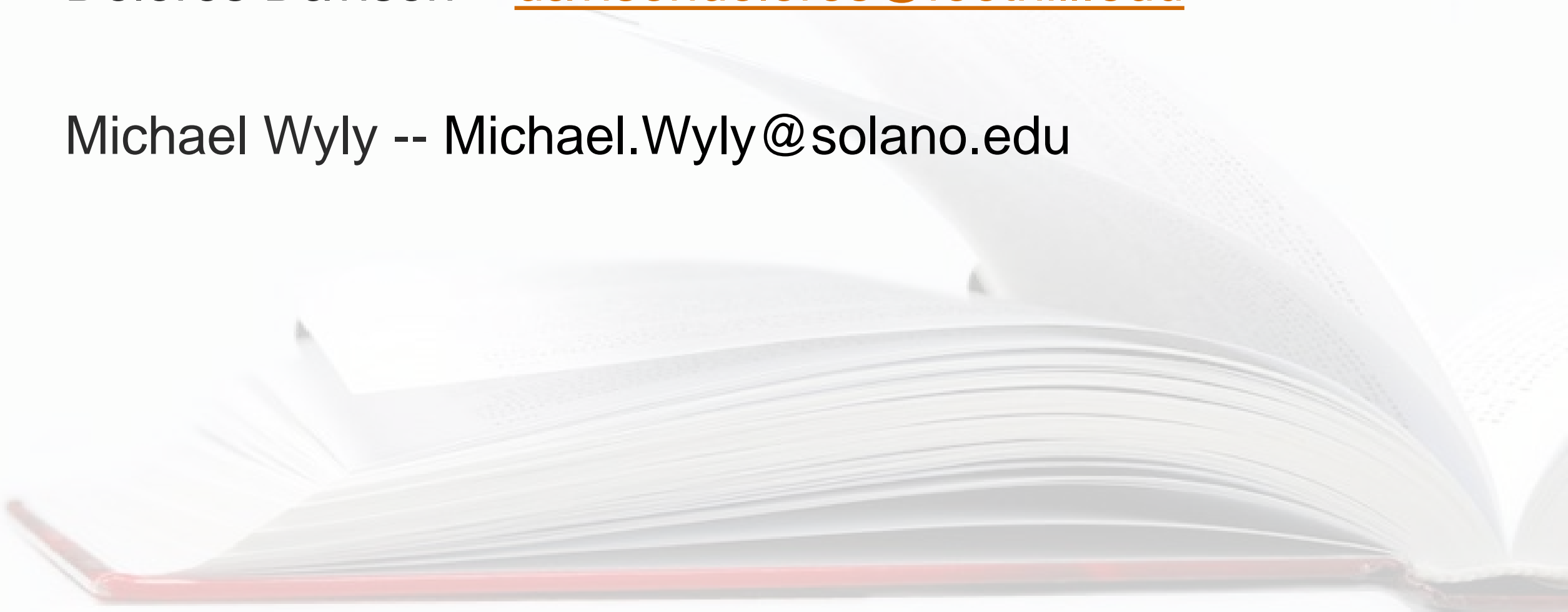
# Resources

- Dual Enrollment Toolkit Resources: <http://www.careerladdersproject.org/ccccode/>
- CCRC: What We Know About Dual Enrollment: <http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html>
- Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in CA (R. Purnell; RP Group 2014)  
<http://www.rpgroup.org/projects/dual-enrollment-guide-2014>  
[http://www.rpgroup.org/system/files/High-School-Transition-Brief\\_0.pdf](http://www.rpgroup.org/system/files/High-School-Transition-Brief_0.pdf)
- Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)  
<http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative>
- Career Ladders Project: HS to College Transition Web Resources  
<http://www.careerladdersproject.org/high-school-to-college-transition-tools/early-college-experiences-and-transition-support/>
- Santa Barbara City College: Dual Enrollment Program Resources  
<http://www.sbccc.edu/dualenrollment/programresources.php>
- Dual/Concurrent Enrollment Conference (Sacramento, January 30<sup>th</sup>)  
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/MiddleCollegeHighSchool/DualEnrollmentSummit.aspx>

Questions? Thank You!

Dolores Davison – [davisondolores@foothill.edu](mailto:davisondolores@foothill.edu)

Michael Wyly -- Michael.Wyly@solano.edu





# **ZERO-TEXTBOOK-COST DEGREE GRANT PROGRAM (Z DEGREES)**

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Dolores Davison, ASCCC Executive Committee  
LeBaron Woodyard, Dean, Chancellor's Office



# Definition of Open Education Resources (OER)

- Education Code Section 78052 (b)(4)
- “Open educational resources” means high-quality teaching, learning, and research resources that reside in the public domain or have been released pursuant to an intellectual property license that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

# Background

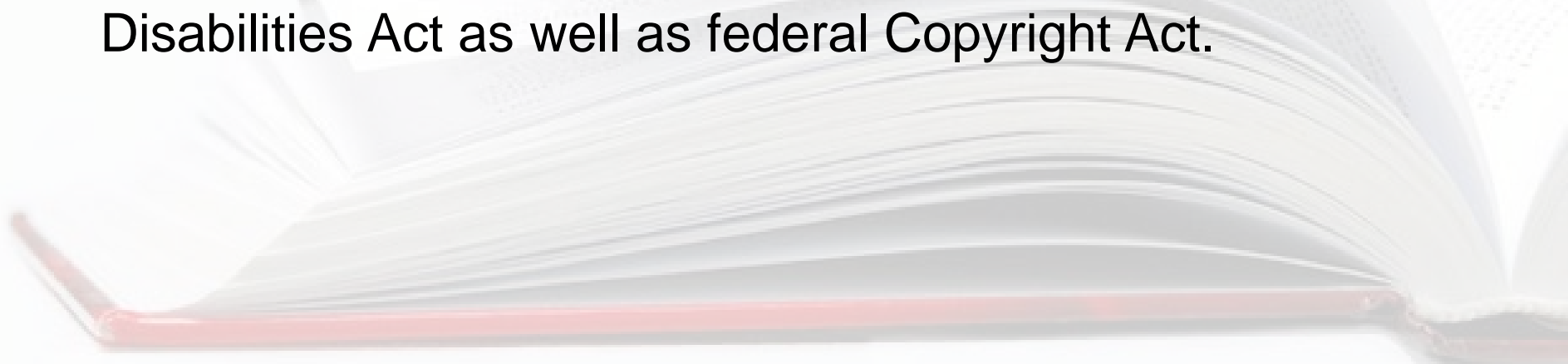
- AB 2261 (Ruskin, 2008) established the Open Educational Resources Center for California (OERCC) at Foothill College, calling for increased focus on OER.
- SB 1052 and 1053 (Steinberg, 2012) created the California Open Educational Resources Council (COERC) which had participants from all three higher education segments, as well as the California Open Online Library, or Cool4Ed.
- AB 798 (Bonilla, 2015) provided grant opportunities to CSU and CCC campuses that transitioned to OER textbooks in their courses and could demonstrate cost savings of at least 30% for students.

# The Zero-Textbook-Cost Degree Program

- Created in 2016 in AB 1602 (Higher Education Trailer Bill)
- Provides grants to community college districts for” developing and implementing associate degrees and career technical education certificate programs earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies.”
- Intent of the bill is to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs.
- May also help with increasing equity, access, and success for students who might not otherwise afford materials

# Grant Requirements –Sustainability

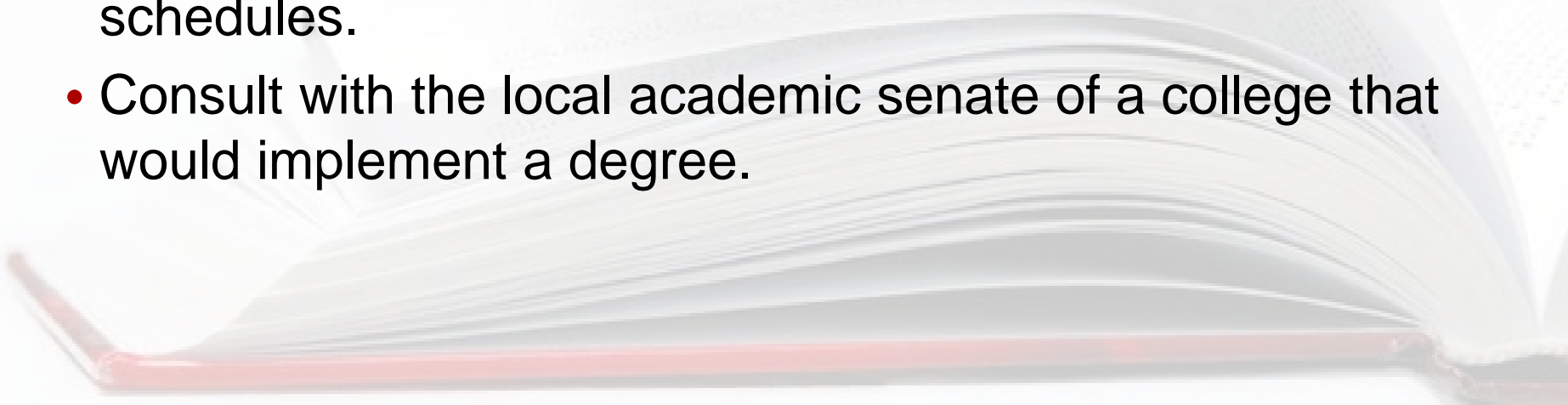
- Grants cannot result in the “development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students.”
- Degrees must be developed with “consideration for sustainability after grant funding is exhausted” and must ensure compliance with the federal Americans with Disabilities Act as well as federal Copyright Act.



# Grant Requirements – Costs and Focus

- Develop and implement a degree from an existing associate degree or develop and implement a new or existing career technical education certificate program, that has high value in the regional market, as a zero-textbook-cost certificate program.
- Each degree developed and implemented within the district must contribute to the overall elimination of textbook costs for students.
- Discretionary student printing of instructional materials shall not be considered a cost as part of this program.

# Grant Requirements -- Logistics

- Develop and implement a minimum of one degree for each grant received.
  - Ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program.
  - Ensure that the degree developed and implemented is clearly identified in college catalogs and in class schedules.
  - Consult with the local academic senate of a college that would implement a degree.
- 

# Grant Requirement -- Participation

Colleges/districts must use a multimember team approach to develop and implement a degree that includes

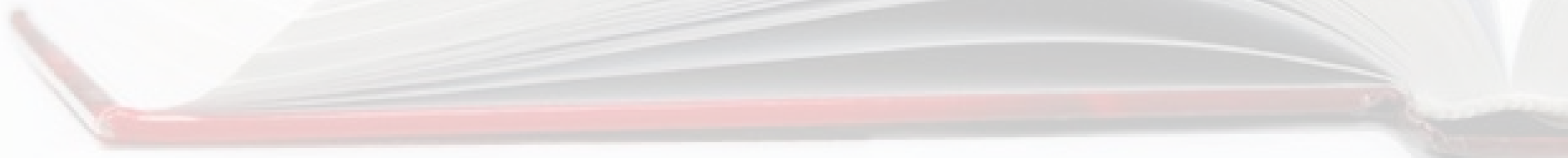
- faculty
- college administrators
- other content-focused staff, including, but not limited to,
  - Librarians
  - Instructional designers
  - Technology experts

These personnel could be from the college developing the degree, other colleges of the California community college system, and interested campuses of the California State University and the University of California.



# Grant Requirements – Availability

- Develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor Internet Web site.
- All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408.



# Grant Requirements – Professional Development and Assessment Materials

- Grant recipients may use funds to obtain professional development and technical assistance to assist in the development of degrees.
- Testing and assessment materials posted online as part of the clearinghouse will be safeguarded to insure the integrity of the materials.
- Faculty are not prohibited from providing sample test and assessment materials to students.

# Specifics: Two Types of Grants

- Planning grants
  - Up to \$35,000 per college for planning the creation of Zero-Textbook-Cost degrees or career technical education certificates
  - Funding for first phase to run 1 January 2017-30 September 2017
- Implementation grants
  - Up to \$150,000 per college for implementing Zero-Textbook-Cost degrees or career technical education certificates
  - Colleges that are awarded these grants have either completed a planning grant process through the Zero-Textbook-Cost Degree Grant Program named above or have explored the development of these degrees through other grant programs or the use of local funds.
  - Funding for first phase to run 1 January 2017 to 31 December 2017

# Specifics: Request for Application (RFA)

- Grants to colleges to a) plan and/or b) implement degrees and/or certificates
- Priority given to the implementation of this on existing associate degrees for transfer and for the adaption of existing OER rather than new content
- Total of \$4,500,000 is available for grants to the colleges
- Grants up to \$185,000 (one planning and one implementation grant)
- RFA was released 19 October
- Due date for applications is 12 December

# Degree Implementation Date

- Strive to implement degrees by the first term of the 2018–19 academic year, or sooner, as determined by the Chancellor’s Office.
- Chancellor’s Office to provide information to the Legislature, Legislative Analyst’s Office, and Department of Finance by 30 June 2019.
- Information shall include:
  - Number of degrees developed and implemented per district
  - Estimated savings to students
  - Number of students that completed a ZTC degree program
  - Recommendations for increasing, expanding, or improving these efforts.

# To Be Continued...

- Questions?

Thank You!

Dolores Davison

([davisondolores@foothill.edu](mailto:davisondolores@foothill.edu))

Stephanie Ricks-Albert

([sricksal@CCCCO.edu](mailto:sricksal@CCCCO.edu))