CALIFORNIA COMMUNITY COLLEGES
AND
COACHELLA VALLEY
COMMUNITY COLLEGE DISTRICT

#88-0004
Core Curriculum Models Selected Colleges

A consortium of five community colleges, headed by the College of the Desert, propose a pilot test to develop and demonstrate five core curriculum models and disseminate the results of the test statewide through workshops, conferences, and publications. This project represents two years of planning and developmental work by a Task Group of the Commission on Instruction of the California Association of Community Colleges (CACC).

The questions and issues which will be addressed in this pilot test are:
1. Principles inherent in a core curriculum.
2. The criteria for courses in a core curriculum approach to community college education.
3. Recommended standards for core curriculum courses intended to be certified as appropriate for the AA degree.

The consortium will prepare descriptions, course outlines, and philosophy statements on each model. These findings will be reported through the network of conferences and workshops sponsored by CACC as well as through journal publications.
Core Curriculum Models for Implementation in Selected Community Colleges

A consortium of five Community Colleges headed by College of the Desert proposes a pilot test to develop and demonstrate five Core Curriculum models and disseminate results statewide through workshops, conferences and publications. The proposed project represents two years of work and planning by a Task Group for the Commission on Instruction which represented over fifteen Colleges and achieved two major goals. The Task Group analyzed and reacted to statements of Core Curriculum and amended models of Community College Core Curriculum currently in place. The proposed models will build on this research.

The questions and issues which will be addressed in this pilot test are:

1) The principles inherent in a Core Curriculum.
2) The criteria for courses in a Core Curriculum approach.
3) Recommend standards for AA degree courses appropriate to Core Curriculum.

The consortium will prepare descriptions, course outlines and philosophy statements on each model and these findings will be reported through the network of conferences and workshops for Community Colleges as well as through journal publications.
Core Curriculum Models for Implementation in Selected Community Colleges

1. Specific Educational Program Being Addressed

The development and implementation of five Core Curriculum models is intended to address one of the Basic Agenda Objectives established by the Board of Governors September, 1987. Objective B - Educational Excellence included an initiative (2) on Transfer Education and Articulation which called for "the development of Core Curricula appropriate to transfer majors, and the dissemination of information on Core Curricula through publications and workshops".

A subcommittee of the Commission on Instruction focused on the subject of Core Curriculum and their research led to several recommendations on the essential elements of a Core Curriculum. As Community Colleges throughout the state struggle with the issue of how to develop a Core Curriculum which satisfies the transfer education requirements of the UC and CSU systems, it would be valuable to have different models which have been fully developed and pilot tested.

The development of Core Curriculum models is intended to improve the capabilities of students who intend to transfer to upper divisions coursework and to provide a common educational experience for students who do not intend to transfer.

The Core Curriculum pilot test will be conducted by five Colleges led by College of the Desert:

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<th>COLLEGE</th>
<th>CONTACT PERSON/TITLE</th>
<th>PHONE</th>
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<tr>
<td>COLLEGE OF THE DESERT</td>
<td>Dr. Dorothy Bray</td>
<td>(619) 346 8041</td>
</tr>
<tr>
<td>43 500 Monterey Avenue</td>
<td>Vice President</td>
<td>Ext. 214, 215</td>
</tr>
<tr>
<td>Palm Desert, CA. 92260</td>
<td>Educational Services</td>
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Using the recommendations of the Task Force on Instruction each College will develop and pilot test a Core Curriculum model during the 1988/89 school year. Representatives from each College will jointly review the development of each model and analyze the implementation phase. Representatives from the CSU and UC systems will participate in the review of models before they are implemented and will be included in the final analysis of the implementation phase. It is intended that a more formal and elaborate review of the implementation of Core Curriculum models be conducted in the second year. The Consortium will concentrate on the development and field test implementations during the first year. Each College will utilize its own resources to implement the models and the major expenses will be for coordination activities, producing printed packages which include course outlines, descriptions and implementation strategies, and dissemination activities.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM
As part of the 1986-87 agenda of issues and activities, the Commission on Instruction of the California Association of Community Colleges (CACC) proposed that a task group be convened to analyze the topic of Core Curriculum and prepare a position statement for the commission's consideration.

Practitioners from across the state were invited to participate in discussions on this topic. The membership of the task group is attached. The members of the consortium submitting this proposal participated on that task force.

BACKGROUND

The authority for the concept of a Core Curriculum was delineated in the, Challenge of Change, A Reassessment of the California Community Colleges, by the .Commission for the review of the Master Plan for Higher Education in California. Their recommendations 4, 8, 9, 10, 11, 12 and 13 established the need for the development of a Core Curriculum. The Joint Legislative Committee transferred these recommendations into their proposals 20, 21, 22, 23, 24 and 25 further acknowledging the importance of a Core Curriculum for higher education in California.

The Master Plan issues centered around a reinvigorated transfer program in the Community Colleges and an improved coordination of California's system of lower and higher education. The final recommendations of the Joint Legislative Committee for Review of the Master Plan for Higher Education (January 7, 1987) are excerpted below:

Transfer Education
"As the Master Plan Commission has noted in its report, there are a variety of factors contributing to the decline in the numbers of students seeking to transfer from the Community Colleges to the university systems, ranging from decreased numbers of high school graduates to inadequate financial aid. But whatever the cause, the decline represents a serious threat to the long tradition of collegiate work in the Colleges--as well as a threat to the oldest claims of the Community Colleges to provide access to quality education regardless of family or personal circumstance. We believe that a reinvigorated transfer program in the Community Colleges--and the sharing of responsibility for its success with the other segments--is a key element in the Colleges' ability to meet the needs of the state in the coming years. We further recognize that quality courses and programs in the "Transfer" area include a wide range of courses of baccalaureate quality taken by students not seeking to transfer (or who may already have a baccalaureate degree); we affirm that these courses meet a growing need in California.
The outcome of this proposal will be five separate Core Curriculum models which will be pilot tested. The results and findings of the pilot test will be made available statewide to all Community Colleges and to the systems of higher education in California. Each model will be developed using the guidelines and criteria established during the two year study conducted by the Task Force of the Commission on Instruction.
3. Population To Be Served

POPULATION SERVED

The results of this pilot study will effect the broad range of students who attend a Community College for the purpose of transfer to four year institutions
4. Objectives

OBJECTIVES

1) Develop five Core Curriculum models
   TIMELINE: August, September, October, November, 1988

2) Implement models in five colleges
   TIMELINE: December 1988 - January, 1989

3) Produce Core Curriculum model descriptive packages.
   TIMELINE: April, May 1989

4) Disseminate analysis of findings and Core Curriculum models
   TIMELINE: May, June 1989
5. Workplan Narrative

ACTIVITIES

The project will be conducted in four phases.

Phase I: Development of Core Curriculum Models.

TIMELINE:
August, September, October, November 1988

ACTIVITY:
Consortium members convene in August and determine criteria and standards for all Models. Three thousand dollars is provided for release time of faculty participating in the project. Final draft of each Model due for implementation by December, 1988.

BUDGET:
Estimated cost $20,000

Phase II: Implementation of Models

TIMELINE:
Spring Semester, 1989

ACTIVITY:
Each campus implements the Core Curriculum Model developed by its campus and reports implementation issues. Target date for implementation:

Regularly scheduled meetings occur between consortium members and representatives of CSU & UC system.

BUDGET:
Estimated cost $5,000.

Phase III: Develop analysis of findings and prepare Core Curriculum Model Packages.

TIMELINE:
April, May 1989

ACTIVITY:
Each Model will be produced in a standard format which will include Statements of Philosophy, Course Outlines and Descriptions and analysis of issues and implementation strategies followed by the campus involved.

BUDGET:
Estimated cost $7,500.

Phase IV: Dissemination of Results.

TIMELINE:
May 1989 - November 1989
ACTIVITY:
Core Curriculum Models and analyses will be disseminated statewide via the network of conferences, workshops, relevant to Community Colleges. Results will also be distributed through Journals and periodicals with a summary article. In addition each College may choose to report its own findings through publications.

BUDGET:
Estimated cost ....................$10,000.

The Models will be submitted to the Chancellors Office in a simple reproducible format for ease of distribution.

PROJECT ADMINISTRATION

The Core Curriculum Consortium proposal will be under the overall supervision of Dr. Dorothy Bray, Vice President Educational Services at College of the Desert. Dr. Bray was also Chair of the Task Group which reviewed Core Curriculum issues for the Commission on Instruction. The project leader will be Dr. William Kroonen, Associate Dean, Humanities and Fine Arts. Dr. Kroonen is responsible for articulation at College of the Desert. Project contact person is Terry L. Green, Associate Dean Community Education/Resource Development at College of the Desert. Mr. Green is a past Project Director for a successful FII Grant Program which involved curriculum development for Adult Functional Competencies (1979).
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

The availability of Core Curriculum Models which have been pilot tested will be critical to the timely implementation of a Core Curriculum statewide. Representatives from the UC and CSU systems will be participating in the review of the models and verifying the transferability of each Model.

The Models themselves will be disseminated statewide and the analysis of issues and review of implementation strategies will make it easier for each Community College to implement its own Core Curriculum, and also insure a standard set of criteria upon which to base local decisions.

This project is intended to be completed within one year but we recognize a need to conduct a more long range and sophisticated follow up study. The follow up study would be conducted in concert with the UC and CSU systems and a combination of funding sources could be accessed for that purpose.

The major objective of the Core Curriculum is to improve the Community College performance in transferring students to four year institutions as well as providing a common educational experience with identified educational goals for those who do not wish to transfer.
EVALUATION PLAN

Several elements of evaluation will be included in this project. Each phase requires a separate evaluation format. The evaluation of Phase I - Core Curriculum Model Development will be conducted by consortium members, the Task Group for the Commission on Instruction, and selected representatives of the CSU and UC system. Each model will be validated by these groups as adhering to the standards and criteria for Core Curriculum recommended by the Task Group for the Commission on Instruction.

Phase II (Implementation) will be monitored by the consortium members. The major concern is that issues related to implementation are reflected in the final report and implementation strategies are suggested for each Model.

Phase III - Analysis of findings and Development of Core Curriculum Packages. Findings will be reviewed by consortium members, Chancellor’s Office staff, Statewide Academic Senate and the selected UC, CSU representatives before the final report and Curriculum Packages are produced.

Phase IV - Dissemination. We would ask the FII Grant staff participate in the design and conduct of dissemination activities.
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]