

# **C-ID and Model Curriculum**

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# Overview

- C-ID
  - What it is, what it does, & how it works
- Transfer Model Curriculum
  - What it is, what it does, & how it works
- Model Curriculum
  - What it is, what we hope it will do, & how it will work
- New Directions

# What is C-ID?

- \* Course Identification Numbering System
- \* Products
  - \* Course descriptors
- \* Processes
  - \* Convening of intra- and intersegmental faculty for descriptor development
  - \* Statewide vetting of draft products
  - \* Submission of CCC 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 a given descriptor

# What does C-ID do?

- \* 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 (reciprocity)

# 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 means of identifying required courses in TMCs (transfer model curricula) and MCs (model curricula)

# Characteristics of C-ID

- \* Faculty-driven
- \* Intersegmental and intrasegmental
- \* “Student-serving”
- \* Enables CCCs to work like a system while maintaining local control of curriculum
  - \* NOT establishing common curriculum, identifying COMPARABLE

# 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

# C-ID Descriptors

- ⌘ Permit identification of comparable courses
- ⌘ Provide consistency
- ⌘ Ensures instructional integrity



# Process

- Develop draft descriptors
  - Discipline convening (DIG)
  - Faculty Discipline Review Group (FDRG)
- Vet draft descriptors [www.c-id.net](http://www.c-id.net)
- Finalize descriptors
- Seek articulation (if appropriate)
- Seek COR submissions from CCCs

# “Transfer Model Curriculum”

- \* Appropriate courses for an associate degree (CCC) and
- \* Preparation for transfer (CSU)
- \* “Double-counting” encouraged
- \* 60 units total including GE

# Features of TMC

- \* Common “core” – typically a minimum of 6 units
- \* Additional courses selected from list (s)
- \* Total 18 units (minimum)
- \* Some courses may be in related fields

# Model Curriculum

- \* Model Curriculum (MC)
  - \* Intersegmental (ISMC)
  - \* CCC only (CCCMC)
- \* Certificates and/or degrees
- \* Establish comparability across CCCs with respect to awards – where appropriate

# Model Curriculum (ISMC)

- \* Engineering
- \* Information Technology
- \* Nursing

# Benefits of Model Curriculum?

- \* Could provide transfer benefits to students when universities have agreed to recognize an MC and offer students locally-defined benefits.
- \* May facilitate meeting employer needs for specified training.



# Benefits of Model Curriculum?

- \* Can establishing appropriate program consistency in awards across the colleges.
- \* Could facilitate student goal completion by simplifying student movement between colleges and honoring completed coursework through reciprocity.

# Reciprocity in MCs

- \* Course reciprocity as established for TMCs.
- \* Consistency in MC-aligned degrees across colleges –
  - \* MCs for degrees must identify the GE options permissible –
    - \* Local
    - \* Transfer
    - \* Transfer for STEM
  - \* No local graduation requirements.

# Next steps...

- \* “Shop” Intersegmental Model Curriculum to universities
- \* Develop process for recognizing and signaling MC-alignment.
  - \* AA-MC
  - \* AS-MC
  - \* CoA-MC
- \* Establish means of ensuring colleges follow “rules”.

# New Directions

- \* CCC-only descriptors
  - \* CTE
    - \* EMS
    - \* Biotechnology
  - \* Basic Skills
- \* CCCMC
- \* Why? Who decides?

Questions or Comments?