

Common Course Numbering Project

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How Common Course Numbering Began

- ◆ In October 2003, WACTC asked the Instruction and Student Services Commissions to propose solutions to fix course articulation problems between community and technical colleges.

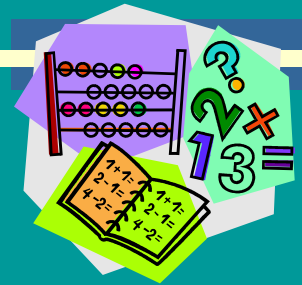
Different Numbers & Names Lead to Student Confusion

- ◆ Example – 1st English Composition Class
- ◆ College Composition, College Writing, English Composition, Analytic Writing, Principles of Writing, Written Expression
- ◆ ENG 101, ENGL 101, ENGL 105, ENGL 110, ENGL 111, WRIT 101



Different Numbers & Names Lead to Student Confusion

- ◆ Example – Calculus
- ◆ Calculus I, II; Calculus & Analytical Geometry 1,2,3; Calculus I, II, III & Multi Variable; Calculus & Analytical Geometry 1, 2, 3 & Multi Variable
- ◆ MATH 124, 125, 126, 227; MTH 171, 172, 173; MTH 231, 232, 233, 234; MATH 151, 152, 153; MATH 200, 201, 202



First Step: Feasibility Study

- ◆ Feasibility Study Group (2003-2004) presented three options to the commissions and councils:
 - Virtual Crosswalk
 - Common course numbering
 - Standardized curriculum
- ◆ Commissions selected Common Course Numbering

President's Actions regarding CCN Project

- ◆ Presidents approved Common Course Numbering Project on May 28, 2004
- ◆ Approved Common Course Numbering Implementation Plan May 6, 2006
- ◆ Approved one year extension to Implementation Plan September 2006
 - Full implementation by Summer 2008

Common Course Numbering (CCN) Steering Committee

- ◆ A broad membership from across the CTC system including representatives from:
 - Instruction Commission and Councils
 - Student Services Commission & Councils
 - Business Affairs Commission
 - FACTC/Faculty
 - CIS/SMS
 - WAOL
 - SBCTC
 - Four-Year Schools (COP)



Other Groups Associated with CCN Implementation

- ◆ ATC (Articulation & Transfer Council – CTC Deans of Arts and Sciences)
- ◆ ACC (Advising and Counseling Council)
- ◆ ARC (Admissions and Registrars Council)
- ◆ FACTC (Faculty group)



Goal of Common Course Numbering

- ◆ To make course transfer between and among the 34 community and technical colleges as transparent as possible for students, advisors and receiving institutions.
- ◆ To re-label Common Courses with the same Dept Abbreviation, Number, and Title for the courses that meet one or more definitions of “common.”

What Makes a Course “Common” within the CTC System?

- ◆ Is the course description in the official college catalog similar enough to be accepted as equivalent at a receiving college for transfer purposes? If yes, it ***is common***.
- ◆ Would a student be required to take another course with similar content to meet degree requirements? If yes, it is ***not common***.



Identifying a Common Course

- ◆ Common Course Title
- ◆ Common Department Abbreviation
 - Up to five characters
- ◆ Common Course Number
 - Three digits and an ampersand: "&"
- ◆ Scope of courses- included in DTA
- ◆ New label on already existing transfer courses between and among CTC's



Remember – CCN is NOT



- ◆ It is NOT common course descriptions, or outlines.
- ◆ It is NOT a change in course content to align with a common course number.
- ◆ It is NOT Basic Skills, Prof Tech, or Dev Ed

Update on Implementation

- ◆ Nine Colleges have finished their lists
 - Compared the Common Course list with recommended comparable courses from Steering Committee
 - Affirmed commonality of courses and changed to CCN numbering protocol
 - Changed any “collisions” in other courses
 - Updated the course equivalency tables
 - (this list is current as of April 17, 2008)

Example: Clark College

- ◆ 135 courses were changed to CCN numbers
- ◆ 30 course numbers were changed to avoid “collisions”
- ◆ Total of 165 changes

Positive Outcomes

- ◆ Advisors will all be speaking the same “language”–
 - All business majors take ECON& 201 and 202 (Micro and Macro)
- ◆ Major Related Programs will be easier to track with transfer students.
- ◆ When all are done, students will have a transparent system in place.
- ◆ Transfer to Four-Years will be more uniform across the CTC system



Next Steps

- ◆ Continue to work with the colleges to finish college lists of common courses, enter into the database, share with other colleges
- ◆ Solve technical difficulties as they arise
- ◆ Continue to work with four-year schools during implementation phase
- ◆ Create method to vet new common courses in the future and maintain database

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◆ Questions??