Common Course Numbering Project

Presenter: Dr. Sunny Burns, Vice President of Instruction
Bates Technical College

April 17, 2008
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 – 1\textsuperscript{st} 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
Questions??