

New Certificate of Competency: Communication and Writing in English

1. Presentation to Academic Senate, including:

- Anticipated resources and costs, including classified professional support and administrative oversight
 - While this certificate has the several potential uses described below, we anticipate that its primary purpose will be to support students taking English 1A, especially if 1AEX is removed from the schedule. Whether it is removed from the schedule or not, we do not see a significant difference in resource demands compared to the status quo. If 1AEX is removed, a roughly equivalent number of students might be choosing the non-credit support courses, and a 2-hour non-credit course would replace the two extra hours of lab that 1AEX students participate in. If 1AEX is not removed, we anticipate that a small percentage of the percentage of 1A students who do not pass 1A, around 30-35%, would seek additional support; our GSP guidance recommends support primarily for students who earned lower than a 2.5 GPA in high school.
 - All the material resources, such as classroom technology and potential use of Instructional Assistants, will also be equal to other English classes.
- Need or demand:
 - Local (similar programs in service area, some measure of need)
 - Since basic skills courses will no longer be offered per statewide and local success and throughput data and now AB1705, our program needs to support student success in transfer-level English. Success in English 1A held steady with our multiple measures changes but has declined post-AB705, even as throughput has increased. We are not content to rest on our throughput “laurels” but want to increase the success rate in transfer-level English for students coming to us with high school GPAs below 2.5 and with other challenges like learning disabilities, ADHD, and mental health diagnoses—these are the top three reported disabilities at LPC. Since we are offering these classes, we like the idea that students who take them could earn a Certificate of Competency and use that certificate to show evidence of their skills; we believe that basic skills courses did provide competencies for some students who didn’t go on to transfer pre-AB1705, and this certificate would be a formal recognition of those skills.
- Mission appropriateness – educational master plan (not required for Transfer programs)
 - A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation.
 - A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals.
 - A3. Comprehensively and equitably provide for the learning needs of underserved students and students with disabilities through proactive engagement and support.

- A4. Provide students with the knowledge and skills necessary for career readiness and advancement.
- A6. Develop and institutionalize a comprehensive system of tutoring and other learning support services.
- Curriculum required – course sequence
 - The Certificate of Competency will include two courses: NENG 215, “Personalized Coaching for Academic Reading and Writing,” and NENG 210, “The Craft of the Sentence.” (We originally considered a NENG 206, envisioned as a course that would provide the “basic skills” some students might need, but we dropped this to focus on coaching instead. Due to this drop, we will renumber NENG 210 to be NENG 220 to avoid confusion for students who might think that NENG 210 should be taken first.)
 - The courses can be taken in any order. The only limitation is that students who plan to transfer cannot take the courses as stand-alones before taking English 1A or English 1AEX, per AB1705. Most students will take NENG 215 first as a co-requisite with their 1A or 1AEX course.
- FTEF required (if applicable)
 - ~.2 (NENG 215 is variable unit.)
- Implementation schedule
 - Both courses were designed as possible alternatives to our 4-unit, “enhanced” co-requisite course, English 1AEX, which we continue to study for its effectiveness and which presents an issue in terms of students’ transcripts if they fail 1AEX initially and then pass 1A or vice versa. However, if we learn more about the meaning of the lower success rate in 1AEX, find ways to make more students successful in the course, and are able to find a solution for the transcript issue, the new NENG courses could exist alongside 1AEX as another way to get support. For example, 1A students could opt for taking ENG 115 or NENG 215, Personalized Coaching for Academic Reading and Writing, as a co-requisite instead of doing the 4-unit enhanced co-requisite course, 1AEX. NENG 215 could support student success in courses across the curriculum. As far as NENG 210 is concerned, students who have passed 1A or 1AEX but want more practice with sentence structure and/or are interested in linguistic justice approaches to writing might take it as a stand-alone course.
 - The certificate and NENG 215 will be approved in fall 2023. NENG 210 has already been approved and sent to the state. However, since NENG 210 will most often be taken second, we will renumber it NENG 220, a process that we will initiate in fall 2023.
 - Finally, students who do not have transfer as a goal might take both courses to earn the certificate of competency to prepare them for the workforce, put on their resumé, and gain self-efficacy in the use of writing as a tool of communication.
- Program Student Learning Outcomes (PSLOs)
 - Produce writing appropriate to context and audience and proofread it effectively.
- Program map (as part of the Guided Pathway process)

- There are only two courses in this certificate of competency. The only requirement for students with a goal of transfer is that the courses are taken concurrently with or after passing English 1A or English 1AEX.
- To communicate effectively with students who do not have a goal of transfer and might like to complete the certificate, NENG 215 will be listed in the fall semester and NENG 220 in the spring semester of the first year.
- For students who might like to earn the certificate on their way to transferring, this map will communicate the following options:
 - Taking NENG 220 after passing ENG 1A or 1AEX as a support to ENG 4, ENG 7, or any course across the curriculum that involves substantial writing;
 - Taking NENG 220 after non-success in ENG 1A or 1AEX after attempting the use of NENG 215 as a support; the student might hope that a more narrow focus on finding their voice and making effective sentence-level choices will support their work in ENG 1A or 1AEX;
 - Taking NENG 220 as a stand-alone course to satisfy a personal goal of improving voice and making effective sentence-level choices;
 - Taking NENG 220 as a complement to creative writing courses.
- Counselors, English instructors, and others in the Language, Literature, and Communications Studies Pathway can work with students who will not be taking NENG 215 and NENG 220 in the recommended order or in the recommended semester to assess what course would be best at a particular juncture, in line with students' learning goals and AB1705.
- Accordingly, the boxes for the program map should have these notes:
 - NENG 215 is a course that can support students' reading and writing skill development in any course.
 - Students who do not plan to transfer and would like to enroll in this course should contact XXXXXXXX.* This course is one of two required courses for the Noncredit Certificate of Competency in Communication and Writing in English.
 - Students who plan to transfer and would like to take NENG 215 as a co-requisite to ENG 1A or 1AEX should register for both courses at the same time. Students with transfer as a goal cannot take this course before ENG 1A or 1AEX.
 - Students who have already completed ENG 1A or 1AEX may register for this course on its own as a support to their reading and writing in other courses. The course description provides more information.
 - NENG 220 is a course that can support students' reading and writing skill development in any course.
 - Students who do not plan to transfer and would like to enroll in this course should contact XXXXXXXX.* This course is one of two required courses

for the Noncredit Certificate of Competency in Communication and Writing in English.

- Most students who plan to transfer will take NENG 220 after they have completed ENG 1A or 1AEX. Students who plan to transfer and would like to take NENG 220 as a co-requisite to ENG 1A or 1AEX should register for both courses at the same time. Students with transfer as a goal cannot take this course before ENG 1A or 1AEX. The course description provides more information.
- This information in some form can also go on schedule notes for both courses, the GSP on CLASS-WEB, the Assessment website, and the English department website.

2. Discussion in the Academic Senate, refer to other committees if needed (Examples include Resource Allocation Committee, Faculty Hiring Prioritization, Facilities, CTE Committee):

- Math and Language Equity and Achievement Sub-committee to SEA/Project AB1705
 - We have discussed the certificate and its courses with the MLEA and the lead for Project AB1705, Articulation Officer Craig Kutil.
- Curriculum Committee
 - The certificate and its courses have had at least a first reading in the curriculum committee. NENG 210 and ENG 110 have been approved, but we will initiate the re-numbering of the courses to NENG 120 and ENG 120 in the fall of 2023.
 - The courses and certificate were developed after conferring with Chabot College and reviewing curriculum trends across the state as college English departments respond to AB705 and AB1705.
 - The MLEA chair, Catherine Eagan, and articulation officer worked to define these courses as ineligible to be taken before English 1A and English 1AEX so as not to fall afoul of AB1705. For that reason, the courses are listed as having prerequisites of 1A and 1AEX, which is confusing from a course content and skills analysis perspective, but the prerequisite can be satisfied if the courses are taken concurrently with English 1A or English 1AEX.
- College Enrollment Management Committee
 - The certificate has been introduced to the CEMC committee. English will return to a CEMC meeting in the fall of 2023.
 - At the last CEMC meeting of the semester, Catherine Eagan noted that the issue of FTEF is a challenging one, but since most students used to take ENG 104, a 4-unit course, and they now take ENG 1A, a 3-unit course, the college has already saved money in the wake of AB705. Due to the sea change that AB705 and AB1705 represent, we hope that CEMC would consider giving English more FTEF to offer these non-credit courses.
 - For more reflection on how these courses and this certificate will impact the college see the response to #1, “Anticipated Resources and Costs,” above.
- Discussion in the Institutional Planning and Effectiveness Committee—Information Item for May 11 meeting.

3. Endorsement by the Academic Senate and College Council (endorsement not required for Apprenticeships):
 - The certificate has been introduced to the Academic Senate; a revised proposal was submitted for posting on 2 June 2023. Discussion of the certificate will resume in Fall 2023.
4. Development of course outlines and program proposal in CurricUNET:
 - The courses and the certificate have been developed in CurricUNET.
5. Presentation to the Curriculum Committee
 - NENG 210, which will be renamed NENG 220, has been approved and is now at the state level. The certificate and NENG 215 have had an initial reading.
 - Credit versions of both courses will also be created to provide options for students who want to support and extend their learning and want the course to count for financial aid and residency requirements. However, these courses cannot count for the certificate. ENG 110 is at the state level, and ENG 115 has been approved. English will ask the committee to approve the renumbering of ENG 110 to ENG 120 in fall of 2023.
 - The SLOs will be presented at the Curriculum Committee's and the SLO Committee's first fall 2023 meetings.
6. Approval by the Curriculum Committee
 - NENG 210, which will be renamed NENG 220, has been approved and is now at the state level. The certificate and NENG 215 have had an initial reading.
 - NENG 220, the certificate, and the SLOs for the certificate are set to be approved by the curriculum committee at their first fall 2023 meeting if the Academic Senate has approved the certificate. If the Senate cannot vote by that time, the approval can be delayed until the second Curriculum Committee and SLO Committee meetings. The courses and certificate will still be ready by Fall 2024.
7. Consent approval by the Academic Senate
8. Approval by College Council
9. Approval by the CLPCCD Board of Trustees