

Substantive Change Application Form
Competency Based Education

Directions: This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to ACCJC, P.O. Box 147, Novato, CA 94948

Date of Inquiry: November 7, 2022

Anticipated Start Date: January 2024

Institution Name: Shasta-Tehama-Trinity

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Title of Application and Description of Proposal:

The Shasta-Tehama-Trinity Community College District (Shasta College) is seeking accreditation for a Direct Assessment, Competency Based Education (DA CBE) Program in Early Childhood Education (ECE). This program will have stackable credentials towards Early Childhood Education Associate Teacher and Teacher Permits, and an Associate Degree for Transfer in Early Childhood Education. Shasta College is one of eight colleges in the California Community College system that are working collaboratively to build a model for direct assessment competency-based education for other colleges.

This proposal describes the District's planning process for creating and sustaining the program and how this approach is aligned to the Shasta College mission, student needs, statewide policy trends, and key labor market demands in the Shasta College service region.

Will competency-based education program(s) be offered in either distance education or correspondence education? (*check both if applicable*)

☒ x Distance Education

☐ Correspondence Education

Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

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| Briefly describe the planning process that identified and led to the competency-based education program(s). |
| <p>In 2021, state regulations enabled CBE in the Community College system, and the California Community Colleges Chancellor's Office (CCCCO) released the application for the CBE Direct Assessment Collaborative Grant. Shasta College presented the opportunity to our Participatory Governance Committees including Academic Senate, Student Senate, Instructional Council, Student Services Council, and College Council. Once buy-in was confirmed, Shasta College formed a workgroup that included several faculty and representatives from Human Resources, Research, Student Services, and Instruction. The workgroup also included a student and the Academic Senate president. The College worked through Academic Senate to identify the academic program that would be selected for the grant application. The Shasta College Early Childhood Education (ECE) Department immediately embraced the opportunity, and the Academic Senate confirmed the selection. ECE was chosen because of the alignment between CBE and what is happening at the state, regional, and local level in the field of Early Childhood Education. (Academic Senate Meeting Minutes 2021-01-25 [pp. 3-4]; Academic Senate Meeting Minutes 2021-10-25 [p. 2])</p> <p>At the state level, CBE models for ECE were included in Governor Newsom's Statewide goals (Master Plan for Early Learning and Care – Making California for All Kids). In addition, changes to current statewide requirements from the California Commission on Teacher Credentialing (CTC) will require that many ECE teachers return to school to upskill and earn additional degrees to qualify for Associate Teacher and Teacher Permits and the new PK-3 Credential. At the College level, the ECE faculty are known for their innovation and have been active in the statewide ECE California Alignment Project (CAP), planning for the revised Teacher Performance Expectations (TPEs), and the creation of Teacher Performance Assessments (TPAs). The Shasta College ECE faculty also have expertise in curriculum and assessment, which are crucial for the implementation of a robust CBE program. Lastly, the Shasta College ECE program has a strong advisory board, with highly active community and industry partners throughout the 10,000-mile service area of the Shasta-Tehama-Trinity Community College District. Key ECE faculty have been given reassignment time to build the CBE curriculum and assessments. All full time and part time ECE faculty are participating in the program design. The Shasta College CBE workgroup continues to meet regularly to build capacity in all areas of the campus so that CBE will be successful at Shasta College.</p> <p>As an inaugural program for CBE development, Early Childhood Education has been an optimal selection due to the wide variety of state and local regulations, policies, and organizations/partnerships involved. The scope of stakeholders in ECE has helped us create a blueprint for necessary questions and conversations for future CBE pathway development.</p> |
| Describe how the competency-based education program(s) is consistent with the mission and goals of the institution. |
| <p>The ECE CBE program aligns with the College's Vision which is, "Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth." Our vision prompted the decision to participate in the statewide Direct</p> |

Assessment CBE pilot with the CCCCCO and can be seen in many other college programs, including our programming for adult learners.

The ECE CBE program aligns with the College's Mission as described in the [Mission Statement](#). Specifically, the program aligns with several key components of the mission:

- The population served: "diverse student population"
- Educational purpose and type of degrees and certificates: "access to undergraduate programs and learning opportunities"
- Commitment to student learning and achievement by creating a program that meets a burgeoning regional educational and economic/labor force need.

The CBE program aligns with the District Goals 1 and 2 as articulated in the [Educational Master Plan](#). Goal 1 states that "Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements."

The CBE program is an example of the many innovative programs and services the College implements to meet this goal. The CBE program is the first of its kind at CA Community Colleges and designed to creatively meet the need of working adults who have an urgent need for upskilling and credentialing in Early Childhood Education due to new state regulations. Moreover, it is a method of instruction that allows maximum flexibility for working and parenting students. This program will require innovations in instruction, assessment, scheduling, and student services, especially financial aid.

Goal 2 states that "Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area."

The proposed CBE program aims to use technology to expand access to a needed credential throughout the 10,000 square mile District. Given our vast District encompasses remote and rural areas, the District will teach the program using an online learning management system for teaching and assessment. This provides working adults opportunities for learning across the entire District. A traditional face-to-face program would not have the reach needed to meet needs across the District.

CBE at Shasta College also allows us to build on our successful programming to serve adult learners. Our [Accelerated College Education \(ACE\) program](#) has specifically been designed to serve adult learners with work and family obligations. These efforts have been recognized statewide and nationally, including receiving an Innovation Award from the State of California in 2017 and the designation as a [Talent Hub from the Lumina Foundation](#).

What is the expected impact of the competency based education program(s)? What benefits will result from the competency-based education program(s)?

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Direct Assessment CBE is a flexible, learner-paced, equity-minded approach to earning degrees and credentials. In Shasta College's ECE direct assessment CBE program, competencies identified in the learning journey link to statewide expectations for ECE professionals. Students will move through the journey at their own pace as they complete modules and demonstrate competency. The flexibility of learner-directed pacing along with robust wraparound student supports is designed for student success. This includes students who are working learners, student parents, and practitioners that need to upskill due to changing requirements for licensure by the California Commission on Teacher Credentialing ([PK-3 Early Childhood Education Specialist Credential](#)).

Direct student engagement coaching and support will enable learners to complete their degree. Further, Direct Assessment CBE allows students to move quickly through material and demonstrate competency in areas in which they are experienced and knowledgeable, and spend more time in areas of new content, creating a rigorous, yet efficient pathway to completion of degrees and certificates. It also enables students to tailor their educational journey based on their unique needs and life circumstances. It is expected that these programs will create more equitable outcomes for students by providing flexibility and honoring their existing knowledge.

The impact of our program will be to provide a flexible learning pathway for students that are new to ECE, working in an ECE field without a credential, practitioners seeking to upskill, and those that need additional courses to meet the changing licensure requirements required by the California Commission on Teacher Credentialing.

Expanded ECE offerings are justified in our current economy with 3,566 projected regional openings in the next five years ([LMI report for CBE](#)).

This demand is set to increase over the next five years due to pending legislation that will expand universal pre-kindergarten in California (UPK) for all four year olds, expand services to three-year-old children, and expand the California State Preschool Program (CSPP). The Center for the Study of Child Care Employment (CSCCE) at UC Berkeley predicts that these changes "will create a need for between 8,000 and 11,000 new teachers and an equal number of classroom aides in a K-12 system that is already struggling with extremely critical teacher shortages across the state" ([California CTC Commission Development of PK-3 ECE Specialist Credential Meeting Agenda 2022-04-3h](#) [p.3]).

We are confident that our Direct Assessment CBE program will offer a flexible, equity centered strategy that will meet student, employer, and statewide needs for a well-trained workforce in this critical field.

How will the institution assess and validate the quality/efficacy of the competency-based education program(s)? How will the program(s) be incorporated into the college's integrated planning processes?

The CBE ECE program will be incorporated into the Program Review Cycle and be assessed in the same cycle and manner as other Early Childhood Education programs. The Program Review process is outlined in the [Program Review Handbook](#) and key metrics are evaluated that include success, retention, outcomes, and disproportionate impact. Moreover, each program review includes a planning component that charts the course for improvement into the future. All programs follow the [Program Review Self-Study Template](#), and reports have two levels of review

once a report is submitted by area faculty. A [rubric](#) is used to ensure consistency and rigor in all program reviews. The plan is evaluated and updated annually through the Annual Program Planning process as described in the [Institutional Planning Manual](#).

The ECE program also has a robust employer and advisory group that meets regularly to ensure curriculum adheres to the latest industry standards and workforce needs.

Standard II: Instructional Programs

What type of approach will be used for the competency-based education program(s)?

- ☐ Direct assessment approach
☒ Hybrid approach

Describe the college's definition of credit or clock hour.

Per Shasta College [AP 4020 - Program and Curriculum Development](#):

Reference: Title 5, Sections 51021, 55000 et seq. and 55100 et seq.; 34 Code of Federal Regulations, Part 600.2; ACCJC Accreditation Standards II.A; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections [55100 \(Credit Course Approval\)](#) and [55130 \(Approval of Credit Programs\)](#).

Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include in-class and/or outside-of-class hours. A course requiring 96 hours or more total student work shall provide at least 2 units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in [Title 5 § 55256.5 \(Work Experience Credit\)](#). Credit for clock hour designated programs shall be awarded consistent with [34 Code of Federal Regulations Part 600.2](#).

Credit Hour Requirements:

One unit of Shasta College credit is equivalent to 54 total student learning hours (lecture, activity, clinical, laboratory, and/or outside-of-class work).

The expected ratio of in-class to outside-of-class total student learning hours for each type of academic activity are as follows:

- For every unit of lecture, there will be a ratio of two outside-of-class hours to each in-class hour.
- For every unit of lab/activity/clinical, there will be a ratio of three in-class hours to zero outside-of-class hours.
- These ratios also apply to short term and extended term courses.

One unit of credit for Cooperative Work Experience (Worksite Learning) shall be 60 unpaid total student learning hours or 75 paid total student learning hours.

The minimum unit value for a course is 0.5 units. Credit can be awarded in no less than 0.5-unit increments.

The standard term length will be based on 18 weeks.

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 18 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

Describe methodology that will be used to equate direct assessment to credit or clock hours.

Shasta College seeks to implement CBE pathways in Early Child Education that will lead to both the Associate Teacher and Teacher Permit credentials.

Our methodology for equating direct assessment instruction to credit courses will include a crosswalk between existing courses in the ECE program, competency statements, and course requirements established by the California Commission on Teaching Credentialing (CTC), industry partners, and the statewide [California Early Childhood Curriculum Alignment Project \(CAP\)](#).

The CTC has specified that certain courses are required to meet permitting requirements for Associate Teacher and Teacher. The CBE curriculum will align with the required course outlines of record and will be tied directly to [Teacher Performance Expectations \(TPEs\)](#) and [Teacher Performance Assessments \(TPAs\)](#) as recommended by the California CTC. Students will be able to progress through the key competencies at their own pace, and direct assessment (formative and summative) with instructor feedback at key performance indicator intervals will be used to support students as they work towards mastery.

The course-based alignment specified by the California CTC will mean that a three-unit clock hour course will crosswalk back to a three-unit equivalency CBE competency, and this crosswalk will be enhanced by the development of a time-based analysis.

Each CBE module will have three performance indicators that will serve as progress markers within each module. To accomplish this, faculty are deconstructing our current credit-based programs, sorting competencies into key domains, identifying the developmental stages by which they should be taught, and identifying the assessment/rubrics that will guide student mastery of each performance indicator.

As part of the mapping process, faculty are examining the academic content, assessments (formative and summative), activities, and exercises required for a learner to develop and consequently demonstrate mastery of a given competency.

Faculty will conduct an estimated time-based analysis comparing the modules and performance indicators to the existing credit-hour program.

The final crosswalk will include this analysis and will clearly document how the competency modules align with the credit hour as defined by Shasta College Board Policy and Administrative Policy documents ([BP 4020 - Program and Curriculum Development](#); [AP 4020 - Program and Curriculum Development](#)). It will also show how the ECE DA CBE program aligns to the total unit requirement of non-CBE Shasta College credentials and degrees.

What are the program(s) competencies and how does the institution determine they are the appropriate level and complexity congruent with the achievement expected at the relevant degree level for an institution of higher learning?

The Shasta College team, led by ECE faculty, have chosen to build our competency set in alignment with the [California Early Childhood Education Teaching and Administrator Teacher Performance Expectations \(TPEs\)](#). The TPEs were developed by the California Commission on Teacher Credentialing and detail the content and level of complexity that must be met to achieve competency as an ECE professional.

TPEs represent the body of skills, knowledge, and abilities that California Early Childhood teachers should be able to demonstrate upon completion of an ECE academic program.

TPEs are research-based and aligned to California's Early Childhood competencies, California Pre-school Learning Foundations, the National Association for the Education of Young Children, National Program standards and the competencies from the [Transforming the Workforce for Children Birth Through Age Eight](#) national report.

Aligning our Direct Assessment CBE ECE curriculum with TPEs will ensure that Shasta College students achieve training that is congruent with the credentials they earn. They will be prepared to provide the highest quality teaching and be exemplary teachers in the workplace.

The state of California is also developing [Teacher Performance Assessments \(TPAs\)](#) which are currently in a pilot phase. Shasta College is part of the cohort assisting with the development of the TPAs, including the creation of rubrics and artifacts (videos, assignments) that will allow students to demonstrate mastery of the necessary competencies.

Shasta College ECE faculty have already aligned the AS Student Learning Outcomes (SLOs) with the TPEs. All full time and part time faculty worked together in spring 2021 to crosswalk the TPEs with the SLOs and identified specific course assignments and capstone activities that demonstrate knowledge. Anti-bias curriculum and a focus on dual language learners and students with special needs were identified as key areas to focus on throughout the curriculum.

Shasta College ECE is in a unique position to implement a DA CBE program at this time because the program will align with the competencies, sub competencies, and criteria recently established by California Commission on Teacher Credentialing.

These foundations, tied to an innovative delivery modality, will ensure that we are prepared to serve our students and our employers through this model.

Describe how regular and substantive interaction between faculty and student will occur in the competency-based education program(s)?

In compliance with ACCJC's Policy on Distance Education and Correspondence Education, ACCJC Accreditation Standard II, Title IV Federal regulations, and California's Title 5 regulations, regular and substantive interaction will occur in two or more of the following ways:

- A) **Direct instruction:** Video recordings of instructors providing content instruction and demonstrations will be embedded in all competency modules in the learning management system.
- B) **Providing feedback on student competency self-evaluations:** At the beginning of each competency module, the student will be presented with the rubric for the module's final assessment. Students will provide a written self-assessment of their ability to demonstrate mastery of the final assessment. The instructor for the module will provide individualized feedback on that self-assessment and indicate which formative assessments the student will need to complete to ready themselves for the final summative assessment.
- C) **Providing feedback on formative assessments:** Using an established rubric for each formative assessment, the instructor will provide individualized, written feedback to the student and make themselves available for discussion with the student.
- D) **Providing feedback on summative assessment:** Using an established rubric for the summative assessment for the competency module, the instructor will provide individualized, written feedback to the student. The feedback will clearly denote which aspects of the assessment the student mastered or approached mastery, with recommendations for further review and formative assessments. The instructor will make themselves available for discussion with the student for clarification about what is necessary to achieve mastery.
- E) **Providing information or responding to questions about the content of a competency module:** The learning management system will be monitored to ensure that the student is making consistent progress toward completing the competency module. Any communications sent to the student will be individualized and responses will go directly to the instructor of the module.
- F) **Facilitating learner-to-learner interactions:** Opportunities for learner-to-learner discussion, collaboration, and/or peer review will be available in the learning management system, as well as discussion boards, small group meetings (virtual), or topic-based virtual lectures.

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Standard III: Resources

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| Human Resources: |
| How does the institution ensure faculty responsible for the competency-based education program(s) has the appropriate academic qualifications? |
| <p>All Shasta College faculty hold the appropriate degrees and professional experience to meet minimum qualifications as set by the California Community Colleges Chancellor's Office (CCCCO Minimum Qualifications for Faculty and Administrators in California Community College June 2022) and as set forth in Shasta College AP 7120 - Recruitment and Hiring and the Shasta College Guide to Employee Selection. All faculty job bulletins reflect these minimum qualifications according to discipline and credentials and are verified through the submission of official College or University transcripts. For the inaugural Competency-Based Education program, Early Childhood Education CBE program faculty will meet the same qualifications demarcated in the Minimum Qualifications handbook. Specific criteria for Early Childhood Education are noted below:</p> <p>Master's in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education</p> <p>OR</p> <p>Bachelor's in any of the above</p> <p>AND</p> <p>Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/ home economics, family life studies or family and consumer studies</p> <p>OR the equivalent</p> <p>Shasta College has a standing committee for evaluating equivalency applications.</p> <p>As additional programs are developed for Competency-Based Education, faculty in those disciplines will be similarly vetted using the Minimum Qualifications Handbook.</p> <p>To ensure faculty and any staff working with CBE are professionally trained for Competency-Based Education, our campus will use the Competency-Based Education Network's (C-BEN) Quality Framework for Competency Based Education Updated manual as required reading for any faculty teaching in a CBE modality. Our faculty and staff will also be required to participate in C-BEN's CompetentU, an online, self-paced training for CBE instructors and staff members. Because the CBE programs will also be taught online in an asynchronous format, all instructors will also be required to participate in California Community College's California Virtual Campus' Online Network of Educators @ONE professional development courses.</p> |

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| Financial Resources: |
| Describe potential impacts, if any, on institutional resources as a result of the competency-based education program(s). |
| <p>In 2021, the College received acceptance into the California State Chancellor's Office Direct Assessment CBE Collaborative. Eight community colleges were accepted into this program and each college will receive a total of \$515,000 to support the implementation of a Direct Assessment CBE program over the next four years. The collaborative is also supported with specialized training, professional development, and targeted SME support as the colleges develop these programs.</p> <p>Additionally, Shasta College has committed financial and human resources to ensure the success of the project. Additional funding sources leveraged to support the program include the Shasta College Innovation Award fund, Guided Pathways, and Perkins. Two staff from our Office of Innovation guide the work and can continue after the tenure of the grant funding. We will also partner with our Strong Workforce and Career Education staff to support the work on CBE programs.</p> <p>The CCCC is currently developing a funding model to support Direct Assessment CBE and we are assured that this model will be finalized by the time the program is implemented in Spring 2024. We are confident that there will be state appropriations to implement and sustain CBE, and we have leveraged funding to bridge any potential gaps.</p> |

Standard IV: Leadership and Governance

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| What leadership and governance oversight exists at the college to ensure the continued academic quality and institutional effectiveness are maintained and sustained with competency-based education programs? |
| <p>Shasta College has engaged leadership at all levels to ensure that academic quality and institutional effectiveness are maintained and sustained with competency-based education. The Shasta College President has embraced CBE as a key strategy for innovation and has granted release time to staff and faculty to focus on program implementation and integration. Our campus wide advisory board meets regularly to design and implement the program and includes vice presidents, deans, directors, faculty, classified staff, and student representation (CBE Advisory Team Roster). Multiple presentations to key stakeholders have also been conducted (CBE Presentation for Academic Senate; CBE Presentation for ECE retreat; CBE Presentation for Student Services).</p> <p>In addition, like all other programs, the Curriculum Committee, a subcommittee of the Academic Senate, will have oversight of the development of the program and all associated curricula. As noted in the Curriculum Committee Handbook (p. 5), the Curriculum Committee is responsible for ensuring that all courses and programs meet the standards for approval stated in Title 5 § 55002 (Standards and Criteria for Courses) and the California Community College Chancellor's Office Program and Course Approval Handbook (PCH). The criteria for curriculum development and</p> |

approval include Appropriateness to Mission, Need, Curriculum Standards, Adequate Resources, and Compliance. All curriculum is reviewed at least every five years. As the District has agreed to rely primarily on the advice of the Academic Senate in all matters related to curriculum ([BP 2510 - Participation in Local Decision Making](#)), Academic Senate and Curriculum Committee have primary oversight of governance as it relates to academic quality. The [Academic Senate agenda](#) includes a standing item for discussion of CBE to ensure the institution remains focused on developing the highest quality program. Further oversight will occur through the Program Review process as described above.

Evidence

Please include any relevant documentation (evidence) that will help the Committee understand the proposed competency-based education program(s).

The following documents and/or evidence are linked within the document and are included here for reference if needed.

[34 CFR § 600.2](#)

[Academic Senate Agenda 2022-10-24](#)

[Academic Senate Meeting Minutes 2021-01-25](#)

[Academic Senate Meeting Minutes 2021-10-25](#)

[Accelerated College Education \(ACE\) program](#)

[AP 4020 - Program and Curriculum Development](#)

[AP 7120 - Recruitment and Hiring](#)

[BP 2510 - Participation in Local Decision Making](#)

[BP 4020 - Program and Curriculum Development](#)

[California Community College Chancellor's Office Program and Course Approval Handbook](#)

[California Community College's California Virtual Campus' Online Network of Educators @ONE](#)

[California Early Childhood Education Teaching and Administrator Teacher Performance Expectations \(TPEs\)](#)

[CBE Advisory Team Roster](#)

[CBE Presentation for Academic Senate](#)

[CBE Presentation for ECE retreat](#)

[CBE Presentation for Student Services](#)

[C-BEN's CompetentU](#)

[CCCCO Minimum Qualifications for Faculty and Administrators in California Community College June 2022](#)

[Competency-Based Education Network's \(C-BEN\) Quality Framework for Competency Based Education Updated manual](#)

[California CTC Commission Development of PK-3 ECE Specialist Credential Meeting Agenda 2022-04-3h](#)

[Curriculum Committee Handbook](#)

[ECE California Alignment Project \(CAP\)](#)

[Educational Master Plan](#)

[Guide to Employee Selection](#)

[Institutional Planning Manual](#)

[LMI report for CBE](#)

[Lumina Foundation Talent Hub](#)

[Master Plan for Early Learning and Care – Making California for All Kids](#)

[Mission Statement](#)

[PK-3 Early Childhood Education Specialist Credential](#)

[Program Review Handbook](#)

[Program Review Rubric](#)

[Program Review Self-Study Template](#)

[Teacher Performance Assessments \(TPAs\)](#)

[Title 5 § 55002](#)

[Title 5 § 55100](#)

[Title 5 § 55130](#)

[Title 5 § 55256.5](#)

[*Transforming the Workforce for Children Birth Through Age Eight*](#)

[Vision Statement](#)