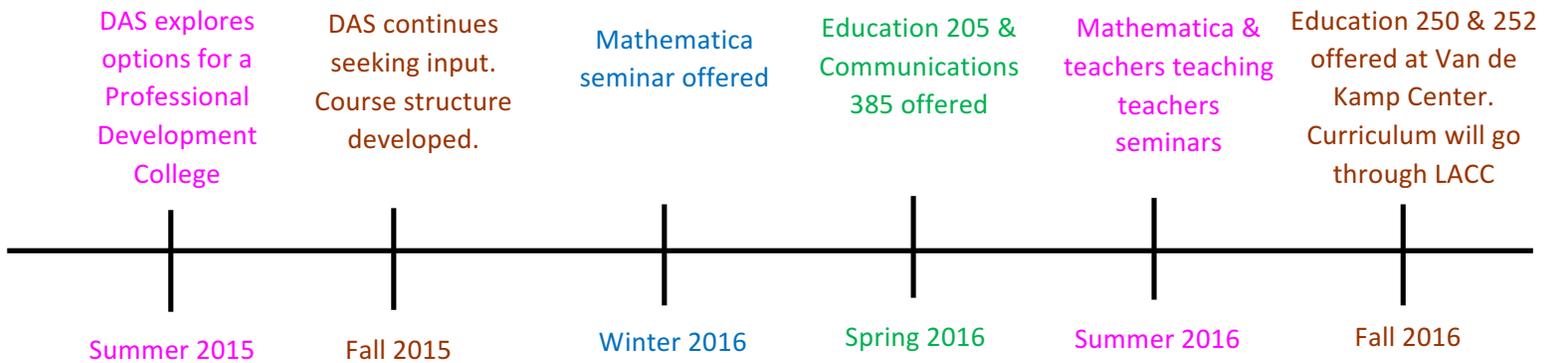




District Academic Senate Professional Development College



For some time, there has been discussion regarding the need to provide opportunities for faculty in the Los Angeles Community College District to improve or develop instructional competencies. Classroom faculty, proficient in their disciplines, often neither received training in andragogical methodology nor the techniques needed to understand and relate to students of diverse cultures, backgrounds, and learning abilities. These gaps are particularly problematic given this district’s student demographics – usually economically and educationally disadvantaged and from under-represented populations.

In June of 2015, the District Academic Senate began exploring the idea of a Professional Development College. This College was not intended merely to provide access to and experience with the latest technology, but was to offer skill sets that are important for meaningful and effective teaching and learning. A task force was created to explore options and make recommendations to the full District Academic Senate as well as to the LACCD Chancellor and Board of

Trustees. The DAS PDC Task Force continued to solicit and receive input throughout Fall 2015, and Winter and Spring of 2016 with a series of presentations to the full DAS, at the Senate Summit, to the ASCCC, and to the committee of the whole of the LACCD Board of Trustees. A number of alternatives were reviewed, including the possibility of partnering with UCLA Extension. It was ultimately recommended that we use the expertise of our own colleagues to develop a “home grown” model.

Thus, a series of credit courses were created and recommended which would include the use of authentic activities and multiple instructional delivery methods, interpersonal and affective skills, curriculum and program development, instructional strategies for engaging adult learning, learning process of adults, and evaluation and assessment methods to maximize and meet the learning needs of community college and adult students. Intended benefits would include better student retention and success, improved teaching methodologies, and possible career advancement for the faculty member.

It was recommended that these courses be arranged in tiers, containing 1-3 stackable courses, leading to a certificate. All courses would be transferable to the California State Universities. The tiers and courses are below.

NOTE: All courses are 3 units unless otherwise specified

Tier I	Adult Teaching and Learning Adult Learning and Motivation (EDUC 250) Instructional Design (EDUC 252)
Tier II	Community College Introduction Introduction to Community College & CTE (EDUC 260)
Tier III	Students in the Classroom Classroom Behavior and Management (EDUC 270) Diversity in the Classroom (EDUC 205)
Tier IV	Teaching Electives Communication in the Classroom (COMM 385) Educational Assessment & Evaluation (EDUC 254) Online Pedagogy and Teaching Modalities (EDUC 240) Faculty Teaching & Learning Academy (EDUC 385) Reading and Writing across the Curriculum (EDUC 256) Urban Ed. and Self-Reflective Teaching (EDUC 262) Directed Study – Education (EDUC 285, 385, 2-3 units) Coop Ed – Education (EDUC 911, 921, 931, 941, 1-4 units)

Tier V

Mastering Teaching

Practicum

Curriculum Development

Project MATCH mentoring

Seminar

Teach a Class - Capstone

Certificate Eligibility: After completing Tiers I, II, and III, faculty will be eligible for the Community College Teaching certificate.

Under the aegis of the DAS Professional Development College, a seminar in the Mathematica software was offered by math instructor George Dekermenjian in the Winter 2016 Intersession at Los Angeles City College (LACC). Participants were universally positive in their feedback.

In the Spring 2016 semester, Education 205, Diversity in the Classroom, was taught at Los Angeles Southwest College by Education Instructor Dr. Marini Smith. This was an in-person class. Also in that semester, James Marteney offered Communications 385, Communications in the Classroom, online through Los Angeles Valley College. Again, feedback and student learning outcomes were positive.

Again under the umbrella of the PDC, Mr. Dekermenjian is offering the introductory Mathematica again at LACC. Karen Miles, the Regional Career Pathways Technical Assistance Provider, will have a two-day seminar on Teachers Teaching Teachers at the Van de Kamp Innovation Center, a satellite of LACC.

Also during the Summer of 2016, curriculum development will continue to include distance education capabilities using the new course management system, Canvas. Courses will also be modularized into 1-unit segments to encourage participation. As it is the recommendation that Van de Kamp (VDK) be the central "home camps" of the PDC, curriculum will go through LACC.

During the Fall 2016 semester, Adult Learning and Motivation (Education 250) and Instructional Design (Education 252), each three units, will be offered at VDK. To encourage participation, each course will be compressed into 9 class meetings, 6 hours each, on Fridays or Saturdays.

It is anticipated that roll-out of the entire Professional Development College curriculum will continue over the next year. The task force will also evolve into a steering committee which will be a permanent committee of the District

Academic Senate. Challenges involving budget, curriculum, and the payment of PDC instructors and trainers have been resolved. Recommendations for expanded course offerings such as stress management and equity, and the inclusion of other disciplines besides Communication and Education will be explored in the next academic year. Also to be resolved will be the selection and evaluation of PDC faculty. By the very nature of our geographically expansive district, it is difficult for possible course participants at one end of the district to attend in-person classes at the other end. At present, the PDC Task Force has not recommended a fully online course delivery system as it believes that the in-person experience is necessary. Therefore, offering classes in a hybrid (part in-person, part online) format, modularizing the curriculum so that courses are offered in 1-unit increments, and compressing the classes into 9 class meetings instead of 18 may help address this issue.

Two concepts in physics are inertia and momentum. Although challenges and potential obstacles are to be expected, the PDC Task Force is confident that the College is gaining the momentum necessary to become institutionalized at the Los Angeles Community College District.

