



## CAP Community of Practice

This 3-day institute focuses on classroom practices that support all students in the post-AB 705 classroom

[www.AccelerationProject.org](http://www.AccelerationProject.org)

**Northern CA Cohort: Skyline College (June 21-23, 2019)**

**Southern CA Cohort: Riverside Convention Center (July 12-14, 2019)**

### **Program Overview: Getting Ready for Full Implementation of AB 705**

English and math: In the past, only a highly filtered group of students would enroll in transfer-level courses – the ones who scored highest on placement tests and those who survived the attrition of remedial course sequences. Under AB 705, transfer-level classes are becoming much more heterogeneous as the vast majority of students enroll directly in this level. This three-day summer institute will focus on pedagogy and classroom practices that harness student capacity and support all students to be successful. It will include designing effective classroom activities, building in support for students' affective needs, embedding foundational skills into the context of transfer-level work, and grading with a capacity mindset.

ESL: The institute will help ESL faculty anticipate and plan for the changes AB 705 will require in their own program, including changes to placement, curriculum, and pedagogy that maximize credit ESL students' chances of completing transfer-level courses in English and math within three years.

### **Application Information**

- If your college is applying in more than one discipline (English, math, ESL), please submit a separate application for each.
- We highly encourage each disciplinary team include a minimum of three faculty from the college or district.
- The registration fee of \$350/person covers training, materials, and some meals during the institute.
- After we review applications, you will receive an email from [CaliforniaAccelerationProject@gmail.com](mailto:CaliforniaAccelerationProject@gmail.com) with an Eventbrite registration link and additional hotel, location, and payment information. Sometimes our emails are blocked by college email servers -- if you do not hear from us by Friday, May 3rd, please email CAP Central.
- Once accepted, each team member will need to register individually through Eventbrite.

**DEADLINE: Friday, April 19<sup>th</sup>**

**Submit your application using the online form available on CAP's website**

[www.AccelerationProject.org](http://www.AccelerationProject.org)

**Questions? CAP Central: [CaliforniaAccelerationProject@gmail.com](mailto:CaliforniaAccelerationProject@gmail.com)**

## MATH TEAMS – Application Form

1. **Name of College**
2. **In which CAP cohort do you want to participate?**
  - a. Northern CA at Skyline College (June 21-23, 2019)
  - b. Southern CA at the Riverside Convention Center (July 12-14, 2019)
3. **Team Leader**
  - a. Name
  - b. Job title
  - c. Email address
  - d. Cell phone
  - e. Position (check one)  
\_\_\_ Full-time faculty    \_\_\_ Part-time faculty    \_\_\_ other (explain)\_\_\_\_\_
  - f. What role to you play in AB 705 implementation?
4. **Other Team Members (provide the following information about all team members)**
  - a. Name
  - b. Job title
  - c. Email address
  - d. Cell phone
  - e. Position (check one)  
\_\_\_ Full-time faculty    \_\_\_ Part-time faculty    \_\_\_ other (explain)\_\_\_\_\_

### Please answer the following questions

1. **AB 705 Implementation:**
  - a. Will your college be using the default statewide placement rules for SLAM (Statistics or Liberal Arts Math) and BSTEM (Introductory transfer-level BSTEM courses such as College Algebra, Precalculus, Applied Calculus/Business Calculus)?
  - b. Does your college plan to offer enhanced transfer-level courses that include embedded support or additional lab hours, e.g. a higher-unit Statistics course that includes additional math skills review?
  - c. Does your college plan to offer concurrent support courses attached to transfer-level math?
  - d. Concurrent Support Courses: Answer the following questions about the concurrent support option for each introductory transfer-level course that has one (Statistics, Liberal Arts Math, College Algebra/Precalculus, Applied Calculus/Business Calculus, Trigonometry, Precalculus with Trigonometry). Add course numbers.
    - i. Give the course name and course number for the transfer-level course and the support course
    - ii. Number of units for the transfer-level plus support combination

- iii. Is the support course lecture or lab?
- iv. Is the support course
  - o Cohorted (Students in a support section enroll as a cohort in the same section of the transfer-level course.)
  - o Cohorted/comingled (Students in a support section enroll as a cohort in the same transfer-level section and are mixed with non-support students.)
  - o Comingled (Students in a support section can enroll in different transfer-level sections and are comingled with non-support students.)
- v. What else would you like to tell us about the support course?

## 2. Fall 2019 Course Schedule

- a. How many sections of transfer-level SLAM (Statistics or Liberal Arts Math) math is your department offering in Fall 2019 (including sections with concurrent support)? (type a number, not a word)
- b. How many sections of concurrent support for SLAM is your department offering in Fall 2019? (type a number, not a word)
- c. How many sections of introductory transfer-level BSTEM (Introductory transfer-level BSTEM courses such as College Algebra, Precalculus, Applied Calculus/Business Calculus) math is your department offering in Fall 2019 (including sections with concurrent support)? (type a number, not a word)
- d. How many sections of concurrent support for BSTEM is your department offering in Fall 2019? (type a number, not a word)
- e. How many sections of stand-alone pre-transfer-level math is your department offering in Fall 2019? (do not include corequisites attached to transfer-level math) (type a number, not a word)
- f. If your college is offering pre-transfer-level math, how many sections are more than one-level below transfer? (type a number, not a word)

## 3. Anticipated Changes to Pedagogy and Content

- a. How do you anticipate that pedagogy and curricula will need to change as your college works to implement AB 705 reforms?
- b. What is your department or college doing to prepare and support faculty to teach courses affected by AB 705 reforms?

## 4. Implementation Challenges: What challenges have you faced and/or do you anticipate as you implement AB 705 (political/logistical/pedagogical/other)?

## 5. Reasons for Applying: Please briefly describe what you hope to gain from participating in the CAP Community of Practice and any particular issues or topics you hope the facilitators will address during the trainings.