

ACCE Journal

December 2006 ♦ acceonline.org

A PUBLICATION OF THE ASSOCIATION OF COMMUNITY AND CONTINUING EDUCATION

President's Message by Jan Roecks

The ACCE southern workshop hosted by MiraCosta College in October was a great success with a large turn out of ACCE professionals from all over the state. We were captivated by Joseph Moreau's dynamic presentation which focused on the future of technology; we enjoyed a great meal in the beautiful arboretum; and the afternoon offered three lively breakout sessions for the Community Ed, Continuing Ed, and the Economic and Workforce Development areas. As always, the workshop provided the rare occasion to meet up with colleagues and friends. *Thank you to Lynda Lee and her staff at MiraCosta College for making us feel so welcome and being terrific hosts.*

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Learning Forward: ACCE's Annual Conference February 21 - 23, 2007 in San Francisco.

**Deadline for Early Bird Discounts
is December 15 (postmark date).
ACCE members get the best
discount -- Join Today!!**

**For more information, check out
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Alignment Project Efforts Culminate in "Noncredit at a Glance"

In 2005, the California Community Colleges System Office initiated the Statewide Leadership Noncredit/Adult Education Alignment Project. Led by Vicki Warner, ACCE's own System Office representative, the purpose of the project was to engage the community college system in the review of Noncredit/Adult Education programs, courses, procedures and practices to improve the alignment and articulation among the system's various instructional components. This collaborative effort, which included an 18-member steering committee (including representatives from ACCE) and 12 focus groups, culminated in an outstanding reference document for helping colleges in the development of noncredit courses and programs, *Noncredit at a Glance*.

Noncredit at a Glance is the initial step in developing noncredit program and course approval procedures for inclusion in the *Program and Course Approval Handbook*. In addition to an overview of the evolution of noncredit instruction and a listing of

general criteria, the document includes nine compendium guides, one for each noncredit category. Each compendium guide provides a definition of the category, a listing of general categories of noncredit instruction, identification of crossover categories, learning links, and points of contact at the System Office who should be contacted for technical assistance.

The document also includes a quick reference on legal advice on noncredit standards and apportionment. According to Vicki Warner, *Noncredit at a Glance* is not meant to be all-inclusive, but covers those areas where there may be a need for greater attention. In addition, there is a piece on Disabled Students Programs and Services that is distinct from noncredit courses and programs for persons with substantial disabilities.

The guide can be found online at www.ccc-noncredit-alignment.org/documents/Guide_5f.pdf or at the ACCE web site (acceonline.org).



Ten Terrific Tips for Teaching Adults

by Karen Gorback, College of the Canyons

Part of the fun of working in Community Education is the opportunity to meet and partner with the interesting individuals who apply to teach. To help new teachers have a positive experience with the best possible outcomes, I share with them my Ten Terrific Tips for Teaching Adults.

1. Take Two

Take two minutes at the beginning of class to introduce yourself and your area of expertise. Remember to smile, speak clearly and be sure that even the folks in the last row can hear you! If you are not accustomed to public speaking, practice out loud before your first class. Even professional speakers practice out loud before a main event! Your first class is your main event!

2. Meet and Greet

One of the reasons why adults take community education classes is to meet other people; so after you introduce yourself, take five minutes to conduct an “ice breaker” to give students an opportunity to meet each other. This will also help create a warm, collegial, learning environment for your class. A simple Google search will lead you to thousands of internet sites with tens of thousands of ice breakers! A wonderful site is posted by the University of Hawaii at <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>. This site will provide you with opening day activities as well as many other practical teaching tips. As you conduct your ice breaker, monitor the activity with a firm yet friendly presence and end it on time. Your control of this opening activity will set the tone for your class and establish your leadership.

3. Prepare, Prepare, Prepare

There is no way around this. All professional teachers know that the success of a new lesson is directly related to its preparation. If you are not prepared and attempt to “wing it,” the students will know immediately. Please remember that your students are busy adults with high expectations for the time they have chosen to spend with you. Even if your class is a brief, 3-hour seminar, you need a plan.

4. Write it Down

An effective lesson plan begins with the end! Ask yourself, “By the end of my class, what will my students have learned?” Learning outcomes should be written down by finishing this sentence: By the end of my class, my students will be able to _____.

Examples include:

- By the end of my Celtic Harp class, students will be able to play at least a dozen simple songs.

- By the end of my Canine College class, students will be able to have their dogs perform the following commands: sit, stay, come, heel, drop it, and down.

5. Tell Them Where They’re Going!

Your students need to know where they’re going if you want them to get there, so be sure that your expected outcomes are either written on the board or at the top of your handouts. Your students are more likely to achieve your objectives if they know from the beginning what they are!

6. Think “Malibu”

Teaching is all about pacing, similar to the ebb and flow of the surf – always moving and changing, back and forth between teacher and students and sometimes between students and students. Pace your class by providing a variety of activities.

Examples include:

- Full class discussions
- Lecturing and note taking
- Multi-media presentations
- Small group activities
- Paired activities
- Students writing questions on note cards and tossing them in a hat for you to answer.
- Role playing with a variety of topics which you have chosen to move your students closer to the class objective. Examples include:

Pitching a script idea to a studio for a script-writing class or ordering a meal in an Indian restaurant for a class in Beginning Hindi.

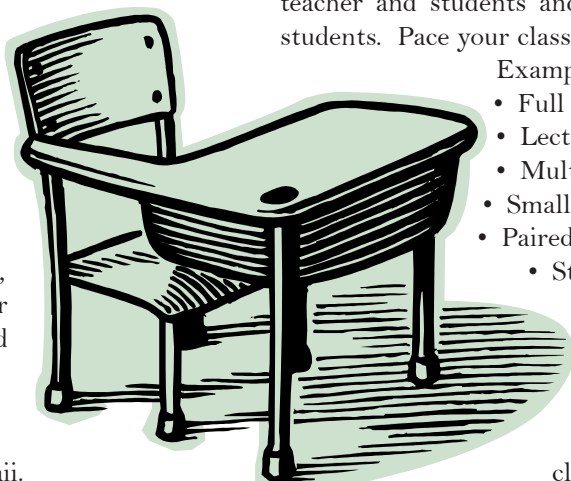
- Providing time for practice whenever possible; gently correcting mistakes and offering regular encouragement.

7. Be the Teacher

Inexperienced teachers are often reluctant to deal with students who monopolize their time or a class discussion. This is particularly irritating to other adults in the class who have also paid for instruction. Remember that you are the teacher and need to control the situation with a firm yet friendly demeanor. After a reasonable period of time, deal with the individual by acknowledging the importance of his or her comments and your desire to address them; but then refer to your objectives that are written on the board and remind the student that if the objectives are to be met, you must move the activity along. Then, move on.

8. Assess the Situation

Take a few minutes at the end of class to assess your outcomes. Did your students achieve your objectives? Can you walk around your room and hear students practicing their newly-acquired foreign language skills? Are they able to play a simple tune on the harmonica or decorate a cake or paint a still life? You might also consider distributing a brief, written



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Nominations Sought for Annual ACCE Awards

Each year, ACCE presents awards to recognize professionals who have made significant contributions to our field. The awards will be presented at the Annual ACCE Conference in February in San Francisco. Please consider nominating colleagues you feel would be deserving recipients of the award. The nominees for the person/program of the year awards would preferably be members of ACCE. You may make multiple nominations. **Complete one form** (available online at ACCEONLINE.ORG) **for each person you are nominating** (or provide the information indicated below) and return the form/information to me by e-mail, ground mail or fax. My e-mail address is shammer@cccwd.net, and my mailing address is Scott Hammer, 6078 Danito Street, Chino, CA 91710. My fax number is 909-614-0126.

Scott Hammer
ACCE Past President

- **Mariann Loniello Award:** This award is given for distinguished service to Community Education (fee-based), Continuing Education (noncredit), or Economic Development (includes contract education). Nominees may be from outside the field and/or ACCE and may be active or retired.
- **Community Education (Fee-Based) Person/Program of the Year:**

This award is given to an individual or a group that best meets one or more of the following criteria:

1. Established a new and different type of program;
 2. Distinguished him/herself/themselves by contributing information to legislators that has helped the growth, development, and improvement of Community Education (fee-based);
 3. Provided significant leadership in Community Education (fee-based);
 4. Made some other significant contribution to Community Education (fee-based).
- **Continuing Education (Noncredit) Person/Program of the Year:** This award is given to an individual or a group that best meets one or more of the following criteria: 1. Established a new and different type of program; 2. Distinguished him/herself/themselves by contributing information to legislators that has helped the growth, development, and improvement of Continuing Education (noncredit); 3. Provided significant leadership in Continuing Education (noncredit); 4. Made some other significant contribution to Community Education (noncredit).
 - **Economic Development (includes Contract Education) Person/Program of the Year:** This award is given to an individual or a group that best meets one or more of the following criteria: 1. Established a new and different type of program; 2. Distinguished him/herself/themselves by contributing information to legislators that has helped the growth, development, and improvement of Economic Development; 3. Provided significant leadership in Economic Development; 4. Made other significant contribution to Economic Development.

Association of Community and Continuing Education Award Nominations

Award Category (see Description of Awards): _____

Nominee Name: _____ College/District: _____

Address: _____

Phone #: (____) _____ E-mail: _____

Nominated by: _____ College/District: _____

Address: _____

Phone #: (____) _____ E-mail: _____

Signature of Nominator: _____

Please attach a Justification for Nomination in narrative form. (Please be specific and provide as much detail as possible. **Do not submit without justification.** This will be read when the award is given out. Use additional pages as necessary.) **Nominate as many individuals as desired.**

Community Education (Fee-Based) News

by Terry Newman, Community Education Council Leader

After a great morning session and a delicious networking lunch at the ACCE Southern One-Day Workshop, Community Education folks got together in a roundtable session to share their best-practices, challenges and successes.

The first topic of discussion focused on the provision of services to disabled students. The legal opinion from the System Office clearly states that it is the responsibility of community services programs to provide services to students with disabilities and the costs associated with those services must be borne by the college as specified under Section 504 of the Rehabilitation Act of 1973 (see accompanying article on page 5). For the complete copy of the issue and analysis go to www.cccco.edu/divisions/ss/disabled/disabled_co_legal.htm.

Suggestions from participants included adding a small fee to each registration to cover accommodation services, working with the individual to see if they might bring along a helper who could attend for free or using the services of student interpreters who are required to log hours of interpreting services.

Below are a few of the other “best practices” mentioned:

- Providing registration services for other programs for a flat fee (to cover both costs and provide income).
- Lego Mindstorms (robotics) for College for Youth programs.
- Working with local K-12 districts to provide enrichment programs at the school sites.
- Hosting short-term conferences. For example, Cuesta College has a two-day writer’s conference and College of the Redwoods hosts a week-long violin and bow-making workshop.

The benefits of these roundtable sessions are enormous. The opportunity to discuss programs, instructors, vendors, marketing techniques and other topics just won’t fit into one article. Make sure you are part of these roundtables at our Annual Conference in San Francisco. We will be “Learning Forward” and helping to advance lifelong learning for our communities.



Attendees at the ACCE Fall Workshop enjoy a delightful repast in the atrium of MiraCosta College’s beautiful Community Learning Center

Continuing Education (Noncredit) News

by Jane Dilucchio, Continuing Education Council Leader

This year is turning out to be one of the most exciting, hectic, and satisfying years for noncredit education than we have experienced in decades. The ACCE Statewide Conference workshops are being planned to help guide us all through the changes.

Primary among the forces fueling this upheaval is SB 361. All of the political and educational entities should be in agreement by the time of the ACCE Statewide Conference in February and attendees will be advised as to the processes that have been developed by which to qualify for augmented funding for their non-credit programs.

In addition, Basic Skills monies were distributed in a new way this year allowing colleges to utilize the funds for innovative programs designed to help basic skills students. The February

conference will provide an opportunity for colleges to share best practices and disseminate program information in this area.

The course approval process is still evolving. Course outlines are being subjected to more scrutiny to ensure compliance with Education Code and Title 5 regulations. A workshop on course outline development will be offered at the statewide conference.

Finally, the Chancellor’s Office Alignment Project has borne extremely useful fruit. “Noncredit at a Glance” is a reference guide for the novice and veteran administrator alike. General criteria for noncredit education are explained with citations from the Education Code and Title 5 regulations. With the funding changes and new Chancellor’s Office procedures, San Francisco is the place to be in February for all the latest updates!

TEN TIPS, continued from Page 2

assessment, asking the students their perceptions of your class and whether they felt that they achieved the objectives.

9. No Infomercials, please.

Community Education classes are self-supporting and wouldn't be possible without the expertise and kindness of our instructors. And while this program cannot offer you exceptionally attractive compensation, it does provide a wonderful venue for business people and other professionals to put their names in the public eye and meet potential customers. However, instructors may not use class time to promote their businesses or sell any items. Instead, you may leave your business card or marketing material at the back of the class for students to pick up on the way out, if they choose.

10. Have Fun!

You were selected to teach this class because of your expertise and passion for your subject. Let it shine and have fun! Teaching is a terrific experience -- as rewarding for the teacher as for the students. When you see the spark of understanding on your students' faces, when you know you've met your objectives, when three hours fly by and your students still want more, you'll be thoroughly exhausted and realize it's the best job you've ever had! Welcome to Community Education!

Dr. Karen Gorback is an ACCE member who has recently been "on the move." Currently the Associate Dean for Community Extension and Noncredit Programs at College of the Canyons in Santa Clarita, Karen formerly served as the Community Education and CalWORKs Coordinator at Ventura College. She is the 2005 recipient of the ACCE Community Education Person of the Year.

Congratulations on your new position, Karen!

Did You Know...

Legal Opinions from the System Office

Several questions have been posted to the ACCE listserv for community education regarding the cost of services for students with disabilities. According to a legal opinion issued by the Chancellor's Office, Community Education (fee-based) classes are required to provide any services required by students with disabilities but it is not the responsibility of Disabled Students Programs and Services (DSPS) to cover those costs. In its legal opinion (which can be found at http://www.cccco.edu/divisions/ss/disabled/disabled_co_legal.htm) the System Office states:

"As you are aware, excess cost funding for disabled students is provided to the colleges for services or instruction which do not duplicate existing college or community resources. As you are aware, community service classes are maintained by student fees which are to cover the cost of instruction and services for those specific classes. Therefore, it is not the responsibility of DSP&S to cover any cost for a disabled student enrolled in a community service class. This is the responsibility of community services and any necessary services required

by a disabled student must be borne by the College as specified under Section 504 of the Rehabilitation Act of 1973."

In 2004, the Legal Affairs Division of the System Office published the Student Fee Handbook. The handbook has been revised and updated to reflect the current status of the law on student fees. In Legal Opinion M 06-11, the System Office noted changes to the Student Fee Handbook, including the following change to the section governing community services classes:

"2.3. Community service classes are intended to be self-supporting, and districts are prohibited from using state General Fund money to establish and maintain such classes. However, districts may spend district general fund money to establish and maintain community services classes, or may provide instruction for remuneration by contract or with contributions or donations from individuals or groups. Districts may also use a combination of these options to fund the classes."

These and other legal opinions may be found at <http://www.cccco.edu/divisions/legal/opinions/opinions.htm>

PRESIDENT'S MESSAGE, continued from page 1

The holiday season is upon us and before you know it February will be here, bringing the annual ACCE statewide conference. This year the conference, "Learning Forward," will be held February 21-23 at the Holiday Inn in beautiful San Francisco. I encourage you to make your plans NOW to attend this popular event. Hear keynote speakers and presenters about issues and topics that directly affect you. Take advantage of the opportunity to network and share with other practitioners in your field of expertise. Meet new friends while enjoying the charming and scenic City by the Bay. This is something you can't afford to miss!

Each year, ACCE awards are given for the Person of the Year in Community Education, Continuing Education, and Economic and Workforce Development as well as the prestigious Marian Loniello Award for distinguished service in one of these areas. Please submit your nominations (see page 3) for these esteemed awards to honor and acknowledge the work of our colleagues who have done outstanding work in their respective programs.

I hope you all enjoy a happy holiday season and I hope to see you in the New Year.



ACCE's One-Day Workshop Provides Key Information for Noncredit Programs Administrators and Faculty

There was standing-room only for ACCE Legislative Analyst Leslie Smith's session on Senate Bill 361. With up-to-the-minute information on proposed changes to Title 5 (Education Code), Leslie provided ACCE members with valuable insight about the legislation and its impact on noncredit programs.

**More information
about SB 361 and
other topics of
importance to ACCE
professionals will be
presented at the ACCE
Annual Conference in
February --
DON'T MISS IT!!**



ACCE

Advocates for Lifelong Learning in California

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The ACCE Journal is published quarterly by the Association of Community and Continuing Education (ACCE), an organization of California Community Colleges.

The Executive Board of ACCE invites submission of information, announcements, research findings, and articles of interest to noncredit, contract education, and community education (fee-based) program providers.

**For information or submissions, contact
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A PUBLICATION OF THE ASSOCIATION OF COMMUNITY AND CONTINUING EDUCATION
915 I STREET, #C125, SACRAMENTO, CA 95814