Articulating Credit for Continuing Education

A Competency-based Model for the Articulation of Credit
Innovation Requires Collaboration

- Davidson County Community College
  - Continuing Education (Customized Training, HRD, and Occupational Ext)
  - Curriculum Programs

- Workforce Development Entities
  - Piedmont Triad Regional Council (WIB of Davie County)
  - DavidsonWorks (WIB of Davidson County)
  - Division of Workforce Solutions
  - NC Department of Commerce- John Downing, Apprenticeship Consultant

- Businesses
  - Ingersoll-Rand (Davie County)
  - CV Products (Davidson County)
Articulation Model

- From Theory to Practice
  - Competency-based model
  - SACS reviewed and approved

- Meeting Student, Business, and Community Needs
  - Awards credit for student learning
  - Provides scaffolding for the development of employees
  - Develops a workforce base with industry certifications and college completion

- Provides a Feedback Loop for Curriculum Development
  - Uses collaboration with B&I to inform program design/improvement efforts
Nuts and Bolts

- **Design of the Course**
  1. Determine audience (Business vs. Open Enrollment)
  2. Collaborate on Student Learning Outcomes
  3. Embed SLO’s into an appropriate continuing education course
  4. Instructor tracks and maintains documentation of the successful completion of SLO’s for every student

- **CE Course Requirements to Allow Articulation**
  - Instructor credentials must meet SACS criteria
  - Student learning outcomes must be consistent with those defined in the Curriculum course
  - Student learning outcomes must be measured using the same metric as used in the Curriculum course
Consistent and Transparent
Business and Industry Partnerships

- **Ingersoll Rand**
  - **Round 1**: 11 Participants
  - **Round 2**: 10 Participants
    - Completed: Blueprint Reading, Machining Calc, Intro to CNC, Manual Machining
    - 4 classes currently running: CNC Milling, Turning, GD&T and Lean

- **CV Products**
  - **Round 1**: 14 Participants
    - Completed: Blueprint Reading, Metrology, Machining Calc, GD&T
    - Completion of program in October
    - Three students worked outside of the project to complete GED
BPR-111  Blueprint Reading
ISC-212  Metrology
MAC-121  Intro to CNC
MAC-151  Machining Calculations
DFT-121  Intro to GD&T

WLD-110  Cutting Processes
WLD-115  SMAW (Stick) Plate
WLD-122  GMAW (MIG) Plate/Pipe
WLD-131  GTAW (TIG) Plate
WLD-141  Symbols & Specifications
WLD-151  Fabrication I
WLD-215  SMAW (Stick) Pipe
WLD-261  Certification Practices
To Our Partners

Thank you for joining us in working hard on work worth doing!

“Far and away the best prize that life has to offer is the chance to work hard at work worth doing.”

- Theodore Roosevelt
Questions?
Additional Resources
2013 CE3
Machining Calculations
Course Section: CTP-3001-2
Start Date: 8/20/13    End Date: 10/29/13

Course articulation documents for this class are included in this packet.

Janelle Lee
Administrative Support Staff
Continuing Education
School of Business, Engineering and Technical Studies

May 6, 2014
CE Instructor Verification Form

This form is attestation that **Student Name (Student ID#)** did/did not successfully achieve the learning outcomes set out for this course:

**Course Credit is being requested for:**  
CU Code Here

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Measure</th>
<th>Successfully Completed (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</table>

**Instructor Notes:**

**Competency demonstration(s) attached:**

Instructor Name: ___________________________  Date: ____________

Instructor Signature: ______________________  Date: ____________

April 25, 2014
### Continuing Education Course of Study to Curriculum Credit Equivalency

<table>
<thead>
<tr>
<th>CE Name</th>
<th>Curriculum Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE Number</td>
<td>Curriculum Number</td>
</tr>
<tr>
<td>CE Hours</td>
<td>Curriculum Hours</td>
</tr>
</tbody>
</table>

#### Continuing Education Course Competencies:

1. Identify the parts and functions of an oxyacetylene cutting torch.
2. Identify the parts and functions of various cutting equipment.
3. List the safety practices of using oxyfuel, plasma arc, and other cutting equipment.
4. Set up and adjust cutting equipment.
5. Use an oxyacetylene rig, plasma cutting equipment, and other equipment to:
   a. Cut a straight marked line on various thickness of steel plate.
   b. Cut various shapes out of carbon steel plate.
   c. Cut carbon steel plate to a baulk and pipe.
6. Comprehensive demonstration of all Learning Outcomes.

**Faculty Member (CU):**

Print ___________________________ Signature ___________________________ Date __________

**Associate Dean (CE):**

Print ___________________________ Signature ___________________________ Date __________

**Associate Dean (CU):**

Print ___________________________ Signature ___________________________ Date __________

**Continuing Education Course: ___________________________ has been evaluated and deemed equivalent to Curriculum Course: ___________________________.**

**Dean:**

Signature: ___________________________ Date ___________________________

**Vice President of Academic Programs & Services:**

Signature: ___________________________ Date ___________________________
CE Justification of Faculty Qualifications

Name:

Department/School: School of Business, Engineering and Technical Studies

Associate Dean (CE): Jonathan [Redacted]

Signature ____________________________ Date ____________

Associate Dean (CU): Pamela Shortt

Signature ____________________________ Date ____________

Academic Credentials:
Degree: Bachelor of Science
Major: Natural Conservation & Management
Degree Granting Institution: Western Carolina University
Year Received: 2002

Degree: Masters
Major: Agriculture Education
Degree Granting Institution: NC A&T
Year Received: 2006

Other relevant learning experiences or certifications:
Certifications/certification courses at Johnston Community College, Full-time instructor at Trinity High School (2008-present)

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>College Transfer? (Yes / No)</th>
<th>Relevant learning experience(s) that have prepared this faculty member to teach these outcomes</th>
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</thead>
<tbody>
<tr>
<td>CE_WLD110</td>
<td>No</td>
<td>AWS D1T (22 areas), along with 10 years of welding instruction experience</td>
</tr>
<tr>
<td>CE_WLD115</td>
<td>No</td>
<td>AWS D1T (22 areas), along with 10 years of welding instruction experience</td>
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<td>CE_WLD141</td>
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</tr>
<tr>
<td>CE_WLD215</td>
<td>No</td>
<td>AWS D1T (22 areas), along with 10 years of welding instruction experience</td>
</tr>
</tbody>
</table>

Other considerations:
- Trinity High School Department Head
- 10 years of welding instruction experience
- Over 200 certified welders awarded under his instruction


Justification Approved: Dean ____________________________ Date: ____________

Justification Approved: VP ____________________________ Date: ____________

April 21, 2014