



Cañada College
CURRICULUM COMMITTEE

Minutes

Thursday, October 19, 2023

1-2:30pm, Zoom/9-154

Members Present: Lisa Palmer, Gloria Darafshi, Bob Lee, Nick Carr, Maureen Wiley (virtual), Martin Partlan (virtual), Frank Nguyen Le, David Monarres, Adriana Lugo

Members Absent: Danny Lynch, Gonzalo Arrizon, Oscar Arreola Buendia, Ana Miladinova, Chialin Hsieh Maria Lara, Kristina Brower

Guests: Kat Sullivan-Torrez, Madeline Wiest, Monica Malamud

- 1) **Adoption of Agenda:** Lisa Palmer reminded the committee that there are no action items on today’s agenda, that all items are informational only.

Consent Agenda

- 2) **Approval of Minutes – October 5, 2023-** tabled due to insufficient number of in person committee members present for voting. This item will be added to the next Curriculum Committee meeting agenda.

- 3) **Curriculum Items-- none**

Substantive Agenda

- 3) **Curriculum items – none**

- 4) **Discussion Items:**
 - a. **AB 928**

Gloria Darafshi presented on behalf of this item:

AB 928 (Berman, 2021)-Student Transfer Achievement Reform Act of 2021

Major Components

1. Requires the Intersegmental Committee of Academic Senates (ICAS) to establish a **singular lower division general education pathway**.
2. Establishes the Associate Degree for Transfer Intersegmental Implementation Committee.
3. Requires the CCCs to place students on ADT pathways.
4. Considerations for up to an additional 6 units for STEM pathways.

Key Points from Cal-GETC Standards Version 1.0

- If a course is currently approved for an IGETC area, and the course has not been substantively modified since its initial approval, the course will be “grandfathered” as an approved Cal-GETC course in the corresponding area of Cal-GETC.
- A course previously approved for CSUGE Area A1 (Oral Communication) will not be grandfathered into Cal-GETC approval because the criteria and standards in Cal-GETC Oral Communication are different than those in CSUGE Oral Communication.
- Transfer students with catalog rights can maintain their use of grandfathered CSUGE or IGETC patterns (to the extent permitted by the relevant programs and institutions).

Highlighted courses will not be grandfathered into Cal-GETC. Some highlighted courses will be included in Cal-GETC but not in the same GE area, i.e. ETHN 105, 107 will be included in Social Science but not Humanities.



CSU General Education Requirements 2023-2024

The following is a general education pattern for California State University (CSU) which can be fully or partially certified upon successful completion of courses. Full certification indicates that the lower division general education courses are complete. Students must request the certification with their final transcript or once courses are complete, online via WebSMART.

Legend	C = Completed	IP = In-Progress	P = Planned				
Area A: English Language Communication and Critical Thinking				9 units Required	C	IP	P
One course required from each section in area A							
A1 Oral Communication:	COMM 110, 127, 130, 140	• Other: _____					
A2 Written Communication:	ENGL 100, 105	• Other: _____					
A3 Critical Thinking:	ENGL 110, 165 PHIL 103, 200 PLSC 103	• Other: _____					
Area B: Scientific Inquiry and Quantitative Reasoning				9 units Required	C	IP	P
One course from Physical Science, one from Life Science, and one from Math Concepts. Also must include one lab course from B3 or any course indicated by an *							
B1 Physical Science:	ASTR 100 CHEM 114*, 192*, 210*, 220*, 231*, 232*, 410* ENVS 115 GE06 100 GEOL 100, 121* METE 100 OCEN 100 PHYS 114*, 210*, 220*, 250*, 260*, 270*, 405	• Other: _____					
B2 Life Science:	ANTH 125 BIOL 100, 110*, 130, 133, 225*, 230*, 240*, 250*, 260* ENVS 115 GEOL 121* OCEN 100	• Other: _____					
B3 LAB: These courses meet the lab requirement, but they must be taken concurrently or after completing the corresponding lecture course. Courses with () meet area B3 Lab requirements.							
	ANTH 126 ASTR 101 BIOL 132 ENVS 101 GE0G 101 GEOL 101 OCEN 101	• Other: _____					
B4 Math Concept:	BUS. 113, MATH 125, 130, 145, 150, 200, 225, 241, 243, 251, 252, 253, 270, 275	• Other: _____					
Area C: Arts and Humanities				9 units Required	C	IP	P
Choose at least one course from the Arts and at least one course from the Humanities. Courses must be from at least two disciplines.							
C1 Arts:	ART 101, 102, 103, 104, 105, 114, 116, 118, 131, 250, 306 DANC 100 DRAM 101, 140, 150, 160, 200, 233, 300.4 ETHN 288 FASH 150, INTD 150, 151 LIT. 441, 442 MUS. 100, 202, 210, 215, 240, 250, 260, 271, 275	• Other: _____					
C2 Humanities:	DRAM 151 ENGL 110, 161, 164 ECE. 191 ETHN 105, 107, 265 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247 LIT. 151, 200, 205, 231, 232, 252, 266, 371, 372, 373, 375, 441, 442 PHIL 100, 175, 160, 190, 240, 300, 312 SPAN 110, 120, 121, 122, 131, 132, 140, 145, 162, 220, 230	• Other: _____					
Area D: Social Sciences				6 units Required	C	IP	P
Choose two courses from this area.							
Social Institutions: ANTH 110, 200, 351 BUS. 100, 101 COMM 150, 180 ECE. 201, 212 ECON 100, 102, 230 ENGL 200 ETHN 103, 105, 107, 108, 109 GE0G 110, 150 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247, 422 LING 200 PLSC 130, 150, 170, 210, 310 PSYC 100, 106, 200, 205, 300, 340, 410 SOC 100, 105, 141, 205							
AH&E CSU Graduation Requirement – (NOT required to certify CSU GE) U.S. History, Constitution, and American Ideals: Complete courses to cover US 1 (History), US 2 (Constitution) and US 3 (State and Local Government); some courses cover two areas.							
US-1: ECON 230 ETHN 105, 107 HIST 201, 202, 245 US-2: HIST 201, 202 PLSC 210 US-3: PLSC 210, 310							
Courses used to satisfy this requirement may also be applied to CSU GE requirements in Area C2, D, or F if applicable.							
NOTE: Course approvals for this requirement may vary between SMC/CCD Colleges. If you are planning to register for a course to complete this area at another campus, please consult their CSU GE pattern and meet with a counselor. • Other: _____							
Area E: Lifelong Learning & Self Development				3 units Required (max. 2 units from E2)	C	IP	P
E1: BIOL 133, 310 CRER 137 ECE. 201 HSCI 100, 116 KINE 101, 105, 109 PSYC 200, 340							
E2: AQUA 127.1, 127.2, 127.3, 127.4, 133.1, 135.1 DANC 115.1, 115.2, 115.3, 115.4, 117.1, 117.2, 117.3, 117.4, 121.1, 121.2, 121.3, 121.4, 125.1, 125.2, 125.3, 125.4, 130.1, 130.2, 130.3, 130.4, 140.1, 140.2, 140.3, 140.4, 150.1, 150.2, 150.3, 150.4, 151.1, 151.2, 151.3, 151.4, 161.1, 161.2, 161.3, 161.4, 220, 350.1, 350.2, 350.3, 350.4, 400.1, 400.2, 400.3, 400.4 FITN 112, 117, 118, 119, 122, 128.1, 128.2, 152, 153, 154, 210, 227.1, 227.2, 227.3, 227.4, 235, 301.1, 301.2, 301.3, 304.1, 304.2, 304.3, 304.4; 308.1, 332.1, 332.2; 334.1, 334.2, 334.3, 334.4; 335.1, 335.2, 335.3, 335.4 INDV 121.1, 121.2, 160.1, 160.2, 160.3, 160.4; 251.1, 251.2, 251.3, 251.4 TEAM 105, 111.1, 111.2, 111.3, 111.4; 132.1, 132.2, 132.3; 141.1, 141.2, 141.3, 141.4; 148.1, 148.2, 148.3, 148.4, 171.1, 171.2, 171.3, 171.4; 183, 184, 185, 186, 187							
VARS 104, 114, 140, 154, 160, 170, 300, 340, 350, 400 • Other: _____							
GE Area F: Ethnic Studies				3 units Required	C	IP	P
ETHN 103, 105, 107, 108, 109, 265, 288 • Other: _____							

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Intersegmental General Education Transfer Curriculum (IGETC) 2023-2024

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education pattern that fulfills the lower-division general education requirements for most University of California (UC) and all California State University (CSU) campuses. IGETC is also accepted by some private/independent or out-of-state universities. There are instances when a Cañada course is approved for IGETC but the same course at CSM or Skyline is NOT approved for IGETC (or vice versa). Check with a Counselor for complete information.

Legend	C = Completed	IP = In-Progress	P = Planned
Area 1: English Communication			
UC requires two courses, one from Group A and B	CSU requires three courses one course from each group below.		
		6-9 Semester Units	
		9	
1A: English Composition - ENGL 100, 105		• Other: _____	
1B: Critical Thinking - English Composition – Select one Course: ENGL 110, 165		• Other: _____	
1C: Oral Communication (CSU requirement only) – Select one course, - COMM 110, 127, 130, 140		• Submit COMM courses for approval	
Area 2: Mathematical Concepts and Quantitative Reasoning			
		3 Semester Units	
One course: MATH 125, 145, 200, 225, 241, 243, 251, 252, 253, 270, 275		• Other: _____	
Area 3: Arts and Humanities			
Three courses with at least one from Area 3A (Arts) and one from Area 3B (Humanities)		3 Units from 3A; 3 units from 3B	
		9 Semester Units	
3A - Arts: ART 101, 102, 103, 104, 105, 114, 116, 118, 131, 250, 306 DANC 100 DRAM 101, 140, 150, 160, 200, 233 ETHN 288 LIT. 441, 442 MUS. 100, 202, 210, 215, 240, 250, 260, 271, 275		• Other: _____	
3B - Humanities: DRAM 151 ECE. 191 ETHN 265 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247, 422 LIT 151, 200, 205, 231, 232, 252, 266, 371, 372, 373, 375 PHIL 100, 160, 175, 190, 240, 300, 312 SPAN 131~, 132~, 140~, 145~, 162~, 220~, 230~		• Other: _____	
Area 4: Social and Behavioral Sciences Select two courses from two different academic disciplines.			
		6 Semester Units	
ANTH 110, 200, 351 COMM 150, 180 ECE. 201, 212 ECON 100, 102, 230 ENGL 200 ETHN 103, 105, 107, 108, 109 GEOG 110, 150 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247, 422 LING 200 PLSC 130, 150, 170, 210, 310 PSYC 100, 106, 200, 205, 300, 340, 410 SOCI 100, 105, 141, 205		• Other: _____	
Area 5: Physical and Biological Sciences			
Two courses are required: one from 5A and one from 5B. At least one course must have lab. Courses identified by an * will satisfy the lab requirement. Courses listed in Area 5C are lab courses that must be taken concurrently or after successfully completing the corresponding lecture course.			
		7 Semester Units	
5A - Physical Science: ASTR 100 CHEM 114, 192*, 210*, 220*, 231*, 232* ENVS 115 GEOG 100 GEOL 100, 121* METE 100 OCEN 100 PHYS 114, 210*, 220*, 250*, 260*, 270*		• Other: _____	
5B - Biological Sciences: ANTH 125 BIOL 100, 110*, 130, 225*, 230*, 240*, 250*, 260* ENVS 115 OCEN 100		• Other: _____	
5C – Science Laboratory: These courses meet the lab requirements, but they must be taken concurrently or after successfully completing the corresponding lecture course.			
ANTH 126 ASTR 101 BIOL 132 ENVS 101 GEOG 101 GEOL 101 OCEN 101		• Other: _____	
Area 6- Language other than English (LOTE) - UC Requirement only			
To demonstrate proficiency in a LOTE, one of the following must be completed:			
• Successful completion of one of the following Cañada courses: SPAN 110, 120, 122, 131~, 132~, 140~, 145~, 162~, 220~, 230~			
• Successful completion of two years of high school in one language (grade of C or higher) – must be verified by an official high school transcript			
• Successful completion of a course at a college or university (with a grade of C or higher) - must be verified by an official transcript:			
• Successful completion, grade of C or higher (2.0), of two years of formal schooling at six grade level or higher in an institution where the language of instruction is not English.			
• Satisfactory score of 3 or higher, on College Board Advanced placement examinations in languages other than English			
• Satisfactory score of 5 or higher, on International Baccalaureate higher level examinations in languages other than English			
• Other – Please consult with a counselor			
Area 6- Ethnic Studies			
Area 7 is required for students with Fall 2023 (or later) catalog rights. It is not mandatory for students with continuous enrollment prior to Fall 2023.			
ETHN 103, 105, 107, 108, 109, 265, 288			


Some courses may be listed in more than one area; however, they can be used to satisfy only one area - except for courses indicated by "*" which can satisfy both Area 3B and 6A (LOTE).
 • "Other" indicates if area requirement is met by other means such as completing a course at another accredited institution, or by AP/IB

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Cañada College AA/AS Degree Requirements 2023-2024

The requirements may be followed throughout the course of study as long as students attend college at least one semester each academic calendar. If there is a break in attendance, students must meet the graduation requirements listed in the catalog of the academic year that studies resume.

Legend	C = Completed	IP = In-Progress	P = Planned
Graduating with an Associate Degree in Arts (AA) or Associate Degree in Science (AS) requires 60 degree applicable units that must include the following:	C	IP	P
1. Residence: A minimum of 12 units must be completed at Cañada College 	C	IP	P
2. Scholarship: <ul style="list-style-type: none"> A 2.0 grade point average is required for all degree applicable coursework taken within the San Mateo County Community College District and all incoming degree applicable coursework taken outside the District. All courses in the major must be completed with a grade of "C" or Pass or better (2.0) 	C	IP	P
3. Mathematics/Quantitative Reasoning: <ul style="list-style-type: none"> Successful completion of a math course at or above the level of Intermediate Algebra with a grade of C or better (or Pass), OR Successful completion of BUS. 113, BUS. 115 (CSM), BUS. 123 (CSM, SKY), PSYC 121 (CSM) or PSYC 171 (SKY) with a grade of C or better (or Pass). 	C	IP	P
4. Physical Education: Two activity courses in PE (Kinesiology) are required. However, this requirement may be waived for students in the following categories: <ol style="list-style-type: none"> The Physical Education area is waived for students who have received an associates or bachelor's degree from a regionally accredited institution. Please see accepted college/university accreditation: https://smccd.edu/transcript/accepted-accreditation.php Veterans who have completed Basic Training and submitted their Joint Services Transcript (JST) Persons excused for medical reasons 	C	IP	P
5. Major: <ul style="list-style-type: none"> A minimum of 18 units in a discipline or related disciplines as specified by the appropriate division. A grade point average of 2.0 in the major is required. All classes applied to the major (core and selectives) must receive a grade of "C" or Pass or better. Some programs may require courses to be taken for a letter grade only. Please review your program's specific major requirements for possible exceptions. For additional information on the use of Pass/No Pass classes to satisfy degree requirements, please refer to the Pass/No Pass Grading Option information found in the Grades and Academic Standards section of the catalog. Either 12 units or fifty percent of the units required for the major, whichever is fewer, must be completed at Cañada College. 	C	IP	P
6. General Electives: Additional courses to meet the minimum 60 units degree requirement (non-degree applicable courses do not meet this requirement).	C	IP	P
7. General Education: 22 units required - General Education courses introduce the student to areas of study that develop breadth of knowledge and contribute to a balanced education. <i>See General Education (GE) Areas A through F listed on the next page.</i>	C	IP	P

Cañada College AA/AS Degree Requirements 2023-2024 (Continued)
General Education Requirements for an AA/AS Degree

Legend	C = Completed	IP = In-Progress	P = Planned			
GE Area A: English Language Communication and Critical Thinking			6 units Required	C	IP	P
			3 units from A2 and 3 units from A1 or A3			
A1: Oral Communication Requirement: COMM 110, 127, 130, 140			• Other: _____			
A2: Written Communication Requirement: ENGL100, 105			• Other: _____			
A3: Critical Thinking Requirement: BUS.113, ENGL110,165 PHIL 103, 200 PLSC 103 MATH 125, 130, 145, 150, 200, 225, 241, 243, 251, 252, 253, 270, 275			• Other: _____			
GE Area B: Scientific Inquiry and Quantitative Reasoning			4 units Required	C	IP	P
One course required from any of the following areas: B1 or B2. Must include one lab course (indicated by *)						
B1: Physical Science: ASTR 100 CHEM 114*, 192*, 210*, 220*, 231*, 232*, 410* ENVS 115 GEOG 100 GEOL 100, 121* METE 100 OCEN 100 PHYS 114*, 210*, 220*, 250*, 260*, 270*, 405			• Other: _____			
B2: Life Science: ANTH 125 BIOL 100, 110*, 130, 225*, 230*, 240*, 250*, 260* ENVS 115 GEOL 121* OCEN 100			• Other: _____			
B3: Lab courses: The following courses are stand-alone lab courses that must be taken concurrently or after successfully completed the corresponding lecture course.						
ANTH 126 ASTR 101 BIOL 132 ENVS 101 GEOG 101 GEOL 101 OCEN 101			• Other: _____			
GE Area C: Arts and Humanities			3 units Required	C	IP	P
C1 Arts: ART 101, 102, 103, 104, 105, 114, 116, 118, 131, 250, 306 DANC 100 DRAM 101, 140, 150, 160, 200, 233, 300.4 ETHN 288 FASH 150 INTD 150, 151 LIT. 441, 442 MUS. 100, 202, 210, 215, 240, 250, 260, 271, 275			• Other: _____			
C2 Humanities: DRAM 151 ENGL 110, 161, 164 ECE. 191 ETHN 105, 107, 265 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247 LIT. 151, 200, 205, 231, 232, 252, 266, 371, 372, 373, 375, 441, 442 PHIL 100, 160, 175, 190, 240, 300, 312 SPAN 110, 120, 121, 122, 131, 132, 140, 145, 162, 220, 230			• Other: _____			
GE Area D: Social Sciences			3 units Required	C	IP	P
Social Institutions: ANTH 110, 200, 351 BUS. 100, 101 COMM 150, 180 ECE. 201, 212 ECON 100, 102, 230 ENGL 200 ETHN 103, 105, 107, 108, 109 GEOG 110, 150 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247, 422 LING 200 PLSC 130, 150, 170, 210, 310 PSYC 100, 106, 200, 205, 300, 340, 410 SOC 100, 105, 141, 205			• Other: _____			
GE Area E: Lifelong Learning and Self Development			3 units Required (max. 2 units from E2)	C	IP	P
Up to 3 units of course work in Area E may be applied towards completion of General Education requirements, or students may select additional 3 units of General Education from Areas A-D above.						
E1: BIOL 310 CRER 137 ECE. 201 HSCI 100, 116 KINE 101, 105, 109 PSYC 200, 340						
E2: (Physical Education activity courses – maximum of 2 units may apply to General Education requirements):						
AQUA 127.1, 127.2, 127.3, 127.4, 133.1, 135.1 DANC 115.1, 115.2, 115.3, 115.4, 117.1, 117.2, 117.3, 117.4, 121.1, 121.2, 121.3, 121.4, 125.1, 125.2, 125.3, 125.4, 130.1, 130.2, 130.3, 130.4, 140.1, 140.2, 140.3, 140.4, 150.1, 150.2, 150.3, 150.4, 151.1, 151.2, 151.3, 151.4, 161.1, 161.2, 161.3, 161.4, 220, 350.1, 350.2, 350.3, 350.4, 400.1, 400.2, 400.3, 400.4 FITN 112, 117, 118, 119, 122, 128.1, 128.2, 152, 153, 154, 210, 227.1, 227.2, 227.3, 227.4, 235, 301.1, 301.2, 301.3, 304.1, 304.2, 304.3, 304.4; 308.1, 332.1, 332.2; 334.1, 334.2, 334.3, 334.4; 335.1, 335.2, 335.3, 335.4 INDV 121.1, 121.2, 160.1, 160.2, 160.3, 160.4; 251.1, 251.2, 251.3, 251.4 TEAM 105, 111.1, 111.2, 111.3, 111.4; 132.1, 132.2, 132.3; 141.1, 141.2, 141.3, 141.4; 148.1, 148.2, 148.3, 148.4, 171.1, 171.2, 171.3, 171.4; 183, 184, 185, 186, 187 VARS 104, 114, 140, 154, 160, 170, 300, 340, 350, 400			• Other: _____			
GE Area F: Ethnic Studies			3 units Required	C	IP	P
ETHN 103, 105, 107, 108, 109, 265, 288			• Other: _____			

Note: Although a course may be listed in more than one area, a student may use a course to satisfy only one subject area.

*• Other" indicates if area requirement is met by other means such as completing a course at another accredited institution, or by AP/IB/CLEP

Bob Lee asked when Cal-GETC goes into effect. Gloria shared that this will take place Fall 2025. Currently in Fall 2023, courses are being submitted for CSU and IGETC since this is not transitioning until Fall 2025. In Fall 2024, anything that is submitted for GE would be for Cal-GETC, since changes take effect the following year. Gloria provides examples of the differences between transferability in courses and GE areas. Nick Carr wanted it noted that the state legislatures/bodies that put these changes together are only beginning to become aware of how this will impact Physical Education/Kinesiology courses. Nick felt that it was important to note that discussion is warranted regarding keeping physical education courses as part of the local degree. Lisa asked about a recent Title 5 revision that was released yesterday. Since it appears AB 928 is being embedded into the state regulations for our associate degree, Lisa asked if other categories outside of the GE areas can be added. Gloria stated that it was not clear, as the process is still fairly new, it will be important to understand how much discretion the campus may have. Lisa also asked if the one unit physical education courses Gloria shared in her presentation could be combined into a three unit course. The group discussed the discretion the campus may have over making a change such as this. The group also discussed the following framework:

The California General Education Transfer Curriculum (Cal-GETC) Framework

Area	Subject	Courses (minimum 3 semester/4 quarter units)
1	English Communication English Composition Critical Thinking and Composition Oral Communication	1 course 1 course 1 course
2	Mathematical Concepts and Quantitative Reasoning	1 course
3	Arts and Humanities Arts Humanities	1 course 1 course
4	Social and Behavioral Sciences Two disciplines	2 courses
5	Physical and Biological Sciences Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	Ethnic Studies	1 course
Total Courses (units)		11 courses (34 semester units)

b. ADT Placement Memo

Gloria Darafshi and Lisa Palmer presented on this item. They shared the following information:

<https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-41-auto-adt-a11y.pdf>

“Assembly Bill 928 (Berman, 2021) amended Education Code by adding Section 66749.8, the Student Transfer Achievement Reform Act of 2021, that directs the California Community Colleges “on or before August 1, 2024, where ADTs for major pathways exist, the California Community Colleges shall place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans.” This new procedure is intended to “maximize the probability that students will transfer into a four-year postsecondary educational institution and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units” (page 1).

“Colleges are expected to update websites, facilitate professional development activities for relevant faculty and staff, and all process all relevant programming and procedures to be compliant by August 1, 2024. Please share this information with all college departments and pertinent staff that advise and support students on matters of transfer” (page 5).

c. AB1111

Lisa Palmer presented on behalf of this item:

Common Course Elements		Element Classification	
Course Number		Identical	Identical – exactly the same
Course Title		Identical	
Unit Amount		Adheres to an established minimum	
Course Description	Part 1: Required	Identical	Equivalent – hold equal weight, worth, and value but are not identical
	Part 2: Optional	Expanded - local college discretion	
Prerequisites		Identical	
Course Content	Required Topics	Equivalent	
	Optional Additional Topics	Expanded - local college discretion	
Student Learning Objectives	Required Objectives	Equivalent	
	Optional Additional Objectives	Expanded - local college discretion	

AB 1111 (Common Course Numbering) Status

October 19, 2023
Lisa Palmer, Curriculum Chair

Recommended Implementation Plan: *CCN Development Workgroup* *CCN Descriptor Elements*

CCN Descriptor Elements	Descriptor Elements Classification
Course Number	Identical
Course Title	Identical
Unit Amount (x semester/y quarter)	Adheres to an Established Minimum
Course Description	Part 1: Identical
	Part 2: Optional; expanded college discretion
Prerequisites	Identical
Course Content	Required Topics: Identical
	Optional Topic Expansion, college discretion (defined in CCN Descriptor Development)
Student Learning Objectives/Outcomes	Required: Identical
	Optional Details Expanded, college discretion (defined in CCN Descriptor Development)

Recommended Implementation Plan: *CCN Development Workgroup Key Definitions*

Term	Definition as it relates to CCN
Articulation	The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, and acceptable in lieu of, specific courses at a “receiving” campus.
Comparable	Course (as a whole) has a minimum standard in common with another course, as demonstrated by elements included in the CCN Descriptor, to the degree needed for the course to be accepted in lieu of the receiving institution’s course.
Identical	(Relates to elements of a course): Exactly the same.
Equivalent	(Relates to elements of a course): Hold equal weight, worth, and value but are not necessary identically worded.
Transferable	A course completed at one college or university that is then granted credit by the receiving institution upon review by that institution, be it a CCC, CSU, UC, AICCU member or any other institution of higher education.
Applicability	How the units of a transferable course are applied to specific degree requirements, such as general education or major requirements, at the receiving institution.
Duplication	The result of a student completing courses that are comparable or courses with similar or overlapping content that fulfill the same requirement.

Recommended Implementation Plan: *CCN Development Workgroup Course to Course Articulation*

The courses based on CCN Descriptors will be articulated identically for all students who:

- Complete courses at a CCC and transfer to another CCC;
- Complete courses at a CCC and transfer to a CSU, UC, or AICCU institution;
- Complete courses at a CSU, UC, or AICCU institution and transfer to a CCC institution.

Recommended Implementation Plan: *CCN Development Workgroup* *Taxonomy*

- Currently, significant variability of course subject identification and numbering.
- CB01 (Dept. Number): 12 characters max, incl. spaces and dashes
- Considerations:
 - Flexibility for managing local courses
 - Distinguish between currently numbered courses and CCN numbered courses
 - Avoid duplication of current course numbering systems
 - Provide a method for conveying traditional course level (years 1-4, pre-transfer, noncredit)
 - Provide a method for identifying specialized course types (honors, lab, corequisite embedded)
 - Scalable to incorporate volume of current and future courses
 - Accommodates local non-CCN courses with expectation CCCs adopt CCN system holistically

Recommended Implementation Plan: *CCN Development Workgroup* *CCN Descriptor Development Clusters*

- Phase 1: Proof of concept to vet development processes and templates, test technology-based implementation, test-drive convening practices, validate intersegmental collaboration
 - Minimum of one subject from each Cal-GETC area
 - Include courses that naturally sequence within a subject
 - Selection of subjects & courses based on data – which impact greatest number of students?
 - ASSIST to help identify course variations that articulate the same way
 - C-ID descriptors as a foundation
 - Align with and be informed by Data Reconciliation and Analysis work
- Phase 2: Build out larger cohorts based on “commonness” and phase plan (TBD)

Recommended Implementation Plan: *CCN Technology and Processes Workgroup*

- Data Reconciliation and Analysis
 - Clean-up of current data across COCI, ASSIST, C-ID to result in a unique identifier and consistency in four data fields housing Course Title, Course/Subject Number, Course/Subject Name, and Units
 - Will reduce workload when CCN work begins
- New Curriculum Management system?
 - State-level
 - College/District Level - Potential for APIs to connect system repository to local curriculum software
- Data management and data warehouse
 - Streamlining of processes and technological solutions is needed
 - Potential to merge COCI and C-ID repositories

Recommended Implementation Plan: *CCN Development Workgroup* *Charge*

- Makes design recommendations for infrastructure and processes needed for curricular coordination to assign common course numbers
- Coordinates, supports, and guides intersegmental disciplinary teams to create, adopt, and implement CCN Descriptors
- Engage stakeholders and research impact of all CCCs implementing CCN
- Broad representation
 - Particularly CCC faculty (including AOs), representatives from CSU, UC, AICCU colleges, HBCUs

Recommended Implementation Plan: *Timeline*

- Year 1 (processes in parallel)
 - Establish Intersegmental Collaboration: develop agreements; develop processes and standards for verification of CCN alignment; develop processes for creating and reviewing CCN Descriptors
 - CCN Descriptor Preparation and Development / Descriptor Vetting, Cal-GETC, and Articulation
- Year 2-3 (processes in parallel where possible)
 - CCC Local Curriculum Processing and CCCCO Call for Submission
 - Local CCN Course Implementation and Program Alignment
 - Course Articulation Verification and ADT Revision Submission
 - CCN Course Student Facing (catalog, schedule, ASSIST, etc)

What Can We Be Doing Now?

What can you do now or this fall?

- College/District
 - Affirm college and district curriculum approval processes
 - Consider an expedited yet thorough process for the batching of curriculum, conditions for expedited processes
 - Curriculum Committee/Academic Senate
 - Ensure curriculum approval processes are well-established, understood, and followed
 - Work with administration to make sure resources (people and funding) are adequate for the volume of work expected
- Department
 - Begin reviewing your curriculum from a global perspective – how do your GE/majors courses align with such courses at other colleges?

What can you do at the state level?

- Encourage faculty to participate in volunteer opportunities – complete the [Volunteer for Statewide Service](#) form
- Participate in Discipline Input Groups
- Respond to faculty surveys for vetting of processes, descriptors, and such

What Can You Do, at the State Level?

<https://www.asccc.org/volunteer-serve-committee>

Lisa shared that as of yesterday, there is an ask by State Academic Senate to legislature for an extension to transition to these changes/the implementation plan by Fall 2027 as opposed to Fall 2025. This is under review and has yet to be approved by the state, but it has been requested. Lisa added that

the District Curriculum Committee is working together, and one of the best ways to have voices heard is to volunteer to serve on the committee as noted above. Lisa added that there is money available to assist with this transition, but it would be wise to discuss in Curriculum Committee what types of resources the college/district will need in order to transition appropriately to the new implementation plan, in the time allowed. Frank discussed the idea of batch approval that could save time by approving certain aspects of courses across the district at one time. The committee discussed what a large amount of work this project will require. Lisa added that a task group among the three colleges is being formed to discuss and problem solve at a more detailed level. The group discussed that programs which are impacted by the change of these courses will also have to be revised. Frank added that discussions are ongoing, and this is a collaboration between Student Services and Instruction.

5) Information/Discussion/Reports

- **Articulation Officer's Report-** no additional report
- **Office of Instruction Report**
 - **Curriculum Specialist's Report**
Frank reminded the group that there will be significant work in the coming weeks and months, and asked the committee to remain aware and ask for assistance and guidance as needed.
 - **Vice President of Instruction's Report-** Lisa Palmer presented the following Accreditation Standards of which the Curriculum Committee should continuously be aware on behalf of Chialin Hsieh:

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

VPI
Academic Senate
Curriculum

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

Review Criteria:

- Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
- The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.
- The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Possible Sources of Evidence Could Include:

- Examples from the institution's curriculum development and approval processes (including processes for distinguishing lower and upper division content, if applicable)
- Examples illustrating the curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level
- Catalog listings of academic programs outlining expected learning outcomes

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Review Criteria:

- The institution's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.
- The institution's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.
- The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).
- Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for the institution's mission and program discipline.
- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

Possible Sources of Evidence Could Include:

- Examples of how student learning and achievement data inform ongoing curriculum design and development
- Processes for establishing and maintaining currency and relevancy of learning outcomes (curriculum review, industry advisory discussions, etc.)
- Sample syllabi and corresponding course outlines

Accreditation Standards

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

Review Criteria:

- The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.
- The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).
- The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.

Possible Sources of Evidence Could Include:

- General education philosophy, as documented in institutional policy, catalogs, and/or other official publications
- Documents and/or narrative detailing process for arriving at and reviewing philosophy for general education (including faculty input into general education)
- Documents and /or narrative outlining curricular processes that determine a course's inclusion in general education
- Documents and/or narrative detailing expected learning outcomes of general education component and indicating assessment results are used
- Demonstration of the institution's commitment to global awareness and cultural competency
- Examples of how concepts named in the Standard are addressed throughout the curriculum and/or supported through student and learning support services

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

Review Criteria:

- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.
- The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey.
- The institution regularly reviews its communication practices, policies, procedures to ensure clarity, consistency, accuracy, and relevance.

Possible Sources of Evidence Could Include:

- Program information (from catalog, website, etc.) showing program learning outcomes for degree and certificate programs
- Documents outlining institution's processes for communicating learning outcomes to students
- Sample syllabi and corresponding course outlines
- Information (from catalog, website, etc.) regarding available student support services and learning support resources
- Samples of student-facing communications in multiple formats, modalities, and (if applicable) languages, tailored to meet the needs of specific student populations
- Examples of how the institution evaluates the effectiveness of its student-facing communications (communication survey results, website/social media analytics, processes for ensuring consistency of messages across multiple communication platforms, etc.)
- Examples of changes/improvements in communication—in messaging, format, or modality resulting from evaluations

- **Distance Education (DE) Coordinator-** no additional report
- **Division Reports-** none
- **Chair's Report-** no additional report

6. Adjournment

Meeting adjourned at 2:23pm