

A detailed illustration of various interlocking gears, cogs, and mechanical components in shades of brown, tan, and blue. The gears are of different sizes and are arranged in a complex, overlapping pattern. Some gears have blue centers or accents. The overall style is reminiscent of steampunk or industrial art.

ASCCC
CURRICULUM
INSTITUTE

RESPONSIVE CURRICULUM

& COLLECTIVE IMPACT

ANNUAL CERTIFICATION TRAINING FALL 2022

Colleges are required to train Curriculum Committees annually to be eligible for continued local approval certification.

This session will highlight elements of local approval certification and local policies and procedures.

2019-2020 Local Approval Certification (Memo AA 19-35) allows colleges to approve:

- all credit and noncredit course proposals
- modified credit programs
- local credit programs
- CTE C-ID aligned credit programs
- noncredit CDCP programs (except for short-term vocational).

It does **NOT** include ADTs, noncredit CDCP STV (short term vocational) programs, and new CTE programs not C-ID aligned

HOWEVER, we must wait for control numbers for courses and programs.

College Perspective: Local Responsibility and Equity

Program development guidelines in PCAH include considerations of appropriateness to mission, demonstrated need, adequacy of resources, and adherence to curriculum standards, and regulatory compliance

Streamlining curriculum means more responsibility on curriculum committees to review these areas, even if the Chancellor's Office won't be reviewing at submission

Colleges need to document local review and approval processes for

- accreditation
- annual curriculum certification
- eventual periodic review of curriculum by Chancellor's Office

Great opportunity to explore equity and disproportionate impact on your students

ANNUAL CERTIFICATION APPROVAL POLICY

The Chancellor's Office requires each college to annually submit:

Annual Certification Signed by:

- President/Superintendent
- Vice President of Academic Affairs
- Academic Senate President
- Curriculum Chair

Non-submission of the Annual Certification will result in a deactivation of “auto-approval” status

SIGNATORIES ACKNOWLEDGED AND CERTIFIED THAT

Course hours and units are correct in accordance with CCCCO Course Calculations

The college/district **course outline** of record has been **approved** by the District Governing Board

The college has **developed local policy**, regulations, or procedures specifying the accepted relationship between **contact hours, outside-of-class hours, and credit** for calculating credit hours to ensure consistency in awarding units of credit

Credit **cooperative work experience plan** has local **board approval** and is on file

Credit and noncredit courses and programs that are submitted to the **Chancellor's Office Curriculum Inventory (COCI)** system are **accurate and compliant** with California Education Code, California Code of Regulations, title 5, and the current CCCCO Program and Course Approval Handbook (PCAH);

Credit and noncredit programs have the **required attachments** in accordance with the current CCCCO PCAH **Mandatory training for curriculum committees and responsible administrators** regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a) (1))).

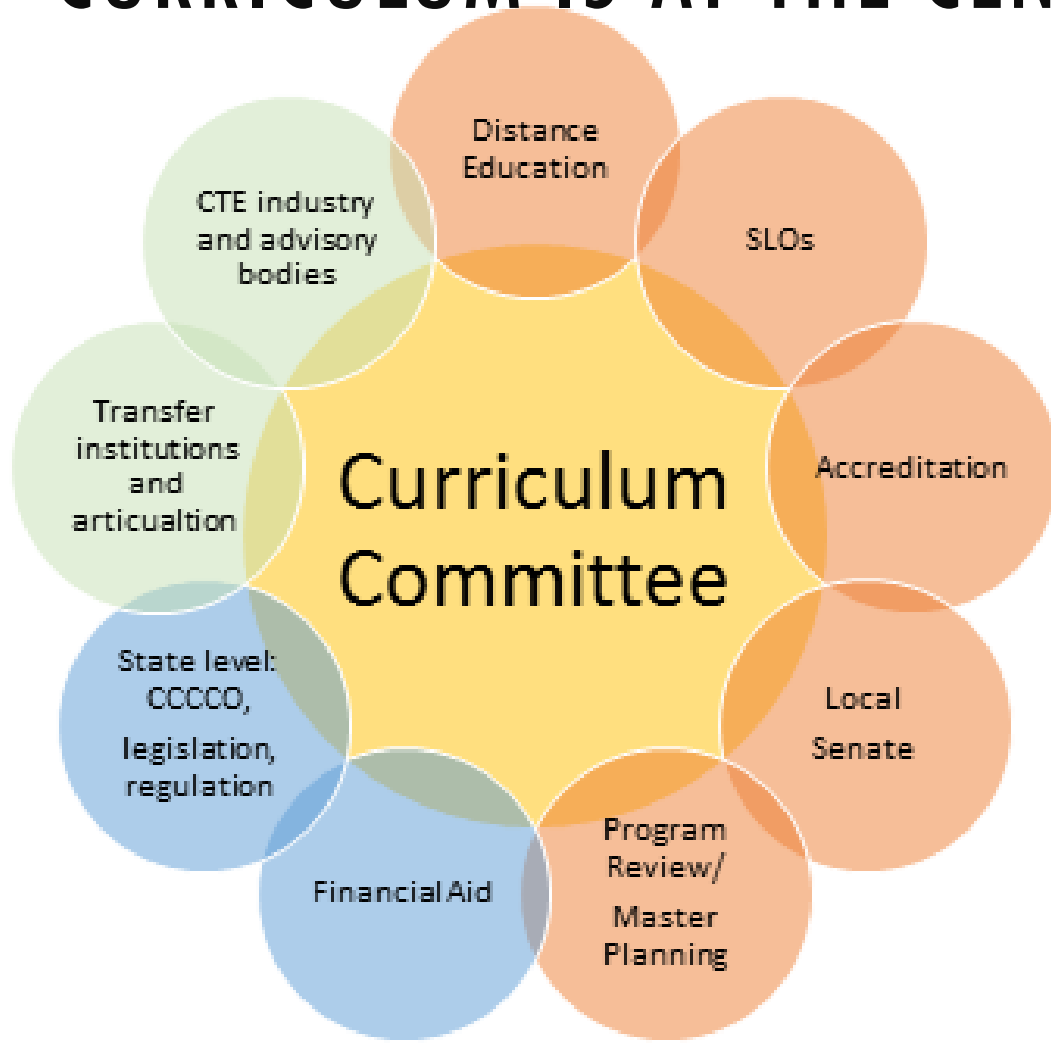
CHANCELLOR'S OFFICE PERIODIC REVIEW- QUALITY CONTROL

- CO conducts periodic review, annotates findings, and notifies college of required revisions (discrepancies requiring corrective action)
- College receives periodic review discrepancy notification from CO and has **60 days** to *respond* to CO
- College *corrects* discrepancies and submits amended curriculum via COCI **within 6 months**
- CO reviews corrected curriculum and notifies college

Non-punitive process; goal is to assist colleges in aligning curriculum with policy through technical assistance and guided support

**Note: does not include AD-Ts; see separate guidelines*

CURRICULUM IS AT THE CENTER OF WHAT WE DO



- Directly impacts local processes and outcomes
- Responds to internal and external factors
- Has a steep learning curve; worth investing time and resources into training committee members
- Requires both breadth and depth of knowledge
- Moves us from only discipline experts to college-wide experts
- Social Justice issues that can be addressed

Compliance and Quality Matter – Impacts



- 1. Approval Process:** Certification and correct data for Chancellor's Office Curriculum Inventory (COCI) **speeds up the process.**
- 2. Apportionment:** Ed Code and Title 5 §§ 55100 and 55130 give the Chancellor's Office the **authority to "terminate the ability of a district to offer courses [and educational programs]... until such time a district demonstrates compliance with all requirements for certification."**
- 3. Articulation:** Curriculum is evaluated for quality by transfer institutions, C-ID, and external regulatory bodies.
- 4. Accreditation:** Standard IIA3, among others, requires certain elements for courses, including Student Learning Outcomes, resources, etc.
- 5. Access:** Ultimately, quality assurance matters for the students. When the curriculum committee does its job, students have access to courses and programs that are current, cohesive, and clear about goals and pathways.

Certificates

16 units or more	Must be submitted to CO for chaptering	Certificate of Achievement
8 -15 units	May be submitted to CO for chaptering If not submitted to CO it is a Cert of Accomplishment	Certificate of Achievement if and only if submitted to CCCCCO for chaptering
Less than 8 units	May not be submitted to CO for chaptering	Skills Certificate, Certificate of Accomplishment, or other locally-named certificate
0 Noncredit	Must be submitted to CO for chaptering	Certificate of Completion or Certificate of Competency

Note: If submitted for Chaptering it will appear on a student's transcripts.

What is C-ID? Why is it Important?

C-ID refers to the common course numbering throughout the state of California. The numbering aligns with course descriptors to ensure that courses meet common content standards. Not all courses have C-ID descriptors.

There are specific courses that **must** have C-ID approval for AA-T and AS-T major preparation to get the degree approved by the CCCCCO.

How Do I Know if My Courses Have C-ID Descriptor?

Go to the CI-D Website at <https://www.c-id.net/descriptors/final>

Locate your discipline and select a descriptor.

Check to make sure that all elements of the template are listed in your course outline (prerequisite, objectives, content, and updated textbooks). The descriptors outline the content the course should have as a minimum, ECC's course may have more but not less. In most cases ECC's courses are aligned and only minor revisions/additions are needed.

5.0 Composition and Responsibilities – CCC Bylaws

5.4 Division Counselor

Resource person(s) for the Division in such matters as transfer, articulation, associate degrees, certificates, and student needs.

5.5 Clerical Support

A member of the division's clerical staff, under the direction of the Division Dean **will initiate all proposals in Curriuclog**. The CCC representative, is responsible for forwarding DCC approved, **error-free proposal to the Curriculum Office**.



5.0 Composition and Responsibilities - CCC Bylaws

5.6 Technical Review

The DCC conducts **technical review** for all proposals. Technical review ensures that **Title 5 regulations have been met**, that **local procedures** are adhered to, and that **course specifications** have been **appropriately addressed**.



5.6.1 The DCC is responsible for **reviewing the feasibility of online and hybrid versions** of courses and ensuring that they meet the standards for **regular and effective contact between students and instructor and among students**.

Note: The DE Addendum has been revised and is a separate form in Curriculog.

6.1 DCC Meetings – CCC Bylaws

- At **least two** regularly scheduled DCC meetings will be held in each Division **per semester**.
- Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester.
- Division faculty members and the Counseling Division are to be notified of DCC meeting dates.
- Minutes of the meetings are to be kept on file in the Division office.
- Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year



6. DCC PROCEDURES - CCC Bylaws

6.2 In-Service Training

All DCC members will attend **at least one in-service training session each academic year.**

6.3 Curriculum Review

DCC members will review curriculum in accordance with the ECC Curriculum Handbook, the California Community Colleges **Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.**

(May be found on the CCC Website.)



How Important is DCC Approval?



DCC approval date **affirms** that:

- Technical review has been carefully and thoroughly conducted
- Proposals have been carefully edited, are complete, and are error-free
- Course outlines are “integrated” (Description, objectives, major topics, assignments)
- The DCC has voted on and approved the proposal. (Approval does not need to be unanimous. A consensus is needed.)

Reminder: Minutes of DCC meetings and voting results are to be kept on file in the Division Office.

How Important is CCC Rep's Approval?



The CCC rep is the guardian of the Division's curriculum.

Once approved by the DCC, the Division CCC rep moves the proposals forward to the Curriculum Office. (In special cases, and to keep curriculum from getting stuck, CCC reps may request that a proposal be "force approved" to the next step or to the CCC Rep level.)

The CCC Rep votes as a DCC member, but has one more step which is to approve the proposals and move them to the Curriculum Office for review and placement on the agenda.

CCC Voting Representatives



- ✓ One Full-time Faculty Member from Each Academic Division
- ✓ One Full-time Faculty Counselor
- ✓ One Full-time Faculty Librarian
- ✓ Vice President of Academic Affairs (VPAA) or Designee
- ✓ Council of Academic Deans and Directors Representative

Ex-Officio Representatives - Non-voting Members

Associate Dean, Academic Affairs

Curriculum Advisor

Distance Education Coordinator

Member of the Associated Students Organization (ASO)

Student Services Advisor, Evaluations Unit

Registrar



CCC Representative Responsibilities



- ✓ Attend at least one in-service training session each academic year
- ✓ Be knowledgeable of current curriculum procedures and policies
- ✓ Carefully study and review of all curriculum proposals in advance of meetings
- ✓ Assist faculty with curriculum issues and proposal preparation

TECHNICAL REVIEW VS CONTENT REVIEW

Curriculum review takes two distinct forms:

Technical review ensures complete data, compliance, and consistency

- DCC, CCC, and Ex-Officio Representatives

Content review can be left to discipline faculty (prior to technical review), but the curriculum committee needs to look at content, too

- Assignment of a discipline, minimum qualifications
- Avoiding duplication of existing curriculum
- Appropriateness to College mission
- Integration of elements of COR including content, objectives, and assignments
- Ensuring prerequisites and/or corequisites are appropriate



Cycles and Deadlines - Why Are They Important?

Approximately 1,400 course

Previous requirements: Courses were reviewed every 6 year

Currently, CTE Courses (600+) must be reviewed every
2 years!



This exponentially increased the number of proposals in
need of review each year.

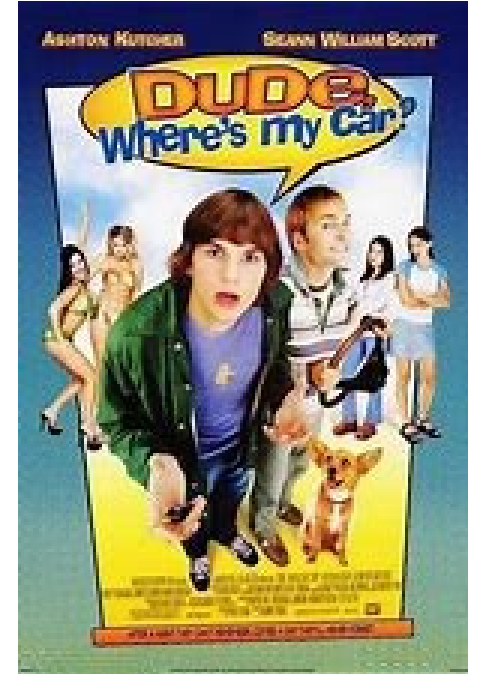
It is important that we stay maintain a review schedule
to remain in compliance.

Dude, Where's My Course?

Review the ***Curriculum Submission Deadlines*** for your Division (CCC Website)

Review the ***Agendas*** and ***Minutes*** (emailed to CCC Members and posted on CCC Website)

Keep your Dean/Assoc Dean apprised of curriculum matters after each meeting.



Where's My Course? **Curriculog has solved this problem for us.**

Go to My Tasks or All Proposals to find the status of a proposal.

☐

BUS - 101 - Introduction to Business

1 - Spring 2021 Course Review Form

Last Activity: Jun 3, 2021 11:37 AM by Lori Suekawa

Originator	Department	Dean/ Assoc	DCC	CCC Rep	Tech Review	Chair	Standard Review	Curriculum Office
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Proposal was rejected at this stage. Can be revised and approved to move forward.



Process was restarted.

What happens to a course/degree/certificate after it is approved by the CCC?

1. CCC approves courses, certificates and degrees. Minutes are developed and approved.

2. CCC Approves minutes via email to expedite the process. Board item is finalized and entered into Board Docs eight (8) days prior to the BoT meeting.

3. Board Approves curriculum at monthly meeting.

Board of Trustees generally approves curricular actions as recommended by the CCC.

4. Curriculum Advisor logs the course in the Curriculum Inventory and gets a control number for new courses and creates or updates Master Course File.

ADTs, noncredit CDCP STV (short term vocational) programs, and new CTE programs not C-ID aligned are forwarded to the CO for approval.

5. Curriculum and changes are included in the upcoming the Catalog.

6. Courses are included in the schedule of classes.

Articulation Officer submits appropriate courses for CSU or IGETC GE patterns. Plan on a 2-year timeline to offer the course.

Note: Curriculum must be approved by the CCC in Dec to ensure Board Approval and inclusion in the Catalog and the schedule of classes for implementation the following academic year.

Note: Career Education Certificates of Achievement must go through the LAOCRC process prior to Board approval.

Other Deadlines to Consider:

In accordance with the established timeline, the finalized schedule of classes for the Fall term must be submitted for printing by the end of February in order to ensure distribution to counselors, students, and Veteran's Affairs and students in sufficient time for registration.



Local Degree/Certificate Forms

Paper Process Degrees and Certificates

Clerical Support: Download the form from the CCC Website

Current: Cut and paste course requirements from the Catalog Fill out ALL sections of the Degree and Certificate forms for all submissions

Include:

Program Catalog Description

Goals/Objectives

Course Sequence

Incomplete forms holds up the submission process to the Chancellor's Office.

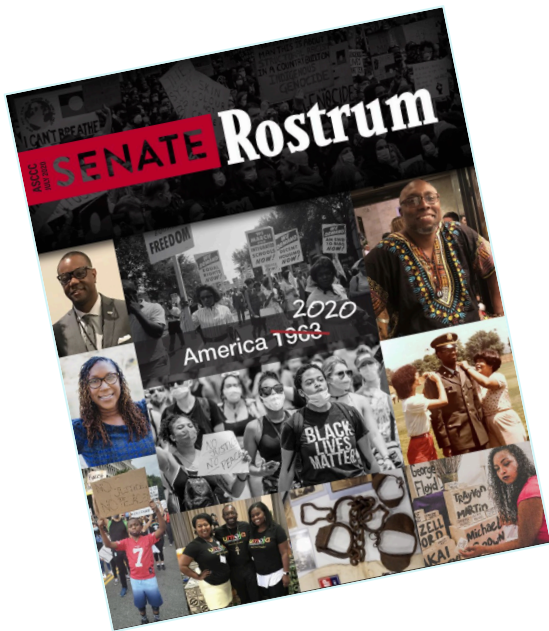


Action will show they really care about us.

RESPONSIVE CURRICULUM & COLLECTIVE IMPACT

-Dr. Nyree Berry

Los Angeles Community College District



This will require collective efforts of deliberative engagement, authentic dialogic interaction, with inter-organizational, interdivisional, and interdisciplinary alignment. The future of this country will be decided in our classrooms . The future of this country will be shaped by you.

It . Is . Time . To . Care .

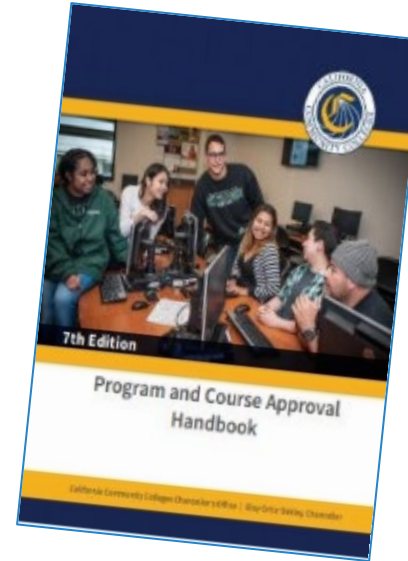
-Nadiyah Herron

San Bernardino Valley College

PCAH 7TH EDITION

PCAH 7th Edition...

- PART I: OVERVIEW
- PART II: CREDIT CURRICULUM
- PART III: NONCREDIT CURRICULUM



Posted to the Educational Services & Support Division webpage [[Curriculum and Instruction](#)]

[https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO Report Program Course Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO%20Report%20Program%20Course%20Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16)

RESOURCES FOR CURRICULUM REVIEWERS

The requirements for the proposals are in the PCAH (7th ed), which can be found on the Academic Affairs website at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit>

Other key documents and links relating to a variety of curriculum issues can also be found on the Academic Affairs webpage – **please use the above link**

Many resources for completing proposals are also located in a handy link on the login page of COCI—these resources include:

- The PCAH (soon to be updated to the current PCAH – see above link for V7)
- The TOP code manual
- The Data Element Dictionary

CHANCELLOR'S OFFICE GUIDANCE

Guidelines for Title 5 Regulations Section 55003 Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation (March 2011)

California Community Colleges Guidelines for Community Services Offering (September 20120)

Guidelines for Required Instructional Materials in the California Community Colleges (January 2013)

Credit Course Repetition Guidelines (November 2013)

Division of Educational Services and Support: Curriculum and Instruction

Chancellor's Office COVID-19 Resources – includes Executive Orders and Guidance

OTHER DOCUMENTS

TOP-CIP Crosswalk (June 2020)

[California Education Code](#)

[CCR, Title 5](#)

[Program and Course Approval Handbook](#) - “PCAH”, 7th Edition

[Taxonomy of Programs](#) “TOP Code” Manual, 6th Edition

Chancellor’s Office MIS: [Data Mart](#) | [Research & Data Analytics](#) | [Data Element Dictionary](#)

[The Course Outline of Record](#): A Curriculum Reference Guide Revisited (ASCCC, 2017)

Key Updates



- 1) 5C Updates
- 2) Equitable Placement and Completion
- 3) Competency-based education
- 4) Credit for Prior Learning
- 5) Ethnic Studies Implementation
- 6) Baccalaureate Degree Implementation
- 7) Legislation Implementation

5C Updates

- **DEI in Curriculum Framework:** Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices published.
- **Work Experience Education:** Updated regulations went before the BOG for first read in May (2nd read in July).
- **PCAH:** Reviewed and finalizing PCAH revisions
- **Forthcoming:**
 - Updates to the AA degree regs and associated sections
 - Incorporating DEI in the COR regulations
 - Guidance & attendance accounting for Hyflex
 - Guidance on cross listing
 - Title 5 revisions for AB 705 alignment

Equitable Placement and Completion (AB 705/1705)

- **Goal:** Maximize student success
- **Policy Reform:** Stipulates the time to enrollment & completion; what information can be used for placement; and the standard of proof for any BTL placements
- **Implementation:** Research to establish standards & best practices; Required adoption plans with a two-year innovation window; Required validation of practices; Enforcement of the law; Improvement plans; Continued evaluation and improvement

AB 705 is a historic reform to dismantle structural racism and classism barriers.

Implementation Progress	
October 2017	Legislation Signed
March/July 2018	Default Placement Rules Established
March 2019	English and Math Regulations Approved
July 2019	English and Math Adoption Plans Submitted
Fall 2019	Implementation Deadline for English and Math
March 2020	ESL Regulations Approved
Spring 2020	ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation
Spring 2020	Published Equitable Placement Toolkit
Spring 2021	English and Math Validation of Practices Data Collected



Implementation Progress

Spring 2021	<u>Transfer Level Gateway Completion Dashboard Created</u>
Spring 2021	ESL Data Analysis and Research
July 1, 2021	ESL Adoption Plans Due
July 2021	Equitable Placement & Completion BOG Spotlight: Results of Validation of Practices
Fall 2021	Implementation Deadline for ESL
Fall 2021	Reconstituted Assessment Committee
Fall 2021	Assessing ESL Adoption Plans
Fall 2021	Equitable Placement & Completion Improvement Plans

What We Know

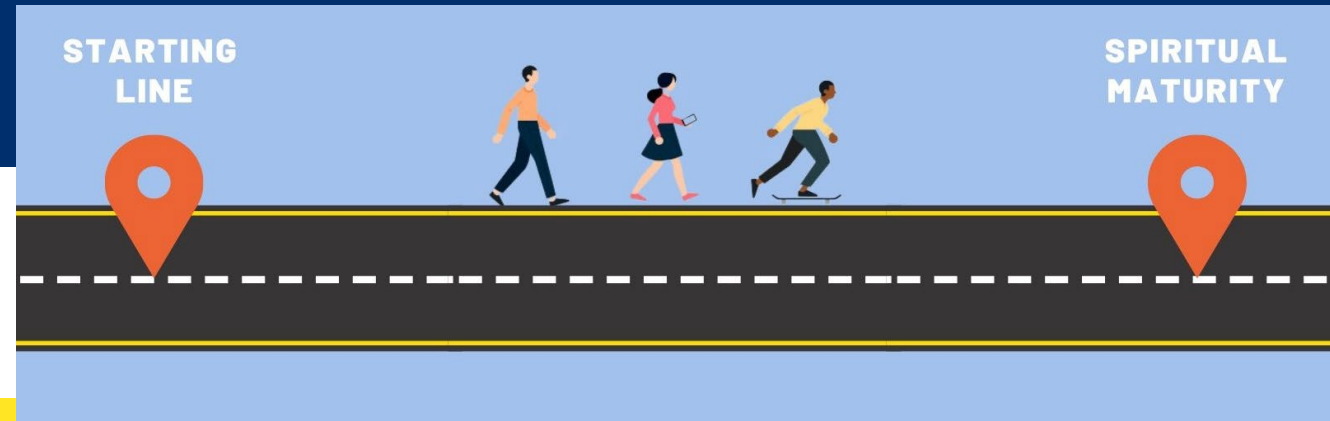
Evidence from numerous sources supports one key finding:

When local placement practices require, encourage or allow students to enroll in pre-transfer level coursework, throughput is not being maximized. Students are more likely to complete transfer requirements in math and English when they are placed and enroll in transfer-level coursework.

- For all student groups
- No matter students' high school performance
- No matter how long students have been out of school
- No matter students' prior math completion



What We Know



- Starting in transfer-level gives students the best chance of successfully completing transfer-level
- Overall non-successful completions have declined post-AB 705 (not increased)
- Even students who start in and fail transfer-level are more likely to then pass transfer-level than if they had started below transfer-level

Clarity

n. to be clear and easy to understand



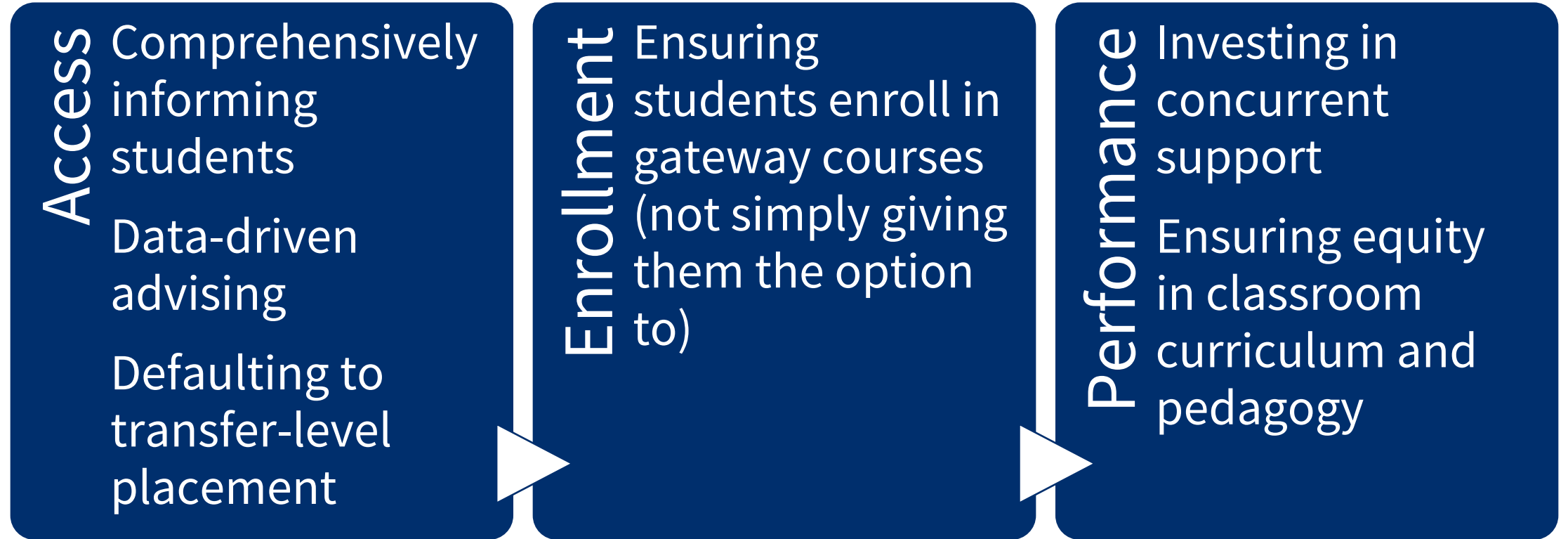
AB 1705 brings clarity

- AB 1705 clarifies vague or confusing aspects of AB 705
- The goals and standards of proof remain the same
- Important loopholes are closed

- Allowances for BTL course work are made clear:
 - Non U.S. high school graduates
 - Certain certificate programs
 - Noncredit ESL
 - Students with disabilities
 - Adult education
 - Dual enrollment
 - CTE
 - Where there is evidence of benefit to students



From Compliance to Continuous Improvement



Let's work together so that all students and colleges can be successful.







ESL Updates

- ESL innovation and experimentation should have been planned 2017-2020, and should be evaluated 2020-2023
 - There will be a similar validation of practices process in 2023
- Current assessments will remain approved through the ESL innovation timeframe (2021-22 and 2022-23)
- Assessment Advisory Committee recommendations approved by the BOG January 2022 (see BOG digest & <https://assessment.cccco.edu/assessment> for the list)
- Forthcoming:
 - Review and revise standards (spring-fall 2022)
 - Review locally developed assessments (fall 2022)
 - Establish infrastructure for additional assessment review (i.e. guided/self-placement)

CPL and CBE: Separate but related strategies to serve working learners

Credit for Prior Learning and Competency-Based Education Definitions

Credit for Prior Learning (CPL)	Competency-Based Education (CBE)
awards and evaluates eligible credit to students for previous collegiate-level learning gained outside of a recognized college classroom. Types of people who would benefit include::	allows students to earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. Types of people who would benefit include:
 	 
Military Veterans Tradespeople	Health Professionals Working Parents

Shared central tenets:

- Giving credit where credit is due
- Validate learning however it is achieved
- Mastery rather than time on task
- Flexibility

Competency-based Education

- **Direct assessment competency-based education** is an intentional outcomes-based and equity-minded approach to earning a **college degree** in which the expectations of learning are held constant, but time is variable through a flexible, self-paced, high-touch and innovative learning practice.
- Under Title 5 Regulations Direct Assessment Programs are Associate Degree Programs delivered through direct assessment (as defined by Federal Regulations); Programs are fully online or hybrid
- Direct Assessment differs from more generalized competency-based education which can be used for non-credit degree

pathways.





CBE requires we dismantle the status quo

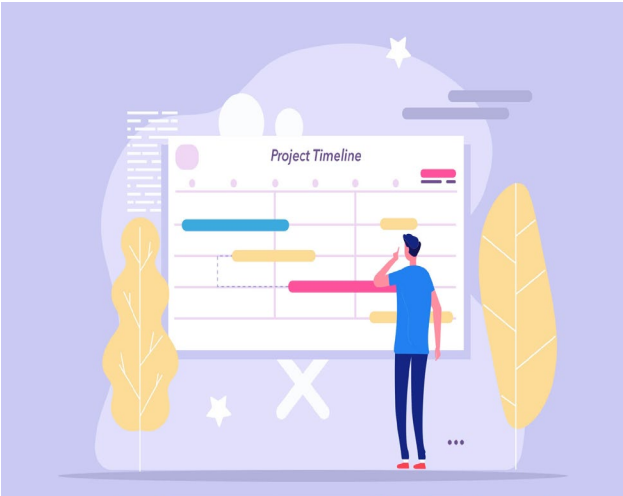
Reliance on time: seat time and out-of-the-classroom time

Reliance on traditional academic calendar:
Semesters, Quarters, and Intersession

Limited access to student support services: Mon – Fri, 9 – 5, primarily in-person (pre-COVID)

Traditional grading:
Focused on passing and grades, not mastery

CBE Implementation



- January 2020 Presentation to Board of Governors
- January 2020 – June 2020 Partnered with 5C to Establish Title 5 Regulations
- September 2020 Presented Regulations at Sept BOG meeting (1st Reading)
- November 2020 Regulations approved by the BOG
- December 2020 Collaborative RFA
- June 2021 Launched the Direct Assessment CBE Collaborative
- Spring/Fall 2022 Seek ACCJC Approval
- Spring 2024 CBE Programs Launch

2021-2024 CBE Collaborative Pilot

A collaborative of campuses implementing direct assessment CBE programs

- Close coordination with the CCCCCO
- Seed money to launch programs
- Program development support
- Research implementation process and program outcomes
- Recommendations for improvement
- Inform broader system implementation

CBE Collaborative Colleges

- Eight colleges
- 175 participants
- Monthly learning sessions
- Monthly leads' meetings
- Integrated Canvas course
- Key Partners: Foundation Success Center, Jobs for the Future (JFF), Competency Based Education Network (CBEN), RAND



CBE is a tool for campus-wide transformation



Dismantling silos to provide a tailored student experience leading to clearly defined competencies students can leverage in industry.

Credit for Prior Learning (CPL)

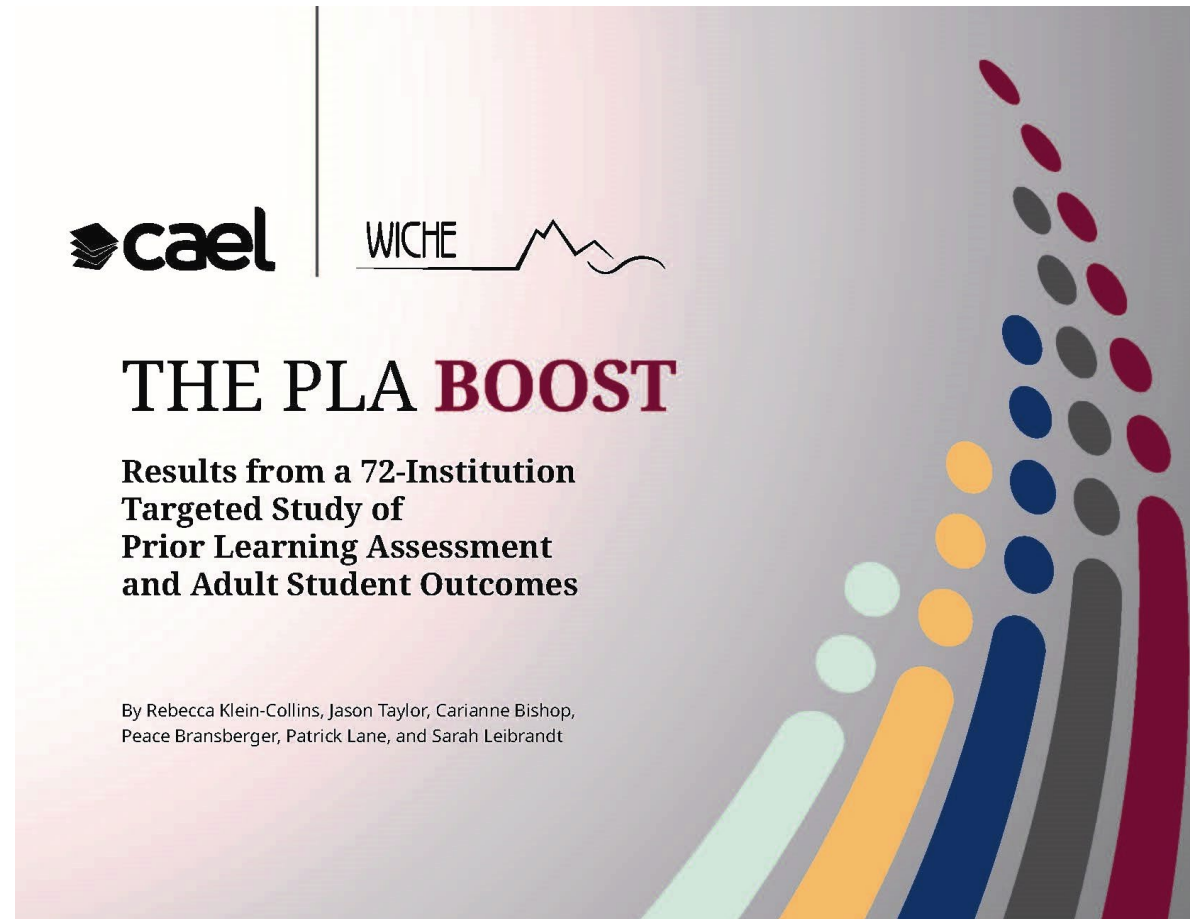


- California Code of Regulations, Title 5 Section 55050 - Districts must have a policy in place to award CPL by December 2020
 - Expansion of prior learning assessment beyond credit by exam
 - Automatic referral for assessment for veteran/military and students with industry certifications
 - Priority for credits that count towards completion and transfer (not electives)
- Code of Federal Regulations, Title 38, Section 21.4253(d)(3) - Colleges receiving federal veteran's funds must maintain a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training.

CPL: A credential completion tool

CPL boosts credential completion rates for adult students and has the potential to affect equity in educational attainment.

- When controlling for other factors, the boost for adult student completion is 16% for all prior learning assessment (PLA) methods. This includes a boost of 14% for Black adults, 24% for Hispanic adults, 33% for Pell Grant recipients, and 25% for adult students at community colleges.



CPL: Evidence-based Findings

- **CPL saves adult students both time and money.** Average adult student savings at public 2-year colleges is \$1,481. At 2-year public institutions, adult students saved an average of 14 months in the earning of an associate degree if they earned at least 12 CPL credits.
- **There is a strong business case for CPL.** On average, adult students that received CPL took 17.6 more credits at their institution than those who did not receive CPL, according to the data.
 - Rather than taking revenue away for CPL, colleges get a net tuition gain through continued course enrollment.
- **CPL attracts students who might not otherwise enroll.**
- **Uptake remains relatively low.** Only about 1 in 10 adult students received credit through CPL, according to the research. And, the rates at which students receive credit through CPL were lowest among Black students, Pell recipients, and those at community colleges.



Fully implementing CPL is a completion strategy, and there are resources to help:

- CCC Vision Resource Center ([VRC](#))
 - Policy Guidance Memorandum
 - Implementation Toolkit (templates in appendix)
 - Community forum
 - Presentation archives
- Regional Equity and Recovery Partnerships (RERP) grants: for CPL, CBE & work-based learning; awards to be announced this fall
- Academic Senate for California Community Colleges CPL Resources:
 - Credit for Prior Learning as an Equity Lever [[article](#)] (November 2020)
 - Implementing Credit for Prior Learning webinar [[recording](#)] (February 11, 2021)
 - CTE Liaison Coffee Hour webinar [[slides](#)] (March 18, 2021)



CPL Resources, continued:

- Palomar College, CPL Resources Web Page
 - Innovative local implementation resources [<https://www.palomar.edu/cpl/>]
- Military Articulation Platform (MAP), Norco College
 - [Community College Voice Podcast: Military Articulation Platform \(MAP\) at Norco College on Apple Podcasts](#)
 - [American Association of Community Colleges \(AACC\): Article on the California MAP Initiative](#)
 - [Workingnation: Article on the California MAP Initiative](#)
 - [3-Minute Introductory Video on MAP](#)
 - [MAP Website](#)



Ethnic Studies Implementation

Title 5, §55063

(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

Implementation:

- Define ethnic studies for the CCC System;
- Establish an Ethnic Studies Transfer Model Curriculum;
- Create the needed C-ID course descriptors;
- Examine and update ethnic studies minimum qualifications;
- Update the Program and Course Approval Handbook;
- Provide professional development to ensure ethnic studies is implemented with fidelity; and
- Coordinate with CSU for alignment.



CCC Ethnic Studies Implementation Taskforce Updates

Goal 1. To determine an implementation date for the new CCC ethnic studies requirement

- By fall 2024
- Timeline included in recent memo

Goal 2. To establish ethnic studies core competencies for the California Community Colleges

- Drafting CCC ethnic studies core competencies
- Will undergo a vetting process through C-ID in fall

Goal 3. To help coordinate professional development and technical assistance for the California Community Colleges to ensure ethnic studies is implemented with fidelity to the disciplines

- [CCC Ethnic Studies Requirement Professional Learning Survey](#) disseminated
- Vision Resource Center community created
- FAQ forthcoming

Goal 4. To coordinate with California State University for intersegmental alignment

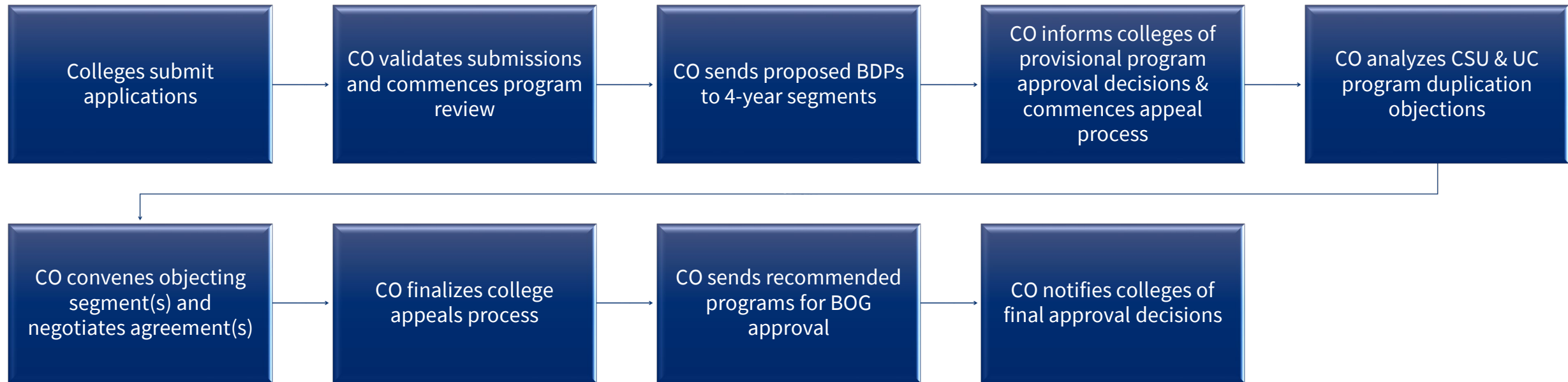
- Aligning CCC core competencies with the CSU Area F and the UC IGETC Area 7
- Coordinating on potential shared professional development

The taskforce will continue their work in 2022-2023.

Baccalaureate Degree Programs (BDP)

- Goal: To increase the number of bachelor's degrees in high-demand workforce industries.
- Effective January 1, 2022 and chaptered into Education Code [§78040-78042](#).
- Makes permanent the existing 15 community college pilot sites authorized by SB 850 (2014).
- Allows an expansion of up to 30 community college baccalaureate degree programs per year.
- Requires two application cycles with very specific timelines

BDP Approval Process





December 2021 – June 2022 Implementation Progress

Infrastructure Building	Program Review & Approval	Intersegmental Coordination
<ul style="list-style-type: none">Designed and released BDP application and interest surveyCreated new Chancellor's Office Management Information System (COMIS) data elementCompleted preliminary edits to Program Course Approval Handbook (PCAH)Created BDP workgroup charter & convened group	<ul style="list-style-type: none">Received and certified 10 BDP applications	<ul style="list-style-type: none">Designed intersegmental duplication concerns processes and proceduresConvened Intersegmental Coordinating CommitteeDesigned and distributed Intersegmental Consultation FormDistributed applications for intersegmental consultation review

July – December 2022 Implementation Pending Items

Infrastructure Building	Program Review & Approval	Intersegmental Coordination
<ul style="list-style-type: none">Establish BDP program review processDesign appeal processRevise BDP online applicationUpdate BDP HandbookUpdate PCAHUpdate Chancellor's Office Curriculum Inventory systemLeverage COMIS data elements and develop a BDP research agendaCreate and update resources for colleges (e.g., CCCCCO website and Vision Resource Center)	<ul style="list-style-type: none">Create and finalize application scoring rubricReview and score January 2022 applicationsImplement and manage appeal processBOG review and approval of new BDPsNotify colleges of approval decisions	<ul style="list-style-type: none">Complete intersegmental duplication objection process for cycle one applicationsEstablish written agreements with segments regarding program duplication objectionsReview and improve intersegmental review and duplication objection process

Legislation Implementation

- AB 928
- AB 1111 (Common Course Numbering)



Student Transfer Achievement Reform Act (AB 928)

- Requires ICAS to establish a singular lower division general education pathway
 - Draft disseminated for feedback
- Establishes the ADT Intersegmental Implementation Committee
 - Committee will begin this fall and be chaired by the CCCCCO
- Requires the CCCs to automatically place students on ADT pathways
 - TBD



2021



October 6
Bill Signed into Law



October 6
Ed Code 66725.5
Established



Budget Act of 2021
\$10 million one-time
budget designated for
CCCCO to Establish CCN
Workgroup

2022



CCCCO to Convene CCN Workgroup



Workgroup to Inform Requirements & Process for
CCN Adoption (May use established C-ID as Desired)



January 2022
Governor *proposes* \$105
million one-time funds
for CCN implementation
in 22-23 Budget Year

2023

2024



July 1 (On or Before)
All CCC's to Adopt CCN
System for GE required
Courses & Transfer
Pathway Courses



July 1 (On or Before)
All CCC Campuses to
Incorporate CCN into
Course Catalog

ASCCC RESOURCES

www.asccc.org

Papers, Rostrum articles, resolutions (use search)

Presentation slide decks

- Events -> Past Events -> select type of past event -> Program Materials

Email: info@asccc.org

Other Resources

CCC Website

www.elcamino.edu/academics/ccc

CCC Online Catalog

<http://catalog.elcamino.edu/> or www.elcamino.edu

Scroll to the bottom and click on “Catalog”



Reviewing Distance Ed Courses

<https://asccc.org/content/title-5-and-distance-education-separate-course-review-enough>

<https://www.asccc.org/sites/default/files/Ensuring an Effective Online.pdf>

Thank You