



College Curriculum Committee

Meeting Agenda Package

February 27, 2024

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College Curriculum Committee Meeting Agenda

Facilitator: Sean Moore—Curriculum Committee Chair

Recorder: Noemi Montorosso / **Time Keeper:** Michael Vanoverbeck

Date: February 27, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

Location: VT-124

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez __; Ahmed Manzoor __; Michael Vanoverbeck __; Mayela Rodriguez __; Susan Johnson __; Arneshia Bryant-Horn __; Shay Brown __; Jose Martinez __; Kendahl Radcliffe __; Nathan Lopez __; Paul Flor __; David McPatchell __; Jesse Mills __; Bradfield Conn __; Andree Valdry __; Melain McIntosh __; Dr. Sheri Berger __; Maya Medina __; Crystal Moore __; Noemi Monterosso __; and Sean Moore __.

AGENDA:

1. **Approval of Agenda:** February 27, 2024.
2. **Approval of Minutes:** November 28, 2024.
3. **Reports and Follow-up Questions From Attendees:**
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
 - f) CCC Representative Report(s)—Optional
4. **Consent Agenda Items:**
 - a) Course Inactivation: BUS - 103 Intermediate Accounting; BUS - 104 Intermediate Accounting; BUS - 109 Quick Books.
5. **Action Items:**
 - a) First Read: CIS 165 - Advanced Application Development Swift.
6. **Discussion Item:**
 - a) Recommendations—Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062: Dr. Berger presents.
7. **Informational Items:**
 - a) AB 928 Single GE and Auto-ADT Provisions Allocation for Implementation FAQs Document: Contacted Dr. Sheri Berger on February 15, 2024 to schedule a meeting and discuss. Expected to meet in March.
 - b) Welcome Shante Mumford, ASG Commissioner of Classes & Curriculum, as our CCC student representative.
 - c) 2023-2024 BP and AR Flow Chart: Update.
 - d) Updated CCC Roster
 - e) 2024 ACCJC Partners in Excellence Conference: CCC chair will be attending on 5-9-24 and 5-10-24 in Anaheim.
8. **College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**

a) CCC representatives may provide a comment or future agenda item recommendation(s).

9. Public Comment:

a) Public comments may be presented by any person not on the CCC roster in attendance.



College Curriculum Committee Meeting Minutes

Facilitator: Sean Moore—Curriculum Committee Chair

Recorder: Noemi Monterroso / **Time Keeper:** Michael Vanoverbeck

Date: November 28, 2023 / **Time:** 2:00 p.m. - 3:30 p.m.

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Vision:

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Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Sean Moore, Susan Johnson, Mayela Rodriguez, Sheri Berger, Victoria Martinez, Noemi Monterroso, Melain McIntosh (Proxy for Michael VanOverbeck), Arneshia Bryant-Horn, Nathan Lopez, David McPatchell, Brad Conn, Jasmine Phillips, Kendahl Radcliffe

AGENDA:

10. Approval of Agenda: November 28, 2023.

- **Susan J. motioned to approve agenda. Victoria M. seconded. Approved**

11. Approval of Minutes: November 14, 2023.

- **Mayela R. motioned to approve minutes. Victoria M. seconded. Approved**

12. Reports and Follow-up Questions From Attendees:

- **Melain M. motioned to open Report Items 3a-3e. Mayela R. seconded**

g) Vice President, Academic Affairs – Sheri Berger

- Faculty are continuing to work on non-credit courses that are going to be taught at CRDF in Lynwood. Hopefully, courses come through Curriculum in Spring '24
- We received a memo regarding staying in compliance with AB928 CalGETC, specifically guidelines regarding ADTs, aligning with CalGETC, and using newly released templates. The state is working on a process to make it easier to approve new degrees and avoid having us submit each degree for approval (hopefully batch approvals for degrees that do not have substantive changes). We have until Fall 2025 to implement guidelines. Dr. Berger will be meeting with Sean, Melain, and Maya to figure out which ADTs just need GE and narrative change and which programs like AAT Elementary Teacher Education will have problems like exceeding 60-unit requirement. The state is telling us not to do anything with AAT ETE since they are reviewing the template to hopefully reduce major prep and still remain within compliance. Before June 1, 2025, we have to submit ADTs for certification. If we fail to submit, we will no longer have the ability to approve degrees. Curriculum Committee should provide a recommendation on a streamlined process (as recommended by the memo) to update degree descriptions, make sure units are correct, update general education requirements, etc. so we can submit ADT degrees for approval by June 1, 2025.

- COMS courses were submitted to meet UC rigor for CalGETC. We will submit for approval next fall
 - h) Curriculum Analyst - Maya Medina, report provided via e-mail
 - As of 11/28/2023, for Fall 2023 we have the following Board of Trustees Curriculum Approvals:
 - Course Review Proposals: 26
 - New Courses: 1
 - New Programs: 4
 - There is an Academic Senate meeting scheduled for 12/7/23 and a Board of Trustees meeting scheduled for 12/12/23 following the final 11/28/23 CCC meeting. November CCC approvals should be reviewed at these meetings. A spring catalog addendum will be published online to reflect fully approved course revisions, new courses, and the addition of new programs pending approval of the CA Community College Chancellor's Office.
 - i) Articulation Officer – Melain McIntosh
 - There are new Title V general education associate degree requirements. Minimum GE will increase to 21 units. We will get more guidance from CCCCO (Community Colleges Chancellor’s Office) on how to implement. New changes align more with CalGETC requirements like clearly asking for English Composition and Oral Communications or Critical Thinking and Ethnic Studies. Something to discuss is whether we want to keep our Area 5: Health and Physical Education (making our general education requirement 24 units) or remove our Area 5 and keep general education requirements at 21 units
 - j) Distance Education Faculty Coordinator
 - No Report
 - k) CCC Representative Report(s)—Optional
- **Melain M. motioned to close Report Items 3a-3e. Victoria M. seconded**

13. Consent Agenda Items:

- **Mayela R. motioned to approve Consent Agenda Items 4a-4b. Nathan L. seconded. Approved**
- a) 2-Year CTE Course Review—SLO Update—Course Description Update—DE: CDEV 125 - Child Development Practicum I.
- b) 2-Year CTE Course Review—No proposed changes: CDEV 152 - Curriculum and Strategies for Children with Special Needs.

14. Action Items:

- **Nathan L. motioned to approve Action Item 5a. Mayela R. seconded. Approved**
- a) New Course—Second Read: CIS 161 - Introduction to Application Development Environment: Swift; CIS 162 - Programming Fundamentals; CIS 163 - Programming Fundamentals I: Apple Swift I; and CIS 164 - Programming Fundamentals II: Apple Swift II.

15. Discussion Item:

- **Melain M. motioned to open discussion on Discussion Item 6a. Brad C. seconded**
- b) CNET—OER—ZTC—Continued Discussion with Updates to Consider: In addition to the optional IDEA section, should an OER and/or ZTC area be added to the *Course Materials* field, within the textbook section.
 - Recommendation to add checkbox “Check if this is OER and/or ZTC” after “Or Equivalent” checkbox

- **Mayela R. motioned to close Discussion Item 6a. Melain M. seconded**

16. Informational Items:

- f) *ASCCC Plenary Fall 2023—Resolutions website link*: CCC chair attended as the voting delegate.
<https://www.asccc.org/resolutions-fall-2023>.
- g) *2023-2024 BP and AR Flow Chart*: Update.
 - a. Need more data

- **Nathan L. motioned to close Information Items 7a-7b. Melain M. seconded**

17. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- b) CCC representatives may provide a comment or future agenda item recommendation(s).
 - **Brad C. motioned to open Item 8a. Kendahl R. seconded**
 - **Susan J. motioned to close Item 8a. Kendahl R. seconded**

18. Public Comment:

Public comments may be presented by any person not on the CCC roster in attendance.

- **Melain M. motioned to open Item 9a. Nathan L. seconded**
- **Susan J. motioned to close Item 9a. Mayela R. seconded**

- **Meeting Adjourned at 2:54pm**

Recommendation- Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062

Key Changes:

- Required Implementation by August 1, 2025 (effective for new students in summer 2025)
- GE requirement increased from 18 units to 21 units
- Separation of “Communication and Analytical Thinking” into “Oral Communication and Critical Thinking” AND “Mathematical Concepts and Quantitative Reasoning”
- Ethnic Studies is a separate GE category
- Elimination of Heath & PE Area
- GE areas aligned with CalGETC pattern
- “The realignment of GE categories will require colleges to review all courses currently approved for each category and determine if they are still appropriately categorized.”

Current GE Area	Units	New GE Area	Units
1. Natural Sciences	3	5. Natural Sciences	3
2. Social & Behavioral Sciences	3	4. Social & Behavioral Sciences	3
3. Humanities	3	3. Arts & Humanities	3
4. Language and Rationality A. English Composition B. Communication & Analytical Thinking	6	1A. English Composition	3
		1B. Oral Communication & Critical Thinking	3
5. Health & Physical Education	3		
6. Mathematics & English Competency		2. Mathematical Concepts & Quantitative Reasoning	3
7. Culture, Diversity & Equity		6. Ethnic Studies	3
Total	18	Total	21

Recommendation: Form a workgroup to review current listing of courses in each GE area and make a recommendation for realignment within new regulations.

Fall 2023 and Spring 2024 Board Policy and Administrative Regulation Flow Chart

1. Meet with faculty member(s) who have expertise in the area to make track changes.
2. Send to appropriate committee, if necessary, with track changes for review/ approval.
3. Send to Vice President of Academic Affairs so Deans and Directors can review and add potential track changes.
4. Send to AS with track changes for review and approval.

BP and AR	Title	Anticipated Board Date and Steps in the Process	Reason for Review
<p>BP 4021</p> <p>AR 4021</p>	<p>Program Discontinuance</p>	<p>BOT: May 2024</p> <p><i>1. Sean Moore and Susan Johnson Revised on 7-31-23</i></p> <p><i>2. Scheduled to be reviewed/approved by the Curriculum Committee on October 10, 2023.</i></p> <p><i>3. Approved by the Curriculum Committee on October 10, 2023 to move forward to deans and directors.</i></p> <p><i>4. Sent to Dr. Berger on October 11, 2023 to be reviewed by the deans and directors.</i></p> <p><i>5. Requested on 1-5-24 that both to be placed on the first Spring 2024 AS Agenda.</i></p>	<p>Regular Update</p>
<p>BP 4020</p> <p>AR 4020</p>	<p>Program and Curriculum Development</p>	<p>BOT: December 12, 2023</p> <p><i>1. Sean Moore and Susan Johnson Revised on 7-31-23</i></p> <p><i>2. Curriculum Committee Review/Approved on 9-12-23</i></p> <p><i>3. Sent to Dr. Berger on 9-13-23 to have Deans and Directors Review.</i></p> <p><i>4. Received back from Dr. Berger with deans and directors recommendations and comments on October 6, 2023.</i></p> <p><i>5. Sent to Minodora on October 6, 2023 requesting them to be placed on the upcoming AS agenda for review/approval.</i></p> <p><i>6. Will be at BOT for approval on November 21, 2023.</i></p> <p><i>7. Approved by BOT.</i></p>	<p>Title 5 changes</p>

<p>BP 4100</p> <p>AR 4100</p>	<p>Graduation Requirements for Degrees and Certificates</p>	<p>BOT: December 12, 2023</p> <ol style="list-style-type: none"> 1. Sean Moore and Susan Johnson Revised on 7-31-23 2. Curriculum Committee Reviewed/Approved on 9-26-23. 2. Sent to Dr. Berger on October 4, 2023 to be reviewed by deans and directors. 3. Received back from Dr. Berger with deans and directors recommendations/comments on October 6, 2023. 4. Sent to Minodora on October 6, 2023 requesting them to be placed on the upcoming AS agenda for review/approval. 5. Will be at BOT for approval on November 21, 2023. 6. BP Approved by BOT. 	<p>Title 5 changes</p>
<p>N/A</p> <p>AR 4103</p>	<p>Cooperative Work Experience</p>	<p>BOT: January 2024</p> <ol style="list-style-type: none"> 1. Sean Moore and Michael Vanoverbeck will be meeting in October. Michael Vanoverbeck received essential documents in September. 2. Michael and Sean Moore are scheduled to meet via Zoom on October 8, 2023. We met early on the 7th. 3. On October 7, 2023 the document was sent to Dr. Berger requesting it to be reviewed by the deans and directors. 4. CCLC Template requested to be provided. Spoke with EBoard, if not received we can bring can still bring it forward the beginning of Spring. 5. CCLC Template is now available. 6. Discussed with EBoard on 10-30-23 to place on hold until Title 5 changes are made regarding repeatability. 7. Communicated on 12-20-23 that Deans and Directors will review. 	<p>Title 5 changes</p>

		<p>8. Received from Dr. Berger on 2-9-24.</p> <p>9. Requested on 2-9-24 it be placed on AS agenda.</p>	
<p>AR 4105</p>	<p>Distance and Correspondence Education</p>	<p>BOT: Title 5 Changes</p> <p><u>Note: Carlos Maruri Began this Review Process.</u></p> <ol style="list-style-type: none"> 1. Dr. Berger wrote, “A draft came forward in spring, and then there were Title 5 changes. I shared with Carlos the CCLC template as it seemed the AR was more than what was needed based on the template. He reached to DEAC, I believe, but you might check with him.” 2. Sean Moore emailed Distance Education Coordinator, Brad Conn, on 7-25-23 requesting the DEAC team review/approve the document. 3. Dr. Brad Conn met with Jasmine Phillips and Susan Johnson to revise the document. 4. The document was approved by DEAC on 9-26-23. 5. Document sent to Dr. Berger for Deans and District managers to review on 9-26-23. 6. Sent to deans and district managers to review when they meet on Thursday, October 5, 2023. 7. Dr. Berger sent the document back to Dr. Brad Conn on October 6, 2023 requesting the document align with the CCLC template. 8. Document is being reviewed by DEAC. 9. Placed on December 7, 2023 AS Agenda as unfinished business and approved. 10. January BOT agenda – with modifications. AS President notified. 	<p>Title 5 Changes</p>

AR 4222 (New/Use CCLC) #2	Remedial Coursework	BOT: April 2024 1. <i>Will be work with Susan to review.</i>	This is new and based on Title 5 changes.
AR 4225 #1	Course Repetition	BOT: April 2024 1. <i>Will be work with Susan to review.</i>	Title 5 changes prompting the update.
AR and BP 4025	Philosophy and Criteria for Associate Degree and General Education	BOT: April 2024 1. <i>Waiting for the CCLC template to be updated. .</i>	Title 5 changes prompting the update. (Section 55063)
AR and BP 4231	Grade Change Policy	BOT: April 2024 1. <i>Sent Doodle Poll to Nathan and Carlos on October 16, 2023 to establish a meeting time.</i> 2. <i>Meeting established for November 6, 2023 11:30-12:30.</i> 3. <i>Met and will bring the item to the next AS meeting.</i> 4. <i>First read at AS on November 16, 2023.</i> 5. <i>11-16-23 AS minutes read: Recommendation: Invite financial aid representative to next Senate meeting to discuss their process, impact of this policy, and discuss ways to maybe mitigate late certifications.</i> 6. <i>AS Executive Board met with the district on 11-27-23. Data regarding a timeline and number of students requesting grade changes is being collected to discuss.</i> 7. <i>Information provided to Dr. Curry. To be discussed at next E-Board meeting.</i>	Enrollment Reporting Recommending Change
AR 4051 #3	High School Agreements	BOT: April 2024 1. <i>Melain worked with VP Berger to draft the new policy.</i>	New AR

No CCLC template		<ol style="list-style-type: none">2. <i>Received draft on November 1, 2023.</i>3. <i>Will be work with Susan to review and sending to Rashid for review.</i>	
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Note: If any faculty member would like to be part of the revision process please contact Academic Senate Vice President, Sean Moore



AB 928 Single GE and Auto-ADT Provisions – Allocation for Implementation Frequently Asked Questions

ABOUT THE FUNDING

What is the expectation for the funding?

The funds must be used to address 1) the placement of transfer students on an Associate Degree for Transfer (ADT) pathway where one exists for their identified major program of study, and 2) implementation of the new replacement single general education pathway, California Intersegmental General Education Transfer Curriculum (CalGETC).

How much money was distributed to each college?

[Assembly Bill 183](#) (Higher Education Trailer Bill 2021-2022) allocated \$65 million in one-time funds that will be apportioned to 115 brick-and-mortar colleges equally in the amount of \$565,217.00 (see the Notification of the Student Transfer Achievement Reform Act of 2021 Allocations, [memo ESS 23-48](#), released December 14, 2023). Each college will receive the full amount through district apportionment in fiscal year 2023-24.

Where can we find the legislation that outlines how the funds should be used?

Information can be found in the Higher Education Trailer Bill 2021-22, Section 57(b) and copied here: Funds allocated pursuant to subdivision (a) may be used for, but are not limited to, all of the following purposes:

Reprogramming information technology systems to accommodate a singular general education pathway.
Staff time to revise course catalogs, and college policies and procedures, to accommodate default associate degree for transfer placement for students declaring a goal of transfer.
Updating curriculum management or degree audit platforms.

How do the funds help California community colleges implement the CalGETC general education requirement and auto-ADT placement?

Colleges have the flexibility to use the funds to work with key stakeholders and groups, review the regulations and establish a plan for implementation. Expenditures are to be locally decided but must align with the intent of the Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee, [Assembly Bill 928](#) (Berman, 2021) corollary provisions. See the “Allowable Expenditures” section below for more details.

What are some examples of activities that ensure collaboration and coordination toward enacting these AB 928 expectations?

General activities may include, but are not limited to:

Process and procedure modifications for student placement onto an ADT where ADTs for major pathways exist, if the student declares a goal of transfer;

Process and procedure determination to incorporate any cited ADT exception from the required ADT placement action;

Establishment of process and procedure necessary for corresponding notation of ADT placement or alternative selection actions on the student’s mandatory education plan;

Update and verify all Transfer Model Curriculum (TMC) template forms for the approved ADTs with the new single general education pattern, CalGETC;

Integration of CalGETC into all transfer materials, communications, and publications;

Appropriate programming within the college’s enterprise system to automate these requirements as feasible; and

Professional development specifically related to the implementation of the two AB 928 requirements.

The following table provides a detailed list of potential spending options per provision in the areas of technology and personnel:

CalGETC Options	Auto-ADT Options
<i>Technology</i>	<i>Technology</i>
Catalog updates College listing of existing degrees that have GE changes (webpages) Configuration of Student Information System (SIS) Programming updates in curriculum applications (e.g., ed planning, program mappers, degree audit)	CCCApply ADT configuration updates and/or adjusted inputs Update SEP programming (SIS) (e.g., to display course-taking pattern generated from CCCApply data) Update programming for corresponding 3 rd party applications (e.g., ed planning tool, degree audit, program mapper, etc.) Automate functionality of individual steps as possible (e.g., abbreviated SEP, exception options, etc.) MIS requested reporting update (SS02)
<i>Personnel</i>	<i>Personnel</i>
AOs to evaluate existing IGETC and CSU GE courses to determine course inventory impact COCI resubmission (ADTs and/or ADs)	Develop PD for statutory updates within practices (counseling and advisement) Reference options for exceptions

<p>Local planning for impacts to ed planning, webpages, advising/outreach collateral, etc.</p> <p>Submissions to UCOP and CSUCO for new and/or modified courses to meet any new GE Area requirements.</p> <p>Intra-college/department communications</p> <p>Continuing student advising needs for the fall 2025 implementation date (e.g., continuous enrollment, catalog rights, etc.)</p> <p>Develop PD for staff/faculty updates</p>	<p>Intra-college/department communications</p> <p>Audit capabilities and practices (validate implementation)</p> <p>ADT certification</p>
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ALLOWABLE EXPENDITURES

What can the funds be used for?

The primary purpose of these funds is to ensure that the two cited AB 928 provisions, auto-ADT and single general education pattern, are implemented and operationalized by their due dates. Institutions may collaborate with key stakeholder groups, review regulations, establish protocols and standards, and establish a plan for implementation.

Commencing by the fall term of 2025-26, colleges are required to utilize a new singular general education pathway, titled CalGETC, that ensures students will meet academic eligibility and sufficient academic preparation for transfer admission to both the California State University (CSU) and the University of California (UC).

“On or before August 1, 2024, where ADTs for major pathways exist,” colleges will “place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans.” Funds must be used for these purposes and must follow your local hiring and procurement practices.

Can we use the funds:

To train the articulation officer and Transfer Center Director?

Yes, colleges can use the funds to train their articulation officer (AO) and Transfer Center Director (TCD). AOs have taken a lead role in navigating the recent changes with AB 928 (Berman, 2021), which brought about the CalGETC provision requirements. TCDs’ expertise in transfer and navigating the CSU and UC systems makes them invaluable in all matters concerning transfer and general education.

For staff and faculty professional development?

Yes, funds can be used to support staff and faculty professional development. The professional development should ensure the seamless transfer of community college students to the CSU and UC given the new CalGETC general education requirements and/or assist counselors and support professionals with advancing the auto-ADT placement requirements and documentation on the student education plan within the community college’s processes.

To purchase materials and supplies?

To justify an expenditure, a district's governing board must determine if the expense will tangibly benefit the education of its students. If the local governing board has reasonably determined that a particular type of expenditure serves a legitimate public purpose, courts will generally defer to the board's decision.

To hire additional consultant personnel to provide direct service to support technology and informational implementation needs?

Yes, a college can use the funds to hire consultants to support technology and programming updates and reconfigurations as well as communication and outreach updates and notifications necessary for implementation of these two provisions. However, the one-time fund of \$565,217.00 is not planned to be a sustainable resource for ongoing full-time work or ongoing sustainability.

To pay for a student internship?

No, the funds cannot pay for student internships.

Can we "roll over" the funds into the next fiscal year?

The term of the allocation is intended for fiscal years 2023-26 given that the AB 928 provision requirements must be implemented between August 2024 and Fall 2025. Colleges may continue to spend their allocation into fiscal year 2025-26 to meet the purpose of these funds.

REPORTING

Where do we report our spending?

Colleges will report their spending one time through an online survey. Please identify one individual to follow up with this report requirement by the due date. The survey can be accessed directly [here](#).

What are the reporting requirements?

Colleges will provide general expenditures for each provision (auto-ADT and CalGETC), a summary of how the funds were used for each of the allowable purposes, and an explanation of the effectiveness of the implementation efforts provided by the funds.

Is there a deadline for reporting our spending?

The report is due by June 1, 2025. Colleges may submit their reports before the due date.



TO: Chief Executive Officers Chief Instructional Officers Academic Senate Presidents Curriculum Chairs
MEMORANDUM

February 1, 2024 ELSEI 24-07 | Via Email

FROM: Dr. John Stanskas, Vice Chancellor, Educational Services and Support, Academic Affairs, Equitable Student Learning, Experience & Impact Office
Cheryl Aschenbach, President, Academic Senate for California Community Colleges

RE: Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062

The purpose of this memorandum is to provide guidance regarding the implementation of the Board of Governor's regulatory revisions to the Associate Degree requirements. Implementation of the regulatory revisions will be effective Fall semester 2025.

Background

On September 26, 2023, the Board of Governors approved regulatory changes to the Associate Degree requirements. The approved regulatory action is the culmination of two years of work with the California Community Colleges Curriculum Committee (5C), which included field vetting to clarify the requirements for the development and awarding of the associate degree, realigning general education categories, integrating competencies, and introducing Ethnic Studies as a new category of general education. These revisions to the Associate Degree regulations began in 2020, when the Chancellor's Office and the Academic Senate for California Community Colleges brought forward the regulatory recommendation to institute an Ethnic Studies course requirement in Section 55063 (approved July 2021).

Guidance

Local policies, procedures, and standards should be reviewed to ensure alignment with the regulatory changes with required implementation by August 1, 2025. Specific areas to review should include:

Curriculum

Local unit requirements for general education: the minimum general education requirement was increased from 18 units to 21 units with more specific categorical requirements. Local GE requirements should be analyzed for the overall impact on the number of units required for each local degree. Districts with local GE beyond the previous minimum categories and units should evaluate potential overlaps with new requirements, toward the goal of minimizing impact to student's unit accumulation.

A11Y 2/1/24

Guidance for Title 5 Associate Degree Regulations Revisions

February 1, 2024

Integration of competencies into general education: These revisions merge the previous separate competency requirements into distinct general education categories. This includes separating former area 4B “Communication and Analytical Thinking” into “Oral Communication and Critical Thinking” and “Mathematical Concepts and Quantitative Reasoning.”

Ethnic Studies as a separate general education category: This regulatory revision includes a new Ethnic Studies general education category. Local districts will need to review current course offerings to ensure students are able to access courses meeting these new requirements and ensure that Ethnic Studies courses meeting this requirement are baccalaureate-level. Given [Title 5, section 55061\(6\)](#), an introduction to Ethnic Studies (ES) course could satisfy the ES requirement for the associate degree as it surveys the four autonomous disciplines within Ethnic Studies: Black, African American, or Africana Studies; Native American Studies; Chicano/a/x, Latino/a/x, or La Raza Studies; and Asian American Studies. Colleges should look at the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) for the requirements for the instructor of record. Assignment of a course to a discipline remains a local decision. For reference, the [Title 5 Implementation of Ethnic Studies and CCCESFC Ethnic Studies CSU Area F Debrief](#) webinars are available for the most up-to-date Ethnic Studies information.

New definition for Area of Emphasis: The new definition for an 18-unit “area of emphasis” core for an associate degree will require review of local area of emphasis degrees to ensure alignment. Local definitions and guidelines should be updated as needed.

Lists of courses approved for local general education: The realignment of GE categories will require colleges to review all courses currently approved for each category and determine if they are still appropriately categorized.

Student Services

New language that allows districts the option of calculating GPA solely on courses that satisfy degree requirements when a student earns over 60 units should be evaluated locally by district.

For the revision that students who have been awarded a bachelor’s degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree, information about institutional accreditation is available from the United States Department of Education [Institutional Accreditation Website](#) .

Guidance for Title 5 Associate Degree Regulations Revisions

February 1, 2024

Alignment with AB 1705

AB 1705 and the Board of Governor’s regulatory revisions to the Associate Degree requirements are aligned. Under AB 1705, colleges must ensure that students begin in English and math coursework that satisfies a requirement of their program unless the student is highly unlikely to succeed in that coursework and their likelihood of completing program requirements is improved by taking a prerequisite course. When the design of the college’s placement, curricula, and enrollment management culminates in students enrolling in prerequisites outside of their program’s requirements, AB 1705 requires colleges to validate the impact of this approach on students’ progress in meeting gateway English and math milestones for their program. These requirements are detailed in the [AB 1705 Implementation Guide](#) (Nov 2023) and the [AB 1705 FAQ](#) summarizes answers to questions raised on the key provisions of AB 1705.

Summary of Regulatory Changes

Section	Summary
“Philosophy and Criteria for Associate Degree and General Education” (section 55060)	§55060 and §55061 have been collapsed into §55060 Philosophy and Criteria for Associate Degree and General Education Additional language revisions, including incorporation of “quantitative reasoning” and “written expression”
“Associate Degree Course Requirements” (section 55061)	General education definitions approved by BOG in July 2021 extracted from §55063. Focus on standards and requirements when developing and revising associate degrees General education areas align with CalGETC Pattern. Colleges will determine locally the courses that are approved for each area. Clarifying that Ethnic Studies courses are baccalaureate-level courses Below transfer level course requirements must align with Education Code section 78213 Integrative baccalaureate-level courses defined as courses drawing broad connections between multiple perspectives and methodologies and demonstrating relationships within or between disciplines

Guidance for Title 5 Associate Degree Regulations Revisions

February 1, 2024

Section	Summary
"Requirements for Awarding of the Associate Degree" (section 55062)	<p>Establishes residency requirement for associate degree</p> <p>Requirement of a "C" or better or "P" for courses in the major/area of emphasis.</p> <p>Requirement of a minimum 2.0 GPA in degree-applicable courses</p> <p>New language for local degrees allows districts to calculate Grade Point Average (GPA) solely on courses that satisfy degree requirements when a student earns over 60 units.</p> <p>Clarifies that a course may be used by a student to meet a general education area, a major/area of emphasis requirement</p> <p>Adds language from §55064 regarding the use of noncredit courses to fulfill credit requirements as a form of credit for prior learning.</p> <p>Clarifies students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.</p>



Appendix A: Associate Degree Regulations

Effective Fall 2025.

§ 55060. Philosophy and Criteria for the Associate Degree and General Education.

District governing boards shall adopt and maintain a policy that states their goals for offering associate degrees and their specific philosophy on general education. In developing this policy, governing boards shall consider the following policy of the Board of Governors: The Associate Degree provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that are germane to all aspects of higher education and comprise a “general education” curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing, to use quantitative reasoning, understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major social problems.

District governing boards shall establish criteria to determine which courses may be used to implement their goals for the associate degree and their philosophy of general education. Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902, Education Code.

§55061. Associate Degree Course Requirements.

District governing boards may only approve associate degrees that meet the following course requirements: A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

A minimum of 21 semester units (28 – 31.5 quarter units) of general education in the areas described below. English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students’ awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students’ aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural

anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

“Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902, Education Code. **§55062. Conditions for Awarding of the Associate Degree.**

District governing boards shall confer the associate degree upon students who have fulfilled the course requirements of section 55061, and who have met the following conditions:

Satisfactory completion of at least 12 semester units (18 quarter units) in residence within the college district.

Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate injustice and undue hardship.

Satisfactory completion of each course counted toward the major or area of emphasis requirement with a grade of “C” or better, or of “P” if the course is taken on a “pass-no pass” basis;

Completion of a minimum 21 semester units (or 28 – 31.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University; and

Completion of the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy

the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements.

Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55061 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.

Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree.

Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902, Education Code.

cc: Dr. Sonya Christian, Chancellor

Dr. Daisy Gonzales, Deputy Chancellor

Dr. Aisha Lowe, Executive Vice Chancellor, Equitable Student Learning, Experience & Impact Office

Dr. Lizette Navarette, Executive Vice Chancellor, Institutional Supports and Success Office

Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support