



2024-2025 Academic Senate and Curriculum Committee Retreat

Curriculum

Angela Burk-Herrick,
Curriculum Chair

Shireen Awad,
Curriculum Specialist

Academic Senate

Nicole DeRose,
Academic Senate President

Lissa Napoli,
Administrative Assistant II

Academic Senate Officer Team



President
Nicole DeRose
Discipline: Biology
Extension: 652-6111
nicole.derose@chaffey.edu
Term: 2023-2025



Vice President / President-Elect
Elizabeth Encarnacion
Discipline: Communication Studies
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Term: 2024-2025



Secretary/ Treasurer
Robin Witt
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Term: 2024-2025



Curriculum Chair
Angela Burk-Herrick
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Term: 2023-2025

Curriculum Team

Curriculum Chair



Angela Burk-Herrick

Curriculum Specialist



Shireen Awad

Catalog/Schedule Coordinator



Ryan Sipma

Articulation Officer



Julie Law

Chief Instructional Officer



Michael McClellan



Rapid Fire Activity

As professional baseball players walk from the dugout to home base and take their stance at bat, a song representing them plays in the stadium. What is your “walk up” song as you walk into your classroom?

Who are 3 people you want on your zombie apocalypse team and why?

If you could choose between being invisible , the ability to fly, or omnikinesis, which would you choose and why?

Tell us two truths and a lie about yourself.



Opportunity Drawing!



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1. Faculty Recognitions
2. Overview of Participatory Governance
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5. Breakout Sessions
 - a. Academic Senate (CAA-218)
 - b. Curriculum Committee (CAA-215)
6. Resume Joint Session & Lunch
 - a. Debrief/Q+A



CONGRATULATIONS!

10 YEARS OF SERVICE:

- Fabiola Espitia, Counseling (Academic Senate)

20 YEARS OF SERVICE:

- Annette Henry, Kinesiology (Academic Senate)
- 



Faculty Lecturer of the Year

Tuesday, April 22, 2025

- Angela Cardinale, Coordinator, Distance Education



Sabbaticals

Returns Fall 2024

- Christina McPeck, Child Development & Education 2023-2024 Academic Year

Sabbatical

- Brent Bracamontes, Communication Studies 2024-2025 Academic Year
- Bradley Hughes, Astronomy Spring 2025
- Michelle Martinez, Counseling 2024-2025 Academic Year
- Leta Ming, Art History 2024-2025 Academic Year
- Ava Nguyen, Communication Studies Spring 2025
- David Rentz, Music, Spring 2025
- Wendy Whitney, Counseling Fall 2024*

**One semester sabbatical during fall.
The report will be due in Spring 2025.
All other sabbatical leave reports will
be submitted during Fall 2025.*

2024-2025 Faculty On Special Assignment (FOSA)

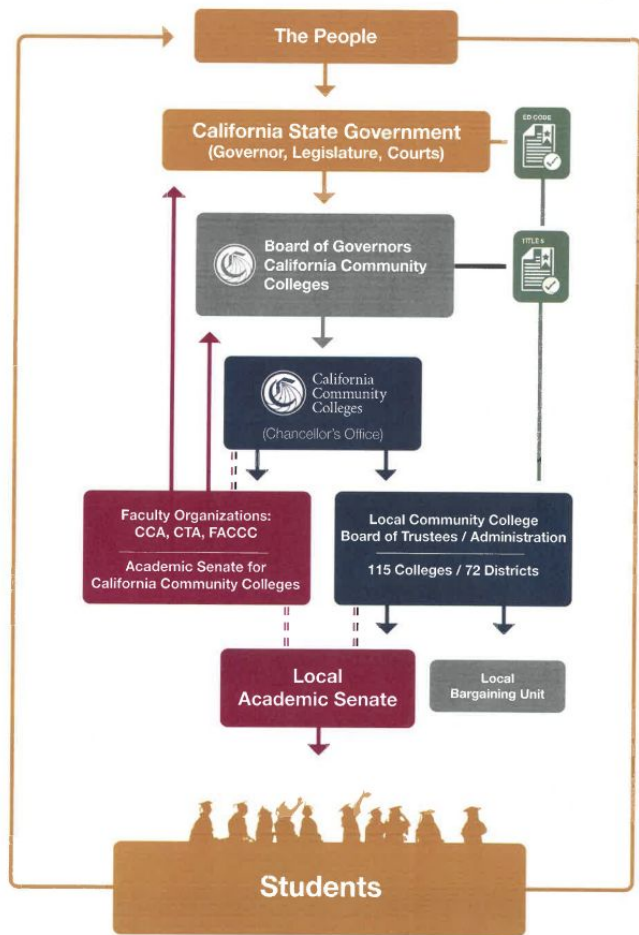
FOSA	Faculty Lead	Faculty's Discipline
Articulation Officer	Julie Law	Counseling
Breeze Advisor	Robert "Ian" Jones	Journalism
CCSG Faculty Advisor	Charles Williams	English
CTE Liaison	Jonathan Polidano	Automotive Technology
Curriculum Chair	Angela Burk-Herrick	Biology
Director, Honors Program	Julie Song	Sociology
DE Co-Facilitator	Leona Fisher	English
DE Co-Facilitator	Jinny Lee	Earth Science/Geology
Faculty Success Center Facilitator	Tamari Jenkins	Spanish
Faculty Success Center Scholar	Hannah Seidler	Math
Faculty Success Center Scholar	Stephen Calebotta	English
Guided Pathways Counseling Lead	Jennika Celo	Counseling
Guided Pathways Faculty Lead	Angela Burk-Herrick	Biology
Phi Theta Kappa Advisor	Nicole Barbari	Psychology
Puente English Co-Facilitator	Henry Leonor	English
Puente Counseling Co-Facilitator	Mayra Andrade	Counseling
PSR Committee Chair	Nicole Farrand	Art
Rising Scholars Facilitator	Stephen Lux	Criminal Justice
SLO/ACES Facilitator (OAC)	Laura Picklesimer	English
ZTC Co-Coach	Michael Fong	Anthropology
ZTC Co-Coach	Allison Tripp	Anthropology
ZTC Coach	Sheila Malone	Theatre
ZTC Coach	Hannah Seidler	Math
ZTC Coach	Stephen Lux	Criminal Justice
ZTC Co-Coach	Barbara Ray	Criminal Justice
ZTC Co-Coach	Ana Rosales	Criminal Justice
ZTC Coach	Ian Baldwin	History
ZTC Coach	Daniel Keener	English



Overview of Participatory Governance



Governance of California Community Colleges



Meet the Chancellor

Chancellor Sonya Christian, PhD

Sonya Christian, PhD, is a fierce advocate for the life-changing ability of community colleges to reach underserved populations and educate the future workforce. She is committed to advancing work through distributed leadership and collaborative communities of learning, and to promoting the value of equity in student learning, access, success and economic mobility.



President

Cheryl Aschenbach

Lassen College
P.O. Box 3000
Susanville 96130-3000
Term Ends: June 2025
Discipline: English



Deana Olivares-Lambert

President

deanaol@icloud.com

Governing Board District "2"

Seat expires June 30, 2026

Chaffey Mission Statement & Goals*

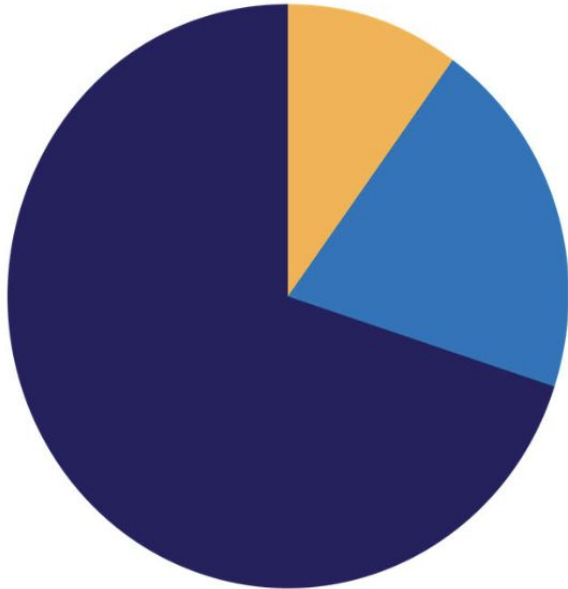
*Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent **career, transfer, and workforce education programs that advance economic and social mobility for all.***

1. **Equity and Success:** Chaffey College will be an equity-driven college that fosters success for all students.
2. **Learning and Completion:** Chaffey College will ensure learning and timely completion of students' educational goals.
3. **Community Opportunities and Needs:** Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
4. **Technology:** Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
5. **Efficiency:** Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
6. **Agility:** Chaffey College will responsively adapt to changes in students' academic and career needs.
7. **Professional Learning:** Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*See [Chaffey's Educational Master Plan](#)

Where does our money come from?

Student Centered Funding Formula (SCFF)



10 % SUCCESS METRICS:

- Awards: AA-T/AS-T > AA/AS > Credit Cert.
- Transfer level Math & English in 1st year
- Transfer
- ≥ 9 CTE units
- Regional Living Wage

20% SUPPLEMENTAL FUNDING:

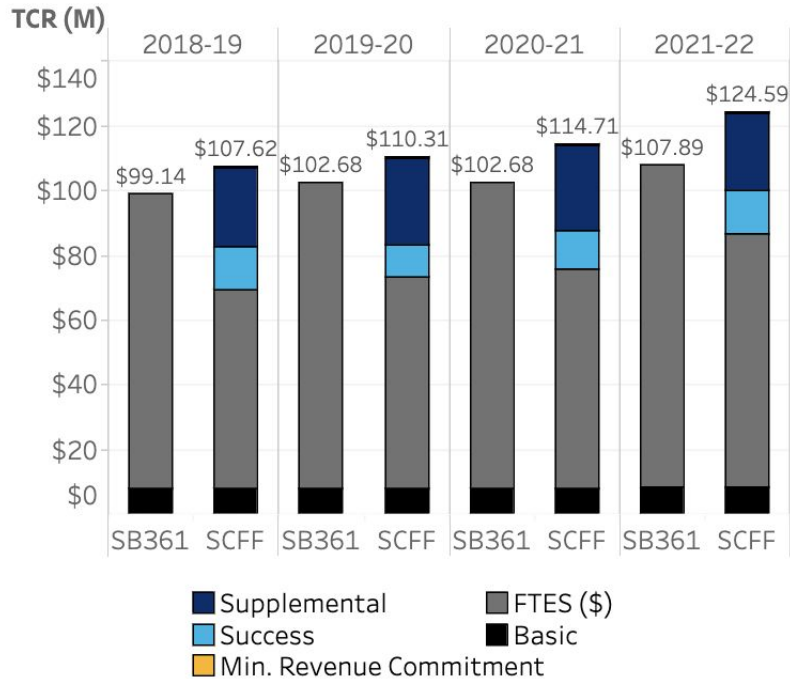
- Pell Grant, Promise Grant, AB 540 students

70% BASE (Enrollment/FTES):

- 62% Base Allocation /FTES
- 8% Enhanced funding rates for Dual Enrollment, Rising Scholars, & CDCP Noncredit (other noncredit funded at lower rate)

The SCFF aims to prioritize equity and ensure funding even when districts experience declining enrollments, which would have resulted in lower funding under SB 361.

**Chaffey
CCD FTES***



One of several underlying factors for changing the funding formula was the challenging trajectory of declining student enrollments across the system. This graph provides a line tracking enrollment changes across the last three years and demonstrates that many districts have had declining enrollments over this period.

The prior funding formula was based predominantly on enrollment. As a result, when enrollment declined so did funding even though district costs continued to increase.

The SCFF has a three-pronged focus: access, equity, and success which are aligned with the goals in the Vision for Success. Using the Dashboard to examine funding under the two formulas illustrates that some districts with declining enrollment have been able to mitigate losses in funding by receiving funding through the other two allocation streams in the SCFF.

Participatory Governance: What is it?

Function: To ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered (BP 2510).

- Required by [Education Code: § 70902 \(b\)\(7\)](#)
- Chaffey College [Board Policy 2510](#) and [Administrative Procedure 2510](#)

Who are the members (constituent groups)?

- Faculty ([Title 5 Sections 53200-53206](#))
- Classified Professionals ([Title 5 Section 51023.5](#))
- Students ([Title 5 Section 51023.7](#))

Who has responsibility for final decisions?


- The Governing Board and Administration



Participatory Governance Expectations

Implies having or taking part in an undertaking, activity, or discussion.

Various constituent groups are given **primacy** over selected areas

- The constituent groups with primacy are not obligated to adopt, accommodate, or reach consensus on concerns raised by other constituent groups.
 - Participatory governance provides other constituent groups to give input to the primary group regarding planning, decision making, and implementation
- 

Examples of Faculty Primacy

- [Academic Senate](#)
- [Curriculum Committee](#)
- Academic Freedom ([BP 4030](#))
- Credit for Prior Learning ([BP 4235](#) & [Title 5 55050](#))
- Baccalaureate Degree Program Development ([AP 4023](#) & [AB 927](#))
- [ZTC/OER](#)
- Outcomes & Assessment ([OAC](#))
- Program and Services Review ([PSR](#))

Examples of Faculty Participation

- Institutional Planning ([AP 3250](#))
 - College Planning Council ([CPC](#))
 - Resource Allocation Committee ([RAC](#))
- [AP 2510](#) Workgroup
- Faculty Prioritization Process
 - ACC Meeting
 - Faculty Prioritization Meeting
- Other Examples include:
 - Committees, Advisory Groups, and Taskforces
 - Accreditation
 - Commencement Planning
 - Health & Safety
 - Presidents Equity Council
 - Rising Scholars
 - Technology
 - Trees, Plants & Grounds

When things get murky.....

Examples of Faculty Primacy & Participation

- Equivalencies ([Ed Code Section 87359 \(b\)](#))
- The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board
- Hiring Criteria ([Ed Code Section 87360 \(b\)](#))
- No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.
- Recruitment and Selection/Hiring ([BP 7120](#) & [AP 7120](#))
- Equivalencies & Hiring Criteria – found in Faculty Selection Procedures, AP 7120, page 5
- Faculty appointment to serve on hiring committees – found in faculty committee composition, AP 7120, page 7
- Faculty have primacy in these two areas. All other input is provided when AP 7120 is under review. Faculty recommendations to all other areas may or may not be implemented. This is an example of participation.

What is Academic Senate?

An organization composed of faculty representatives whose function to **make recommendations** to the administration of a college and to the governing board of a district **with respect to academic and professional matters**.

- [Title 5 Sections 53200-53206](#)
- The Academic Senate President is the liaison to the Administration & Governing Board and is responsible for **conveying the will of Academic Senate** to the Administration and Governing Board through **Collegial Consultation**

Academic Senate Website and Resources

Senate

Bylaws

Constitution

Meeting Agendas

Meeting Minutes

Related Links

Roster

Scholarship

Curriculum Committee

Committees

Faculty Lecturer of the Year

Resolutions/Statements of Support

Home > Faculty and Staff > Senate

Academic Senate

The Academic Senate is a governance organization that represents Chaffey College faculty in all academic and professional matters. Faculty interested in serving on **shared governance committees** should contact the Academic Senate.

The role of Academic Senate is outlined by AP 2510-Participation in shared governance. Commonly referred to as 10+2, activities and responsibilities may include or go beyond the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards or Policies regarding Student Preparation and Success
6. District and College governance structures, as related to faculty roles
 - a. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate in consultation with the Superintendent/President or designee.
 - b. There are some areas where the Faculty Association may appoint faculty to committees.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate. (Unique to Chaffey and is not included as the statewide 10 +1).

- [Academic Senate Webpage](#)
- [Academic Senate Canvas Shell](#)
 - Not enrolled? Self-enroll [here!](#)
- [Academic Senate for California Community Colleges \(ASCCC\) Webpage](#)

What is the Curriculum Committee?

Title 5 § 55002 (a)(1): Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the **mutual agreement of the college and/or district administration and the academic senate**. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.



Curriculum Committee Purpose:

The Curriculum Committee is a representative group of professional staff that functions as a college-wide **standing subcommittee of the Chaffey College Academic Senate** and in a recommending and advisory capacity to the Associate Superintendent of Instruction and Institutional Effectiveness in matters related to the college curriculum. Under the direction of the Academic Senate, the Curriculum Committee develops curriculum processes that advance Chaffey Goals on Equity and Success, Learning and Completion, and Community Opportunities and Needs (see Chaffey College, VISION 2030 Educational Master Plan, February 2020).

Curriculum Website and Resources



Curriculum

[Access to CurriQunet
META](#)

[Active DE Courses
\(Updated after each
Board Meeting\)](#)

[Agendas and Minutes](#)

[Annual Retreats](#)

[CTE Resources](#)

[Credit for Prior Learning](#)

[Curriculum Committee
General Information](#)

[Curriculum Guidance](#)

[Curriculum Outcomes
and Accomplishment](#)

[Curriculum Submissions
Timeline](#)

[META Tutorials](#)

[Resources](#)

Curriculum

Purpose: The Curriculum Committee is a representative group of professional staff that functions as a college-wide standing subcommittee of the Chaffey College Academic Senate and in a recommending and advisory capacity to the Associate Superintendent of Instruction and Institutional Effectiveness in matters related to the college curriculum. Under the direction of the Academic Senate, the Curriculum Committee develops curriculum processes that advance Chaffey Goals on Equity and Success, Learning and Completion, and Community Opportunities and Needs (see Chaffey College, VISION 2030 Educational Master Plan, February 2020).

Scope: The Curriculum Committee provides certification to the Chancellor's Office that processes and procedures align with California Education Code, Title 5 regulations, and the Chancellor's Office Program and Course Approval Handbook (PCAH). The committee's purview includes the maintenance and development of a professional quality curriculum as well as the following activities:

- The systematic review of proposals to change program and course curricula.
- The investigation of evaluative instruments to measure the effectiveness of program curricula.
- The regular and systematic review of graduation requirements, transfer certification requirements, and other matters related to the curriculum as a totality.

- Our Curriculum Office Website is a great resource!
 - Committee Meeting Calendar
 - Committee Representatives
 - Curriculum Submission Timeline
 - Faculty Guides
 - And more!

Academic Senates: Academic and Professional Matters

Statewide, also known as the 10+1 (10+2 only applies at Chaffey)

Academic Senate retains primacy for:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles
 - a. *The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate in consultation with the superintendent/president or designee. There are some areas where the faculty association may appoint faculty to committees.*

Academic Senates: Academic and Professional Matters

10+2 continued:

7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate. *

**These responsibilities are given to faculty through Ed Code: § 87359 (b); § 87360 (b); 87458 (a); § 87610.1 (a); § 87663 (f); § 87743.2*

Why must Academic Senate & Curriculum Committee follow the Brown Act?

Because both make recommendations to the governing board with respect to academic and professional matters!

Intent

- To afford members of the public an opportunity to know of agenda items, to hear discussion/debate/decisions of the body
- Applies to elected/appointed bodies and any standing subcommittee/advisory groups

Agendas and Meetings

- Posting day/time/location
- Public comment opportunity
- Open and recorded votes for all decisions/roll call votes required for teleconferencing
- No closed session

Compliance

**Institutional
Collaborations:
Past/Present & Future**



Academic Senate Collaboration Examples

Classified Senate

- Liaisons for both Classified & Academic Senate
- Liaisons attend meetings with optional reporting

Program & Services Review

- Academic Senate participates in the FOSA Selection

Chaffey College Student Government

- CCSG Liaison to Academic Senate with optional reporting
- Academic Senate President attends CCSG meetings

ZTC/OER Committee

- Academic Senate participates in the FOSA Selection

Curriculum Committee

- Curriculum Chair Endorsement
- DEIA in Curriculum
- Credit for Prior Learning
- BDP Development Recommendations
- Curriculum BP/AP related updates

Other FOSAs

- FSC Facilitator
- OAC Facilitator
- Articulation Officer

Curriculum Collaboration Examples

Academic Senate

- DEIA in Curriculum
- Credit for Prior Learning
- BDP Development Recommendations
- Curriculum related BP/AP updates

Program & Services Review

- Transition into CurriQunet Meta
- PSR writer schedule development

ZTC/OER Committee

- Added COR statement for departments to require ZTC in all course sections.
- Librarian resource during course review

Guided Pathways

- Academic Map Updating Process
- Program Mapper-CurriQunet Integration

Outcomes & Assessment

- PLOs and CLOs update process
- Program ACES recommendations

Career Education Adv. Committee

- CTE Advisory Committee meeting and minutes resources.
- Noncredit Taskforce

Past/Present: DEIA in Curriculum

Chaffey College Academic Senate Resolution on Equity, Diversity, Inclusion, and Anti-racism (April 27, 2021) excerpt:



Curriculum

*"...Resolved, That the Faculty Senate adopt the following diversity statement: As the voice of the faculty at Chaffey College, the Faculty Senate acknowledges its responsibility to actively cultivate a safe, courageous, and inclusive climate where hate speech is not tolerated and where equity and mutual respect are honored in both precept and practice. The Senate is committed to a campus where students, faculty, and classified professionals can not only survive, but thrive. To ensure that the voices of all members of the campus community are heard, the **Faculty Senate will actively promote equity mindedness and diversity in all areas within its purview.** Diversity may include but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, political affiliation, religion, and discipline or field..."*

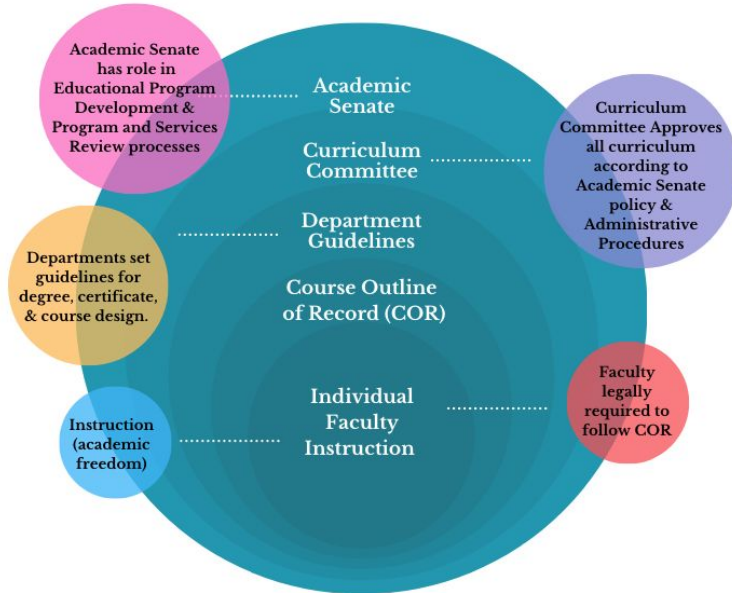
The same resolution, included a specific directive to the Curriculum Committee:

"...Resolved, That the Faculty Senate support faculty and the Curriculum Committee in prioritizing culturally responsive curricular redesign within disciplines, courses, and programs..."



*See [Academic Senate DEIAA Definitions \(2024\)](#)

Past/Present: DEIA in Curriculum



FACULTY EVALUATION: CLASSROOM INSTRUCTORS OBSERVATION/MATERIALS/INTERVIEW CHECKLIST

Evaluatee _____ Department/Discipline _____ Status _____

Instructions: Under each area are criteria to assist you in your observations. Prior to evaluation the instructor being evaluated should have supplied you with the following: syllabi, sample tests, assignments, other written handouts or projects. A section is provided for your comments; attach a separate sheet if necessary. If you think you are not qualified to judge an item, explain in the comments section.

	YES	NO	NOT OBSVD
1. TEXTBOOKS, SYLLABI, HANDOUTS, READING LISTS AND OTHER COURSE MATERIALS			
a. Are they current and relevant to the discipline?			
b. Are they appropriate for helping students to meet the course objectives?			
c. Do they reinforce the course content and classroom activities?			
d. Does the syllabus reflect the Course Outline of Record?			
e. Does the syllabus include accurate student learning outcomes for the course?			
Comments:			

- [2022-2023 Curriculum Committee Monitoring Report Executive Summary](#)
- [2023-2024 Curriculum Committee Monitoring Report Executive Summary](#)

Past/Present: Credit for Prior Learning (CPL)

[Title 5 55050](#)

- (a) Procedures for students to attain credit for prior learning shall include, but not be limited to, **credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams**. The governing board may grant credit to any student who satisfactorily passes an
- (b) assessment approved or conducted by proper authorities of the college. For purposes of this section, "assessment" means the process that faculty undertake with a student to ensure the student **demonstrates sufficient mastery of the course outcomes** as set forth in the **course outline of record**.
- (c) **The nature and content of the assessment shall be determined solely by faculty in the discipline** who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. **The faculty shall determine that the assessment adequately measures mastery of the course content** as set forth in the **outline of record**. The faculty may accept an assessment conducted at a location other than the community college for this purpose.

[AP 4235](#)

Academic Senate 10 + 2:

1. Curriculum
3. Grading Policies
5. Standards & Policies regarding Student Preparation and Success

Past/Present: Credit for Prior Learning (CPL)

1. Designate



2. Evaluate



3. Decide

Discipline faculty indicate CPL & types of acceptable CPR evidence in CurriQunet META

Discipline faculty review of Student CPL petitions: following process on CPL Webpage

Discipline faculty decide whether submitted evidence satisfies course learning outcomes.



Ongoing & Future: California Community College Baccalaureate Degrees

Legal background:

[SB 850](#) (Block, 2014) created the baccalaureate degree pilot program
[AB 927](#) (Medina, 2021) removed the pilot designation and increased opportunities to expand BDPs at community colleges

Development of Baccalaureate Degree Programs falls directly under faculty purview

Academic Senate 10 + 2:

1. Curriculum
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
10. Processes for institutional planning and budget

Key Criteria:

- Should not duplicate a program offered at CSU or UC*
- Must have substantial evidence that degree provides skills to fulfill unmet workforce needs and provide high-wage jobs &/or promotions for graduates (e.g. labor market study or letters of support)
- Evidence that district/college has the campus-wide expertise and resources to support the degree program.



Recent activity for Baccalaureate Degree Programs at Chaffey

October 31, 2023

December 5, 2023

April 23, 2024

May 23, 2024

Dr. Shannon Senate Request

Dr. Shannon asked Academic Senate to explore the development of Baccalaureate Degree Programs (BDP)

[10/31/23](#)

Curriculum Committee Delegation

Academic Senate delegated the exploration of BDP development to the the Curriculum Committee due to area of request.

[12/5/23](#)

Academic Senate Endorsement of Curriculum Committee Recommendation

Curriculum Committee finalized BDP recommendations (Apr 10); Academic Senate endorsed and shared with Office of Instruction and Dr. Shannon's office (prior to May 1)

[4/23/24](#)

BDP Recommendations shared with Governing Board

Academic Senate president shared BDP recommendations at the Governing Board meeting.

Curriculum Committee BDP Recommendations:

1: Assemble Workgroup

Include key stakeholders to conduct a feasibility assessment of the **general costs** associated with transforming Chaffey into a Baccalaureate granting institution.

2: Gather Feedback

Workgroup should present their feasibility assessment and recommendations at College Planning Council (CPC) and Academic Senate for discussion and feedback.

3. Modify AP 4023

- Include bachelor's degree option
- Add Success Center and Library representatives to Educational Program Proposal Committee
- In lieu of local proposal form, require submission of CCCC BDP templates
- Add requirement of student outcome data for current associate degree program

See Curriculum Committee's BDP Recommendations for more details on what was presented to the Governing Board.

Baccalaureate Degrees at Community Colleges - Why are they good for students?

- Student Data (Hoang, 2022)
 - 67% of CCC BDP students earned bachelor's degree within 2 years of starting upper division coursework; 78% completed in 3 years.
 - 2020 graduates increased annual earnings by \$18,400 on average.
 - 56% of CCC BDP graduates reported they would not have pursued a bachelor's degree if it hadn't been offered at their community colleges.



Baccalaureate Degrees - General Information

Requires separate CCCCO Application (2 application cycles/year)

Application includes:

- Administrative and Funding Plan
- Evidence of sufficient demand and workforce need (e.g. Centers of Excellence data)
- Narrative supporting the need for a 4-year degree
- Evidence of consultation with regional employers and regional workforce development boards
- Statewide and regional data relevant to the degree
- Non-Duplication Analysis

CSU, UC, and AICCU review programs for “duplication”

- CCCCO does not look at “duplication” across regions and the CCs, only duplication with the four-years!
- Due to new Intersegmental Committee of the Academic Senates (ICAS) rubric and recommendations for Duplication Review, a comparative analysis focuses on differences rather than duplication.

Baccalaureate Degrees - Local Considerations

Executive Leadership

- ❑ Update College Mission (CPC)
- ❑ **ACCJC:** general education, academic standards, substantive change report and
- ❑ **Program Accreditation:** curriculum, academic and professional standards, faculty MQs
- ❑ **Hire new faculty**, if needed
- ❑ District Policy Development and Revision
- ❑ Develop local application process

Student Support

- ❑ Develop **Application Process**
- ❑ **Admission Criteria &** process for review
- ❑ Student **fees for upper division courses**
- ❑ Admissions/Records systems modifications
- ❑ Financial Aid Policy
- ❑ Outreach Marketing
- ❑ Onboarding/Matriculation
- ❑ **Graduate/Transfer Advising**
- ❑ Instructional Support (success center, library, advising, career)

Academic Senate/Faculty

- ❑ **Establish minimum qualifications** for upper division courses (Ed Code §87357)
- ❑ CCC to CCC **articulation**
- ❑ Upper division general education
- ❑ Curriculum Committee training for upper division
- ❑ Input in shaping local and statewide policies and practices
- ❑ If approved locally, faculty involvement in curriculum design & CCCCO application

Baccalaureate Degrees – What We Need: Other

- Campus Community Effort
 - Campus wide information sessions for all constituents, including classified personnel.
 - All campus constituents should have a general knowledge should they speak to a student about this opportunity.
- Legislation to Watch:
 - SB 895 (Roth) and AB 2104 (Soria) – Baccalaureate Degree in Nursing Pilot Program
 - Only 995 registered nurses per 100,000 people
 - BSN degree is becoming the new industry standard for employment in California hospitals, and it is one of the prerequisites for admission to Master’s Degree in Nursing and Doctorate of Nursing Practice programs.
 - Pilot program with 15 CCs
- Resources:
 - Baccalaureate Degree Program Website
 - The 411 on Baccalaureate Degree Programs in California Community Colleges

Baccalaureate Degrees: *Where are we now?*

Institutional Support/Commitment

- **Academic Senate** collaboration with Administration establish a **BDP workgroup**
- IF Baccalaureate Degrees at Chaffey are feasible, modify AP 4023 to accommodate BDP proposals

After policies and processes are established...



Local BDP Initiation Process

Proposal evaluation steps: [AP 4023](#)

1. Education Program Proposal Committee

- **Faculty (4):** Curriculum Committee Chair, Curriculum Committee Member, Academic Senate President
- **Administrators (2):** Dean of the school most closely aligned with the program proposal and Transfer/Career Center Administrator

2. Strategic Management Team & Superintendent/President

3. Curriculum Design*

4. Curriculum Committee Review

5. Academic Senate Endorsement

Office of Instruction Submits Application to CCCC

- Non-Duplication Analysis Template
- Workforce Need and Evidence of Sufficient Demand Template
- Proposed BDP Description Template
- Program Quality and Curriculum Design Template
- Administrative and Funding Plan Template

* Faculty should NOT design Curriculum until degree approved through AP 4023 process!



Legislation & Local Implementation:

What is Happening Now?

CalGETC: Assembly Bill 928 (Berman, 2021)

CCN: Assembly Bill 1111 (Berman, 2021)



Student Transfer Achievement Reform Act

Assembly Bill 928 (Berman, 2021)

Intended to simplify the transfer process for community college students so more students transfer and earn bachelor's degrees.

- **CalGETC [1]** Mandates the creation of the California General Education Transfer Curriculum (**Cal-GETC**), the singular general education transfer pathway that satisfies lower division requirements of both the University of California (UC) and California State University (CSU). (*effective 2025-26*)
- Requires **automatic placement of students on an ADT pathway** if students declare a goal of transfer and their stated major pathway exists and is offered by the college, with limited exceptions for students to opt out of the ADT placement (*effective August 2024*)

Academic Senate 10 + 2:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree & Certificate Requirements
5. Standards & Policies regarding Student Preparation and Success



2024-25 General Education Paths at Chaffey

Non-transferring students:

Chaffey GE

- ▶ 6 Areas (same as CalGETC)
- ▶ 7 courses (~21 units)
- ▶ Includes courses that don't count as GE at both CSU & UC
- ▶ Minimum GPA of 2.0

Transferring students:

CSU GE

- ▶ Transfers to **CSU only**
- ▶ 13 courses (~40 units)
- ▶ C or better in Areas A1, A2, A3, and B4
- ▶ D grades allowed in other areas

IGETC (since 1991)

- ▶ Transfers to both UC & CSU
- ▶ 11-12 courses (~34-37 units if language completed in high school)
- ▶ C or better in ALL courses

IGETC for STEM

- ▶ Only available for some STEM ADTs
- ▶ 9 courses (~28 units)
- ▶ C or better in ALL courses

2025-26 General Education Paths at Chaffey

Non-transferring students:

Chaffey GE

- ▶ 6 Areas (same as CalGETC)
- ▶ 7 courses (~21 units)
- ▶ Includes courses that don't count as GE at both CSU & UC
- ▶ Minimum GPA of 2.0

Transferring students:

CalGETC

- ▶ 6 areas
- ▶ 11-12 courses (~34 units)
- ▶ All courses count as GE at both CSU & UC
- ▶ C or better in all courses

Streamlining GE for transfer students with CalGETC

GE Area	23-24 CSUGE (CSU only)	23-24 IGETC (CSU/UC)	25-26 CalGETC (CSU/UC)
English Communication	Written Communication (3) Critical Thinking (3) Oral Communication (3)	Composition (3) Critical Thinking-Engl. Comp. (3) Oral Communication (3)- CSU only	Written Communication (3) Critical Thinking (3) Oral Communication (3)
Mathematics	One course (3)	One course (3)	One course (3)
Physical and Biological Sciences	Physical Science (3) Life Science (3) Laboratory Science (1)	Physical Science (3) Life Science (3) Laboratory Science (1)	Physical Science (3) Life Science (3) Laboratory Science (1)
Arts & Humanities	Arts (3) Humanities (3) Arts or Humanities (3)	Arts (3) Humanities (3) Arts or Humanities (3)	Arts (3) Humanities (3) *
Social/Behavioral Sciences	Two courses (different disc.) (6)	Two courses (different disc.) (6)	Two courses (different disc.) (6)
Ethnic Studies	One course (3)	One course (3)	One course (3)
Language Other Than English	<i>not applicable</i>	1-yr HS or 2nd Semester Language	<i>UC graduation requirement-not certified by Community Colleges</i>
LifeLong Learning/Self-Development	One course (3)	<i>not applicable</i>	not applicable



AB 928: CalGETC Implementation-Curriculum

ADTs

Articulation Officer and Curriculum Specialist update templates and submit to CCCCO

APs/BPs

Relevant policies and procedures must be revised; approved via participatory governance

Articulation

Articulation Officer submits courses for approval. **Note:** courses in IGETC areas are pre-approved

Academic Maps

Curriculum Chair, Counseling reps revise all ADT Academic Maps for Curriculum Tracks and Program Mapper

Enrollment

Deans and Coordinators adjust scheduling for impacted courses (including Dual Enrollment and Rising Scholars).

CurriQunet

Articulation Officer will deactivate CSU GE, IGETC & develop CalGETC Cert.



AB 928 (CalGETC) Implementation-Student Support

Marketing

Communication materials to help students with transition to CalGETC

Counseling

Advise continuing students about catalog rights, CalGETC, minimum grade requirements, etc.

IT

Develop technology to automatically place students with goal of transfer into ADT pathway (if ADT exists)

Office of IR, Policy, and Grants

Identify and oversee revisions of relevant policies and procedures

Instructional Support

Increase writing supports for Area 1B and for overall C or better CalGETC minimums

Transfer Center

Revise transfer materials to reflect CalGETC

Common Course Numbering (CCN)

Assembly Bill 1111 (Berman, 2021)

Amends Ed Code SEC.2. 66725.5. (a) (1)

To streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation, **on or before July 1, 2024**, both of the following shall occur:

- A. The California Community Colleges shall adopt a **common course numbering system for all general education requirement courses and transfer pathway courses**.
- B. Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog

GOAL: system-level articulation from CCCs to universities using CCN Course Templates

- Common transferability
- Common GE applicability
- Consistent course-to-course articulation

Note:

- Depends on UC and CSU changes to current articulation processes
- Collaboration of intersegmental discipline faculty necessary to achieve intended student impacts

Academic Senate 10 + 2:

1. Curriculum, including establishing prerequisites and placing courses within disciplines



Why not just use C-ID?

Course Identification Numbering System (C-ID)

- Began in 2007, propelled by SB 1440 (Padilla, 2010) and the creation of ADTs
- Assigns C-ID numbers to common transfer courses with a focus on courses present in ADTs
- Descriptors mostly designed by CCC and CSU faculty (although UC invited)
- CCCs submit courses for articulation approval
- C-ID number appears with the course description in the catalog

ART-10 2D Design: Concepts, Theory, and Practice

Units: 4.00

Hours: 48-54 Lecture. 48-54 Laboratory.

Grading: Letter Grade

Credit for Prior Learning: No

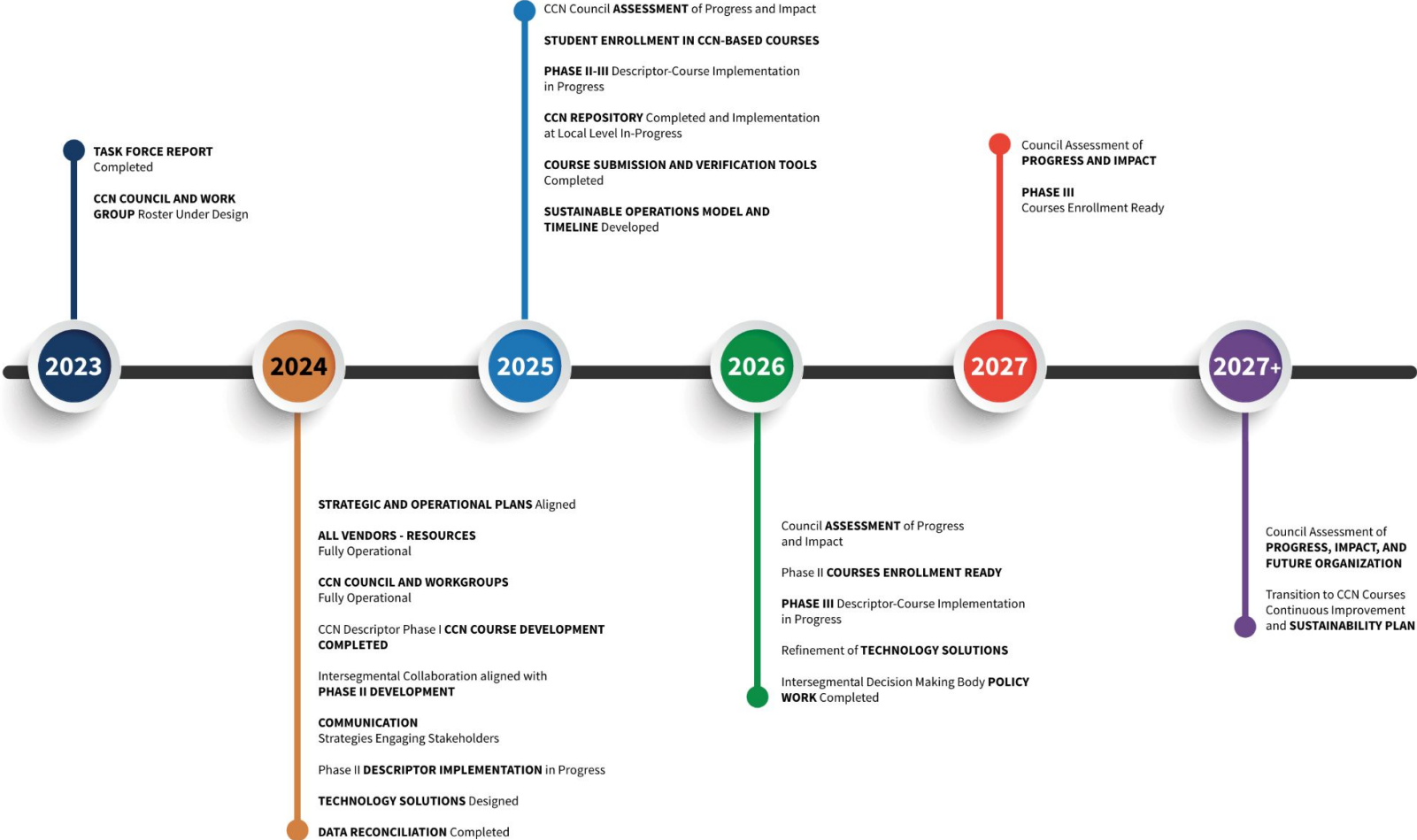
This is a problem-solving course that explores the concepts, applications, and historical contexts related to two-dimensional art and design. Emphasis on the visual elements and organizing principles of design, including shape, color, value, line, texture, and composition with emphasis on global perspectives. Development of visual literacy for critical analysis and creative expression.

C-ID: ARTS 100 - TOP Code: 100200 - Transfer Status: Transferable to both UC and CSU.

CCN

- More inclusive of CSU and UC in CCN course criteria
- ***Vision:*** seamless articulation and transfer

CCN MILESTONES PROPOSED TIMELINE 2023-2027+ (PENDING TIMELINE EXTENSION REQUEST)



CCN Phase 1 Courses: December 2024

Course	System Enrollment Data (2022-23)	Chaffey Course	Cal-GETC Area
College Composition (ENGL 100)	300K-330K	ENGL 1A	1A
Argumentative Writing and Critical Thinking (ENGL 105)	115K-140K	ENGL 1B	1B
Public Speaking (COMM 110)	150K-175K	COMSTD 2	1C
Intro to Statistics (MATH 110)	185K-225K	STAT 10	2
Intro to American Government and Politics (POLS 110)	125K-160K	PS 1	4
Intro to Psychology (PSY 110)	145K-170K	PSYCH 1	4



AB 1111 (CCN) Implementation (2024-2025)

State CCN Workgroups

Articulation Officer and Curriculum Chair are serving to keep up-to-date

CCN state descriptors

Participate in CCN Descriptor Development for courses in your discipline (ongoing)

Modify CORs

Discipline faculty for Phase I courses will need to modify CORs for December submission

Catalog & Scheduling

Adjust student facing catalog and schedules to reflect CCN for Phase I courses

Articulation

Articulation Officer and Curriculum Specialist will facilitate Phase I course updating and COR submissions to CCCCCO

Admissions & Records

Work with IT to integrate common course numbers into Colleague and Student Records



Opportunity Drawing!



☞
☞
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DATE

Breakout Sessions



**Academic Senate Breakout
CAA 215**

**Curriculum Committee
Stay**




Curriculum Committee Breakout



Curriculum Committee

Academic Senate oversees the 10 + 2

1. **Curriculum, including establishing prerequisites and placing courses within disciplines**
2. **Degree & Certificate Requirements**
3. **Grading Policies**
4. **Educational Program Development**
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. **Processes for program review**
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Faculty Senate.



Curriculum Committee is charged with 10 + 2 curricular processes.

Curriculum & the Law

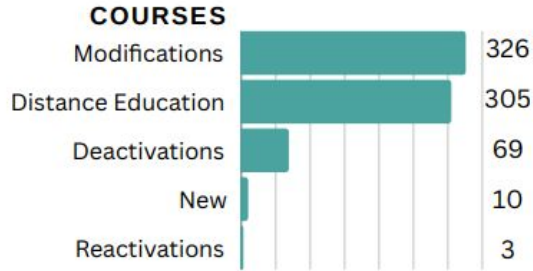
Curriculum Committee

Scope: The Curriculum Committee provides certification to the Chancellor's Office that processes and procedures align with California Education Code, Title 5 regulations, and the Chancellor's Office Program and Course Approval Handbook (PCAH).

- **CA Education Code**
 - Statute
 - Determined by legislation
- **Title 5**
 - Interprets Ed Code into regulations
 - Determined by Board of Governors
- **Program and Course Approval Handbook (PCAH)**
 - Establishes specific guidelines for implementing Title 5 (CCCCO, ASCCC, 5C)
- **Chancellor's Office Guidelines and Memos**
 - Further clarify implementation of Title 5
- **ASCCC papers and reference guides**
 - Papers on COR, effective approval processes, etc.

2023-2024 Curriculum Committee Accomplishments and Successes

843 Total Proposals



2023-2024 CURRICULUM COMMITTEE

*Thank
you!*

- | | | |
|------------------------|-------------------|-------------------|
| Adeel Rizvi | Joan Godinez | Nicole DeRose |
| Angela Burk-Herrick | Joann Eisberg | Nicole Farrand |
| Candice Hines-Tinsley | Jonathan Polidano | Paula Snyder |
| Carol Hutte | Julie Law | Rob Rundquist |
| Chingping (Grace) Wong | Laura Picklesimer | Ryan Sipma |
| Christina Holdiness | Markazan Romero | Sharon Alton |
| Elaine Martinez | Marlene Soto | Shireen Awad |
| Garrett Kenehan | Marilyne Chemama | Stephen Calebotta |
| Jennika Celso | Michael Wangler | Tracy Kocher |

The Curriculum Office commends the Curriculum Committee for their dedicated work in reading, reviewing, and approving 843 proposals. For each department in ACD and BTH committee members were committed to ensuring DEIA was in every program by reviewing each course with an equity lens. In addition to commendations, committee members provided thoughtful and collegial feedback on ways to incorporate DEIA into myriad courses. The Curriculum Committee's dedication to ensuring that DEIA is in each department's curriculum is truly a catalyst to systemic equity changes!



Spring 2025



Chaffey College Curriculum Submission Timeline Comprehensive and Mid-Cycle Standard Updates by Academic and Career Communities

26-27 Catalog

Deadline:
March 31, 2025

ACD
BTH

ACD & BTH

Mid-Cycle
Launch *all* degrees
and certificates.

Courses:
Launch a “Mid-Cycle
Update” proposal in
META. Use our [Mid-
Cycle Guidance Sheet](#) for
assistance. Only one per
[department](#) is needed.

All Faculty

Departments not scheduled for
updates should launch
curriculum changes as needed
during the launch period.

*Note, departments will still be
required to submit all curriculum
during their standard update cycle.*

Curriculum submissions after
March 31 are not guaranteed to
be included in the 2026-2027
catalog.

Curriculum Office Team

[Angela Burk-Herrick](#), Chair
[Shireen Awad](#), Specialist
[Julie Law](#), Articulation
[Ryan Sipma](#), Catalog/Schedule

Submission Deadline

For the 2026-2027 Catalog,
all required updates by ACC
and other curriculum
submissions should take
place **between January 1,
2025 and March 31, 2025.**

Helpful Resources

[Curriculum Website](#)
[Curriculum Representatives](#)
[Mid-Cycle Update Form](#)
[CurriQunet META](#)

Curriculum Meeting Dates and Structure

- Meetings are open to the public following Brown Act Regulations (mandate).
- Meetings typically follow Robert's Rule (optional, not legally required)
- Agendas are sent to the campus and to individual committee meetings 72 hours in advance.
- Agendas will consist of the following standing items:
 - Public Comment: Guests only and not committee members. Limited to 2 minutes.
 - Curriculum Office reports
 - Curriculum proposals ready for committee review
 - Discussion/Action/Informational items
 - When a discussion/motion is completed, discussion will not continue on that item.
 - Floor items: For any committee member to address concerns, comments, questions, commendations, future agenda item requests, etc.

All meetings will be held in-person from 1:30-3:00 in BEB-204, Rancho Campus. Only committee members who are based in Chino, Fontana, and the InTech center will be able to attend remotely.

August 9, 2024 (Annual Retreat)

September 4, 2024

October 2, 2024

October 16, 2024

November 6, 2024

November 20, 2024

December 4, 2024

January 15, 2025

February 5, 2025*

February 19, 2025

March 5, 2025

April 2, 2025

*Last meeting for the February Board Report. Most curriculum approved on/before the February 5 meeting will be included in the 2025-2026 Catalog. External factors like Regional Consortium recommendation and Chancellor's Office approval may impact a proposal's inclusion in the catalog. Curriculum proposals approved after this date are not guaranteed to be included in the catalog, but may be included in either the catalog or in a later addendum.

Streamlined Process Continues: 2024-2025 Mid-Cycle Updates and Comprehensive Review

- Courses in-review: ~204
- Degrees and certificates in-review: ~87
- Voting Members (readers)
 - META queues will serve as your reading list
 - Agenda serves as the final list for a meeting
 - Readings should be completed **before** the date listed as the deadline.
 - On that day, the Curriculum Office will review comments and schedule meetings with faculty.
- To minimize reading load, readers can choose sections of the COR to focus on based upon two different groups.
 - [2024 Curriculum Committee Reading Groups Sign-Ups](#)



Difference between Mid-Cycle Updates and Comprehensive Updates

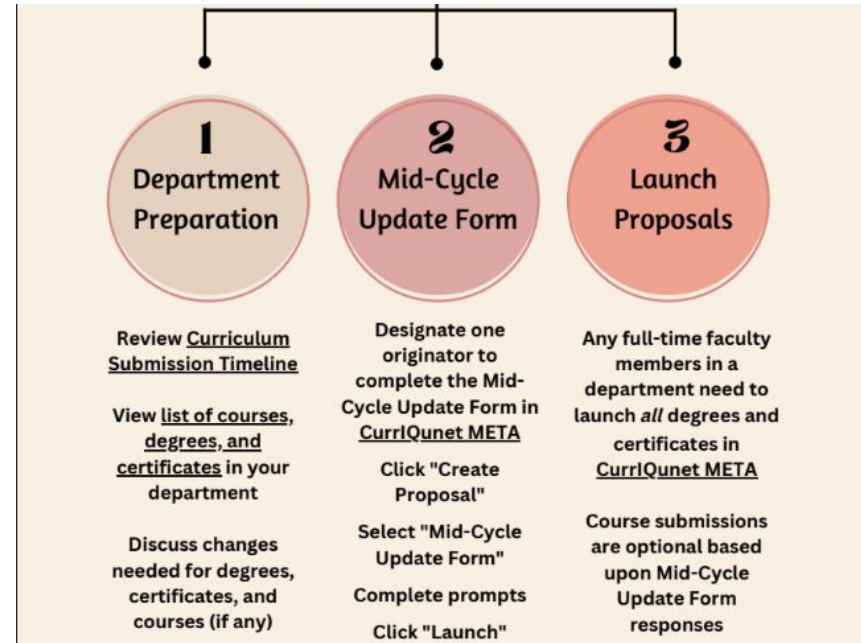
Mid-Cycle	Comprehensive
One faculty member per department completes <u>Mid-Cycle Update Form</u> in CurriQunet META	All courses must be launched/submitted into CurriQunet META
Course submissions are optional based upon the responses of Mid-Cycle Update Form	All degrees and certificates must be launched/submitted into CurriQunet META
All degrees and certificates must be submitted	

Mid-Cycle Update Process

What is the Function of the Mid-Cycle Update Form?

The Mid-Cycle Update Form in META will ask departments to identify which courses do not need revisions since their last comprehensive review; thus, these selected courses will not be launched into META for revisions. Any courses not selected on the form will need to be launched into META for review.

Faculty will also certify that they will launch all degrees and certificates in their department for review.



Curriculum Review: Internal Review



- Before curriculum reaches the committee, curriculum goes through internal review:
 - Discipline faculty (7-day review period)
 - Coordinator and Dean
 - Typically check for scheduling concerns, faculty availability, resources needed (equipment, facilities, etc.), consideration of discipline faculty feedback. Does the department need to meet based upon concerns and comments?
 - Deans have the opportunity to send proposals back to the originator for revisions and suggestions based upon their individual reviews, and/or comments made by discipline faculty and the coordinator.

Curriculum Review: Technical Review

FACULTY

DEPARTMENT

COORDINATOR

DEAN

TECH
REVIEW

CURRICULUM
COMMITTEE

GOVERNING
BOARD

CCCCO

Technical Reviewer	Components Reviewed
Curriculum Chair	Reviews COR elements as it relates to legislation/Works on academic maps/Gathers data and prepares for departmental program presentations
Articulation Officer	Works on transferability for courses and all documentation related to transfer courses and programs/Inputs documents into META/Works with faculty
Academic Map Reviewer (2 Counselors)	Reviews program course changes/additions while reviewing academic maps/Identify changes needed to academic maps
Librarian	Reviews resources tab/Works with faculty on ZCT/OER/LCR if needed/Makes appropriate edits if needed to editions and links
SLO Facilitator	Reviews CLOs and PLOs
Peer Reviewer	Reviews document holistically for grammatical and syntactical cohesion and errors.
Catalog and Schedule Coordinator	Reviews limitation on enrollments, components of catalog and schedule, and ensures courses can be built correctly to minimize registration obstacles for students related to curriculum
Curriculum Specialist	Gathers and reviews all comments/Meets & works with faculty 1-1 to make changes and provide any consultation/Prepares for submission into COCI

Curriculum Review: Before Curriculum Committee Review



- Next: Between Technical Review and Curriculum Committee Review
 - On the deadline date, the Curriculum Office will gather all comments made by the committee ***based upon the deadline reading date.***
 - If needed, the Curriculum Office will meet with faculty to address Curriculum Committee comments before the meeting.
 - The Curriculum Office will report the changes made/not made with faculty during the curriculum presentation done for that department at the upcoming curriculum meeting.

Curriculum Reading Process: Deadlines



Curriculum Committee Reading Deadlines

All curriculum for an agenda must be read/reviewed before the date listed below (each date corresponds to an upcoming meeting). All curricular items scheduled for a meeting will be available for review in advance in the "Curriculum Committee Review" queue in META. The Curriculum Office will notify members when items have entered their queues for review. Their queue in META will serve as the reading list.

September 2, 2024
September 25, 2024
October 14, 2024
October 30, 2024
November 18, 2024
December 2, 2024

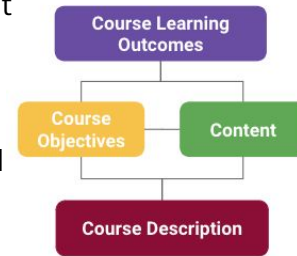
January 8, 2025
January 29, 2025
February 17, 2025
March 3, 2025
March 26, 2025

Curriculum Review: Curriculum Committee

- **Mid-Cycle Update:** MIT, PCS, & HWA
 - Focus of Mid-Cycle Review: Overall review of degrees and certificates
- **Comprehensive Review:** STEM
 - **Focus of STEM Review:** DEIA opportunities for courses and holistic review of department degrees and certificates.
- Committee members will leave comments in the [CurriQunet META](#)
 - Comments focus on:
 - Commendations
 - Collegial feedback and suggestions
- To minimize reading load, curriculum committee members can choose to read components on the COR based upon two groups:
 - Group 1: Alignment of CLOS, objectives, content, and description
 - Group 2: DEIA review including review of Methods of Instruction/Evaluation and DE

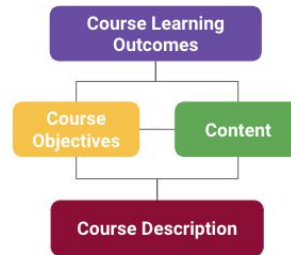
Curriculum Review: Group 1 Alignment

- **Group 1: Description, Objectives, Content, and Course Learning Outcomes (CLOs)**
 - **Course Learning Outcomes (CLOs)** are general statements about significant and essential learning that occurs as a result of taking a course.
 - Recognize the hierarchical nature of levels of organization in the human body.
 - **Course Objectives** are more specific statements about content or material being taught in a course and can be considered the “nuts and bolts” of the course.
 - Distinguish and analyze cellular structure and organization; tissue types and arrangements; organs; organ systems; and the correlation and integration of structure and function.
 - **Course Content** is a list of the topics in the course used to help students meet the objectives and learning outcomes.
 - Hierarchy of organization in the body
 - The **Course Description** is a holistic overview of the content, objectives, and learning outcomes and may also include information about the students for whom the course is intended.



Curriculum Review: Group 1 Alignment

- **Examples of comments from members:**
 - “Content and outcomes both mention frequently that students will engage in CPR, yet the description does not mention CPR.”
 - “There is a CLO on students being able to gather metadata, but there is no reference to metadata in the objectives nor content.”
 - The description seems vague, while the content is extensive. Suggest that the faculty add more to the description so students gain a better sense of the intent of the course.



Curriculum Review: Group 2 DEIA

- DEIA for past cycles have been reviewed with these DEIA opportunities in mind:
 - **Content/Objectives/CLOs:** Do these components incorporate diverse contributions to the discipline and provide opportunities for students to connect course content to their sociocultural backgrounds?
 - **Methods of Instruction:** A variety of instructional methodology with at least one equity-minded instruction (choices already in META)
 - **Methods of Evaluation:** Variety of assessment strategies (choices in META)
 - **Class Assignments:** Do examples reflect culturally responsive strategies (e.g. assignments that address real-world issues, incorporate multiple perspectives, connect content to students' cultural context, and encourage collaboration)?
 - **Resources:** Is there a zero cost textbook? If not, is there a valid reason?
 - **Distance Education:** Is the course approved for a DE modality? If not, is there a valid reason? Does the DE section demonstrate regular effective contact?

Curriculum Review: Group 2 DEIA

- Reviewers should make specific suggestions on where DEIA could be added with examples:
 - For example a committee member may say, “This course does a great job at including DEIA in the content where it focuses on social and economic inequities in real estate. Suggest adding an assignment related to this content.
 - A reviewer may even suggest wording for an assignment. “Students will write a research paper on social and economic inequities in real estate which will include suggestions on how the real estate industry can help minimize/eliminate these inequities.”
 - “This course speaks heavily on leadership, policy, and practice within a company. Perhaps incorporate content on how a company’s diversity policy impacts company culture (e.g. promotions, daily operations, and employee experience).”

VISION 2030

A Roadmap for California Community Colleges



STRATEGIC DIRECTIONS

1. Equitable **Baccalaureate Attainment**
2. Equitable **Workforce and Economic Devt**
3. **Generative AI** and the Future of Learning

GOAL #1: EQUITY IN SUCCESS

Outcome 1: Completion

Increase with equity the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate attainment

Increase with equity the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome

Increase with equity the number of California community college students who earn a living wage.

GOAL #2: EQUITY IN ACCESS

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Outcome 4: Student Participation

Increase, with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

GOAL #3: EQUITY IN SUPPORT

Partner with systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and accompanying support to Californians.

Outcome 5: Maximizing Financial Aid

Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Outcome 6: Reduce Units to Completion

Decrease with equity the number of units in excess of 60 units for the ADT.

Curriculum Review: Associate Degrees for Transfer

Legislative Requirements/Documents	Before Curriculum Committee Review	Curriculum Committee Review
<ul style="list-style-type: none">● Transfer Model Curriculum Template (TMC)● Articulation Documents<ul style="list-style-type: none">○ AAMs○ GECCs○ BCTs○ C-ID● Alignment with TMC Template	<ul style="list-style-type: none">● Articulation Officer works with faculty to have TMC completed.<ul style="list-style-type: none">○ Order of courses○ Could additional courses be added○ Should any courses be removed● AO gathers all required documentation needed for submission.● Academic Map Review	<ul style="list-style-type: none">● Clarity of program description● Alignment of program learning outcomes and course requirements● Recommended resource in META:<ul style="list-style-type: none">○ <u>Program Summary Report</u>

Curriculum Review: Career Technical Certificates/Degrees

Legislative Requirements/Documents	Before Curriculum Committee Review	Curriculum Committee Review
<ul style="list-style-type: none"> ● Advisory Committee Minutes ● Labor Market Analysis/Information from Center of Excellence, and/or <ul style="list-style-type: none"> ○ Employer surveys ○ Industry studies ○ Letters from employers ○ Articles on employment trends ○ Studies from agencies/associations ○ Industry advisory meetings ○ Regional economic studies ○ EDD ● If new CTE degree/certificate, Regional Consortium recommendation ● Program Narrative 	<ul style="list-style-type: none"> ● Advisory Committee minutes are completed by the department before submission. ● LMA/LMI is submitted by faculty during the curriculum proposal process. ● Academic Map Review <p>(Regional Consortium recommendations occur after Curriculum Committee approval)</p>	<p>Program Summary Report:</p> <ul style="list-style-type: none"> ● Clarity of program description ● Alignment of program learning outcomes and course requirements ● Appropriate unit total <p>CTE Tab: Uploaded LMI</p> <ul style="list-style-type: none"> ● Is the degree/certificate required for employment in the field? ● Is there regional demand? ● Will students earn a livable wage if employed in the field?

Curriculum Review: Local Degrees

Legislative Requirements/Documents	Technical Review Completions	Curriculum Committee Review
<ul style="list-style-type: none">● If a program is intended for transfer preparation, documentation that shows transfer alignment with one institution must be shown.● Must address a valid transfer prep, workforce prep, civic education, or local purpose.● Program Narrative	<ul style="list-style-type: none">● Clarity of program description● Alignment of program learning outcomes and course requirements● Articulation: Does this facilitate transfer if that is a secondary goal?● Academic Map Review● Discipline degree & certificate alignment	<ul style="list-style-type: none">● Clarity of program description● Alignment of program learning outcomes and course requirements● Recommended resource in META:<ul style="list-style-type: none">○ <u>CCCCO Narrative</u>

Curriculum Degree/Certificate Review Guide

CHAFFEY COLLEGE COMMITTEE DEGREE & CERTIFICATE REVIEW GUIDE

Catalog Description

Yes No

- Does the program fit into the college mission?
- Does the description clearly communicate the intent of the degree or certificate as building foundational skills, directly preparing students for employment, and/or to facilitate transfer?

Program Learning Outcomes

Yes No

- Do Program Learning Outcomes align with Description?

Program Requirements

Yes No

- Does the unit total seem appropriate?
(For degrees, a minimum of 60 degree-applicable units, including GE, is required; refer to Academic Map)

CTE Degrees/Certificates *(View LMI and Advisory Committee Minutes uploaded files)*

Yes No

- Is the degree/certificate required for employment in the field?
- Will students earn a **livable wage** if employed in the field?
- Is there a demand/need for this program in the region (see **regional job outlook**)?

Credit for Prior Learning: A Deeper Dive

- Gives students course credit for validated skills, knowledge, and experiences gained outside the classroom.
- CPL Methods:
 - Advanced Placement (AP) Exams
 - International Baccalaureate (IB) Tests
 - College Level Examination Program (CLEP) Exams
 - Institutional Assessment/Evaluation
 - Military Training/Joint Services Transcripts/DANTES/DSST
 - Industry Training/Industry Credentials
 - Student-created Portfolios
 - State/federal Government Training
 - Apprenticeships, internships, work-based learning, or other industry-based experiential learning
 - Validated volunteer and civic activities (e.g. Peace Corps)
 - High School Articulation

Credit for Prior Learning: A Deeper Dive

- Benefits of CPL for the Students:
 - Saves you time and money on your educational path.
 - Serves as a jumpstart to educational pathways, degrees, and certificates.
 - Grants credit for courses without needing to take the course.
- Benefits for Faculty and the Institution
 - Research suggests that CPL benefits students and colleges by increasing completion and closing achievement gaps. In California, this means CPL can help the system achieve the goals outlined in the Vision for Success and increase college funding through improving measures on the Student Centered Funding Formula metrics.
 - CPL advances economic mobility and works towards dismantling systemic barriers for all Californians (Credit for Prior Learning as an Equity Lever, 2020).
 - CPL increases the probability of enrollment in a community college by 54% (Strada Recontact Survey (2022) as cited by ASCCC IE Regional Consortium, 2024).
 - CPL benefits both colleges and students by increasing completion and closing equity gaps (Credit for Prior Learning Policy Implementation Toolkit, n.d.)
 - To explore other benefits and a general overview of CPL, please view the [Credit for Prior Learning \(CPL\): Advocating for Student Access & Success Presentation.](#)

Credit for Prior Learning: A Deeper Dive

- CPL must be designated on a course in CurriQunet META.
 - Courses must be approved for CPL through the Curriculum Committee.
- Faculty are not only responsible for determining if a course is appropriate for CPL, but they also determine the following:
 - Does the student demonstrate sufficient mastery of course outcomes?
 - Student meets or achieves the student learning outcomes for the course and equates to the minimum passing grade for the course or higher.
- CPL credit can be awarded for courses in general education, major courses, and/or elective courses.
 - Please note the CSU and UC Policies on CPL.



Questions/Concerns/Ideas

- **Curriculum Committee Review?**
- **Credit for Prior Learning?**
- **CalGETC Implementation?**
- **Baccalaureate Degree Programs?**
- **Common Course Numbering?**

- **Anything else?**

Preparing for First Meeting (September 4, 2024)

1. Complete the following by **September 2, 2024**
 - a. Sign up for a reading section: 2024 Curriculum Committee Reading Groups Sign-Ups
 - b. Complete Curriculum Committee quiz in the Curriculum Committee Training 2024 canvas shell
2. Feel free to begin reading as soon as proposals enter your queue (will be entering soon)
3. Skim Curriculum Handbook
4. Bookmark the following resources:
 - a. CurriQunet META
 - b. Chancellor's Office Program and Course Approval Handbook
5. Meeting Attendance:
 - a. All committee members based at the Rancho Campus **must** attend in-person.
 - b. Members based at the Chino, Intech, and Fontana campus must attend in-person at their respective campus conference rooms (CHMB 102 and FNAC 119) or their offices. Offices will need to be posted on the agenda for the public to attend.



- Please get into 3-5 groups (3-5 people per group).
- Each group will be given one paddle board and marker.
- Designate one writer per group for the game.
 - Each group will work together to generate the answer to each question.
- Whichever team raises their paddle first with the correct answer receives the points for that round and chooses next category/amount.
- Technological aides are welcomed!

Let the Games Begin!



5. Debrief & Q+A

Please enjoy lunch!





Opportunity Drawing!