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October 5, 2010

Subject: SB 1440 Implementation: Associate Degrees for Transfer

As you are undoubtedly aware, SB 1440 (Padilla, 2010) has just been signed into law. The Chancellor's Office and the Academic Senate began discussions during the last months in anticipation of this event. **This correspondence presents the current status of discussions to coordinate compliance with SB 1440** and upcoming activities that are planned. Please know that we will keep you apprised all along the way, especially given that there is a short timeline for implementation.

The Bill

SB 1440 requires that community colleges develop and grant associate degrees for transfer, with certain stipulations.

66746. (a) Commencing with the fall term of the 2011–12 academic year, a student that *who* earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both of the following requirements:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.91

Rather than have 112 colleges develop separate responses to the bill, we are urging a concerted, statewide response in the form of a model curriculum which will have benefits for our students, our colleges and universities.

The basic idea will be this: to convene intersegmental discipline faculty groups, coordinated through the Course Identification Numbering System (C-ID) processes, to simultaneously determine what courses would both comprise a California Community College degree and prepare students in each of the most popular transfer majors—building on the work of CSU Lower Division Transfer Pattern (LDTP) and Intersegmental Major Preparation Articulation Curriculum (IMPAC). The recommendations of those groups will be vetted using C-ID's online process and they would form the foundation of a transfer model curriculum in each discipline which will be given fast-track approval and would minimize the local work needed in order to comply with SB 1440. Although the final name of the degree has not been determined, one possible name would be an "Associate Degree

in ___X___ (the major) for Transfer.” Although following the transfer model curriculum would be optional for colleges, it will have the benefit of having had intersegmental discipline faculty vetting and will provide students and universities with some assurance of common preparation at the lower division. In addition, the Chancellor’s Office will be able to **provide fast-track approval** for degrees that match the transfer model curriculum. Students who attend multiple colleges will benefit from having consistent requirements across the state.

It is important to point out that the bill does *not* mean that existing degrees need to be discontinued. The new transfer degrees will be an *additional* avenue for students who plan to transfer, who also want to earn an associate degree and who desire the admissions priority guaranteed in the bill. The bill says,

66747. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall guarantee admission with junior status to any community college student who meets all of the requirements of Section 66746. Admission to the California State University, as provided under this article, does not guarantee admission for specific majors or campuses. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. A student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012–13 academic year. You can view the final bill at http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1401-1450/sb_1440_bill_20100830_enrolled.pdf

It is anticipated that once these degrees are in place, many more transfer students will also earn an associate degree, there will be more clarity and consistency about the best lower division preparation, and students will be guaranteed a place in the CSU.

Implementation Committees

The work to be done under SB 1440 can be divided into several categories, and there will be several committees established to manage each task area with appropriate representatives from the California Community Colleges (CCC) and California State University (CSU). Their tasks will include implementation oversight, academic considerations (involving the faculty primarily) and the administrative tasks including admissions, policies, etc. Once the groups are convened, we will develop detailed information to support and streamline the work at each college and will send that information to you.

Implementation strategies

The CCC and CSU Chancellor's Offices have already begun preliminary planning discussions and **the CCC Academic Senate has met with the CSU Academic Senate to outline some implementation principles.** We intend to coordinate closely with CSU at each step. The most important caveat is that these new degrees will need to accomplish TWO ends: prepare students for transfer AND comprise an associate degree. Although the bill does not mandate a statewide solution, it would not make much sense if 112 colleges devised 112 different responses to the bill. One hundred and twelve different solutions would not provide simplicity or clarity for students and would not encourage the intersegmental discipline discussions that we know would improve student preparation. Therefore, colleges will be encouraged to make use of "transfer model curriculum" which will be developed in the following manner:

1. The Academic Senate will coordinate with the Course Identification Numbering System (www.c-id.net) and ask its intersegmental faculty discipline groups to design a "transfer model curriculum." Typically the transfer model curriculum will include:
 - a. A set number of units that are required in that major, ranging from 6-18 units. (The courses may or may not be in the major department).
 - b. The remainder of the 18 units will be either on a narrow list of courses (e.g., two of these four courses) or a broader list of courses which the intersegmental discipline groups identified and which each CCC will select for their local degree, based on their offerings and their student needs. (The courses listed on the transfer model curriculum list may or may not reside in the major department but will reflect the discipline's consensus about most appropriate courses).

The overarching question that the intersegmental discipline faculty will be asked to answer as they develop a transfer model curriculum is "What are the courses that are appropriate for an associate degree, providing a foundational understanding of the discipline, and prepare the student for transfer to any CSU?" In many fields, there is already a great deal of consensus that came out of previous work with IMPAC, LDTP and C-ID.

Working through the local academic senates during the coming months, the Academic Senate will invite faculty to participate in the discipline meetings and to review and critique the transfer model curriculum. We hope that many faculty members will volunteer to participate, to ensure the list of courses reflects the best consensus. **The C-ID meetings will begin this week and will continue throughout the academic year, adding more majors along the way.** While not every major will be developed immediately, we believe we can make great progress and be able to comply with SB 1440. We believe there will be important benefit for students and benefits for colleges that choose to use the transfer model curriculum. Furthermore, a streamlined review process will be developed that permits a quick approval for colleges that adopt the transfer model curriculum.

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CSU faculty will participate in each of the implementation areas and UC faculty are invited as well. However, it is important to note that the bill says that CCC faculty are responsible for the degree contents and the CSU is required to accept the coursework as full completion of lower division. If a CSU wants students to complete a course that was not a part of the transfer degree, the CSU may require an additional course as long as the baccalaureate degree requirements do not exceed 60 units at the university.

Other tasks to be addressed

There are various facets of the bill that will need to be worked out, and the Chancellor's Office will coordinate those efforts. For example, the details about priority admission and local CSU campuses will need to be determined; we will need a definition about what constitutes a "similar" field of study; it remains to be seen how the admissions processes at CSU will be developed; and we will explore how high unit majors might be handled. These questions and many others will be addressed during the implementation work in the coming months. We expect that by the end of this academic year, a number of some of the most popular majors statewide will have agreed-upon model curriculum and that all colleges will be in compliance for the Fall 2011 with evidence that they have some new degrees in place with more underway and more degrees put into place during the next academic year.

This bill has received a great deal of attention and we recognize that some colleges have begun some local conversations. **We hope that you will be willing to participate in the statewide response to this bill, which will provide the most number of students the largest number of options possible.**

Please send your questions and suggestions to sb1440questions@cccco.edu.

Sincerely,



Jane Patton
President