**Effective Practices for Local Implementation of TMCs –
An Academic Senate White Paper**

Approved by the Executive Committee

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2015-2016 Executive Committee
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Introduction

In 2010, Senate Bill 1440 (Padilla) authorized and set the parameters for the creation of transfer-focused associate degrees within the California community colleges. Follow-up legislation in 2013 (Senate Bill 440, Padilla) established additional mandates regarding these degrees. Designing degrees that are consistent with SB 1440 and that fulfill the mandates of SB 440 requires the involvement of discipline faculty, curriculum chairs, articulation officers, and counselors as well as other college personnel who play a role in ensuring that the students of the California Community Colleges (CCCs) are well-served. The process of creating an Associate Degree for Transfer (ADT), begins with developing a structure for the central component (i.e., major or area of emphasis) of an associate degree. This faculty-developed structure, known as a Transfer Model Curriculum (TMC), is vetted intersegmentally and adopted statewide and is then used by the CCC Chancellor's Office to create a template (Chancellor's Office Template or COT) that local colleges complete when submitting their TMC-aligned degrees to the Chancellor's Office for approval. Thus, the process begins with statewide faculty development of a TMC and ends with the local implementation of that TMC in the form of an ADT. Local faculty engagement is critical to the overall success of the process, beginning with ensuring that the TMC will serve students across the state well and ending with the creation of a degree intended to meet the needs of each college and its population.[1]

C-ID, Transfer Model Curriculum (TMC), and Associate Degrees for Transfer (ADTs)

C-ID and TMCs

The development and instructional integrity of a Transfer Model Curriculum (TMC) relies heavily on the Course Identification Numbering System (C-ID; www.C-ID.net). C-ID is used to describe the required and specified courses in the TMC, and C-ID's operational structure is being used as the basis for TMC development.[2] C-ID's discipline listservs, for example, are one-way forms of communication used by the Academic Senate for California Community Colleges (ASCCC) to send messages to intersegmental faculty in the discipline as well as other interested parties who have subscribed to the listserv. The C-ID listservs were used to ensure faculty awareness of C-ID's progress and now are being used to inform the field about TMCs.

All faculty should ensure that they are on their discipline's listserv (http://www.c-id.net/listserv.html), as well as on the listserv for other disciplines that impact their own;

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[1] A list of the TMCs presently available for use, as well as documents providing an overview of the TMC development process and related C-ID policies are available at https://c-id.net/degreereview.html.

[2] Information on the C-ID System including the paper The History of C-ID and TMC, which documents the evolution of the C-ID System and its integration with TMCs, may be found at www.C-ID.net

for example, biology and physics faculty may have an interest in chemistry curriculum. Many California community college articulation officers have opted to sign up for all of the discipline listservs in order to be informed of any proposed, in progress, or finalized TMC or C-ID work. Because curriculum is dynamic and must be reviewed regularly, faculty should ensure that they are on all appropriate listservs so that they have an opportunity to participate when new curricular structures are developed, as well as when existing structures are reviewed. C-ID descriptors and TMCs are reviewed approximately every five years. In addition, exceptional circumstances may necessitate an out of cycle review.

Initiating a Local Review of a TMC

Once a TMC is vetted and finalized, it is submitted to the Chancellor's Office for the creation of a Chancellor's Office Template (COT). Although formal degree submission to the Chancellor's Office is not possible until the COT is published, local discussions about ADT development should begin once the TMC is finalized and posted. The steps outlined below propose a structure for this local discussion.

Step 1: Local Review of a TMC

While the final TMC-aligned Chancellor's Office Templates (COTs) are scheduled to be posted twice per year, on February 1 and September 1, the process for determining local need and feasibility can begin as soon as a finalized TMC is posted to the C-ID website (www.c-id.net). Colleges may wish to initiate discussion of the potential development of an ADT while the related TMC is being vetted. The early consideration of a draft TMC allows for any local issues or concerns regarding the TMC to be shared via the statewide vetting process. Draft TMC documents generally include sufficient detail and local degree implementation suggestions to make broad, initial determinations as to whether or not development of a local ADT aligned with the TMC is desired. Whether or not degree development is required per SB 440 should also be factored into the conversation; a degree development mandate exists if the college has an existing associate degree in the Taxonomy Of Programs (TOP) Code associated with the TMC.

Step 2: Considerations
As with the creation of any degree, colleges and districts will need to consider whether the development of an ADT, aligned with a given TMC, will fit with their curricula, meet local student transfer needs, and be feasible in both the short and long terms. To this end, local colleges should ask the following questions before faculty begin crafting an ADT.

> **A. Is this ADT necessary?**
> The first consideration is to determine if the college is required to develop an ADT for a given TMC. As mandated by Senate Bill 440 (Padilla, 2013) and per Education Code Section 66746 (C), "A community college shall create an associate degree for transfer in every major and area of emphasis offered by that

college for any approved transfer model curriculum approved subsequent to the commencement of the 2013-14 academic year within 18 months of the approval of the transfer model curriculum." A local college must therefore create and offer an ADT once a TMC is approved if the college currently offers an associate degree in the same major or area as defined by TOP code. Colleges can review the listings of their active degrees in the Curriculum Inventory (http://curriculum.cccco.edu) maintained by the Chancellor's Office. TOP Codes are typically specified during TMC development and included in the vetting process. ADTs cannot be submitted to the Chancellor's Office for approval until after the Chancellor's Office Template (COT) for a given TMC is published. The 18-month timeline for degree submission begins when the COT is posted on the Chancellor's Office website.
(http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx)

Because Education Code may mandate that a college develop a given ADT, in the event that the college has an existing degree and an ADT in the same discipline, local discipline faculty must evaluate the benefit to students of having two degrees in the same discipline. Both degrees may serve students in achieving their educational and career goals, so the decision to eliminate an existing degree should be a thoughtful and deliberative process, supported by evidence and in consultation with the local curriculum committee. If discipline faculty, in collaboration with the curriculum committee, determine that maintaining both degrees is advantageous for students, colleges should clearly delineate between the two degrees in published information so that students understand the differences between the two options.

B. Is the ADT desirable?
Many colleges have embraced existing TMCs and developed ADTs because offering the option benefits their students and the TMC reflects the local faculty view of what an associate degree in the major should consist of. If the college is not obligated to develop the degree, initial conversations should focus on whether or not degree-creation would satisfy an existing or anticipated student need.

C. How does the college's existing curriculum align with the TMC?
If a college determined that it needs or wants to create an ADT, faculty should next carefully review local course offerings to determine if existing local courses and course sequences are consistent with the courses, requirements, and intent of the TMC. Since some of courses within the TMC will require that C-ID designations be obtained, much of the conversation will revolve around courses aligning with C-ID descriptors. A complete review should provide an evaluation of how the college's curriculum is or is not consistent with the TMC. In this stage of the review, faculty should ask the following questions:

- Does the college have local equivalents for all required courses in the TMC? What courses are missing, if any?
- Does the college have sufficient local courses to meet the minimum unit requirements for restricted electives or other variable components of the TMC?
- Are the college's courses comparable to the C-ID descriptors for courses listed in the TMC by descriptor? Are all prerequisites required by C-ID already in place?
- What new courses would the college need to develop in order to create an ADT based on the TMC?
- Do the unit values of the college's courses meet the minimum unit requirements established by C-ID?
- Do the unit values for courses in the college's curriculum exceed the minimum values established by C-ID and potentially interfere with ADT development, as the 60-unit limit would be exceeded?
- Does the college's CSU GE Breadth or IGETC pattern contain key courses that are higher in unit value, such as four or five unit English composition or statistics courses, which may force some ADTs to exceed the 60-unit maximum?
- Do the program or college's curriculum contain any other local anomalies that would make alignment with the TMC within the prescribed limits difficult or impossible?

Many TMCs include detailed notes and degree development guidelines to assist local faculty in creating strong matches to the TMC while also accommodating the need for local variations in program emphases common in the CCC system. Faculty should carefully review these notes during this stage of degree review and development.

D. Can the potential ADT align with the college's local CSU programs and transfer patterns?
ADTs are intended to simplify student transfer between the CCC and CSU systems. Students successfully earning an ADT are granted admission with junior standing into the CSU system and the assurance of the potential to earn a baccalaureate degree within 120 total units. The TMCs are developed by faculty from both systems to meet broad, statewide discipline needs and typical major transfer preparation requirements. While most TMCs are broadly designed, a local ADT aligned with a TMC should be crafted to best meet the needs of students transferring to local CSU programs. Some TMCs provide more flexibility than others, particularly in the restricted electives, while others are more prescriptive as required by the demands and standards of the particular discipline.

Whether the TMC is flexible or prescriptive, local faculty should review how a potential ADT would align with the transfer requirements or expectations of the CSU campuses where their students are most likely to apply for transfer

admission. Existing transfer preparation requirements can be found in ASSIST (www.assist.org) and college catalogs. Likewise, CCC faculty can contact CSU department chairs or faculty advisors directly to discuss preferred courses, course sequences, and other transfer preferences to determine how and if these aspects can be incorporated into an ADT.

In this stage of the review, faculty should ask the following questions:
- To which CSU or CSUs do the college's students transfer most? This information can be both anecdotal and based on data. Historical transfer data can be obtained from the California Postsecondary Education Commission (http://www.cpec.ca.gov/OnLineData/TransferPathway.asp), the local CSU, and through other sites that can be accessed by institutional researchers at local colleges. Additionally, the transfer center director and articulation officer are typically excellent resources for data in this area.
- Does the TMC allow enough flexibility to develop an ADT that is consistent with the existing transfer requirements of more than one CSU? This question is particularly important in geographic areas where students have numerous CSU campuses nearby to which they are likely to transfer, but it can be an important consideration even for remote or rural schools. An effective practice would be to develop local ADTs that continue, or enhance, the existing curricular relationships developed between higher education institutions.
- Which CSUs have identified a given TMC as similar and for which degree options? This information is available from the SB 1440 website for counselors (http://www.sb1440.org/Counseling.aspx).

E. Do student and program data support the development of the ADT?
Student pathway, enrollment, success, and transfer data can provide local colleges with additional perspectives when considering the development of an ADT. This data can include the number of degrees awarded in programs or majors similar to the TMC, course and program enrollment trends in relevant courses, transfer rates to the local CSU or CSUs in general and by major, and other information. Taken together, this data can provide a broad perspective on what currently works for students and the college, and can point faculty in the right direction for the development of an ADT. Institutional researchers can provide valuable resources for faculty in assembling and interpreting the data.

At this point in the process colleges may wish to ask the following data-related questions:
- Where do students transfer? Transfer data is available from multiple sources that can provide a broad picture of transfer patterns between local CCC and the CSU.
- How many students complete and earn existing associate degrees in the same or similar disciplines as the TMC?

- What are the historical trends in degree completion? Faculty should look at trends over time to determine if interest is declining, increasing, or remaining consistent.
- What are the enrollment trends in courses that may be used in the ADT? This information can help provide perspective on the potential impact of ADT implementation on areas such as course scheduling and course section growth.
- What are the enrollment and program trends for out-of-discipline courses in the degree? What are the potential impacts for those programs if an ADT were added to the curriculum?

The answers to these questions can help colleges develop a coherent picture of current student and program trends and forecast potential impacts. Additionally, they provide a starting point for analyzing what is already working and incorporating those successful practices into the development of an ADT.

F. Is the degree feasible within existing college structures and resources?
As with the creation of any degree, the college should evaluate the feasibility of supporting an additional associate degree for transfer. When a college decides to develop an ADT, faculty should consider feasibility questions as part of the initial review of the TMC. If degree development is not required, creating a degree that the college cannot or will not support serves no purpose.

Key considerations for assessing the feasibility of a new degree include the following:
- Will the potential ADT degree be aligned with the program and college mission?
- Will the degree increase student enrollment or demand in particular programs?
- Does the college have sufficient faculty with expertise in all of the courses necessary to offer the degree? Will the degree require the hiring of additional faculty?
- Does an existing or potential departmental home for the degree exist, with full-time faculty to oversee curriculum development and ongoing updates? What faculty will be responsible for degree oversight? If no clear home for the degree can be identified, does the college have a process for establishing one?
- Will the degree lead to an increased need for instructional supplies, equipment, or facilities?
- Do the library and learning resources areas have sufficient resources to support the new degree?
- If the implementation of an ADT could lead to growth in a program, does the college have enough classroom or lab space?
- If program growth is anticipated, will the college be able to allocate sufficient FTES to the program?
- Will the degree impact other college programs, and, if so, how?

- Will the degree impact resource allocation in other college programs?
- What will the degree impact be on all aspects of student services, including admissions and records, counseling, and advising?
- How will this degree be integrated with existing program review and planning cycles?
- Do sufficient faculty and institutional resources exist to support the creation and assessment of student learning outcomes in the program?
- Will the college be able to schedule the courses so that students will have a reasonable chance of completing the degree within two years?

G. Degree Integrity

Given all of the conditions and analysis above, can the college create and offer a degree that meets student needs and aligns with local curriculum and programs and do so in a feasible manner? Despite the introduction of degree creation mandates, colleges should be careful to adopt degrees that genuinely serve students and are viable for the college. Although rare, instances may arise where discontinuing an existing degree in order to eliminate an ADT mandate may be the most appropriate option for students and the college. This decision should not be entered into casually or without careful consideration. However, a degree that only exists as a list of courses in a catalog without adequate faculty or institutional support does not serve students and the community. Colleges must ensure the integrity of every degree in their catalogs.

Step 3: Yes or No?

After a thorough review of the considerations listed above and any others relevant to local priorities, discipline faculty, in consultation with the administration and other stakeholders, should decide whether to proceed with the development and submission of an ADT. Whether or not degree development is required should factor into the decision. Good practice suggests that faculty develop clear responses to all questions of integrity, feasibility, alignment with existing curricula, fit with local CSU programs, data trends, and student need prior to curriculum revision and development. A simple checklist covering all of the above considerations can be helpful in this process.

Creating an Associate Degree for Transfer (ADT)

Roles and Responsibilities

Creating a new ADT requires the collaboration of many groups and individuals at the college. The process of developing and locally approving a new ADT will be more efficient if the work is divided among several groups and all of those groups work cooperatively. While every college is different, the following individuals and groups will likely have a role in the development of a new ADT.

- **Discipline Faculty**: Discipline faculty must be involved in every step of the process. Faculty are responsible for determining the courses to be included in the degree, modifying course outlines to obtain required articulation and C-ID

approvals, creating new courses if necessary, and developing college required elements of the degree such as the catalog description and learning outcomes.

- **Articulation Officer**: The articulation officer (AO) provides vital resources and expertise in the development of an ADT. The AO is responsible for submitting courses to C-ID, advising faculty about revising course outlines to obtain a C-ID designation or articulation approval, and assisting with the collection of the required documentation for all courses included in the ADT.
- **Curriculum Committee Members**: Members of the curriculum committee are knowledgeable about course outlines and curriculum processes. As curriculum trained faculty, the committee members serve as a resource for discipline faculty to assist with the creation of new courses, modification of existing courses, and development of local degree paperwork.
- **Curriculum Chair:** The curriculum chair facilitates the work to ensure that the ADT is approved locally. This facilitation will include developing a timeline for each step of the approval process, working with the AO to determine what courses must be added or modified to submit the degree, assisting the discipline faculty with the modification and creation of new courses, working with the curriculum office staff to ensure that the degree is submitted to the Chancellor's Office, and serving as a liaison to the local academic senate to provide updates on progress and ensure that the senate is informed during every step of the process.
- **Curriculum Specialist:** Curriculum specialists often serve as the liaison between the college and the Chancellor's Office. Curriculum specialists are typically responsible for submitting the required information to the Chancellor's Office for degree approval and seeking additional information requested by the Chancellor's Office.
- **Institutional Researcher:** Institutional researchers provide data and information to support faculty in developing the degree.
- **Administrators:** Administrators help ensure that all stakeholders are included in the process as well as provide the information and resources needed to assist in the development and approval of the ADT.
- **Counselors:** Counselors assist with issues such as determining student demand for an ADT, clarifying the difference between a local degree and an ADT, and communicating to students the benefits and disadvantages of each.
- **Academic Senate:** Local academic senates ensure that established policies on curriculum development and approval are followed. Whether the academic senate approves curriculum items or delegates that power to the curriculum committee, the senate must always be kept updated about the progress of a new ADT. At a minimum, the curriculum chair should include updates on ADTs in a curriculum report given at senate meetings. If the senate is concerned about the college's progress, it can take an active role in developing strategies to accelerate or alter the approval process.
- **Board of Trustees:** The Board of Trustees has the final approval of the curriculum at the local level as well as the responsibility to promote the benefits of ADTs to the community at large.

When all of these groups are collaborating, the development of the new degree will be smooth and predictable. Colleges should avoid counting on one or two individuals to create ADTs. Keeping the entire campus engaged in the process will lead to better decisions and facilitate degree development.

Chancellor's Office Templates (COTs)

While local discussion and consideration of ADT development should begin when a TMC is finalized, preparation of a new ADT for submission to the CCC Chancellor's Office requires the use of a Chancellor's Office Template. While the COT will reflect the TMC, the TMC course requirements may be presented differently in the COT to ensure compliance with regulations and Chancellor's Office policies. Any questions about a COT should be referred to the Chancellor's Office. The COT specifies all of the courses that can be included in the degree and the documentation required for each course when the new degree is submitted to the Chancellor's Office. If elements of the COT are unclear, faculty are encouraged to review the original TMC. If an impactful discrepancy between the COT and the TMC is identified, the ASCCC should be contacted at info@asccc.org

C-ID and Articulation Considerations in ADT Development

Local ADT development begins with an analysis of the TMC, local curriculum, and the requirements of common transfer destinations. Typically, all required core courses are specified by a C-ID descriptor and no articulation options are available. As stated in a Chancellor's Office memo dated January 28, 2015 and titled "Update on C-ID Verification for Associated Degrees for Transfer,

> "Effective July 1, 2015, all ADT proposals (new, substantial and nonsubstantial change), submitted to the CCCCO for review must:
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> 1) Have a C-ID status of "Approved" for all courses entered on a TMC Template where a C-ID descriptor is listed. That is, any course listed on a TMC Template next to a C-ID descriptor in the Required Core, List A, List B, or List C sections, must appear in C-ID.net with an "Approved" status for that descriptor. One exception is that if the TMC Template indicates that an ASSIST Articulation Agreement by Major (AAM) is accepted in addition to the C-ID descriptor, then a valid AAM will be accepted in lieu of the "Approved" C-ID status, and
>
> 2) Include all the correct required attachments (Narrative, Template, Course Outline of Records, if applicable: ASSIST Reports, Advisory Board Minutes, Labor Market information and all attachments must include the required information)."

If a course included in the ADT requires C-ID approval but does not have C-ID approval and has not been submitted to C-ID for approval, but the course outline has all of the

required elements listed in the descriptor, then the Articulation Officer should submit the course outline of record (COR) to C-ID for receipt of a C-ID designation. Ideally, submission to C-ID and revisions for C-ID are made prior to initiating degree development.

If a course does not have a C-ID designation and requires revisions to the COR before it can be submitted to C-ID, the course revision process needs to begin as soon as possible. Given that an 18-month time limit is initiated for colleges with an existing degree in the TOP Code when a new COT is made available, colleges should begin necessary curriculum revision in advance whenever possible. If a course does not exist in the curriculum and is required for the ADT and the college is required to or wants to create the ADT, the college will need to create the new course. Assuming C-ID approval is also required, early course development and submission to C-ID is critical to meet any externally imposed deadlines.

Courses for which a C-ID designation does not exist or is not required will need different documentation to permit the inclusion of the course in an ADT as noted on the TMC and the COT. At a minimum, all courses included in the degree must be transferable to CSU. Verification of transferability and all other forms of articulation can be obtained from ASSIST (www.assist.org). Often, articulation as major preparation for at least one CSU campus is required. In some instances, articulation for general education may be sufficient. If articulation as major preparation is required and was not obtained, a college has several options from which to choose. The first is to not include the course in the new ADT. If the proposed course is not necessary for the development of the ADT, the chosen course can be omitted. If the discipline faculty want to include this course in the ADT or the degree requirements cannot be completed without the course, then articulation will need to be established.

In some instances, a list within a TMC may include courses specified by C-ID but allow the option to include courses with some other method of articulation. In such an instance, the college may either indicate that the course is comparable to the C-ID descriptor and obtain C-ID approval or work with a CSU to establish the required articulation. In those cases where C-ID is an option, submission to C-ID and subsequent receipt of a C-ID designation is required when the college indicates that the course is comparable to the C-ID descriptor on the COT.

A college is required to obtain C-ID designation for a course when it enters its Course ID adjacent to a C-ID descriptor on the COT. For example, List B of the Administration of Justice COT includes the following options for the inclusion of courses: any course from List A not already used (all have C-ID designations), other specified courses with C-ID descriptors (e.g., SOCI 110, SOCI 125), any CSU transferable administration of justice course, and any course that possesses major preparation articulation. Each of the options specifies the articulation requirements. While a college might have an administration of justice course with a title identical or similar to that of one of the C-ID descriptors, the obligation to submit to C-ID only applies if the college wishes to include the course in List A, which requires C-ID designation, or if it specifies the C-ID

descriptor and the course in the List B row that states "Any LIST A course not already used." In the example below, the requirement to obtain a C-ID designation is created by the act of listing AJ 222 alongside the AJ 122 C-ID descriptor and SOC 100 alongside SOCI 110. In contrast, AJ 256, SOC 112, and PSY 100 were not associated with a C-ID designation and can be included by meeting the specified articulation.

Course Title (Units)	C-ID Descriptor	Course ID	Course Title
LIST B: Select two (6 units)			
Any **LIST A** course not already used.	AJ 122	AJ 222	Criminal Court Process
Introduction to Sociology (3)	SOCI 110	SOC 100	Intro to Sociology
Introductory Psychology (3)	PSY 110		
Any CSU transferable Administration of Justice Course.		AJ 256	Introduction to Juvenile Procedures
Any course outside of Administration of Justice discipline articulated as lower division preparation in the Criminology major at CSU. (3)		SOC 112	Introduction to Criminology
		PSY 100	Introduction to Psychology

Approval of the ADT

Curriculum Committee Approval

If a college has all of the required documentation for all of the courses it plans to include in the ADT, the next step is obtaining approval of the degree locally. As previously noted, colleges may need to modify existing courses or create new courses to obtain a C-ID designation or required articulation. Before revising existing courses, faculty developing the degree should consult with the college's AO to ensure that the proposed changes will not affect existing articulation agreements. Discipline faculty should consult with the AO to develop a strategy for revising and creating courses to maximize the likelihood of approval.

Creation and modification of courses is not enough to create a new degree. Each new degree will need a catalog entry, learning outcomes, and a listing of required and elective courses to satisfy the major requirements for the degree. To maximize the time available for approval, faculty should complete the proposal for a new degree and submit it with the revised and new course outlines. Even though the new degree cannot be submitted to the Chancellor's Office until all courses have the required documentation, a college can approve the degree locally so it can be submitted once the course approvals are received.

Local curriculum approval processes vary, but they often include review by departments, deans, divisions, and the curriculum committee. The approval process could take as little as a month, but it could also take much longer. While colleges cannot

control the length of time needed to obtain C-ID approval or approval from the Chancellor's Office, they can control the length of time local approval takes. Colleges should take steps locally to ensure that local processes are as efficient as possible.

Curriculum chairs should develop a plan that will move the courses and the new degree through the approval process as quickly as possible. One strategy may be to determine a date by which the degree must be submitted to the Chancellor's Office and work backwards to determine when each approval needs to happen. Colleges should allow for a minimum of two months for approval by the Chancellor's Office. Even though the approval might come through more quickly, an effective practice is to give the Chancellor's Office as much time as possible to review and approve the new ADT. C-ID approval takes approximately one month but may take longer if revisions to the course are necessary for final approval. The timeline will also need to include time to develop the courses and the degree, time for all the reviews required locally prior to submission to the curriculum committee, approval by the curriculum committee, approval at the academic senate if necessary, and approval by the governing board.

The aggressive timelines for ADT development have highlighted challenges that some colleges experience with their curriculum and degree approval processes to make modifications within a reasonable time period. Colleges should review their local processes to ensure that they are flexible enough to respond to any situation. One option would be to create an accelerated process to review and approve curriculum that is time sensitive. The key to accelerating the approval process is to have an open dialog about what needs to happen and make certain that all participants have a clearly defined role in the process. Accelerating the process can be challenging, and the curriculum chair should work with the articulation officer, faculty, classified staff, and administrators to develop a strategy that will allow the college to address any situation that arises. After using an accelerated process for a few approvals, colleges may discover that their current process could be improved, eliminating the need for two separate processes.

A number of challenges arise with some frequency but will not affect every college. One such challenge is how curriculum approval is handled in a multi-college district. In some multi-college districts where curriculum is aligned, a single outline is used for a course at multiple campuses. In these cases, course revisions often have to go through each college's curriculum committee and a district curriculum committee before being brought to the governing board. Each additional approval step makes development of an ADT more difficult. Representatives from all campuses in the district must come together and develop processes that will satisfy local requirements and allow colleges to meet all timelines.

Board of Trustee Approval

Colleges that submit curriculum to their boards once or twice a year may face a challenge with respect to obtaining timely approval by the local governing board. Bringing curriculum to the governing board infrequently makes completing all of the

work necessary to submit a new ADT to the Chancellor's Office a difficult task. Colleges may address this challenge in a number of ways. One option is to bring curriculum to the governing board more frequently. Bringing curriculum to the board more often simply involves working with administration and keeping a placeholder for curriculum at each board meeting. Another possible challenge could occur in multi-college districts if the board prefers to review curriculum items from all of the colleges at the same time. In these cases, one college could hold up the approval of another college's curriculum because the two colleges are not ready to bring items to the governing board at the same time.

If coming to the board more frequently does not appear to be a good option for a college, the board could grant a designee the authority to approve curriculum. This solution would require the development of a board policy and administrative procedures outlining the designation of authority and how the approval is completed. If authority is delegated, the board approval date is replaced by the date of the approval by the delegated authority. Colleges could implement this approval process in several possible ways, such as a curriculum review committee composed of administration and faculty, or an approval by the college president or chief instructional officer. This option would likely make obtaining board approval much easier, but the governing board may not be willing to give up its decision-making authority.

Other options may exist, but these two will both facilitate more rapid approval by the governing board.

Chancellor's Office Approval

Once all local approvals are completed and all required documentation for the included courses is available, the ADT is ready to be submitted to the Chancellor's Office. Before submitting the degree proposal, the college will need to collect several pieces of information. The required items include the following:

- the catalog entry for the new degree
- the expected number of students completing the degree each year
- the number of full time faculty dedicated to the degree
- any additional resources necessary to offer the degree at the college
- the course outlines for each course included in the degree
- C-ID or articulation documentation for each course
- documentation for general education
- a completed Chancellor's Office Template
- a completed degree narrative

When compiling this information, the college may wish to review examples from previously approved ADTs. Even though the degrees will be different, each submission has similarities, and using an approved ADT example as a guide is an excellent way to ensure that the submission is complete.

Completion of the Chancellor's Office Template requires the college to demonstrate that the student can complete the major requirements and a transfer general education pattern in no more than 60 units. Colleges must look at each pattern (CSU GE Breadth or IGETC), identify the required and elective courses that satisfy a general education requirement, determine the range of units that can be double-counted, and compute the range of transferable elective units needed to complete the 60 unit degree requirement. Colleges are encouraged to determine the double-counting and elective units for both CSU GE Breadth and IGETC. Students who are choosing to use IGETC must also complete the CSU admissions requirements, including a course that fulfills the oral communication requirement (Area 1C). When specified in the TMC, CSU GE Breadth for STEM or IGETC for STEM may be an option. Both allow some lower division general education courses to be completed after transfer.

The degree proposal, along with all of the required documentation, is submitted using the Curriculum Inventory (http://curriculum.cccco.edu). Instructions for using the Curriculum Inventory can be found on the Chancellor's office website.

One TMC Yields a Variety of ADTs

The TMC is intended to serve as a tool that allows local colleges to create degrees that best meet the needs of their students. While some TMCs are very structured, most introduce a variety of options. Some colleges may choose to pass these options on to students, while others may make the local ADTs more prescriptive. Examples of the variety of ADTs that can be produced from one TMC were provided in the documentation for some TMCs, often as a means of addressing concerns raised during the vetting. The following examples show different degree configurations that can be created based on the Administration of Justice TMC, demonstrating the variety of ADTs that can be developed and aligned to the TMC. Other degree samples can be found in the documentation associated with the both the English and the Psychology TMCs. Colleges typically limit student options based on the courses that are in their local curriculum and the courses that are most desired by the local CSUs.

Sample TMC-Aligned Degrees

A - Prescriptive
1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)
3. AJ 122 - Criminal Court Process (List A)
4. AJ 124 - Legal Aspects of Evidence (List A)
5. SOCI 110 - Introduction to Sociology (List B)
6. MATH 110 – Introduction to Statistics (List B)

Students have no options within the major component of the degree. This lack of flexibility may be due to limited curriculum, the requirements of the CSUs students commonly attend, or the philosophy of the CCC faculty. Note – some posted TMCs may refer to the CORE as List A. The first list in the TMC that typically consists of required courses is the CORE and the subsequent lists are alphabetized.

B – Options within List A, no List B
1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)

Choose four of (List A)
AJ 122 - Criminal Court Process   AJ 124 - Legal Aspects of Evidence
AJ 140 – Criminal Investigation   AJ 150 – Introduction to Forensics
AJ 160 – Community and the Justice System
AJ 200 – Introduction to Corrections   AJ 220 – Juvenile Procedures

In this example there is no "List B". Instead, the student selects four courses from List A.

C – No options within List A, one List B course required
1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)
3. AJ 122 - Criminal Court Process (List A)
4. AJ 124 - Legal Aspects of Evidence (List A)
5. MATH 110 – Introduction to Statistics (List B)

Choose one of (List B):|
Any CSU transferable Administration of Justice lower division course or courses outside the Administration of Justice discipline that are articulated as lower division major preparation for the Criminal Justice or Criminology Major at any CSU.

Conclusion

Local culture, policy, and practice with respect to curriculum, vary widely. The establishment of externally imposed curriculum development mandates and timelines creates a unique challenge that can be used as an opportunity to revisit existing curriculum processes to ensure that they are both effective and efficient. Critical to any local process is maintaining the integrity and rigor of the curriculum and ensuring that students are appropriately served.

Associate Degrees for Transfer provide a number of benefits for community college students. However, colleges and most especially the discipline faculty, curriculum committees, and academic senates have an obligation to ensure that the degrees are valuable and useful. ADTs should be thoughtfully developed to serve local student populations as well as to ensure that students are fully prepared to transfer, succeed in their chosen majors, and meet their educational and career goals.