

Citrus Community College District Academic Senate Council Minutes

Wednesday, October 13, 2010

2:00 p.m. – Faculty/Staff Lounge

OFFICERS: **Roberta Eisel** President (P)
 Nicki Shaw, Vice President/President Elect (P)
 John Vaughan, Past President (P)
 Sheryl Walz, Secretary (A)
 Paul Swatzel, Treasurer (P)
 Dave Kary, Curriculum Chair (A)

SENATORS:

Behavioral Sciences	Jim Woolum (P) HC/Mailroom	Physical Education -Interim	Mary Brawner (A) HH/Mailroom
Biological Sciences	Dana Hester (P) Phys Sci./Mailroom	Language Arts	Toby Guebert (P) Lang Arts/CFI
Business	Timothy Durfield (P) Admin/Box	Foreign Languages	Holly Colville(P) Admin/Box
Cosmetology	Patty Glover (P) Cosmo/Mailroom	Mathematics	Mohammad Trad (P) Math/Mailroom
Counseling	Michelle Plug(P) Counsel/Mailroom	Music	Gino Munoz (P) Music/Mailroom
CSIS	vacant Admin/Box	Physical Sci. & Engineer	Badieh Farahani (P) Admin/Box
Fine Arts	Dan Volonte/Cherie Brown (P) Theatre/Mailroom	Public Services	vacant
Health Sciences	vacant () Tech O	Social Sciences	Gerhard Peters (P) Soc&Beh Sci/CFI
Library	Lanette Granger(P) Libr/Mailroom	Automotive Tech	Jeremy Clark (P) Auto Tech/Mailr

AT-LARGE REPRESENTATIVES:

Meg O'Neil (P) **Justina Rivadeneyra (A)** Career Ctr/EmpSvcs **Rafael Herrera (P)**Couns/Mailr

CCFA Liaison

Adjunct Faculty Rep

vacant (A) **Karen Praeger (P)** Library
 Bill Zeman (P) Soc&Beh Sci/CFI

Linda Swan (P)

Karlyn Bradley (P) Mailroom/Campus Ctr **(P)** Mail/Campus Ctr

(P) = Present (A) = Absent (Sub) = Substitute sent (I) = Illness

I. CALL TO ORDER – Roberta Eisel

A. President Eisel called the meeting to order 2:13 p.m. She thanked Holly Colville for bringing snacks to the meeting for the second time.

B. Ms. Eisel asked for approval to move the Senate Purpose Statement, which is under Old Business, Item A, to Action, Item E.

M/S/P

II. ROLL CALL – Roberta Eisel

- A. Roll call is taken by sign in sheet. She had everyone introduce themselves for the benefit of Dr. Lan Hao who was attending to make a presentation.

III. MINUTES – Sheryl Walz

- A. Ms. Walz was not present so VP Nicki Shaw called for approval of the minutes. Several typos were pointed out and with the corrections, the minutes were approved. **M/S/P**

IV. COMMITTEES

❖ Curriculum Committee – David Kary

The curriculum committee last met on Thursday, 9/23. We approved one new credit course (AUTO 149 Diesel Engine Management Systems) and 8 new non-credit courses (NC 712 Therapeutic Benefits of Music, NC 902 Yoga Fundamentals, NC 903 Mat Pilates, NC 904 Low Impact Aerobics, NC 905 Body Contouring, NC 906 Step Aerobics, NC 907 Cardio-Kickboxing, NC 910 Traffic Violator School). We also approved 13 course modifications in AUTO, COMM, HUM, MUS, PHIL, and SPCH, and 7 course deletions in DRAF, HUM, and THEA. Finally, we will be approved modifications in the catalog descriptions for the certificates in Accounting and Secretarial.

The next curriculum meeting is next week, Thursday, 10/21, at 2:30 pm in IS 108. The agenda has not yet been set for that meeting, but already have in queue at least 8 course modifications FREN, GER, HUM, MATH, MUS, and PSY as well as modifications to the Water Technology certificate and Biological Sciences degree. Additionally, we have one course deletion in PHTO (PHTO 211 Environmental Photography). Finally, we will be discussing the creation of an Interdisciplinary Studies discipline, talking about recent developments with statewide transfer degrees, and addressing corrections to state codes for some of our classes.

Faculty are encouraged to take part in the C-ID process to create statewide standards for course descriptions to help facilitate transfer. Descriptors have been finalized for Sociology and Communications and draft descriptors are now available for some courses in Accounting, Art, Biology, Chemistry, Child Development, Criminal Justice, English, Geography, Geology, History, Kinesiology, Math, Philosophy, Physical Education, Physics, Psychology, and Theatre. To access these, go to the C-ID web site <http://www.c-id.net/descriptors.html>.

In his verbal report, Dave highlighted the information concerning C-IDs mentioned in the last paragraph of his written report.

❖ Distance Education – Beverly Van Citters

Their first meeting was held on September 20th. Linda Welz visited to talk about problems with student emails. The committee is also working on a mission statement and is trying to make DE as transparent as possible.

V. OFFICERS' REPORTS

Secretary, Sheryl Walz – Not present

Treasurer, Paul Swatzel – No report

Past President, John Vaughan – No report

Vice President/President-Elect, Nicki Shaw – No report

CCFA Liaison, vacant -

ASCC Representatives, Karlyn Bradley – On October 16th the region meeting will be held here on the Citrus campus. The following two weekends, other conferences are coming up. The Constitution committee met to address updates to the constitution. Tomorrow the fundraising committee will be meeting. Karlyn and the ASCC president, Chrissy Concannon, attended the accreditation oversight committee meeting.

President, Roberta Eisel – The committee is moving forward on developing a new educational/facilities master plan. Irene Malmgren needs 3 faculty to serve. They will probably be meeting twice a month. Let Roberta know if you are interested.

Roberta was pleased to announce that 4 members of Senate will be attending the Fall Plenary: Roberta, John Vaughan, David Kary and Sheryl Walz.

VI. SPECIAL REPORTS/PRESENTATIONS

A. CCSSE – Lan Hao

Dr. Hao gave a PowerPoint presentation covering the 2010 Community College Survey of Student Engagement administered at Citrus.

VII. ACTION ITEMS

A. Revised 6 year Program Review and Annual Program Review

M/S/P

B. AP 5070 Attendance

M/S/P

C. AP3540 Sexual and Other Assaults

M/S/P

D. BP3540 Sexual and Other Assaults

M/S/P

E. Senate Purpose Statement 2010-2011

Several corrections and changes were made. In line 4 of the first paragraph, change “ling-range” to “long-range”. In the 2nd bullet point, 2nd line, change “10=1” to “10+1”. After the last bullet point, add an additional bullet reading “Develop process for academic program development and viability”. Change the date and current president to “2010-/2011 President-Roberta Eisel”. Lastly, reformat the “SENATORS” to a list rather than the mixed grouping it is now.

VIII. NEW BUSINESS

A. Processes for Program Development and Viability

President Eisel wants to establish a small task force to come up with a process for developing new programs. John Vaughan feels information should come to the senate first and they would then forward it to EPC for further approval.

The consensus of the group was to have the senate e-board rough out a process to bring back to the main body.

B. Sabbaticals – Update on R4158, AP7210 and proposed senate forms

AP 7210 has passed Steering and is now on its way to the board. Because it has passed steering, it will be applied to this year’s sabbatical process.

Ms. Eisel asked if senate agrees to use the senate-developed scoring rubric for the first time this year. The consensus was to go ahead with that plan.

Roberta asked for 3 faculty to serve on the sabbatical committee. Nicki Shaw volunteered.

IX. OLD BUSINESS

A. Department Chairs Task Force

The senate e-board would like to provide a better framework for discussion with department faculty on this. Roberta would like further clarification of the task force's work. She will continue to keep this topic on the agenda at senate meetings.

B. FNIC and Faculty Hiring Procedures

President Eisel sent out an email to all faculty showing the FNIC ranking. Various questions were asked and discussion followed.

D. SB1440 Implementation

The handouts circulated around the table give an overview of what this bill will cause colleges to do. It's been suggested a strike team be established to monitor what Citrus needs to do. The team will consist of : Roberta Eisel, Dave Kary, Michelle Plug, Eric Rabito and Irene Malmgren

X. PUBLIC FORUM

1. Jim Woolum apprised everyone that senate reps are still needed on several program reviews.
2. Jim Woolum asked that the senate members attending Fall Plenary make statewide aware of the disappointment resulting from holding a working conference on Veteran's Day, a national holiday recognizing the service military veterans have provided to their country.

XI. ANNOUNCEMENTS

- A. All Shook Up – October 22-24.
- B. Victor Villasenor (author/speaker) – October 14, 10 am, Campus Center, East Wing.
- C. STEM speaker – Dr. Susan Kane, City of Hope, October 20, 10-11 am, CI 159
- D. Fall Book Event – November 16 at 1:30 in CI 159.

XII. ADJOURNMENT

Meeting adjourned at 3:59 pm until October 27, 2010.

Attachments:

#1 CCSSE

Members and Guests Present:

Lan Hao

DRAFT

Future Academic Senate Meeting Dates:

Sept. 8, 2010	March 9, 2011
Sept. 22, 2010	March 23, 2011
Oct. 13, 2010	April 13, 2011
Oct. 27, 2010	April 27, 2011
Nov. 10, 2010	May 11, 2011
Nov. 24, 2010	May 25, 2011
Dec. 8, 2010	June 8, 2011

Submitted by: Linda Swan
District Academic Senate Secretary

Visit our website at: <http://www.citruscollege.edu/as>

Attachment #1

Citrus College 2010 CCSSE Results Summary

For the third time, Citrus College participated in the Community College Survey of Student Engagement (CCSSE) in spring 2010. This summary presents the highlights of the survey's Benchmark Report and the Community College Faculty Survey of Student Survey (CCFSSE). The 2010 survey is the second time Citrus College's faculty members participated in the CCFSSE.

I. CCSSE Benchmark Report

A total of **905** Citrus College students took the CCSSE survey; this sample size is comparable to 2009 survey.

The CCSSE survey measures five benchmarks encompassing 38 engagement items that reflect many of the most important aspects of the student experience. The results of the benchmarks are reported as standard scores, with 50.0 equaling the national mean score.

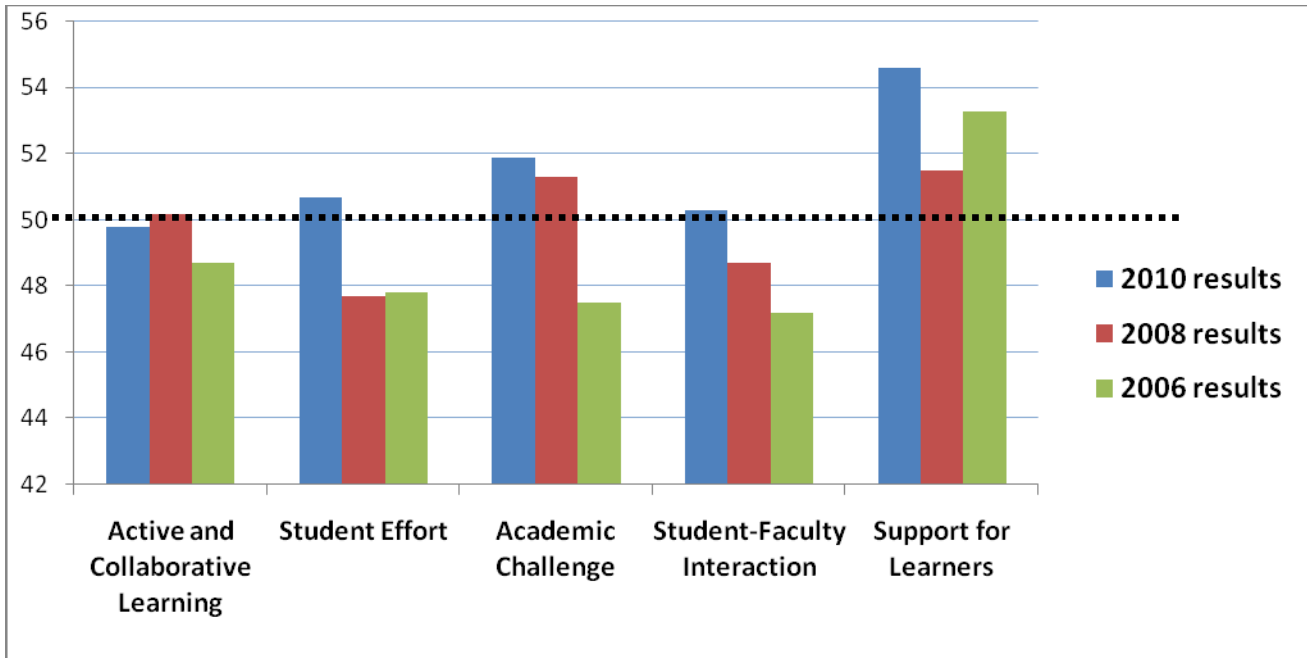
The 2010 data show that Citrus College's benchmark scores increased in four of the five benchmarks, compared to 2008 and 2006. In 2010, the college's standard scores were above the national mean score in four out of the five benchmarks.

Benchmark	2010 results	2008 results	2006 results
Active and Collaborative Learning	49.8	50.2	48.7
Student Effort	50.7	47.7	47.8
Academic Challenge	51.9	51.3	47.5
Student-Faculty Interaction	50.3	48.7	47.2
Support for Learners	54.6	51.5	53.3

National mean = 50.0

Attachment #1

Citrus College CCSSE Benchmark Scores 2010, 2008, and 2006



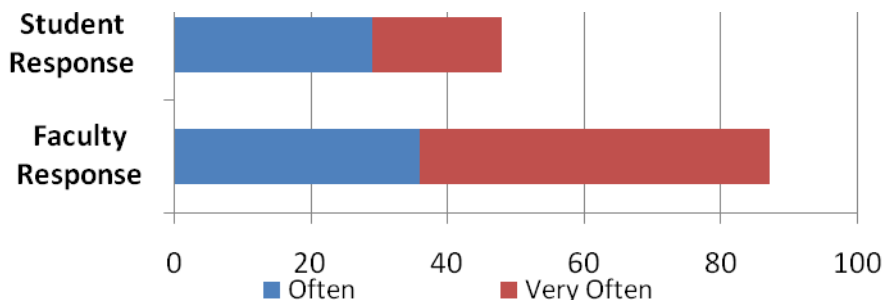
National mean = 50.0

II. CCFSSSE : The Faculty Survey

A total of **181** Citrus College faculty participated in the CCFSSSE survey, 119 full-time and 62 part-time instructors.

The following three figures illustrate the areas where students and faculty seem to report the most divergent perceptions of the same experience (numbers in percentage points out of the total respondents).

Figure 1: Asked questions in class or contributed to class discussion



Attachment #1

Figure 2: Discussed ideas from your readings or classes with instructors outside of class

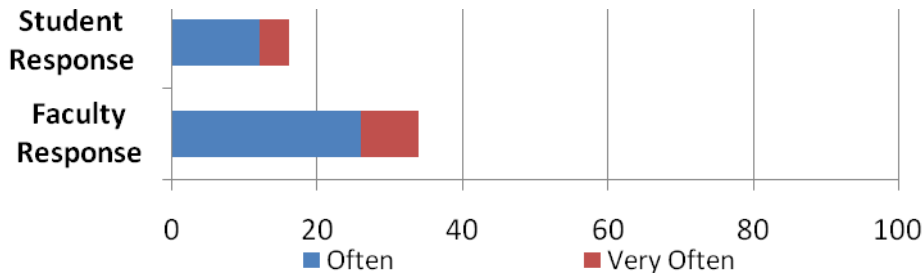
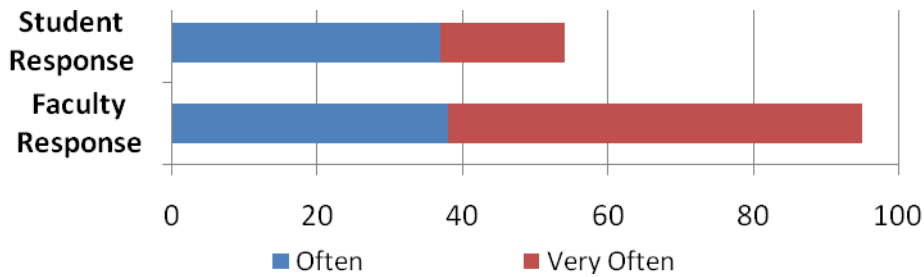


Figure 3: Received prompt feedback (written or oral) from instructors on your performance



Appendix: Benchmark Description

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives. The following **seven** survey items contribute to this benchmark.

During the current school year, how often have you:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as a part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. **Eight** survey items that indicate how frequently students engage in a number of activities important to their learning and success are associated with this benchmark. They are:

During the current school year, how often have you:

- Prepared two or more drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas or information from various sources
- Come to class without completing readings or assignments
- Used peer or other tutoring services
- Used skill labs
- Used a computer lab

During the current school year:

- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. **Ten** survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. They are:

During the current school year, how often have you:

- Worked harder than you thought you could to meet an instructor's standards or expectations

How much does your coursework at this college emphasize:

- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

Attachment #1

- Using information you have read or heard to perform a new skill

During the current school year:

- How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
- How many papers or reports of any length did you write
- To what extent have your examinations challenged you to do your best work

How much does this college emphasize:

- Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. The **six** items used in this benchmark are:

During the current school year, how often have you:

- Used e-mail to communicate with an instructor
- Discussed grades or assignments with an instructor
- Talked about career plans with an instructor or advisor
- Discussed ideas from your readings or classes with instructors outside of class
- Received prompt feedback (written or oral) from instructors on your performance
- Worked with instructors on activities other than coursework

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention. The following **seven** survey items contribute to this benchmark:

How much does this college emphasize:

- Providing the support you need to help you succeed at this college
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping you cope with your nonacademic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education

During the current school year, how often have you:

- Used academic advising/planning services
- Used career counseling services



CSU The California State University
OFFICE OF THE CHANCELLOR

Attachment #2

California Community Colleges
California State University

FOR IMMEDIATE RELEASE
October 7, 2010

JOINT TASK FORCE ANNOUNCED TO IMPLEMENT COMMUNITY COLLEGE TRANSFER BILL

Law goes into effect fall 2011

(October 7, 2010) – The California State University and the California Community Colleges have announced a joint task force charged with the implementation of SB 1440, the Student Transfer Achievement Act, which was signed into law by the Governor and goes into effect in fall 2011. The statute establishes a transfer associate degree for those students who have completed 60 transferrable units that include general education and major preparation courses. Community college students that obtain the associate degree designated for transfer will be admitted to the CSU with junior standing.

The joint task force will be co-chaired by Ephraim Smith, CSU executive vice chancellor and chief academic officer and Erik Skinner, executive vice chancellor for programs at the California Community Colleges Chancellor's Office. The group will work to ensure coordination between the CSU system and California Community Colleges for a smooth implementation process, and may also make recommendations for further legislation, regulatory changes or other policy changes.

"I am delighted to serve on the committee that will deliver a clear transfer pathway for community college students to a California State University," said Eloy Oakley, president of Long Beach City College. "As a community college transfer student myself, I know first-hand how frustrating it can be. I look forward to implementing this new law that promises to help students achieve a college degree and transition into the workforce in a shorter period of time."

Other members of the task force from the California Community Colleges include:

Pamela Deegan, vice president of instructional services, MiraCosta College
Carsbia Anderson, vice president for student services, Monterey Peninsula College
Daniel Nannini, transfer center coordinator, Santa Monica College
Jane Patton, president, CCC Academic Senate
Michelle Pilati, vice president, CCC Academic Senate
California Community Colleges student representative

Attachment #2
Committee member Douglas Fisher, vice president for student affairs at Cal Poly Pomona, said the group hopes to move quickly through the process in order to be ready for fall 2011. "With more than 60 percent of CSU students coming from our community colleges, it is critical that we work to implement SB 1440 as soon as possible to ensure a smooth transition and help more students earn their bachelor's degree."

Other members of the task force from the California State University include:

Milton Gordon, president, CSU Fullerton

Donald J. Para, provost and senior vice president for academic affairs, CSU Long Beach

Sandra Cook, assistant vice president for academic affairs, San Diego State

James Postma, chair, CSU academic senate

Andrea Renwanz-Boyle, associate professor, San Francisco State

California State University student representative

An initial meeting of the task force is expected later this month or in early November.

Media contacts:

California Community Colleges: Terri M. Carbaugh, (916) 801-8300, tcarbaugh@ccccco.edu

California State University: Claudia Keith, (562) 951-4800, ckeith@calstate.edu

President
Jane Patton
Mission College

October 5, 2010

Vice President
Michelle Pilati
Rio Hondo College

Subject: SB 1440 Implementation: Associate Degrees for Transfer

Secretary
Wheeler North
San Diego Miramar College

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.

Treasurer
Beth Smith
Grossmont College

Area A Representative
Julie Bruno
Sierra College

The Bill

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

Area B Representative
Jon Drinnon
Merritt College

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:

Area C Representative
Lesley Kawaguchi
Santa Monica College

Area D Representative
Richard Mahon
Riverside City College

- (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

North Representative
Dolores Davison
Foothill College

North Representative
Dan Crump
American River College

South Representative
Stephanie Dumont
Golden West College

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.

South Representative
David Morse
Long Beach City College

Representative at Large
Kevin Bontenbal
Cuesta College

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

Representative at Large
Dianna Chiabotti
Napa Valley College

Julie Adams, CAE
Executive Director

Attachment #3

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.

Attachment #3

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.

Attachment #3

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@ccco.edu.

Sincerely,



Jane Patton
President