



ICW Policy on Model Curriculum Definitions

“Model curriculum” has always existed in the California community colleges and, historically, has been used to describe prescribed program-level curriculum subject to some sort of state or regional process for development. A model curriculum provides a framework for the development of certificates or degrees that have some level of consistency.

As part of the statewide response to Senate Bills 1440 (Padilla, 2010) and 440 (Padilla, 2013), transfer model curricula (TMCs) were established as a curricular tool for establishing some consistency in California community college (CCC) degrees that were designed to provide a student with a meaningful associate degree and preparation for transfer to the California State University (CSU) system. TMCs are developed by faculty from the CCC and CSU, with some participation from UC. Upon completion of a TMC, each relevant CSU campus department determines whether or not a given TMC ensures sufficient preparation for a student to complete a baccalaureate degree at the CSU in an additional 60 semester units. In the CCCs, the TMC is translated into a template for degree submission by the CCC Chancellor's Office and local CCCs develop TMC-aligned degrees. These degrees, generally referred to as Associate Degrees for Transfer (ADTs), can be completed in 60 units at the CCC and 60 units at the CSU. Students who complete an ADT are guaranteed admission into the CSU and offered a means to complete their baccalaureate degree in 60 units.

While many majors fit well into the parameters imposed by SB 1440, work has been initiated on model curriculum (MC) for transfer majors that do not fit the 60

+ 60 structure, MC for majors with limited transferability to the CSU, MC that are not intended for transfer. As such, there is a need to clearly indicate the nature of these different model curricula. Although initially simply referred to as “model curricula”, in January of 2014 the Intersegmental Curriculum Workgroup finalized their adoption of the following definitions to clearly label “non-TMC” model curricula:

- CCCMC – intrasegmental model curriculum
- ISMC – intersegmental model curriculum

Model Curriculum Definitions

1. Transfer Model Curriculum (TMC): A TMC is an intersegmentally- developed template for the major component of an Associated Degree for Transfer (ADT; AA-T and AS-T) as defined in Senate Bill 1440 (Padilla, 2010). TMC-aligned degrees must be designed such that a student can complete the ADT in no more than 60 semester units. A student receiving an ADT is guaranteed acceptance to the CSU and ensured the availability of a pathway to baccalaureate completion of no more than 60 units. Students may always opt for pathways that require more than 60 units, but the legislation requires that a 60-unit pathway be available. The required courses in a TMC are typically identified by C-ID designations. The CCCCO develops templates for degree submission that ensure alignment to the TMC.
2. California Community College Model Curriculum (CCCMC): CCCMC may be developed for certificates and or degrees in the California Community Colleges. CCCMCs are primarily developed intrasegmentally, but may have some intersegmental participation where appropriate. There is, however, no expectation that MCs are designed or intended for transfer.
3. Intersegmental Model Curriculum – (ISMC): ISMC may be developed for degrees in the California Community Colleges. ISMCs are developed intersegmentally. When

an ISMC is developed and arrangements are made to provide statewide benefits upon transfer to students who have completed an ISMC-aligned degree, the CCCCCO develops templates for degree submission that ensure alignment to the ISMC.

Adopted at the 1--30--14 ICW meeting.