Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
November 13th, 2020
9:00 AM – 12:00 PM
ZOOM

2020-2021 5C Membership
ASCCC: Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela
Narrie, Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-
Chair), Kelly Fowler, David Williams, Jennifer Zellet **CCCCO:** Raul Arambula, Aisha Lowe
ACCE: Jan Young **CCCCSSO:** Alketa Wojcik (absent) **SSCCC:** Ethan Black (Kelly Li –
Alternate) **CCCAOE:** Jennifer Patel (absent)
Others: Virginia May

1. **Welcome and Attendance** – 9:03 a.m.

2. **Approval of Agenda**
   The agenda was approved by consensus.

3. **Approval of Minutes**
   The minutes were approved by consensus.

4. **Constituent Group Reports**
   SSCCC: No report was made.

   ACCE: ACCE held their first "Zoom In" conference on November 12, 2020 and the
   attendance was twice as large as previous years with a total of 240 attendees. Young
   reported that ACCE has been meeting with a fiscal group to continue to discuss
   attendance accounting for open exit/open entry courses. ASCCC Resolution F20 13.02
   Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit
   Courses was recently approved by the body and ACCE will work in conjunction with the
   CCCCO on this issue. ACCE has met with a group of CIOs to discuss various issues and
   asked them to share this information with their constituents.

   ASCCC: The ASCCC is currently working towards integrating guided pathways into the
   existing structures and current standing committee charges. The ASCCC Part Time
   Institute program was approved by the Executive Committee and it will be held virtually
   on February 18-19, 2020. Bean and the Part-time committee are heading the event and it
   will focus on driving change toward equity and unity, specifically addressing the
   interaction of theory and praxis. The ASCCC Fall Plenary Session was held virtually on
   November 5-7, 2020 and there were over 500 attendees and over 30 sessions in a variety
   of formats. Resolution voting was held on November 7, 2020 and the following

resolutions relevant to the work of 5C were approved by the body:
- F20 9.01 Recommendations for the Implementation of a Zero Textbook Cost (ZTC) Designation in Course Schedules
- F20 9.02 Update Paper on Local Curriculum Committees
- F20 9.03 Ethnic Studies Graduation Requirement
- F20 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement
- F20 9.05 Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language
- F20 3.01 Support The Anti-Racism Pledge
- F20 3.02 Recommendation to Update Title 5 Language for Section 53022
- F20 3.03 Adopt Anti-Racism Education Paper
- F20 3.04 Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies

The Academic Senate Foundation for California Community Colleges (ASFCCC) is sponsoring Giving Tuesday on December 2, 2020. Cruz encouraged all members to share the news with their colleagues.

CCCCIO: The Fall 2020 Virtual conference focused on DEI and how CIOs can facilitate examination and reformation on local campuses concluded on November 4th. Three faculty leaders were selected to receive the Carter Doran Leadership Award: Dr. Tammy Robinson, Cañada College; Dr. Stacy Thompson, Chabot College; and Dr. Jennifer Taylor-Mendoza, Skyline College. The CCCCIO also held two Pre-Conferences in October. The Randy Lawson CIO Leadership Institute focused on CIO turnover and how to increase diversity in their constituency. The African American Leadership Institute had a large focus on cultivating leadership for African Americans to advance in administration. Dr. Taylor Mendoza is currently leading a group focused on increasing diversity. The CCCCIO asks for 5C's support as they continue to embrace DEI.

4CS: Agostino reported their message board has included many discussions on the CSU ethnic studies requirement and they are looking forward to future guidance.

CCCCO: Arambula reported that the Competency Based Education Interest Form is due November 13, 2020.

CCCSSO: No report was made.

CCCAOE: No report was made.

5. **AB 1460 Implementation**
Lowe reported that there have been a number of meetings between CSU and CCC to discuss the implementation of AB 1460. CSU has indicated that the course eligibility will be defined by fulfilling the Core Competencies and the course prefix and not the department. An additional concern that was raised was surrounding Area D. Area D will

now include two courses instead of three due to units shifting to Area F. The two courses can now be in the same discipline; however, this has not been codified at this time. It was also noted that CSU is focused on Freshmen starting at a CSU in Fall 2021 and their AOs will be responsible for the tracking process. They also clarified that "active engagement with anti-racist issues" should be within the classroom and outside engagement is not required. CSU is continuing to revise the Core Competencies and EO 1100 and will be organizing professional development for faculty regarding AB 1460 implementation and collaboration with the CCC system.

6. **Updates**
   a. **Curriculum Inventory RFP Process**
      Executive Vice Chancellor Alvarado is working to provide an update by the end of the calendar year. After the data analyses are completed, the next step will be to reconvene the previously established review committee.

   b. **Regulation information**
      The regulation packages will be going in front of the Board of Governors for second read the following week. Lowe presented the revisions from the board, Consultation Council, and public comments to the committee. Revisions were made to the IB/CLEP regulations to better align with AP regulations to include GE and elective credit where appropriate.

      Substantive changes were made to the Correspondence Education (CE) regulations to align with the Federal regulations definition of CE which distinguishes it as not regular and substantive. Revisions were made to balance compliance with the Federal definition and the recommendations from 5C for instructor support. Federal regulations also changed how CE students are calculated. In response, section § 55266 was added to the regulations.

      Within the CBE regulations, minoritized and underrepresented have been replaced with disproportionately impacted. Definitions under (e) and (f) have been added directly into the regulations. In previous iterations, the definitions cited where the terms could be found as defined in Federal regulations. Section § 55270.6 was revised to include the Federal definition of instructor contact for CBE as substantive. Further information regarding withdrawal was added to section § 55270.9 per Federal regulations. After the CBE regulations are approved, the RFA will go out to the field a small group of campuses will be selected to pilot the program.

   c. **Intersegmental Committee of Academic Senates (ICAS)**
      May provided background on the history and efforts of ICAS. ICAS is comprised of Academic Senate leaders from the three California public higher education systems and makes recommendations to each of the systems Academic Senates, education officials, and policy makers. Notable matters addressed by ICAS include Statements on Competencies Expected of Entering College Students, Intersegmental General Education Transfer Curriculum (IGETC), and content

standards in English and mathematics for high school graduates.

   d. **General Education Advisory Committee (GEAC)**
   GEAC is comprised of representatives from CSU campuses, CSSA, and the CSU and CCC Academic Senates. The committee makes recommendations to the CSU Chancellor regarding CSU GE policy including, but not limited to, the Guiding Notes for GE Reviewers, Executive Orders regarding GE, and Advanced Placement.

   e. **Curriculum Identification (C-ID)**
   The Course Identification Number System (C-ID) was developed in response to ASCCC Resolution F06 4.01. C-ID serves as a faculty-driven system to assign "common course numbers" for comparable courses to establish intersegmental articulation. Course descriptors first undergo a wide discipline review and are then posted for general review.

   Transfer Model Curriculum (TMC) was developed by the CCC and CSU Academic Senates in response to SB 1440 (Padilla, 2010) to standardize and guide the development of the Associate Degrees of Transfer (ADT). C-ID infrastructure is being used to develop descriptors for each course listed the TMCs providing assurance to students and faculty that courses taught at different institutions are comparable. TMCs are first drafted by intersegmental discipline faculty and are vetted by wider sampling of faculty.

   f. **Career and Technical Education (CTE)**
   CTE is primarily focused on providing students with skills for 21st century jobs and careers as well as an entrepreneurial mindset. The CCCCO's Workforce and Economic Development Division (WEDD) manages programs and grants that provide infrastructure and support for local CTE programs to connect with their local industry partners. The CCCs are also supported by a network of Technical Assistance Providers (TAP) which provides education and training programs to support regional industries. In 2016, the Strong Workforce Program was started to invest in and support CTE in the CCCs with a focus on student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, and regional coordinating and funding.

7. **Workgroups**
   a. **PCAH**
   The workgroup is reviewing the previously drafted PCAH technical manual and what areas are still relevant and should be included in the new accompanying document. Members have continued to identify areas in the PCAH where questions may arise and find resources to address these topics. All members are encouraged to continue to review the PCAH and technical manual to provide feedback. A suggestion was made to identify guiding principles to help steer the development of the technical manual. The workgroup will convene in the near future to integrate Title 5 revisions into the PCAH as well.

b. **Title 5 § 55253 – Cooperative Work Experience Education/ Work Based Learning**
    The workgroup has discussed challenges with the term "Cooperative Work Experience" since this is not used by industry partners. A suggestion was made to consider using the term "Work Based Learning" to standardize the language. The group is evaluating the requirements as defined in Title 5 § 55253 to see how they came to be and whether they should be revised to better reflect today's students. Legal will be providing the group with an updating regarding Federal regulations and obstacles by the end of the calendar year. The group also developed a survey to get feedback and input from the field regarding the regulations. Discussions on how to update or revise the 2009 paper Alternatives to In-Person Consultations: Cooperative Work Experience Education are ongoing.

c. **Title 5 § 55063**
    The workgroup has met twice and have established guiding principles that align with 5C's established areas of focus. Top priorities for the group include alignment with the CSU core competencies, providing guidance to the field on how to distinguish CCC and CSU GE requirements, and establishing a timeline for transparency. The group is anticipating further direction from CSU including implementation details, Guiding Notes, and EO 1100.

8. Adjournment
The meeting adjourned at 11:58 p.m.

Future Agenda Items:
- Title 5 review for revision (curriculum)
- DEI as relates to curriculum
- 5C website
- ASCCC Curriculum Institute July 7th – 10th, 2021
  - Theme: TBD