



Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
December 18th, 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 (absent), Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, David Williams, Don Miller (absent) **CCCCO:** Raul Arambula (absent), Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik **SSCCC:** Kelly Li **CCCAOE:** Jennifer Patel

1. **Welcome and Attendance** – 9:02 a.m.

2. **Approval of Agenda**

The agenda was approved by consensus.

3. **Approval of Minutes**

The minutes with minor typographical updates and changes were approved by consensus.

4. **Constituent Group Reports**

ASCCC: Bean shared the ASCCC's areas of focus for 2020-2021 including guided pathways transfer and careers, culturally responsive student services/support and curriculum, and equity driven practices. ASCCC resources and events relevant to the goals were shared with the group. The next ASCCC Executive Committee meeting will be held on January 8-9th. The ASCCC Part-Time Institute will be held February 18-19th and the Spring Plenary Session will be held April 15-17th. All events through the ASCCC Curriculum Institute in June 2021 will be held virtually.

4CS: Agostino reported that they published their CPL policy certification on December 17th and asked the group if 5C should address updates to colleges sharing CTE courses in their curriculum as discussed in SB 116. A suggestion was made to discuss this change with the ASCCC CTE Leadership Committee.

CCCCIO: The CCCCCIO is working with the CCCCCO and ASCCC on guidance for ethnic studies. They are also collaborating with the CCCCCSSO and CCCCCO to identify the sources of enrollment decline and create solutions to address it. The group is continuing to focus on DEI and is currently undergoing an equity audit of their organization's bylaws and constitution. Their spring 2021 conference will focus on the equity toolkit and how it has been applied at different institutions.

CCCCO: The CLEP, CBE, and CE regulations went before the Board of Governors and were passed and the CBE collaborative RFA has been released to the field. There have been questions and discussions regarding moving the baccalaureate programs out of pilot status through the legislative process. The CCCCCO has also been discussing how dual enrollment can be used to increase completion and connect students to career and academic outcomes.

ACCE: ACCE is continuing to work with Vice Chancellor Lizette Navarette and the CCCCCIO. A temporary attendance accounting procedure for open-entry/open-exit noncredit distance education courses was recently released.

CCCCSSO: Wojcik reported that they are focusing on gathering and evaluating enrollment data across the system. They have found that continuing students have lower rates of enrollment, not new students. The group is currently developing strategies to encourage enrollment and provide resources. Additionally, a webinar focused on admissions, financial aid, counseling, and how to address these issues with course exchange will be held on January 26th.

SSCCC: Li shared the SSSCCC Anti-Racism: A Student Plan of Action with the group. A major area of focus for the group is advocating for changes to curriculum to ensure it is responsive to all cultures across the California higher education system. The SSSCCC is also advocating for further integrating DEI into the classroom through faculty evaluations, hiring practices, and anti-racism statements and resources in course syllabi.

CCCAOE: The Spring 2021 Virtual Conference registration is now open and is scheduled to begin on March 3-5th and will continue on March 9-11th and March 16-18th. The theme of the conference is Modeling Inclusiveness → Leads to a Sustainable Call to Action and the call for proposals for breakout sessions ends December 18, 2020. A classified staff track with a lower registration rate will be offered again. The CCCAOE's Leadership Academy 1.0 will be offered online starting April 13th and Leadership Academy 2.0 will be offered in-person tentatively in Fall 2021. Patel asked the group for feedback to bring to the CCCAOE board retreat in January 2021.

5. Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP) Codes

Daar provided a brief history of TOP codes, how they were designed to be used, and how they have been integrated into local processes. The TOP code manual was last updated in 2004 and there is currently no procedure in place for creating a new code. Daar also provided a history of CIP codes that are used in higher education reporting nationwide. The group discussed why TOP codes are being used and if a transition to CIP codes is appropriate.

A suggestion was made to form a workgroup to evaluate TOP code usage, update the TOP code manual, and consider transitioning to CIP codes as a system. Interested members include Agostino, Arambula, Daar, Lowe, Osea, Shearer, and Reese.

MSC (Bean/Osea) to form a TOP & CIP Code workgroup.

6. Updates

a. Curriculum Inventory RFP Process

No update was provided. The analysis is still in progress.

b. Title 5 Regulations Process

General Counsel, Marc LeForestier will be joining 5C meetings starting in January to involve legal in the early stages of regulation revisions. LeForestier will assist with drafting initial language and the committee will make revisions as a group. There will also be a holistic review of Title 5 and LeForestier will be integrating previous discussions from 5C. This review will also aim to identify and dismantle any barriers for students within the regulations.

7. Workgroups

a. PCAH

The workgroup has been identifying appropriate changes for the next edition of the PCAH and incorporating changes from Title 5. They have discussed how to infuse guidance on DEI into the PCAH and proposed repository. The proposed repository outline is currently in progress and the group is considering tracking the curriculum listserv to capture questions to address in the repository.

b. Work Experience Education/ Work Based Learning

The group worked with CIWEA to develop a questionnaire for the field to gather insight on local issues and any recent changes. Brook Oliver, CIWEA President, recently held two webinars to gather additional information. Additionally, the group is working on several proposals with LeForestier and CIWEA including revising Title 5 § 55255 to allow virtual as well as in-person consultation with employers and allow local control over the format of the consultations. The group is advocating to extend work-based opportunities to noncredit in Title 5 and is currently awaiting legal review of any potential barriers on the state or federal level. CIWEA has found no record for the hours per credit difference between paid and non-paid work referenced in Title 5 § 55256.5 and would like the hours to be standardized for paid and non-paid internships. The workgroup is also working to change the term “cooperative work experience education” to another such as “internship and work based learning” in Title 5 § 55252 to more closely align with current language.

c. Title 5 § 55063

The workgroup developed a timeline for implanting the ethnic studies requirement and presented it to 5C for feedback and approval. No feedback was provided, and the group agreed to move forward with the timeline.

Bean reported that Area F of the CSU GE Breadth Requirements, the Guiding Notes, and the ethnic studies FAQs were recently updated. A concern was raised

regarding how cross-listed prefixes are transcribed and whether they would meet the CSU requirements. Bean will get further clarification at the next GEAC meeting in spring 2021.

8. Adjournment – 12:02 p.m.

Future Agenda Items:

- Title 5 review for revision (curriculum)
- DEI as relates to curriculum
- 5C website
- Top & CIP Code Update