



Educational Services and Support Division  
**California Community Colleges Curriculum Committee (5C)**

February 19<sup>th</sup>, 2021

9:00 AM – 12:00 PM

[ZOOM](#)

**2020-2021 5C Membership**

**Present: ASCCC:** Carrie Roberson (Co-Chair), Mayra Cruz, Stephanie Curry, Estela Narrie, Mark Osea, Erik Reese, Erik Shearer, **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), David Williams, Don Miller **CCCCO:** Raul Arambula, Aisha Lowe

**ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik **SSCCC:** **CCCAOE:** Jennifer Patel

**Additional Attendees:** Imran Majid, Marc LeForestier

**Absent:** Michelle Bean, Kelly Fowler, Kelly Li

Attend

1. Welcome and Attendance
2. Approval of Agenda (attachment) - Approved
3. Approval of Minutes (attachment) - Approved
4. Title 5 § 55063 - Ethnic Studies

5C Draft language presented by Carrie Roberson. Discussion ensued about language that would clarify this statute.

\*What does competency in Ethnic Studies entail? Comparison between how this is written for Ethnic Studies as compared to English and math competencies described here in the language and is it necessary to make them match?

\*LeForestier – distinguishing between language being in regulation or the Board of Governors “regulating” competencies by mandate.

Potential directions, do we lay it out in regulation, or do we put this in the PCAH and guidance memos to simplify the entire section of 55063?

LeForestier – it might be more effective in these sections to pull out the most pertinent pieces and then completely rewrite (starting fresh).

\*Timeline concerns but for now, add the ethnic studies graduation requirements then move forward with a group to update this whole section that still maintains the strength of the conversations and work that has been done.

Shearer shared a reorganized, initial draft of the potential changes to update the regulations.

Lowe – can we move forward now with the current changes and then can we codify a definition?

\*Rural colleges might have difficulties if we define it narrowly students might have troubles graduating and completing.

\*Put the specificity in the PCAH and Guidance Memo, so that we don't have to frequently have the BOG do updates.

Lowe – Leave this to local definitions?

\*If it is really undefined the colleges could go out into major areas where we don't want them to go. ASCCC and the NAU definitions combined? So that there are some guardrails to keep them

Lowe – which path? Within regulation or outside of regulation

\*LeForestier – Leave it to the larger discussion in regulation.

\*Consider broad definition in regulation and specificity in other areas.

Motion to approve no definition in regulation, put in PCAH, Guidance Memos, professional development, changes to minimum quals, COCI, etc.

LeForestier – eventually a definition would be a useful thing in regulations and not as transparent a document as the regulations, reserve the right to revisit at a later date. Discussion ensued and several 5C members brought up that the college folks go more frequently to the PCAH rather than

-Break-

Shearer screen-shared a first pass at reorganizing 55063. Suggestions simplified the existing Title 5 section.

\*Concern for missing reading in the language, some districts might use this to do away with reading programs.

\*Consider to leave reading out of the graduation requirements section and put reading in where it describes reading in with 55005 which give more of the skills/ competencies definitions.

Lowe- continue as we were with updating, or use this new version of 55063?

\*Can we do it quickly to meet this very tight deadline for ethnic studies?

Lowe – what we could do is all take a look at this for other unintended consequences, provide feedback by email and bring this forward to consultation council,

Lowe – are we ok to move this forward as the reorganization as outlined by Shearer, Motion made in favor. General consensus is to move forward and have discussion and final approval of changes online.

Roberson – timing for feedback from constituents?

Shearer – our ethnic studies faculty locally would like to be involved with the statewide ethnic studies faculty in creating the guidance memos, the PCAH changes, etc. to create definitions, core competencies, etc.

Roberson – ASCCC working through Ethnic Studies Council and CI-D faculty discipline groups to review and update as well.

LeForestier – 55063 & corresponding sections holistic revisions work group: Karen Daar, Carrie Roberson, Aisha Lowe, Marc LeForestier, Mark Osea, Erik Shearer, Don Miller

## 5. Updates

- a. Curriculum Inventory RFP Process – Roberson/Lowe – still in process, will circle back with EVC Alvarado on this. Is it TBD this academic year, or postpone to next?
- b. TOP Code- Digital Fabrication Technology – Arambula – Digital Fabrication Technology, CCCCO will grant and create the TOP Code, requested by Laney College

## 6. Workgroups

- a. PCAH (Daar) – Interest in finalizing the technical manual created by a team/workgroup, take and update it to integrate noncredit (reached out to Chantee Guiney for feedback). Discussion of framework for state being infused into the introduction (DEI, Anti-racism work, Vision for Success, etc.), no timeline for completion yet, etc. Possibly before Curriculum Institute to circulate a draft there.
- b. Work Experience Education/ Work Based Learning (Young) Workgroup reviewed the entire Title 5, Article 4 for logical reorganization, suggested revisions, balance between rewriting and getting something out to the field, mostly an update to some language. Where do we go from here? Overall review of the changes. Consider other section 55002.5 would have to be updated since it refers specifically to this Article. Young to send updates and feedback and Roberson comment document to general council in a document.
- c. Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP) Codes (Roberson) Workgroup just met yesterday for the first time. We understand the complexities of a transition, what do colleges need to transition. Will develop a plan of action and create a timeline for 5C to continue. Seek to understand how state and local entities are using the TOP codes, how do we successfully transition to CIP codes.

## 7. Constituent Group Reports

CSSOs - Working with CCCCO on CVC Course Exchange to address concerns from areas of admissions and financial aid. Also, working on enrollment strategies to bring students back and strategies to increase completion of FAFSA/Dream apps because there is a significant decline across the state.

CCCCIO - spring conference - <https://cccchio.org/> Pre-conference April 6 CIO Institute - From Dean to CIO, Main conference April 7-9 Better Together As One Community - using our Equity Toolkits for Real Change,, April 26-27 African American Leadership Institute Co-sponsored with WRCBAA and CCCCO  
4CS :) Pretty quiet. I'm sure we will hear a lot from Specialists about TOP codes when its presented.

ACCE – March 11<sup>th</sup> spring conference, [aceonline.org](http://aceonline.org)

CCCO – webinar next Wednesday to celebrate Black History Month, other events are

listed in the weekly newsletter updates.

ASCCC – Subscribe to ASCCC Communications and Presidents Update for ongoing information.

Meeting adjourned.

**Future Agenda Items:**

- DEI as it relates to curriculum
- 5C website
- ASCCC Curriculum Institute July 7<sup>th</sup> – 9<sup>th</sup>, 2021- breakout ideas/presenters

**Future Meetings:**

All meetings will be conducted from 9:00am – 12:00pm via ZOOM until further notice

March 19<sup>th</sup>, 2021

April 23<sup>rd</sup>, 2021

May 21<sup>st</sup>, 2021

June 18<sup>th</sup>, 2021

\*ASCCC Curriculum Institute July 7<sup>th</sup> – 9<sup>th</sup>, 2021