



Educational Services and Support Division  
**California Community Colleges Curriculum**  
**December 10, 2021**  
**MINUTES**

**Membership Attendees**

**ASCCC:** Stephanie Curry (co-chair) Michelle Bean, Robert L. Stewart Jr. Nili Kirshner, Mark Osea, Erik Shearer, Randy Beach, Amber Gillis **4CS:** Lesley Agostino **CCCCIO:** Kelly Fowler (co-chair), Marshall Fullbright, Jennifer Vega La Serna, Jennifer Zellet **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik, Christopher Sweeten **SSCCC:** Brianna Andrade **CCCAOE:** Maniphone Dickerson

Guests: Marc Le Forestier

1. Welcome and Attendance-

Attendees were welcomed and attendance was taken and reflected in the minutes

2. Approval of Agenda (attachment)

The committee approved the agenda by consensus

3. Approval of Minutes (attachment):

The November 12, 2021 Minutes were approved (Motion Vega La Serna, Second, Osea )

4. CCCCCO Update (Aisha)

a. Equitable Placement and Completion Improvement Plan

Materials, memo, and plans sent to colleges before Thanksgiving. Webinar was on November 29, 2021.

Next steps at the college level to review planning and creating improvement plans. PPIC report shows access and completion improving in mathematics but still need progress in addressing equity gaps. CCCCCO learning series in Spring 2022 for professional development. Later in the spring will add additional support for ESL implementation.

b. Assessment Committee

Focused on ESL Assessment. Two meetings this fall. Looked at specific test and psychometric analysis. Some assessments were given probationary approval. Venders will have 2 years to address concerns. Two Accuplacer tests and all CELSA tests were not approved. BOG will review and hopefully approve recommendations in Spring 2022. Committee wants to update standards for assessment reviews; they have not been updated since 2017.

- c. Ethnic Studies Taskforce  
First meeting held on November 19, 2021. Four subgroups were created to address areas of focus. Expecting recommendation memo on implementation date of summer 2024 coming out soon. Meetings will continue in 2022.
- d. Intersegmental Coordination  
Working with system leaders to support AB 705 and Equitable placement implementation. May be language coming in legislation to support alignment with CSU and UC.
- e. COCI Maintenance Period  
Required curriculum review done manually by 5 people. Memo coming on how curriculum committees can assist by addressing areas missing or incorrect in the submissions.  
Proposing some times during the year to close COCI to catch up on submissions. Perhaps a couple of weeks and an extended period in Summer.  
Proposed Dates
- End of January (one week)
  - March around Spring Break (one week)
  - Month in the Summer
  - End of October (one week)
- October and March date might be problematic due to catalog requirements also perhaps earlier in January since committees come back in late January after break. But every district has different timelines.
- Recommend in memo emphasize the type of submissions that need to be submitted and allow curriculum committees to prioritize for submission. Need for advanced notice of dark weeks.

## 5. Workgroup Updates

### a. DEI and Curriculum (Michelle):

The DEI in Curriculum Model Principles and Practices were taken to ASCCC Meeting. Edits included credit and non-credit language, definitions of traditional Eurocentric practices, added OERI anti-racism rubric. This item was endorsed by the ASCCC at the December 2021 Executive Committee meeting. Other constituency groups are encouraged to endorse the document as well.

Timeline was introduced to the committee that includes finalization of the document, sharing with field, introducing at Spring Conferences (ASCCC Plenary and Curriculum Institute, CCCCIO Conference Spring). Timeline also addresses adding DEIA to the COR and the related Title 5 regulations. Need to address where the documents and resources should be placed and who owns the document and who will keep it updated.

Aisha will bring this to CCCCIO when finalized and then to Consultation Council. January finalize document and have feedback from the CCCCIO Executive Committee.

Motion to recommend documents to the CCCCCO (First, Stewart/Second, Gillis). Unanimously approved.

- b. Review of First Draft of Work Experience Title 5 changes (Jan): Draft sent out to 5C. Streamlined version is being sent to Marc LeForestier for legal review. Original intent was to add noncredit and uniform hours for paid and unpaid work experience and add virtual component for supervision, match accounting for noncredit and credit. As reviewed document, identified the need to reorganize and redefine. Took out cooperative language and defined work experience. Addressed difference in work experience, general and occupational definitions. Addressed district responsibilities, minors in work experience, remote locations, employees and student responsibilities and expectations.

Need to add a section on non-discrimination policy under employer responsibilities. Asked Marc LeForestier to add legal language.

Reviewed and updated credit and accounting language to address barriers. New regulations eliminated distinction for two types of calculations and streamlined to only one; the removal of hours and removed distinction of paid and unpaid work experience.

Committee discussion included: Defining general and occupation—are there potentially other types beyond the two defined areas? Marc Forestier will send some language for non-discrimination. Is there a definition of “enrollment period” that is defined or is that a local definition? Erik will look at definition and perhaps different language. Are internships/field work/practicum included in this definition. Erik and Jan will review and address in revision.

Next steps: 5C committee to review and bring feedback to January Meeting. Once final draft can send to constituency groups.

- c. Review of Title 5 Updates 55063 and surrounding sections (Randy)

A summary of major changes for 55061-55063 was provided in a chart. The chart addresses the current section, summary of changes and potential impact. Improving readability and clarity the recommendation of the group is to break out to 5 sections. Some areas may be moved about in the sections or in other areas of Title 5.

Created new sections on Philosophy and Criteria for Associate Degree and General Education. Changes be aligned to new Ethnic Studies graduation requirements. The committee is working with the legal office to create strike out versions to reflect changes. These will be brought back to the January Meeting.

Discussion was had in the areas of

- Defining “satisfactory completion,” does it include all credit courses or selected degree courses
  - Is this administratively possible?
  - How do electives work

- Alignment with Guided Pathways Maps?
- Want to give the student the best opportunity to graduate
- Could there be a petition process for students who are on the fringe. Need to not put the burden on the student.
- Need to make sure there is equitable application across the system
- Could language be added to say if student has more than 60 units that there is a process to optimize students' possibility of attaining a degree
- Potential to address through academic renewal processes (relax regulations or align processes). Review Title 5 sections 55040, 55042, 55044, 55046, 55061.
- How does this align with transfer processes and financial aid and probation?
- Reducing the number of units for residency requirement
  - Addressing concerns about inter-district residency or within a district
  - Residency may impact migrant students
  - Concerns from college over academic integrity but need to maximize opportunities for students
  - Need to address catalog right concerns/timelines for petitions to graduation.
  - Need to address regulations but also to systematically support flexibility and opportunities for students to attain degrees
  - How to address completion data and funding, could we use the model of CVC exchange
- Flexibility of ability of courses to meet graduation competency, general education and a requirement in the program/degree. Could a single course meet all of these areas?
  - Courses may be used to address distinct categories (GE. Graduation Requirement and then Major Requirement)
  - Want to make the Title 5 language clear that a course can be used to address all 3 areas
  - No opposition from the group to this clarification
- Math Competency Requirements for elementary algebra as a pre-requisite.
  - Does this impact what can be applicable to what can be applied to an associate degree- defining degree applicable course.
  - This will need align with AB 705 implementation
  - Concerns with articulation with our 4-year partners
  - Consensus on removing requirement but need to address unintended consequences for students and articulation.
  - Could it soften the language so it is not a requirement for a "course" in a pre-requisite but addresses the needed skills that could be addressed beyond just the math discipline
  - Would this impact the intermediate algebra graduation competency requirement.
  - May need to work with math discipline faculty and other disciplines to address concerns
- Reading Competency in 55063. Do we need to address this language in relation

to AB 705?

- Do we still need this requirement?
- Current language had requirement for demonstration in competency in reading and is locally determined
- Is the reading competency requirement covered in other courses such as English Composition or completion of a GE pattern or Associated Degree?
- There is no definition of reading competency (currently all locally defined)

Next steps. Group is meeting next week and bring additional recommendations. Draft to 5C in January/February to review and then shop it around across the system before finalizing recommendations. Working with office of General Council to review.

The committee adjourned at 12:01pm