



Educational Services and Support Division  
**California Community Colleges Curriculum Committee (5C)**  
**April 28, 2023 Minutes**  
10:00 AM – 3:00 PM  
**In-Person (Grossmont College)**

**2022-2023 5C Membership**

**ASCCC:** LaTonya Parker (co-chair), Michelle Bean, Robert L. Stewart Jr., Karen Chow, John Freitas, Sharon Sampson, Amber Gillis, Meridith Selden **4CS:** Lesley Agostino **CCCCIO:** Kelly Fowler (co-chair), Marshall Fulbright, Jennifer Vega La Serna, Erik Shearer **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Madelyn Arballo **CCCCSSO:** Alketa Wojcik, Christopher Sweeten **SSCCC:** Marcello Garbo, Kyle Landrum **CCCAOE:** Nichol Roe

**1. Welcome and Check-in (co-chairs)**

The attendees were welcomed.

**2. Agenda and March 24, 2023, Minute Approval**

Agenda and March 24, 2023, Minutes approved.

**3. C-ID (Dolores)**

- Update: C-ID handbook placed on website available to everyone, the website is being updated to making it more user friendly and easier to understand.
- Business Administration 2.0 significant modification to TMC
- Transfer alignment project-initiated Fall 2019 driven by resolution to align pathways with UC and CSU. Student able to transfer to both systems and could decide at the end of completing courses vs at the beginning. Seven fields were aligned. Discussions ongoing as previously courses could be double counted will no longer be able to.
- Five-year review of Art History and Hospitality Management, no substantial changes.
- Five-year review Public Health Science, substantial changes.
- Ethnic Studies, working on descriptors and TMC simultaneously.
- AO Subgroup continues to meet with CSU and UC Articulation Officers

**4. CalGETC (AB 928) (Ginni)**

- Areas 2 - 6 not changing dramatically (but different course will/may count).
- Area 1 - English (added composition - has a pre-req of a composition class)
- Standards document being developed
- CALGETC for STEM

## 5. Regulatory Revisions: Updates and Next Steps (CO Team)

- a. Rising Scholars Regulations
  - Update provided from OGC Fermin Villegas and Dr. LeBaron Woodyard
  - Clarification of MIS-Data element
  - Changes reviewed in detail.
  - Moving forward to 2nd read- in May BOG meeting.
- b. Tutoring Regulations
  - Revisions to state apportionment to non-credit courses and nonsupport services Kathy Lynch -OGC
  - Recommendation from 5C to define supervise tutoring as a course and as such a faculty member must be associated.
  - Define tutoring center coordinator from tutoring instructor this allowing for classified employees to be over a center while instruction would be providing the tutoring. Clarifying the two distinct roles/ job descriptions are essential.
  - Second read moved to July

## 6. Year in Review (Workgroup Presenting Out)

### a. Local Curriculum Approval Process

- Created survey distributed to Specialists, Chairs, Artic Officers
  - How to improve efficiency for the local curriculum process.
  - What barriers are slowing the process? Are they mandated by Ed Code or T5?
- Condensed survey responses into one summary document
- Reviewed summary document and submitted three priorities to 5C.
  - Guidance on curriculum that remains in catalog for more than two-to-three years.
  - Support for CIOs/VPs and Chairs on curriculum development
  - Ease of use of the TMC template
  - Future items
    - Common software, LMI delays, Historical data, and information not available for COCI

#### **2023-2024 Goals to Consider:**

- Work on guidance and/or paper on removing or deactivating curriculum that is not being offered.

### b. DEI In COR and DEI Framework Implementation

#### **Work Group Accomplishments:**

- Completed [DEI in Praxis: Models for Culturally Responsive Curriculum](#)
- Completed recommendations for [DEI in COR PCAH Language](#)

#### **2023-2024 Goals to Consider:**

- Place praxis grid's contents into an interactive/multimedia webpage
- Consider how to promote and provide professional development for rollout of the praxis.
- Include recommended language into next PCAH update "Standards of Approval" (beginning on page 52)
- Consider doing a writing workshop with DEIA workgroup and PCAH workgroup to infuse DEIA language throughout the PCAH.
- Ensure title 5 language (section 55002) asking for DEIA infusion into CORs moves through the next stage of approval process.

c. Associate degree Regulations

**Work Group Accomplishments:**

- Completed revisions to title 5 §55060-63 to simplify this section and incorporate changes to general education recommended by the ASCCC through resolution. The changes to general education include increase from 18 to 21 semester units; alignment with CalGETC pattern and numbering; merging graduation requirements into GE categories; and inclusion of Ethnic Studies as a new area of GE.
- Developed first draft of catalog rights language for incorporation into title 5. Individual colleges and districts develop and use locally defined rights, which can vary widely among colleges.

**2023-2024 Goals to Consider:**

- Finish catalog rights regulation
- Review and revise Academic Renewal language in title 5 pending outcome of associate degree reg changes.
- Consider ADT guidelines in title 5.
- Revise §55070 - Certificates
- Review §55130 for alignment with newly revised associate degree regulations.

d. Re-imagining the PCAH.

Changes to things that no longer apply to PCAH and another look at slides.

**Work Group Accomplishments:**

- Began revisions on PCAH language to reflect recent or pending title 5 language changes in the following areas: work experience, credit hour, distance education, and other miscellaneous sections.
- The noncredit subgroup revised the noncredit section of the PCAH with attention to readability and content clarifications.
- Discussed and considered changing the title of the PCAH.
- Began discussions on the transition of the PCAH into an online format: organization and formatting.
- Began discussions on the integration of DEI language into the PCAH.

**2023-2024 Goals to Consider:**

- Continue transition of the PCAH into an online format.

- Continue integration/synthesis of DEI language into the entire PCAH, including a revised introduction demonstrating the commitment of the California Community Colleges in developing culturally relevant, culturally responsive curriculum processes and classroom andragogies.

## 7. Planning for Next Year

- a. Small Group Planning
- b. Report Out & Discussion

### Blue Group: Associate degree Regulations

- a. Finish catalog rights regulation language
- b. Confirm the meaning of continuous attendance and if it is the same as Financial Aid defines it.
- c. Review and revise Academic Renewal language in title 5 pending outcome of associate degree reg changes.
- d. Consider ADT guidelines in title 5.
- e. Revise §55070 - Certificates
- f. Review §55130 for alignment with newly revised associate degree regulations.

### Purple Group: Re-imagining the PCAH

- Secure a vendor to transition PCAH to HTML online format.
- Continue transition of the PCAH into an online format.
- Add updated finalized regulations for supervised tutoring.
- Continue integration/synthesis of DEI language into the entire PCAH, including a revised introduction demonstrating the commitment of the California Community Colleges in developing culturally relevant, culturally responsive curriculum processes and classroom andragogies.

### Green Group: 5C Local Curriculum Process Workgroup Recommendation

- A. Curriculum that remains in the catalog for more than two-to-three years and has not been offered or students are not earning the degree/certificate.
  - a. Requesting guidance memo or paper on removing or deactivating curriculum that is not being offered.
  - b. Also relates to catalog bloat. Guidance that relates to creating new programs that are not based on the mission of the community colleges.
- B. Support for CIOs/VPIs and chairs on curriculum development
  - a. Training that includes the basics of curriculum development, beyond what is offered at the Curriculum Institute. Similar to the curriculum regional training format with focused training. Include a curriculum specialist for the technical and logistical part of curriculum development.

- b. Maybe 10-15 minutes at the new administrator pre-session at the Institute with a specialist?
- C. The TMC template is difficult to use.
  - a. Research different ways to present and fill out the working TMC. Would like to reduce the work for both the campus and the CO reviewer.
- D. Future items:
  - a. Common software for colleges
  - b. LMI delays
  - c. Historical data and information not available for COCI

## Grey Group: DEIA in Curriculum New Goals

- A. Place praxis grid's contents into an interactive/multimedia webpage
  - a. Get funding and graphic designer/web designer.
  - b. Put on CCCCO website as a living document/resource to be regularly updated.
- B. Consider how to promote and provide professional development for rollout of the praxis.
  - a. Start with PD webinars in fall of 2023.
  - b. Follow-up with sessions at plenaries and CI and CIO/CSSO conferences
  - c. Consider a CO guiding memo to accompany PD roll out.
  - d. Consider discipline-specific experts sharing at workshops/sessions/webinars/conferences.
  - e. Consider securing a DEIA in Curriculum liaison/expert at the CCCCO.
- C. Ensure title 5 language (section 55002) asking for DEIA infusion into CORs moves through the next stage of approval process.
  - a. Make this a 5C priority.
  - b. Market out/communicate widely to all constituency groups.
  - c. Collaborate with PCAH workgroup.

1. CCCCO Updates (Aisha)

- a. AB1705 Implementation Guide and FAQ
- b. Common Course Numbering
  - Meeting task force-legislative deadline - plan of action and lay out implementation in phases of common course numbering —cost-planning and workgroup will need to be created -organize-oversight- multiyear initiative and implementation -need for technology-improvement of course articulation- working group and next meeting in June.
- c. Dual Enrollment
  - Top CO priority and in the Governors Equity Plan
  - Goal of every HS student to have a college ed plan and 12 units completed.
  - Set baseline and increase by 15%
  - Starting at minimum 9th grade, implement introduction to college and career.
  - Determine what dual enrollment course will they take in 9,10,11,12 grades.
  - This year requirement is to provide baseline data for this work.
  - Internal discussion on:
  - Establishing system level expectations
  - Need to work with unions and establish minimum qualifications for people providing the classes as CC different requirements than HS.

- Recommendations on what classes to offer.

2. Constituency Reports (co-chairs & all)
3. General Comments
4. Future Meeting Dates:
  - a. May 19, 2023, 9:00am-12:00pm virtual
  - b. June 9, 2023, 9:00am-12:00pm virtual
5. Future Agenda items:
  - a. Ethnic Studies Professional Development Plan (Erin)
  - b. Competency Based Education (Erin)
  - c. Credit for Prior Learning (Erin/Chantee)
  - d. C-ID Update