



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Virtual Curriculum Regionals

October 18 and 21, 2021

Welcome

- Dolores Davison, ASCCC President
- Stephanie Curry, ASCCC Curriculum Chair 2021-2022

Fáilte *Bine ati venit*
Hoş geldin Witaj 欢迎
Bienvenido **Willkommen**
Welcome
Välkommen **Croeso**
Καλώς Ορίσατε स्वागत
ようこそ **Bienvenue**
Добро пожаловать! **Bula** Welkom
Tervetuloa أهلاً وسهلاً
Velkommen Benvenuto
Vítej Bem-vindo
Dynnargh dhis

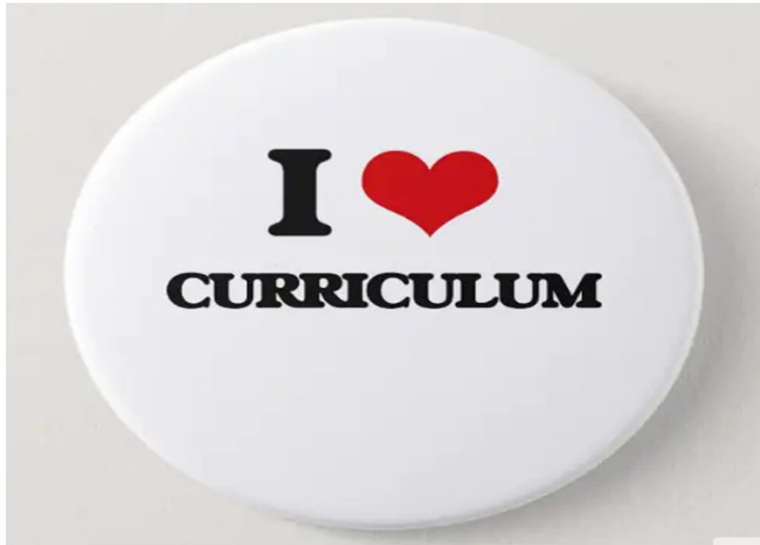


ASCCC Curriculum Committee

- Stephanie Curry, ASCCC Area A Representative (Chair)
- Michelle Bean, ASCCC Treasurer (2nd)
- Sarah Harris, College of the Sequoias
- Henry Young, Victor Valley College
- Jeff Waller, Grossmont College
- Nili Kirschner, Woodland College
- Michelle Grimes-Hillman, VPI Orange Coast College



Agenda



- I. Welcome
- II. California Community College Chancellors Office Update
- III. ASCCC Update
- IV. Deeper Dive into Curriculum Issues
 - I. Recent Legislation and Regulations
 - I. Ethnic Studies Requirement and Area F
 - II. Role of Curriculum Committees and Local Senates in GE and Degree Requirements
 - III. Common Course Numbering/ AB 928
 - II. DE Definitions Update
 - III. DEI in Curriculum
- V. Collaboration with Colleagues Breakouts
- VI. 2022 Curriculum Institute Brainstorming and Final Questions



California Community College Chancellor's Office Update



ASCCC Update



ASCCC Areas of Focus

- Culturally Responsive Student Services, Student Support and Curriculum
- Equity Driven Systems
- Transfer in the Higher Education System



Fall 2021 Plenary Details

November 4-6, 2021

Sign up here

<https://www.eventbrite.com/e/2021-fall-plenary-session-registration-101241975474>



Webinar Title: Equity-minded Hiring Principles and Practices

Dates/Times (Two Options--Same Content):

- **Thursday, October 28 at 3:00 p.m.--4:30 p.m.**

Registration link for Oct. 28th:

https://us02web.zoom.us/webinar/register/WN_-wg62k0KRW-DUFvQB4toRQ

- **Friday, November 19 at 10:30 a.m.--12:00 p.m.**

Registration link for Nov. 19th:

https://us02web.zoom.us/webinar/register/WN_OXP3T__mSluE3P3VOUeZ2w



Webinar Description:

Faculty, deans, chairs, and managers, join us for this webinar where we will provide equity-minded frameworks and effective practices for you to tailor to your campus to meet the call to action for diversity, equity, and inclusion in hiring.

As we transform our campuses and work toward becoming antiracist institutions, it is vital to engage in reflection and review of our practices and policies. Let's normalize courageous conversations about equity-minded hiring practices that support the diversification of our faculty, administration, and staff.



Join the CTE Coffee Hour Gatherings!

The CTE Leadership Committee cordially invites you to join our CTE Coffee Hour gathering scheduled for October 20, 2021 10:00 a.m. to 11:00 a.m.

Virginia "Ginni" May, Vice President Academic Senate for California Community Colleges (ASCCC), Lance Heard, ASCCC At Large Representative, and Lyn Shaw, C-ID CTE Curriculum Director will host a session on the topic of:

Making Sure CTE Students Make it to the Appropriate CTE Pathway. Register below and join us on October 20th. https://cccconfer.zoom.us/meeting/register/tJEpfu2srD4uH9zeh-jZTbg556pBon_huBpK



Ethnic Studies



AB 1460

CSU Graduation Requirement

SEC. 2. Section 89032 is added to the Education Code, to read:

89032. (a) It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.

(b) Commencing with the 2021–22 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses.

Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies.

Students must complete the requirement by taking a class in one of four ethnic studies disciplines: Native American studies, African American studies, Asian American studies or Latinx studies.



Ethnic Studies (Area F)

- The new ES requirement is placed in the lower-division general education requirement.
- This is pertinent to Associate Degrees for Transfer (ADTs) at the community college. AREA F has been inserted into the CSU General Education Breadth.
- Beginning in fall 2021, students at a CCC will be required to meet CSU GE Area F. Courses will need to meet the same standards that CSU courses do to be approved for Area F.
- Core Competencies for the Ethnic Studies. Three of five competencies are required for AREA F approval
- IGETC does not require an ES requirement for 2021-2022. The CSUCO is waiting concurrence from the UC on a proposed change to add AREA 7 Ethnic Studies, likely to occur around December 2021.



CSU Acceptance of CCC Ethnic Studies Courses

- The new General Education policy is effective fall 2021. In general, any student who begins their academic work at either a CCC or CSU fall 2021 and beyond will be required to complete the new general education requirements.
- Students who began at a CCC or CSU prior to fall 2021, and maintained continuous enrollment, will not be held to the Ethnic Studies requirement due to their pre-2021 catalog rights.
- For student who did not maintain continuous enrollment. If a transcript indicates completion of any of the following, the student is NOT required to complete a course in Ethnic Studies prior to graduation:
 - Conferral of an Associate Degree for Transfer (ADT)
 - Fully CSU GE Breadth certified
 - Intersegmental General Education Transfer Curriculum (IGETC) certified



CSU Acceptance of CCC Ethnic Studies Courses

- Beginning fall 2023 – If a student’s transcript indicates CSUGE fully certified, Ethnic Studies is expected and required; it should be completed before transfer as part of CSU GE-certification.
- Beginning fall 2024 – If a student’s transcript indicates full IGETC certification, Ethnic Studies is expected and required be completed before transfer.

During the CSUCO course review process of the courses submitted by the February 5, 2021 deadline, many of the courses submitted by CC colleges were not approved. For those courses that were denied, colleges had an opportunity to resubmit courses for re-review. During the re-review process, colleges continued to face high levels of course disapprovals.



CSU Acceptance of CCC Ethnic Studies Courses

The primary issues found with courses that were **not** approved:

- The competencies were **not** listed within the Course Outline of Record (COR).
- The competencies **were** included in the COR, however, there was no clear link to the competencies in the course content described in the COR.

The COR is the key document (an annotated document/attachment is not appropriate). Colleges must update the COR to include the core competencies and reflect the core competencies in the content (including courses previously approved and/or articulated with CSU campuses).

Next review cycle: December 2021 (with a late spring 2022 re-review opportunity)



Ethnic Studies (Title 5 Degree Requirement)

Title 5, Section 55063 –Minimum requirements for the Associate Degree

(d) Additional Requirements. The associate degree also requires demonstrated competence in reading, written expression, and mathematics, and satisfactory completion of a course in **ethnic studies**, as follows:

(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.



CCC Ethnic Studies Task Force

- The goals of the Ethnic Studies Taskforce are as follows:
 - To determine an implementation date for the new requirement
 - To determine if and how to establish a unified definition of Ethnic Studies and/or core competencies for the California Community Colleges
 - To help coordinate professional development and technical assistance for CCCs to ensure ethnic studies is implemented with fidelity to the discipline
 - To coordinate with CSU for intersegmental alignment

MEMBERSHIP

- Two representatives from the Educational Services and Support Division of the Chancellor's Office
- Two representatives from the Academic Senate for California Community Colleges
- One representative from the California Community Colleges Ethnic Studies Faculty Council
- Four Ethnic Studies faculty from the four core Ethnic Studies disciplines (appointed by the ASCCC)
- One representative from the California Community Colleges Curriculum Committee (5C)
- One student representative and one alternate (appointed by the Student Senate for California Community Colleges)
- One Articulation Officer (appointed by the ASCCC)
- One Admission & Records representative (appointed by the California Association of Community College Registrars and Admissions Officers)
- One Chief Instructional Officer/Vice President of Instruction/Vice President of Academic Affairs (appointed by the California Community Colleges Chief Instructional Officers organization)
- One Chief Student Services Officer/Vice President of Student Services (appointed by the Chief Student Services Officers Association)



Role of Curriculum and Local Senates in GE and Degree Requirements

1. Curriculum including establishing prerequisites and placing courses within disciplines

2. Degree and certificate requirements

3. Grading policies

4. Educational program development

5. Standards or policies regarding student preparation and success

6. District and college governance structures, as related to faculty roles

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports

8. Policies for faculty professional development activities

9. Processes for program review

10. Processes for institutional planning and budget development

+1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Proactively need to involve academic Senates and Curriculum committee in

- New or revised curriculum and programs
- New degree and certificate requirements

Involve your Articulation Officers and Curriculum Analysts in the discussion



Break Time



Recent Legislation impacting Curriculum



AB 1111- Common Course Numbering

- Requires the CCC's by July 1 2024 adopt a common course numbering system for all general education requirement courses and transfer pathways
- All CCC's must incorporate common course numbering into their course catalog
- Common course numbering must be student facing
- Starts process with courses already identified in C-ID (368 approved courses)
- Recognizing role and processes in C-ID in identifying comparable courses suggests using this process to continue process for additional courses



AB 927- Bachelor's Degree

- Extends the Bachelors Program Indefinitely
- BA proposals must show evidence of unmet workforce need
- Only 30 degrees can be approved per academic year (15 per review cycle)
- Total number of BA degrees in the district can not exceed 25% of the total associate degrees
- Requires consultation and feedback from CSU, UC and Association of Independent California Colleges and Universities on proposed programs
- Districts must have matching associate degree as proposed bachelor's degree



AB 361- Brown Act

- Extends ability to hold virtual meetings for Brown Act committees until January 1, 2022
- Body must no later than 30 days after teleconferencing and every 30 days thereafter vote to reconsider the circumstances of the emergency.
- Must review if the following circumstances exist
 - The state of emergency continues to directory impact the ability of the members to meet safely in person
 - State or local officials continue to impose or recommend measures to promote social distancing.



AB 928 - Transfer

- Creates a Associate Degree for Transfer Intersegmental Implementation with oversight of the ADT Programs
- Before May 31, 2023 Intersegmental Committee of the Academic Senates (ICAS) must establish a singular lower division general education pathway that meets the requirements for transfer to CSU and UC
- New pattern must not lengthen time-to-degree and can not require more units than the current IGETC pattern.
- Requires that CCC's on or before August 1, 2024 to place students who declare a goal of transfer place students in an ADT pathway (student will have to opt out if have plans to transfer to UC or wish to be on another path)
- Allows a new unit threshold for STEM degree pathways (no more than six additional units)
- Requirement for develop of a plan for periodic analysis and creation of ADTs



What does all of this mean?



**DON'T
PANIC**

- ASCCC is working with CCCCCO regarding implementation of all of these changes
- CCCCCO Ethnic Studies Task Force and other committees will be formed at the state level
- Start discussion on campus but professional development and guidance will be coming



DE Definitions Update and Impact

§ 55200. DEFINITION AND APPLICATION.

(a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conference; or
- (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of “distance education” does not include correspondence courses.



Distance Education 2021 Updates

The Chancellor's Office recommends changes to title 5 of the California Code of Regulations to ensure alignment with the federal regulations. Significant recommended changes include:

- Additional specificity in the definition of “distance education.” Changes to the requirement of instructor contact from “regular effective contact” to: regular and Substantive interaction,” And the change the definitions of “substantive interaction” and “regular interaction.”

This proposed regulatory action would be a first step in regulatory reforms designed to ensure equity and quality in distance education.



Regular and Substantive Interaction

34 CFR 600.2 Definitions

4. For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also include at least two of the following:

- Providing direct instruction;
- Discussing or providing feedback on a student's coursework;
- Disproving information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.



Distance Education Updates

The Chancellor's Office proposes this regulatory action to require colleges to provide students with additional details about unique scheduling or technological requirements associated with distance education courses, prior to their enrollment in the class. These additional disclosures will allow students to better understand class expectations and make informed decisions about course selection, with the aim of increasing the likelihood of course completion and success.

Disclosing Additional Online Course Requirements to Students Currently, section 55005 requires colleges to inform students of:

- 1) A course's designation (degree applicable, not degree-applicable, or noncredit);
- 2) Whether the course is transferable to a baccalaureate institution;
- 3) Whether the course fulfills a major or general education requirement; and
- 4) Whether the course is offered on a pass/no pass basis.



Summary of DE Changes to Section 55200

Provides list of technologies used to deliver instruction to students. These technologies are in line with what the Chancellor's Office already collects through the Management Information System Data Element XF01 Method of Instruction.

Section 55204 — replaces “effective contact” with “substantive interaction” and adds more detail. This section incorporates the expanded federal definitions for “substantive interaction” and “regular interaction.”

Section 55206 — reference change from “effective contact” to “substantive interaction” to align with the language in the other sections.

Section 55208 — adds the accrediting agency's qualifications for instruction as criteria for instructors. The primary accrediting agency for the majority of the California Community Colleges is the Accrediting Commission for Community and Junior Colleges.

Section 55005 — adds various online course disclosures to students prior to enrollment in a course including in-person synchronous meeting dates and times, asynchronous in-person activities, labs or field trips, and technology or application requirements.



DEI in Curriculum

- The ASCCC Mission includes a commitment to equity;
- The Vision for Success includes the goal to first reduce and then close equity gaps for traditionally underrepresented student groups;
- Many colleges are working to achieve these goals through equity, cultural responsiveness, and anti-racism curriculum efforts:
 - Long Beach City College Cultural Curriculum Audit
 - East Los Angeles College Curriculum Audit Handbook
 - Peralta College Equity Rubric and Training



DEI in Curriculum

- All faculty can have conversations about equity within the context of their disciplinary expertise!
- Equity review can include (but is not limited to):
 - Ensuring units and time to degree are appropriate for student goals
 - Reducing costs (via unit review, textbook costs, and other materials)
 - Increasing access (via appropriate DE resources, credit for prior learning, scheduling and degree mapping)
 - Course content and descriptions (Is language inclusive and welcoming? Are course descriptions accessible and student-centered?)
 - Limitations on enrollment (ensuring pre/co-requisites and other requirements do not have disproportionate impact on underrepresented student groups)
- Consider: How can your college curriculum committee use its processes and procedures to ensure equity, cultural responsiveness, and anti-racism are systematically included in curriculum review?



DEI Curriculum Resources

Peralta Online Equity Rubric can be found using the following link:

<https://web.peralta.edu/de/files/2020/10/Peralta-Online-Equity-Rubric-3.0-Oct-2020.pdf>

LBCC Curriculum Audit--

<https://onlinenetworkofeducators.org/2021/03/19/conducting-an-online-course-cultural-curriculum-audit-steps-toward-student-equity-and-success/>



Collaboration with Colleagues



2022 Curriculum Institute Brainstorming

Tell us what you would like to see
at the 2022 Curriculum Institute

<https://padlet.com/stephaniecurry/a28m36ea0n5v2b8>



Wrap Up, Takeaways and Final Questions

