



ACADEMIC SENATE
for California Community Colleges
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Spring 2022 Curriculum Regionals

Today's Agenda

Yes it is a full agenda!

- I. Welcome, Introductions and Greetings
- II. Chancellor's Office Update with Dr. Aisha Lowe
- III. Updates
 - a. Ethnic Studies
 - b. AB 1111 and 928
- IV. Legislation Related to Curriculum
- V. Curriculum Institute Planning
- BREAK
- VI. AB 705
 - a. AB 705 Implementation
 - b. Intermediate Algebra and Articulation
- VII. DEIA in Curriculum
 - a. Cross Listing
 - b. Culturally Responsive Curriculum and the COR
 - c. IDEA Curriculum Tool Preview



Sign In Links (Name, College, Role)

MONDAY 2/28

<https://padlet.com/stephaniecurry/x8is8x9m73vajbyn>



WEDNESDAY 3/2

<https://padlet.com/stephaniecurry/mdbwroh22r4m5636>





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Chancellor's Office Update

5C Updates–Potential Title 5 Changes

Drafts in progress:

- Work Experience
 - Allow for non-credit work experience
- Associate Degree (55060-55064)
 - Changes to wording on competencies to align with AB 705
 - Reorganizes sections to separate regs for designing degrees and awarding degrees
- Standards and Criteria for Courses (55002)
 - Add inclusiveness/diversity/equity/antiracism (IDEA) as a standard for course approval
 - Require IDEA to be integrated into existing areas of COR, locally determined



Ethnic Studies Update

- Ethnic Studies Task Force met in November and February. First step will be recommendation on implementation date. Expected to be around Summer/Fall 2024
- Delegates are set to vote Spring Plenary (April 2022) on 2 new Minimum Qualifications
 - 1) Native American Studies
 - 2) Asian American Studies
- New Qualifications mirror those for African American Studies and Chicano/Latino Studies
- UC proposed Area 7 Going through internal processes



Ethnic Studies TMC DRAFTS

DRAFT TMC's for

- 1) Ethnic Studies
- 2) Ethnic Studies: African American Studies
- 3) Ethnic Studies: American Indian Studies
- 4) Ethnic Studies: Asian American Studies
- 5) Ethnic Studies: Chicana and Chicano Studies

The FDRG is currently reviewing feedback from the field for all proposed Ethnic Studies TMCs. Be on the lookout for future announcements through the [ASCCC listservs](#).



AB 1111

SOVA is working on landscape analysis for AB 1111.

Chancellor's office is contracting with UC Berkeley to use AI technology to look at curriculum alignment and patterns of articulation



ICAS/General Education and AB 928

- ICAS Special Committee on AB 928
 - Faculty–3 from each system; chair is ICAS chair
 - Students–1 from each system
 - Administration–advisors from each system
- Charge to make consensus-based recommendation to ICAS for potential singular general education pathway
- Special committee to complete work on or before May 6, 2022
- Each system will vet through own process before May 2023



Upcoming Legislation Related to Curriculum

[AB 1187](#) Community College Tutoring and Apportionment

[AB 1505](#)- Community College FON-Recalibration.

[AB 1705](#)- AB 705 2.0 –More on future slides

[SR 45](#)- Resolution on Academic Freedom

For more information on Legislation related to CCC's

- [Read the Leg Reports in Monthly Exec Agendas](#)
- [Faculty Association of California Community Colleges \(FACCC\)](#) website



Curriculum Institute 2022

WHEN: July 29, 2022

WHERE: RIVERSIDE, CA and Potentially Hybrid Options

HIGHLIGHTS

- 6 General Sessions
- 4 Pre-Session Trainings for Curriculum Chairs, Specialists, Administrators and Articulation Officers
- 60 Breakouts

We need your help to plan for potential Hybrid Options. Logistically there is no way to make all 10 breakouts available virtually.



Curriculum Institute Planning Poll



- 1) Are you planning to attend the Curriculum Institute July (Riverside, CA)
 - a) In-Person
 - b) Online
 - c) Not Attending
- 2) If you were attending online would you prefer
 - a) A curated streamlined collection of breakouts (up to 4 breakouts)
 - b) Access to recordings of breakouts but not live and without interaction (more breakouts but not live and time delayed)
- 3) If we are only able to offer a curated/streamlined collection of breakouts for online attendees what topics are “must see”?

<https://padlet.com/stephaniecurry/95cjxlrmq2emqqsv>



Break Time

10 Minutes





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AB 705

705 Implementation

Reports Due in March 2022 Make sure your Senates and/or curriculum committees have been part of the process.

How can we be innovative to support students

Locally aligning with Adult Education Opportunities

Pipeline for students

Impact of AB 705

Data Collection of students in pipeline.

Noncredit opportunities

Bring in your DSPS experts to locally discuss 705 implementation and impact on students. What intervention strategies can there be to support students.

What are you doing that is innovative?



AB 1705

The bill would require that **high school transcript data be used as the primary means for determining placement** in transfer-level English and transfer-level mathematics courses and would limit the use of multiple measures by colleges in the placement and enrollment of students so they do not restrict a student's ability to demonstrate preparedness for transfer-level coursework if a single measure would satisfy the requirement.

The bill would require that a community college district or community college **not recommend or require students** to enroll in pretransfer level English or mathematics coursework, except under specified circumstances.

This bill would require a community college district or community college, by July 1, 2023, **to place and enroll all new and continuing United States high school graduate students** and those who have completed a GED into transfer-level English and mathematics, with specified exceptions for mathematics placement.

The bill would **prohibit a community college district or community college from using specified factors as justification** for placing a student in a pretransfer level course.

The bill would require the Chancellor's Office of the California Community Colleges to **create a Transfer Level Gateway Completion Dashboard** by July 2023.



Intermediate Algebra

Enrollment, Placement, and Listing Courses

- Concerns over courses for Intermediate Algebra
- AB705 governs placement, AB1805 advising
- Chancellor's Office memo and proposed AB1705 shift focus from placement to enrollment
 - Colleges will need to show enrollment in courses prior to transfer leads to success in transfer-level, except in limited circumstances
- Do we still keep courses if they are not being offered?
- What are possible impacts to articulation?
 - Local interdepartmental discussions about changes/deletions of courses that might be prerequisites in other departments



Pre-Reqs and Co-Reqs and Articulation

Example language from LACCD

Math 125, the equivalent or higher; or by meeting CA Title 5 CCR 55063 math competency requirement of intermediate algebra, per LACCD e-reg 79; or by placing into any college level math course.



Proposed Resolution for Spring 2022

Co-Reqs and Pre-Reqs of Intermediate Algebra and Articulation and C-ID alignment

Whereas, AB 705 was passed in 2017 and discouraged the placement of students into college level intermediate algebra and encouraged the placing students directly into transfer level math based on multiple measures data;

Whereas, With the implementation of AB 705, the scheduling of college level math courses courses, such as intermediate algebra, has significantly reduced over the past three years, some schools completely eliminating offerings and a 2022 required plan from the California Community College Chancellor's Office asks colleges to justify, with data, the scheduling of below transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, GID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide guidance for the articulation of courses that require requisites below transfer level math.





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Cross Listing

Cross Listing Definition

- Cross-listing or crossreferencing courses is the practice of assigning an identical COR to two or more subject area codes (e.g., **SOC** 10 and **PSYCH** 10).
 - This practice is distinct from the articulation practice of equivalency (different CORs that meet the same requirement) and
 - Where colleges have a process for discipline assignment in the COR, this is also distinct from cross-listing.
- When a course is cross-listed, the COR for each course should be identical, with the exception of the subject code. This includes discipline assignment and all course content.



Cross Listing Guidance

Rostrum article forthcoming discusses definition of cross listing, implications for teaching disciplines (including ethnic studies), local considerations for use of cross listing

Forthcoming resolution from curriculum committee requesting for guidance from CCCCO on appropriate use of cross listing



Impact of Cross Listing and Ethnic Studies

- From California Community College FAQs on CSU GE Breadth Policy (01/21/2021) :
“Is cross listing of Area F Ethnic Studies courses with ~~Ethnic~~ Ethnic Studies courses allowed?”

Yes. If a course is approved via traditional curricular processes for ~~listing~~ **cross-listing (meaning both departments agree to this cross -listing)** and the course meets the core competencies and is approved by the campus GE committee for Area F, then the course meets the requirements. For example, if a course on the “History of African Americans in the United States” is cross-listed with a course with an African American Studies prefix and a History prefix, and is approved for Area F, students would receive credit for meeting Area F no matter which section of the course they took.”

- While this guidance allows for cross-listing, it should not happen without participation of impacted faculty in all disciplines.
- Any pre-existing course that will be newly cross-listed with Ethnic Studies should be able to be taught by either the original discipline or Ethnic Studies faculty.





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Culturally Responsive Curriculum

Culturally Responsive Curriculum and The COR

Consider making it standard practice for the curriculum committee to ask faculty if and how their department has discussed infusing DEI principles into their courses and programs when they come before the committee to modify or add courses and programs. It doesn't have to be tied to a specific requirement, but it opens the door to a conversation with the presenting faculty informed by all of the perspectives committee members bring. It can then be made certain that the COR captures the elements from that conversation such as projects, assignments, readings, group work, instructional methods, content, objectives, etc ...



Culturally Responsive Curriculum Tool

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction.

5c Principles

- Priority 1: Champion curricular diversity of representation and culturally relevant and responsive content with an anti-racism focus and in support of our disproportionately impacted students
- Priority 2: Recommend policy changes and additions that remove systemic barriers to student success and equity
- Priority 3: Provide guidance and support for instructional continuity and system resiliency

The DEI (diversity, equity, and inclusion) in Curriculum workgroup created a chart with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework.

Traditional Eurocentric Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty <u>have the opportunity to</u> engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates <u>have the opportunity to</u> engage in equity-minded review processes of curriculum that may include but is not limited to the following:
<ul style="list-style-type: none"> • One dominant culture represented in textbooks • High cost of course textbooks and materials 	<ul style="list-style-type: none"> • Multiple cultures represented in textbooks • Low cost and zero textbook costs used • Open Educational Resources used 	<ul style="list-style-type: none"> • Select textbooks that include multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. • Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are 	<ul style="list-style-type: none"> • Review textbook selections for inclusion of multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. • Encourage reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible.



ASCCC Curriculum Committee

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



ADDITIONAL QUESTIONS?



THANK YOU!

Contact the ASCCC with questions info@asccc.org

