



**Cañada College**

**CURRICULUM COMMITTEE**

**Minutes**

**Friday, March 11, 2022**

**9:30 a.m. – 11:30 a.m., Zoom**

**Members Present:** Lisa Palmer, Sumathi Shankar, Chris Burns, Danielle Pelletier, Maureen Wiley, Nick Carr, Soraya Sohrabi, José F. Peña, Bernadette Newland, Gloria Darafshi, Tammy Robinson, David Monarres, Ana Miladinova, Maria Lara-Blanco

**Members Absent:** Lesly Ta

**Guests:** Anne Nicholls, Marianne Beck, Aaron McVean, Klaressa Ortiz, Bob Lee, Madeline Wiest, Sarah Harmon, John Perez

**1) Adoption of Revised Agenda**

**Motion** – To adopt revised agenda, including revisions: 1) Deletion of discussion item: Allowing external exam credit to be used for local and transfer degrees and 2) Confirmation of membership: M/S: Danielle Pelletier, Soraya Sohrabi

**Discussion**— Originally, the agenda discussion item included a change of membership removing Maria Lara as a voting member and replacing her with Klaressa Ortiz. However, the committee discussed that it would be advisable for Maria to continue serving as the voting member due to her expertise of A&R knowledge, and for Klaressa to shadow to learn the process and to attend in Maria’s place if necessary.

**Abstentions** – none

**Approval** – approved unanimously

***Consent Agenda***

**1) AB 361 – Renewal of Virtual Meeting Modality for the Curriculum Committee**

- This acknowledges our use of AB 361, which extends our ability to meet virtually as a Brown Act meeting without having to post the address of our physical location.
- The curriculum committee passed a resolution to support the use of AB 361 to extend our virtual modality.
- To contend that we should resume meeting in person, please request that this item be pulled from consent for discussion and debate.

**2) Approval of Minutes – December 10, 2021**

### 3) Curriculum Items:

#### *Curriculum Committee*

- **FASH 680CE - Evening Gown Construction (2.00)** (Course Deletion)

This experimental course is being deleted per section 3.11 - Selected Topics Courses (680-689, 879 and 880) of the curriculum handbook which states the following:

*All selected topics courses that have gone through the Curriculum Approval Process will be deleted at the start of the semester two years from the effective date on the Course Outline of Record. For example, all selected topics courses with an effective date of spring 2021 will be deleted at the beginning of the spring 2023 semester.*

- **Nicholls, Anne**
  - **COOP 670 - Cooperative Education/Work Experience (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision
  - **FASH 672 - Cooperative Education: Internship (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision
  - **HMSV 672 - Cooperative Education: Internship (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision
  - **INTD 672 - Cooperative Education: Internship (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision
  - **LEGL 672 - Cooperative Education: Internship (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision
  - **MEDA 672 Cooperative Education: Internship (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision

#### *Kinesiology, Athletics & Dance*

- **Nicholls, Anne**
  - **DANC 672 - Cooperative Education: Internship (1.00)** (Modified Course Proposal)  
Proposed Changes: Textbooks Revision

**Motion** – To approve the consent agenda: M/S: Gloria Darafshi, Bernadette Newland

**Discussion**— none

**Abstentions** – none

**Approval** – approved unanimously

#### ***Substantive Agenda***

#### 1) **Credit for Prior Learning**– Marianne Beck

Marianne Beck shared the following presentation with the committee:

## Credit for Prior Learning..... what is it?

Credit for Prior Learning (CPL) is college credit awarded for *validated college-level skills and knowledge gained outside of a college classroom*. Students' knowledge and skills might be gained through experiences such as:

- Military training  
Joint Services Transcript • Community College of the Air Force
- Industry training  
Micro-credentials (Badges) • Licenses, Certificates
- State/federal government training  
National Weather Service • Foreign Service Institute
- Internships, work-based learning, or other industry-based experiential learning  
Apprenticeships • Job Training Programs
- Validated volunteer and civic activities  
Peace Corps • AmeriCorps • Volunteer Generation Fund

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**Key changes to Title 5, section 55050**  
systemwide memo **ESS 20-300-01**

The CPL policy is designed to help community colleges meet goals and commitments outlined in the *Vision for Success*, including **increasing degree and certificate completion**, **closing equity gaps**, and **meeting California's projected workforce demands**.

Policy reforms encourage districts and colleges to **provide students consistent and equitable access to CPL**, to **promote quality, integrity, and equity in the award of credit**

# Students who earn CPL ....

Accumulate more credits through coursework at the institution than their counterparts, which translates to increased enrollment for colleges

Save an average of 6-10 months in time to degree compared to their non-CPL counterparts

Are roughly twice as likely to complete a degree

## SMCCCD Credit for Prior Learning.....Methods of Assessment

### We already award CPL credit for .....

#### ● External Exams – AP, IB, and CLEP

SMCCCD already awards *hundreds of units* every year to students who have passed an external exam.

#### ● Credit by Exam

SMCCCD programs already use Credit by Exam to validate students previous learning, for example, this type of assessment is commonly requested by students with language skills other than English.

### What's new?

#### ● Military Transcript

Right now, SMCCCD veteran students **only receive 6 units** of credit for their previous military experience

- 3 units toward local or CSU GE Lifelong Learning / Physical Activity requirements
- 3 units of elective credit

With CPL, our programs can now validate the expertise that our veteran students possess, by awarding many more credits for knowledge and skills they mastered during military service.

#### ● Industry Recognized Credentials

CTE coursework is generally aligned to industry excellence standards.

Awarding CPL validates the skills and knowledge a student has already achieved and encourages them to pursue higher-level skills and credentials.

#### ● Portfolio Review

Portfolio Assessment provides students an opportunity to demonstrate that they have met the Learning Outcomes of a course.

The process of developing a portfolio is educationally valuable.

## Two categories of CPL Assessment Processes

### Articulation

- Course evaluation one time, applied many times
- Faculty evaluation of course comparability (content, SLOs)
- Applies to, **Military Transcript Review, Industry Recognized Credentials, External Exams**

### Student Evaluation

- One time, discipline faculty evaluate an individual student.
- Evaluation of a student's mastery of course content (SLOs), a grade is awarded.
- Applies to, **Credit by Exam** and **Portfolio Review**

### **\*NEW Military Credit & Industry Recognized Credentials**

The articulation process is the most complex to implement, and most commonly used for awarding CPL credit, goal is to pilot in 2022-2023

**Military Credit** – approximate number (359) of JSTs districtwide, SP2022

Canada	CSM	Skyline
66	123	170

### **Credit by Exam** – number of petitions districtwide (76)

Mar 2018 – March 2019

**48**

Apr 2019 – Jan 2020

**0**

Feb 2020– Jan 2022

**28**

Pre-Covid period

Covid period

### Curriculum

- Title 5, 55050.a - Each community college district **shall adopt and publish policies** pertaining to Credit for Prior Learning – *SMCCCD BP 6.18 and AP 6.18.1*
- Title 5, 55050.c - Affirms the nature and content of the **assessment shall be determined solely by discipline faculty.**
- Title 5, 55050.d - Colleges shall use the credit recommendations of the **American Council on Education (ACE)**
- Apply credit to IGETC, CSU GE Breadth, local community college **general education requirements, or requirements for a student's chosen program.** CPL must be tied to a course so faculty can assess prior learning according to a course's SLOs.
- Title 5, 55050.g - Grading shall be according to the regular grading system ... except that **students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.**

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## Highlights of Title 5, 55050 CPL Policy Changes

### Students

- Title 5, 55050.f - The Student's **academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning.**
- Title 5, 55050.j - If a student is a veteran or active member of the armed forces, holds industry-recognized credentials, or requests credit for a course based upon their prior learning; upon **completion of a Student Education Plan**, a student shall be referred to the appropriate authority for assessment for prior learning.
- Title 5, 55050.k - Policies for assessments shall **offer students an opportunity to accept, decline, or appeal decisions** related to the award of credit.

## CPL and Transfer .... it's happening!

Except at UC

The **CSU system** updated their CPL Policy CSU EO 1036, it **requires CSU campuses to allow CPL credit for pass-along**

If possible, CPL credit should **first** be awarded to **CSU GE Breadth, IGETC, local general education, or Major requirements**

**CSU faculty** shall consider the **credit recommendations of the American Council on Education (ACE)**

## CPL Faculty Workgroup

One CPL faculty lead from each campus

+ Chris Walker (CSM) + Marianne Beck (SKY)

Two academic year term (FA2022-SP2024)

- Train discipline faculty on the evaluation process and American Council on Education (ACE) recommendations
- Coordinate the cross-walking of college curriculum with CPL assessment methods

Marianne took questions from the committee. José asked how CPL increases enrollments. Marianne shared that it will increase enrollments by being available, that it would be impactful for veteran students, and shared that there is currently no way of knowing how many adult students could utilize this information, but the hope is that this offering would encourage adult students to attend the college who potentially otherwise would not have considered seeking additional education for various pursuits. Marianne provided some examples of specific programs that are being contacted by students seeking information regarding CPL, highlighting the opportunities that exist for students in various industries. José also asked what changes are being made to CurricUNET. Marianne shared that a CPL screen will be added, and she invited committee members to attend the District Curriculum Committee meeting where this topic will be discussed further. José mentioned that this will likely increase access and possibly enrollment for new students, but that the offering has the potential to take enrollment away from courses as credits will be given to students instead of having students take the courses to receive the credit. Marianne shared that what this does is increase enrollment in higher level courses, while enrollment in lower division offerings may be impacted. Marianne shared that at the state level, the belief is that there will changes to graduation and completion numbers.

Maria shared that a concern she has heard is that VA students may not want this offering because it does affect their income, and asked if this would be the same case for financial aid. Marianne shared that this program is intended to ultimately save VA students money. Maria highlighted that VA students should be working closely with counselors to understand all of the potential impacts of CPL, which will then allow them to make an informed decision regarding what route would be most appropriate for them to pursue. Gloria added that she has heard that some VA students may prefer to maximize their housing voucher supplement, and this may mean that completing a program quickly could be seen as a disadvantage to that voucher. Marianne confirmed that VA students would have a choice and they engage in conversations with counselors regarding what courses are applied. Maria also highlighted areas of Title 5; 55050. that were conflicting and, namely if students opt for credit by exam, an option to decline the grade is not noted, and whatever grade the student receives will be on the transcript. If a course is offered for grade option, students can choose if they prefer pass/no pass or letter grade, but this has to be opted into prior to taking an exam. Maria also highlighted the importance of students having conversations with counselors regarding IGETC, as we want to avoid students receiving credit that they think is going to be certified and in fact is not.

Lisa mentioned that from this presentation, she is noticing that counselors will need funding and support as the initiative heavily involves counseling. Danielle shared that she is very excited for CPL, and asked for clarifications regarding industry training and internships and how this can be measured and implemented as CPL. Marianne shared that a CPL rubric is being developed that would be used for credit by exam as well as the portfolio, but this is something that will be discussed further next year. Marianne added that working through the pilot offerings next year will be interesting and will highlight gaps that need to be further addressed in subsequent year offerings.

Danielle asked if there was a group of employees dedicated to this endeavor. Marianne clarified that there have been district wide groups, one focusing on military credit and one focusing on the overall CPL process. Marianne encouraged anyone interested to become involved as well. Danielle highlighted how complex yet impactful this program has the potential to be in coming years and asked how funding/possibly compensation for faculty may be incorporated. Marianne added that this is evolving, and the focus right now is on the process, but that these questions will be explored in coming semesters. Soraya reflected on how this will incorporate into the new GE breadth.



## 2) OER/ZTC Implementation (10:00 – 10:10 am) – Sarah Harmon

Sarah Harmon presented on the above topic. Sarah shared this document with the committee:

### [OER/ZTC Implementation Plan](#)

Sarah reviewed the presentation with the committee, noting that she would particularly appreciate if Curriculum Committee members could respond to the midterm goals and long term goals section of the document. The goal is to overall increase the number of sections of courses offered either zero cost (students are not paying for course materials/they access digital materials that are free either as publicly available sites and materials or through library subscription) or low cost (\$40 or less for all required materials through the bookstore). Sarah mentioned some of the areas that are curriculum focused are for example: making it easier for faculty to list materials on the course outline of record and considering how these course outlines of record can be more reflective of what faculty use as they switch to open educational resources, how to find ways that faculty can report this on the COR and to ensure the articulation agreements are not jeopardized. Sarah asked the committee to please review the document in detail, noting that comments will be open until March 25. In April, a final viewing will occur at IPC on April 15 and at Academic Senate on April 28.

## 3) Curriculum Items

### *Humanities & Social Sciences*

- **Lee, Robert**

- **SOCI 325 - Honors Colloquium: Sociology of Human Personhood (1.00)** (Modified Course Proposal)  
Proposed Changes: Catalog Description Revision, Content Review Revision, Distance Education Addition, DE addendum addition is effective spring 2022. Textbooks Revision

Bob Lee presented on behalf of the above item. He mentioned that the main change was the addition of a DE addendum in the event that the course needed to be taught online. In addition, language was cleaned up.

**Motion** – To approve the modifications to SOCI 325: M/S: Chris Burns, Gloria Darafshi

**Discussion**—none

**Abstentions** – none

**Approval** – approved unanimously

### *Kinesiology, Athletics & Dance*

- **Carr, Nicholas**

- **VARS 160 - Women's Varsity Swimming (3.00)** (New Course)

Nick Carr presented on behalf of the above item. Nick shared that this began as a cloned class from CSM. Changes were made to the description, the lab content, the textbook, and SLOs among other areas. Nick shared that current courses being offered are very popular, and that once a coach is secured, this could be a very successful course for student athletes in the KAD division.

**Motion** – To approve new course VARS 160: M/S: Danielle Pelletier, José F. Peña

**Discussion**—none

**Abstentions** – none

**Approval** – approved unanimously

#### 4) Information/Discussion/Reports/Approval Items

##### a. Chair's Report

- **Bachelor Degree to Associate Degree Pathway - Modification**

Madeline Wiest presented on behalf of this item. The following document was shared and discussed with the committee:

#### **Bachelor Degree to Associate Degree Pathway Language**

A pathway to the associate degree for students who have already achieved a bachelor's degree.

Students who wish to pursue an associate degree at Skyline College who have already been awarded a bachelor's degree from a regionally accredited college or university in the United States may be exempt from Skyline College local associate degree general education requirements, and all other local requirements, if the completed bachelor's degree includes coursework that fulfills the Title 5 minimum requirements for the associate degree as noted below. This pathway does not apply to Associate Degrees for Transfer (AA/AS-Ts). Students must still complete a minimum of 12 units in residence at Skyline College.

#### **Title 5 (55063) Associate Degree Requirements:**

1. Minimum of 60 units of lower division degree applicable coursework
2. Completion of Freshman Composition (ENGL 100 or ENGL 105 equivalent at Skyline College)
3. Completion of Intermediate Algebra or higher-level math course (MATH 120 or higher equivalent at Skyline College)
4. Completion of at least 12 units in residence at Skyline College
5. Completion of 18 units of general education:
  - a. 3 semester units course in Natural Sciences
  - b. 3 semester units course in Social and Behavioral Sciences
  - c. 3 semester units course in Humanities
  - d. 6 semester units in Language and Rationality
  - e. one additional 3-unit course in the aforementioned areas.

Students with external coursework, coursework completed at colleges and universities outside the San Mateo County Community District (SMCCCD), should use Transcript Evaluation Service (TES) to determine how it will be applied for degrees and certificates. For more information, visit the District [Transcript Evaluation Service website](#).

**\*\*If the proposed revisions to Title 5, Section 55063 are approved by the State of California prior to the Catalog submission due date, and the three colleges are in agreement, then the new language (see excerpt below) will be added:**

*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.*

Language approved by Skyline College Curriculum Committee on March 2, 2022

Madeline highlighted changes that Skyline made prior to their approval of the document. She suggested that Cañada wait for a larger conversation to take place before making similar changes. Maria added that Cañada has historically tried to align with the other campuses, but that it can be challenging when sister colleges move forward with changes that then present differences for students. Madeline highlighted that with the bachelor degree, Skyline had 19 units of GE and they agreed to come into alignment with Cañada at 18 units, and this allows her team to equally evaluate each student's bachelor degree and apply it to all three colleges. Skyline already had an associate to associate pattern and this advantage wanted to be brought to students at the other two campuses and from an IT, technical perspective attributes have to be created and applied to students who meet that criteria. Regarding Title V, Madeline suggested that another analysis should be completed to ensure accurate interpretation to ensure maintenance of compliance. Lisa asked for clarification regarding the final clause in the above document related to ethnic studies. Madeline shared that this will be further discussed at District Curriculum Committee to ensure alignment with Title V language.

- **Associate Degree to Associate Degree Pathway - Addition**

Madeline Wiest shared the following document with the committee:

**Associate Degree to Associate Degree Pathway Language**

A pathway to the associate degree for students who have already achieved an associate degree

Students who wish to pursue an associate degree at Skyline College who have already been awarded an associate degree from a regionally accredited college or university in the United States may be exempt from Skyline College local associate degree general education requirements, and all other local requirements, if the completed associate degree includes coursework that fulfills the Title 5 minimum requirements for the associate degree as noted below. This pathway does not apply to Associate Degrees for Transfer (AA/AS-Ts). Students must still complete a minimum of 12 units in residence at Skyline College.

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Language approved by Skyline College Curriculum Committee on March 2, 2022

Madeline shared that we are hoping to move forward and that this will be a great step for students and something that is not consistent amongst the three colleges. This would be a major advantage for our students that could be applied equally and all students who enter with an associate degree could take advantage. Lisa clarified that this pathway would be an addition at Cañada. Gloria asked if item 3 could be phrased as “the completion of a math class at the level of intermediate algebra” instead of specifically saying “completion of intermediate algebra or higher.” José added that this portion will likely have to change due to AB705, and that including the language of Title V would be advisable. Madeline added that this language came forward from the previous catalog, and it can be reviewed for adjustments. Gloria asked when this would become effective. Madeline added the hope was for the fall 2022 semester, otherwise the fall 2023 semester. Lisa added that consensus in principle seems apparent as long as alignment with Title V is incorporated. José added that he hopes the language is ironed out at the district level regarding the language.

- **AA/AS Degree Major Requirements - Modification**

Lisa Palmer presented and discussed the following document to the committee, and discussed the proposed change in language to bring the district into alignment:

**Proposed changes to Cañada's Area C Major Requirement:**

**Current:**

A minimum of 18 units in a discipline or related disciplines as specified by the appropriate division. A grade point average of 2.0 in the major is required. All classes applied to the major (core and selectives) must receive a grade of "C" or Pass or better. If the course is evaluated by Pass or No Pass ONLY then a "Pass" evaluation for the course is acceptable. If the course is offered as "grade option" a letter grade of "C" or better is required. For additional information on the use of Pass/No Pass classes to satisfy degree requirements, please refer to the Pass/No Pass Grading Option information found in the Grades and Academic Standards section of the catalog. Either 12 units or fifty percent of the units required for the major, whichever is fewer, must be completed at Cañada College.

**Proposed Revision:**

A minimum of 18 units in a discipline or related disciplines as specified by the appropriate division of which either 12 units or fifty percent of the units required for the major, whichever is fewer, must be completed at Cañada College. A grade point average of 2.0 in the major is required. All classes applied to the major (core and selectives) must receive a grade of "C" or Pass or better. ~~If the course is evaluated by Pass or No Pass ONLY then a "Pass" evaluation for the course is acceptable. If the course is offered as "grade option" a letter grade of "C" or better is required.~~ Some programs may require courses to be taken for a letter grade only. Please review your program's specific major requirements for possible exceptions. For additional information on the use of Pass/No Pass classes to satisfy degree requirements, please refer to the Pass/No Pass Grading Option information found in the Grades and Academic Standards section of the catalog.

Gloria asked when this change would take effect. Madeline clarified that the goal would be the fall 2022 semester. Tammy asked if it was possible for a student to revert back to a grade from a pass/no pass to avoid having to take a class over. Maria clarified that the student would not need to retake the class, however, they would approach the dean of the program or program coordinator and seek permission to use the course with a passing grade, and once this approval was obtained, the certificate or degree would be approved. Maria shared that luckily this does not come up very often, however, it would arise when a student initially takes a course for personal enrichment, and then becomes interested in the area of study and seeks to pursue a certificate or degree. Maria shared that students will always be able to work with the campus to assist them in navigating this process.

**Motion** – To approve the changes to **AA/AS Degree Major Requirements**: M/S: Gloria Darafshi, Bernadette Newland

**Discussion**—none

**Abstentions** – none

**Approval** – approved unanimously

- **Deletion of pre-transfer English courses as “recommended preparation” or Corequisites/Prerequisites for courses across the curriculum**

Lisa presented on behalf of this item. She shared that because of AB 705, as of the fall 2022 semester, students are supposed to be able to enroll in transfer level courses in English and Mathematics. In the English Department, English 836/Reading 836/English 826/Reading 826 all need to be banked because they are below transfer, and all students are being placed in either English 100 or English 105. All courses across campus that have a prerequisite of English 100 or 836 or 826 need to be changed. There are 362 courses that are affected by this, and José will assist with changing the COR for these courses. The English Department is currently establishing what should be the prerequisite for English 100 that would be in alignment with AB 705/satisfy the UCs and attain alignment across the district. Lisa added that the state is mandating this change. José added that this is critical and needs to be completed by the end of the year to be in compliance with AB 705. This change affects prerequisites, corequisites, the recommended preparation for both English and Mathematics, and the banking of lower level courses in English and Mathematics. José shared that there are about 500 tasks that need to be changed overall. Annie Nicholls added that this has ramifications for all of the printed materials for every program that is impacted. Gloria added that for the recommended preparation, we do not have to resubmit those courses if they are UC approved, but any changes that are made to a prerequisite has to be resubmitted to the UC for transferability, and will also have to be resubmitted for GE. Gloria mentioned that considering Math 120 can be complicated when eliminating below-transfer level courses, as particular math and business courses satisfy local degrees which further complicates this issue. Sumathi added that the S&T Division is in agreement that Math 110, 120, or 190 will not be offered to remain in compliance with AB 705 as these courses are not transferrable. Students will therefore enter into Math 200 or Math 200 with support if they are entering into non-STEM majors, and if they are in STEM majors, Math 225 or Math 225 with support. Gloria shared that she would like to see the conversation include other math courses as options as well. Gloria, Sumathi, Maria, and David discussed possible options for courses that could be offered. José suggested reconsidering the deletion of Math 120, as from his understanding, the other two sister colleges are keeping this course, and our campus would lose enrollment. Additionally, the Title V basic competency requirement would be heavily impacted by this change as well. Lisa highlighted that finding a balance between satisfying Title V and AB 705 is the key.

**b. Current Status of AB 705 and Math – David Monarres and Sumathi Shankar**  
(*Information/Discussion*)

David Monarres, Sumathi Shankar, and the committee discussed the following. This document was shared with the committee:

From the AB 705 Improvement Plans Form F:

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

**c. Articulation Officer's Report**

Gloria shared a summary of the following document with the committee:

***Articulation Report 3/11/22***

**Region 3 CA Intersegmental Articulation Council (CIAC) meeting highlights**

- The UC Office of the President (UCOP) representative reported that IGETC Standards 2.3, will include additional language requiring the inclusion of an Ethnic Studies course in the IGETC pattern under a new Area 7. At this time, there are no specific dates as to when the change will be effective for Community Colleges. Colleges will need time to submit Ethnic Studies courses for the new Area 7.
- UCOP Reps. also spoke at length about prerequisite requirements in transfer English and Math, in the context of AB 705. They clarified that any prerequisite language change in a course will need to be re-submitted for transferability (submit in month of June), and General Education (submit in month of December). Other information:
  - A prerequisite does not need to state a specific course but must state a clearly defined level at which a student must be to succeed in the course.
  - Examples given: "Intermediate Algebra or placement by current assessment methods"; "Eligibility for College level composition as determined by multiple measures".
- UC Berkeley rep. discussed the lawsuit filed by a group of Berkeley neighbors that limits enrollment growth at UCB. A major concern is that restrictions in enrollment for F22 is based on the 2020-21 academic year (Covid year).
- SFSU continues to accept lower-division transfers; student must have completed the A-G high school requirements, and transfer-level English and Math. SFSU rep. announced a new degree program: B.A. in Race, Ethnicity & Health.

**d. Office of Instruction Report**

- **Vice President of Instruction (VPI)**

Tammy shared that common course numbering across the state is being mandated, funding has been allocated, and we have until 2024 to be in compliance. More information will be forthcoming related to GEs as this needs to be established as part of a state-wide system. Tammy shared that there are discussions at the district level regarding program mapping and ensuring the data entered is accurate and reflective of appropriate offerings.

- **Curriculum & Instructional Systems Specialist**

- 2021-2022 2-year and 5-year cycle updates



**2021-2022 CURRICULUM REVIEW MATRIX ••• BY SUBJECT**

*Updated: 3/10/2022 - 9:46 pm*

CTE / NON CTE	Discipline	To Be Reviewed	Completed	In The Queue	Unsubmitted
CTE	COOP	1	1		0
	DANC	1	1		0
	ECE.	21	21	1	0
	FASH	37	37		0
	HMSV	3	3		0
	INTD	1	1		0
	LEGL	15	1	14	0
	MART	41		41	0
	MEDA	1	1		0
	PALT	9			9
<b>CTE Total</b>		<b>130</b>	<b>66</b>	<b>56</b>	<b>9</b>
NON-CTE	ASTR	2	2		0
	BIOL	11		8	3
	DRAM	1			1
	ENGL	14	9	4	5
	ENGR	9	9	6	0
	HSCI	2	2	2	0
	LCTR	12			12
	LING	1	1		0
	LIT.	13	10	10	3
	OCEN	2	2	2	0
	READ	2			2
<b>NON-CTE Total</b>		<b>69</b>	<b>35</b>	<b>32</b>	<b>26</b>
<b>Grand Total</b>		<b>199</b>	<b>101</b>	<b>88</b>	<b>35</b>



**e. Distance Education (DE) Coordinator**

John Perez added that faculty are making improvements in their DE addendum submissions. Additionally, preparations for fall and ensuring HyFlex classrooms are ready to support courses that semester is a main focus.

**5) Division Reports- none**

**6) Adjournment**

**Motion** – To adjourn the meeting: M/S: Maria Lara-Blanco, Gloria Darafshi

**Discussion**—none

**Abstentions** – none

**Approval** – approved unanimously

- a. Meeting adjourned at 11:39 am