

Meeting #10 Agenda: AB705 and Student Support [June 10 at 12PM]

Attendees: Khoa, Casie, Fatemah, Mallory, Monica, Melissa

Draft Discussion Topics:

- Spring meeting dates: 6/10 - Last Meeting!

- Standing Items for Discussion

- Status update on MATH114 offerings

AA/AS [Math requirement](#) statement:

*Proficiency in mathematics which may be met by completing **MATH 109 or 114 or 130 or equivalent or higher** with a grade of C or better (or) achieving a score of 3 or higher on one AP mathematics exam*

Math 114 will be offered in the fall. There is a need to communicate to students about the math required for a goal of transfer vs. A goal for a local AA/AS degree. How to clearly message students? Maybe create a flow chart for counselors? Embed student messaging in GP modules/messaging, orientation, etc. Casie can draft a flow chart for math by ed goal as a shared resource for folks on campus.

- Discussion of non-math courses (CHEM, BIOL, ECON, PSYC, SOC, etc.) with prereq statements that include development math courses (i.e. Math114, Math212)

Example--[CHEM1A](#)'s prereq statement:

*CHEM 25 or CHEM 30A or satisfactory score on the Chemistry Placement Test; **MATH 114 or MATH 130 or equivalent.***

No updates. The group hopes that the non-math courses with developmental math course prereqs can include more student friendly language such as:

*CHEM 25 or CHEM 30A or satisfactory score on the Chemistry Placement Test; **MATH 114 or MATH 130 or higher-level math course or by math placement result.***

- Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other [like a community of practice model; learning communities; noncredit options]
 - Math Jam Examples: [Las Positas](#); [West Valley](#); [Pasadena City College](#)
 - Math literacy courses/resources for students
 1. Adult Ed/Community Resources/Partnerships?
 2. High school partnerships?

The math department has developed a noncredit math course curriculum. That could be a way to assist those with students who have developmental math needs.

Meeting #9 Agenda: AB705 and Student Support [June 3 at 12PM]

Attendees: Kristin, Lisa, Casie, Khoa, Mallory, Melissa, Fatemeh, Felisa, Renee, Monica,

Discussion Topics:

- Spring meeting dates: ~~6/3~~, 6/10
- [Analysis of the corequisite courses](#) (Lisa Ly)
- Standing Items for Discussion
 - Status update on MATH114 offerings

AA/AS [Math requirement](#) statement:

*Proficiency in mathematics which may be met by completing **MATH 109 or 114 or 130 or equivalent or higher** with a grade of C or better (or) achieving a score of 3 or higher on one AP mathematics exam*

- *No updates on MATH114 offerings for fall. The group is hoping to get a clearer picture of fall offerings so that students can be advised appropriately.*
- *Fatemeh shared that some other colleges have a transfer-level algebra course.*

- Discussion of non-math courses (CHEM, BIOL, ECON, PSYC, SOC, etc.) with prereq statements that include development math courses (i.e. Math114, Math212)

Example--[CHEM1A](#)'s prereq statement:

*CHEM 25 or CHEM 30A or satisfactory score on the Chemistry Placement Test; **MATH 114 or MATH 130 or equivalent.***

- No updates

- Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other [like a community of practice model; learning communities; noncredit options]

The group asked: What support do we offer for students who feel that they are not yet ready for transfer level math? What supports do we have for students who have limited to no math literacy? Who is to say that these students won't be successful in transfer level?

Currently our campus has the following math supports - MPS, corequisites, tutoring and soon there will be noncredit. There is still a need to create support for all student populations. Additional math support options included: Math jam, summer prep courses, just in time remediation workshops, partnerships with Adult Ed math courses

Meeting #8 Agenda: AB705 and Student Support [May 27 at 12PM]

Attendees: Fatemah, Casie, Melissa, Kristin, Karen

Discussion Topics & Notes:

- Spring meeting dates: 6/3, 6/10
- Status update on MATH114 offerings
 - AA/AS [Math requirement](#) statement:

Proficiency in mathematics which may be met by completing MATH 109 or 114 or 130 or equivalent or higher with a grade of C or better (or) achieving a score of 3 or higher on one AP mathematics exam

No updates.

- Discussion of non-math courses (CHEM, BIOL, ECON, PSYC, SOC, etc.) with prereq statements that include development math courses (i.e. Math114, Math212)
 - Example--[CHEM1A](#)'s prereq statement:

CHEM 25 or CHEM 30A or satisfactory score on the Chemistry Placement Test; MATH 114 or MATH 130 or equivalent.

No updates.

- Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other [like a community of practice model; learning communities; noncredit options]

No updates.

- 6/3 Agenda Items:
 - [Analysis of the corequisite courses](#) (Lisa Ly)

Meeting #7 Agenda: AB705 and Student Support [May 20 at 12PM]

Attendees: Fatemah, Casie, Mehrdad, Mallory, Renee, Monica, Khoa, Melissa, Nazy, Harman, Karen

Discussion Topics & Notes:

1. Calendaring update - June 10 is the last meeting for this academic year

2. Status update on MATH114

- Math department to meet today, 5/20. Will report out at our May 27 meeting.
 - Reminder: Share any updates with Curriculum for impacts on AA degree and prereq statements
- Does [AB1705](#) have any updates on the status of developmental courses, support courses, etc.?
 - Do we have enough coreq offerings to meet the demand for those students in transfer level courses that need support?
 - Look to noncredit options as well?
 - Math has noncredit curriculum ready for fall 2022
- Question: If math 114 is offered, and students with a goal of transfer take math 114, is this going to be an issue? Is the state going to monitor this?
 - It is unclear what the state will monitor (or not)
 - Can the college develop more messaging around math114 vs. Transfer level math courses by ed goal? Work with counselors?
- What are other colleges offering for math courses (to include developmental math)?
- Is there an AB705 listserv to share best practices? Is there someone in contact with the CCCCO re: AB705?
 - State email: AB705@cccco.edu (Yes, its ok to email directly!)
 - <https://assessment.cccco.edu/>
 - ASCCC tries to offer breakouts on AB705 implementation (curriculum institute, career and noncredit institute, fall plenary, etc.)

3. Discussion of non-math courses (CHEM, BIOL, etc.) with prereq statements that include development math courses (I.e. Math114, Math212)

- No updates; just waiting on the status of MATH114

4. Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other [like a community of practice model; learning communities; noncredit options]

- No updates
- Harman had questions but had zoom connection issues; may email questions to the group.

Meeting #6 Agenda & Notes: AB705 and Student Support [May 13 at 12PM]

Attendees: Renee, Nazy, Felisa, Mehrdad, Mallory, Fatemah, Harman, Betty

Discussion Topics & Notes:

- **Status update on MATH114**

- It's unclear if math109 and math 130 can be offered
- The math department is voting on the status of math114 – more details to come from department in the fall
 - Curriculum Office and Articulation needs to be included in any planned changes
- Putting a registration block on math114 would negatively impact the students
- Add in footnotes that math114 is not required for transfer students
- Can mirrored noncredit math courses be a solution? It's unclear if this can be done for Math114.
- What to do for the math proficiency for the local degree? What are the next steps for the college?

- **Discussion of non-math courses (CHEM, BIOL, etc.) with prereq statements that include development math courses (i.e. Math114, Math212)**
- Students are currently cleared for non-math courses with math course prereqs by math assessment for placement
 - What are the state rules for this?
 - We need a plan for AY22-23 as well as support for students (i.e. noncredit courses, math bootcamps, etc.)
 - AB705 allows us to offer noncredit courses; but the campus will need to determine the rules on noncredit offerings
 - how does AB1705 impact the rules?
- Curriculum Office is working on recommending that AY 23-24 prereq statements don't include specific courses (i.e. instead of math114, just stay intermediate algebra or by math placement or equivalent)

- **Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other, like a community of practice model.**

- Possible Opening Day Workshop topics: student hood and study skills, shared curriculum, etc.

- **Learning Community/Noncredit**

- LinC partnership may offer EWRT1A with MATH10— English seeking math faculty partnerships for fall (need asap for fall scheduling)
 - Can the new block scheduling and guided pathways be a solution for fall
 - Begin planning for LinC for future quarters
- AB1187 supervised tutoring/supplemental instruction – provides funding for both noncredit and credit courses
 - CCSF and West Valley examples
 - We should share with tutoring centers on campus

Meeting #5 Agenda & Notes: AB705 and Student Support [May 6 at 12PM]

Attendees: Khoa, Casie, Mallory, Nazy, Mehrdad, Melissa, Monica, Felisa, Yvette, Renee, Fatemeh, Betty

Discussion Topics & Notes:

- 1) Calendaring: Will we meet Friday 5/13? It's Classified Prof. Dev. Day. If yes, we need a host.
 - Casie will be out. Felisa has volunteered to be a host (thank you!)

- 2) If MATH114 is retired in the future, what are the impacts on:
 - i. Certificate of Achievement – Advanced requirements
 1. Reference Materials: [FHDA Board Policy](#), [FHDA Administrative Policy](#), [Title v](#)
 - ii. AA degree requirements
 1. See Title v proposed changes to AA degree [here](#) (thanks, Renee!)
 2. Any changes to the AY2022-23 catalog are due May16 to Brandon Bailey

- Mehrdad confirmed that Math114 has not been deleted; if a developmental math course is going to be offered, logically MATH114 might be good to be offered. Math Department to determine next steps.
 - Mallory confirmed that MATH114 success rates show that the college can offer to students for the local degree per AB705
 - Renee - Deadline for curriculum changes for fall 2023 has passed.
 - If an extension is requested, it should be done ASAP to Curriculum
- 3) Discussion of non-math courses (CHEM, BIOL, etc.) prereq statements impacted by AB705 math changes
- a. Prereq statement changes discussion – next steps? Timeline?
 - Impacts on transfer and articulation for language of prereq statements which currently include MATH114.
 - If the math department chooses to delete MATH114 in the near future, we will jeopardize courses with MATH114 prereqs, our certificates and our local degrees.
 - Instead of prereq stating MATH114 say something like “intermediate algebra or equivalent”
 - Next Steps: Plan to update prereq statements this spring for fall 2023.
 - Math department and Mehrdad to request extension to curriculum
- 4) Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other, like a community of practice model.
- What are the AB705 guidelines for this?
 - LinC seems to be a good starting place.
- 5) Learning Community/Noncredit
- Mehrdad - Math may offer noncredit coreq options in fall 2022
 - Nazy – will these offerings be enhanced noncredit? If yes, have a planning meeting
 - How to submit positive hours and attendance report for noncredit? -Ask Nazy.

Meeting #4 Agenda & Notes: AB705 and Student Support [April 29 at 12PM]

Attendees: Harman, Fatemeh, Melissa, Felisa, Caise, Mallory, Kristin, Nazy, Cheryl, Betty, Khoa, Mehrdad, Yvette, Renee

Discussion Topics:

- 6) Discussion of non-math courses (CHEM, BIOL, etc.) prereq statements impacted by AB705 math changes
 - a. Prereq statement changes discussion – next steps? Timeline?
 - b. Certificate of Achievement – Advanced will need to be revised – impacts of MATH114 retirement and EWRT1AS/1AT (and any other retired courses)
 - i. Reference Materials: [FHDA Board Policy](#), [FHDA Administrative Policy](#), [Title v](#)
 - c. Are the English and Math AA degree requirements impacted?
 - i. See Title v proposed changes to AA degree [here](#) (thanks, Renee!)
 - ii. Any changes to the AY2022-23 catalog are due May16 to Brandon Bailey

- 7) Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other, like a community of practice model.

- 8) Learning Community/Noncredit

- 9) College Campaign Discussion (Cheryl) <https://collegecampaign.org/excellence-placement-awards/>

Notes:

- Cheryl - How can we leverage our success and throughput rates noted in the College Campaign Discussion while pushing back on state's mandate which disallows the college from offering developmental math courses?
- Kristin – English wants to build more support for our students; create early interventions; looking to noncredit options; challenging to meet AB705 requirements while meeting student needs (i.e., stretch)
 - Can the college offer the stretch? Will we collect apportionment? Get clarification from Christina
- Mallory – how can we use this as an opportunity? We have amazing faculty!
- We need clarification on if basic skills math courses can we offer for the AA degree (i.e. MATH114)
 - The Math department discontinued MATH114; only offering MATH109 and 130 in 2022-23
 - Nazy: How does this impact articulation and local degree requirements?
 - Need to update local degree and certificate requirements or we need to offer MATH114
 - If MATH114 isn't offered, how will we award local degrees?
 - Renee: 2022-23 catalog is finalized at this time, we cannot make any changes at this time; we may consider offering developmental courses for next academic year

- we will need to offer something this coming academic year while we work on solutions for AY2023-24
 - Mallory – MATH114 is allowed to be offered by AB705 throughput rates; Question: can we “swap” MATH114 to MATH130 and 109?
- We need to get clarification on what English and Math can or cannot offer; will we collect apportionment? (Mehrdad & Kristin)
- How do we meet student developmental math and English needs while meeting AB705 requirements? (Felisa & Khoa)
 - Mehrdad – if developmental courses aren’t offered how can we connect the students with tutoring, courses, etc.?
- The group decided to continue the Math114 discussion for the next meeting; and agreed to keep all 4/29 agenda items for the next meeting on 5/6.

Winter 2022 Meetings

Meeting #3 Agenda & Notes: AB705 and Student Support [March 18 at 12PM]

Attendees: Kristin, Casie, Cheryl, Patty, Felisa, Diana, Thomas, Betty, Renee, Erik, Christian, Yvette

Discussion Topics & Notes:

- 1) Casie to schedule spring quarter meetings
 - Will send invites for Fridays 12pm starting the 3rd week of spring
 - Erik on pdl next quarter (invite to new rep – who is this?)
 - Invite the following folks: Fatima Yarahmadi; Julie Wilson; Iva Tracy; Christine Chai
- 2) Discussion of non-math courses (CHEM, BIOL, etc.) prereq statements impacted by AB705 math changes
 - Is the plan to have prerequisite statements updated and effective fall2022? Or fall2023?
 - Renee’s deadline - summer for the submission of curriculum changes to statements to UCs/CSUs.
 - Erik - Not possible for Curriculum to make these mass changes for fall 2022; too late in the year to update prereq statements and advisories
 - Discussion about current prereq statements
 - Are we in violation of anything currently (i.e. MATH31 has a prereq of 114 or by placement)? It's possible we may be in violation. Unsure if the state will audit these changes.
 - Certificate of Achievement - Advanced (and degrees?) requirements will need to be revised – impacts of MATH114 retirement and EWRT1AS/1AT (and any other retired courses)
 - Example: <https://www.deanza.edu/counseling/documents/2021-2022/accounting.pdf>
 - Why is there a math and English requirement for Cert –Advanced; is there a rule in title v? Or is this a local decision?
 - What is the process and who decides the math and English requirements for Certificates of Achievement - Advances?

- Possible groups to talk with to make any changes happen - Curriculum, Academic Senate, impacted groups, students who have or will earn a cert of achievement, who else??
 - CTE programs may want to be included in this conversation
 - Renee - Does anyone know if Title 5 language is changing regarding math for the AA/AS?
<https://govt.westlaw.com/calregs/Document/IOA0D2703ECD14733B411676D23F9752F?transitionType=Default&contextData=%28sc.Default%29>
 - Casie and Renee can research more on this and report back
- 3) Ways for English and Math to partner to support students. And ways for Math and English faculty to support each other, like a community of practice model.
- Kristin & Felisa will meet with math folks and report out more at the next meetings re: student support
- 4) Learning Community/Noncredit
- Can we re-imagine cohort build to meet student needs? Pair English and math with a COUN course? LinC summer institute is a great opportunity to bring folks together
 - Be intentional about course selection for learning community requirements for students when requirement both math and EWRT in the same quarter; maybe course for time management or study skills
 - Thomas – encourages the writing of curriculum early since the curriculum process is so lengthy
 - Cheryl – we need more resources to support curriculum needs
- 5) Agenda items for next meetings
- a. Keep discussion topics 2, 3, 4 on the agenda for the next meeting.
 - b. Folks were invited to share meeting invites as well as share new discussion topics.

Meeting #2 Agenda & Notes: AB705 and Counseling & Assessment [March 11at 12PM]

- Draft Discussion Topics: Communicating the most recent changes to the counselors and campus;
~~Student feedback on guided self-placement that we received at Academic Senate this week.~~
- Note: Casie isn't available on March 11 – Assessment items to be discussed in a smaller group; Cheryl and Kristin to host. *Present

Renee Augenstein *
 Erik Woodbury *
 Mary Clark Tillman
 Thomas Ray *
 Kristin Skager *
 Yvette Alva-Campbell *

Cheryl Balm *
Nazy Galoyan *
Betty Inoue*
Felisa Vilaubi*
Monica Ganesh*
Leah Smith *
Khoa Nguyen*
Melissa Maturino*
Diana Alves de Lima *

- Communicating the most recent changes to the counselors and campus:

Review: Cheryl discusses last AB 705 memo from Chancellor's office. We cannot recommend or require students to take prerequisite courses or multi-term courses. For math, this means we cannot offer 100 and 200 level courses in fall 2022. **Can we offer those classes as noncredit?** We hope that we can offer them, as opt in noncredit enhanced classes. We are looking into this. We will make this decision and communicate to counseling. From the math point of view, we do not know what we can offer this summer in terms of 100 and 200. In the fall, possible noncredit and math 31 and 10 corequisites. This is dire in terms of student support in math. We may revamp and push Math 44, liberal arts math, to communicate to students to help them who do not need math 10. Cheryl will talk to instructors about the class to make it very student-centered. Long term: EWRT 1A + Math 10 learning community and hoping to write Math for Social Justice.

Discussion about EWRT 1AS & T communication to counselors and students (Kristin). Please message students now about needing to take / retake EWRT 1AT spring 2022 as this is the last quarter we can offer this course. We have already messaged faculty teaching S & T this quarter to alert their students. Kristin will work with EPS counselors to be sure students can meet with counselors and understand importance of completing 1AT. For future students who did not complete the series (1AS & T), Thomas recommends that the PAGE group decide on a process for looking at each student individually to make a recommendation (either 1A standalone or 1A bundle). We do not want to ask students to pay for the bundle course if they only need the standalone course.

Yvette: For non-MPS classes, for students who did not pass 114, should they be sent a message? Nazy recommends institutional research. Look at academic success. GPA replacement. After a year of completion. Cheryl talks about communicating with faculty to students that they can wipe grade. Melissa's main concern is for MPS students: I see a lot of students who never passed 100 class and they land in MPS (they are covered). Loop in DSPS counselors as well and communicate across campus. Early alert? Betty: add a video to their short orientation to college (outreach program) about math and English. Betty can work with counselors, and she can work with Outreach. Guided pathways is also a great way to message. Diana: student focus group in Guided Pathways might help. Khoa: Even with policies with EW, etc. A lot of students still have F's. We need to spread message to counselors about EWs rather than requesting the non-pass. Nazy agrees that students do not know about the policy and that we have expanded noncredit rules. (Some cannot request this due to financial aid and G.I. bill). Many students could request credit/no credit to help their GPS. Guided pathways is helping. Nazy is seeing that students are not acting on this. Student must request themselves. Yvette asked about noncredit math offerings, and Thomas responded that Christina is looking into it.

- Are we allowed, and would it be feasible, to administer math placement tests for non-math courses like economics, chemistry, and psychology? OR

- Could we determine if intermediate algebra was completed by checking for specific high school courses and their grades alone for placement into non-math courses?
- For C-ID, CHEM 1A requires "Intermediate Algebra or three years of high school mathematics, including two years of algebra" and I'm wondering if it's possible to check for specific high school math courses and grades to meet this prerequisite.

The short answer for testing is "I think so." (Cheryl) Example: Chem 1 wants to use math placement test. And then what? We do not have a math class to offer. Should this math placement test be used to require a co-requisite? Before we explore the legality, to what end? We don't have co-requisites yet. Renee: concerned about requirements for articulations for prerequisites line: we still need to state that skill level (for several courses). In terms of articulation, the line needs to be correct. How do we determine who can take these courses? But if we don't offer the math classes...We cannot remove the wording of certain prerequisites. Thomas: Start with Eligibility for (and name the transfer level math course) Renee: some colleges can do that, but problem still. Renee: This has been brought up in universities, it does not mean we have accessed their skills. Thomas: We are in an awful bind here. State will have to revisit this issue. One college did include a reference to noncredit courses. Erik: What are the four-year colleges doing? They have a specific requirement and have been screened but some offer precollege skills. Sometimes they would send students back to community college. Erik: Maybe we need a free math module. We don't have these support courses. Maybe we need one corequisite. Cheryl: We in preliminary talks about a two unit class to build math skills. Study hall with math instructor that you need in your class (long term again). Modules potentially but can we mandate them? Does this help us with articulation, Renee? We had math modules to help students perform better on the placement. Can we have a mandatory module? Renee: Bio/Chem series. Econ, etc. We can produce a statement for articulation. But the actual practice is what we need to work on if student don't have the necessary skills for the course. Look at HS GPA for courses. Maybe add a higher-level math class on prerequisite. Hard because not every student needs a course, like Math 31. For non-math class, we would need a placement to be validated by Chancellor's office. Come up with coreqs in other courses. But no idea what to do for students this fall to help them succeed. What do we do if students don't have these skills? Diana: Peer led tutor study skills (Skill 230 / 232). Can we offer them again?

- Can a noncredit course similar to COUN5: Intro to College be offered? A free course may allow us to reach more students and help to connect with student re: AB705 changes.

Answer is no because counseling 5 is transferable. We cannot offer this course as a noncredit course. We can offer free modules (not for credit). We can write new noncredit courses but make sure they are not transferable as a long-term plan – Fall 2024 at earliest. CTE is different but it must be a basic skills course. If it is a Basic Skills, noncredit course, we have to create an enhanced noncredit course as part of a certificate which adds to the time to create the courses. CLP might be more appropriate or Huma 20 (cannot offer), Thomas recommends looking at other colleges for noncredit offerings (counselors). Betty and Khoa offered to do some research. Cheryl added the link to the noncredit flipbook. Two plans for AB 705: short term (Fall 22) and long term (when we can add new curricula).

Meeting #1 Agenda & Notes: AB705 and Curriculum & Articulation [Friday, 1/25 at 1230PM]

Attendees: Renee Augenstein; Erik Woodbury; Mary Clark Tillman; Thomas Ray; Kristin Skager; Yvette Alva-Campbell; Cheryl Balm; Nazy Galoyan; Betty Inoue; Casie Wheat

Meeting discussion topics:

1. Review proposed meeting topics (below). Add/edit. Invites—Anyone missing? Scheduling next meetings
 - **Meeting #2: AB705 and Counseling & Assessment/Placement [TBA]** Draft Discussion Topics: Communicating the most recent changes to the counselors and campus; Student feedback on guided self-placement that we received at Academic Senate this week.
 - **Meeting #3: AB705 and Student Support [TBA]** Draft Discussion Topics: Ways for English and Math to partner to support students. Ways for Math and English faculty to support each other, like a community of practice model. Learning Community partnerships. Noncredit support options.
 - Current invite list:
 - Renee Augenstein
 - Erik Woodbury
 - Mary Clark Tillman
 - Thomas Ray
 - Kristin Skager
 - Yvette Alva-Campbell
 - Cheryl Balm
 - Nazy Galoyan
 - Betty Inoue
 - Add: Writing Reading Center/ Math Tutorial Reps (Diana, Melissa)
 - Add: EPS, MPS counselors
 - Add: additional counselors (Betty to forward invite to anyone interested)
 - Casie will schedule the next two meetings on Friday afternoons – sooner the better!
2. As we wind down our pre-transfer level offerings, particularly the EWRT1AS to EWRT1AT stretch, do we know how we will handle students who end up with more than 5 units of EWRT1A? [And those that cannot retake these courses to clear grades?](#) Are there transfer or transcript consequences to consider?
 - Scenario: student completes ewrt1as but not ewrt1at. Ewrt1as units will be earned on their transcript. Student then takes ewrt1a. What do we with the student's transcript? What do we do with the apportionment?
 - Nazy: this will be a manual process. But students/counselor will need to be informed to work with Nazy directly. Betty says Counseling will work with Nazy directly to address each student case.
 - Scenario: student completes ewrt1as but not ewrt1at; do they need to take ewrt1a+lart250? Or can they go into ewrt1a?
 - Refer student to counseling to discuss needs
 - Scenario: student takes MATH114 and doesn't pass; then takes MATH10, can the MATH114 grade be removed?
 - This is called academic renewal. The MATH114 cannot be removed; but GPA from course can be excluded from GPA. Instead MATH10 will be included in GPA.
 - There will be a notation of academic renewal on official transcript.
 - **ACTION!** Nazy requests permission from Math and English Dept to provide memo to A&R so to allow the recalculation of GPA automatically via academic renewal without any special petition/approval.
 - Is enhanced noncredit an option? We are allowed to do noncredit support courses. Our group is interested in learning more about the details of enhanced noncredit.
 - Will AB705 allow us to offer noncredit basic skills courses? Our group is not sure.

3. How curriculum and [articulation](#) will be affected if we won't be able to offer any courses below transfer-level math next Fall? ([This includes other disciplines like chemistry and physics](#))

- All community college are impacted by these changes; UCs are also having meetings on the changes.
 - UCs recommend changes to prereq statements (Renee shared examples)
- Renee to share list of all impacted courses that will need to update a prereq statement
- Mary reminds the group that any prereq or advisory changes will impact more than half of the courses in the catalog. This will take a huge effort.
 - Mary needs to know what courses and academic years this will impact ASAP.
- Questions:
 - Can we assess for a non-math course?
 - How to measure student math skills for non-math courses (i.e. CHEM, BIOL, etc.)?
 - How to support students?