College Curriculum Committee
Meeting Minutes
Tuesday, February 21, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: February 7, 2023	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** STEM: No updates to report. Language Arts: No updates to report. Armerding mentioned upcoming division retreat on March 8, focusing on SLOs. Kinesiology: No updates to report. HSH: No updates to report. Fine Arts: Gough shared working on deactivation exemption requests. SRC: No updates to report. LRC: No updates to report. Counseling: No updates to report. BSS: No updates to report. Gilstrap mentioned upcoming all-day meeting re: AB 1111 (Common Course Numbering legislation), which is open to everyone. Gilstrap plans to attend some of the meeting and can share meeting info with anyone who is interested.
3. Public Comment on Items Not on Agenda	Gough mentioned division discussions re: deactivation exemption request form and asked if a better form type can be used (i.e., not Word docs), perhaps some sort of online form. Vanatta agreed that Word docs not ideal but doesn't know of any online option w/ signature routing and "pretty" output. Kuehnl asked if form could be moved to CourseLeaf—Vanatta responded no, as system doesn't allow for any type of form/process separate from COR. Kuehnl mentioned recent conversation among district Academic Senate (AS) leadership re: share-out of new degrees/certs. w/ De Anza. This step is built into our new process, but only if De Anza creates their own process to include this step; sounds like this may finally be moving forward. Similar conversation took place re: share-out of new courses, but there has been pushback.
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: C S 81; LINC 79A, 79B, 79C, 79D. No comments.
b. COR/Title 5 Updates for 2024-25	Vanatta announced the deadline for new/updated CORs for 2024-25: Friday, June 23. Expects to distribute the Title 5 list mid-March.
c. ICAS Memo Re: Cal-GETC Framework	Gilstrap explained memo from ICAS and pointed out detail that CSU has no plans to discontinue CSU GE Breadth, which comes as a surprise, since new transfer GE pattern meant to be the sole transfer GE pattern. Likely to be major topic of discussion at upcoming

	Articulation Officers' meeting, next month. Noted that ICAS's deadline to establish new GE pattern coming up in May; otherwise, CSU & UC administrators will be in charge of finalizing. Lee mentioned concerns w/ removing Lifelong Learning component and asked if this may have influenced CSU's plan to keep CSU GE—Gilstrap believes no decision has been made yet re: changing LL component to graduation requirement or upper division requirement. Also noted new transfer GE pattern will be required for students earning ADTs.
d. ASCCC Spring Plenary	Kuehnl shared that plenary is coming up, and encouraged folks to reach out to him or other AS leadership if interested in attending. Funds may be available for attendance. Plenary is where AS reps from all community college districts meet and determine state-wide policy.
e. Academic Senate Elections	Local AS elections coming up—both VP positions (curriculum and executive) are open, as well as at least one part-time rep position. Please reach out to Kuehnl or other AS leadership if interested.
5. Consent Calendar a. GE Application	**Speaker: Eric Kuehnl** The following GE application was presented: Area III—HORT 15. Parikh asked if course has already been approved for GE—Kuehnl responded that approval has been recommended by GE subcommittee. GE apps go to subcommittee first, then CCC. Parikh noted concern with response to Breadth Mapping B1, and asked if someone has already vetted application—Kuehnl responded that subcommittee has reviewed it. Parikh asked what happens if subcommittee not satisfied—Vanatta responded that subcommittee does have option/ability to send an app back to faculty if they have concerns/questions, and in this case they did so and app was edited to add more detail. Discussion occurred re: depts. of current subcommittee members, and Kuehnl noted it's not a requirement for members to be from any specific dept. Motion to approve **M/S** (St. Onge-Cole, Kaupp). **Approved.**
6. New Degree Application: Communication Studies 2.0 ADT	**Speaker: Eric Kuehnl** Second read of new Communication Studies 2.0 ADT. No comments. Motion to approve **M/S** (Lee, Gough). **Approved.**
7. Stand Alone Applications: NCLA 407A, 407B, 407C	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for NCLA 407A, 407B, 407C. Morriss mentioned related topic of Math dept.'s concern for their noncredit cert./courses due to new AB 1705 legislation, and asked if Language Arts reps have similar concerns. Morriss concerned that under AB 1705 we cannot offer noncredit English/math courses which aren't coreqs to transfer-level courses. Armerding noted Language Arts' primary noncredit course is coreq to ENGL 1A, but has many other noncredit courses which might be affected; needs to follow up. Lee asked question re: NCLA 407B, which seems geared toward language learners; noted similar CRLP course on effective resume writing. Believes each courses will serve different population, but wondered if a counselor could teach NCLA course. Penate explained that these NCLA courses are affiliated w/ LRC/WLC and enable tutors to help students with writing; clarified that courses aren't offered in the same formal way as the CRLP course (e.g., no actual lecture). Kuehnl noted discipline determines which faculty members may teach course. Motion to approve **M/S** (Lee, St. Onge-Cole). **Approved.**
8. Degree Deactivation: Business Administration ADT	**Speaker: Eric Kuehnl** First read of deactivation of Business Administration ADT, which has been replaced by new 2.0 version. Kuehnl noted we don't currently

	have a formal process to deactivate a degree/cert., but plan is to start creating one during spring quarter. Gilstrap explained that we were required by the CCCCO to create new 2.0 version, using their new TMC requirements. Kuehnl asked if both versions may overlap briefly—Gilstrap responded yes, they currently are both active in our catalog. Second read and possible action will occur at next meeting.
9. Equity in the COR	**Speaker: Eric Kuehnl** Continuing discussion of draft of guidelines document for faculty to use when creating/updating CORs from an equity perspective. Document has been updated since previous meeting, to incorporate feedback from breakout groups; COR examples have been added to some sections but more are needed (ideally before/after examples). Introduction section: modified by breakout group. Vanatta noted new language doesn't mention Strategic Vision for Equity (SVE) or Equity Action Plan (EAP) and doesn't incl. footnote reference to issues/goals; group should determine whether to incl. or remove. Parikh was in breakout and recalled that info from SVE/EAP incorporated into new language, with portions in bold text (which got unintentionally stripped out). St. Onge-Cole (also in breakout) shared intent was to create our own language, inspired by those documents, and remove reference to footnote. Morriss (also in breakout) added that intent was to take ownership; noted bold text mentioned by Parikh directly quoted three issues from EAP in footnote. Suggestion was made to add footnote references to these quotes. St. Onge-Cole suggested keeping three issues in footnote but removing goals and instead provide a link—Parikh pointed out that not every goal for each issue applies to curriculum, so could be valuable to keep goals listed. Kuehnl will work with breakout members to identify which words need bolded. Definitions section: same as previous draft. CCC Team reached out to Dean of Equity Ajani Byrd to ask for feedback from Office of Equity, as current definitions are mostly from Glendale CC document. Byrd has provided feedback, which will be incorporated into next draft. Vanatta pointed out that COR sections with blue highlighting have not been updated since previous draft, as did not receive any feedback from a breakout group. Armerding mentioned Course Description section, noting breakout created a before/after example using an ART course—Kuehnl responded that course being deactivated, and example wasn't an actual update that had been made; would prefer using examples of actual changes. Noted this will be a living document, so as CORs get updated more and more examples will be available. Armerding suggested that, in the meantime, if no "real" examples exist, including hypothetical examples will be worthwhile. Parikh asked if examples have to be recent, or if changes made years ago may be included—Kuehnl responded older examples are fine. Course Content section: Jenkins suggested "If applicable, address historical and/or contemporary misconceptions"—Morriss commented on "misconceptions" and how this relates to faculty's need to learn more about history of racism within their own discipline (related to one of the EAP issues). Parikh commented on structural racism vs. racism within a discipline (which is built upon structural racism), and suggested adding a bullet to address/incorporate this. Kuehnl will reach out to Morriss and Parikh to settle on language. Jenkins suggested new bullet prompt faculty to consider whether content "attempts to offer a critique of problematic aspects of discipline." Kaupp suggested removing "if

	applicable" from existing bullet (re: misconceptions)—group agrees. Armerding suggested moving "Does the content communicate a philosophy…" to top of list; suggested pluralizing "lived experience." Methods of Evaluation section: Vanatta noted breakout suggested removing last two bullets (highlighted in yellow) to instead incorporate into similar guide for syllabi. Kuehnl doesn't believe guide for syllabi being created; intent is for individual faculty to base syllabi on CORs, which will suggest equitable practices. Parikh commented that COR meant to serve as a general guide for how to teach the course, and believes the two bullets should be included. Jenkins asked how, for example, COR would include details re: students' ability to make up and/or revise work—Parikh suggested methods could include "make-up exams." Parikh noted that, in some cases, part-time faculty simply given COR as a basis to create syllabus, and seeing make-up exams listed could inspire them to include on syllabus. Group in agreement re: keeping both bullets in document. Methods of Instruction section: Kuehnl noted will pluralize "lived experience." Representative Texts/Materials section: no comments. Types/Examples of… Assignments section: Jenkins unsure what is meant by second bullet—"Are you including prompts that encourage reflection to specific resources?"—others agree. Kuehnl believes it means students are reflecting on specific resources, but wonders if it could be shortened to remove "to specific resources." Parikh asked if student-directed assignments may be added, which fits within culturally responsive teaching framework—Kuehnl wondered if certain bullets already apply. Parikh asked if this section of COR meant to include only external materials taken in by students, or if we may include what the student brings—Gough asked if that (what students bring) would typically be part of in-class work, noting this section is for homework assignments. Parikh noted example of current homework assignment. Other reps believe Parikh's suggestion appropriate for this section—folks will work offline to discuss and recommend additions/changes. Conclusion section: Kuehnl noted question by CCC Team—does document need a conclusion? Inspired by Parikh, group suggested including short conclusion stating that work is ongoing, and asking faculty to share examples of work they have done to incorporate equity into their CORs. Document will be updated for next meeting, which will likely be first read. Please share any feedback and suggestions for next version with Kuehnl and Vanatta.
10. Good of the Order	
11. Adjournment	**3:38 PM**

Attendees: Micaela Agyare (LRC), Ben Armerding (LA), Evan Gilstrap* (Articulation Officer), Hilary Gomes (FA), Tom Gough* (FA), Julie Jenkins* (BSS), Ben Kaupp* (SRC), Eric Kuehnl* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Ana Maravilla* (CNSL), Patrick Morriss* (STEM), Ron Painter* (STEM), Sarah Parikh* (STEM), Chrissy Penate* (LRC), Jenn Saldana* (guest), Amy Sarver (LA), JP Schumacher* (Dean, SRC), Shaelyn St. Onge-Cole* (HSH), Mary Vanatta* (Curriculum Coordinator), Gary Wu* (guest)
* Indicates in-person attendance

Minutes Recorded by: M. Vanatta