

**College Curriculum Committee
Meeting Minutes
Tuesday, March 1, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom**

Item	Discussion
1. Minutes: February 15, 2022	LRC rep commented on Item 8—comment made by LRC rep (re: IDS 300) is incorrectly listed as being made by Counseling rep. Vanatta will amend the minutes. Approved by consensus.
2. Report Out from Division Reps	Speaker: All Bio Health: Working on Respiratory Care BS application. Mentioned question raised during division CC meeting—will DL modality categories remain as they are now or change? Vanatta noted categories created by Scheduling Taskforce a few years ago and unsure if CCC has purview. Hueg noted the state is looking at modalities re: how apportionment is collected, adding that their definition of hybrid/online is somewhat outdated; believes we may need to ensure alignment of our definitions with the state's, once those are updated. PSME rep asked Hueg if faculty who teach purely online may have a synchronous component as part of the course—Hueg responded yes, but the synchronous portion must be coded as such in the published schedule, distinct from the asynchronous portion. BSS: Working on Courses not Taught in Four Years list; starting curriculum sheet updates. Counseling: Working on Courses not Taught in Four Years list. SRC: No updates to report. Fine Arts: Starting curriculum sheet updates; Art dept. considering reactivation of mural-making course. Kinesiology: Noted that division had positive feedback re: change to name of Meta Major grouping (discussed at previous meeting). Language Arts: Work being done, related to AB 705 Improvement Plan: deactivating ENGL 1S/1T; discussing how to beef up Summer Bridge course and offer other bridges, moving forward, year-round. Discussing DL modalities and how they potentially impact enrollment, especially for students who take support coreqs. Working on Courses not Taught in Four Years list. First annual Ethnic Studies summit coming up on March 4th! LRC: Responding to upcoming English & Math dept. changes re: AB 705 and how division can provide support (e.g., tutoring center). PSME: Math dept. working on AB 705 Improvement Plan. Working on Courses not Taught in Four Years list. Computer Science dept. working on new certificates. Apprenticeship: Allen provided update. New AATA dept. working on new course proposals. Vanatta shared she attended ASCCC/CCCCO regional curriculum webinar yesterday—no bombshells, but there was a short discussion about the need for clear regulations/recommendations for cross-listed courses, for

	<p>community colleges. Sounds like the state-wide curriculum committee drafting a resolution to request guidance from CCCCCO; breakout session planned for Curriculum Institute. Will make sure to keep an eye on anything that might impact our cross-listed courses.</p> <p>Hueg shared that GP Team attended deans' meeting today. Also shared he's excited about bachelor degree apps being worked on; folks are working on additional GE courses needed to support those programs.</p> <p>Gilstrap shared update re: UCOP's response to AB 705 changes. Some transfer-level courses will still need a prereq of Intermediate Algebra (e.g., MATH 10, 42, 44; CHEM 1A, 25; PSYC/SOC 7). Currently, prereq is "MATH 105 or equivalent," so if MATH 105 deactivated will need to resubmit courses for articulation. During recent webinar, suggestion was made to use language such as "Intermediate Algebra or higher". Noted that this is related to UC transferability only, so also need to consider things such as IGETC and C-ID requirements. Suggested delaying official deactivation of MATH 105 to summer 2023, to allow for time to resubmit affected courses for articulation.</p> <p>PSME rep asked if Gilstrap has specific language to use for prereqs—yes, during webinar UCOP shared specific language that would be acceptable. PSME rep asked if using such language means we'll need to offer Intermediate Algebra—Gilstrap responded that this is a philosophical issue, as we may use such language without actually offering Intermediate Algebra. Clarified that UCOP won't require we actually offer Intermediate Algebra even if it's listed as a prereq. PSME rep asked if high school course is an equivalent option—UCOP didn't say it was an option; Gilstrap hesitant to include HS course in prereq, but will need to do more research. Believes best to use recommended language. Gray noted it seems there are two different sets of rules affecting math courses which don't coordinate at all, as we're being told we can't teach certain courses but that we still must include them as prereqs. Gilstrap agreed, noting that intersegmental conversations haven't occurred in the articulation community, and it's the CCCCCO telling us that we may no longer offer MATH 105.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>Fine Arts rep (speaking as an individual and not on behalf of their division) requested CCC consider revisiting discussion of moving away from division CC model; happy to create workgroup related to topic.</p>
<p>4. Announcements a. Business Administration 2.0 ADT Approval by CCCCCO</p>	<p>Speakers: CCC Team Vanatta shared that the CCCCCO has approved the new Business Administration 2.0 ADT! It will be added to the catalog when the new 2022-23 edition is published. Gilstrap noted changes between this and existing Business Administration ADT, and determined best to delay publication until next AY to avoid possible confusion.</p>
<p>5. New Program Application: Respiratory Care BS Degree</p>	<p>Speaker: Eric Kuehnl Second read of new Respiratory Care BS degree. PSME rep noted LMI seems to suggest there are more people with active licenses than there are jobs, and asked if CCC should be concerned about this. Kuehnl responded it is within CCC's purview to consider LMI aspects, and wonders if COVID-19 situation has affected usefulness of LMI in any way. Historically, CCC has considered that CTE programs also go to BACCC for review; Vanatta noted she was told by Teresa Ong that this particular program doesn't need to go to BACCC. Hueg suggested perhaps this is because it is an existing program; will follow up.</p> <p>Bio Health rep noted existing Respiratory Therapy program has high level of applications, and pointed out that the intent of the bachelor degree is to elevate those who already have jobs in the field, to the next level.</p>

	<p>Motion to approve M/S (Armstrong, Meneses). Approved.</p> <p>Vanatta asked if program has been approved by FHDA board, yet—Hueg responded it has not. Vanatta will submit it for March agenda.</p>
<p>6. AB 705 Improvement Plans for English & Math</p>	<p>Speaker: Eric Kuehnl Language Arts rep explained that English dept. deactivating ENGL 1S/1T due to overwhelming data. Division concerned about students who lack substantial developments in English starting in ENGL 1A and how coreqs will support those students; working to make coreqs more robust and expand offerings, as well as other types of support (e.g., wrap-around services, bridge courses to prepare students for academic/cognitive skills work that 1S/1T provided). Working with Guided Pathways folks, Counseling, LRC. Plan to expand coreqs to also use with ENGL 1B & 1C, to ensure students have ongoing support. Fong added that Improvement Plan's first/foremost question is re: whether we'll continue to use stretch and/or pre-transfer-level courses—response is No, and our plans align with the state's recommendations.</p> <p>Sinclair explained that Math dept. focusing on developing transfer-level Quantitative Reasoning course, as it seems the state wants us to find a way to serve all students without needing pre-transfer-level courses. Reviewed throughput data which showed that 800/3000 students didn't get through math courses within a year, even when placed into courses. Hope is that new curriculum might work—planning for both fall 2022 and fall 2023. Trying to align planning with other things happening on campus, e.g., Meta Majors (exploring what type of math course would be valuable to certain groups of students, based on math used in different majors/careers). Sinclair asked folks to reach out if they can help provide such insight or to suggest colleagues who might be able to.</p> <p>Fong acknowledged the hard work being done by both depts., and commended faculty for not losing sight of doing what's best to meet the needs of students, and for not getting caught up in the frustrating aspects of this situation. Language Arts rep noted the Plan states "our college will do the following" and that this has come up—how the college as a whole can help meet the needs of our students. Mentioned example of Psych Services being available for students—how can faculty make sure resources are available to support them, to help them support students? How can we ensure larger level of support on campus? Bio Health rep thanked both depts., adding that transfer-level Quantitative Reasoning course sounds like it should meet needs of Allied Health programs. Noted that for her particular program, trying to align with other programs in discipline, which do not accept Statistics course. Sinclair mentioned the sense that the state is pushing us to innovate locally, and a lot of people are working on different programs/initiatives across campus. Believes that no one but us can figure out what we need, in terms of larger support. Sees in Improvement Plan that the state has identified funding sources and has called out several ways the college is expected to take action to support students (e.g., invest in Professional Development).</p> <p>Fong mentioned next steps are for her to work with Interim AVP Instruction Ram Subramaniam to input info into actual form, which will be routed to Academic Senate President Kathryn Maurer & Hueg for signatures before being submitted to CCCCCO.</p>
<p>7. Adding Equity Section to COR</p>	<p>Speaker: Eric Kuehnl Topic delayed to future meeting, due to time constraint. Kuehnl apologized for ongoing delay of topic; plans to put at top of next meeting's agenda.</p>
<p>8. Guided Pathways Mapping Approval Process</p>	<p>Speaker: Eric Kuehnl Guests from the Guided Pathways (GP) Team: Amy Leonard, Isaac Escoto.</p>

Leonard shared that GP Team was asked for a clearer process to create Program Maps, and a process to revise Maps; result is creation of one process for both, a smart form for Map submissions, and a workflow for the form. Shared draft of Program Map Process flowchart, which has been sent to all reps and discussed at some division CC meetings. Asked reps for feedback. Escoto added that deans are included early in the process, based on feedback from them; suggested reps consider a specific example of a Map in their dept. when looking at draft flowchart. Leonard suggested finalized process be available on CCC website, so that anyone initiating the process has access to information. Fine Arts rep thanked the GP Team; has received a lot of feedback from faculty in their division—believes order of steps might need to be reconsidered, and asked if flowchart would be used for new Maps as well as revisions. Rep believes important for all faculty from dept. be included in Step 1, and that faculty from other depts./divisions (whose courses are listed on Map) included early in process. Pointed out that not all faculty attend division CC meetings. Leonard suggested Step 9B (re: collaboration w/ other depts. outside division) be moved to create Step 4B, to allow for collaboration earlier in process.

Escoto noted it can be tough to get all faculty from a dept. together to discuss Map. Fine Arts rep believes important to make process inclusive, whether it involves a meeting or an email thread with a draft of Map; noted that many faculty would like digital system, like CourseLeaf, to be used so meetings aren't necessarily needed in order to share Map being drafted. Leonard agreed that intent is to be collaborative, and can add language re: sending out draft to all faculty (incl. part-time) before finalizing Map. Language Arts rep agreed with Fine Arts rep's feedback/concerns, noting that Step 9B was a big discussion topic for their division. Mentioned that for Step 4 (re: counselor and dept. chair/rep work to create Map) the English dept. had a committee, rather than just the dept. chair, working to create Map. Leonard responded that multiple best practices can be listed on the document, including use of committee instead of just chair.

Leonard shared draft of Program Map Request Form, which would be used when creating a new Map or revising an existing one. Submission of form (with Map) triggers workflow, incl. Articulation Officer, other division(s) (if necessary), dean, and division CC. All steps are dated signatures. Fine Arts rep shared feedback from division faculty to request not requiring signature; agree that workflow is needed but do not think signatures are necessary and may add complication. Leonard responded that feedback from Hueg and deans was to include signatures. Escoto added that signatures included because there is a need to know where submissions are in the process, to reduce ambiguity. Leonard noted that as a smart form, it will exist in MyPortal, so once one party signs off it is automatically forwarded to the next party. Fine Arts rep asked what happens if at any point a change needs to be made—Leonard responded that before submission process begins, dept. chair will have already gone through the creation process and finalized the Map, which includes discussions with folks in the workflow. Workflow is intended to serve as sign-off on Map that everyone was already involved in creating.

LRC rep noted need for consistency between order of workflow and check boxes on form—Leonard will make sure they align. Language Arts rep asked if possible for form to be integrated into CourseLeaf—Vanatta doesn't believe so, due to the limitations of their forms/system. Cautioned against putting such a new process into CourseLeaf, as significant time needed for them to make changes, once implemented. Can follow up with them if desired, but believes not realistic to use CourseLeaf for this process, unfortunately. PSME rep suggested that if submission needs to go

	<p>back in workflow, would be best to have ability to send it back just one or two steps (similar to CourseLeaf workflow capability). Leonard noted that with smart forms, user can reject signature, which makes form go back to previous step.</p> <p>Leonard will mock up a form for first read. Escoto thanked the group for the discussion and for putting the time in to discuss with colleagues and provide feedback. Leonard asked folks to please reach out with any additional feedback; intent is to make process and form as useful as possible for everyone.</p>
<p>9. Good of the Order</p>	<p>Language Arts rep shared that Research & Service Leadership Symposium applications due March 18; please reach out with any questions. Workshop this Friday, and application workshop March 16. Please share with your students!</p> <p>Kuehnl noted group will need to consider meeting in person starting in April, and took informal poll to gauge how many will be on campus during CCC meeting time—12 folks. Will need to plan for having quorum on campus; most likely will be meeting in KCI.</p>
<p>10. Adjournment</p>	<p>3:28 PM</p>

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Isaac Escoto (CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Nicole Gray (PSME), Allison Herman (LA & LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Amy Leonard (De Anza), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Jennifer Sinclair (PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta