

<p>e. Adding a Course Discipline</p>	<p>chairs, coordinators, faculty, administrators.</p> <ul style="list-style-type: none"> • Faculty Involvement in the Creation of Dual Enrollment Programs (9.02). Passed. Intent is for colleges to engage in discussion regarding what programs are taught where, and ensure that they don't affect local programs. • California State University Quantitative Reasoning Task Force Report (15.01). Passed with amendments, asking local senates to distribute report and return to spring plenary with feedback. Senators have previously sent out report; connect with Escoto if you have not received it. Report is regarding quantitative reasoning courses appropriate for that CSU GE area. Carolyn Holcroft and Escoto will be seeking feedback. <p>Additionally, discussion occurred around resolutions regarding CTE that were late-coming, and difficulty of having proper time to discuss ahead of plenary. One such resolution, 21.13, passed, urging colleges to include CTE faculty in discussions around CTE funding. Also announced was a new memo from Chancellor's Office regarding approval of credit courses occurring at the local college level. The state's new inventory system will be able to auto-approve courses upon submission. Discussion will occur regarding how this may affect our process, with focus on ensuring that our local approval process follows state guidelines.</p> <p>Day provided update on a resolution that was mentioned at the previous meeting, regarding ADT submissions with courses that have been submitted for C-ID but have not yet received C-ID approval. Resolution (15.02) passed, and senate will work with Chancellor's Office to revise guidelines. Escoto noted resolution regarding colleges grounding Apprenticeship courses, which was not approved. <i>[Note: point of clarification—Resolution 7.01 was approved, but amended to strike the first resolved that mentioned "...urge local curriculum committees to ensure that degrees and certificates are not comprised solely of apprenticeship units, but are grounded in one or more disciplines related to the program of study.]</i> Next plenary session will be in the spring.</p> <p>Adding a discipline to a course dictates the minimum qualifications required to adequately teach the course. At times, a discipline from another division is added to a course—what process should that go through? We don't currently have a process for this specific situation. Escoto would like to begin this conversation, so that CCC can agree on additional steps to be taken, if any, in this situation. ASCCC has written papers related to adding disciplines; Escoto will share with group. Discussion will occur at a later meeting. Question regarding disciplines being a local decision—Escoto noted that state does dictate minimum qualifications (in consultation with state senate), which are used by all CA community colleges, but the assignment of a discipline to a course is a local decision. LaManque noted related topic of creation of discipline/subject codes, such as IDS. Escoto suggested CCC team take first step of creating document listing items to consider when discussing discipline assignments.</p>
<p>3. Cross-Listed Course Approval Request Form</p>	<p>Speaker: Isaac Escoto Second read of document. Note that draft has been updated, based on conversation at previous meeting, to include unit information for each course, as well as a note that both CORs must match.</p>

	<p>Question regarding at what point in the process the form should be submitted, and if the CORs should be attached. Agreement that the finished CORs should be available when form is reviewed.</p> <p>Motion to approve M/S (Armstrong, Cooper). Approved.</p>
<p>4. New Program Application: Instructional Design & Technology Certificate of Achievement.</p>	<p>Speaker: Isaac Escoto Second read of new IDT certificate of achievement. Gay Krause and Steve McGriff, from KCI, present for discussion. Question regarding inclusion of PSE 56 on the certificate, as an elective course. Note that course has not yet been approved by the state. McGriff noted that list of elective courses was kept lean. Escoto noted that program could be approved with understanding that PSE 56 may be added.</p> <p>Motion to approve M/S (Francisco, Serna). Approved.</p>
<p>5. New Program Application: Humanities Certificate of Achievement</p>	<p>Speaker: Isaac Escoto First read of new Humanities certificate of achievement. Faculty could not attend; Escoto will share any comments or concerns. Day noted that transfer work group held special meeting to discuss; none of the courses satisfy lower division requirements for any CSU or UC. Concern from work group that, although certificate does offer good slate of courses, it doesn't actually prepare a student for transfer and is being marketed as such. Work group didn't see it as their purview to address this concern—perhaps it should be addressed by CCC. Work group recommended certificate but with reservations. Question regarding the intent behind the way certificate is packaged. Comment that the push toward STEM makes some feel like focus is being taken off of arts and humanities but that GE pattern helps serve the purpose of providing students with liberal arts and humanities education. Question as to whether the certificate is focused on getting the related grant. LaManque noted oddity of certificate not being workforce-related, although it could be of interest to a person who already has degree and wants to broaden their skill set. Noted that certificate is not being sold as such, though. Noted benefit of adding courses to get certificate to 27 units, to be eligible for financial aid—no plan to do so. No mention on application of how list of courses may overlap with local Humanities degree.</p> <p>Day noted that the only certificates of achievement that may be categorized as transfer are our CSU GE and IGETC certificates. Other options are CTE and local/other, which this would fall under; category includes special partnerships with other colleges. Noted that we have received no response from USF regarding either their involvement in the partnership or articulation. LaManque noted difficulty of separating discussion of grant with that of curriculum. BSS noted discussion at division regarding addition of units; recalled faculty following specific format to develop, and working with De Anza who are developing their own version. Note that grant is district-wide. Question regarding to whom the certificate is being marketed, especially around concerns of equity.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>6. New Program Application: Emergency Medical Technology Non-Credit Certificate</p>	<p>Speaker: Isaac Escoto First read of new Emergency Medical Technology (EMT) non-credit certificate. Faculty could not attend. BHS noted that non-credit pathway will allow the student to sit for state licensing while taking the courses for free. LaManque noted that non-credit allows</p>

	<p>students to repeat courses, if necessary. If certificate is approved, we will collect apportionment for the courses at the same rate as the credit versions. Comment that repeatability helpful for students for whom English is not their first language.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. Stand Alone Approval Request: EMT 50A</p>	<p>Speaker: Isaac Escoto First read of Stand Alone Approval Request for EMT 50A. Intent is to eventually include in a new Fire Science certificate.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Stand Alone Approval Request: EMT 51A</p>	<p>Speaker: Isaac Escoto First read of Stand Alone Approval Request for EMT 51A. Intent is to eventually include in a new Fire Science certificate.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Stand Alone Approval Request: EMT 401A</p>	<p>Speaker: Isaac Escoto First read of Stand Alone Approval Request for EMT 401A. Non-credit version of EMT 50A. Question regarding non-credit versions taught at the same time as credit version—yes, taught simultaneously. Note that outcome for students does not differ, regarding jobs, as employers unaware if student took course for credit or not. Escoto noted very specific parameters around when a course may be offered as non-credit. Question as to why non-credit course is within same subject code as credit course, and not in its own subject code. Vanatta noted that there are a few other examples, including ALCB. LaManque noted that 400-level does denote non-credit but concerned about confusion for students, when searching for courses. Question regarding differences between credit and non-credit CORs—they are mostly the same, except a grade is not given for non-credit. Note that student must have the same competency, if they intend to sit for licensing exam.</p> <p>Escoto asked reps to come back with feedback from their constituents regarding the use of separate subject codes for non-credit courses. Counseling expressed need for uniformity, especially for students; would like all non-credit to fall under codes beginning with NC. Question regarding allowance of two courses with same COR—LaManque noted that two credit courses may not have same COR, but can duplicate COR for non-credit.</p> <p>Day noted concern regarding EMT 50A & 51A as CSU transferable and possible consequences in the future, if we offer the same curriculum as non-credit. Noted possibility of adding more to CORs for credit versions or changing them to non-transferable.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Stand Alone Approval Request: EMT 402A</p>	<p>Speaker: Isaac Escoto First read of Stand Alone Approval Request for EMT 402A. Non-credit version of EMT 51A.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Division Curriculum Committee Equity Lens</p>	<p>Speaker: Isaac Escoto Importance of divisions addressing equity while doing work around curriculum. Our Curriculum Committee Responsibilities document states, “Review curricula with faculty for student equity considerations/cultural competency, which may include content,</p>

	<p>delivery, and/or assessment.” Mentioned presentation at senate by those who attended Faculty Teaching and Learning Academy; one shared example of adjusting syllabi to address different types of learning styles. Escoto will reach out to outside groups, including student equity, for ideas on how we can ensure we’re addressing equity and supporting each other to do so.</p>
<p>12. Curriculum Sheet Review Process</p>	<p>Speaker: Isaac Escoto At previous meeting, Escoto asked group to discuss at division level and return with information regarding division process of reviewing curriculum sheets: LA: Each department makes and reviews changes, and then sheet is presented at division CC. Process is quick. FA: Similar process to LA. PSME: Division sends out sheets to department reps. Lists of course changes maintained at division level to help ensure changes to sheets are applied. Division usually sees limited results from departments updating sheets, so updates usually happen at the division level. Counseling: Experiencing similar issues with reviewing courses and having trouble contacting faculty who are not necessarily on campus.</p> <p>Question regarding updating ADTs. Day noted that the changes must meet TMC requirements. Vanatta noted that, currently, ADT sheets cannot be edited in C3MS by the divisions and that, last year, she and Day reviewed each ADT and applied any necessary changes to the sheet. LaManque noted importance of ensuring proper process, and making sure that we’re putting the correct information on our website, for students. Day noted impact that unit changes to courses can have on an ADT.</p>
<p>13. Report Out from Division Reps</p>	<p>Speaker: All Moved to next meeting, due to time constraint.</p>
<p>14. Good of the Order</p>	
<p>15. Adjournment</p>	<p>3:33 PM</p>

Attendees: Ben Armerding (LA), Kathy Armstrong (PSME), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Marnie Francisco (PSME), Robert Hartwell (FA), Kay Jones (LIBR), Gay Krause (guest—KCI), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Steve McGriff (guest—KCI), Gillian Schultz (BH), Lety Serna (CNSL), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta