

**College Curriculum Committee  
Meeting Minutes  
Tuesday, May 18, 2021  
2:00 p.m. – 3:30 p.m.  
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: May 4, 2021	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b>                      Apprenticeship: Working on Distance Learning Addendum submissions; working on CORs for CWE courses.</p> <p>Bio Health: Working on DL Addendum submissions and Title 5 updates.</p> <p>BSS: Working on DL Addendum submissions and FSAs.</p> <p>Counseling: Working on FSAs.</p> <p>Fine Arts: Working on Title 5 updates; discussing Guided Pathways mapping.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Working on Title 5 updates and DL Addendum submissions. ESLL dept. planning to reactivate ESLL 26. Making headway on Ethnic Studies. Pushing equity alignment across the division.</p> <p>Library: No updates to report.</p> <p>PSME: Working on Title 5 updates.</p> <p>Articulation: We still have not received our CSU GE or IGETC results— were supposed to receive on Friday. Other colleges also haven't received results. Attended CSU webinar on Ethnic Studies last week—intense meeting, attended by more than just AOs. Some attendees upset their courses had been denied, including some colleges with long-standing Ethnic Studies depts. Many asking who the reviewers were; contentious environment. Unsure what may come out as result of meeting. Language Arts rep wondered if CORs for denied courses (from longstanding depts.) hadn't met specific competencies for GE—Gilstrap noted that denial notices included boilerplate language and were not specific as to which competencies were not met, resulting in a lot of frustration re: what needs to be revised for resubmission. Fong asked for clarification re: reason for denials due to not meeting competencies—Gilstrap believes so, and shared some examples from meeting of approvals and denials.</p>
3. Public Comment on Items Not on Agenda	<p>BSS rep mentioned 2021 Business Innovation Challenge event—shared flyer. 1st round: May 24th &amp; 25th. Asked group to please pass info to students and encourage them to view classmates' ideas and vote (students who vote will get access to pilot program to connect to internships); also asked for volunteers to serve as "secret shopper" voters, to help identify best ideas.</p> <p>Language Arts rep mentioned Research and Service Leadership Symposium coming up on May 20th.</p>
4. Announcements a. New Course Proposal	<p><b>Speakers: CCC Team</b>                      The following proposal was presented: MATH 83. Please share with your constituents. Jinnah asked if cross-listed—per PSME rep, will be cross-</p>

<p>b. LINC CA Approvals</p>	<p>listed with BIOL 81 and new CHEM 81.</p> <p>Vanatta shared that the CCCCCO has approved the following new Certificates of Achievement: Education Technology Specialist, Emerging Educational Technology Leadership, STEAM Instructional Leadership.</p>
<p>5. Program Deactivation: Instructional Design and Technology CA</p>	<p><b>Speaker: Eric Kuehnl</b>                  Second read of deactivation of Instructional Design and Technology Certificate of Achievement. No comments.</p> <p>Motion to approve <b>M/S</b> (Venkataraman, Agyare). <b>Approved.</b></p>
<p>6. Local Apprenticeship AS Degree</p>	<p><b>Speaker: Eric Kuehnl</b>                  Review of Cooperative Work Experience Education Plan. No questions or comments from the group.</p> <p>Motion to approve <b>M/S</b> (Murphy, Schultheis). <b>Approved.</b></p>
<p>7. New Program Application: Biochemistry AS</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of new Biochemistry AS degree. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. New Program Application: Data Analytics CA</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of new Data Analytics Certificate of Achievement. Language Arts rep asked about ethical training—per BSS rep, modules include topics such as cognitive bias.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Guided Pathways Mapping Approval Process</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of Guided Pathways Program Map Approval Process. Kuehnl encouraged the group to make suggestions about draft. PSME rep commented on second paragraph in Process section, noting that "substantial" could mean different things to different people; suggested using more specific language. Kuehnl agreed and explained his idea of "substantial" means any core courses listed on Map from different division. PSME rep suggested that intent should drive the process; asked if intent is to prevent another division from getting upset or from feeling like their input wasn't included. Noted recent trend at CCC to take steps to encourage transparency and communication (e.g., New Course Proposal form creation). Language Arts rep believes important to think about who are the invested groups (i.e., who needs to see Maps) and how CCC can help to give clear steps to ensure feedback from all such groups included. Kuehnl noted issue is related to our decentralized model. Language was chosen to try to avoid putting up barriers; open to modifications. Counseling rep noted some Maps "stacked" with another major due to nature of elective coursework—perhaps this could be mentioned in the language.</p> <p>Jinnah appreciates that document delegates decision-making to Division CCs and asked if CCC will provide them with any guidance for review and clarity on exactly what they're approving. Agreed with concerns about "substantial" language; also concerned that the conversations could result in a lot of work for Division CCs. Noted that many Maps include courses from different division. Kuehnl thinks elective courses and GE shouldn't require consultation, as Guided Pathways (GP) team using their expertise in making those selections—acknowledged there could be examples of large impact to a dept. outside the division. Agreed that requiring consultation re: electives and GE would be a huge barrier to Division CC approval of Maps. Believes logical to include consultation for Maps that have multi-disciplinary core coursework.</p> <p>Other Language Arts rep asked Jinnah process question about creating</p>

	<p>Map with courses from other divisions, re: ensuring they're listed correctly, for scheduling. Jinnah mentioned discussions with deans to talk through such issues and get them resolved while Maps being drafted. Other Language Arts rep asked about process for annual review/approval of Maps—Kuehnl suggested could be done during the spring. Rep asked if document should include details re: where consultations with different divisions would take place and at what stage in Maps' creation; would it be at CCC? Kuehnl believes having such conversations at CCC could result in logistical issues (although not opposed to it), and hopes that conversations would happen during process of creating Map with GP team.</p> <p>Fine Arts rep asked about process for situations in which Division CC reviews Map and wants something changed, noting recent example of their Division CC discussing placement of certain course that spans three Maps within division. Kuehnl believes modification of Maps should involve GP team—Jinnah agrees that for this first year, to please send changes to her. Going forward, important to determine who will be updating Maps and how. Hueg believes that once we've been working with Maps for a year we'll have experience to be able to determine process for ongoing updates. Jinnah mentioned GP team is working with dept. chairs, who generally know when courses within dept. are commonly scheduled.</p> <p>Fine Arts rep asked if counselors can be added to Process section—Kuehnl believes "Guided Pathways Team" implies counselors are involved; asked Jinnah. Jinnah agrees with terminology, but noted that once this year ends, GP Mapping Team co-lead position will be open to all faculty and may not necessarily be a counselor; suggested adding counselors alongside GP team. Language Arts rep asked if relevant dept. chairs should be added—Kuehnl noted that some depts. don't have a chair, which is why document states "faculty from the department." Rep noted their division has designated point-people for Maps; Kuehnl believes this is the case in other divisions. Jinnah noted that GP team does have list of designated people to contact; suggested using "department faculty/chair."</p> <p>Document will be updated for second read based on comments, including clarifying "substantial coursework" language.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. FSA Information Session</p>	<p><b>Speaker: Kurt Hueg</b>          Guest presenter: Kathy Perino from Faculty Association. Kuehnl recently reached out to reps to provide FSAs for courses that are missing that info on the COR. Hueg mentioned that CourseLeaf form requires every course have an FSA listed, adding he doesn't think it should be required since some courses don't have one. FSA gathering process sparked conversations in BSS re: depts. whose courses don't have an obvious FSA, as well as discussions re: using Interdisciplinary Studies FSA. Today's session should provide information about FSAs and why we have them.</p> <p>Perino explained that FSA means Faculty Service Area. Not the same as Minimum Qualifications (MQs), discipline, or dept., although may have the same name as one or more of those. FSAs are defined by the district—any area in which full-time faculty can provide service. In contrast, MQs are defined by the state and used statewide across all districts. No requirement that FSAs align with other districts. When full-time faculty member assigned an FSA, it means they are qualified to teach at least one course within that FSA as part of full-time load. FSAs do not apply to part-time faculty. The only time FSAs come into play is when there are full-time tenured faculty layoffs—FSAs help determine who has the right to keep their job, and who gets laid off.</p>

	<p>Fong asked for clarification re: how faculty earns an FSA. Perino mentioned language is in contract; when hired as full-time faculty, assigned an FSA (usually what's associated with courses they're teaching). Can acquire more FSAs, earned by having experience teaching other courses (by teaching as part of load; must meet MQs in discipline for other courses). Noted that seniority re: FSAs is district-wide.</p> <p>Perino addressed issue re: Interdisciplinary Studies FSA, noting that assigning this FSA to a course doesn't mean that faculty teaching one course with this FSA means they can then teach any course in this FSA, as discipline (MQs) determines faculty's ability to teach course, not FSA. Only affects layoff situation. Hueg noted that multiple depts. want to use this FSA—good to know that the discipline listed on COR is what's important re: who can teach course. Perino argued that every course should be assigned an FSA, adding that Apprenticeship courses not having an FSA not a big deal because currently only adjunct faculty teach those courses. If no full-time faculty ever teaching Apprenticeship courses, doesn't matter if courses have an FSA or not. If full-time faculty teaching a course, it should have an FSA listed. Mentioned language in contract re: process to create a new FSA—involves Faculty Association, Academic Senate, district.</p> <p>Perino mentioned most recent budget crisis and related discussions of eliminating programs/positions, which prompted everyone to begin looking at FSA list. Such situations are probably the worst times to try to fix FSA issues—best to fix issues now, before another such crisis.</p> <p>Hueg mentioned certain positions listed on FSA list (e.g., "Director" titles)—Perino agrees strange for name of FSA to include that language, and noted that FSA list includes non-instructional areas for which faculty can be hired.</p> <p>Fong asked question about whether FSA would usually match discipline on the COR—Perino noted that some FSA names and discipline names do match, but not all. Reminded group to choose FSAs from FSA list. Encouraged group to email her with any questions. Kuehnl mentioned that most reps have already sent him their missing FSAs; asked remaining reps to please follow up with questions as soon as possible and complete their lists, so that he can combine info for Vanatta to enter on CORs.</p>
<p>11. CCC Priorities for 2021-22</p>	<p><b>Speaker: Eric Kuehnl</b> Kuehnl would like the group to set priorities for next year, especially for fall quarter. Shared survey he sent last spring, to set this year's priorities, and noted that CCC has accomplished most of them. Asked reps to enter suggestions in the chat, which he will use to create survey—can also email ideas to him, if don't want to enter in chat.</p>
<p>12. Good of the Order</p>	
<p>13. Adjournment</p>	<p><b>3:32 PM</b></p>

**Attendees:** Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Zach Cembellin (PSME), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Fatima Jinnah (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neal (KA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Kas Pereira (BSS), Kathy Perino (Faculty Association), Lisa Schultheis (BH), Ram Subramaniam (Dean, BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta