



| Curriculum Committee Meeting Roll Call | | | | |
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| Date: 03/07/2022 | | Time: 2:00 p.m. to 4:00 p.m. | | Location: Via Zoom |
| Call to Order: 2:02 p.m. | | Adjournment: 2:49 p.m. | | Quorum: 15 |
| <input checked="" type="checkbox"/> Anthony Ababat | <input checked="" type="checkbox"/> Kathryn Adams | <input checked="" type="checkbox"/> Vicente Alvarez | <input checked="" type="checkbox"/> John Banola | <input checked="" type="checkbox"/> Elizabeth Banuelos |
| <input checked="" type="checkbox"/> Robert Brown | <input checked="" type="checkbox"/> Lorrie Burnham | <input checked="" type="checkbox"/> Melita Caldwell-Betties | <input checked="" type="checkbox"/> Mary Copeland (Co-Chair) ¹ | <input checked="" type="checkbox"/> Ginny Evans-Perry |
| <input checked="" type="checkbox"/> Paula Ferri-Milligan | <input checked="" type="checkbox"/> Leslie Gregory | <input checked="" type="checkbox"/> Dina Humble (Chair) | <input checked="" type="checkbox"/> Keith Lee | <input checked="" type="checkbox"/> Stephen Lee |
| <input type="checkbox"/> Michael Levine | <input checked="" type="checkbox"/> Stephanie Lewis | <input type="checkbox"/> Breanna Lopez | <input checked="" type="checkbox"/> Patty Quach | <input checked="" type="checkbox"/> Bethany Tasaka |
| <input checked="" type="checkbox"/> Vanessa Thomas | <input checked="" type="checkbox"/> Maria Valdez | <input checked="" type="checkbox"/> Janice Wilkins | <input checked="" type="checkbox"/> Margaret Worsley | |
| <input checked="" type="checkbox"/> Kay Dee Yarbrough | Student Representatives (2) | | | |
| Guests: | Julie Ulloa (A&R) | Mary Lawler | | |
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¹In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.

| Agenda Items | |
|--------------|---|
| VPI Report | Dr. Humble made a final call out for those interested in being Curriculum Committee CO-Chair and Outcomes/Assessment Faculty Lead. Letters are due by 5:00 p.m. today. |
| New Business | <p>Mary Copeland shared a presentation from the Spring 2022 Curriculum Regional meeting. There are some proposed changes to Title 5 about curriculum:</p> <ul style="list-style-type: none"> • Work Experience – possibly adding noncredit work experience courses. • Associates degree – looking to change the wording to better align with AB-705. • Standards and Criteria for Courses - The Chancellor’s Office is requesting to add IDEA to course inclusiveness, diversity, equity, and antiracism. <p>Ethnic Studies Update: Will be requiring all local GE patterns (local degree) to have Ethnic Studies added by Fall 2024. The State is working on two new minimum qualifications for Ethnic Studies: Native American Studies and Asian American Studies. The UCs are reviewing how to add Ethnic Studies to the IGETC GE Pattern. There are new Ethnic Studies TMC’s in draft mode at the State: Ethnic Studies, African American Studies, American Indian Studies, Asian American Studies, and Chicana and Chicano Studies. New C-ID descriptors will be coming, too.</p> |

The Curriculum Committee recommends that the pre-requisites and co-requisites approved be re-evaluated in the next 2-3 years by the appropriate departments/programs to ensure student success. Note: Committee members are voting on all Proposals, Requisites, Advisories, and Distributed Education.



Curriculum Committee and Curriculum Technical Review Agenda and Minutes

AB928 – Proposal for a committee to review the ADTs. The Academic Senate opposes due to lack of faculty representation. Currently they are asking for 3 faculty from each system, 1 student from each system, and administrators (advisors) from each system.

AB1111 – Common Course Numbering legislation. The CCCO is working with UC Berkley to use AI technology to look at curriculum alignment and patterns of articulation. This would apply to all required GE classes and transfer pathway. Implementation process may be tricky.

Upcoming legislation:

- AB1187 – Community College Tutoring and Apportionment
- AB1505 – Community College FON Recalibration – 75% fulltime faculty hires.
- AB1705 – Bill will require that high school transcript information be used instead of multiple measures. The bill would require that community colleges to not enroll students in pretransfer level English or mathematics courses. Not the final text, this will be reworded, the bill will require the UC and CSUs to participate. Intermediate Algebra – CCCCO propose that colleges shift focus from placement to enrollment. Example prerequisite language: “Math 125, the equivalent or higher; or by meeting CA Title 5 CCR 55063 math competency requirement of intermediate algebra, per LACCD e-reg 79; or by placing into any college level math course.”
- SR45 – Resolution on Academic Freedom

Curriculum Institution 2022

July 6-9, 2022

Riverside and Hybrid Options

Proposed Resolution for Spring 2022: With the implementation of AB-705, intermediate algebra courses have been significantly reduced over the past three years. However, the CSU and UCs still require some courses to have intermediate algebra for prerequisite. The ASCCC is requesting the CCCCO, UCs, and CSUs, provide guidance for the articulation of courses that require requisites below transfer level math.

Cross-Listing: We have many courses that cross-list. There is guidance that discusses the definition of cross-listing, implications for teaching disciplines, local considerations to use of cross-listing. There’s a request to provide further guidance on how to appropriately cross-list courses. Each college needs to have language/guidelines on how to uncross-list courses.

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Curriculum Committee and Curriculum Technical Review Agenda and Minutes

Impact of Cross-Listing and Ethnic Studies: Are courses with non-ethnic studies courses allowed? Yes. While this guidance allows for cross-listing, it should not happen without participation of impacted faculty in all disciplines. Any pre-existing courses that will be newly cross-listed should be able to be taught by either the original discipline or Ethnic Studies faculty.

Culturally Responsive Curriculum: Consider making it standard practice for the Curriculum Committee to ask faculty if and how their department has discussed infusing DEIA principles into their courses and programs when they come before the committee to modify or add courses and programs.

Culturally Responsive Curriculum Tool: CCCC 5C in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction.

| Traditional Eurocentric Practice <small>Supporting research may be found at the end of this document.</small> | Equity Principle <small>Supporting research may be found at the end of this document.</small> | Culturally Responsive Classroom Practices <small>All faculty <u>have the opportunity to</u> engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:</small> | Culturally Responsive Practices for Curriculum Committees and Local Senates <small>Curriculum committees and senates <u>have the opportunity to</u> engage in equity-minded review processes of curriculum that may include but is not limited to the following:</small> |
|--|--|--|---|
| <ul style="list-style-type: none"> • One dominant culture represented in textbooks • High cost of course textbooks and materials | <ul style="list-style-type: none"> • Multiple cultures represented in textbooks • Low cost and zero textbook costs used • Open Educational Resources used | <ul style="list-style-type: none"> • Select textbooks that include multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. • Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are | <ul style="list-style-type: none"> • Review textbook selections for inclusion of multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. • Encourage reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. |

State-wide OER Committee Presentation: (See attached presentation)

Who writes our textbooks?



Curriculum Committee and Curriculum Technical Review Agenda and Minutes

| | <table border="1"> <thead> <tr> <th>Author Characteristic (*% of professoriate)</th> <th>Commercial Texts</th> <th>OER Texts</th> </tr> </thead> <tbody> <tr> <td>Female (46)</td> <td>33.9%</td> <td>49.6%</td> </tr> <tr> <td>White (75)</td> <td>96.1%</td> <td>89.6%</td> </tr> <tr> <td>Black (6)</td> <td>0%</td> <td>2.9%</td> </tr> <tr> <td>Asian (12)</td> <td>2.2%</td> <td>5.8%</td> </tr> <tr> <td>Latinx (6)</td> <td>1.1%</td> <td>0.6%</td> </tr> </tbody> </table> <p><small>Source: Thiede, Who Writes Traditional Textbooks? Who Writes OERs? An examination. 2021 *The National Center for Educational Statistics, 2020</small></p> <ul style="list-style-type: none"> • 45% of bachelor’s degrees in Chemistry in US are earned by students of color and 50% are earned by women. • Strive for meaningful inclusion of diverse populations to ensure that their perspectives and their experiences are valued. • ASCCC OER Idea is to have faculty address diversity, equity, and inclusion and anti-racism in resources they use. Possibly take OER and modify. | Author Characteristic (*% of professoriate) | Commercial Texts | OER Texts | Female (46) | 33.9% | 49.6% | White (75) | 96.1% | 89.6% | Black (6) | 0% | 2.9% | Asian (12) | 2.2% | 5.8% | Latinx (6) | 1.1% | 0.6% |
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| Old Business | | | | | | | | | | | | | | | | | | | |
| Announcements and Public Comments | | | | | | | | | | | | | | | | | | | |

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