

NORTH ORANGE CONTINUING EDUCATION  
Curriculum Committee Meeting  
August 25, 2020



## Minutes

### Call to Order:

The meeting was called to order at 3:03 p.m.

### Roll Call:

**Voting Members Present:** Kimberley Stiemke, Daniel Stackhouse, Kenneth Yu, Khanh Ninh, Janet Cagley, Karen Bautista, Raine Hambly, Alli Stanojkovic (late).

**Non-Voting:** Amabel Arredondo

**Absentees:** Shelia Moore-Farmer

**Guest:** Jennifer Oo, Maricela Valle, Ty Thomas

### Reading and Approval of Minutes- June 9, 2020

Approved pending grammatical changes and minutes to reflect WFPR 101 approved as DE course.  
***Motioned by Khanh Ninh; seconded by Kenneth Yu. Motioned carried by unanimous vote.***

### Report of Curriculum Chair:(attachment)

Regarding launching curriculum, if a department does not have full-time faculty members available to assist adjunct faculty, other potential full-time faculty members have agreed to be available.

### Guest Speaker:

Valentina Purtell, NOCE President

- Thanked the committee for their hard work, innovation, and creativity in converting and revamping curriculum in such a short amount of time.
- Is working on the NOCE Call to Action Steps/ Acknowledge Plan and Act Framework, which work in developing and engaging culturally competent and inclusive curriculum.
- She encouraged the committee to continue working on inclusiveness and eradicating social injustices through curriculum and student learning outcomes.
- District and statewide faculty resources are available to assist and support the efforts being made to ensure the curriculum is inclusive.
- Spoke regarding Distance Education Attendance Collecting Formula. The formula uses contact instructional and out of class hours to count as part of an FTEs calculation. Other colleges with noncredit courses have employed the use of the Distance Education Attendance Collecting Formula. Valentina encourages the committee to consider the inclusion of out of class work hours to be entered and accounted for in course syllabus and addendums. She will reach out to the colleges and request for a copy of their addendum to share as an example.

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### **Addendum Training:**

Janet Cagley, DE Faculty Coordinator

- Is looking for template completeness and implementation under normal circumstances.
- Hours of instruction should match.
- Modality delivery and materials need to be appropriate for DE.

### **New Business**

#### **Revised Curriculum Workflow: (attachment)**

- Implementation might not take place all at once.
- Some items need to be entered in Curricunet, and Shelia will need to shut down the site for a short period of time.
- Raine asked to have old courses that are no longer relevant removed from her box. She is not able to delete them herself and others might have the same issue as well.

#### **Revised Courses: (attachment)**

Kimberley Stiemke, Curriculum Chair

- Hours of instruction not aligned with COR
- Concerns regarding videos not being an option for some courses where the mode of instruction proposes correspondence.
- Kenneth recommends the development of an Effectively, Equality, Accessible Plan (EEAP) for program delivery.
- Some COR's need to be updated to include DE as a method of instruction.
- Resource items pertaining to DE courses should be listed in the COR with parentheses, indicating items are for DE only.
- Karen Bautista believes there might be a possibility of having DE courses ready in the spring. She is looking into having departments create a list of courses taught in the fall and grouping them accordingly (correspondence for emergency purposes only, completely online, online w/scheduled components). Each department will provide information on how they would like their courses moving forward. With funding available, faculty may be able to create Blueprint DE module courses in Canvas. Karen and Janet will meet to see how this proposal might work.
- Daniel Stackhouse agreed to update the revised courses as follows:
  - COR to reflect DE as a teaching modality
  - Addenda hours to match hours in COR

***Motion to approve by Daniel Stackhouse; seconded by Kenneth Yu. Motion carried by unanimous vote.***

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**Brainstorming:**

Karen Bautista, Vice President, Instruction

- Asked committee to consider adding out of class hours on addendums in case the Distance Education Attendance Collecting Formula is adopted. This will avoid resubmitting addendums if the out of class hours are already listed.
- Karen recommended that committee share the emergency blanket addendum list with DCCC since Fullerton and Cypress college shared theirs. Kimberley feels there is a need for representation and believes it would be good to share that information at the DCCC meeting.

**Announcements:**

Next Curriculum Committee will be **September 8, 2020, from 3-4:30 pm.**

**Adjournment:**

The meeting adjourned at 4:22 p.m.

***Motion to adjourn by Karen Bautista; seconded by Kenneth Yu.***

Join CCC Zoom Meeting

<https://nocccd-edu.zoom.us/j/99166066723?pwd=THBGWHVqOWxKV2FqT0pYd1UrNWRsUT09>

One tap mobile (669)900-9128

**Meeting ID:** 991 6606 6723

**Passcode:** 917515

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North Orange Continuing Education  
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Chair Report  
Dr. Kimberley H. Stiemke

Met with curriculum committee faculty on 8/18/20.

**MEETING HIGHLIGHTS**

- Include 1 non-voting student member to establish Title 5 compliance.
- Allow a 3-day hold for administrators to review curriculum.
- Full time faculty and adjunct faculty with professional expert contracts will have access to launch curriculum in Curricunet. Exceptions can be made as needed.
- Adjunct faculty writing curriculum need to collaborate with a full-time faculty member.

Met with Chantée Guiney from the California Community Colleges Chancellor's Office (CCCCO) on 8/20/20.

**MEETING HIGHLIGHTS**

- Chancellor's Office does not deny approval for textbooks older than 5 years.
- Chancellor's Office only chapters curriculum.
- Any change to curriculum needs to go through Chancellor's Office Curriculum Inventory (COCI).
- Approvals are needed for programs and certificates.

Met with Cheryl Aschenbach and Karen Chow from Academic Senate for California Community Colleges (ASCCC) on 8/20/20.

**MEETING HIGHLIGHTS**

- Changes to non CTE courses are considered minor revisions.
- If a course does not change a top code or course number, it does not need state approval.
- Textbooks are an articulation issue.
- We need to set a standard practice as a curriculum committee. Some schools 3-5 years.
- Correspondence courses are not a widespread practice, usually for incarcerated inmates.
- Learning Centers may be appropriate for correspondence course; however, there are ways to make them true DE courses by having a dialogue space for students to share and being intentional about outreach.

**UPDATES**

- Amabel Arredondo has been assigned on a temporary basis to assist the curriculum chair.
- Candace Lynch has stepped down from the District Curriculum Coordinating Committee (DCCC) and the curriculum committee.
- A replacement will be sought at the next academic senate meeting, preferably someone from ESL to maintain representation.
  
- An invitation has been extended to Tina McClurkin, NOCE SLO Coordinator and Accreditation Chair to provide input on curriculum.

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- An invitation has also been extended to Jennifer Oo, NOCE Academic Senate President to provide input on curriculum.

Template revisions are being made for the agenda a

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Curriculum Review Process  
Proposed Changes  
Summer 2020

The following proposed changes to the NOCE curriculum review process are derived from “Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates,” Adopted Spring 2016, Academic Senate for California Community Colleges, and are based on the following premises:

- “California community college faculty are entrusted not only with the professional responsibility for developing high quality curriculum but also with the professional responsibility for establishing local curriculum approval processes and ensuring that local curriculum approval processes allow curriculum to be approved in a timely manner” (p.I).
  
- “Therefore, local senates should periodically review their curriculum approval processes to determine if any improvements are needed and implement any necessary changes” (p. I).
  
- “While no legal requirement exists for administrative approvals of new courses and programs, instructional deans and CIOs should be involved in curriculum approval processes (CCCIO, 2012)” (p.4).

An effective process consistent with utilizing best practices suggests that curricula should move through the local approval process in one term. Based on NOCE’s current practices, curricula are being held for approvals that are unnecessary, and infringes on the right of faculty purview. Therefore, the following steps are being proposed to ensure a more effective and collaborative curriculum review process:

- 1) A course will be launched in Curricunet by a full-time faculty member, adjunct faculty with a professional expert contract. (Exceptions will be made as needed).
- 2) Automatic notifications will be sent to the Curriculum Chair and Director.
- 3) Directors will have **3** days to review, not approve, the curriculum.
- 4) After **3** days, the course will automatically be sent to Schedule Review.
- 5) Schedule Review will forward the course to Instructional Services.
- 6) The course will move from Instructional Services to the Curriculum Committee, President Purtell and designated college personnel.
- 7) Upon approval the Curriculum Chair will send the curricula to the VP of Instruction for final review, which needs to be completed in **3** days. (Arrange for VP to receive automatic notification when the course is ready for review). (Arrange for the Curriculum Chair to receive automatic notification once the VP has provided a final review.)
- 8) The Curriculum Chair will place the courses on the DCCC agenda.

This is a rough draft intended to seek feedback. Please share your questions and/or concerns.

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~ Revised Courses ~

**Department**

Course ID	Title	Hours	Course Description	Justification	Effective Term
IHSS 124	High School Health	144	This class is designed to give students an understanding of various facets of physical, mental, and social well-being. The student will gain knowledge to promote wellness, identify causes of health problems and ways to prevent them. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title V, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020
IHSS 111	High School Economics	72	This course explores the changing economic climate in the United States and globally. Economic systems, development and problems that affect daily life are covered. This course is offered for NOCE high school diploma credit and partial credits are available to satisfy graduation requirements. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title 5, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020
IHSS 106	High School US History	144	This United States history course covers the lives of America's people and aspects of their cultures, from early exploration through the beginning of the twenty-first century. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title 5, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020
IHSS 107	High School US Government	72	This course is an individualized, self- paced study of U.S. government. It will cover the Constitution, the roles of the federal, state and local government, and modern economic and political systems. This course issued for NOCE High School Diploma credit and partial credits are available to satisfy graduation requirements. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title 5, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020

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Course ID	Title	Hours	Course Description	Justification	Effective Term
IHSS 102  * 2 active courses	High School English 3	144	This course is an integrative course consisting of an array of subjects to address English language arts. Topics may include contextualized vocabulary, intermediate grammar, reading and composition, and literature. Instructional modules are assigned based on academic preparation, functional reading levels and vocational or educational goals. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title V, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020
IHSS 109	High School World History	144	This course presents the history of the world's people and major cultures from early times to the present. This course is offered for the NOCE high school diploma and partial credits are available to satisfy graduation requirements. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title 5, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020
IHSS 123	High School Biology	144	This biology course is an individualized, self-paced study of living things including classification, survival, reproduction, growth, and development. Other topics explore ecological cycles, behaviors and evolution. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title 5, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020
IHSS 174	High School Literature	144	This class is designed to give students an understanding of various facets of physical, mental, and social well-being. The student will gain knowledge to promote wellness, identify causes of health problems and ways to prevent them. The content of this course is delivered in a modular format and in a lab environment. In compliance with Title V, high school credits previously earned in the same subject will be evaluated and counted towards the completion of this course.	Align distance education requirements with COR. Add DE addenda.	Spring 2020