



NORTH ORANGE CONTINUING EDUCATION
Curriculum Committee Meeting
March 8, 2022
3:00 - 4:30 p.m.
Approved Minutes

- I. **Call to Order:** The meeting was called to order by the Curriculum Chair, Dr. Kimberley Stiemke at 3:10 p.m.
- II. **Voting Members Present:** Alice Niyondagara, Janet Cagley, Karen Bautista, Kenny Yu, Khanh Ninh, Kimberley Stiemke, Raine Hambly.
- III. **Non-Voting Members Present:** Amabel Arredondo, Shelia Moore-Farmer, Susan Quihuis.
- IV. **Absentees:** Dan Stackhouse, Alli Stanojkovic.
- V. **Guests Present:** Marcela Valle, Jennifer Perez, Nancy Flores, Tina McClurkin, Corinna Lopez.
- VI. **Reading and Approval of Minutes:** It was moved by **Janet Cagley** and seconded by **Khanh Ninh** to approve the **February 8, 2022**, minutes. Motion carried by unanimous vote.
- VII. **Public Comments (2-minute max):** None
- VIII. **Report of Curriculum Chair:**
 - a. Dr. Stiemke informed the committee about the two new functioning comparison reports in CurricUNET and was excited to announce that the committee can utilize these reports while reviewing courses. The side-by-side and the overlapping comparison report compare active and pending CORs, which show the viewer updates/changes made to the original COR.
 - b. The Chair brought to the committee's attention that the Registrar's office uses blank CORs as place holders for high school electives, such as IHSS 600. These blank CORs are not listed in CurricUNET, and asked the committee if they would consider adding them in CurricUNET along with a statement explaining what they are used for. **Sheila Moore-Farmer** shared that there are a few other blank courses such as HIST 777 and DSS 777 that are used as placeholders as well. **Tina McClurkin** agreed that it would be a good idea to add this information in CurricUNET.
- IX. **Report of DE Coordinator:** **Janet Cagley** shared that the DE plan was approved by the Academic Senate and has been sent to the President's Cabinet. She shared that United Faculty (UF) created a DE committee comprised of a chair, a Cypress College faculty member, two reps from Cypress and Fullerton, and one representative from NOCE. She expressed concerns regarding a list of priorities identified at the last UF DE committee meeting. The DE Advisory Group reviewed the priority list and felt that many of the items listed are non-negotiable. Additionally, many of the items listed overlap with what the Curriculum Committee is already doing.

Location: CCC Confer Zoom, [Meeting Link](#)
Dial via cell or landline: (669) 900-9128
Meeting ID: 964 3450 2085

Items listed were also not within UF purview, such as DEIA within DE, issues of cameras being “on” during synchronous classes, methods of instruction, basic standards for DE classes and syllabi, software requests, unique DE circumstances at NOCE, office hours and going over contractual hours. **Janet** will be sharing the list of UF DE items with the committee, and asked the committee to provide their feedback. If needed, these items will be reviewed at a later meeting.

X. **Old Business**

- a. **Course updates:** The Chair shared that these courses and programs will be reviewed at the DCCC meeting, this Friday.
- b. **Older Adults Program Restructuring: Kenny Yu** requested to table the discussion of coding for the EMER 404-421 business courses. Courses will be reviewed at a later meeting.
- c. **AP 4020:** An email will be sent out with both forms so that the committee can provide additional feedback. **Dr. Stiemke** will be sharing the feedback from the committee at the next DCCC meeting.
- d. **Website Updates: Nancy Flores** shared updates on the website progress and will also be sharing screenshots so that the committee can provide their feedback. **Dr. Stiemke** asked if a place for proposals/ideas should be included. The committee agreed but there was discussion on also adding a section disclosing to the public that there are procedures and regulations that need to be followed. There was also mention that it should include an area for them to provide their contact information and a way for them to follow up on their request. **Dr. Stiemke** will follow up with the committee on this it becomes live.
- e. **DEIA Implementation:** The Chair reminded the committee that there are three more training sessions with Dr. Harris on March 29, April 26, and May 24. She requested that the committee complete the questionnaire that was emailed a few weeks back, and asked everyone to please participate.

XI. **New Business**

- f. **Revised Courses-** See below
- g. **Course Deactivations-** See below
- h. **BP 4020 Program and Curriculum Development-** An email will be sent out with both forms so that the committee can provide additional feedback. **Dr. Stiemke** will be sharing the feedback from the committee at the next DCCC meeting.

XII. **IHSS 160 Manual/ IHSS Program Narrative**

Competency exams: There was a discussion on the four IHSS exit/competency exams on pg. 2 of the IHSS 160 manual. The committee questioned whether barriers were being created by requiring students to take the competency exams. Khanh Ninh shared that the K-12 districts no longer require exit exams or CAHSEE exams and that counselors have asked why the exit exams continue to be needed for the High School program even after K-12 no longer requires them. Additionally, she commented that some students take competency exams at their K-12 school, but those scores do not reflect on their transcripts since the exams are not required. Consequently, students must retake the competency exam at NOCE even though they have already taken one. The Chair also shared that when CAHSEE exams were enforced, only two were required compared to the four needed at NOCE. The committee agreed that these requirements create more barriers for students. Janet Cagley also shared that the competency exams are not aligned with California's AB-21 and that students are being tested for English and Math, even if they are

not taking those courses at NOCE. Karen Bautista shared that there were no competency exams at her last institution but that they did provide CASAS testing. The CASAS test was an added benchmark to determine the student's competency level. There was also some discussion on alternative testing.

Equivalency: ESL equivalency courses were discussed. Concerns were shared by the committee on how comparable the equivalency courses genuinely are and how they were selected for equivalency purposes. The Chair shared concerns as to whether these courses are equivalent to High School level.

Articulation Agreements: Articulation agreements and past practices such as who decides which course are articulated, processes, and how it is determined which courses are equivalent were discussed and questioned. **Janet Cagley** shared that it is her understanding that it is based on what is being awarded on the transcripts from the outgoing institution. Each institution has different requirements for awarding credits, especially ESL classes, making it challenging to articulate. She also shared that internally, past practices have been to compare the CORs and decide if the courses can be articulated.

College Units to High School Credit Conversion: College units and credit conversion were also discussed. The Chair asked if anyone knew how these numbers originated. **Karen Bautista** shared that she believes it is a standardized conversion that comes from a manual the K-12 school's use.

Ratio Discussion: The Chair asked the committee if anyone could share where the 12 hours to 1 credit ratio, referenced throughout the manual, derived from since the program and Course Approval Handbook (PCAH) references a ratio of 14.4 hours to 1. **Janet Cagley** believes the hours are based on the hours offered per week when trimesters were in place.

Work Experience- The committee discussed work hours and work experience. **Karen Bautista** shared that the hours listed are standard, and elective credits are given based on the number of hours worked. The Chair shared that the section is vague and should be stated more clearly. **Marcella Valle** shared that it can be lengthy for Records to process these requests since no standards are given and that some students submit minimal information.

IHSS Program Narrative- The Chair mentioned that the High School (HS) department has already begun updating the narrative and shared that the 12-1 ratio will be updated to 14.4-1 to align with Title 5 language. **Marcella Valle** addressed the implications of the 12 to 1 ratio. She shared that those credits are currently not being awarded equitably since some students receive ten credits for taking a 32-hr. course and others receive the same number of credits for taking a 72-hr. course. In addition to not being equitable, the narrative is outdated and not compliant with Title 5 regulations. The Chair shared that the HS department will meet and make the necessary updates to align with Title 5. Once the updates are made, the Narrative will come to the committee for review

Karen Bautista made a motion to extend the meeting for ten minutes; Khanh Ninh seconded the motion. The committee voted unanimously to extend the meeting for another ten minutes.

XIII. **Course Deactivation Form-** Tabled

XIV. **Professional Expert Contracts-** The Chair asked that department managers provide a list of adjunct instructors who plan to work during the summer on curriculum. This will help ensure they are given the proper access to CurricUNET. She also stated that adjuncts hired to work should be collaborating with a full-time faculty member and hopes to provide training before the summer break.

XV. **Discussion-** None

- XVI. **Announcements-** The Chair announced that an additional Curriculum Committee meeting will be held in April. The meeting will be to review the updates made on the IHSS 160 manual and the IHSS program narrative.
- XVII. **Adjournment-** The meeting adjourned at 4:37 p.m. Motion to approve by **Janet Cagley**; seconded by **Khanh Ninh**.

| Revised Courses | | | | | | |
|-----------------|--|-------|---|---|---------------------|---|
| Course ID | Title | Hours | Course Description | TOP Code CB 03 SAM Code CB 09 | Eff Date | Justification |
| EMER 150 | Mobile Information Literacy | 36 | Designed to give students the necessary communication and technology skills that are crucial in order to take advantage of the wealth of new and emerging opportunities associated with digital technologies whilst also remaining alert to the various challenge's technology can present. | 0601.00 - Media and Communications, General E - Non-Occupational | 2022 Fall Tri | Update Instruction hours to 36 Update DE Addendum |
| EMER 180 | Books Come Alive for Older Adults | 36 | "Books Come Alive" is an intellectually and socially rewarding activity designed for older adults in which outstanding works of fiction are read and discussed. Through the method of shared inquiry, along with thought-provoking questions, older adult students are offered exciting opportunities for self-discovery and personal growth. | 1503.00 - Comparative Literature E - Non-Occupational | 2022 Fall | Conversion to EMER with new subject code: EMER 120 |
| EMER 240 | Needlecrafts, Knitting, Crochet for Older Adults | 36 | Older Adult students will learn the practical application, knowledge, and skills required to create knitted, crocheted needlepointed and cross-stitched hand-made items. A wide variety of items are created by older adult students, including decorations for the home and clothing for babies, children, and adults. | 1099.00 - Other Fine and Applied Arts E - Non-Occupational | 2022 Fall | Subject Code conversion to EMER 240 Added DE Addenda |
| EMER 310 | Health and Wellness for Older Adults | 36 | Learn the benefits of adopting behaviors associated with healthy and successful aging. Focus on the natural effects of the aging process and the benefits of being proactive by using a healthy diet, managing chronic conditions, and engaging in routine physical activity as a means to living with optimum independence. | 0837.00 - Health Education E - Non-Occupational | 2022 Fall | Convert subject code to EMER 310. Update Methods of Evaluation. Update/Add SLO's. |
| EMER 403 | Health and Wellness for Older Adults | 36 | Learn the benefits of adopting behaviors associated with healthy and successful aging. Focus on the natural effects of the aging process and the benefits of being proactive by using a healthy diet, | 0837.00 - Health Education E - Non-Occupational | 2022 Fall Tri | Update DE Addendum |

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| | | | managing chronic conditions, and engaging in routine physical activity as a means to living with optimum independence. | | | |
| <p>The use of surveys on the COR was discussed. Kenny Yu shared that he listed surveys on the COR instead of examinations to ease students' fears and anxiety. In addition, there was clarification on the difference between CORs and syllabi. And since students do not receive a copy of the COR, it was agreed upon to omit surveys and use tests and quizzes instead.</p> <p>Aside from moving to a semester system, Kenny Yu was asked to provide additional feedback on the course justifications for the change in hours.</p> <p>The chair also shared that teaching material should have more than teacher-prepared materials and should list all resources gathered by the instructor.</p> <p>DE feedback was provided, and it was determined that multiple CRNs could be used for one course, whether it is a DE or in-person course.</p> <p>All EMER courses were tabled for the next meeting.</p> | | | | | | |

| Course Deactivations | | |
|--|-------------|-----------------------|
| Course ID | Eff Date | Justification |
| CRAE 104 | Summer 2022 | Replaced by EMER 240. |
| HLTH 200 | Summer 2022 | Replaced by EMER 310. |
| <p>It was moved by Khan Ninh to approve the course deactivations and seconded by Raine Hambly. Motion carried by unanimous vote.</p> | | |