Curriculum Committee Meeting
April 3, 2023
3:00 – 4:00 p.m.
Approved Minutes

I. Call to Order: The meeting was called to order by the Curriculum Chair, Dr. Kimberley H. Stiemke at 3:04 p.m.

II. Roll Call: Dr. Karen Bautista, Megan Reeves, Janet Williams, Dr. Alice Niyondagara, Kenny Yu.

III. Non-voting Members Present: Amabel Arredondo

IV. Guests Present: David Soto, Kim Tang and Marcela Valle

V. Absentee: Alli Stanojkovic, Maricela Moran, Raine Hambly

VI. Reading and Approval of the Minutes: It was moved by Megan Reeves and seconded by Kenny Yu to approve the February 27, 2023, meeting minutes. The motion passed unanimously.

VII. Public Comments (2-minute max): Dr. Kimberley Stiemke welcomed back Dr. Alice Niyondagara.

VIII. Report of the Curriculum Chair: Dr. Kimberley Stiemke reported that at the last DCCC meeting, a few ESL courses were not forwarded to the Board of Trustees due to various concerns. She stated the concerns raised at DCCC were also presented during the two years the courses were reviewed at NOCE, such as course language, hours, competency exams, credit for prior learning, course support, and collaboration between the two colleges. Because these concerns were not thoroughly addressed at NOCE, a new standard and scrutiny were raised for transition courses within the DCCC review process. The committee will now look for evidence and collaboration when reviewing transition courses.

Dr. Stiemke also shared that the DCCC committee changed their meeting schedule and will now convene on Thursdays, which will impact NOCE and its deadlines.

IX. Report of the DE Coordinator: Janet Williams shared that she and Matt Van Gelder, Assistant Professor for Disability Support Services, will co-present *Kickstart the POCR Process with Templates* at the Long Beach Convention Center for the CCC Tech Connect Online Teaching Conference in June. In addition, she will present *Making Continuous Improvement a Best Practice in Online Teaching and Learning: Part Deux*—further details to follow via Newsletter.

X. Old Business

a. Attendance Accounting Project: Dr. Stiemke reported that all courses have been updated and approved, with only one set of courses pending approval at the next board meeting. She also shared that some courses have been submitted to the state and approved, and that they are on track to meet deadlines.

b. DEIAA Follow Up: Dr. Stiemke shared there have been scheduling conflicts with Dr. Harris, so only a small group will meet with him in April. She also mentioned that Dr. Harris received feedback from the academic senate, and she will work with him to synthesize the information. Afterwards, the committee will be given the opportunity to provide feedback.

c. Apple Swift Curriculum: The Chair informed the committee that the curriculum is on today's agenda and acknowledged Tina McClurkin's hard work and efforts. She also welcomed Kim Tang for joining the team in the absence of Raine Hambly.

d. WASC: Dr. Stiemke reported the WASC accreditation team had expressed appreciation for the committee's efforts towards DE and the curriculum approval process. She also noted that the team will be providing recommendations for growth.

Dr. Bautista also shared that the WASC team recognized the significant efforts made to transition students to online learning when many adult schools had to close and that it showed remarkable commitment and demonstration of NOCE's dedication to students.

XI. New Business

a. New Courses: See page 6

b. New Programs: See page 7

c. Accessibility Plan- Dr. Stiemke shared that she had been approached by Dr. Adam Gottdank, Associate Dean of Disability Support Services, regarding two areas the Accessibility Committee desires to designate to the Curriculum Committee are the following:

1. Establishing accessibility standards to be included in the course outline of record.
2. Incorporating universal learning design (UDL) into the curriculum development process.

The deadline for finishing these two tasks is set for June 2024.

There was a discussion, and the following concerns and recommendations were shared

Concerns:

- The Curriculum Committee's role is to approve curriculum, rather than develop curriculum.
- Accessibility standards are industry standard requirements set by the state and are not created.
- There were questions raised about who would determine if the accessibility standards have been met and which group would review them.

Recommendations:

- Dr. Gottdank's team to provide a checklist to the Curriculum Committee for accessibility and DEIA compliance.
- The Accessibility Committee should provide the Curriculum Committee with appropriate markers to assess courses for compliance.
- The Curriculum Committee should share CORs with the Accessibility Committee to receive feedback on their recommendations.

d. Course Management Software: The Chair reported the district will be discontinuing using CurricuNET and is currently reviewing two-course management systems: META and CourseLeaf. During the discussion, Shelia Moore-Farmer stated that she was impressed

with CourseLeaf and believes it offers more control over layout and flow. She especially appreciated the streamlined form flow and the fact that there is no need to navigate through different modules, which is a requirement of META. David Soto mentioned that since the district already uses CAT Catalog, it will be an easy transition since it is already integrated into their system. He also stated that the curriculum in the catalog would be exclusively faculty-controlled content, which is an improvement over the current manual entry system.
Janet Williams moved to extend the meeting.

Additionally, it is also worth noting that Canvas is compatible with Banner, Canvas, and Degree Works but not eLumen. Dr. Stiemke also shared she was impressed with CourseLeaf, but would like the opportunity to use the sandbox to determine the most suitable software.

e. NOCE Charter Updates: During the meeting, Dr. Stiemke discussed section 3A of the charter and highlighted that the language is confusing due to its lack of specificity. Some individuals interpret it as a term limit, while others view it as a minimum of two years of service. As the language is open to interpretation, Dr. Stiemke requested the committee to provide feedback. She also informed the members that the Academic Senate is mandating a two-year term based on this language.
Furthermore, Dr. Stiemke raised a question regarding Section D, which states the Academic Senate is responsible for selecting a replacement. Questions such as who comprises the Academic Senate and whether it is a single person making the decisions were raised. Dr. Karen Bautista pointed out that committee members had served for many years in the past. Shelia Moore-Farmer mentioned that there was no term limit previously, and people stayed on as long as they wanted until retirement or other priorities took over. Dr. Stiemke encouraged all members, even those not part of the committee, to provide input via email.

f. DCCC Policy Review: Dr. Stiemke requested the committee's input on the following policies.

- Status on BP/AP 4020 and AP 4100
- BP/AP 4220 Standards of Scholarship
- AP 4103 Work Experience
- BP/AP 4230 Grading and Academic Record Symbols

XII. Announcements:

a. DCCC Meeting Changes

- April 13, 2023, 9:30 a.m. – 11:30 a.m.
- May 11, 2023, 9:30 a.m. – 11:30 a.m.

XIII. Adjournment: The committee adjourned at 4:11 p.m.

New Courses

Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Justification
ABED XXX	Whole Numbers A: Add and Subtract	10	This course supports students in developing basic math skills associated with addition and subtraction in preparation for High School and College Preparation Math skills.	4930.60 Elementary Education (Grades 1-8) E - Non-Occupational	2023 Fall	This course supports students in developing basic math skills as part of a certificate to success in High School and College Preparation-level Math courses.
CIST 100	Information Technology (IT) Technical Support Fundamentals	54	This course is the first of a series that aims to prepare students for a role as an entry-level IT Support Specialist. Students will be introduced to the world of Information Technology. Topics include: computer hardware, Internet and security, managing computer software, networking and security, understanding/installing operating systems, troubleshooting, and customer service.	0702.00 - Computer Information Systems C - Occupational	2023 Fall	A course needed as part of the Google IT grant program.
CIST 105	The Bits and Bytes of Computer Networking	54	This course is part of a series that aims to prepare students for a role as an entry-level IT Support Specialist. In this course, students will learn a full overview of Computer Networking. Topic include: the fundamentals of modern networking technologies and protocols, and overview of the cloud, practical applications, and network troubleshooting.	0708.00 - Computer Infrastructure and Support C - Occupational	2023 Fall	A course in the requirements for the Google IT Support Apprenticeship program.
CIST 110	Operating Systems and Becoming a Power User	54	This course is part of a series that aims to prepare students for a role as an entry-level IT Support Specialist. In this course, students will learn about the main components of an operating system (Windows, Linux OS, etc.) and how to perform critical tasks like managing software and users and configuring hardware.	0708.00 - Computer Infrastructure and Support C - Occupational	2023 Fall	A course in the Google IT Support Apprenticeship Program.
CIST 115	System Administration and IT Infrastructure Services	72	This course is part of a series that aims to prepare students for a role as an entry-level IT Support Specialist. Students will learn infrastructure services that keep organizations up and running, typical cloud infrastructure setups, how to manage cloud resources, how to manage and configure servers, how to use industry tools to manage computers, user information, and user productivity, and how to recover your organizations IT infrastructure in the event of a disaster.	0708.00 - Computer Infrastructure and Support C - Occupational	2023 Fall	Required course for the Google IT Support Specialist program.
CIST 120	IT Security: Defense Against the Digital Dark Ages	72	This course is part of a series that aims to prepare students for a role as an entry-level IT Support Specialist. Students will learn about IT security concepts, tools, and best practices.	0708.00 - Computer Infrastructure and Support C - Occupational	2023 Fall	Required course for the Google IT Support Professional Pre-Apprenticeship program
CIST 150	Develop in Swift Explorations: Values	15	The first course in a series to learn how to develop in Swift. Students will learn about the fundamental units of programming, explore how to associate names with values using variables and constants, and how values can be used in simulations. The course culminates in an app project.	0701.00 - Information Technology, General C - Occupational	2023 Fall	Part of a series of sequential courses that teaches coding in Apple Swift.
CIST 153	Develop in Swift Explorations: Algorithms	15	This is the second course in a series to learn how to develop in Swift. Students explore how functions can encapsulate repetitive tasks and how to use	0701.00 - Information Technology,	2023 Fall	Part of a series of sequential courses that

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			if/else statements to make decisions in their code. Students also learn how Swift uses types to distinguish different kinds of data.	General C - Occupational		teaches coding in Apple Swift.
CIST 156	Develop in Swift Explorations: Organizing Data	15	This is the third course in a series to learn how to develop in Swift. Students explore how to create custom types using structs, group large quantities of items into arrays, and process them using loops. Students also learn how to use enums to represent a set of related values.	0701.00 - Information Technology, General C - Occupational	2023 Fall	Part of a series of sequential courses that teaches coding in Apple Swift.
CIST 159	Develop in Swift Explorations: Building Apps	15	The fourth course in a series to learn how to develop in Swift. Students will use techniques to add user interface elements to a screen, connect those elements to code, and respond to the events generated by user interaction.	0701.00 - Information Technology, General C - Occupational	2023 Fall	Part of a series of sequential courses that teaches coding in Apple Swift.
IHSS 345	High School Health A: Human Development	36	In this course, students will learn about the various methods of contraception, their effectiveness in preventing unwanted pregnancy and sexually transmitted infections including HIV/AIDS. Students will also learn about pregnancy, prenatal care, abortion, and California laws regarding human trafficking, sexual violence, and sexual harassment.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course will replace IHSS 124 to create microcourses, and update and develop content appropriate for online and in-person instruction.
IHSS 346	High School Health B: Sexual Health and Behavior	36	In this course, students will learn about the various methods of contraception, their effectiveness in preventing unwanted pregnancy, and sexually transmitted infections including HIV/AIDS. Students will also learn about pregnancy, prenatal care, abortion, and California laws regarding human trafficking, sexual violence, and sexual harassment.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course was created to replace the previous IHSS 124: High School Health to create microcourses, update and develop content appropriate for online and in-person courses.
IHSS 347	High School Health C: Communication	36	In this course, students will learn about healthy relationships and how to identify signs of unhealthy relationships. Students will also learn about the communication skills necessary to be in a committed relationship, the implications of marriage, and the responsibilities of raising children.	0837.00 - Health Education E - Non-Occupational	2023 Fall	This course replaces IHSS 124 and provides updated content relevant to adult students that is appropriate for in-person and asynchronous online modalities.
IHSS 348	High School Health D: Physical, Mental, and Emotional Health	36	In this course, students will learn about human health in a holistic way by investigating how proper nutrition, physical activity, and emotional intelligence work in synergy. The course will culminate in a capstone project that challenges students to apply their learning to their own lives, empowering them to achieve a lifetime of health and vitality.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course includes updated resources appropriate for adult students and content appropriate for in-person and online modalities to replace IHSS 124.
IHSS 415	High School Biology A: Molecules to Organisms	36	In this course, students will learn about the basic structure of the cell, cell division, and the basics of human physiology. Students will also learn about DNA, how it helps the human body function, and explore how plants live through the process of photosynthesis.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course was developed to incorporate updated materials and content appropriate for in-person and asynchronous online modalities to replace IHSS 123.

New Courses

Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Justification
IHSS 416	High School Biology B: Interaction, Energy, and Dynamics	36	In this course, students will learn the basic principles of ecology. Students will learn how energy is transferred within different types of ecosystems. Additionally, this course covers the water, nitrogen, and carbon cycles and the ways humans impact biodiversity within the environment.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course was developed to incorporate updated materials and content appropriate for in-person and asynchronous online modalities to replace IHSS 123.
IHSS 417	High School Biology C: Heredity and Inheritance	36	In this course, students will learn the basic principles of genetics and heredity. Students will explore the process of sexual reproduction and meiosis. Furthermore, students will analyze the causes of genetic variation within populations and Mendel's laws of genetic inheritance.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course was developed to incorporate updated materials and content appropriate for in-person and asynchronous online modalities to replace IHSS 123.
IHSS 418	High School Biology D: Unity and Diversity	36	In this course, students will learn the basic principles of biological evolution. Students will learn about the scientific evidence that supports the theory of biological evolution. Darwin's theory of natural selection, the classification of life, process of speciation, and how humans have impacted speciation over time.	4930.62 - Secondary Education (Grades 9-12) and G.E.D. E - Non-Occupational	2023 Fall	This course was developed to incorporate updated materials and content appropriate for in-person and asynchronous online modalities to replace IHSS 123.

- Megan Reeves provided feedback on the course description for IHSS 345 and 346. The course descriptions will be updated for IHSS 345.
- There was a discussion on updating the HS diploma program in the fall to include the current IHSS courses being reviewed.
- It was moved by Megan Reeves and seconded by Janet Williams to approve the new courses. The motion passed unanimously.

New Programs

Program		Eff Date	Justification
Google IT Support Professional Pre-Apprenticeship	The Google IT Support Professional Pre-Apprenticeship certificate is designed for and aligned with Google's IT Support certificate. Students who complete this certificate will be exposed to and become proficient in the IT Technical Support field. This certificate combines the necessary IT skills to make sound IT decisions, to troubleshoot and resolve IT-related issues. Students will gain valuable professional skills in customer service, trouble shooting, network protocols, cloud computing, windows operating system, Linux command line, systems administration, encryption algorithms and techniques. The	2023 Fall	The Google IT Support Professional Certificate is designed to prepare students with the academic tools to provide service as an IT Support Professional. In the program, students are required to complete seven courses which prepare the students with a solid foundation in IT support. In this program students will gain valuable professional skills in: customer service, troubleshooting, network protocols,

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<td>certificate prepares students for entry into a formal apprenticeship program and/or other entry-level jobs as an IT/Computer Support Specialist.
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<tr><th colspan="3">Core Courses</th></tr>
<tr><td></td><td></td><td>Hours</td></tr>
<tr><td>CIST 100</td><td>Information Technology (IT) Technical Support Fundamentals</td><td>54</td></tr>
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<tr><td>WFPR 105</td><td>Build Your Career</td><td>12</td></tr>
<tr><td>WFPR 100</td><td>Career Skills and Resource Lab</td><td>36</td></tr>
<tr><td></td><td colspan="2">or</td></tr>
<tr><td>WFPR 101</td><td>Virtual Career Skills and Resource Lab</td><td>36</td></tr>
<tr><td colspan="2">Total Hours</td><td>354</td></tr>
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<td>cloud computing, windows operating system, Linux command line, systems administration, encryption algorithms and techniques. Students completing this program will meet the requirements of the OC Center of Excellence for Computer Network Support Specialist, Computer User Support Specialist, and Computer Systems Analyst.</td>
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<td colspan="4">It was moved by Janet Williams and seconded by Megan Reeves to approve the Google IT Support Professional Pre-Apprenticeship program. The motion was approved unanimously.</td>
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