



Welcome to the Meeting

Zoom Information and Meeting Etiquette:

- All attendees are muted when joining the meeting.
- Please unmute when you wish to speak, and mute again when you have finished.
- Take turns speaking and be patient! You can also use chat to ask questions, or raise your hand (click “participants” to access this feature).
- Those using phone audio will be unmuted during voting and discussion. If your phone has the manual option to mute, please use that feature when you are not speaking.
- If discussion moderation becomes necessary, the chair will mute all participants and call on speakers in turn, using the raise hand feature.
- The meeting will be recorded, beginning with the call to order.
- Sign-in for FLEX is available via a link to a shared document posted in chat.

Curriculum Committee

October 7, 2020


Zoom Link:

<https://cccconfer.zoom.us/j/988511339>

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Action Items

- Minutes from
September 2, 2020



Curriculum Committee
Sarah Harris, Ph.D., Co-Chair
Jennifer La Serna, Ph.D., Co-Chair
Fall 2020

Committee Members

Present:

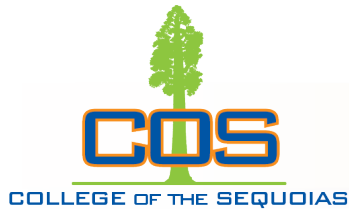
- Co-Chair:** Sarah Harris, Jennifer Vega La Serna
- Curriculum Librarian:** Daniel Alvarado
- Faculty Representatives:** Amy Vega-Pritchett, Tiffany Wainwright, Barbara Laird, Imara Quinonez, Leah Velasquez, Charles Abee, David Heywood, Milena Seyed, James McDonnell, Anne Morris, Andy Hinojosa, Vanessa Bailey, Monica Urban, Chris Huff
- Academic Deans/Directors:** Brent Davis, Jenny Saechao, Angela Sanchez, Jesse Wilcoxson, Francisco Banuelos, Richard Lubben, Jonna Schengel, Louann Waldner, Michele Brock
- Distance Ed Coordinator:** Deborah Nolan
- Financial Aid Resources Specialist:** Amanda Cota
- Director of Police Academy:** Darrell Smith
- Evaluations Specialist:** Justine Kincade
- Articulation Officer:** Greg Keen

Absent:

- Director of Dual Enrollment:** Brandon Hildreth
- Faculty Representatives:** Eric Hetherington
- Financial Aid Director:** David Loverin
- Director of Learning Resources:** Mary-Catherine Oxford
- Academic Deans/Directors:** Kristin Robinson
- Student Rep:** Marissa Pomaes

Curriculum Committee
Wednesday, September 2, 2020
3:10 pm – 5:00 pm, Online – Confer Zoom

1. **Call to Order** – Meeting was called to order at 3:10 pm
2. **Comments/Questions**
 - a. **Regarding Items on the Agenda** – None.
 - b. **Regarding Items Not on the Agenda** – Sarah Harris shared Zoom information and meeting etiquette.
3. **Curriculum Committee Training**
 - a. **Governance & Curriculum Committee** – Sarah Harris and Jennifer Vega La Serna presented standard information and training documents pertaining to the Curriculum Committee as detailed below. Canvas training will be provided. Members discussed roles and responsibilities.
 - i. **COS Organizational Meeting Guide** – Sarah Harris presented information regarding the COS meeting guidelines.
 - ii. **COS Governance Manual** – Sarah Harris and Jennifer Vega La Serna presented information regarding the principles of participatory governance.



Action Items

- Initiatives:
 - Create a District curriculum handbook, to include curriculum policy, process, and technology guidelines. (carried over from 2019-2020)
 - Complete emergency review and approval of Distance Education Addenda.
 - Develop and provide training on curriculum development and review, inclusive of culturally responsive curriculum.
 - Standard business: The committee will complete routine business such as taking up curriculum issues and developing curriculum policies as necessary, resolving curricular problems, developing and maintaining the current procedures in the CMS, completing an annual evaluation of the governance survey, etc.

- Math Placement Grid (Fall 2021)

High School Coursework (Min)	GPA ≥ 3.4	3.4 > GPA ≥ 3.2	3.2 > GPA ≥ 3.0	3.0 > GPA ≥ 2.6	GPA < 2.6
Enrolled in Calculus	MATH 065	MATH 065	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 105 MATH 144 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325
Passed with a minimum grade of B: - Trigonometry - Pre-Calculus - Math Analysis - Integrated Math 4 or above	MATH 065	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 105 MATH 144 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325
Passed with a minimum grade of C: - Trigonometry - Pre-Calculus - Math Analysis - Integrated Math 4 or above OR Passed with a minimum grade of B: - Integrated Math 3 - Algebra 2	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 105 MATH 144 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 + MATH 335 MATH 105 MATH 144 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325
Any Math	BUS 020 BUS 119 MATH 010 MATH 021 MATH 105 MATH 144 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 105 MATH 144 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 105 MATH 144 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 105 MATH 144 + MATH 344 SSCI 025 + SSCI 325



Information Items

- [Currency Report](#)
- [DE Currency Report](#)

Department	Division	Course	Date of Last Approval	Last Content Review	Next Review Date	Progress	Not
AG	Agriculture	AG 003 Economic Entomology	5/13/15	5/11/15	5/11/20		
AG	Agriculture	AG 107 AG Education Orientation	5/13/15	5/11/15	5/11/20	Curriculum Coordinator	
AG	Agriculture	AG 004 Soil Science	11/10/15	11/9/15	11/9/20	Curriculum Coordinator	
AGTC	Agriculture	AGTC 103 Farm Power	4/24/15	4/13/15	4/13/20	Curriculum Coordinator	
ASCI	Agriculture	ASCI 104 Animal Diseases & Sanitation	2/18/15	12/8/14	12/8/19	Curriculum Coordinator	
ASCI	Agriculture	ASCI 113 Farm Animal Biology	4/24/15	4/13/15	4/13/20	Curriculum Coordinator	
ASCI	Agriculture	ASCI 123 Horse Production	5/13/15	5/11/15	5/11/20	Curriculum Coordinator	
DSCI	Agriculture	DSCI 101 Introduction to Dairy Science	3/10/15	3/9/15	3/9/20	Senate	
DSCI	Agriculture	DSCI 104 Breed/Select of Dairy Cattle	5/14/15	5/11/15	5/11/20	Curriculum Coordinator	
DSCI	Agriculture	DSCI 108 Dairy Nutrition	5/14/15	5/11/15	5/11/20	Senate	Inact
DSCI	Agriculture	DSCI 103 Commercial Dairy Herd Mgmt	9/15/15	9/14/15	9/14/20	Senate	Inact
OH	Agriculture	OH 222 Pests of Ornamentals	5/21/14	5/12/14	5/12/19	Initiator	
OH	Agriculture	OH 223 Interior Floral Design	6/10/14	6/9/14	6/9/19	Curriculum Coordinator	
OH	Agriculture	OH 213 Wedding Flowers	10/15/14	10/13/14	10/13/19	Curriculum Coordinator	
OH	Agriculture	OH 111 Floral Design	9/17/15	9/14/15	9/14/20		
OH	Agriculture	OH 212 Sympathy Flowers	12/15/15	12/14/15	12/14/20		
PLSI	Agriculture	PLSI 001 Intro to Plant Science	6/15/15	6/8/15	6/8/20	Curriculum Coordinator	
PLSI	Agriculture	PLSI 105 Weeds and Poisonous Plants	6/16/15	6/8/15	6/8/20	Curriculum Coordinator	
PLSI	Agriculture	PLSI 106 Fertilizers & Soil Amendments	6/16/15	6/8/15	6/8/20		
VT	Agriculture	VT 217 Practical Animal Nursing	6/5/11	5/9/11	5/9/16	Initiator	Roll
VT	Agriculture	VT 120 Parasitology	6/13/16	4/11/16	4/11/21	Senate	Inact



New Business/Discussion

Credit for Prior Learning

- [Title 5, section 55050](#), updated language includes multiple methods of CPL assessment and specifics related to veterans: “Procedures for students to attain credit for prior learning shall include, but not be limited to credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.”
- Selection and evaluation of assessment remains the purview of faculty.
- Credit should be awarded, “if possible,” for transfer and/or local GE patterns.
- Sections (i) – (n) contain requirements related to CPL policies. These must be updated for compliance by December, 2020, and also must be reviewed by the Governing Board every three years.

New Business/Discussion

- CPL Taskforce convened by Academic Senate reviewed related COS AP/BP's and Title 5 updates and has submitted updated draft AP/BPs to Senior Management and governance following the update process.
- Drafts will be reviewed by Academic Senate at next meeting (Oct 14).

New Business/Discussion

- AP 4235 – Credit for Prior Learning

ADMINISTRATIVE PROCEDURE 4235
SEQUOIAS CCD Academic Services

CREDIT BY EXAMINATION CREDIT FOR PRIOR LEARNING

It is the policy of College of the Sequoias (COS), under Title 5, Section 55050, and the requirements established by the Board of Trustees to grant credit by examination.

Credit for prior learning may be obtained by one of the following methods:

1. Achievement of a satisfactory score on Standardized Exams such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP), or Defense Language Proficiency Test (DLPT);
2. Evaluation of Joint Service Transcripts (JST) or Military Service/Training;
3. Achievement of a satisfactory score on an examination administered by other agencies approved by the District;
4. Evaluation of industry recognized credential documentation;
5. Evaluation of student-created portfolios;
6. Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog.

~~Credit by examination allows students to earn credit for a specific course that is listed in the College catalog by demonstrating they have achieved equivalent knowledge, understanding and experience elsewhere.~~

~~Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning and only for a course listed in the college catalog. Award of credit may be made to electives for students who do not require additional general education or program credits to meet educational their goals. Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for the associates degree.~~

~~Upon completion of the Student Education Plan (SEP), pursuant to Education Code 78212, a student who is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning shall be referred to the appropriate department faculty member for assessment of prior learning.~~

~~Students may accept, decline, or appeal decisions related to award of credit, and in the cases of credit by exam, pursuant to Title 5 Sections 55021 and 55025.~~

~~A separate Administrative Procedure, AP 4236, addresses Credit for Prior Learning for Standardized Exams such as Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) or Defense Language Proficiency Test (DLPT)~~

~~A separate Administrative Procedure, AP 4237, addresses credit by examination for articulated high school courses.~~

- AP 4236 – Advanced Placement

ADMINISTRATIVE PROCEDURE 4236
SEQUOIAS CCD Academic Services

ADVANCED PLACEMENT CREDIT:
STANDARDIZED EXAMS, ADVANCED PLACEMENT (AP),
INTERNATIONAL BACCALAUREATE (IB), AND COLLEGE LEVEL
EXAMINATION PROGRAM (CLEP) ADVANCED PLACEMENT, CLEP,
AND MILITARY SERVICE CREDIT

Board Policy 4235 authorizes the Board of Trustees to grant credit to any student who satisfactorily passes an authorized examination. Students may also receive credit for successful completion of Advanced Placement (AP) examinations; International Baccalaureate (IB), College Level Examination Program (CLEP) examinations, ~~and~~ ~~elective credit for basic training and approved coursework taken in the Armed Services of the United States by petitioning for credit with the Counseling Department.~~

A. Advanced Placement Examinations: Section 55052 of Title 5 authorizes the District to grant credit for satisfactory completion of Advanced Placement Examinations as authorized by the College Entrance Examination Board. Faculty in the appropriate disciplines must approve:

1. The advanced placement examination;
2. Scores that constitute satisfactory performance;
3. Courses offered by the college for which credit will be granted; and,
4. Requirements that may be met by such examinations as approved by the District Curriculum Committee (Title 5, Section 55052).

Students who have successfully completed courses in the Advanced Placement Program and receive a score of 3, 4, or 5 on the Advanced Placement Examination may be granted credit for purposes of general education certification, graduation requirements, and/or advanced placement in the District's sequence courses.

If students earn a score of 3, 4, or 5 on an examination and have indicated that scores should be sent to the District, they may petition with the Counseling Department to receive credit. The student's academic record shall be clearly annotated to reflect that credit was earned through an advanced placement examination (Title 5, Section 55052). The District will confirm the credit granted. If students choose to change their general education goal, they should meet with a

New Business/Discussion

- Curriculum Handbook/ Canvas Site:
 - <https://cos.instructure.com/courses/24277>
 - Site Organization
 - Suggested Additions
 - Content Development

Culturally Responsive Curriculum

DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. Social Harmony	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. Critical Consciousness	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Independent Learning for Agency



Culturally Responsive Teaching

- Seeing cultural differences as assets
- Creating caring learning communities where culturally different individuals and heritages are valued
- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students
- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
- Being change agents for social justice and academic equity
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class
- Accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

From: <https://guides.library.pdx.edu/c.php?g=527355&p=3623937>



Culturally Responsive Curriculum Design

- Curriculum Audit and Training Models:
 - Long Beach City College Model:
<https://lbcc.instructure.com/courses/45048/pages/cultural-curriculum-audit>
 - LBCC [Syllabus Checklist](#)
 - Peralta College Online Equity Training:
<https://web.peralta.edu/de/equity-initiative/online-equity-training/>
 - [PCC Online Equity Rubric](#)
- Additional Resources:
 - [Curriculum Institute Presentation](#)
 - [ASCCC Summer Rostrum](#)



Ongoing Business

- Distance Education Updates
 - Reminder that DE addendums for courses being taught online/hybrid THIS SEMESTER must be submitted into workflow no later than Nov. 1 to meet the Chancellor’s Office December deadline for approval.
 - Reminder that instructions are available here:
<https://sway.office.com/BffqXUoN6BgwcN3H?ref=Link>
 - Local state of emergency may be extended through Summer 2021. Expect Fall 2021 to return to “normal.”
 - Summer courses to be offered online/hybrid must have DLAs added to make the schedule.
 - Fall courses to be offered online/hybrid must have STANDARD/ONGOING DE approval to be appropriately scheduled.
 - Return to standard workflow for DE beginning in Spring semester.