

Approved, November 21, 2017

**College Curriculum Committee
Meeting Minutes
Tuesday, November 14, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room**

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b. Notification of Proposed Requisites

the first two years of life. The first year of life is the most important for the development of the brain.

The second year of life is also very important for the development of the brain.

The third year of life is also very important for the development of the brain.

The fourth year of life is also very important for the development of the brain.

The fifth year of life is also very important for the development of the brain.

The sixth year of life is also very important for the development of the brain.

The seventh year of life is also very important for the development of the brain.

The eighth year of life is also very important for the development of the brain.

The ninth year of life is also very important for the development of the brain.

The tenth year of life is also very important for the development of the brain.

The eleventh year of life is also very important for the development of the brain.

The twelfth year of life is also very important for the development of the brain.

The thirteenth year of life is also very important for the development of the brain.

The fourteenth year of life is also very important for the development of the brain.

The fifteenth year of life is also very important for the development of the brain.

The sixteenth year of life is also very important for the development of the brain.

The seventeenth year of life is also very important for the development of the brain.

The eighteenth year of life is also very important for the development of the brain.

The nineteenth year of life is also very important for the development of the brain.

The twentieth year of life is also very important for the development of the brain.

The twenty-first year of life is also very important for the development of the brain.

The twenty-second year of life is also very important for the development of the brain.

The twenty-third year of life is also very important for the development of the brain.

The twenty-fourth year of life is also very important for the development of the brain.

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| | <p>be successful when re-attempting a course.</p> <p>Second read and possible action will occur at next meeting.</p> |
| 15. Stand Alone Approval Request: ALTW 430 | <p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 430. Will be permanently Stand Alone. Related to ALTW 230 course, above. SRC rep noted that TTW courses usually for credit; this course supports the TTW program as an option for interested students.</p> <p>Second read and possible action will occur at next meeting.</p> |
| 16. Stand Alone Approval Request: EDUC 2 | <p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for EDUC 2. Will be temporarily Stand Alone and included in forthcoming Elementary Education ADT.</p> <p>Second read and possible action will occur at next meeting.</p> |
| 17. Stand Alone Approval Request: ESLL 126 | <p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ESLL 126. Will be permanently Stand Alone. Replacement for ESLL 26, which will be deactivated.</p> <p>Second read and possible action will occur at next meeting.</p> |
| 18. Stand Alone Approval Request: GEOG 20 | <p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for GEOG 20. Will be temporarily Stand Alone and included in forthcoming Elementary Education ADT.</p> <p>Second read and possible action will occur at next meeting.</p> |
| 19. Stand Alone Approval Request: NCCS 405 | <p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCCS 405. Will be permanently Stand Alone. Katie Ha present for discussion. W</p> |

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| | <p>identities, which can have a devastating impact on their learning. Positively responding and acknowledging identity can help with learning. As educators, we can respond through our individual relationships with students, avoiding microaggressions, eliminating stereotype threat. In curriculum, we can purposefully include multiple cultural perspectives; provide varied, authentic assessments; dispel stereotypes of discipline (to allow students to “see themselves” as the discipline).</p> <p>Holcroft asked the group to call out discipline-specific stereotypes. These are steeped in society and students are well aware, conscious or not, which can influence their decision to take a course in a specific discipline. Educators can interrupt this by reviewing case studies and scenarios used in class to see if they reinforce any stereotypes, require prior knowledge or understanding of societal references (that are outside of the course content), or include language which makes assumptions consistent with stereotypes or the dominant culture. Even if references appear to be innocent, can result in a student’s feeling left out. Fine line between making a connection with our students as people and making sure they don’t feel left out. Language Arts rep mentioned practice of asking students how skills learned during class can be applied in their community; asks students to bring examples from their community, so she can see how the content may be interpreted by others. Holcroft suggested reviewing course materials (e.g., images, handouts, websites) to see if they confirm stereotypes or address diversity. Regarding the COR, identify opportunities to mention major contributors to the discipline from diverse groups, and don’t just call out special units (e.g., black poets)—include those people in the whole.</p> <p>This information is in a nutshell; Holcroft always available to help faculty review their content and materials. Campbell suggested setting up a workshop, outside of CCC.</p> |
| 27. Good of the Order | |
| 28. Adjournment | 3:33 PM |

Attendees: Rachelle Campbell (Faculty Co-Chair), Sara Cooper (BH), Bernie Day (Articulation Officer), Lisa Eshman (guest—BH), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Katie Ha (guest—LA), Brenda Hanning (BH), Carolyn Holcroft (guest—Student Equity), Kurt Hueg (Dean, BSS), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Tiffany Rideaux (BSS), Ben Schwartzman (SRC), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta