EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE (CCC)
9/8/2026

CALL TO ORDER
Meeting called to order at 2:39 p.m. by Chair Ambrosio.

Recorder: L. Cortez

Members:
Present: M. Anderson, M. Bremen, M. Fujiwara, M. Kline, C. Lopez, C. Martin, M. McMillan, J. Minei, S. Oswald, S. Porter, G. Song, A. Tuan
Absent: M. Chang

Ex Officio Members:
Present: E. Ambrosio, L. Cortez, L. Justice, L. Suekawa, M. Wolfenstein
Absent: L. Young

Guests: A. Grant, P. Tran

1. APPROVAL OF MINUTES
Chair Ambrosio asked for a motion to approve the 6/9/26 minutes. It was moved by M. Kline, seconded by J. Minei. Correction on page 2 HUMA: COMS 293abcd lower case. Abstention M. Fujiwara; all others approved.

2. CHAIR'S REPORT: College Curriculum Committee Chair – E. Ambrosio
Introductions ensued. Chair Ambrosio thanked M. Kline for serving as pro tem last semester.

3. STANDARD REVIEWERS FOR FALL 2026 SEMESTER

Meeting #2	**M. Fujiwara**
Meeting #3	**M. McMillan**
Meeting #4	**S. Porter**
Meeting #5	**J. Minei**
Meeting #6	**M. Bremen**
Meeting #7	**M. Anderson**

4. CURRICULUM TRAINING
Chair Ambrosio shared slides onscreen (attached). Slides will be sent to members after the meeting. A discussion ensued regarding how the CCC would know if DCCs completed their required annual training; more to come.

5. COMMON COURSE NUMBER (CCN) UPDATE
Chair Ambrosio reported that the Phase 2b courses in progress need to be approved by the last November meeting (for 2027-28 catalog).

6. LAB HOUR CONVERSIONS (DANGLING HOUR)

VP Lopez reported he will have an update at the next meeting.

7. COURSES WITH SEQUENTIAL PREREQUISITES

L. Cortez reminded members of the need to address courses with sequential prerequisites. Currently, students who place or transfer into a higher-level course than the prerequisite have registration issues. Standardizing the prerequisite language with "or higher" will prompt the person coding the course in Colleague to also code the higher-level courses, which will solve the registration problem. It was moved by C. Martin and seconded by M. Kline to approve "or higher" as the standard language for prerequisite courses part of a sequence. No discussion; approved unanimously. The Technical Review Team will discuss how to best process the changes. More to come.

8. CURRICULUM SPECIALIST'S REPORT: Curriculum Specialist – L. Cortez

- Fall catalog addendum coming soon
- Curriculog forms revised with noncredit logic
- TOP/CIP list was sent to deans requesting their input of recommended CIP codes; due 9/18
- Reminder to review proposal tracker in Teams, especially programs tab, to see status

9. VICE PRESIDENT'S REPORT: Vice President of Academic Affairs – C. Lopez

C. Lopez thanked members for serving on this committee.

10. ANNOUNCEMENTS

- C. Martin announced she will be reaching out to programs this semester to determine who wants to offer Credit for Prior Learning (CPL)
- Next CCC Meeting: 9/22/2026 – 2:30-4:30 p.m., DE 166/Zoom

11. ADJOURNMENT

Meeting was adjourned at 4:30 p.m.

COLLEGE CURRICULUM COMMITTEE (CCC) – FALL 2026 TRAINING

Edwin Ambrosio

Chairperson, College Curriculum Committee (CCC)

El Camino College

Agenda

Topics to Be Covered

- Review of curriculum roles and timelines
- Curriculog review
- Brown Act
- Culture of the committee
- Articulation
- Distance Education
- Credit for Prior Learning

College Perspective: Local Responsibility and Equity

- Program development guidelines in PCAH include considerations of appropriateness to mission, demonstrated need, adequacy of resources, and adherence to curriculum standards, and regulatory compliance
- Streamlining curriculum means more responsibility on curriculum committees to review these areas, even if the Chancellor's Office won't be reviewing at submission
- Colleges need to document local review and approval processes for
  - accreditation
  - annual curriculum certification
  - eventual periodic review of curriculum by Chancellor's Office
- Great opportunity to explore equity and disproportionate impact on your students

Annual Certification Approval Policy

- Why do we do annual training? The Chancellor's Office requires each college to annually submit an Annual Certification signed by:
  - President/Superintendent
  - Vice President of Academic Affairs
  - Academic Senate President
  - Curriculum Chair
- Non-submission of the Annual Certification will result in a deactivation of "auto-approval" status

Composition and Responsibilities



- **5.4 Division Counselor**
- **Resource person(s)** for the Division in such matters as transfer, articulation, associate degrees, certificates, and student needs.
- **5.5 Proposal Initiation**
- Normally, a faculty member or the DCC chair will initiate proposals in Curriculog. A member of the division's clerical staff, if given under the direction of the Division Dean, **can initiate all proposals in Curriculog.**
  The CCC representative, is responsible for forwarding a DCC approved, **error-free proposal to the Curriculum Office.**

Composition and Responsibilities



- **5.6 Technical Review**
- The DCC conducts **technical review** for all proposals. Technical review ensures that **Title 5 regulations have been met,** that **local procedures** are adhered to, and that **course specifications** have been **appropriately addressed.**

- **5.6.1** The DCC is responsible for **reviewing the feasibility of online, hybrid, and HyFlex versions** of courses and ensuring that they meet the standards for **regular and effective contact between students and instructor and among students.**
- **Note: The DE Addendum has been revised and is a separate form in Curriculog.**

DCC Meetings



- At **least two** regularly scheduled DCC meetings will be held in each Division **per semester.**
- Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester.
- Division faculty members and the Counseling Division are to be notified of DCC meeting dates.
- Minutes of the meetings are to be kept on file in the Division office.
- Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.

DCC Procedures



- **6.2 In-Service Training**
  - All DCC members will attend **at least one in-service training session each academic year that is self-reported to the Curriculum Office.**
- **6.3 Curriculum Review**
  - DCC members will review curriculum in accordance with the ECC Curriculum Handbook, the California Community Colleges **Program and Course Approval Handbook**, **Title 5 of the California Code of Regulations,** **and District policies.** (May be found on the CCC Website)

How Important Is DCC Approval?



- DCC approval date **affirms** that:
  - Technical review has been carefully and thoroughly conducted by the DCC
  - Proposal have been carefully edited, are complete, and are error-free
  - Course outlines are "integrated" (Description, objectives, major topics, assignments)
  - The DCC has voted on and approved the proposal. (Approval does not need to be unanimous. A consensus is needed.)
- **Reminder:** Minutes of DCC meetings and voting results are to be kept on file in the Division Office.

How Important Is the CCC Rep's Approval?



- The CCC rep is the guardian of the Division's curriculum.
- Once approved by the DCC, the Division CCC rep moves the proposals forward to the Curriculum Office. (In special cases, and to keep curriculum from getting stuck, CCC reps may request that a proposal be "force approved" to the next step or to the CCC Rep level.)
- The CCC Rep votes as a DCC member, but has one more step which is to approve the proposals and move them to the Curriculum Office for review and placement on the agenda.

CCC Voting Representatives



- One Full-time Faculty Member from Each Academic Division
- One Full-time Faculty Counselor
- One Full-time Faculty Librarian
- Vice President of Academic Affairs (VPAA) or Designee
- Council of Academic Deans and Directors Representative

Ex-Officio Representatives - Non-voting Members



- Dean, Academic Affairs
- Curriculum Specialist
- Distance Education Coordinator
- Member of the Associated Students Organization (ASO)
- Student Services Advisor, Evaluations Unit
- Registrar

CCC Representative Responsibilities

- Attend at least one in-service training session each academic year
- Be knowledgeable of current curriculum procedures and policies
- Carefully study and review of all curriculum proposals in advance of meetings
- Assist faculty with curriculum issues and proposal preparation



Technical Review VS Content Review



- Curriculum review takes two distinct forms:
  - Technical review ensures complete data, compliance, and consistency
    - DCC, CCC, and Ex-Officio Representatives
  - Content review can be left to discipline faculty (prior to technical review), but the curriculum committee needs to look at content, too
    - Assignment of a discipline, minimum qualifications
    - Avoiding duplication of existing curriculum
    - Appropriateness to College mission
    - Integration of elements of COR including content, objectives, and assignments
    - Ensuring prerequisites and/or corequisites are appropriate

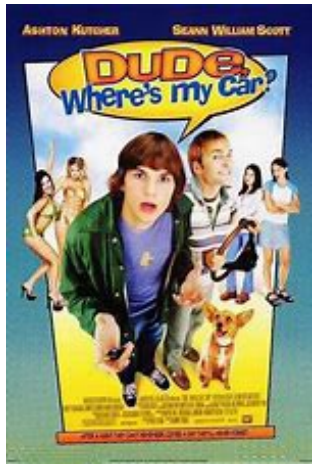
Cycles and Deadlines - Why Are They Important?



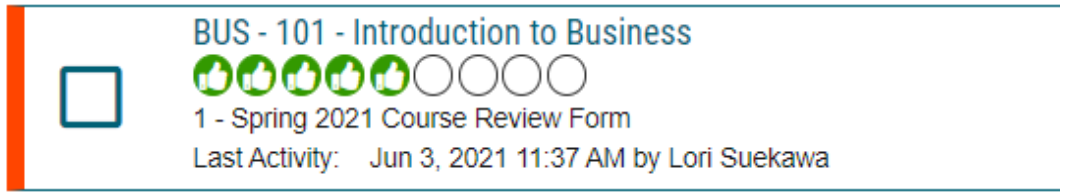
- Approximately 1,400 courses
  - Previous requirements: Courses were reviewed every 6 years
  - Currently, CTE Courses (600+) must be reviewed every 2 years!
- This exponentially increased the number of proposals in need of review each year.
- It is important that we stay maintain a review schedule to remain in compliance.

Dude, Where's My Course?

- Review the Curriculum Submission Deadlines for your Division (CCC Website)
- Review the Agendas and Minutes (emailed to CCC Members and posted on CCC Website)
- Keep your Dean/Associate Dean apprised of curriculum matters after each meeting.



Where's My Course?



- **Curriculog has solved this problem for us.**
  - **Go to My Tasks or All Proposals to find the status of a proposal.**

Originator | Department | Dean/ Assoc | DCC | CCC Rep | Tech Rev. | Chair | Standard Review | Curriculum Office



Proposal was rejected at this stage. Can be revised and approved to move forward.



Process was restarted.

What happens to a course/degree/certificate after it is approved by the CCC?

1. CCC approves courses, certificates and degrees. Minutes are developed and approved.

2. CCC Approves minutes via email to expedite the process. Board item is finalized and entered into Board Docs eight (8) days prior to the BoT meeting.

3. Board Approves curriculum at monthly meeting.

Board of Trustees generally approves curricular actions as recommended by the CCC.

4. Curriculum Specialist logs the course in the Curriculum Inventory and gets a control number for new courses and creates or updates Master Course File.

ADTs, noncredit CDCP STV (short term vocational) programs, and new CTE programs not C-ID aligned are forwarded to the CO for approval.

5. Curriculum and changes are included in the upcoming the Catalog.

Articulation Officer submits appropriate courses for CalGETC GE patterns. Plan on a 2-year timeline to offer the course.

6. Courses are included in the schedule of classes.

Note: Curriculum must be approved by the CCC in Dec to ensure Board Approval and inclusion in the Catalog and the schedule of classes for implementation the following academic year.

Note: Career Technical Education Certificates of Achievement must go through the LARC process prior to Board approval.

Other Deadlines to Consider

- In accordance with the established timeline, the finalized schedule of classes for the Fall term must be submitted for printing by the end of February in order to ensure distribution to counselors, students, and Veteran's Affairs and students in sufficient time for registration, especially with the new annualized scheduling plan
- Therefore, all courses for the catalog must be approved by the last November meeting in the Fall semester and all programs affected by those courses must be approved by the December meeting in the Fall semester



Local Degree/Certificate Forms

- **Degrees and Certificates are now on Curriculog!**
- **Include:**
  - Program Catalog Description
  - Goals/Objectives
  - Course Sequence
- Incomplete forms holds up the submission process to the Chancellor's Office.

Certificates		
16 units or more	Must be submitted to CO for chaptering	Certificate of Achievement
8 -15 units	May be submitted to CO for chaptering **If not submitted to CO it is a Cert of Accomplishment**	Certificate of Achievement if and only if submitted to CCCCO for chaptering
Less than 8 units	May not be submitted to CO for chaptering	Skills Certificate, Certificate of Accomplishment, or other locally-named certificate
0 Noncredit	Must be submitted to CO for chaptering	Certificate of Completion or Certificate of Competency

Note: If submitted for Chaptering it will appear on a student's transcripts.

Curriculog Review

Topics to Be Covered

- SLOs
- Primary Method of Evaluation
- IDEAA in CORs

SLO Format Standardization

- Changes are being made to the way SLOs are going to be formatted in Course Outlines
- The new format will look like this:

Upon completion of this course, students will be able to:

1.
2.
3.

SLO Format Standardization (2)

- Here is an example of the old format:

SLO #1 Writing Algorithms

Students will write correct and detailed algorithms. (Properly analyze a problem using top down design, and write an algorithm that can be translated into computer code.)

SLO #2 Using Correct Syntax

Students will write C++ code that uses correct syntax (when declaring data types, writing algebraic and logical expressions, naming variables, etc.).

SLO #3 Input and Output Information

Students will write C++ code that correctly uses control structures (and nested control structures) including conditionals (like "if"), loops (like "while" and "for") and user defined functions (both void and value returning).

SLO #4 Basic Data Structures

Students will write C++ code that correctly uses basic data structures (including strings, arrays, and structs).

SLO Format Standardization (3)

- Here is an example of the new format:

Upon completion of this course, students will be able to:

1. write correct and detailed algorithms. (Properly analyze a problem using top down design, and write an algorithm that can be translated into computer code.)

2. write C++ code that uses correct syntax (when declaring data types, writing algebraic and logical expressions, naming variables, etc.).

3. write C++ code that correctly uses control structures (and nested control structures) including conditionals (like "if"), loops (like "while" and "for") and user defined functions (both void and value returning).

4. write C++ code that correctly uses basic data structures (including strings, arrays, and structs).

SLO Format Standardization (4)

Breaking down the differences…

SLO #1 Writing Algorithms

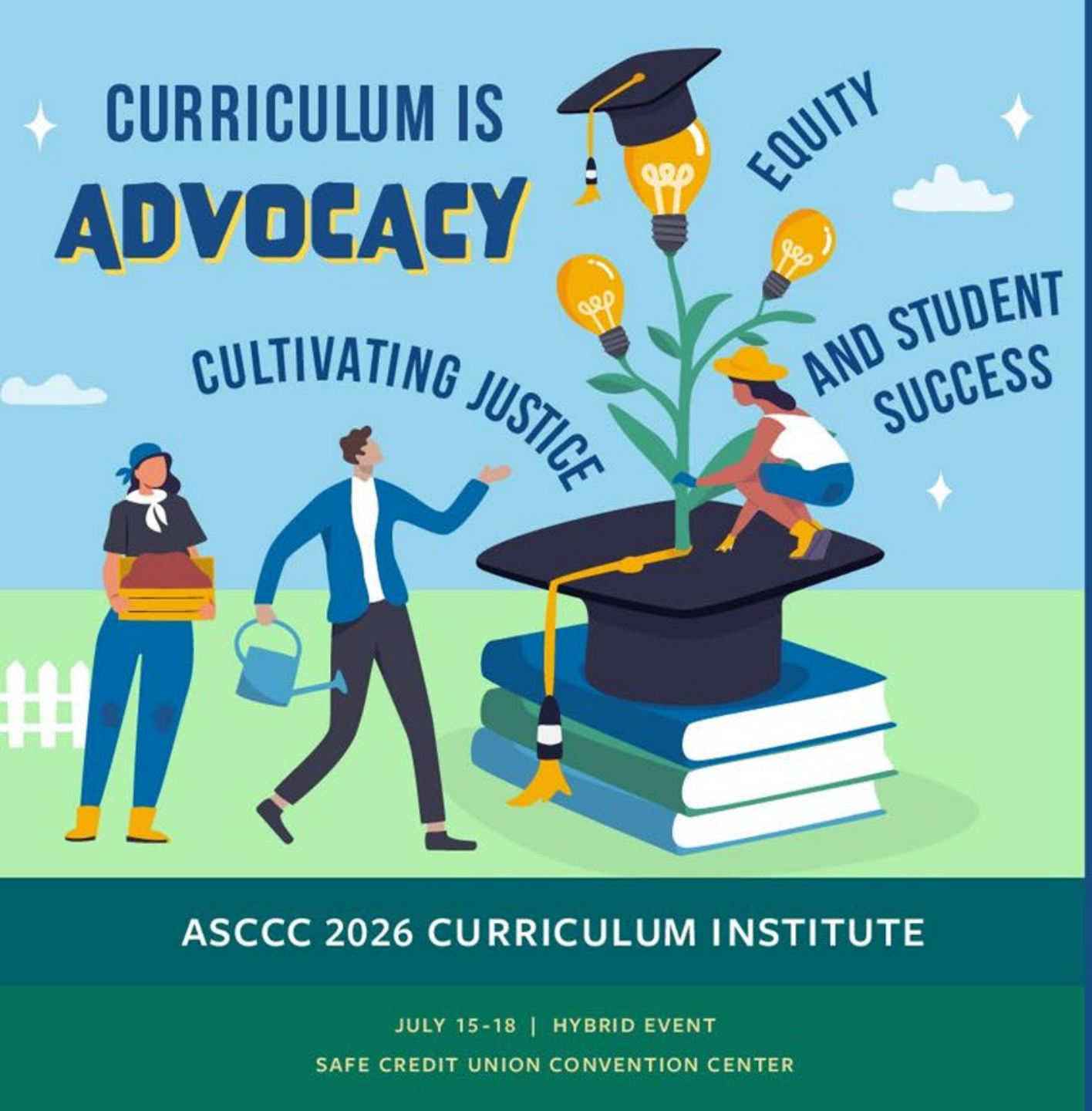
Students will write correct and detailed algorithms. (Properly analyze a problem using top down design, and write an algorithm that can be translated into computer code.)

Using SLO 1 of CSCI 1

Upon completion of this course, students will be able to:

1. write correct and detailed algorithms. (Properly analyze a problem using top down design, and write an algorithm that can be translated into computer code.)

Takeaways: Remove headers of the SLO, as well as phrases such as "Students will"; also, make sure the SLOs always start with the phrase "Upon completion of this course, students will be able to:"



Serving the Students We Have: How IDEAA in the COR Can Encourage Inclusive Instruction



Session Description

The Course Outline of Record (COR) is essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design. We will look at specific practices for ensuring that inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) are woven throughout the elements of the COR. This session will include a brief overview of the COR and discussion on the impact the elements of the COR have on providing diversity and equity in the classroom. Join us for an interactive discussion on how educators can provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.

Presenters



Kelly Fowler

5C, Mt. SAC, Vice President of Instruction



Nili Kirschner

5C, Woodland Community College



Sarah Harris

5C, College of the Sequoias



Sharon Sampson

Grossmont College

Session Outcomes

- Review the history and rationale for including IDEAA in the COR
- Reflect on continuing relevance of the IDEAA COR in the context of current events
- Explore how IDEAA can appropriately be incorporated across disciplines using universal design for learning and student-centered approaches to content, assessment, and other sections of the COR
- Consider next steps and ways to engage

Audience Check In

- At your tables, pair and share a time you helped a student connect with course materials or topics, or a time when you experienced that connection as a student.
- Zoom folks, share your stories in the chat
- Scan QR code for the audience poll or go to **menti.com** and enter the code **6504 7760**

A Recent History of IDEAA in Curriculum: Starting with Statements

- 2020 Student Senate for California Community Colleges Anti-Racism: A Student Plan of Action – Calls for Curriculum Changes

  "Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value."

- 2020 Chancellor's Office Call to Action:

  Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.

2020 ASCCC Publications

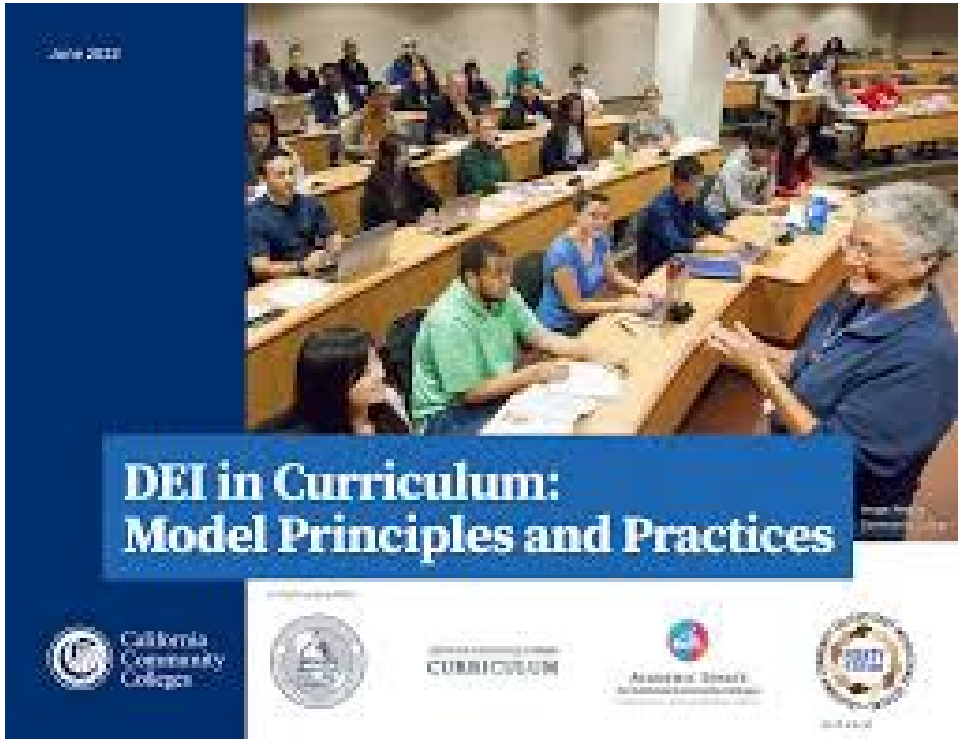
- ASCCC Paper: Anti-Racism Education in California Community Colleges:
  - How can I ensure my students see themselves in the curriculum?
  - How can I ensure my students are represented in the curriculum?
  - How can I draw upon the experiences of my students and reflect that in my curriculum?

- ASCCC *Rostrum* Special Edition – July 2020



DEI in Curriculum Model Principles and Practices

- 2022: Joint publication from Student Senate, ASCCC, CIOs, Chancellor's Office, and 5C of the DEI in Curriculum Model Principles and Practices
- Followed by ASCCC publication of the DEI in Praxis toolkit, with tools and examples for engaging with the Model Principles and Practices



Where We are Today: Vision 2030

Vision 2030's Strategic Directions continue to center equity goals, with the first direction that

"All actions, policies and procedures, will be enacted centering equity and inclusion and dismantling prejudice and racism."



Where We are Today: Title 5 Updates

- BOG approved title 5 updates in January, requiring Curriculum Committees have documented procedure
  - “for ensuring that course outlines of record […] describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students”
  - “to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity”

Our Mission and Our Students

- In 2020, California Code Regulations Title 5 § 51201 was updated to include a statement on Diversity, Equity, and Inclusion. It reads in part:
  - “With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.”
- The California Community Colleges are the largest, most diverse system of higher education in the country. We continue to move forward with the ongoing work of ensuring all of our students can see themselves reflected in their education and curriculum.

Upholding Inclusive Practices

Why IDEAA Matters

- Reflects and respects our diverse student demographics
- Promotes student success, retention, and engagement
- Aligns with institutional and accreditation priorities

Reflect Our Students' Realities

- Students bring diverse identities, cultures, and life experiences
- Inclusive classrooms affirm and validate these lived experiences
- Representation in curriculum fosters sense of belonging

Responding to the Political Climate

- National debates and executive orders challenge inclusive education
- CCCs affirm their commitment to IDEAA values
- Our classrooms remain spaces of critical inquiry and academic freedom

Upholding our Mission in Challenging Times

- We are living through a period of significant social and political turbulence
- CCCs' commitment to IDEAA is not situational; it is foundational to who we are
- We remain steadfast in our mission to empower students, advance equity, and prepare future leaders through inclusive, equity-minded education
- Reaffirming our values includes welcoming open, honest dialogue—even when uncomfortable

Serving All Our Students

By redesigning courses with IDEAA, faculty can create learning experiences that are more accessible, meaningful, and aligned with students' lived experiences and academic goals:

- Assignments that connect academic content to students' lived experiences and social realities
- More inclusive assessment methods that allow diverse demonstrations of learning and knowledge
- Emphasis on real-world application and community relevance increases student engagement and motivation
- Intentional design of courses that reflect and support students' educational and career goals
- More equitable access to course materials through adoption of free or low-cost textbooks

IDEAA is for Everyone!

- Not just for humanities and social sciences – IDEAA belongs in STEM and CTE too
- Purpose is to engage ALL students to create opportunities for learning
- Not just about *what* we teach, but *how* we teach it:
  - Universal design for learning
  - Accessibility
  - Effective practices for adult learners
- Thinking beyond content and objectives:
  - Units and hours
  - Conditions of enrollment
  - Textbooks and course materials
  - Assignments and methods of evaluation



Check-in Poll

Go to

menti.com

Enter the code

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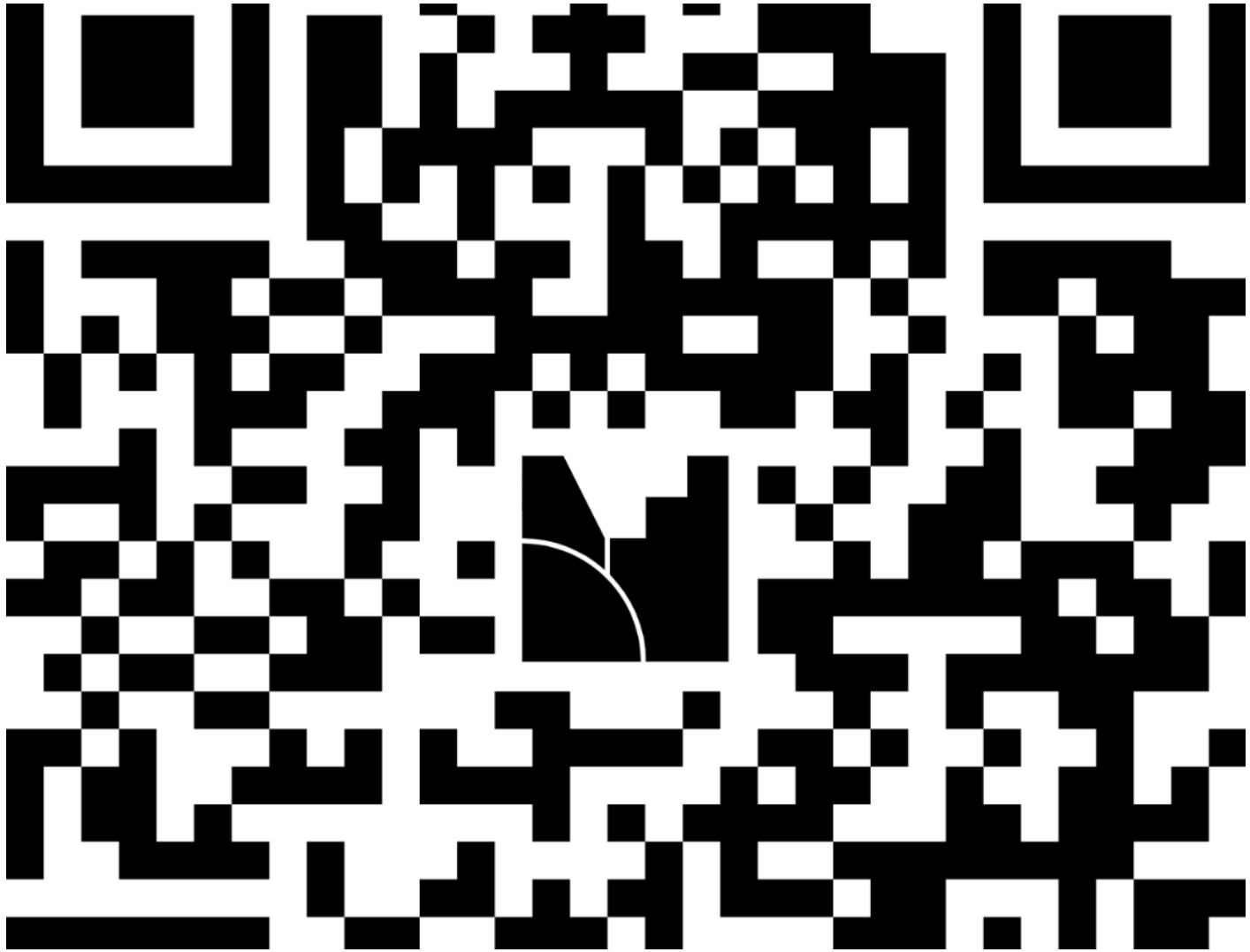


The Course Outline of Record (COR)

- Essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design.
- Legally binding document that sets the tone and expectations for the course. Changing the COR can have ripple effects into the classroom and the college:
    - CORs guide all instructors
    - All faculty benefit from looking at their CORs with fresh eyes
    - Transfer institutions look at CORs to determine equivalency
    - Students see parts of the COR in the catalog and schedule

IDEAA and Common Course Numbering

- CCN templates developed with IDEAA in mind:
  - Guidelines specify student-centered language in title and description, inclusion of OER, by discipline faculty workgroups
  - Discipline faculty workgroups embed elements of IDEAA into template
- Colleges can and should still design curriculum with their students and communities in mind:
  - Optional Part 2 of description, objectives/outcomes, content, and methods of evaluation
  - Non-standardized sections of COR like typical assignments



Bright IDEAAs from the Field

Real-world examples of IDEAA in the COR:

- Course Description: Biology
- Unit and Hours: Child Development
- Limitations on Enrollment: Physics
- Course Content: Child Development
- Objectives and Outcomes: Earth Science, English
- Assignments: Computer Science, Automotive
- Distance Education: Business Management

Course Description - Biology
(Beta Meyer, Mt. SAC)

BEFORE:

Human Development, from conception to death. Conception, growth, maturation and aging are studied as a natural continuum, influenced by our biophysical and psychosocial environment. Includes developmental theories and scientific methods used to study development. Field trips to several off-campus sites are required.

AFTER:

Human development over the lifespan. Starting before conception, the continuum of life events are influenced by genetics and environment. Learn how biological, physical, psychological and social factors impact development, and what pattern and timing is considered average in human development. Follow conception through pregnancy as a child develops. Learn about childbirth, and how postnatal maternal and child health is assessed. Continue development through childhood into adolescence, with both sexual development **and the acquisition of gender identity**. Watch development progress through the rest of lifespan into young adulthood, middle age, and older adulthood. **At all stages, common diseases and injuries are considered**. Look at development through the lens of development theorists and **see how developmental theories have evolved**. Apply scientific thinking and analysis **to look at health disparities and how these can impact lifespan development**. At the end of life, learn about hospice care and the death process. After death, **learn about choices to handle human remains** including cremation, burial, and ceremonies. **Field trip required.**

Units and Hours – Child Development
(College of the Sequoias)

CHLD 149 Introduction to Curriculum

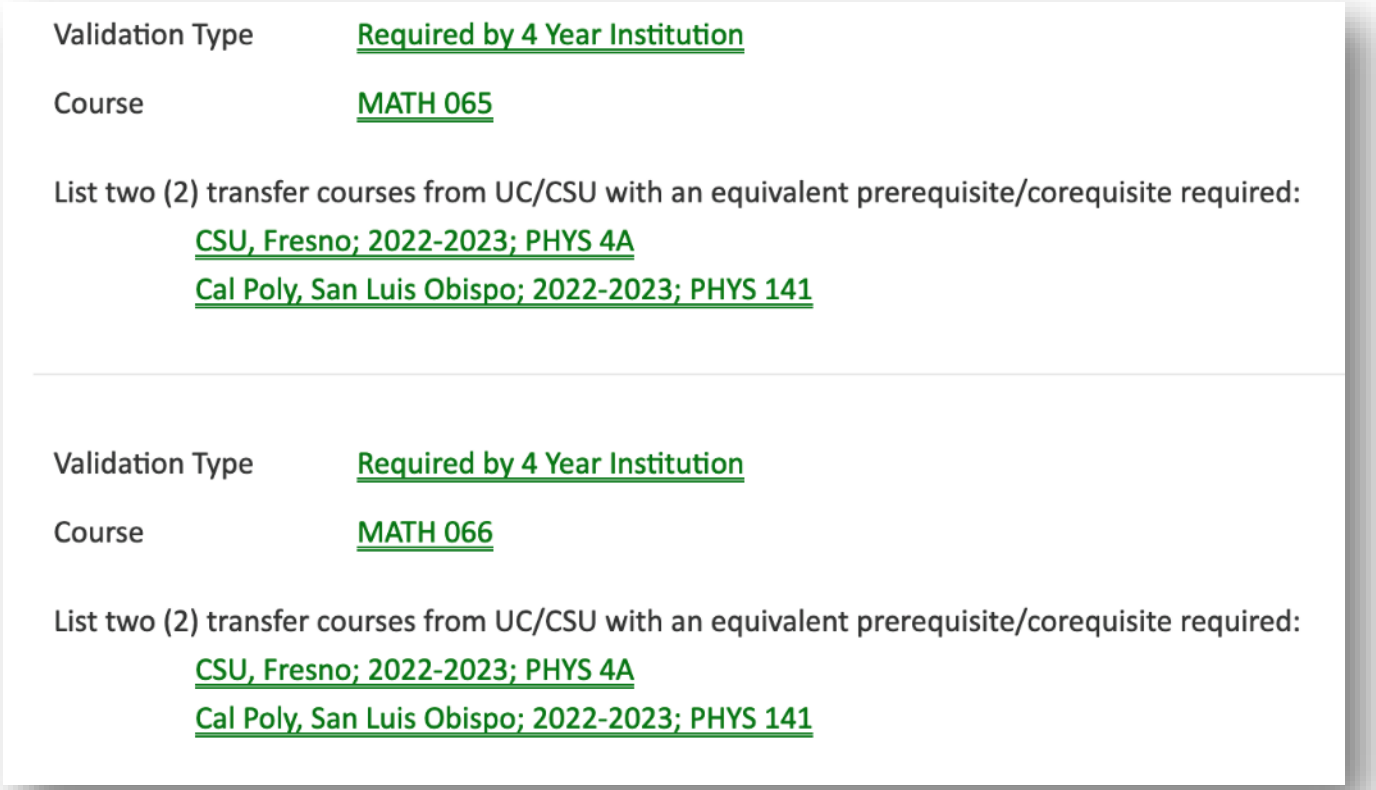
- 3 lab hours were removed from the course and 1 lecture hour was added.

- Equity Review Description: “The lab component on this class is presenting a barrier to students for completion, retention, class scheduling, ability to move through courses and achieve certificate or degree in timely manner, and transfer. Department has made the determination to remove the lab component.”

Limitations on Enrollment - Physics
(College of the Sequoias)

PHSY 055

- Faculty reviewed and updated validation to confirm current prerequisites were required for transfer
- Equity Review: “We obtained class copies of the Knight textbook so all students have access to a quality text from the first day of class. We discussed, with course material and transfer institution requirements in mind, what prerequisites were actually needed.”



Validation Type Required by 4 Year Institution

Course MATH 065

List two (2) transfer courses from UC/CSU with an equivalent prerequisite/corequisite required:

CSU, Fresno; 2022-2023; PHYS 4A

Cal Poly, San Luis Obispo; 2022-2023; PHYS 141

Validation Type Required by 4 Year Institution

Course MATH 066

List two (2) transfer courses from UC/CSU with an equivalent prerequisite/corequisite required:

CSU, Fresno; 2022-2023; PHYS 4A

Cal Poly, San Luis Obispo; 2022-2023; PHYS 141

Course Content- Child Development
(College of the Sequoias)

CHLD 148, Child Health, Safety, Nutrition

- “Course has been updated to include most recent state recommendations including culture, diversity and linguistic application of working with children and families in an early childhood education program.”
- Course Topics updated to center collaboration and student/family perspectives. For example:
  - Original: Promote good health with families, teachers and children involved in culturally, linguistically, and developmentally appropriate ways.
  - Revised: Collaboration with families and other professionals to promote health, safety and nutrition

Learning Outcomes – Earth Science
(College of the Sequoias)

ESCI 001, Intro to Earth Science

- Outcome #1 updated to read: “Given an earth science topic, students will design and execute a lesson plan that utilizes the scientific method **and an accessible STEM-based activity** to explore that topic.
- Equity Review states: “Accessibility is explicitly discussed with the students with the objective of producing cognizant future educators.”

Objectives/Outcomes – English CCN
(Grossmont College)

ENGL C1000 Part 2: Additions to Objectives

- Read and analyze selections of significant culturally relevant literature representing diverse backgrounds and perspectives.
    - Distinguish specific rhetorical strategies writers employ to advance their arguments, taking into account purpose and audience.
    - Critically examine and analyze the historical, cultural, biographical, and political contexts wherein all writing takes place.
    - Locate and evaluate primary and secondary sources for depth, breadth, credibility, and relevance, for use in their own writing.
    - Identify, evaluate, and synthesize multiple points of view, noting how various perspectives inform, complicate, and/or build upon one another.

Assignments – Automotive
(College of the Sequoias)

AUTO 237: Automotive Air Conditioning

"Edited possible writing assignments to include opportunities for students' self-expression and opinions."

BEFORE:

Assigned worksheets for the classroom manual chapters shall be completed in writing by the students and turned in to the instructor for gradings. These worksheets reinforce reading material.

AFTER:

Possible writing assignments would include opinion essays on environmental impacts of refrigerants and other automotive chemicals, allowing student self-expression in sensitive subjects. Technical report writing may also be included, with opportunity for interpretation of activities or diagnostic steps, reflecting the students' own way of relaying this information.

Assignments – Computer Science
(Jonathan Johannsen, Mt. SAC)

BEFORE:

1. Assume that the content of the memory location for a variable declared as "float b;" is "8311 0000" in hexadecimal. What is the actual value of b as a real decimal number?
2. Given the following recursive definition: s(2) = 3, s(n) = 5 * s(n-1) + 6, implement the corresponding program and use it to calculate s(7). How many invocations are made to the function seq () when calculating s(7)?

AFTER:

1. Select and research a topic that is interesting or important to you. Write a one-page proposal on how a computer program might be used to help others interested in this topic. The program must include the following: decision structures, loops, arrays, and files.
2. In a group, research one or two famous Computer Scientists and prepare a short five-minute presentation for the class. Possible subjects will be listed by the professor to emphasize the many rich and diverse voices in the field.



DE Addendum – Business Management
(Woodland Community College)

- Business Management course revised to expand content and objectives related to IDEAA and add OER textbooks
- Included rationale for expanding DE modalities:

  "Woodland Community College serves a wide range of communities including some that are very rural. To ensure equitable delivery of our program curriculum to all of our WCC students regardless of where they live, it is necessary to utilize all available distance education technologies. From a pedagogical perspective, this subject matter is well suited for distance education."



Future steps: Engage and Make it So

Our students and communities count on us to do this work.

What is one thing you can do to move the needle?

- Individual efforts
- Institutional efforts

Continue the discussion

Saturday

July 12

9-10:15am

Holodeck: IDEAA in the COR

Come share local practices for ensuring that inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) are woven throughout the elements of the COR. Join us for an interactive discussion on how educators can provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.

Learn more about how you can share ideas with ASCCC's DEI in Curriculum Praxis.



Brown Act: A Primer for Budding Curriculum Practitioners

Presenters

Luke Lara, Ed.D., ASCCC At-Large Representative, MiraCosta College

Voltaire Villanueva, Ed.D., Foothill College

Disclaimer: We are not lawyers, seek advice from a trained professional. Many districts have in-house counsel

Session Description

Curriculum Committees are subject to the Open Meetings Act, also known as the Brown Act. This introductory level session will review the legal requirements of the Brown Act, its application to curriculum committees, and ways that you can not only ensure compliance but maximize meetings to promote transparency and inclusion. We will also discuss SB707 (Durazo), the recent landmark legislation that has modernized the Open Meetings Act.

Why?

Why the Brown Act?

- “In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.”
- Courts and the CA Attorney General have sided in favor of greater public access and narrowly view exceptions
- “There is more to be gained than lost by conducting business in the open”

History of the Brown Act

- Michael A. Harris- San Francisco Chronicle 10-part series “Your Secret Government” (1952)
- Lead to Ralph M Brown Act in 1953
- Ralph M. Brown – Elected to the Assembly in 1942, Served 19 years in the Assembly, 3 years Assembly Speaker and later became an appellate court justice.



Intent of the Brown Act

"The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created."

- Government Code § 54950

Who?

Legislative Body (GC §54952)

- Local body created by state or federal statute
- Committee (decision-making or advisory) created through **formal action** of a legislative body
- Standing committees with a continuing subject matter jurisdiction or a fixed meeting schedule established by **formal action**

What about local Academic Senates?

- Title 5, §53202 establishes the procedures for the formation of an academic senate.
- The steps include a vote of the faculty, plus certain actions by the district board after the faculty vote (recognition of the senate, authorization for faculty to establish structures and procedures, etc.).
- “The legally mandated joint action to be taken by the faculty of a community college and a district board in establishing an academic senate constitutes the requisite “formal action” contemplated by [the Brown Act].”

- Attorney General Opinion No. 83-304 (1983)

What about Curriculum Committees?

- Title 5, §55001, establishes the procedures for forming curriculum committees
- “Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty”
- By the same logic that local Academic Senates are subject to the Brown Act, so are Curriculum Committees

Appointed Bodies – The Waterfall Effect

Subcommittees: What about subcommittees created by the District Academic Senate (if any), Student Senates, or College Academic Senates?

Bottom Line: Committees created by *formal action* of a legislative body are subject to the Brown Act.

Appointed Bodies – Standing Committees

- Standing Committees of a legislative body are **ALWAYS** subject to the Brown Act.
  - Standing committees, irrespective of composition, which have either: (1) a continuing subject matter jurisdiction, or (2) a meeting schedule fixed by resolution or formal action of the legislative body.

- **Examples**: long-term committees on budgets, transportation, professional development, or curriculum.

Appointed Bodies – Temporary Advisory Committee Exception

Ad Hoc: "Made or happening only for a particular purpose or need."

A temporary advisory committee **composed solely of less than a quorum** of the legislative body that serves a limited or single purpose, that is not perpetual, and that will be dissolved once its specific task is completed is not subject to the Brown Act.

Case Scenario: Curriculum Committee Taskforce

- The local Curriculum Committee establishes a four-member taskforce to make a recommendations on changes to the Curriculum Handbook.
- The curriculum taskforce's four members are members of the 12-member Curriculum Committee.
- Are the meetings of this taskforce subject to the Brown Act?

NO!

New Requirement – SB707 (Durazo)

"A local agency shall provide a copy of this chapter to any person elected or appointed to serve as a member of a legislative body of the local agency."

- GC §54953.8.2

Whether appointed or elected, all members of a Curriculum Committee must get a copy of the Ralph M. Brown Act – Chapter 9 [GC §§ 54950 – 54963]

WHAT?

Meetings

"All **meetings** of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any **meeting** of the legislative body of a local agency, except as otherwise provided in this chapter."

-GC §54953(a)

What is a “Meeting?”

“Any congregation of a majority of the members of a legislative body at the same time and location to **hear, discuss, deliberate, or take action** upon any item that is within the subject matter jurisdiction of the legislative body.”

- GC §54952.2(a)

The Brown Act is not limited to “meetings” where a final decision is made!

- “HEAR”
- “DISCUSS”
- “DELIBERATE”

Serial Meetings

"A majority of the members of a legislative body shall not…use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body."

- GC §54952.2(b)(1)

Common Types of Serial Meetings:

- "Telephone game"
- Hub and Spoke
- Email

Serial Meetings & Social Media – SB707 (Durazo)

"Paragraph (1) shall not be construed as preventing a member of the legislative body from engaging in separate conversations or communications on an internet-based social media platform to **answer questions, provide information to the public, or to solicit information from the public** regarding a matter that is within the subject matter jurisdiction of the legislative body provided that a majority of the members of the legislative body do not use the internet-based social media platform to discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the legislative body."

"A member of the legislative body **shall not respond directly to any communication** on an internet-based social media platform regarding a matter that is within the subject matter jurisdiction of the legislative body **that is made, posted, or shared by any other member of the legislative body**."

- GC §54952.2(b)(3)(A)

Action Taken

"**Action taken**" means a collective decision made by a majority of the members of a legislative body, a collective commitment or promise by a majority of the members of a legislative body to make a positive or a negative decision, or **an actual vote by a majority of the members of a legislative body when sitting as a body or entity, upon a motion, proposal, resolution**, order or ordinance.

- GC §54952.6

Brown Act Key Requirements

- Agenda posted 72 hours in advance
- Specify time and location of meeting
- Posted in a location that is freely accessible to members of the public and on committee website (if there is one)
- Provide opportunity for members of the public to attend and address the legislative body
- Only deliberate on items on the agenda
- Publicly report any action taken and vote of each member present
  - No secret ballots for actions

Agendas

- Agenda must contain a brief description of the items of business to be transacted or discussed in either open or closed session.
- In general, agenda descriptions need not exceed 20 words per item.
- Agenda descriptions should provide sufficient information to allow members of the public to decide whether to attend the meeting or participate in the agenda item.
- Closed session items must include reference to specific statutory authority for the closed session.
- Agendas must be accessible.

Agenda Descriptions - Example

Is this agenda item descriptive enough?

Item No. 1.3: Consideration of deactivation of Mathematics Degree 

Item No. 1.3: Consideration of deactivation of Mathematics for Transfer (ADT) 

Item No. 1.3: Consideration of deactivation of Mathematics for Transfer (ADT) to take effect fall 2027 

Item No. 1.3: Motion - Deactivate Mathematics for Transfer (ADT) effective fall 2027 due to required adoption of new TMC for Mathematics for Transfer 2.0 (ADT) 

The Public's Place at the Table (1)

The legislative body must provide an opportunity for members of the public to directly address the body on each agenda item before or during the legislative body's discussion or consideration of the item.

Every agenda for a regular meeting must also allow members of the public to speak on any other item of interest within the subject matter jurisdiction of the legislative body (even if not on the agenda).

The Public's Place at the Table (2)

The legislative body may not prohibit criticism of policies, procedures, programs or services of the legislative body/agency.

Reasonable regulations on public comment may be adopted (example: time limits for individual speakers).

The legislative body may remove individuals from a meeting who willfully interrupt proceedings.

-GC §54957.9

The Public's Right to Attend

- All meetings must comply with the ADA (Americans with Disabilities Act).
- Any person may record the proceedings via audio recorder, video recorder or still motion camera.
- No conditions may be set for attendance at or participation in a public meeting:
  - Sign-in not required
  - Self-identification not required as a prerequisite to speak
  - No fees may be charged for providing notice

Closed Sessions

The Brown Act authorizes closed sessions for specific topics, including:

- Existing or anticipated litigation
- Real property negotiations
- Public employee appointments, evaluation and discipline
- Labor negotiations
- Threats to security

Note: There is no statutory exemption for topics that are embarrassing, difficult, sensitive uncomfortable or controversial

Where?

Ever wonder why in person meetings are preferred?

Teleconferencing requires (GC §54953):

- All votes by roll call
- Agendas posted at all teleconference locations
- Each teleconference location is identified in the agenda and notice of meeting
- Each teleconference location is accessible to the public
  - Members of public may address the legislative body at each teleconference location
- A quorum of the members shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction

Teleconferencing vs. Remote Participation

- "**Teleconference**" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.

- "**Remote participation**" means participation in a meeting by teleconference at a location other than any physical meeting location designated in the notice of the meeting. Requires both audio and visual participation, unless ADA accommodations are granted.
  - Remote participation under this subdivision **shall be treated as in-person attendance** at the physical meeting location for all purposes, including any requirement that a quorum of the legislative body participate from any particular location.

– GC §54953

Just Cause (GC §54953.8.3) – SB707 (Durazo)

- "**A member of the legislative body notifies** the legislative body at the earliest opportunity possible, including at the start of a regular meeting, **of their need to participate remotely for just cause**, including a general description of the circumstances relating to their need to appear remotely at the given meeting."
- Limited to
  - 2x per year, if the legislative body regularly meets once per month or less
  - 5x per year, if the legislative body regularly meets twice per month
  - 7x per year, if the legislative body regularly meets three+ per month
- The minutes for the meeting shall identify the specific provision in GC §54953.8.3(3)(B)(c) that each member relied upon to **participate remotely**.
- In effect until January 1, 2030



Just Cause Defined GC §54953.8.3(3)(B)(c)

- Childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely.
- A contagious illness
- A need related to a physical or mental condition that is not subject to subdivision (c) of Section 54953
- Travel while on official business of the legislative body or another state or local agency.
- An immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner of the member that requires the member to participate remotely
- A physical or family medical emergency
- Military service obligations

Rules for Voting While Remote for Just Cause

- Audio and Visual Requirement – unless ADA accommodations for disability
- Public Disclosure – before any action is taken, must disclose if anyone under 18 years of age is present in the room with them and the general nature of the relationship
- Roll Call Voting – same as for teleconferencing

Emergency Situations – SB707 (Durazo)

- Teleconferencing is permitted for a proclaimed state of emergency or local emergency (GC §54953.8.2)
- In effect until January 1, 2030

Questions and Reminder of Disclaimer

We are not lawyers

Seek advice from a trained professional



For More Information and Support

- Any Further Questions: info@asccc.org
- Request a local academic senate visit
- Subscribe for one of ASCCC official and unofficial listservs to stay informed on important information and opportunities to engage with the ASCCC and faculty across the state (e.g., area, Senate Presidents, discipline, curriculum)
- Volunteer for statewide service



Parliamentary Procedures: The Culture of Committees

Captain's Log, Supplemental (Session Description)

In the vast expanse of governance and shared decision-making, order and efficiency are essential for survival. Across countless systems and starbases, *Parliamentary Procedures*—most notably **Robert's Rules of Order, Newly Revised**—guide the conduct of deliberative assemblies, helping crews navigate difficult questions with structure, fairness, and speed.

But even the most logical systems can harbor unintended consequences. For many new to these formal protocols, the rules may seem more alien than familiar—unwelcoming, even intimidating. The result? Silence where there might have been insight, hesitation in place of bold participation.

This session boldly goes where many fear to tread:

- Learning the foundational elements of effective meeting procedures
- Engaging in simulations to practice meaningful contribution
- And charting a course toward inclusive, empowering engagement for all aboard

Set phasers to *participate*—and prepare to transform how we meet, decide, and lead.

Presenters

- Eric Narveson, Evergreen Valley College
- Erik Woodbury, De Anza College, ASCCC North Representative

Outline

- Framing
- Role & principles of parliamentary procedure
- Basics of Robert's Rules of Order Newly Revised
- Relationship between parliamentary procedure and Brown Act
- Building an agenda
- Relationship between curriculum committee and academic senate
- Tools for chairs
- Resources, including alternatives to Robert's Rules

Framing

- Who is in the meeting? Curriculum members? Senators?
- Styles of processing
- Ways to participate
- Cultural component
- Complexity of parliamentary procedure
- Intentional onboarding
- Community agreements
    - Okay to vote no
    - Decisions are by the body

Order of Operations

- Federal law (e.g., ADA)
- California Law—Education Code & Government Code (Brown Act)
- California Code of Regulations Title 5
- Board Policies / Administrative Procedures
- Bylaws
- Parliamentary procedure

Relationship Between Parliamentary Procedure and the Brown Act

- Brown Act is law
- Parliamentary procedure are guidelines
- Examples of overlap:
  - Consider items on agenda only
  - Recording of votes
  - Public comments
    - May impose time constraints
    - Chair (and other members) do not respond
  - Types of voting: for example, roll call vote when teleconferencing

Mission Parameters:
Role of Parliamentary Procedure

- Effective meeting management
- Arrive at the general will on the greatest number of questions in the minimum amount of time, while being inclusive
- Reach decisions regardless of whether there is total harmony or impassioned division of opinion

Principles of Parliamentary Procedure

- All voices are heard
- Ability for each member to provide input on topics
- All members have equal rights, privileges, and obligations
- Full and free discussion with a diversity of ideas
- Maintenance of order

Basics of Robert's Rules of Order Newly Revised



Role of the Chair

- Introduces agenda items and provides factual context
- Recognizes speakers
- Keeps discussion centered on current item/motion
- Facilitates votes on motions and other items, and announces the results
- Ensures that all members understands exactly what is being voted on
- Remains impartial during the debate
- Maintains the integrity of the parliamentary process

Quorum

- Must have quorum to make decisions
- Majority of voting members (more than half)
- Must be maintained throughout meeting

- Note that your bylaws may define quorum differently

Basic Process for Motions

- Member obtains recognition of the chair
- Member makes a motion
- Motion must be seconded by another member
- Chair states the motion and opens debate
- Maker of motion may speak first in debate
- Debate ensues
- Chair puts the question, aka facilitates the vote
- Chair announces the results
- Note: Brown Act requires all votes be listed in the minutes

Rules of Engage! (..ment)

- Collegiality and supporting students is the common goal
- Debate ideas, not personalities
- Keep debate focused on the current motion/item being considered
- All remarks are addressed to the chair

General Rules of Debate (partial)

- Members may only speak if recognized by chair
- All discussion must be relevant to motion/item
- Members may speak up to twice on a motion/item
- Each time, members may speak up to 10 minutes
- Members that have yet to speak in a motion/item have preference
- When possible, alternate between pro and con speakers

- Any of these can be altered in local committees

Request for Information, Parliamentary Inquiry, and Point of Order

- Request for Information
  - Inquiry as to the facts affecting the business at hand
- Parliamentary Inquiry
  - Request for the Chair's opinion on a matter of parliamentary procedure as it relates to the business at hand (not a ruling)
- Point of Order
  - May interrupt the current speaker if timely
  - Member calls attention to a violation of the rules of the assembly
  - Must be raised promptly at the time the breach occurs

A Few Common Motions

Motion	Wording	Second?	Debate?	Amend?	Vote
Main motion	I move to…	Yes	Yes	Yes	Majority
Amend	I move to amend the motion…	Yes	Yes	Yes	Majority
Commit or Refer	I move that [X] be referred to a committee…	Yes	Yes	Yes	Majority
Postpone/Table	I move to postpone…	Yes	Yes	Yes	Majority
Previous question (end debate)	I move the previous question	Yes	No	No	2/3
Request for information	I have a request for information	No	No	No	--
Parliamentary inquiry	I would like to make a parliamentary inquiry	No	No	No	--
Point of order	Point of order!	No	No	No	--

Unanimous Consent

- Full process is, perhaps, a bit time-consuming
- Unanimous consent provides a streamlined process
  - Chair asks if there is any objection to the desired action
  - If there are no objections, the chair declares agreement on the desired action
- Useful for routine matters and those without opposition
- Consent calendar / Consent Agenda
- Acclimation

Chair's Participation in Voting

- Chair ought to remain impartial
- Does not participate in debate or vote
- Exceptions:
  - Chair's vote will change the results of the vote
  - Vote is by ballot
- Changing the outcome examples for majority vote
  - If tie vote, motion fails and chair may vote for motion so it passes
  - If pro exceeds con by only one vote, chair may vote against causing motion to fail with a tie

Role of Parliamentarian

- Committees may or may not have formal parliamentarian positions
- Parliamentarian serves in an advisory role, helping the chair
- The parliamentarian does not have the final word
- Only the chair may rule on the final application of the rules

Alternatives to Robert's Rules of Order

Consensus Decision-Making: A Virtual Learning Center

Democratic Rules of Order (this has to be purchased)

Simplified Rules of Order

Atwood's Rules

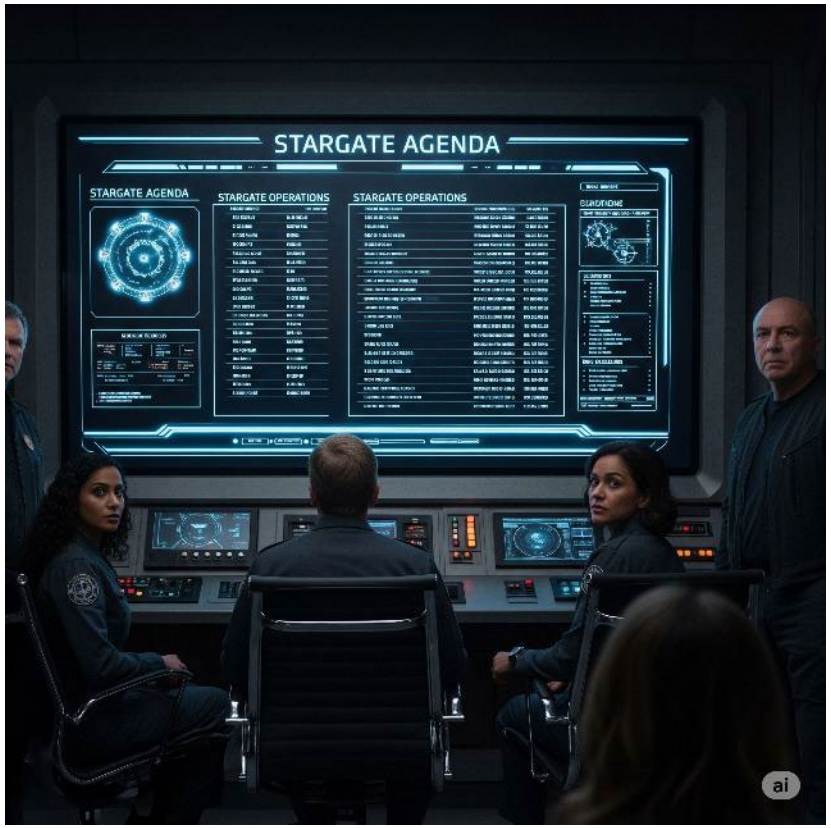
Comparison of Robert's Rules, Consensus Process and Dynamic Facilitation

Martha's Rules of Order

Relationship Between Curriculum and Academic Senate

- Will vary by college
- Does curriculum approved by the Curriculum Committee go directly to the board (or perhaps district curriculum committee)?
- Or does curriculum approved by the Curriculum Committee go to Academic Senate for final approval?

Building an Agenda



Building an Agenda: Sample Agenda Structure 1

- Call to Order*
- Adoption of the Agenda*
- Public Comments*
- Approval of the Minutes
- Action Items
- Discussion/Information Items
- Reports (chairs, AO, etc.)
- Adjournment

Building an Agenda: Sample Agenda Structure 2

- Call to Order*
- Adoption of the Agenda*
- Public Comments*
- Approval of the Minutes
- Unfinished Business
- New Business
- Reports
- Adjournment

Tools for Chairs



Professional Development Opportunities

- Committee retreat or first meeting of the academic year cover such topics as
  - Charge/purpose of committee and place within participatory governance structures on your campus
  - Roles and expectations of committee members
  - Parliamentary procedure
  - Brown Act

Tools For Chairs Under Pressure

- You got this!
- Deep breaths
- Find your village
- Ensure members understand what is being considered
  - No such thing as repeating the motion too much
- Alternating pro and con
- Twice is the max on a motion
- Time limits (default is each time one may speak for 10 minutes)

Resources

Robert's Rules of Order in Brief

Robert's Rules for Dummies

Roberts Rules Online

Questions: info@asccc.org

Request a local senate visit or other visit

Practice

- Move to approve presented courses
- Move that coffee ought to be provided at all curriculum committee meetings
- Move to change curricular management system