

Curriculum

Curriculum Committee MINUTES

Wednesday, March 6, 2024 1:30 - 4:30pm

Building 200: Room 224

I. Call to Order:

| Voting Members: | Present | Role: |
|---|---------|--|
| John Ison | Y | Curriculum Committee Chair |
| Abraham Romero Hernandez | Y | MATH Division Rep |
| Allen Menton | Y | Fine Arts Division Rep |
| Gary Graves | Y | BUS Division Rep |
| George Bonnard | Y | Technology and Engineering Division Rep |
| Guy Dadson | Y | Tech Review Chair, Natural Sciences Div. Rep |
| Thydan Huynh | Y | COUN Division Rep |
| Kelly Nelson-Wright | Y | Social Sciences Division Rep |
| Yolanda Duron | Y | PE Division Rep |
| Valentin Macias | Y | LIB Division Rep |
| Toni Nielson | N | Humanities Division Rep |
| Resource Members: | Present | Role: |
| David Grossman | Y | Dean, Physical Education |
| Carlos Ayon | Y | Dean, Business & CIS |
| Kevin Tran | Y | Articulation, Counseling |
| José Ramón Núñez | Y | Vice President of Instruction |
| Kenneth Starkman | Y | Dean, Technology & Engineering |
| Nicol Tushla | Y | Admissions & Records |
| Scott Lee | Y | Articulation Officer |
| David Soto | Y | Education Services & Technology Coordinator |
| Pending Associated Students appointment | N | Student Rep |
| Bridget Kominek | N | Humanities faculty, 03/06/24 substitute for Toni Nielson |

II. Roll Call: 1:30pm

III. Public Comments: *Maximum 10 minutes, 1 minute per person or group*

The following people made public comments in support of keeping the Multicultural Education Graduation Requirement on the Associate Degree: Jodi Balma (Political Science), student Hoang Ho, several FC Honors students (in written statements read by Sociology professor Kelly Nelson-Wright) and Geography and the Environment professor Aline Gregorio (in a written statement read by English professor John Ison). Physical Education professor Yolanda Duron made a public comment in which she wondered why there were more testimonials than data provided today.

Professor Gregorio's statement is included here:

I want to address one specific question regarding our local AA GE: Is the GE pattern designed by the state sufficient to promote the values and goals we proclaim as a college? To this question, I respond with a resounding "no," to be

heard as a choir from close to 100 colleagues who favor maintaining the MCE requirement as part of Fullerton College's AA GE. Of these, we have overwhelming support from discipline experts of MCE-approved courses, including the unanimous support from our Ethnic Studies Department to keep our MCE requirement as is. Please read and reflect on the pertinent rationale presented in the collective statement you will discuss today. As faculty representatives, I plead that you do not disregard the MCE expertise of your colleagues and the centrality of MCE education for our college's institutional directives. I also plead for you to recognize that the voting structures of this committee disenfranchise disciplinary diversity, as divisions with very little disciplinary breadth will eventually make a recommendation about a trans-disciplinary matter in equivalence with a division with wide disciplinary diversity and expertise about MCE.

I also wanted to take the moment to resist the depiction of an MCE education as an obstacle to students - it is not. A general education that abbreviates student preparation is detrimental to student success, the viability of diverse learning communities, and to student choice. The MCE requirement is only a requirement for those who wish to earn an AA from Fullerton College. Recall that students can choose to trek a speedy transfer through an ADT or Cal-GETC. Yet, eliminating the MCE requirement threatens the viability of diverse learning communities, which in turn impacts student choice.

Abbreviating student preparation in our local degree is a step backward from our stated aspirations, which call for global awareness and to inspire positive change in the world. How can we inspire positive change in the world if we consider courses about the world and its peoples non-essential electives?

It is time that we do away with empty slogans. If we are to dismantle the MCE requirement for a minimal GE, then please change the college's vision from "inspire positive change in the world" to something like "graduate more students." Please also change our slogan from "Fullerton College, excellence elevated" to "Fullerton College, a minimalist education." Needless to say, I would not have been inspired to study or work at Fullerton College had I known that it committed itself to a merely transactional minimalist education. If we are to be true to what we say on paper, we must have the courage to lead... Not by writing more proclamations in our mission statement, but by insisting on an educational path that prepares students academically and engages them in our vision to be a positive force in the world. Student success is not only gauged by how many students we pump out with AAs, but by the transformative and radiative effect of a meaningful education our AA puts forth.

Thank you for considering,

Aline Gregorio

IV. Approval of Agenda MSU

A. March 6, 2024, Discussion Agenda

B. March 6, 2024, Proposal Agenda

| Voting Members: | Present | Role: |
|--------------------------|---------|--|
| Abraham Romero Hernandez | | MATH Division Rep |
| Allen Menton | | Fine Arts Division Rep |
| Gary Graves | | BUS Division Rep |
| George Bonnard | | Technology and Engineering Division Rep |
| Guy Dadson | | Tech Review Chair, Natural Sciences Div. Rep |
| Thydan Huynh | | COUN Division Rep |
| Kelly Nelson-Wright | | Social Sciences Division Rep |
| Yolanda Duron | | PE Division Rep |
| Valentin Macias | | LIB Division Rep |
| Toni Nielson | | Humanities Division Rep |

V. Approval of Minutes MSU

- A. February 7, 2024, Discussion Minutes
- B. February 7, 2024, Proposal Minutes
- C. February 21, 2024, Discussion Minutes
- D. February 21, 2024, Proposal Minutes

| Voting Members: | Present | Role: |
|--------------------------|---------|--|
| Abraham Romero Hernandez | | MATH Division Rep |
| Allen Menton | | Fine Arts Division Rep |
| Gary Graves | | BUS Division Rep |
| George Bonnard | | Technology and Engineering Division Rep |
| Guy Dadson | | Tech Review Chair, Natural Sciences Div. Rep |
| Thydan Huynh | | COUN Division Rep |
| Kelly Nelson-Wright | | Social Sciences Division Rep |
| Yolanda Duron | | PE Division Rep |
| Valentin Macias | | LIB Division Rep |
| Toni Nielson | | Humanities Division Rep |

VI. Curriculum Corrections / Fast-Track Approvals

- A. PSLO approvals:
- B. DE Addenda approvals:
- C. Fast-track FSA (state discipline code) approvals: Approval needed to add FSA code T05 (Welding) to INDS 298 F for summer 2024 Study Abroad course. **MSU**

VII. Proposal Agenda (attachment). MSU

VIII. Announcements/Informational Items: (John Ison, Chair)

- A. Urgent Reminder of UC TCA/Cal-GETC Deadlines (see screenshot below)
 UC TCA/Cal-GETC is submitted only once a year; therefore, if the courses proposed for Cal-GETC do not make the deadline of CC approval on March 20th, they will have to wait an entire year for UC TCA approval.

| | | | | | |
|--------|---------|--------|---------|-----------|-----------|
| 3.6.23 | 3.20.24 | 4.1.24 | 4.11.24 | (4.26.24) | (5.14.24) |
|--------|---------|--------|---------|-----------|-----------|

- i. COMM, ETHS course proposals top priority
 COMM classes must be approved by UC TCA, then Cal-GETC, to qualify for Cal-GETC Area 1C (Oral Communication), and any other areas. The 3/20/24 agenda will contain a separate list of COMM, ETHS and THEA courses requiring fast-track approval to be Board-approved by June 1.
 - ii. 3/20/24 CC proposal agenda: last chance for Fall 2025
- B. Curriculum Forum Report
- C. Dr. José Ramón Núñez, Bridget Kominek, Jeanette Rodriguez, and Jennifer Combs hosted the curriculum forum on Friday, February 24, 2024. It was very well attended. The forum was recorded for those who were not able to attend, and a link to the recording was sent to faculty. During the forum, attendees raised important questions about Title 5 revisions, and the difference between what the state required and what the state merely recommended or suggested. John took several of those questions to the ASCCC Regional Conference at Santa Ana College on the following day, 2/24/24.
- D. ASCCC Regional Curriculum Conference Report

John described the ASCCC conference in his February 29, 2024 Faculty Senate report. He emailed the report to Senate Exec, as well as the curriculum committee.

- E. Chancellor's Office Information: Credit for Prior Learning and Common Course Numbering
The state Chancellor's Office released a guidance memo on Credit for Prior Learning, as well as an extensive report on Common Course Numbering. John provided the committee with these documents, and he will provide updates on both topics as they arise.
- F. Other Announcements

IX. Tech Review Clarification/Updates: (Guy Dadson, Technical Review Chair)

Guy reminded the division reps to please help with technical review and to let him know if anyone has any questions.

X. Title 5 Implementation Timeline Update (John Ison, Chair) ^(OOB)

ASCCC clarified that community colleges have a grace period to implement the Title 5 revisions, including the addition of Area 6, Ethnic Studies, as an AA GE requirement. Instead of Fall 2024, the original implementation date, colleges may implement the changes any time before August 2025.

XI. Multicultural Education Graduation Requirement and GE (Kelly Nelson-Wright, Social Science)

Kelly presented "Statement in Support of a Trans-Disciplinary Multicultural Education for Fullerton College Students," which contained many signatures from faculty and students:

Statement in Support of a Trans-Disciplinary Multicultural Education for Fullerton College Students

February 20th, 2024

To Faculty Representatives in the Curriculum Committee,

We come together to formally present our support for a trans-disciplinary multicultural education for Fullerton College students through the continuation of the Multicultural Education (MCE) requirement in Fullerton College's local AA GE pattern. Our experience and expertise inform our conviction that continuing to support the MCE requirement is paramount in the preparation of our students to live, grow, and lead in a complex multicultural society and increasingly globalized world.

We substantiate our position based on the following rationale:

- 1) **The Multicultural Education Requirement provides students with a multi-disciplinary and complementary education that promotes Diversity, Equity, Inclusion, and Antiracism (DEIA).** In response to statewide directives, Fullerton College is gearing the educational path of students to enhance education in the matters of DEIA. The recently included Area F requirement for Ethnic Studies is a step in this direction. Yet, Ethnic Studies alone does not exclusively provide the multicultural education students need and deserve as part of their academic preparation. Courses that have been MCE-approved are exclusively important because they provide a diverse and complementary multicultural and global exploration from a myriad of unique disciplines that are different from Ethnic Studies. This includes diverse courses in Physical Education, Psychology, History, Religion, Political Science, Anthropology, Business, Counseling, Geography, Theatre, and Communication, among others. Together with Ethnic Studies, MCE courses complement and enhance student proficiency in matters of DEIA. Thus, it is urgent that we renew discussions about adapting, not removing, the MCE requirement to accentuate the complementarity of MCE courses to Ethnic Studies.

- 2) **A Multicultural Education prepares students to think globally and to face the global issues of our time.** Year after year, studies report poor global awareness among Americans, even as they enter college.¹ This general lack of global awareness in the United States prompts the urgency of an expansive globally-oriented education that equips students to grasp global diversity, disparity, and the complexities of our contemporary global challenges. Many MC-approved courses have this needed global orientation, exposing students to experiences and contexts outside of the United States. This globally-inclined multicultural education is foundational for student preparedness to compete in an increasingly globalized economy and to leverage their influence and leadership to innovate and engage with issues of global scale. Further, the broader benefits of a multicultural education are critical to our students, providing essential skills and knowledge and exposing students to the diversity of global cultures and experiences while cultivating empathy, open-mindedness, and a stronger sense of safety and belonging.² It prepares students for diversity in their workplaces and communities and to better understand the global nature of events that affect their lives. When students learn about the global contexts that contribute to their own lived experiences, they are better critical thinkers who can make connections, ask and answer difficult questions, and engage meaningfully with the challenges of a fast-changing world.
- 3) **A Multicultural Education Requirement aligns AA GE with the aspirations of Fullerton College.** As an academic community, we have aspired to embody DEIA in our policies, practices, and pedagogies, aiming to dismantle “all interlocking systems of oppression.”³ Such aspiration supports Fullerton College’s vision to “inspire positive change in the world.”⁴ Further, our Institutional Learning Outcome on “global awareness” expects that students will “demonstrate an understanding of the world.”⁵ The continuation of a Multicultural Education is paramount in materializing these proclaimed directives. Fullerton College has the opportunity to accentuate its commitment to improving the world through its AA GE, as other institutions have done. For example, Cypress College has embraced “Social Justice, Equity, and Sustainability”⁶ and Santa Monica College “Global Citizenship”⁷ as core institutional aspirations in the form of local AA GE requirements. Such directives help assure that every student earning an AA from these colleges have taken part in their college’s vision. The continuation of the MC Requirement in Fullerton College’s AA GE could suit the same purpose, opening renewed conversations about how the MCE Requirement could be continued and adapted to complement our efforts in DEIA, to promote our vision to improve the world, and to continue a tradition of “excellence elevated.” Without concrete actions, our proclaimed institutional aspirations become vain slogans. Our slogans live in the education that we offer and support.

¹ Gallup, National Geography, and Council on Foreign Relations. (Dec 2019). [US Adults' Knowledge About the World](#).

² Drexel University, School of Education. [The Importance of Diversity and Multicultural Awareness in Education](#).

³ [Fullerton College's Anti-Racism Statement](#)

⁴ [Fullerton College's Mission, Vision, and Outcomes](#)

⁵ [Fullerton College's Institutional Learning Outcomes](#)

⁶ [Cypress College's Local Associate Degree Requirement](#)

⁷ [Santa Monica College's Local Global Citizenship Requirement](#)

- 4) **Eliminating the Multicultural Education Requirement is a backward step for DEIA at Fullerton College.** In our Anti-Racism Statement, we committed to “challenge and revise policies and practices to honor the dignity of each student, faculty, and staff.”⁸ This requires an understanding that students have varied interests and faculty varied expertise to offer students, including in matters of DEIA. Without the directive the MCE requirement provides, students will not have the guidance to take MCE classes they may not have considered before and therefore miss out on the invaluable DEIA learning outcomes these courses provide. Further, dismissing the unique assets of faculty teaching MC-approved courses in the education of every student would in fact disadvantage students interested in non-ETHS courses focused on DEIA. It is sensible and reasonable to recognize that “education by popular demand” is inequitable, since courses deemed “unpopular” by our local AA GE face cancellations that, in turn, become obstacles to completion for students who pursue majors outside the tracks designed for them. Disproportionately impacted courses include Multicultural Issues in the Administration of Justice (AJ 278), Language and Culture (ANTH 105), Principles of International Business (BUS 131), World Cinema (CRTV 126), Intercultural Communication (COMM 120), Diversity in the World of Work

(COUNS 152), Cultural Aspects of Food (FOOD 130), World Geography (GEOG 100), World Religions (PHIL 105), Introduction to the Study of Politics (POSC 200), World Civilizations (HIST 112 and 113), Sport and the United States Society (PE 250), Social Problems (SOC 102), among many other. These are not mere course titles: they represent learning communities of faculty and students. The decision to remove the MCE requirement threatens the enrollment and feasibility of these courses and systematically disadvantages students interested in MCE courses outside of Ethnic Studies – an inequitable outcome.

- 5) **Eliminating the Multicultural Education Requirement ignores the voice, experience, and expertise of multicultural educators and their role in the college’s Mission and Vision.** The MCE requirement includes 55 courses outside of ETHS, offered from a wide array of disciplines, 33 of which are in the Social Science Division.⁹ Together, faculty currently teaching MCE courses have first-hand experience about the transformative educational potential of a multi-disciplinary and globally-oriented multicultural education. A decision pertaining to the fate of multicultural education at Fullerton College, a value formalized in the college’s AA GE pattern since 1996, must centralize the voices of faculty members who continue to provide students with the academic preparation and multicultural education they need and deserve. Ignoring the voices of the committed educators most equipped by experience and expertise to advise such a decision is comparable to providing medical advice without medical training or advising environmental policy without scientific training. As educators, we hope our faculty colleagues acting in representation of a community of scholars can acknowledge the urgency of providing adequate consideration of the expertise of the faculty colleagues who are signatories of this statement.

Based on this rationale, the arguments that have represented the continuation of the MCE Requirement as an unnecessary obstacle do not withstand. Based on our experience and expertise, we have here outlined how a trans-disciplinary multicultural education provides foundational academic preparation for a college aspiring to evoke positive change in the world. As articulated here, the codification of MCE in our AA GE pattern should be viewed as a form of student engagement in the college’s vision as well as the essential preparation of students to lead and compete in a fast changing and increasingly globalized world. Thus, a multicultural education should never be depicted as an obstacle – it is essential nourishment to empower and bridge students to a brighter future. We urge our faculty representatives to adequately consider our collective position and rationale to maintain the MCE requirement in our AA GE pattern and renew discussions about its adaptation.

Signed,

Fullerton College 2023-2024 Catalog. Multicultural Education Requirement.

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|-------------------------|---------------------------|
| Kelly Robertson | Administration of Justice |
| M Leonor Cadena, | PhD Anthropology |
| Karen Markley | Anthropology |
| David Jacobsen | Anthropology |
| Ricardo Fernandez | Anthropology |
| Dr Megan Lorraine Debin | Art |
| Jaime Perez | Art |
| Stephen Klippenstein | Art |
| Kristin Mihaylovich | Art History |
| Calvin Young | Biology |
| Gilene M. Young | Biology |
| Anastasia N Nagel | Biology |
| Maala K. Allen | Biology |
| GV Nilkanth | Biology |
| Kimberly Rosales | Biology |
| Spiros Dimitratos | Biology |

Curriculum.Fullcoll.edu

Meetings: [See Curriculum Committee Calendar](#)

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| <i>Alissa Matus, Ph.D.</i> | <i>Chemistry</i> |
| <i>Mohd Ansari</i> | <i>Chemistry</i> |
| <i>Christopher Fernandez</i> | <i>Chemistry</i> |
| <i>Laura Lazarus</i> | <i>Chemistry</i> |
| <i>M. Shahin</i> | <i>Chemistry</i> |
| <i>Jennifer Kinkel</i> | <i>Child Development & Educational Studies</i> |
| <i>Tom Chiaromonte</i> | <i>Child Development & Educational Studies</i> |
| <i>Pamela Keller</i> | <i>Child Development & Educational Studies</i> |
| <i>Karin Pavelek</i> | <i>Child Development & Educational Studies</i> |
| <i>Laura Bouza</i> | <i>Cinema and Television</i> |
| <i>Jay Goldstein</i> | <i>Cinema and Television</i> |
| <i>Jennifer Combs</i> | <i>Counseling</i> |
| <i>Roman P. de Jesus</i> | <i>Earth Science</i> |
| <i>W. Sean Chamberlin</i> | <i>Earth Science</i> |
| <i>Francis Mummery</i> | <i>Economics</i> |
| <i>Heidi Guss</i> | <i>English</i> |
| <i>Mary Bogan</i> | <i>English</i> |
| <i>Cynthia Guardado</i> | <i>English</i> |
| <i>Ronald Farol</i> | <i>English</i> |
| <i>Pamela Dunsmore</i> | <i>English</i> |
| <i>Daniel Scarpa</i> | <i>English</i> |
| <i>Royden J. Hobbs</i> | <i>Environmental Sciences</i> |
| <i>Danae Hart</i> | <i>Ethnic Studies</i> |
| <i>Rosie Kar</i> | <i>Ethnic Studies</i> |
| <i>Ziza Delgado Noguera</i> | <i>Ethnic Studies</i> |
| <i>Amber Rose Gonzalez</i> | <i>Ethnic Studies</i> |
| <i>Wesley Cox</i> | <i>Ethnic Studies</i> |
| <i>Anita Juárez</i> | <i>Ethnic Studies</i> |
| <i>Nazanin Naraghi</i> | <i>Geography & the Environment</i> |
| <i>Ruben Lopez</i> | <i>Geography & the Environment</i> |
| <i>Mary Freeman</i> | <i>Geography & the Environment</i> |
| <i>Olivia Hinton</i> | <i>Geography & the Environment</i> |
| <i>John Conley</i> | <i>Geography & the Environment</i> |
| <i>Joseph Diminutto</i> | <i>Geography & the Environment</i> |
| <i>Aline Gregorio</i> | <i>Geography & the Environment</i> |
| <i>Jason Scott</i> | <i>Geography & the Environment</i> |
| <i>Cheryl Honey</i> | <i>Geography & the Environment</i> |
| <i>Edward Kim</i> | <i>Health Sciences</i> |
| <i>Matt Tribbe</i> | <i>History</i> |
| <i>Josh Ashenmiller</i> | <i>History</i> |
| <i>Anupama Mande</i> | <i>History</i> |
| <i>Anne Negus</i> | <i>History</i> |
| <i>Luellen Swayzer</i> | <i>Horticulture</i> |
| <i>Devorah Lucas</i> | <i>Natural Sciences Division</i> |
| <i>Samy Elcott</i> | <i>Nutrition and Foods</i> |
| <i>Rita K Higgins</i> | <i>Nutrition and Foods</i> |
| <i>Deborah L James</i> | <i>Nutrition and Foods</i> |
| <i>Michelle Loy</i> | <i>Nutrition and Foods</i> |
| <i>Kristy Richardson</i> | <i>Nutrition and Foods</i> |
| <i>Chase Way</i> | <i>Philosophy & Religious Studies</i> |
| <i>Martha Smith Roberts</i> | <i>Philosophy & Religious Studies</i> |
| <i>James Crippen</i> | <i>Philosophy & Religious Studies</i> |

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| <i>Patrick Ryan</i> | <i>Philosophy & Religious Studies</i> |
| <i>David Donley</i> | <i>Philosophy & Religious Studies</i> |
| <i>Gina M. Bevec</i> | <i>Physical Education</i> |
| <i>Phil Austin</i> | <i>Physical Education</i> |
| <i>Perry Webster</i> | <i>Physical Education</i> |
| <i>Seung K. Ji</i> | <i>Physics</i> |
| <i>Archie Delshad</i> | <i>Political Science</i> |
| <i>Naji Dahi</i> | <i>Political Science</i> |
| <i>Jodi Balma</i> | <i>Political Science</i> |
| <i>Jeana Wolfe</i> | <i>Psychology</i> |
| <i>Katheryn McGuthry</i> | <i>Psychology</i> |
| <i>Brian A. Lopez</i> | <i>Psychology</i> |
| <i>Tracy Guild</i> | <i>Psychology</i> |
| <i>Sergio Banda</i> | <i>Sociology & Social Work</i> |
| <i>Christina Ramirez</i> | <i>Sociology & Social Work</i> |
| <i>Sonya Masl</i> | <i>Sociology & Social Work</i> |
| <i>Giana Cicchelli</i> | <i>Sociology & Social Work</i> |
| <i>Mohammad M. Abdel Haq</i> | <i>Sociology & Social Work</i> |
| <i>Stephanie Eaves</i> | <i>Sociology & Social Work</i> |
| <i>Angie Andrus</i> | <i>Sociology & Social Work</i> |
| <i>Victoria Petersen</i> | <i>Sociology & Social Work</i> |
| <i>Giana Cicchelli</i> | <i>Sociology & Social Work</i> |
| <i>Kelly Nelson-Wright</i> | <i>Sociology & Social Work</i> |
| <i>Esther Castillo, PhD</i> | <i>Sociology & Social Work</i> |

Student Leaders:

| | |
|------------------------------------|---|
| <i>Jessie M. Esparza they/them</i> | <i>Student, Administration of Justice</i> |
| <i>Cassidy Chang</i> | <i>Student, Admissions and Records (hourly)</i> |
| <i>Oliver Diederich</i> | <i>Student, Art (tutor)</i> |
| <i>Francisco Chavez</i> | <i>Student, Art</i> |
| <i>Emily Kim</i> | <i>Student, Associated Students</i> |
| <i>Jolene Enriquez</i> | <i>Student, Associated Students</i> |
| <i>Lola Martinez</i> | <i>Student, Communications</i> |
| <i>Chloe Serrano</i> | <i>Student, Ethnic Studies and AS (Student Trustee)</i> |
| <i>Raelynn Green</i> | <i>Student, Fashion</i> |
| <i>Ayanna Valdivia</i> | <i>Student</i> |
| <i>Natalia Fierro-Gomez</i> | <i>Student, Journalism</i> |
| <i>Hailey Hackett</i> | <i>Student, Psychology</i> |
| <i>Julian Ortega</i> | <i>Student, Student Life and Leadership</i> |
| <i>Lauren Beamer</i> | <i>Student, STEM</i> |
| <i>Mariah Sayson</i> | <i>Student, Student Life & Leadership</i> |
| <i>Mia Zaragoza</i> | <i>Student, Student Life and Leadership</i> |
| <i>Karoline Villafane</i> | <i>Student, Student life and leadership</i> |
| <i>Jacklyn Horwood Student,</i> | <i>Student Life and Leadership</i> |
| <i>James Escobar Student,</i> | <i>Student Support Services</i> |

Faculty are encouraged to sign this document here. Accepting signatures until discussion comes to a vote in the Faculty Senate, Spring 2024.

XII. Course list re: Implementation of 54-hour internship course mandate as fast-track approval (John Ison, Chair) 

John expressed a wish for more time to work on this project. He reassured the committee it will be implemented into the active courses in CNET. There will also be documentation in the attached files.

XIII. Credit for Prior Learning Update (First Read): (Ken Starkman and Scott Lee) ^(OOB)

The committee reviewed the Credit for Prior Learning catalog language as a first read and will put it for a vote at the March 20th meeting. The document was sent to the committee via email.

XIV. Title 5 AA GE revisions: (John Ison, Chair, and Curriculum Committee Representatives)

- A. Adding local requirements to Title 5 mandates
- B. Unit range of courses on areas
- C. Discussion continues
- D. Recommendation

John provided the committee with a possible AA GE pattern to consider based on other's recommendations. He presented it to the committee and division reps had an opportunity to ask questions and give feedback. Curriculum Committee representatives will share this new option with faculty, and discussion will continue March 20.

XV. Six-Year Review Calendar: (Guy Dadson, Tech Review Chair)

Guy shared a 6-year review calendar with the committee and asked to review it for accuracy and feedback. At the March 20th meeting the committee can discuss and/or vote on it. Then it will be posted on the curriculum committee website.

XVI. Repeatability of Courses and State Requirements: (John Ison, Chair)

John reminded everyone that, in the future, when the committee approves any type of fast-track change to a course, the curriculum committee chair, tech review chair, and curriculum specialist will document the reasons for the changes in the proposal file in CurricUNET.

XVII. Spring 2024 Curriculum Committee Meetings

- A. March 20th
- B. April 3rd & 17th
- C. May 1st & 15th

XVIII. Ongoing Agenda Items:

- A. Curriculum Management System Plans
- B. Banner, COCI and Catalog Issues

XIX. Future Agenda Items:

- A. To be determined

XX. Tech Review Meeting Announcement: (Curriculum Committee)

XXI. Adjournment: 4:00pm

Next meeting: March 20, 2024 Building 200 Room 224