

Present Members: Morgan Lynn, Chair, **Voting Faculty Members:** Thalia Bobadilla (*Communication*), Sepideh Daroogheha (*Mathematics Faculty*), Dennis Franco (Interim Dean of Instruction: Workforce Development), Christina Goff (*Librarian*), Scott Hubbard (*Distance Education Chair*), Syed Hussain (*Behavioral Sciences*), George Olgin (*English*), Randi Osburn (*Behavioral Sciences*), Camille Santana (*Counseling*), Tess Shideler (*Science*), Girlie Sison (*Science*), Star Steers (*Communication*) Penny Wilkins (*Business and Management*), Von Wolf (*Brentwood Math*)

Non-Voting Members: Dennis Franco (*Interim Dean of Instruction: Workforce Development*); Rikki Hall (*Director of A&R*), Aprill Nogarr (*Interim Dean of Instruction: Liberal Arts*), Ryan Pedersen (*Dean of Instruction: Math and Sciences*), Adrianna Simone (*GE Chair*), Eileen Valenzuela (*Articulation Officer*), Grace Villegas (*Academic Scheduling Specialist*), and Shondra West (Note Taker)

Absent: Rachel Anicetti (*Transfer*), Natalie Hannum (*Vice President of Instruction*), and Marci Lapriore (*TLC Chair*)

Guest: None

Meeting called to order: 2 : 3 3 pm Location: Zoom Meeting

CURRENT ITEMS

1. Announcements & Public Comment

- C. Santana shared the API events happening at LMC, and everyone is welcome to attend. Instructors were asked to share the information with their students.
- Everyone welcomed S. Daroogheha back to the committee.

2. Approval of the Agenda

Action: Approved with changes (M/S P. Wilkins/G. Sison); unanimous
Reverse the agenda items following the consent agenda: 5-Curriculum, 6-COOR Template, 7-Educational Master Plan to begin with EMP, then the COOR Template, and lastly,, the curriculum reassigned time.

Approval of the Minutes: April 6, 2022

Action: Approved with changes: Spelling correction – NCORE. (M/S: G. Sison/C. Santana); abstain S. Daroogheha.

3. Articulation Update – no update

4. Consent Agenda

M. Lynn updated the committee about the ENGL-095 inactivation, which is a course below transfer level. In addition, the inactivation of ENGL-095 aligns with meeting the AB705 requirements. The English department is currently updating the ENGL 100 and will remove this course from it as well. Lastly, the removal of ENGL-095 as a prerequisite from the ENGL-100S course. **Action:** Approved (M/S C. Goff/G. Olgin); unanimous

5. Educational Master Plan

The committee reviewed the EMP 2020-2025 document, which has information about the district's alignment with the state initiatives. M. Lynn shared table 1 EMP goal alignment that

focuses on 4CD strategic directions, CCCCCO vision for success goals, and CCCCCO call to action strategies. The EMP Goal crosswalk table between the district and the state pertains to student success. For example, the college alignment to develop an anti-racist resolution to align with the call to action by the state. M. Lynn asked for feedback regarding how the curriculum committee can analyze and bridge practices that support the five EMP goals.

Committee Feedback: Goal 3 *increase opportunities that will prepare students to enter high-demand and living -wage occupational fields.*

- Adding language that demonstrate skills that will help students outside the classroom, such as resume building.
- Adopting language that clarifies the career connections for students completing programs.
- Adding information that focuses on work-based learning opportunities that promote employable skills such as critical thinking, digital badging, etc. Digital badging is a certification process whenever students complete technical skills in which they receive a badge that they can advertise on their LinkedIn account or digital resume. In addition, support students in completing portfolios that will advertise their skillset obtained from taking LMC courses.
- Offering specific low unit courses that teaches practical skills such as resume writing or specific skills that promote employability in their field.
- Suggesting the use of program maps that will help students obtain information along their journey to meet various completion requirements.
- Collecting data from departments that have implemented skilled-based practices since several programs offer practical skills that enhance students' employability in the field, e.g., QuickBooks. Inasmuch, CTE courses are required to conduct advisory meetings between the departments and community partners. The partnership helps with knowing which specific skills employers are seeking from college graduates. The committee discussed the purpose of students taking cooperative education classes, which differs from a class whereby students seek employable skills. Cooperative education is a class student take to receive credit for existing jobs. The Cooperative Education class does not provide job placements for the students.
- Partnering between non-CTE and CTE courses, such as POLSC and BUS, for the students to gain entrepreneurship knowledge to open small/medium businesses. The committee discussed the current existence of the partnership housed in the Business Department and how those courses are low enrolled for various reasons, e.g. low, capital retained for new startup businesses. The committee continued their conversation on how CTE courses are required to meet supplemental standards required by the state, whereby programs analyze data reports to retain and gain financial resources (Perkin's) to support the program operations.

Goal 1: *Strengthen a culture of equity, diversity, inclusion, and racial justice.*

- Incorporating equity and diversity goals into the curriculum. Such as examining the internal process and interactions between the curriculum committee and other constituency groups with an intent to build yearly goals.
- Asking students to reimagine their spaces that incorporate ideal changes that enhance current academic and industry practices.
- Communicating with faculty to check off an EMP goal that aligns with their program outcomes.

6. Curriculum Chair Position

M. Lynn asked for feedback about increasing the release time for the curriculum chair due to the position remaining vacant because no one applied for it. M. Lynn is in communication with N. Hannum and Mark to ask questions about release time options. The committee's response is to request an increase. If the recommendation is denied, consider decreasing the job responsibilities. M. Lynn will request to add this item to the Academic Senate agenda.

7. COOR Template Guidelines

M. Lyn shared the COOR template guidelines to seek feedback from the committee. The discussion included:

- revising the guidelines for clarity by adding and removing the language
- embedding links taking users to the appropriate information
- creating a training video that will help colleagues navigate through the process
- reviewing the deadlines to determine the accuracy of them
- adding links to various resources; e.g., Assist.org
- linking the document on the GE resources page

Governance Committees: Updates

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| 1. Shared Governance - Tabled | 3. Teaching & Learning - Tabled |
| 2. Articulation - Tabled | 4. Academic Senate - Tabled |

Adjourned: 4:27 pm