



**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
November 3, 2023
9:30-11:30am, Zoom/3-104**

Members Present: Chialin Hsieh, Diana Tedone-Goldstone, James Carranza, Maribel Zarate, Lisa Palmer, Sarah Cortez, Jose Manzo, Kiran Malavade, Ava Johnson, Rebekah Sidman-Taveau, Vijeet Upadhyay, Erik Gaspar, Althea Kippes, Paul Roscelli, Karen Engel

Members Absent: none

Guests: Sarah Harmon, Nada Nekrep, Allison Hughes, Terra Morris, Jacky Ip, David Eck, Hyla Lacefield, Gampi Shankar, Anniqua Rana, Mayra Arellano, Daryan Chan, Gina Hooper, Carol Meagher

1) Adoption and Approval of Agenda

Motion – To adopt and approve agenda: M/S: Rebekah Sidman-Taveau, Lisa Palmer

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Meeting Minutes (October 6, 2023)

Motion – To approve meeting minutes of October 6, 2023 M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – Karen Engel (not present at 10/6 meeting)

Approval – approved

3) Analysis of Late Start and Short-Term Courses (EMP 1.3)

Karen Engel and Terra Morris presented on behalf of this item. They shared the following information with the committee:

Late Start Courses at Cañada College

Data Prepared for the Instructional Planning Council by the
Office of Planning, Research, and Institutional Effectiveness (PRIE)
November 3, 2023

Research Questions

Should the college schedule more late start classes or not?

What is the "sweet spot" for late start classes?

- 14 weeks, 12 weeks, 10 weeks, or 8 weeks?
- Higher enrollment?
- Higher success rates?

Analysis of Late Start Courses

Late Start courses:

- Fall and Spring terms
- Less than 17 weeks in duration
- Start after the first week of the term, for example:
 - 14-week courses start week 4
 - 12-week courses start week 6
 - 10-week courses start week 8
 - 8-week courses start week 10

Parameters:

- Terms: Fall 2021, Spring 2022, Fall 2022, Spring 2023
- Units: 3 unit
 - Less than 3 units - support and independent study, some CTE and labs
 - More than 4 units - ESL
- Independent Study excluded

Late Start vs. Full Term 3-Unit Courses

	Section Count	% of Total Sections	Census Enrollment	Fill Rate	Success Rate	Withdraw Rate
Late Start Sections	133	12%	2,946	62%	69%	15%
Full-Term Sections	988	88%	19,202	60%	74%	10%
Overall	1,121	100%	22,148	60%	74%	10%

Late Start vs. Full Term 3-Unit Courses

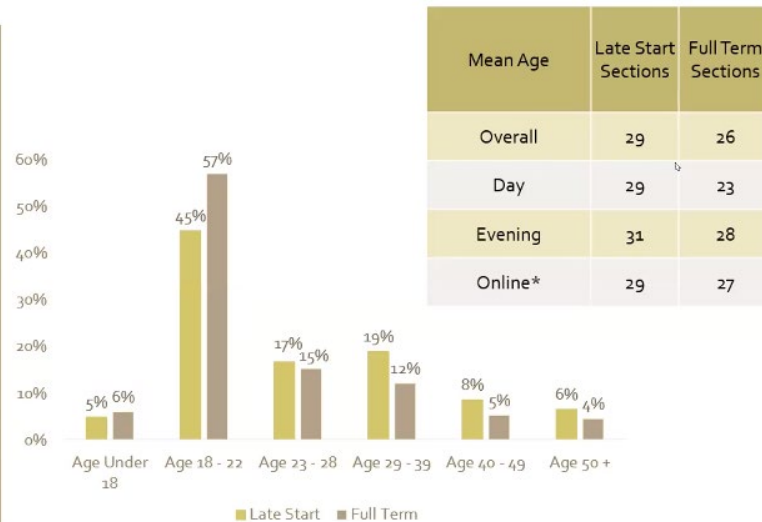
Day, Evening, and Online*

	Section Count	% of Total Sections	Census Enrollment	Fill Rate	Success Rate	Withdraw Rate
Late Start - Day	13	10%	223	50%	73%	10%
Full Term - Day	294	30%	4,496	49%	75%	10%
Late Start - Evening	8	6%	139	49%	69%	10%
Full Term - Evening	83	8%	837	37%	73%	13%
Late Start - Online	112	84%	2,584	64%	69%	15%
Full Term - Online	610	62%	13,849	68%	74%	9%

*Online courses are fully online; hybrid courses are included under "Day" or "Evening" based on in-person meeting time(s)



Late Start vs. Full Term Age



Mean Age	Late Start Sections	Full Term Sections
Overall	29	26
Day	29	23
Evening	31	28
Online*	29	27

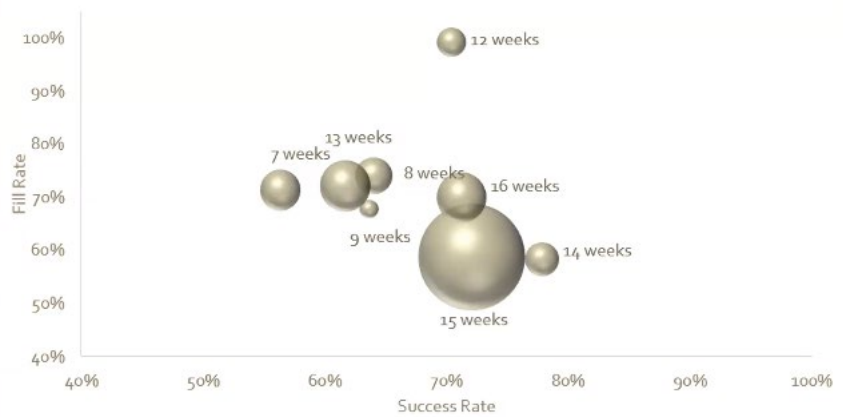
*Online courses are fully online; hybrid courses are included under "Day" or "Evening" based on in-person meeting time(s)



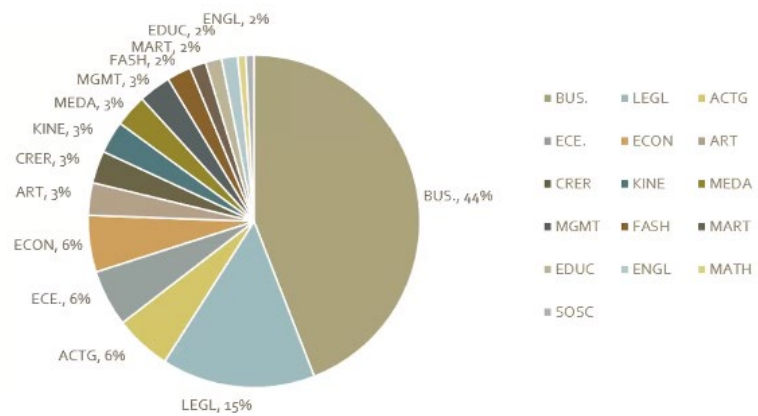
Fill and Success Rates by Section Duration

Section Duration (weeks)	Part Of Term Start Date	Section Count	Census Enrollment	Fill Rate	Success Rate	Withdraw Rate
7	Start Week 11	8	221	71%	56%	17%
8	Start Week 10	7	182	74%	64%	17%
9	Start Week 9	3	44	68%	64%	5%
12	Start Week 6	4	109	99%	70%	6%
13	Start Week 5	12	343	72%	62%	21%
14	Start Week 4	7	149	58%	78%	8%
15	Start Week 3	72	1546	59%	72%	15%
16	Start Week 2	14	330	70%	71%	10%
17	Start Week 1	1040	20676	61%	74%	10%

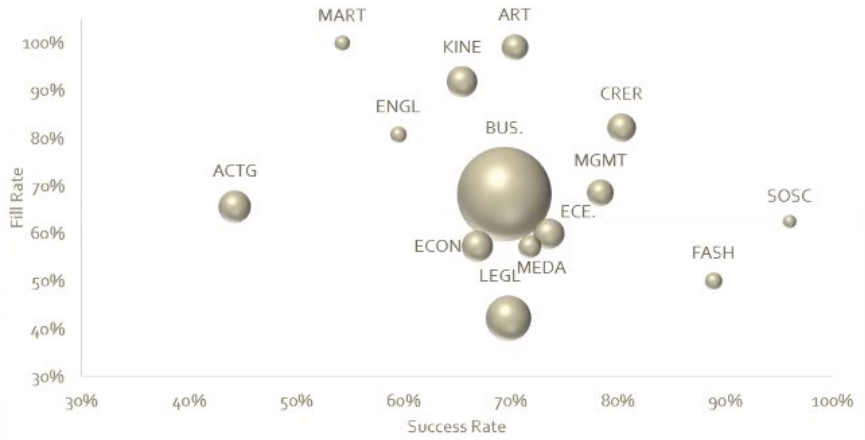
Fill and Success Rates by Section Duration



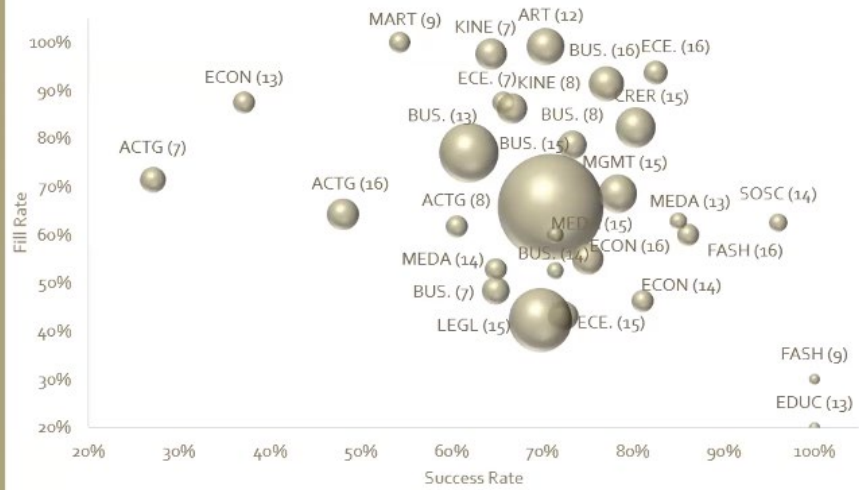
Percent of Late Start Sections by Program



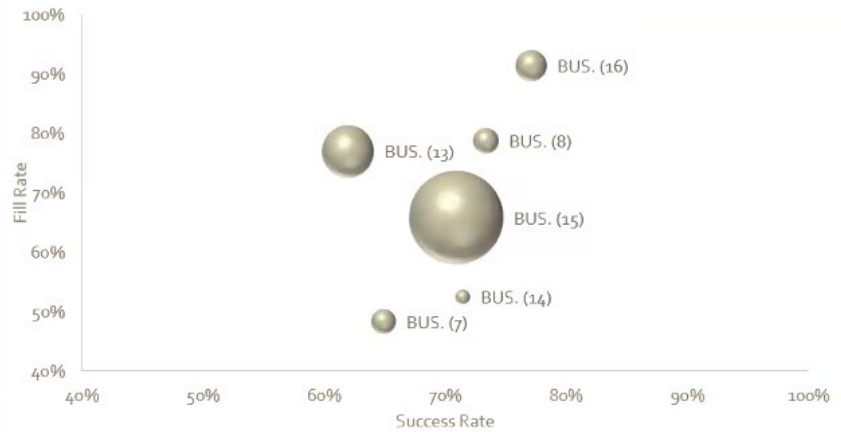
Fill Rate and Success Rate by Program for Late Start Classes



Fill Rate and Success Rate by Program and Section Duration for Late Start Classes



Fill Rate & Success Rate by Section Duration for Late Start Business Classes



		7 weeks	8 weeks	13 weeks	14 weeks	15 weeks	16 weeks	17 weeks
Business Courses Late Start vs. Full Term	Bus.- 100							
	Fill Rates		88%	75%		79%	80%	63%
	Success Rates		79%	55%		59%	64%	70%
	Withdraw Rates		15%	28%		23%	21%	16%
	Bus.- 103							
	Fill Rates	65%		63%		60%	106%	36%
	Success Rates	72%		82%		86%	78%	88%
	Withdraw Rates	0%		5%		4%	5%	8%
	Bus.- 201							
	Fill Rates	38%		90%	53%	63%	89%	45%
	Success Rates	33%		61%	71%	68%	87%	74%
	Withdraw Rates	40%		28%	19%	26%	3%	15%

Conclusions

- Difficult to determine what the "sweet spot" is for course duration
- Success rates tend to increase as the duration of the course increases
- Fill rates are inconsistent – most late start classes were online with large section caps
- Students enrolled in late start sections, particularly evening sections, tend to be older than students enrolled in full term sections

Hyla Lacefield noted that it may be helpful to assess the data without courses that became late start courses in an attempt to meet minimum enrollment. Chialin encouraged the group to follow up with Terra and Karen should they have additional questions, noting that more questions often result from presentations such as this. Chialin thanked Karen and Terra for their work, noting that they will be invited back to a future meeting.

4) CCCCO ZTC Acceleration Grant and ZTC Update (EMP 1.19, 2.5)

Sarah Harmon presented on behalf of this item. The following information was shared with the committee:

ZTC Acceleration Grants from CCCCO

Slide from "Z-Pathways: How is Our Garden Growing?" by Dr. Sarah Harmon of Cañada College, which is licensed under CC-BY 4.0.

Important Information re: CCCCCO ZTC Grants



Program-level grants that allow faculty to create materials



Up to \$200,000/grant



Colleges can apply for more than one grant



Applications are due 15 September 2023;
Grants are awarded 22 September 2023;
Progress Reports are due December 2024/January 2025;
Final Reports are due December 2026



Plans should include how the ADT and/or CTE Certificate get to zero-cost, including GEs



Pathways must include:

Core courses
Selectives
GEs



Programs need to offer as many sections as possible for each course as ZTC.



The materials adopted, remixed or authored must be accessible and customizable (CC-BY, CC-BY-NC).



ADT/Certificate Pathways should be implemented within 3 academic years of receiving funding, if not sooner.

Information from the ASCCC OERI slide deck for the "Everything We Think We Know About the Zero Textbook Cost (ZTC) Program" webinar, 7 October 2022

Pathways Already in Progress

- Communications 2.0 AA-T
- Early Childhood Education AA-T: Child Development
- Early Childhood Education Certificate of Achievement: Inclusive Support
- Physics AS-T



Cañada's Accelerated Pathways

EARLY CHILDHOOD EDUCATION AS-T

- Focus on digital learning enhancement, critical thinking
- Conversion of 1 course: ECE 313 Health, Safety and Nutrition
- Work on ENGL 100 to add content to existing OER (by the author herself!)
 - Addenda will be usable for many disciplines who need support for their students

MATHEMATICS AS-T

- Focus on contextualized learning, competency-based grading and equity-based grading practices
- Conversion of 1 course: MATH 275 Ordinary Differential Equations
- Remixing of already-converted courses in the Calculus pathway and MATH 270 (Linear Algebra), both texts and assessments

The remainder of each pathway's courses and the General Education Z-Pathway have already been addressed with prior funding.

What Is Being Funded



Release time for faculty to create and/or heavily remix materials

ECE AS-T:

- .2 FTE for Kristina Brower (ECE 313)
- .2 FTE for Anna Mills (ENGL 100)-- 1 semester each

MATH AS-T: .667 FTE (combined) for Michael Hoffman and other MATH faculty, 1 semester



Stipends for colleagues providing input and revisions (MATH)



Accessibility and Design support (.1 FTE Adjunct Faculty per project, 2-3 semesters)

Equity and Anti-Racism Work in Action



Converting popular degree pathways to zero-cost for all students, thereby reducing financial barriers



Addressing equity gaps in the use of digital materials, particularly in critical thinking and the use of artificial intelligence



Contextualizing materials to address language gaps



Creating opportunities for students to apply knowledge and show competency in different ways



Learning Center: Embedded Tutors and Peer Tutors to help students in the use of digital materials



Library and ITS: More laptops and internet hot-spots to lend to students



OER/ZTC Coordinator and Librarians: Project management and resource investigation

Continual and In-Kind Support



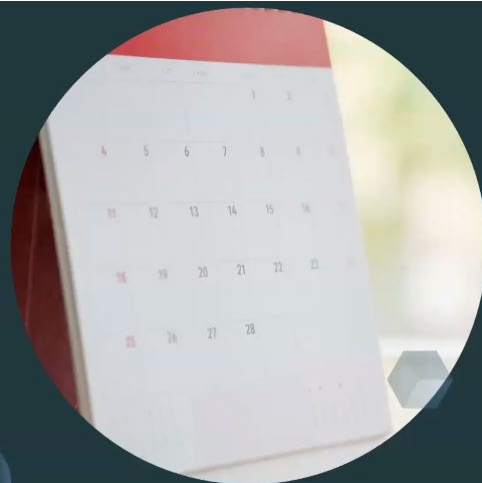
Instructional Designer: Design support for Canvas sandboxes



Instructional Support Assistant (if approved): Data management and reporting

Next Steps:

- Has already been discussed at TAS, ASLT Division, PBC, Operational Deans, EAPC, ASCC
- Input from IPC
- Submitting to CCCCCO by 10 November



Sarah shared that she hopes to gather the last bit of feedback from IPC and is planning to submit this by November 10, although the deadline is November 15. Paul Roscelli asked how this will work with small departments who have one or two faculty members. Sarah shared that there will be subsequent funding rounds, although it is not clear when this will occur and in what amounts. Sarah shared that in regard to departments with fewer faculty members, adjunct faculty can apply for the zero textbook cost adopter program and they are supported equally in the same amounts as full time faculty. Diana asked the committee to send Sarah any additional questions or feedback they may have related to this item.

5) District Teaching and Learning Modalities

Sarah Harmon presented on behalf of this item. She shared that she is a member of the District Academic Senate's Subcommittee on Teaching and Learning, known as District Teaching and Learning (DTLC). The subcommittee wanted to ensure campus bodies are aware of the district's distance education definitions. Sarah shared the following link with the committee, directing them to the [DTLC Distance Education Guidance and Explainer Documents](#). Sarah also shared the [Distance Education Modality Definitions](#) document with the committee. She walked the committee through some of the definitions and the reasoning behind them. Sarah provided insight into the definition of HyFlex and how it cannot be employed per the State Chancellor's Office, noting that a challenge with this modality is that students can choose how to participate in courses, which can be different from one week to the next. HyFlex also does not correlate well with the attendance requirements for two major student groups, as they are highly restricted as to what online course offerings they can take: international students and veteran students. Sarah noted that the definition of HyFlex in the document is a starting point, and will be updated with the approved definition by the State Chancellor's Office when available and resolved.

Kiran Malavade asked about who determines the percentage of online learning versus face-to-face components of hybrid learning. Sarah shared that this should be a conversation between the dean and faculty member, noting that there are restrictions for making changes mid-semester. Sarah noted that these conversations can be revisited between the dean and faculty member every semester if they wish. Sarah encouraged faculty to review during Program Review if the modality in which they are offering their courses is working for students. The group thanked Sarah for her guidance and time.

6) Dual Enrollment—Student Handbook

Mayra Arellano and Daryan Chan shared the current draft of the [Dual Enrollment Student and Parent Handbook](#) with the committee. She noted that Marketing will assist with the final design of this handbook, and this is the draft mode. Mayra added that the handbook will be available in both English and Spanish as a resource for parents and students. Students will receive both an electronic and printed copy, the purpose of which is to ensure students understand what the program is, what the benefits are, the application and registration process, and the supports available to students. The handbook outlines the

expectations for students and the resources students can access. Mayra highlighted certain areas of the handbook, including “Useful Terms to Know,” “Why Take Dual Enrollment Classes?” and “FAQs.”

Chialin encouraged faculty to review the handbook and provide feedback to Daryan and Mayra. She noted that the handbook is an attempt to close gaps for students and faculty members, and this is the opportunity for faculty to share areas that may not be clear.

Mayra and Daryan shared that there is an upcoming High School Counselors and Community Partners Breakfast on Wednesday, November 8. She encouraged committee members to attend as a networking and informational event.

7) Draft Professional Development Plan

Anniqua Rana and Jacky Ip presented on behalf of this item. They shared the following information with the committee with the goal of consolidating the work that is being done on campus:



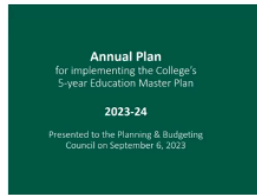
Creating a Cohesive Process

Anniqua Rana, Ellen Young, and Jacky Ip

Work Group Members (open to all): PDPC, Prof. Ellen Young, Prof. Lezlee Ware, EAPC Tri-Chair, Krystal Martinez and/or their representatives, Prof. Ray Lapuz (FLP), Roz Young (Classified lead for PDPC), and invite others so all constituencies are represented. Consider District HR PD as well (especially the IDEAL program).



The charge



Priority #1:
Create and sustain an inclusive, antiracist, and equity-minded campus culture

2.8 Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

Who will do what on EMP 2.8?

Work Group Lead: Dean Anniqua Rana

Work Group Members (open to all): PDPC, Prof. Ellen Young, Prof. Lezlee Ware, EAPC Tri-Chair, Krystal Martinez and/or their representatives, Prof. Ray Lapuz (FLP), Roz Young (Classified lead for PDPC), and invite others so all constituencies are represented. Consider District HR PD as well (especially the IDEAL program).

Desired Outcome: Contribute to the draft college-wide professional development plan and recommendations with a focus on social justice and antiracism.

Timing: Initial recommendations to PBC before the end of the Fall 2023 term. PDPC to prepare and present a draft College and Professional Development no later than Spring 2024.

Professional Development

Overview

Professional Development Plan

Committees and Groups

Professional Development Fund Application

Faculty

Classified Staff

Administrators/Academic Supervisory

Flex Day

PDPC Meetings

Contact Us

Overview



Statement of Intention

The Intention of the Cañada Professional Learning Framework is to provide the foundation for a comprehensive professional learning program that meets the college's needs through supporting existing campus-wide professional learning opportunities and creating a path for further campus-wide professional efforts.

Mission

To actively engage faculty, staff, and administrators in Professional Learning that supports our changing student population, strengthens our diverse campus community, and promotes personal growth and professional learning.

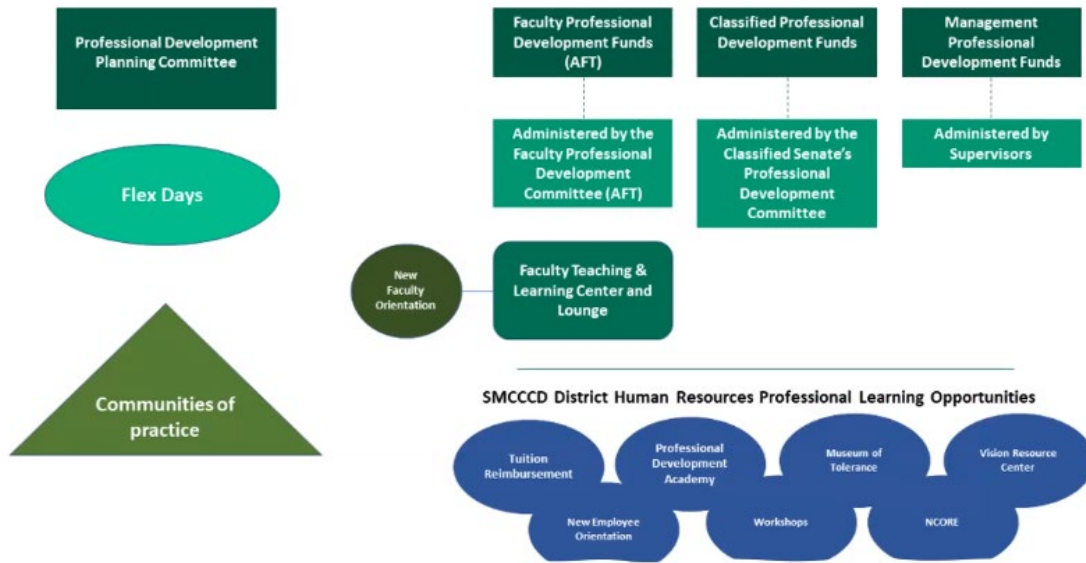
Vision

Our vision is to foster an ongoing community of lifelong learning that embraces and responds to change through promoting innovative and equitable practices campus wide.

Values

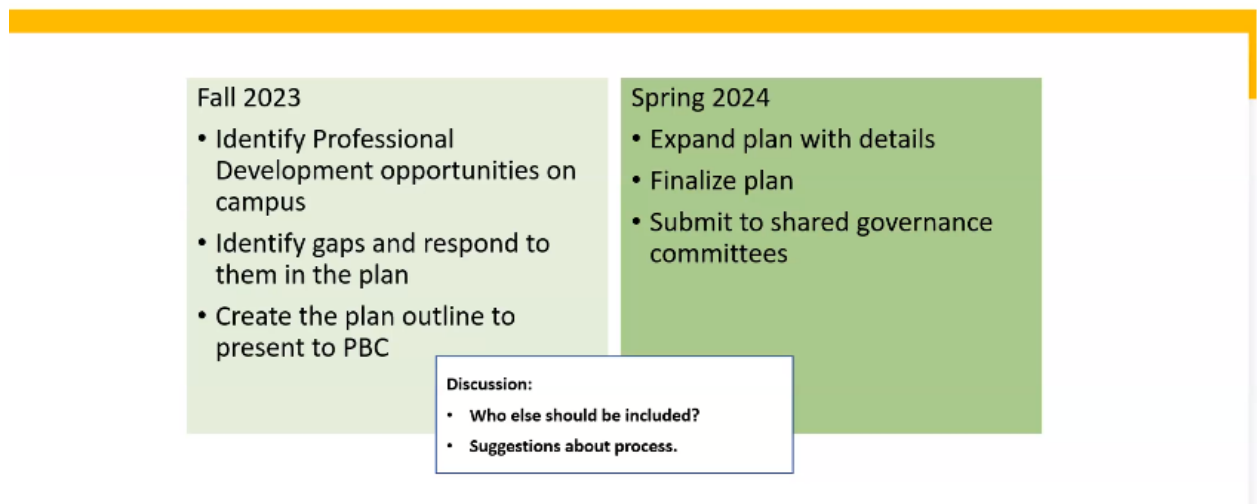
We respect and recognize our campus community members are both learners and educators. Professional learning serves as the vehicle for personal and professional growth and transformation. Professional learning at Cañada embraces the following values:

- Professionalism, leadership, and collaboration
- Creativity, Ingenuity, and Innovation
- Inclusion, social justice, and sustainability
- High academic standards, integrity, and expertise



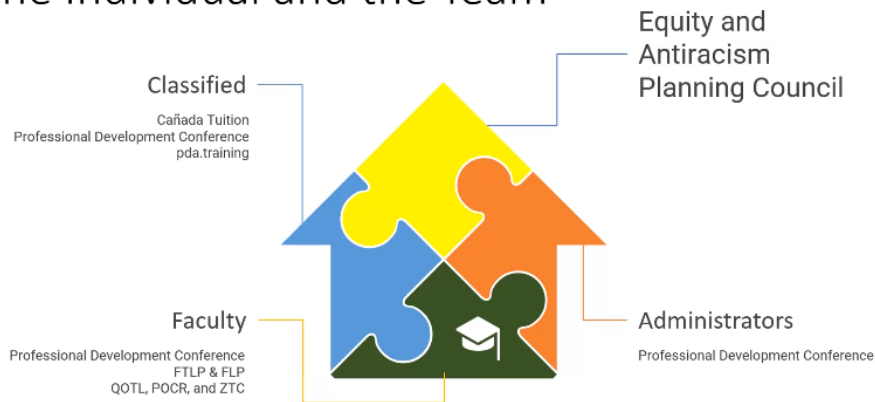
Jacky shared that from the classified perspective, feedback has been received regarding confusion based on what is available on the website. She shared that reviewing and updating the website will be necessary to ensure people are being directed appropriately.

The process

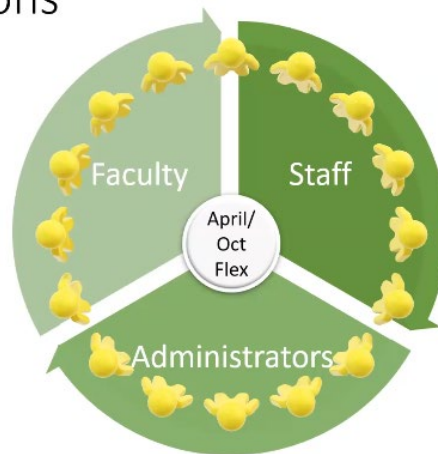


Anniqua posed to the group the question of who else should be included in these conversations. Lisa Palmer suggested including Salumeh Eslamieh as chair of the AFT Faculty Professional Development Committee to review the appropriateness of language.

The Individual and the Team

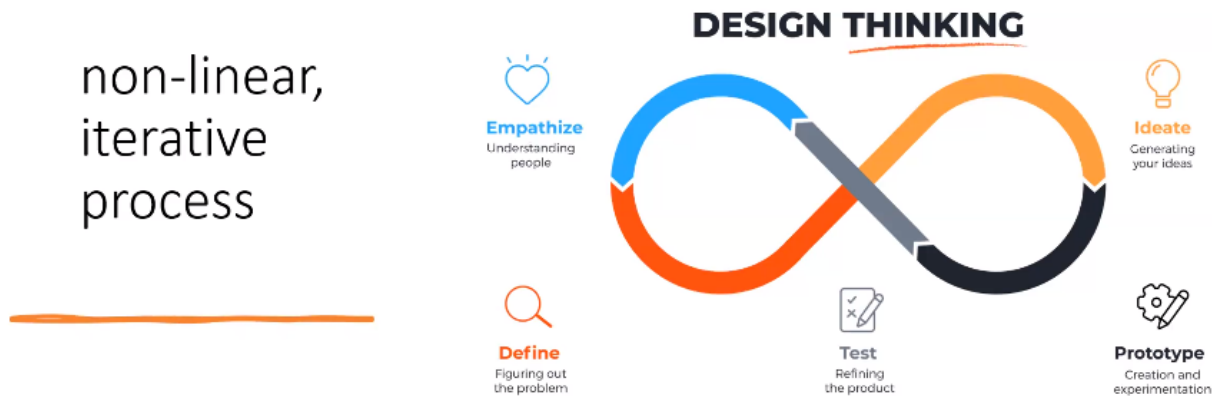


Intersections



The guiding principles

- Increase individual and organizational capacity in alignment with the college's dedication to social justice and racial equity in transforming lives.
- Provide access to learning opportunities and resources for all employee groups.
- Provide opportunity for all employees to be current and successful in their jobs.



8) DEAC and Technology Committee Bylaws Presentation

Allison Hughes Presented on behalf of this item. She shared the [Distance Education Advisory Committee \(DEAC\) Bylaws](#) and the [Technology Committee Bylaws](#) with the committee. Allison walked the committee through the updates made to both sets of documents. Allison noted that the DEAC Bylaws are brand new, highlighting that the document outlines the committee responsibilities, membership and other requirements per bylaw guidelines. Allison shared that the Technology Committee Bylaws have been updated to include a new membership composition format. Nada Nekrep added that student representation has also been increased, noting that this was a specific request from a previous IPC presentation.

Anniqa shared that because there is so much overlap between the committees, the group is trying to streamline and make the most effective use of members' time. In the spring, an idea is to host these meetings back-to-back for a shorter amount of time to utilize the expertise members bring to relevant topics and to be able to act on suggestions. Anniqa asked if folks have opinions on streamlining committee processes. Gampi Shankar agreed that efficiency is a key request from many faculty, and seeking to streamline is appropriate. Sarah Harmon shared that for accreditation purposes, DEAC and Technology Committee must be separated, but the idea of holding overlapping meetings so combined elements can be addressed is an option. David Eck commented that in the past, vacancies on committees have caused Academic Senate to reflect on how to design governing bodies to match what the campus is capable of taking part in, in terms of engagement and participation. Gampi added that in terms of efficiency, our campus can act on what is most appropriate for our campus versus simply following what other bodies are doing in this realm.

9) Peer Online Course Review (POCR) Update (EMP 1.9; Bylaw 10)

Nada Nekrep presented on behalf of this item. She shared the following information with the committee:

Cañada Local POCR

OTL Team
POCR Workgroup

Fall 2023 Update



Online Teaching & Learning (OTL) Team

Anniqa Rana
Dean of ASLT (interim)
rana@smccd.edu

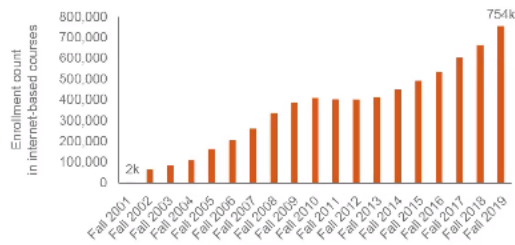
Allison Hughes
Instructional Designer
hughesa@smccd.edu

Nada Nekrep
DE Coordinator & Science Faculty
nekrepn@smccd.edu

Instructional Technologist
(Spring 2024)

The need for Online Course Review

Community college enrollment in online courses rose sharply even before the pandemic



SOURCE: CCCCO Datawrt, most listed to enrollment in credit courses flagged as distance education instruction methods (internet based delayed interaction and internet based simultaneous interaction).
FROM: PIVIC Blog, August 2022.

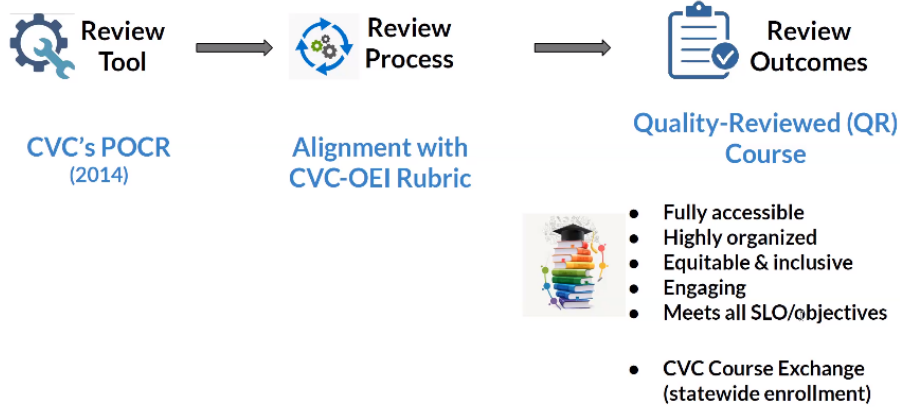


The need for Online Course Review

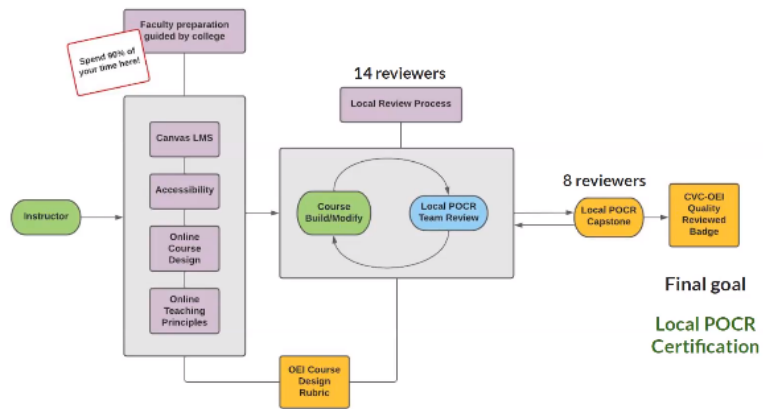
Persistent Equity Gaps in Online Course Success

Success	2021-2022					2022-2023				
	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Academic Year	Enrollment	Success %	Overall Success %	Success Gap
Asian	2021-2022	1,642	81.9%	71.6%	10.3%	2022-2023	1,617	83.7%	71.2%	12.5%
Black - Non-Hispanic	2021-2022	312	55.9%	71.6%	-15.9%	2022-2023	335	60.3%	71.2%	-10.9%
Filipino	2021-2022	718	71.9%	71.6%	0.3%	2022-2023	682	68.3%	71.2%	-2.9%
Hispanic	2021-2022	5,127	66.3%	71.6%	-5.3%	2022-2023	5,066	65.3%	71.2%	-5.9%
Multiraces	2021-2022	761	78.8%	71.6%	7.2%	2022-2023	784	71.3%	71.2%	0.1%
Pacific Islander	2021-2022	183	70.5%	71.6%	-1.1%	2022-2023	197	53.8%	71.2%	-17.4%
Unknown	2021-2022	503	70.2%	71.6%	-1.4%	2022-2023	414	71.3%	71.2%	0.0%
White Non-Hispanic	2021-2022	2,642	75.5%	71.6%	3.9%	2022-2023	2,453	78.8%	71.2%	7.6%

The POCR Process

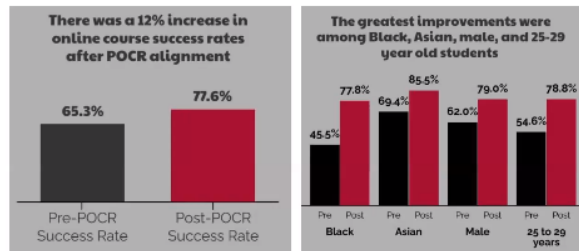


Local POCR Process & Self-QR badging



CCC Local POCR in numbers (as of September 2023)

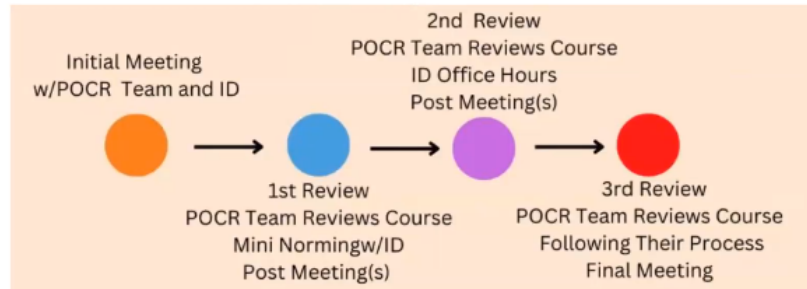
- 68 Local POCR-certified colleges (+12 in-progress)
- 1300+ courses aligned & QR-badged
- Chaffey College study:



N = 23 course sections



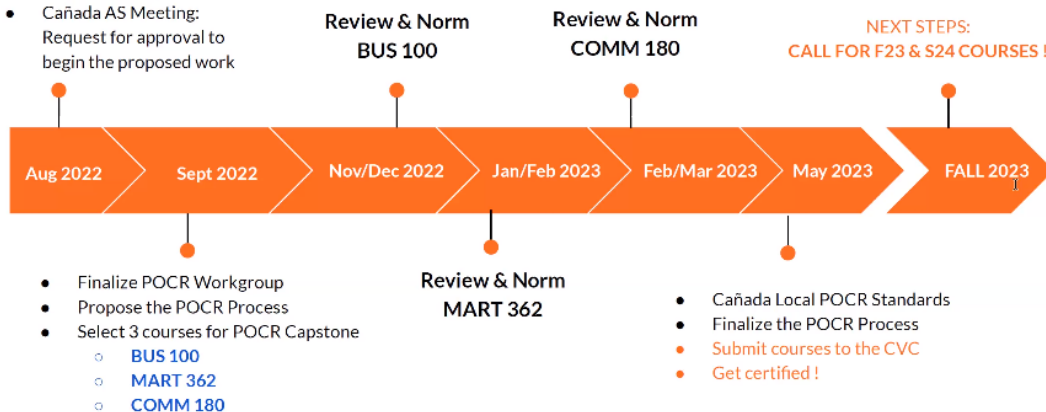
Local POCR Capstone (F22/S23)



June '23: Cañada is Local POCR Certified!



- Secure funding
- Cañada AS Meeting: Request for approval to begin the proposed work



- Finalize POCR Workgroup
- Propose the POCR Process
- Select 3 courses for POCR Capstone
 - BUS 100
 - MART 362
 - COMM 180

- Cañada Local POCR Standards
- Finalize the POCR Process
- Submit courses to the CVC
- Get certified!



Course Selection Criteria

- Fully online
 - Course shell built solely by the instructor submitting the course
 - Already meets many/most OEI Rubric criteria (self-review form)
 - accessibility
 - alignment of course components with SLOs/Course Objectives
 - Instructor (reviewee)
 - is **enthusiastic** about course review
 - has taken QOTL training (or equivalent)
-
- Reviewee **compensation** is offered
 - Course gets lined up for the **CVC Course Exchange**



F23 Local POCR: Available Spots

	Course	Instructor	Division	Start date
1	COMM 110 Public Speaking	John Perez	HSS	9/17
2	LING 200 / ENGL 200 Introduction to Linguistics	Sarah Harmon	HSS	10/1
3	BUS 201 Business Law	Candice Nance	BDW	11/1
4				
5				

Contact Cañada POCR Lead: nekrepn@smccd.edu

Lisa asked if there is a plan to coordinate this with all of the initiatives across the state related to common course numbering and standards. Nada shared that this is part of the inclusion into the course exchange. She shared that currently we are waiting for the district to move along the home college and teaching college initiative, because right now even if the courses are added to the exchange, they are not available to students outside of our district. Nada is hopeful that this will change in the next year, which will result in a huge benefit of high-quality courses being accessible to any student in California.

10) Instructional Design vs. Instructional Technology (EMP 4.11; Bylaw 10)

Allison Hughes presented on behalf of this item. She shared the following information with the committee:

Instructional Design @ Cañada College

Allison Hughes
hughesa@smccd.edu

Meet Your Instructional Designer

Allison Hughes

Office: 13-352

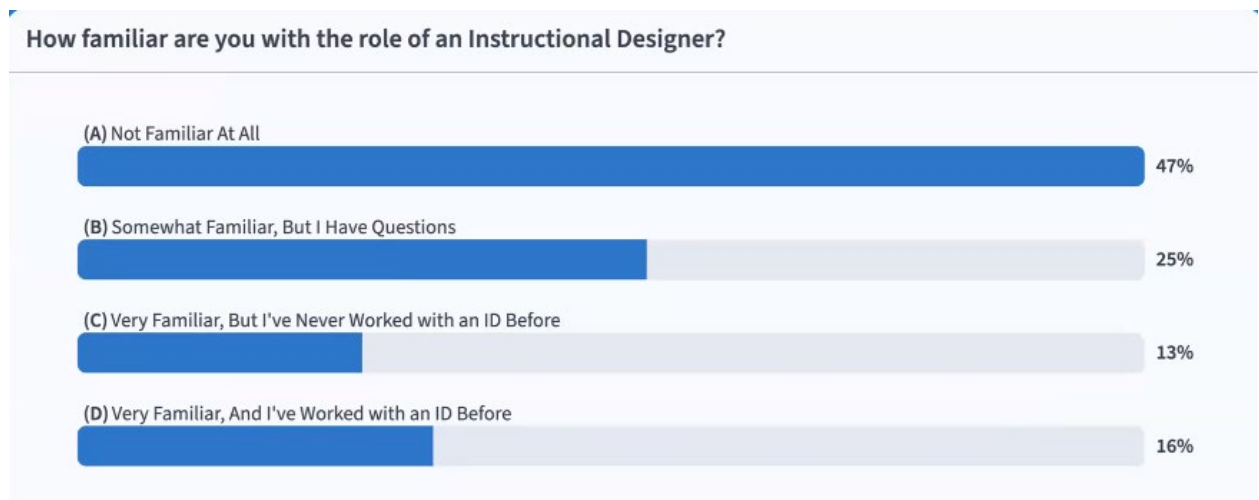
Email: hughesa@smccd.edu

Phone: 650-306-3213

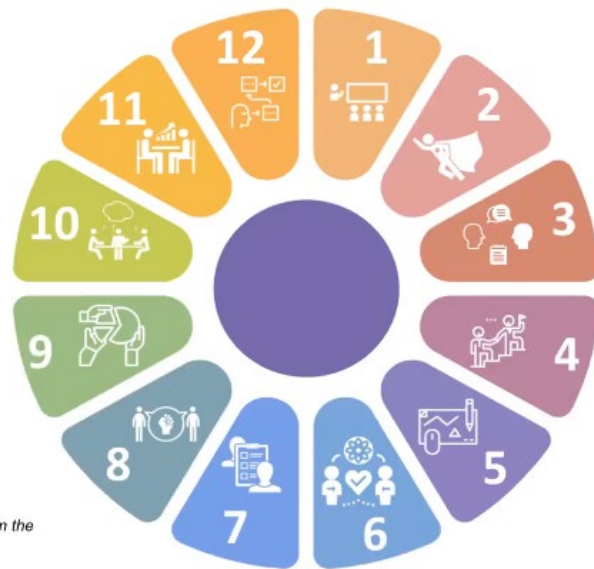


What is an Instructional Designer?

Allison shared the results of a previously completed survey with campus members:



Instructional Designers



Borrowed, with permission, from the Skyline College Instructional Designers

1. Trainers
2. Superheroes
3. Consultants
4. Explorers
5. Designers
6. Relationship Builders
7. Evaluators
8. Communicators
9. Project Managers
10. Thinkers
11. Data Analysts
12. Builders

Notice that there is no mention of modality!

Instructional Designers support teaching and learning in all modalities, not only those that involve technology.

Instructional Design Support *Possibilities*

Individual

- One-on-One Consultations
- Course Design Support
- Modality Transition Support
- Creation of Learning Resources and Content
- Sounding Board
- Idea Generator
- Second Set of Eyes

Department & Small Group

- Small Group Consultations
- Discipline-Specific Consultations
- Alignment of Shared Course Materials
- Aligning Assessments Across Sections
- Project Manager
- Support for Addressing Equity Gaps

Technologist vs. Designer

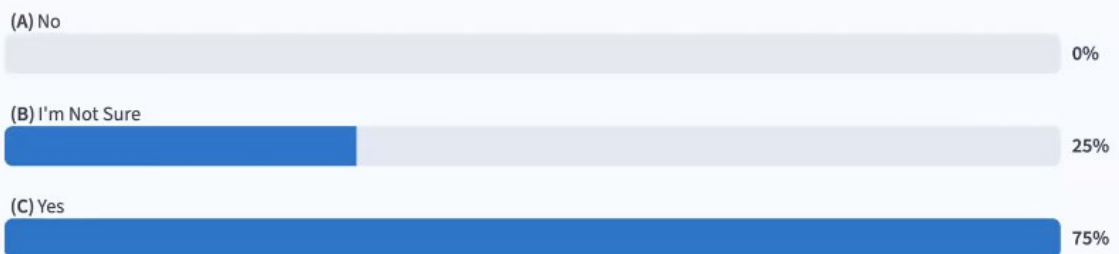
Our Instructional **Technologist** will focus on supporting the **technical** side of teaching with technology. Some questions they'll be able to answer are:

- A. "How do I use the laptop cart in my classroom?"
- B. "How does Grammarly work in Canvas? What is ChatGPT?"
- C. "How do I add weighted categories in the Canvas gradebook? How can I change my grading scale in Canvas?"
- D. "How do I record a welcome video? How do I create an ungraded syllabus quiz?"
- E. "How do I set up an annotation assignment with Canvas Peer Review? Would Hypothesis be a better tool?"

Our Instructional **Designer** will focus on supporting the **pedagogical** side of teaching with technology. Some questions they'll be able to answer are:

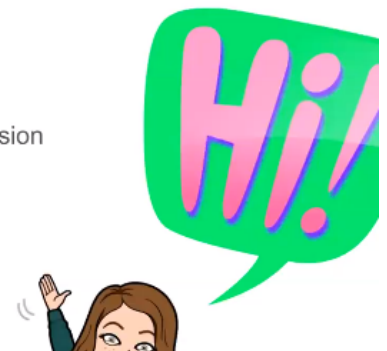
- A. "What sort of in-class activities could I do with a laptop cart?"
- B. "What can I do to deter cheating with AI apps, like Grammarly and ChatGPT?"
- C. "I want to try grading differently in my classes, what are the different grading strategies I could try?"
- D. "How can I better engage with the students in my online sections?"
- E. "What are some ways to assess my students' annotation skills?"

Do you think an Instructional Designer will be able to help you improve your courses?



How to Get ID Support

- Office Hours
 - Wednesdays 11am-12pm (Fall 2023)
- Individual, Small Group or Discipline Consultations
 - <https://calendly.com/canid-allison>
 - 15 minutes - Quick Check-In or Question
 - Ex: "I want to try upgrading, how could that work?"
 - 30 minutes - Multiple Questions or a Planning/Review Session
 - Ex: Next Step Identification Form
 - 60 minutes - Deep Dive/Work Session
 - Ex: Accessibility Check & Alignment
- FTLCL & Flex Workshops



Rebekah Sidman-Taveu shared that she had a consultation with Allison regarding one of her courses and it was very helpful, noting that she is excited about how the work plan she created with Allison is improving her course experience for students.

11) Transfer EMP (Year 2 Priority 3)

Chialin Hsieh presented on behalf of this item. She shared that the second Transfer Taskforce Meeting will take place later today in person and via zoom. At the last meeting, much of the program showcase occurred, and at today's meeting, 7-10 showcases will take place. On November 17, the group will come together to summarize the thoughts from the first two meetings and draft recommendations. Recommendations will be submitted to PBC on their last meeting in December. Anniqua shared that someone asked her what the outcome of the Transfer Taskforce is, as others may have the same question. Chialin shared that the outcome is to capture what is currently happening on campus regarding supporting transfer, and developing recommendations that can be submitted to PBC for review.

Chialin provided a link to the [Transfer Taskforce Showcase](#).

12) Program Review Peer Review Process

Diana Tedone-Goldstone presented on behalf of this item.



Programs up for Review

- | | | |
|-----------------------------------|---------------------------|---|
| 1. Art & Art History | 8. Spanish | Mid-Cycle Review |
| 2. English | 9. Theatre Arts | 1. Computer Science (Mid-Cycle Review) |
| 3. English as a Second Language | 10. Umoja | 2. Cooperative Education (Mid-Cycle Review) |
| 4. Kinesiology, Athletics & Dance | 11. Human Services | 3. Education & Human Development (Mid-Cycle Review) |
| 5. Learning Center | 12. Medical Assisting | |
| 6. Library | 13. Radiologic Technology | |
| 7. Music | | |

Diana shared that at the next IPC Meeting, IPC members will provide feedback on programs 1-13 above. She proposed the following options for the committee in anticipation of next meeting.

Two Options

Five Groups

- Mix of faculty, classified, student, and administrators
- Two groups of three people, three groups of four people
- Groups of two people provide feedback to two program reviews
- Groups of three people provide feedback to three program reviews

Six Groups

- Mix of faculty, classified, student, and administrators **EXCEPT one group of all faculty**
- Six groups of three people
- Five groups give feedback on two program reviews, one group gives feedback on three program reviews

Motion – to move forward with option 2 (six groups) in the program review feedback group process: M/S: Lisa Palmer, Sarah Cortez

Discussion – Diana began adding interested folks to particular groups, asking all others to email her their preference of group placement. The groups will be sent the program review documents prior to next meeting to give them a chance to review the material prior to discussing with the other group members.

Abstentions – none

Approval – approved unanimously

13) Curriculum Report

To: IPC

From: Lisa Palmer, Chair of Curriculum Committee

Re: CC Update

Date: October 26, 2023

This is a copy of the report made to Academic Senate on 11/26.

At the October 19, 2023 curriculum committee meeting, Gloria Darafshi and I shared emerging guidance about ABs 928 (the Cal-GETC single transfer path to UC and CSU) and 1111 (common course numbering) and the potential impacts for Cañada.

Of particular note on AB 928:

- Implementation is set for Fall 2025.
- The old CSU Area E (lifelong learning and self-development) is no longer part of the transfer requirements.
- LOTE (Languages Other than English) is removed from Cal-GETC but remains a UC graduation requirement. Most students fulfill this requirement in high school.
- Communications courses, which require modification to meet the new Cal-GETC oral communication standards, need to go through curriculum committee by April 2024 to be submitted for UCTCA (University of California Transfer Course Agreements) in June 2024 and submitted in December 2024 for inclusion in the F25 Cal-GETC. District curriculum committee chair and communications faculty Jessica Hurless at SKY is spearheading a group of cross-district communications faculty to collaborate on this work.
- Courses that are already IGETC approved will be grandfathered in to the new Cal-GETC transfer path.
- All entering students who indicate transfer as their goal except those who declare they are UC-bound must now be put on an AD-T (Associate Degree for Transfer) path, which means they will not need Area E, either.

Of particular note on AB 1111:

- The state academic senate is asking the legislature to postpone full implementation until fall 2027.
- Much tension remains between the goal of facilitating ease of transfer for students and the potential loss of faculty purview over instruction, given that our transfer courses will likely be required to be virtually identical, at least in terms of the COR, across the state. (Yes, there will be room for faculty to add extra “flavor” to the course description, but the first paragraph of the course description will likely need to match, verbatim, the C-ID.)

At the district curriculum committee meeting of October 16, 2023, several of us volunteered to form a taskforce to review the Cal-GETC and common course numbering guidance; create a timeline for implementation; strategize about what will need to be done, by whom, and when; and identify the resources that will be required. As much as possible, we feel like implementing Abs 928 + 1111 should be a district process since the impetus behind both initiatives is to promote alignment and facilitate transfer. Please let me know if you would like to join this taskforce.

Further notes from Gloria on the document “Final Revisions to Title 5, California Code of Regulations Relating to Associate Degree Requirements,” which was approved by the CCCBG on October 17, 2023 and goes into effect November 16, 2023:

- The required GE areas for AA/AS degrees are the same as the required GE areas in Cal GETC. The main difference is that our local degree GE requires a minimum of 21 units and Cal GETC requires 34 units. Generally, GE for local degrees requires one course in a GE area (i.e. one Humanities course, one Social Science) and Cal-GETC requires 2-3 courses in each GE area (except only one course for Ethnic Studies).
- There are courses in our local GE pattern that are not approved for IGETC and therefore will not be grandfathered in to Cal-GETC. These courses include CHEM 410, MATH 150, BUS 100 & 101, etc. (see attached). There is nothing in the Title 5 revisions that states that courses in our local GE pattern must be approved for Cal-GETC. I think the **categories of GE** must be aligned, but the courses within a local GE area would be local discretion.
- We currently have Area E Lifelong Learning and Self-Development in our local GE pattern. This is also a GE area in the current CSUGE. It is eliminated in Cal-GETC. In a memo sent out by Aisha Lowe, Executive Vice Chancellor, CCCC, she points out that the Title 5 revisions include: Aligning associate degree course requirements with the Cal-GETC pattern; this likely means eliminating Area E from our local GE.
- Another HUGE change that I see in Title V Final Revisions is this statement: “satisfactory completion of at least 12 semester units in residence **within the college district**”. This is a change from **within the college awarding the degree**. Potentially this means that we could award a degree to a student who has taken all of their units elsewhere in the District.

For the impacts of Cal-GETC on our transfer courses, see below:

AB 928 (Berman, 2021)-Student Transfer Achievement Reform Act of 2021 Major

Components

1. Requires the Intersegmental Committee of Academic Senates (ICAS) to establish a **singular lower division general education pathway**.
2. Establishes the Associate Degree for Transfer Intersegmental Implementation Committee. 3. Requires the CCCs to place students on ADT pathways.
4. Considerations for up to an additional 6 units for STEM pathways.

Key Points from Cal-GETC Standards Version 1.0

- If a course is currently approved for an IGETC area, and the course has not been substantively modified since its initial approval, the course will be “grandfathered” as an approved Cal-GETC course in the corresponding area of Cal-GETC.
- A course previously approved for CSUGE Area A1 (Oral Communication) will not be grandfathered into Cal-GETC approval because the criteria and standards in Cal-GETC Oral Communication are different than those in CSUGE Oral Communication.
- Transfer students with catalog rights can maintain their use of grandfathered CSUGE or IGETC patterns (to the extent permitted by the relevant programs and institutions).

Highlighted courses in yellow will not be grandfathered into Cal-GETC.

See comments for courses that remain on Cal-GETC but not in a GE area.

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CSU General Education Requirements 2023-2024

The following is a general education pattern for California State University (CSU) which can be fully or partially certified upon successful completion of courses. Full certification indicates that the lower division general education courses are complete. Students must request the certification with their final transcript or once courses are complete, online via WebSMART.

Legend C = Completed IP = In-Progress P = Planned			
Area A: English Language Communication and Critical Thinking 9 units Required One course required from each section in area A	C	IP	P
A1 Oral Communication: COMM 110, 127,130, 140 • Other: _____			
A2 Written Communication: ENGL100, 105 • Other: _____			
A3 Critical Thinking: ENGL110,165 PHIL103, 200 PLSC 103 • Other: _____			

Area B: Scientific Inquiry and Quantitative Reasoning 9 units Required One course from Physical Science, one from Life Science, and one from Math Concepts. Also must include one lab course from B3 or any course indicated by an *	C	IP	P
B1 Physical Science: ASTR 100 CHEM 114*, 192*, 210*, 220*, 231*, 232*, 410* ENVS 115 GEOG 100 GEOL 100, 121* METE 100 OCEN100 PHYS 114*, 210*, 220*, 250*, 260*, 270*, 405 • Other: _____			
B2 Life Science: ANTH 125 BIOL100,110*, 130, 133, 225*, 230*, 240*, 250*, 260* ENVS 115 GEOL 121* OCEN100 • Other: _____			
B3 LAB: These courses meet the lab requirement, but they must be taken concurrently or after completing the corresponding lecture course. Courses with () meet area B3 Lab requirements. ANTH 126 ASTR 101 BIOL 132 ENVS101 GEOG 101 GEOL101 OCEN 101 • Other: _____			
B4 Math Concept: BUS. 113, MATH 125, 130, 145, 150, 200, 225, 241, 243, 251, 252, 253, 270, 275 • Other: _____			
Area C: Arts and Humanities 9 units Required Choose at least one course from the Arts and at least one course from the Humanities. Courses must be from at least two disciplines.	C	IP	P
C1 Arts: ART 101, 102, 103, 104, 105, 114, 116, 118, 131, 250, 306 DANC 100 DRAM 101, 140, 150, 160, 200, 233, 300.4 ETHN 288 FASH 150, INTD 150, 151 LIT. 441, 442 MUS.100, 202, 210, 215, 240, 250, 260, 271, 275 • Other: _____			
C2 Humanities: DRAM 151 ENGL110, 161, 164 ECE. 191 ETHN 105, 107, 265 HIST100, 101, 104, 106, 201, 202, 245, 246, 247 LIT. 151, 200, 205, 231, 232, 252, 266, 371, 372, 373, 375, 441, 442 PHIL 100, 175, 160, 190, 240, 300, 312 SPAN 110, 120, 121, 122, 131, 132, 140, 145, 162, 220, 230 • Other: _____			
Area D: Social Sciences 6 units Required Choose two courses from this area.	C	IP	P
Social institutions: ANTH 110, 200, 351 BUS. 100, 101 COMM 150, 180 ECE. 201, 212 ECON 100, 102, 230 ENGL 200 ETHN 103, 105, 107, 108, 109 GEOG 110, 150 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247, 422 LING 200 PLSC130, 150, 170, 210, 310 PSYC100, 106, 200, 205, 300, 340, 410 SOCI100, 105, 141, 205 AH&I: CSU Graduation Requirement – (NOT required to certify CSU GE) U.S. History, Constitution, and American Ideals: Complete courses to cover US 1 (History), US 2 (Constitution) and US 3 (State and Local Government); some courses cover two areas. US-1: ECON 230 ETHN 105, 107 HIST201, 202, 245 US-2: HIST201, 202 PLSC 210 US-3: PLSC 210, 310 <i>Courses used to satisfy this requirement may also be applied to CSU GE requirements in Area C2, D, or F if applicable.</i> NOTE: Course approvals for this requirement may vary between SMCCCD Colleges. If you are planning to register for a course to complete this area at another campus, please consult their CSU GE pattern and meet with a counselor. • Other: _____			
Area E: Lifelong Learning & Self Development 3 units Required (max. 2 units from E2)	C	IP	P

E1: BIOL 133, 310 CRER 137 ECE. 201 HSCI 100, 116 KINE 101, 105, 109 PSYC 200, 340 E2: AQUA 127.1, 127.2, 127.3, 127.4, 133.1, 135.1 DANC 115.1, 115.2, 115.3, 115.4, 117.1, 117.2, 117.3, 117.4, 121.1, 121.2, 121.3, 121.4, 125.1, 125.2, 125.3, 125.4, 130.1, 130.2, 130.3, 130.4, 140.1, 140.2, 140.3, 140.4, 150.1, 150.2, 150.3, 150.4, 151.1, 151.2, 151.3, 151.4, 161.1, 161.2, 161.3, 161.4, 220, 350.1, 350.2, 350.3, 350.4, 400.1, 400.2, 400.3, 400.4 FITN 112, 117, 118, 119, 122, 128.1, 128.2, 152, 153, 154, 210, 227.1, 227.2, 227.3, 227.4, 235, 301.1, 301.2, 301.3, 304.1, 304.2, 304.3, 304.4; 308.1, 332.1, 332.2; 334.1, 334.2, 334.3, 334.4; 335.1, 335.2, 335.3, 335.4 INDV 121.1, 121.2, 160.1, 160.2, 160.3, 160.4; 251.1, 251.2, 251.3, 251.4 TEAM 105, 111.1, 111.2, 111.3, 111.4; 132.1, 132.2, 132.3; 141.1, 141.2, 141.3, 141.4; 148.1, 148.2, 148.3, 148.4, 171.1, 171.2, 171.3, 171.4; 183, 184, 185, 186, 187 VAR 104, 114, 140, 154, 160, 170, 300, 340, 350, 400 • Other: _____			
GE Area F: Ethnic Studies 3 units Required	C	IP	P
ETHN 103, 105, 107, 108, 109, 265, 288 • Other: _____			

Continues on next page

2023-2024

Notations in red indicate the changes from IGETC to Cal-GETC.

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Intersegmental General Education Transfer Curriculum (IGETC) 2023-

2024

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education pattern that fulfills the lower-division general education requirements for most University of California (UC) and all California State University (CSU) campuses. IGETC is also accepted by some private/independent or out-of-state universities. There are instances when a Cañada course is approved for IGETC but the same course at CSM or Skyline is NOT approved for IGETC (or vice versa). Check with a Counselor for complete information.

Legend C = Completed IP = In-Progress P = Planned			
Area 1: English Communication 6-9 Semester Units UC requires two courses, one from Group A and B CSU requires three courses one course from each group below. 9	C	IP	P
1A: English Composition - ENGL 100, 105 • Other: _____			
1B: Critical Thinking - English Composition – Select one Course: ENGL 110, 165 • Other: _____			
1C: Oral Communication (CSU requirement only) – Select one course, - COMM 110, 127, 130, 140 • Submit COMM courses for approval			
Area 2: Mathematical Concepts and Quantitative Reasoning 3 Semester Units	C	IP	P
One course: MATH 125, 145, 200, 225, 241, 243, 251, 252, 253, 270, 275 • Other: _____			
Area 3: Arts and Humanities 9 Semester Units Three courses with at least one from Area 3A (Arts) and one from Area 3B (Humanities) 3 Units from 3A; 3 units from 3B	C	IP	P

<p>3A - Arts: ART 101, 102, 103, 104, 105, 114, 116, 118, 131, 250, 306 DANC 100 DRAM 101, 140, 150, 160, 200, 233 ETHN 288 LIT. 441, 442 MUS. 100, 202, 210, 215, 240, 250, 260, 271, 275 • Other: _____</p> <p>3B – Humanities: DRAM151 ECE. 191 ETHN 265 HIST100, 101, 104 , 106 , 201, 202, 245, 246, 247, 422 LIT151, 200, 205, 231, 232, 252, 266, 371, 372, 373, 375 PHIL 100, 160, 175, 190, 240, 300, 312 SPAN 131~, 132~, 140~, 145~, 162~, 220~, 230~ • Other: _____</p>			
<p>Area 4: Social and Behavioral Sciences Select two courses from two different academic disciplines. 6 Semester Units</p>	C	IP	P
<p>ANTH 110, 200, 351 COMM 150, 180 ECE. 201, 212 ECON 100, 102, 230 ENGL200 ETHN 103, 105, 107, 108, 109 GEOG 110, 150 HIST 100, 101, 104 , 106 , 201, 202, 245, 246, 247, 422 LING 200 PLSC130, 150,170, 210, 310 PSYC100, 106 200, 205, 300, 340, 410 SOCI 100, 105, 141, 205 • Other: _____</p>			
<p>Area 5: Physical and Biological Sciences 7 Semester Units Two courses are required: one from 5A and one from 5B. At least one course must have lab. Courses identified by an * will satisfy the lab requirement. Courses listed in Area 5C are lab courses that must be taken concurrently or after successfully completing the corresponding lecture course.</p>	C	IP	P
<p>5A - Physical Science: ASTR 100 CHEM114, 192*, 210*, 220*, 231*, 232* ENVS115 GEOG 100 GEOL 100, 121* METE 100 OCEN100 PHYS 114 ,210*, 220*, 250*, 260*, 270* • Other: _____</p>			
<p>5B- Biological Sciences: ANTH 125 BIOL100, 110*, 130, 225*, 230*, 240*, 250*, 260* ENVS115 OCEN100 • Other: _____</p>			
<p>5C – Science Laboratory: These courses meet the lab requirements, but they must be taken concurrently or after successfully completing the corresponding lecture course. ANTH 126 ASTR 101 BIOL 132 ENVS 101 GEOG 101 GEOL101 OCEN 101 • Other: _____</p>			
<p>Area 6- Language other than English (LOTE) - UC Requirement only</p>	C	IP	P
<p>To demonstrate proficiency in a LOTE, one of the following must be completed: • Successful completion of one of the following Cañada courses: SPAN 110, 120, 122, 131~, 132~, 140~, 145~, 162~, 220~, 230~ • Successful completion of two years of high school in one language (grade of C or higher) – must be verified by an official high school transcript • Successful completion of a course at a college or university (with a grade of C or higher) - must be verified by an official transcript: _____ • Successful completion, grade of C or higher (2.0), of two years of formal schooling at six grade level or higher in an institution where the language of instruction is not English. • Satisfactory score of 3 or higher, on College Board Advanced placement examinations in languages other than English • Satisfactory score of 5 or higher, on International Baccalaureate higher level examinations in languages other than English • Other – Please consult with a counselor</p>			
<p>Area 6- Ethnic Studies 3 Semester Units Area 7 is required for students with Fall 2023 (or later) catalog rights. It is not mandatory for students with continuous enrollment prior to Fall 2023.</p>	C	IP	P

ETHN103, 105, 107, 108, 109, 265, 288			
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Some courses may be listed in more than one area; however, they can be used to satisfy only one area - except for courses indicated by "~" which can satisfy both Area 3B and 6A (LOTE). "• Other" indicates if area requirement is met by other means such as completing a course at another accredited institution, or by AP/IB

Continues on next page

2023-2024

Current local GE pattern and competencies

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Cañada College AA/AS Degree Requirements 2023-2024

The requirements may be followed throughout the course of study as long as students attend college at least one semester each academic calendar. If there is a break in attendance, students must meet the graduation requirements listed in the catalog of the academic year that studies resume.

Legend C = Completed IP = In-Progress P = Planned			
Graduating with an Associate Degree in Arts (AA) or Associate Degree in Science (AS) requires 60 degree applicable units that must include the following:	C	IP	P
1. Residence: A minimum of 12 units must be completed at Cañada College	C	IP	P
2. Scholarship: <ul style="list-style-type: none"> • A 2.0 grade point average is required for all degree applicable coursework taken within the San Mateo County Community College District and all incoming degree applicable coursework taken outside the District. • All courses in the major must be completed with a grade of "C" or Pass or better (2.0) 	C	IP	P
3. Mathematics/Quantitative Reasoning: <ul style="list-style-type: none"> • Successful completion of a math course at or above the level of Intermediate Algebra with a grade of C or better (or Pass), OR • Successful completion of BUS. 113, BUS. 115 (CSM), BUS. 123 (CSM, SKY), PSYC 121 (CSM) or PSYC 171 (SKY) with a grade of C or better (or Pass). 	C	IP	P
4. Physical Education: Two activity courses in PE (Kinesiology) are required. However, this requirement may be waived for students in the following categories: <ol style="list-style-type: none"> 1. The Physical Education area is waived for students who have received an associates or bachelor's degree from a regionally accredited institution. Please see accepted college/university accreditation: https://smccd.edu/transcript/accepted-accreditation.php 2. Veterans who have completed Basic Training and submitted their Joint Services Transcript (JST) 3. Persons excused for medical reasons 	C	IP	P

<p>5. Major:</p> <ul style="list-style-type: none"> • A minimum of 18 units in a discipline or related disciplines as specified by the appropriate division. • A grade point average of 2.0 in the major is required. All classes applied to the major (core and selectives) must receive a grade of “C” or Pass or better. Some programs may require courses to be taken for a letter grade only. Please review your program’s specific major requirements for possible exceptions. For additional information on the use of Pass/No Pass classes to satisfy degree requirements, please refer to the Pass/No Pass Grading Option information found in the Grades and Academic Standards section of the catalog. • Either 12 units or fifty percent of the units required for the major, whichever is fewer, must be completed at Cañada College. 	C	IP	P
<p>6. General Electives: Additional courses to meet the minimum 60 units degree requirement (non-degree applicable courses do not meet this requirement).</p>	C	IP	P
<p>7. General Education: 22 units required - General Education courses introduce the student to areas of study that develop breadth of knowledge and contribute to a balanced education.</p> <p style="text-align: center;"><i>See General Education (GE) Areas A through F listed on the next page.</i></p>	C	IP	P

Continues on next page

2023-2024
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Cañada College AA/AS Degree Requirements 2023-2024 (Continued)
General Education Requirements for an AA/AS Degree

Legend C = Completed IP = In-Progress P = Planned			
<p>ing 6 units Required 3 units from A2 and 3 units from A1 or A3</p>	C	IP	P
<p>A1: Oral Communication Requirement: COMM 110, 127, 130, 140 • Other: _____</p>			
<p>A2: Written Communication Requirement: ENGL100, 105 • Other: _____</p>			
<p>A3: Critical Thinking Requirement: BUS.113, ENGL110,165 PHIL103, 200 PLSC103 MATH 125, 130, 145, 150, 200, 225, 241, 243, 251, 252, 253, 270, 275 • Other: _____</p>			
<p>GE Area B: Scientific Inquiry and Quantitative Reasoning 4 units Required One course required from any of the following areas: B1 or B2. Must include one lab course (indicated by *)</p>	C	IP	P
<p>B1: Physical Science: ASTR 100 CHEM 114*, 192*, 210*, 220*, 231*, 232*, 410* ENVS 115 GEOG 100 GEOL 100, 121* METE 100 OCEN 100 PHYS 114*,210*, 220*, 250*, 260*, 270*, 405 • Other: _____</p>			

B2: Life Science: ANTH 125 BIOL100, 110*, 130, 225*, 230*, 240*, 250*, 260* ENVS115 GEOL 121* OCEN 100 • Other: _____			
B3: Lab courses: The following courses are stand-alone lab courses that must be taken concurrently or after successfully completed the corresponding lecture course. ANTH 126 ASTR 101 BIOL 132 ENVS 101 GEOG 101 GEOL101 OCEN 101 • Other: _____			
GE Area C: Arts and Humanities 3 units Required	C	IP	P
C1 Arts: ART 101, 102, 103, 104, 105, 114, 116, 118, 131, 250, 306 DANC 100 DRAM 101, 140, 150, 160, 200, 233, 300.4 ETHN 288 FASH 150 INTD 150, 151 LIT.441, 442 MUS.100, 202, 210, 215, 240, 250, 260, 271, 275 • Other: _____			
C2 Humanities: DRAM 151 ENGL110, 161, 164 ECE. 191 ETHN 105, 107, 265 HIST100, 101, 104, 106, 201, 202, 245, 246, 247 LIT. 151, 200, 205, 231, 232, 252, 266, 371, 372, 373, 375, 441, 442 PHIL 100, 160, 175, 190, 240, 300, 312 SPAN 110, 120, 121, 122, 131, 132, 140, 145, 162, 220, 230 • Other: _____			
GE Area D: Social Sciences 3 units Required	C	IP	P
Social institutions: ANTH 110, 200, 351 BUS. 100, 101 COMM 150, 180 ECE. 201, 212 ECON 100, 102, 230 ENGL 200 ETHN 103, 105, 107, 108, 109 GEOG 110, 150 HIST 100, 101, 104, 106, 201, 202, 245, 246, 247, 422 LING 200 PLSC 130, 150, 170, 210, 310 PSYC100, 106, 200, 205, 300, 340, 410 SOCI100, 105, 141, 205 • Other: _____			
GE Area E: Lifelong Learning and Self Development 3 units Required (max. 2 units from E2) Up to 3 units of course work in Area E may be applied towards completion of General Education requirements, or students may select additional 3 units of General Education from Areas A-D above.	C	IP	P
E1: BIOL310 CRER 137 ECE. 201 HSCI 100, 116 KINE 101, 105, 109 PSYC 200, 340 E2: (Physical Education activity courses – maximum of 2 units may apply to General Education requirements): AQUA 127.1, 127.2, 127.3, 127.4, 133.1, 135.1 DANC 115.1, 115.2, 115.3, 115.4, 117.1, 117.2, 117.3, 117.4, 121.1, 121.2, 121.3, 121.4, 125.1, 125.2, 125.3, 125.4, 130.1, 130.2, 130.3, 130.4, 140.1, 140.2, 140.3, 140.4, 150.1, 150.2, 150.3, 150.4, 151.1, 151.2, 151.3, 151.4, 161.1, 161.2, 161.3, 161.4, 220, 350.1, 350.2, 350.3, 350.4, 400.1, 400.2, 400.3, 400.4 FITN 112, 117, 118, 119, 122, 128.1, 128.2, 152, 153, 154, 210, 227.1, 227.2, 227.3, 227.4, 235, 301.1, 301.2, 301.3, 304.1, 304.2, 304.3, 304.4; 308.1, 332.1, 332.2; 334.1, 334.2, 334.3, 334.4; 335.1, 335.2, 335.3, 335.4 INDV 121.1, 121.2, 160.1, 160.2, 160.3, 160.4; 251.1, 251.2, 251.3, 251.4 TEAM 105, 111.1, 111.2, 111.3, 111.4; 132.1, 132.2, 132.3; 141.1, 141.2, 141.3, 141.4; 148.1, 148.2, 148.3, 148.4, 171.1, 171.2, 171.3, 171.4; 183, 184, 185, 186, 187 VARS104, 114, 140, 154, 160, 170, 300, 340, 350, 400 • Other: _____			
GE Area F: Ethnic Studies 3 units Required	C	IP	P
ETHN 103, 105, 107, 108, 109, 265, 288 • Other: _____			

Note: Although a course may be listed in more than one area, a student may use a course to satisfy only one subject area.

“• Other” indicates if area requirement is met by other means such as completing a course at another accredited institution, or by AP/IB/CLEP
2023-2024

14) Good of the Order

-Sarah Cortez asked the committee to remind students to schedule their counseling appointments as priority registration has opened for next semester. Classroom/zoom visits will occur in late November, early December if faculty are interested.

15) Important Dates

- [Reassigned Time](#) (New, Renewals, & Revisions)
 - **November 10:** Online applications due for all new, renewal and revised positions
 - [Renewal schedule by position](#)
 - **November 17:** Dean/VP review, provide recommendations, sign and submit applications to Office of Instruction
 - **December 1:** IPC will review the applications for Faculty Reassignment, provide feedback, and vote on their recommendation (by position). Reassigned time authors are invited to attend.

16) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 11:19am.