



Curriculum Committee
Minutes
November 8, 2021

Members Present

Dr. Robert White, Chairperson	Virginia Guleff, Vice President of Instruction
Denise Adams, Dean	Anthony Ferro, Associate Faculty, Kinesiology
Dr. Leslie Henson, English	Brian Donnelly, Career Counselor
Jacob Vazquez, Agriculture	Daniel Donnelly, Academic Senate Representative
Laurel Hartley, Associate Faculty, Sociology	Dave Welton, Associate Faculty, Radio-TV-Film
Susan Craig, Allied Health	Joel Keebler, Dean
Suzanne Wakim, SLO Coordinator	Dr. Shaun-Adrián Choflá, Family & Community Services/Business
Tia Germar, Library	Kim Kirkwood, Cosmetology
Donna Davis, Respiratory Care	Serey Vann, Articulation Officer

Absent

Patrick McDougall, Physics
Vacant, Counselor

Guests Present

Dr. Carrie Monlux, Dean	Kenneth Bearden, ENGL
Eric Hoiland, Director Career/Academic Assessment	Teresa Doyle, Dean
Linda Fischer, CSCI	Brian Reinbold, Physical Science
Kelly Fredericks, ENGL	

AGENDA

1. **Agenda Approval**

Motion to approve the agenda; L. Hartley; Second, D. Welton; Unanimous

2. **Approval of Minutes**

A. October 25, 2021

Motion to approve the minutes from October 25, 2021; S. Wakim; Second, L. Hartley; Unanimous

3. Announcements

- A. The symbol ▼ signifies shifts in shared resources.
- B. The following department has coursework appearing on this agenda as part of the curriculum review process.
 - 1. **Agriculture Business (AB)**

4. Consent Agenda

A. New Courses

- 1. **CSCI 53 – Server Administration (3 units)**

Program applicable. (AS and CofA in Computer System Administration; AS and CofA in Cyber Security Practitioner). *Effective term: Fall 2022*

B. General Education/UC Transfer Approval

- 1. **HIST 30 – History of the African American (3 units)**

General Education

CSU_Constitution and American Ideals Category I – US History

- 2. **MCGS 32 – Introduction to African American Studies (3 units) information only**

General Education; CSU_F

- 3. **MCGS 36 – Introduction to Chicano American Studies (3 units) information only**

General Education; CSU_F

- 4. **MCGS 38– Introduction to Asian American Studies (3 units) information only**

General Education; CSU_F

C. Distance Education

- 1. **CSCI 53 – Server Administration (3 units)**

Online modality; lecture, lab and hybrid. *Effective term: contingent on DE Committee approval*

D. Minor Modifications

- 1. **HIST 30 – History of the African American (3 units)**

Change in course description and objectives; change in unit titles and methods of instruction and evaluation; change in assignments and materials of instruction. *Effective term: Fall 2022*

- 2. **MCGS 32 – Introduction to African American Studies (3 units) information only**

Change catalog description, objectives, methods of instruction and evaluation; change is in assignments and materials of instruction. *Effective term Fall 2021*

- 3. **MCGS 36 – Introduction to Chicano American Studies (3 units) information only**

Change catalog description, objectives, methods of instruction and evaluation; change is in assignments and materials of instruction. *Effective term Fall 2021*

- 4. **MCGS 38– Introduction to Asian American Studies (3 units) information only**

Change catalog description, objectives, and unit titles; change in methods of instruction and evaluation; change in assignments and materials of instruction. *Effective term Fall 2021*

E. Program Modifications

- 1. **AS in Computer System Administration ▼**

Remove CSCI 73, CSCI 74 and CSCI 75 from required courses; add CSCI 50, CSCI 52; and CSCI 53 or CSCI 76 to required courses; add CMST 2 as an “or” option to BCIS 33 in the required core; change in units (from 35 units to 35–37 units). *Effective term: Fall 2022*

2. **Certificate of Achievement in Computer System Administration ▼**
Remove CSCI 73, CSCI 74 and CSCI 75 from required courses; add CSCI 50, CSCI 52; and CSCI 53 or CSCI 76 to required courses; add CMST 2 as an “or” option to BCIS 33 in the required core; change in units (from 35 units to 35–37 units). *Effective term: Fall 2022*
3. **AS in Cyber-Security Practitioner ▼**
Change in title; add CMST 2 as an “or” option to BCIS 33 in the required core; move CSCI 19 from required core to System Administration track; remove CSCI 73, CSCI 74 and CSCI 75 from the System Administration track; add CSCI 50, CSCI 52; and CSCI 53 or CSCI 76 to the System Administration track; change in units (from 35 units to 35–37 units).
Effective term: Fall 2022
4. **Certificate of Achievement in Cyber-Security Practitioner ▼**
Change in title; add CMST 2 as an “or” option to BCIS 33 in the required core; move CSCI 19 from required core to System Administration track; remove CSCI 73, CSCI 74 and CSCI 75 from the System Administration track; add CSCI 50, CSCI 52; and CSCI 53 or CSCI 76 to the System Administration track; change in units (from 35 units to 35–37 units).
Effective term: Fall 2022
5. **AS in General Physics ▼**
Add GEOL 32, BIOL 41 and BIOL 43 to the required courses. Add four breadth options: GEOL option; CHEM option; BIOL option and MATH option.
For GEOL option, add the following: PSC 10; GEOL 34 or PSC 50/51. For CHEM option, add the following: CHEM 2; CHEM 21. For the BIOL option add the following: BIOL 42; select two from BIOL 15, BIOL 20 and BIOL 21. For the MATH option add the following: MATH 42; CSCI 20. Change in units (from 39 units to 54–60 units). *Effective term: Fall 2022*

Motion to approve the consent agenda from October 25, 2021; L. Hartley; Second, S. Craig; Unanimous

5. Pending Business

A. Major Modifications

1. **ENGL 2 – Reading and Composition (4 units)**

Change in units (from 3 units lec to 4 units lec); change in hours (from 51 hours to 68 hours) change in catalog description and objectives; change in unit titles and materials of instruction. *Effective term: Fall 2022*

- Changes to DE modality request
- C-ID alignment
- Clarification for the additional hours for student strategies
- K. Fredericks – I Appreciate the committee’s willingness in giving extra time to this request. As a department we’ve identified social struggles in narrative reading by students as well as in essay construction; students aren’t developing strategic habits in rhetorical situations; and overall, we’ve found students need more time to practice. Hopefully, what we’ve identified will help the student be more successful; this will be especially important in dealing with cohorts of pandemic students. Many colleges offer a four-unit ENGL 2 model. There’s been a dip in success rates since the onboarding of AB 705. Changes to the course itself, we’ve dedicated more hours under the existing unit titles.
- T. Germar – I’m in support of these changes; there’s so much more our students are needing.

- S. Wakim – CNET still references faculty time; the course load is student time. If the concern is faculty load, should the ped cap issue be addressed rather than inflating faculty load. We'll have to be very careful moving forward with the DE piece.
- K. Fredericks – We'll spend the Spring semester developing the online component.
- S. Craig – I appreciate you've bumped up the curriculum. My concern in adding another unit is the burden to students. I feel the dip you've referenced is due to the pandemic. I did do some research, the colleges are split 50/50 in offering a 3-unit or 4-unit course.
- K. Fredericks – I appreciate that. Let me clarify, we've further developed the existing curriculum. The skills learned students need for all of their classes. Students will benefit from the instruction provided.
- S. Craig – Many of our courses, have a how to do research unit topic.
- K. Fredericks – Yes; we tie our teaching to rhetorical situations. We prepare students to adapt their strategies to varied situations.
- K. Bearden – Prior to the implementation of AB 705 the college offered a series of precollegiate courses; I taught ENGL 119. We don't have remediated courses to recommend students to any longer. All students are now falling into ENGL 2 and ENGL 3 classes. Students aren't really prepared, the extra time here should be beneficial to the student.
- L. Hartley – I'm in support of this fourth unit. I have a research unit in my sociology courses. I've found over half my students don't site work properly. Some don't know how. Some were unsure as to what academic research actually is.
- D. Welton – I was initially very skeptical of adding this fourth unit; I'm now hopeful this will bring things into alignment. I did some research, looking to about 15 community colleges, about two-thirds of them have four-unit courses.
- V. Guleff – I'm not a voting member of this committee. But, I am responsible for forwarding this to the Board. I'm supportive of this; no other department, other than Math, have felt the effects of AB 705. The mapping you've done to this course is fundamental in students being successful in English.
- S. Choflá – I do understand the implications of AB 705. But at the same time, I feel like other faculty teaching other disciplines. Shouldn't I be able to do the same thing within my disciplines?
- K. Fredericks – Our courses serve the entire institution.
- S. Choflá – Are students taking this their first semester?
- K. Fredericks – It is recommended students take both English and mathematics their first year.
- R. White – It's recommended that ENGL 2 be taken first semester in each of the ADT's.
- S. Choflá – I tend to think a reduced ped cap could result in the same outcome.
- K. Fredericks – You are using reading and writing assignments in understanding discipline content. We're looking to build skills, by focusing on the skills themselves not a demonstration of content knowledge.
- K. Bearden – Emphasizing transferable skills across disciplines.
- B. Donnelly – Thanks Laurel, I appreciate your input. How would the extra unit for ENGL 2, if offered online, be helpful? Should we just offer ENGL 3?
- K. Fredericks – We have considered moving forward with just ENGL 3; but we're wanting to offer students a choice. ENGL 2 students tend to be more independent learners.

- B. Donnelly – As a counselor, I would explain to students ENGL 2 is designed more for independent learners; and ENGL 3 is designed more for the student needing extra assistance?
- K. Fredericks – Yes potentially; the curriculum is basically the same. ENGL 2 will continue to be challenging, offering the same type of assignments.
- B. Donnelly – Thanks.
- A. Ferro – For me, I’m in support of moving toward the four-unit course. In losing the remedial courses, many of our students struggle in English, we’re recommending they chose ENGL 3. You’ve done a great job with this.
- R. White – Another difference between ENGL 2 and ENGL3 is the ped cap. Students in ENGL 3 will have more individualized opportunities.
- L. Hartley – Focusing on skills is important; many SOC faculty have cancelled the research piece because of the skill set needed prior to the students constructing an academic paper.
- R. White – Any more questions or comments? Motions?

Motion to move ENGL 2 to consent: L. Hartley; Second, T. Germar

Roll call vote was taken

- Joel Kebler – Aye
- Denise Adams – No
- Susan Craig – No
- Kim Kirkwood – Aye
- Shaun-Adrián Choflá – No
- Jacob Vazquez – Abstain
- Leslie Henson – Aye
- Patrick McDougall – Absent
- Brian Donnelly – Aye
- Dave Welton – Aye
- Anthony Ferro – Aye
- Laurel Hartley – Aye
- Serey Vann – Aye
- Daniel Donnelly – Aye
- Suzanne Wakim – Abstain
- Tia Germar – Aye

The motion passes with 10 votes in favor; three against; two abstentions and one member absentee. ENGL 2 has been moved to consent.

6. **New Business**

A. **Minor Modifications**

1. **AB 15 – Agricultural Communication and Sales (3 units)**

Change in objectives. *Effective term: Fall 2022*

2. **AB 20 – Careers in Agriculture, Environmental Sciences and Natural Resources (1 unit)**

Change in objectives, methods of instruction and materials of instruction.

Effective term: Fall 2022

3. **AB 25 – Computer Applications in Agriculture (3 units)**

Change in objectives. *Effective term: Fall 2022*

4. **AB 26 – Introduction to Agriculture Business (3 units)**
Change in objectives and materials of instruction. *Effective term: Fall 2022*
5. **AB 50 – Agricultural Accounting (3 units)**
Change in objectives and materials of instruction. *Effective term: Fall 2022*
6. **AB 54 – Supervision and Management in Agriculture (3 units)**
Change in objectives and materials of instruction. *Effective term: Fall 2022*
7. **AGS 75 – Introduction to Agriculture Education (3 units)**
Change in objectives, methods of instruction and evaluation. *Effective term: Fall 2022*
Jacob Vazquez represented the Agriculture Business/ Agriculture Science departments
 - J. Vazquez – We’ve made minor modifications to these courses as we move through the program review process.
 - L. Hartley – I didn’t see anything for C-ID or TOP code.
 - R. White – Not every course has a C-ID distinction.
 - L. Hartley – Are they not transferable?
 - R. White – They’re all transferable, just without C-ID. Any questions?
 - R. White – Thank you Jacob.

Motion to block and move A.1-7 and B.1-7 to consent: L. Hartley; Second, B. Donnelly;
Unanimous

B. Distance Education

1. **AB 15 – Agricultural Communication and Sales (3 units)**
Online modality; lecture. *Effective term: contingent on DE Committee approval*
2. **AB 20 – Careers in Agriculture, Environmental Sciences and Natural Resources (1 unit)**
Online modality; lecture. *Effective term: contingent on DE Committee approval*
3. **AB 25 – Computer Applications in Agriculture (3 units)**
Online modality; lecture, lab, hybrid. *Effective term: contingent on DE Committee approval*
4. **AB 26 – Introduction to Agriculture Business (3 units)**
Online modality; lecture. *Effective term: contingent on DE Committee approval*
5. **AB 50 – Agricultural Accounting (3 units)**
Online modality; lecture. *Effective term: contingent on DE Committee approval*
6. **AB 54 – Supervision and Management in Agriculture (3 units)**
Online modality; lecture. *Effective term: contingent on DE Committee approval*
7. **AGS 75 – Introduction to Agriculture Education (3 units)**
Change in objectives, methods of instruction and evaluation.
Effective term: contingent on DE Committee approval

See A.1-7 for action

8. **CDF 40 – Observation and Assessment (3 units)**
Online modality; lecture; hybrid. *Effective term: contingent on DE Committee approval*
Shaun-Adrián Choflá represented the Child Development department
 - S. Choflá – The department has discussed moving this course to online for some time now. I found that a few changes needed also to be made in offering the course formally in the online space.
 - R. White – In order to bring the minor modifications to the committee for a vote, we need to modify the agenda. Let me quickly look at the course.
 - H. Rau – Are these changes due to a State mandate?
 - S. Choflá – No, it’s a choice.
 - H. Rau – This is a major modification. The earliest we could offer it is Fall 2022.

- R. White – We’re changing the contact hours; therefore, the course has to be submitted to the State. Fall of 2022 would be the first term it could be offered under the new format.

Motion to add lab consideration to B.8: L. Hartley; Second, S. Craig; Unanimous

- R. White – Any questions?

Motion to waive the two meeting rule and approve: S. Wakim; S. Craig; Unanimous

9. MUS 1 – Music Appreciation (3 units)

Online modality; lecture. *Effective term: contingent on DE Committee approval*

10. MUS 5 – American Popular Music (3 units)

Online modality; lecture. *Effective term: contingent on DE Committee approval*

R. White – lecture only; approval

11. PSC 51 – Weather Lab (1 unit)

Online modality; lab. *Effective term: contingent on DE Committee approval*

Brian Reinbold represented the Physical Science Department

- B. Reinbold – This has been an evolving process which is doing well; students have been performing, for the most part, equally both in person and online. It’s important to meet the demand of online labs; it’s important we offer a science lab in both modalities. We maintain collaboration via Zoom and discussions. Unlike chemistry or biology, this is more GE-similar to a geology or astronomy lab. There are not a lot of wet labs; labs consist mostly of the use of maps and online tools (models, charts etc.)

Motion to move B.11 and C.1 to consent: L. Hartley; Second, S. Craig; Unanimous

C. Pedagogical Changes

1. PSC 51 – Weather Lab (1 unit)

Change in ped cap from 28 to 24; *Effective term: Fall 2022*

- B. Reinbold – The change brings this course into alignment with other lab courses. See B.11 for action

7. Miscellaneous Business

A. Statewide Common Course Naming Convention – AB 1111

Robert White addressed the committee

There are highly significant challenges with this change. All course titles may change. We may use the C-ID numbering system. The 0 to 99 course numbering system will disappear. This will require onboarding by July 1, 2024. There is a significant fraction of our courses without a C-ID distinction. We’ve discussed this in Technical Review briefly, with discussion on to begin this transitioning now; the counseling expert supports doing it all at once rather than bits at a time.

B. Generic GE Pattern – AB 928: Student Transfer Achievement Reform Act (Fall 2025-26)

Robert White addressed the committee

Legislation was passed to remove the ambiguity of the IGETC and CSU patterns, and move to a single GE pattern. There are pretty significant consequences with this change; CMST is the only requirement in the CSU pattern which isn’t required for UC. It’s largely known UC drives the bus; however, everyone has to sign off on it. It’s thought Ethnic Studies will be a developed area in the IGETC pattern. It’s unclear as to how this is all going to work. The units in the GE pattern, cannot be greater than the IGETC pattern. IGETC is 34-37 units; CSU is 39 units.

- S. Vann – There has been a lot of discussion around adding Area 7 to IGETC for Ethnic Studies.
- R. White – We may have to circle back to cross-listing opportunities. Ethnic Studies, Area F, in CSU has been added, and already a requirement. It has to have its own discipline, we may have to change the MCGS to something more related to Ethnic Studies. In cross-listing, we'll need to meet requirements for both the department of origin, and the Ethnic Studies version.
- S. Vann – The Bill is new; and they're working on a way to address the issue.
- R. White – It'll have significant consequences.
- A. Ferro – Would that mean courses similar to MATH 11 wouldn't be offered anymore, because they don't appear of the IGETC listing? How does this tie into Guided Pathways?
- R. White – This is a great question; the one benefit in this shift, is it does simplifies the GE structure. Communication Studies may have to focus on influencing disciplines to include CMST in their ADT's. There will be weighted discussions, I'm sure, between the CSU and UC systems.
- S. Vann – Many courses will potentially be affected.
- S. Wakim – Both of these AB are happening?
- R. White – Barring a repeal, this is moving forward.

C. Program Review: New Process Discussion

Robert White addressed the committee

I'm working on making our Program Review process more meaningful. Would anyone like to be on a meeting task force?

- S. Wakim – I would.
- L. Hartley – I, as well.
-

D. Policy For Ethnic Studies

Robert White addressed the committee

We need to begin work on supporting a full roll out of Ethnic Studies courses. Currently, Area F exists and Ethnic Studies is a requirement. To meet the demand, we should be thinking about Ethnic Studies in the same manner we think about English Composition. Providing large section offerings. We'll want to do as much locally to offer Ethnic Studies coursework as we can. We don't have enough faculty with the Ethnic Studies discipline to meet demand. There may be a bandwidth issue Statewide. We may be able to get around it, because IGETC doesn't have an Ethnic Studies requirement. Thus, if we can't offer enough Ethnic Studies sections, students can transfer under the IGETC GE pattern. The California Community Colleges will make Ethnic Studies a graduation requirement, we won't have a way around it. We'll need to figure out how to meet the student demand in Ethnic Studies, without permanent damage to the discipline expertise of Ethnic Studies. I will work with the Chair, and Dean being mindful as to how we roll this out with discipline experts in the room. Other disciplines will need input in these spaces. I feel it's important that Curriculum Committee members are integral in creating a way to evaluate the courses etc., I'm collecting interest from Curriculum Committee members, I'll make sure you're both included. Laurel and Shaun-Adrián.

- L. Hartley – Virginia, what will happened to disciplines which can move over to Ethnic Studies, specifically?

- V. Guleff – For a course to count as an Ethnic Studies requirement, it has to have an Ethnic Studies prefix. We’ll have to determine which courses we have to convert, or cross-list. There’s a sense of unknown, of unintended consequence. Stacking may very well be a distinction we call upon.
- L. Hartley – This is a sticky wick.
- R. White – I asked specifically at the CSU if they pay any attention to the disciplines of courses being considered for Ethnic Studies. We’ll need to be careful with discipline colonization at Butte College.
- L. Hartley – Have we heard anything from Accreditation?
- V. Guleff --Likely not to have anything from accreditation about this. Ethnic Studies is a discipline within itself, has its own discipline focus, its own minimum qualifications. We’re charged with offering the right classes, with the right disciplines with transferability standards.
- S. Wakim – the Academic Senate has an OER framework for our textbook. The framework for the Ethnic Studies inclusion covers 12 different things to include in the courses.

8. **Adjournment**

Motion to adjourn: L. Hartley; the meeting was adjourned without a second.