



Curriculum Committee
Minutes
April 4, 2022

Members Present

Dr. Robert White, Chairperson	Virginia Guleff, Vice President of Instruction
Donna Davis, Chair Elect	Anthony Ferro, Associate Faculty, Kinesiology
Jacob Vazquez, Agriculture	Dave Welton, Associate Faculty, Radio-TV-Film
Denise Adams, Dean	Tia Germar, Library
Suzanne Wakim, SLO Coordinator	Dr. Shaun-Adrián Choflá, Family & Community Service
Kim Kirkwood, Cosmetology	Serey Vann, Articulation Officer
Patrick McDougall, Physics	Daniel Donnelly, Academic Senate Representative

Members Absent

Susan Craig, Allied Health	Dr. Leslie Henson, English
Brian Donnelly, Career Counselor	Laurel Hartley, Associate Faculty, Sociology
	Vacant, Counselor

Guests Present

Brooke Kennedy, Math	Laura Rapozo-Davis, CMST
Meredith Marasco, Admissions & Records	Carrie Monlux, Dean
Deborah McCabe, CMST	Angela Ohland, CMST
Tom Grothe, CMST	

AGENDA

1. **Agenda Approval**

Motion to approve the agenda: D. Adams; Second, S. Choflá; Approval: Unanimous

2. **Approval of Minutes**

A. March 21, 2022

Motion to approve the minutes: D. Adams; Second, S. Choflá; Approval: Unanimous

3. **Announcements**

The symbol ▼ signifies shifts in shared resources.

4. **Consent Agenda**

A. Distance Education

1. **CSCI 17 – Computer and Network Security/Security+**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*
2. **CSCI 18 – Ethical Hacking**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*
3. **CSCI 19 – Computer Networking Fundamentals**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*
4. **CSCI 24 – CompTIA Advanced Security Practitioner+**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*

5. **CSCI 40 – Cisco Networks Level 1**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*
6. **CSCI 41 – Cisco Networks Level 2**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*
7. **CSCI 42 – Cisco Networks Level 3**
Online modality; Lecture/Hybrid/Lab; *Effective term: Fall 2022*

B. New Program

1. **Certificate in Hair Styling (15 Units)**
Effective term: Fall 2022

C. Program Modification

1. **Certificate in Manicuring**
Change in catalog description and core requirements (from COS 108 to COS 10, 11, 12, and 32); change in units (from 10 to 12.5); *Effective term: Fall 2022*
2. **AS in Cosmetology**
Changes in catalog description, and PLOs; change in core requirements (from COS 100-108 to COS 10, 11, 12, 19, 20, 21, 23, and 29); change in units (from 35 to 28.5);
Effective term: Fall 2022
3. **CA in Cosmetology**
Changes in catalog description, and PLOs; change in core requirements (from COS 100-108 to COS 10, 11, 12, 19, 20, 21, 23, and 29); change in units (from 35 to 28.5);
Effective term: Fall 2022

*Program language to include the High School graduation verbiage needed for Financial Aid
Motion to approve AS and CA in Cosmetology: S. Choflá; Second: S. Wakim; Approval: Unanimous*

5. Pending Business

A. New Course

1. **ALH 8 - Health Careers Exploration – HESI (4 units)**
Stand-alone; *Effective term: Fall 2022*

Motion to approve: D. Adams; Second: S. Wakim; Approval: Unanimous

6. New Business

A. New Subject

1. **ETHS – Ethnic Studies**

- R. White – We’re adding a new Subject; this is a relatively common subject mnemonic used in Ethnic Studies.
- L. Rapoza-Davis – I thought it was ETSD; I’ll agree with what Serey says.
- S. Vann – It seems most are using ETHS.
- R. White – The Articulation Officer meeting I attended today, noted the preferred mnemonic to be ETHS.

Motion to place on consent: S. Wakim; Second: S. Choflá; Approval: Unanimous

B. New Courses

1. **CMST/ETHS 15 – Persuasion in Social Justice Movements (3 Units)**
Program applicable; (IGETC, CSU GE); *Effective Term: Fall 2023*
2. **CMST/ETHS 17 – Race and Ethnicity in Mass Communication (3 Units)**
Program applicable; (IGETC, CSU GE); *Effective Term: Fall 2023*
3. **CMST/ETHS 19 – Dialogue on Race and Ethnicity in the U.S. (3Units)**
Program applicable; (IGETC, CSU GE); *Effective Term: Fall 2023*

Laura Rapoza-Davis, Deborah McCabe, and Tom Grothe represented Communication Studies

- D. McCabe – When the Academic Senate first began the discussion of this new subject

area as a department, there was discussion amongst faculty as to how we need to address Ethnic Studies in our existing classes. We addressed some of the structures issues in addition to issues surrounding ethnicity and identity. In looking at our public speaking classes we discuss topics including stereotype, microaggressions, forms of bias, language etc., With this, I feel we already included much of the Ethnic Studies discipline material in our existing coursework. As a department we reviewed other college's curriculum to develop some of our own. We came up with three courses – those on the agenda today.

- L. Rapoza-Davis – Many of the topics covered in these new courses cross over into our existing curriculum. I will say, we need a lot of folks to teach. We're currently in a hiring process for Fall term; hopefully, we'll have a good hire. For Fall staffing currently, with the three associate faculty we have, and our new hire, we still have three or four sections needing faculty. If you hear of someone, please send them to me.
- R. White – The demand will be similar to that of English Composition; currently, English sits at about 50 section offerings per term.
- L. Rapoza-Davis – I believe we're offering 12 sections in the Fall.
- R. White – Other Articulation Officers have noted they haven't solved this issue either, determining coursework which meets the Ethnic Studies parameters has been challenging.
- A. Ferro – You said we're offering 12 sections in the Fall?
- L. Rapoza-Davis – Yes, in addition we have three or four section unstaffed.
- A. Ferro – Given we're chasing FTE what should we do to ensure we can meet the demand?
- S. Choflá – So with Ethnic Studies, I'm on equivalency; can anyone whose gone through the training teach in this discipline?
- D. McCabe – We feel our discipline has a natural correlation to this, I wouldn't have brought these courses forward if I hadn't believed just that. These courses will be taught by our department's faculty. Other departments, include Sociology, will most likely bring certain courses through, as well.
- S. Choflá – We just have to make the case for each department individually.
- S. Wakim – Some of the folks in departments have that ability to teach ETHS, others may not.
- L. Rapoza-Davis – Exactly. We met as a department to review the curriculum and ensure we brought the best coursework forward.
- D. McCabe – Yes, and we made sure the SLO's meet the targeted focus.
- L. Rapoza-Davis – The Ethnic Studies department will take the lead on this. Our department is trying to get the college to a level to teach these courses.
- A. Ferro – So this is driven by the need on the other end?
- L. Rapoza-Davis – We're going to have some push back. We have two associate faculty who want to not teach these courses any longer because they're not MCGS. It's been difficult partially due to the political environment we're in. They may be difficult classes to teach, and I'm afraid we may lose faculty.
- D. McCabe – It's a massive learning curve. In addition, even with approval at this level, these courses still need to be seen by the UC for transfer consideration. And, we have no control over that particular approval process.
- S. Wakim – They seem on target for the content we're looking for.
- L. Rapoza-Davis – Thank you so much Serey, for all of your help.
- T. Germar – As more courses come through, will we looking at verbiage?
- D. McCabe – We're following the standards and being particularly mindful of language.

- L. Rapoza-Davis – There’s variation in language. It’s hard to keep up. Language simply changes over time.
- R. White – I want to specify these courses will meet GE areas D and F, once approved.
- A. Ferro – Is there any research which shows what areas will suffer because of this?
- R. White – Yes, most likely area D; demand will be reduced. Area E will probably go away. Area C will probably be reduced from three classes to two classes. These areas are already showing impactation.

*Motion to vote on CMST/ETHS 15, 16, 17 as a block and place on consent: D. Adams;
Second: S. Wakim; Approval: Unanimous*

C. UC Transfer Status/General Education

1. **CMST/ETHS 15 – Persuasion in Social Justice Movements**

Transfer Status: IGETC 4; CSU D and F; Butte B

2. **CMST/ETHS 17 – Race and Ethnicity in Mass Communication**

Transfer Status: IGETC 4; CSU D and F; Butte B

3. **CMST/ETHS 19 – Dialogue on Race and Ethnicity in the U.S.**

Transfer Status: IGETC 4; CSU D and F; Butte B

See 6.B for action

D. Distance Education (Information only)

1. **CMST/ETHS 15 – Persuasion in Social Justice Movements**

Online modality; Lecture; *Effective term: Fall 2023*

2. **CMST/ETHS 17 – Race and Ethnicity in Mass Communication**

Online modality; Lecture; *Effective term: Fall 2023*

3. **CMST/ETHS 19 – Dialogue on Race and Ethnicity in the U.S.**

Online modality; Lecture; *Effective term: Fall 2023*

Courses were endorsed by the committee to be offered in the online environment

E. Minor Course Modifications

1. **MATH 7 – Formal Logic and Writing**

Changes in materials of instruction; *Effective Term: Fall 2022*

2. **MATH 11 – Math for Liberal Arts**

Changes in materials of instruction; *Effective Term: Fall 2022*

3. **MATH 17 – Investigative Introductory Statistics**

Changes in materials of instruction; *Effective Term: Fall 2022*

Proposal was removed by Department for major modification instead of minor modification

4. **MATH 18 – Introduction to Statistics**

Changes in materials of instruction; *Effective Term: Fall 2022*

5. **MATH 26 – College Algebra**

Changes in materials of instruction; *Effective Term: Fall 2022*

6. **MATH 30 – Analytic Geometry and Calculus I**

Changes in methods of evaluation; *Effective Term: Fall 2022*

7. **MATH 31 – Analytic Geometry and Calculus II**

No changes; *Effective Term: Fall 2022*

8. **MATH 32 – Analytic Geometry and Calculus III**

No changes; *Effective Term: Fall 2022*

9. **MATH 40 – Differential Equations**

No changes; *Effective Term: Fall 2022*

10. **MATH 42 – Linear Algebra**

No changes; *Effective Term: Fall 2022*

Brooke Kennedy and Kimberly Bartsch represented Mathematics

- D. Davis – Mathematics has made some minor modifications to their coursework.

- R. White – The UC gets fussy with transferable coursework if text are outdated by five or more years.
- A. Ferro – Math 11, Math for Liberal Arts; when did the title change?
- B. Kennedy – We had a title change two or three years ago.
- A. Ferro – Is it still not UC transferable?
- R. White – CSU, at this point; it potentially may change.
- D. Davis – Any questions, comments, or further discussion?

*Motion to vote on all MATH courses as a block and place on consent: D. Adams, Second: S. Choflá;
Approval: Unanimous*

F. Course Deletions – (Information Only)

1. **CSCI 48 – Cisco Networks Level 1 and 2**
2. **CSCI 56 – Cisco Networks Level 3 and 4, Scaling and Connecting**
3. **MATH 318 – Math Foundations**

The committee endorsed these deletions except for MATH 318 which will be modified instead

G. Program Modifications

1. **AA-T in Music**

Changes in core requirement choices (add MUS 63, 64, 68); no change in units;

Effective term: Fall 2022

- R. White – We have a number of performance courses in the MUS degree pattern. Students must have four of these courses. We’re adding to the courses we already have on the books.
- D. Adams – We’re just adding these courses as options? No change in units?
- R. White – Yes; exactly.

Motion to place on consent: D. Adams; Second: D. Welton; Approval: Unanimous

7. Miscellaneous Agenda Items

A. Cost of Books added to CurriQunet – Suzanne Wakim

- S. Wakim – Working in META, I’d like committee consideration to adding a field associated with textbook costs to allow students to know the cost of books associated with their classes which they’re expected to purchase. The cost of textbooks needs to be present as departments go through the curriculum review process.
- H. Rau – Do you want it to show on the COR?
- S. Wakim – I think it should show on the COR.
- D. Adams – Will we be dinged if the textbooks aren’t updated each time?
- S. Wakim – It will be looked at in Tech Review.
- D. Adams – Students will see the textbook costs while they register?
- H. Rau – No, the entry field is in META.
- D. Adams – So is it really about faculty and staff knowing what students are expected to buy; or is this about students?
- S. Wakim – It’s about faculty having an awareness of what they’re expecting students to purchase.
- A. Ferro – Can we do a flex workshop, to educate faculty on their textbook options?
- S. Wakim – We certainly can.
- A. Ferro – They’re may not be a lot of instructors who know their options. How do we get that out there?
- S. Wakim – This information generally comes out of the Library; maybe a check box in META asking, “have you checked on lower cost alternatives to the text you’re requesting?”
- A. Ferro – As associate faculty, I don’t have any idea as to the cost of the text students are being asked to purchase. I find students look at the cost of the text prior to enrolling in certain sections. By identifying the classes with a lower cost text, students tend to select those.

- S. Wakim –A lot of folks don't know they have lower textbook options.
- D. Adams – I don't think this will change things much. I like the idea of putting the cost of textbooks on the COR; this will give this body the opportunity to question the department's reasoning. Offering the departments an opportunity to do a bit more research.
- P. McDougall – There's this issue with textbooks being older than five years, so the changes would be captured as they come through the process. Can faculty make other text choices rather than those on the COR?
- R. White – As far as I understand it, the textbook used is that noted in the COR. We have had a practice of placing the text on the outline for C-ID.
- S. Wakim – Faculty aren't bound to the selections on the COR, they can choose something entirely different.
- A. Ferro – They can select something not listed?
- T. Germar – Yes, the textbooks listed are those the department feels are the best options.
- A. Ferro – A good list of options is important.
- S. Wakim – It's more of an awareness to what resources are out there.
- S. Knifong – Tia, is it feasible for you to do a bit of the research?
- T. Germar – Normally, this is a department function; this is a fairly weighted project. Could it be looked at in Technical Review?
- S. Wakim – That's a good idea; we can offer options back to the department. If we can get a list from the Bookstore, that would be a good thing.
- D. Adams – Some books are necessary; they required as part of the program.
- D. Davis – Exactly, for RT there aren't text we can do without, maybe Pharm.
- S. Wakim – It isn't really about necessity, it's about getting faculty to think about what they're expecting students to buy. It's disappointing when we hear students saying they've never opened a mandatory book all semester long.
- D. Adams – Do we require a motion here? I like the idea of it being inclusive of the COR, with the Tech Review committee having a discussion about textbook costs.
- S. Wakim – What we're discussing is The Textbook Affordability and Transparency Act – SB 1359.
- P. McDougall – There are some physics books, online versions, which are much cheaper than the printed copies. Which version should we list? If I understand correctly, the student has a two-year term of accessibility for online versions.
- S. Wakim – We need to ensure information is clear to the student as to what they're purchasing and the total cost.
- S. Knifong – If there's an online book requirement, they need to acknowledge that in META.
- H. Rau – We can add that field, it'll just sit in META; it won't populate elsewhere. We need to think about how we process it through in META.
- R. White – I think having the information in there is a good thing. Some issues may be that the faculty reviewing the COR may not teach a particular course and may not have an awareness as to how much a textbook should cost.
- H. Rau – We can add other supporting categories.
- D. Adams – Can we add cost information?
- S. Wakim – That's exactly what we're asking. If students are required to purchase a calculator etc., it should be noted in there.
- H. Rau – We used to track this information each summer for Gainful Employment.
- S. Wakim – I think we work on the textbook issue; the other items can be listed.
- D. Davis – Could we create textbook bundles for individual sections?
- S. Wakim – Again, we want to focus on what we're expecting students to spend.
- D. Adams – Heather, if the data isn't going anywhere, do we really need it?
- R. White – We can have a report generated through META with the information, if we'd like.
- S. Wakim – Receiving a list from the Bookstore, that would be optimal.

- R. White – Is there Financial Aid specifically for textbook costs?
- S. Wakim – Some aid through EOPS is targeted for books only – book vouchers.
- H. Rau – College Connection students receive a book voucher, too.
- A. Ferro – Would it be feasible to have the report from S. DeMaggio to come with a field to be completed by faculty indicating the total amount for any given class?
- S. Wakim – All good thoughts. Can I get a motion of support to add the field to META and potentially to the COR?

Motion to support the inclusion of textbook and support material costs in CurrIQunet:

S. Wakim; Second: S. Choflá; Approval: Unanimous

B. Hybrid Scheduling Options – Bob White

- R. White – There is an issue with department’s individual sections having different hybrid options. This is intangible. Each COR has one hybrid modality offering pathway. The department needs to decide what that’s to be, not individual instructors. We can’t accommodate individual hybrid paths. I’d like to have the Curriculum Committee’s support in a proposed hybrid meeting pattern of 50% of the total time. It gives the student a total understanding of what hybrid means. The vast majority would meet one day each week face to face, and one day as hybrid.
- D. Davis – This greatly impacts the Scheduling Center.
- A. Ferro – Does the District not have a hybrid policy?
- R. White – No.
- D. Adams – Could we set up hybrid options, for faculty to choose from?
- R. White – A choice, without going crazy.
- A. Ferro – When students sign up for a course, do they know when they meet face to face and/or online?
- H. Rau – We message within the sections.
- A. Ferro – Are faculty following what’s noted in the messaging?
- H. Rau – I hope so. The sections have the information; do students understand? Maybe, maybe not. It’s usually clarified the first day of class.
- D. Adams – Up to this point, there’s been very little guidance as to the hybrid protocol. We need to figure it out. I don’t think the 50/50 will be well received.
- S. Wakim – This is already a question in META. Departments are aware as to how they’ve noted the class to be offered.
- R. White – Departments may submit three different modality request, one each from three different faculty. It can be very messy.
- S. Wakim – Why can’t we encourage the department to utilize what they’ve noted in META?
- D. Adams – Scheduling patterns may help with this decision.
- R. White – Scheduling flexibility doesn’t necessary help students.
- D. Adams – Doesn’t help students; or doesn’t help us?
- R. White – Folks making the scheduling decisions, haven’t parsed out all the options.
- D. Adams – Having three sections of the same class, isn’t a bad thing.
- R. White – We already do that; fully face to face; fully online or hybrid 50/50 are the options.
- S. Wakim – I think what Denise is trying to say is, if we sent a rule at 50/50 the department can then decide how that will look.
- A. Ferro – So what you’re saying is, a student can be looking at a class offered in three different modalities, and they won’t necessarily know what modality the course is being offered in?
- R. White – Students can drill down to see that information.
- S. Wakim – Can we add/change the checkbox to offer hybrid lecture as 50/50?
- Denise Adams – I think we’re going to need further discussion. If it’s a rule, then there needs to be a campus awareness campaign which speaks to this.

- H. Rau – If faculty check the box in META, will all sections be online? Will there be no sections offered face to face?
- D. Adams – What is the flexibility with that 50/50 delineation? What does it look like?
- S. Wakim – All the courses should be the same.
- A. Ferro – Define the 50/50 hybrid option.
- D. Adams – Where is the 50/50 delineation? What will a student’s schedule look like?
- S. Wakim – Can we ask them in the COR to define what the hybrid would look like? What their 50/50 pattern looks like?
- D. Adams – Can we consider having set patterns as to what hybrid modality looks like?
- S. Wakim – CMST can do online, with students meeting face to face once a month for presentations (times would vary).
- A. Ferro – When you say 50/50, do you meet 25.5 hours in the face-to-face space and 25.5 hours in the online space?
- R. White – It can vary week to week.
- A. Ferro – And students don’t have this information until the first day of class?
- R. White – It’s much easier to mesh schedules with a one-day a week face to face schedule.
- A. Ferro – How are students to figure this out? I find myself confused.
- R. White – I feel the options should be face to face; online; or 50/50 hybrid.
- S. Wakim – How can we have departments follow the session tables? Does that come from Scheduling?
- R. White – Did we settle on hybrid being 50/50?
- D. Adams – I think we need further discussion. What about our programs?
- H. Rau – Special programs are a separate consideration. It’s the generic 3-unit lecture course that we need to consider.
- R. White – Does that mean hybrid meets one day a week face to face?
- D. Adams – Cast a net and see what you get.
- R. White – Fifty percent lecture-only course to meet one day a week. Courses that have different types of instructional methods the lecture is the thing that goes online; the other pieces meet face-to-face. Students can get all their courses done in two days.

Motion to implement a 50/50 hybrid pattern for lecture only or lecture component courses:

D. Adams; Second: S. Choflá; Approval: Unanimous

C. Process of Cross-listing Courses – Bob White

- R. White – Cross listing courses are identical. The COR’s look the same, just have different disciplines.
- H. Rau – There will be a box in META departments will need to check, as well as to indicate which department(s) their course will cross-list with.
- D. Adams – Similar to the CMST/ETHS course we discussed earlier.
- H. Rau – Exactly.
- R. White – For the Ethnic Studies requirement on the GE guide, it will only show the ETHS discipline.
- D. Adams – How will that appear on the student’s transcript. If a student is using a cross-listed section for a GE requirement, the transcript will only reflect the ETHS discipline?
- V. Guleff – I’ll need to review the guidelines regarding cross listing to provide an accurate response.
- D. Adams – From our perspective, will faculty from either discipline be teaching under either department?
- M. Marasco – Other college’s transcript reflect both disciplines. With the Ethnic Studies requirement being so strict, it’s hard to say.
- R. White – Cross listing came about by AB1928. IGETC will be doing the cross-listing thing. They’re not going to have the same requirement.

D. Next Meeting - April 18, 2022

8. **Adjournment**

Motion to adjourn: S. Wakim; Second: D. Adams; Approval: Unanimous