



April 4, 2023

**In Attendance:**

Dee Aceves; Liz Barrow; Jeanette Calo; Jose Contreras Jr.; Caylor Cuevas; Angela DiDomenico; Dave Dillon; Carl Fielden; Karen Hern; Tate Hurvitz; Desirae Jenkins; Felicia Kalker; Sharon Sampson; Jason Stevens; Alan Traylor; Karen Wong; June Yang; Hadeel Yaqoub

**Not in Attendance:**

Martha Clavelle; Sebastien Cormier; Marshall T. Fulbright III; Sara Laila

**Departments in Attendance:**

ANTH, ART, BIO, BUS, COMM, CSIS, ECON, ENGL, ES, GERM, HESC, MATH, NURS, NUTR, OTA, PHOT, POSC, RESP, RUSS

1. **Call to Order** – Aceves called to order at 2:07pm.
2. **Approval of Minutes**
  - a. 3/21/23
    - i. Calo motion to approve
    - ii. Sampson seconded the motion
    - iii. **(11) Yes/(0) No/(0) Abstentions**
3. **Proposals** – Curriculum approval, General Education, requisite validation, distance education, and student learning outcomes have been placed on the Consent Calendar as distinct items. There will be no separate discussion of these items unless a committee member or guest requests that particular items be removed for further discussion or review. Removed items will be considered separately. All matters remaining under the Consent Calendar will be approved by one motion.
  - a. **Overview of Action Items:**
    - i. Removal of Items from Consent Calendar (if applicable)
    - ii. Adoption of Consent Calendar
      - a. Calo motion to approve
      - b. Hurvitz seconded the motion
      - c. **(11) Yes/(0) No/(0) Abstentions**
    - iii. Approval of Consent Calendar (see below)
      - a. Calo motion to approve
      - b. Hurvitz seconded the motion
      - c. **(13) Yes/(0) No/(0) Abstentions**
  - b. Removal of Items from Consent Calendar (if applicable)
  - c. Adoption of Consent Calendar - (Action Item)

**Curriculum Proposals for May 9, 2023 Board Packet:**

**ANTHROPOLOGY**

Degree Modification: Anthropology (AA-T)

- Yang: They kept a few units there, and there are some answers from our committee. They answered that in the Excel spreadsheet with



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regard to the DEI question. They have answered that human cultures, a central organizing principle of anthropology and a focus, cultural diversity, is part of core curriculum. Examples include readings, activities that examine the social construction of race, culturally variable forms of marriage and kinship and appreciation for diverse beliefs and practices.

- Aceves: I have one comment to note that we will make an adjustment to the total units. The total units should be 19 to 20, so they subtracted on the first part of the range rather than the latter part of the range. We will correct the final total units before we submit.

#### ART

Course Modification: ART 283A, 283B, 283C

Course Deletion: ART 283D

- Rainbolt: We don't see a need for a fourth Foundry class. All of the courses needed to be updated for the course content, suggested books, learning outcomes, DEI language, and the entrance and exit skills.

#### ASTRONOMY

Course Modifications: ASTR 105, 110

- Aceves: The astronomy course outlines were submitted by our co-chair, Sebastien. No questions or comments.

#### BIOLOGY

Course Modification: BIO 140

- Shearer: We are getting BIO 140 in line with every other school in San Diego. We're moving the class from 5 to 4 units. Our course outline is the same as SDSU. It aligns with every other school in the county, and it was something that we needed to do because the Board of Registered Nursing said we needed to decrease units again in our prerequisites.

#### BUSINESS

Degree Deletion: Business Administration 1.0 (AS-T)

- Keliher: This is Administration 1.0 going away and being replaced by 2.0. There's a question as to students' confusion as to which one they should work under, and I believe Cuyamaca has already removed their 1.0. So, the 2.0 was already approved by curriculum. It's just a matter of getting rid of the old 1.0.

#### COMMUNICATION STUDIES

Degree Addition: Communication Studies 2.0 (AA-T)

- McHan: Our changes have been to ensure that our curriculum and course outlines of record are adherent to DEI. We want to ensure our



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faculty are using classroom assignments and videos from diverse authors and communicators. We had a lot of conversations revising our SLOs to make sure that we're looking for specific terminology so students understand how to communicate across different demographics with diverse individuals. In addition, to ensure that our assessments are looking to test what our SLOs are asking for.

#### COUNSELING

Course Modification: COUN 198

- Aceves: This is going to be stricken from today's agenda. We did not get the revised COR back.

Degree Modifications: General Studies, Humanities and Fine Arts (AA), General Studies, Science and Quantitative Reasoning (AS), General Studies, Social and Behavioral Sciences (AA), General Studies, Wellness and Self Development (AA), University Studies, Business and Economics (AA), University Studies, Humanities and Fine Arts (AA), University Studies, Social and Behavioral Sciences (AA)

- Aceves: These are our regular updates for every year that incorporate the changes or the course additions in their appropriate spots as applicable via their general ed categories and degrees.

#### DANCE

Course Modifications: DANC 081B, 081C, 081D

Course Deletion: DANC 116

- Calo: They made the updates that we requested to the course objectives, and the course outline is up to date.

#### DISABILITY SERVICES MANAGEMENT

Degree Deletion: Disability Services Management (AS)

- Aceves: This is something we needed to remove from the catalog to ensure that students weren't getting mixed messages about whether or not we offer that degree or those courses inside that degree.

#### ECONOMICS

Course Modification: ECON 215

- Myers: We have aligned our course with the other statistics courses. Ricardo, did you make the adjustment to the Econ curriculum to be able to include the 215?
  - Crespo: I know we did for Political Science.
- Myers: When will we be able to adjust the Econ degree? Are we able to do that in the fall?
  - Aceves: Yes.
- Calo: I don't see any changes or highlights in the COR. The numbering is



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- still l. m. o. I was wondering if it's the right person?
- Aceves: We can double check that, and that was the last one. Jose, you want to confirm?
  - Contreras: That's the most updated one. Any of the formatting issues will get fixed.
- Calo: There weren't any examples added for #10. I was wondering if it's the right one, or if they could be added or where we were in the process of that.
    - Aceves: This is a suggested edit for ECON 215, for an example in section 10.
    - Myers: If that's okay with the committee, we can do that post approval. If they tell me what 10 is, I'll give them the example. For outside class assignments, you would gather data and conduct a regression analysis from the World Bank and determine whether deforestation is caused by population in Greece and see if there is a correlation.
    - Aceves: Is textbook readings or take-home exams the one you're thinking in particular, Jeanette?
    - Calo: Case studies or give examples to one of them.
    - Aceves: Todd, here is an example of the problem sets that the student might be assigned in the class, so 1-2 examples of that. I will send you the email for you to put in the example on the COR.

## ENGLISH

Degree Modification: English (AA-T)

- Steliga: We had too many classes, so we cut ones that were not from our department because we're trying to grow our major, and we're trying to make our own literature. We added some of our literature courses that had never been listed on the AA-T at all and replaced some courses that were not part of our department. We had a few course additions that are still coming down the pipeline, including Asian American Literature. We moved a few things higher on the list from List C to List B. That was in order to align with Cuyamaca. The main question you had for us was, in what ways is our curriculum culturally inclusive? Our aim was to use DEI as a lens when making these revisions. We included text from historically under represented authors. We made our course descriptions and SLOs more student facing, welcoming, and transparent. We also deleted courses that have not been offered in a few years and added some more culturally inclusive courses, such as, Asian American Literature. We made significant changes to our Death and Dying course, including more representation of folks with disabilities. We revamped our Images of Women in Literature course by heavily revising and renaming it to



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Women, Gender and Sexuality in Literature. The readings are more inclusive to the LGBTQ+ community.

#### EXERCISE SCIENCE

Course Modification: ES 255

Degree Modifications: Exercise Science (AS), Kinesiology (AA-T)

- Aceves: For the decrease, I think they're due to the course impact of the BIO 140 course unit change. Did you want to share some insights on the 255 title change?
  - Kerns-Campbell: With the Care and Prevention class, there's been a lot of changes around the state about the title of those classes. Going forward, if someone was majoring in athletic training they wanted to standardize the title of classes. The discussion was the title would get us there the best to coincide with what others are doing offering the same course.
- Aceves: This is an aligned course, and it came through our pile in the fall, but both colleges needed to agree on the title change. So, the faculty collaborated and worked on it. The reason it got delayed is because the faculty at both colleges needed to come together to agree on one title that represented the changes in the field, and they worked with SDSU to ensure the articulation would be maintained.

#### GERMAN

Course Modifications: GERM 120, 121, 196, 220, 221, 250, 251

- Ronke: The SLOs have been updated to match the content of our classes and the teaching methods that have changed. We have a new textbook, and all our German classes now are ZTC. The online book is more modern and includes authors from all German-speaking countries and includes texts of immigrants of different people that contributed to German architecture and literature. The German I and II Conversation course had to be modernized because it had to be the main objectives, for these courses are now conversation, development, and vocabulary enrichment and not reading and writing. With our new book, the DEI we included more corporate learning. Instead of written tests, we have more group tasks as some of the assessment. This includes more different learning styles and test-taking preferences.

#### HEALTH SCIENCES

Course Deletions: HESC 099, 110, 112, 150, 152A, 152B, 154, 205, 206

- Aceves: The courses are being deleted.



## MATHEMATICS

Course Addition: MATH 080

Course Modification: MATH 178

Course Deletions: MATH 080, 087, 088, 088L, 089, 096, 097, 160L, 177

- Working: The deletions are courses we haven't offered in a long time, and the State at this point would never allow us to offer them. For 178, we changed the catalog description slightly, so it made more sense and a few minor things on that one. The big one is adding in the 2 units. So, we're deleting MATH 080 and adding in MATH 080. So, using the same number, which is basically support for Calculus I which is 2 units. If you look at AB1705, they're saying we have to validate that pre-calculus is needed for Calculus I because they're implying that they would like students to go directly into Calculus I. They don't want students to have to take any course that's not in their degree. MATH 176, 170, and 175 are not in any of the degrees. They are just prerequisites that are transfer level courses. The only way to validate is to give a support course, and to show that students will not be successful without precalculus. We're putting the course in, but we don't actually have the course ready to go.

- Yang: So, you can't even do precal now that all our students have to go directly into calculus?
- Working: We just have to validate that students will be more successful if they take precal before calculus.

- Aceves: I want to comment that the 1705 changes are a second set of rules that came that were legislated, and we have been trying to figure out as tech review, and that's why we've been having math come in, and they put the flow chart together for the curriculum committee. MATH 095 is the boot camp class that we approved as the curriculum committee in the fall. March 15, as I mentioned, this document came out. We've been trying to get through as technical review and work on coming up with a response or action plan for the course we've already approved in the fall again within a few weeks because we just got this. On page 9, there's a question that asks, can a noncredit "boot camp" model be offered in the summer before a transfer level course if it's not required? Or can it not be offered at all if it's not a corequisite? This is what we're contending with, our math boot camp class that we approved in the fall is non-credit, has no requisites, and is scheduled the week before the semester starts. The response given to the question is "Colleges can only enroll United States high school graduates who have an academic goal of credit certificate degree or transfer into non-credit English or Math course work if and when the



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student is concurrently enrolled in the transfer level English or Math/quantitative reasoning course”.

- Working: If you look at the next paragraph, you can offer non-credit boot camps as long as it's not Math or English. We do believe this meets the spirit of AB1705 but doesn't meet the actual verbiage.
- Aceves: Do you want to state your proposal?
- Working: We leave everything in the course as is but add a corequisite. This is for BSTEM, so the corequisite of MATH 170, 176, or 178 if they're in those that would include support courses as well if they chose.
- Aceves: So just to circle back, the Math department would like to meet the 1705 policy role of adding a corequisite so that the student is concurrently enrolled in a transfer level English or Math course in order to be compliant in offering a boot camp. Part of the FAQ also includes the Chancellor's Office, checking our scheduled classes to ensure that things are following the policies that are being sent out. If we want to offer the boot camp, this would be one of the ways to stay in compliance with AB1705, and it would be to add the corequisite.
- Hurvitz: Marshall touched base with me and wanted me to make clear that from his perspective this makes sense. This is how he reads the legislation as well and from reading the legislation that the proposal is appropriate and in compliance with the law.
- Aceves: Yes, Felicia, to answer your question in the chat. Can it be an open choice coreq? It will be a one-way corequisite. In order to get in and sign up for the boot camp, they can be enrolled in XYZ course.
- Working: I want to add the corequisite and see if I need approval and hand over the paperwork to Dee without coming back to curriculum. That's my question.
- Aceves: We will need the course outline modified, corequisite paperwork, and the committee can determine that. We'd have to have one more meeting to get that one in. We have consensus, so we can take a look at that one.
- Working: I will get the paperwork in within 24-48 hours.
- Aceves: We'll put that on our to do list, and we'll reach out to you and send you what you need.

#### NURSING

Degree Modification: Nursing (AS)

- Ngo: Since the BIO 140 class reduced the units from 5 to 4, this is part



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of the Nursing major. That would change the amount of units for our major and the prerequisites. So, we reduced our major down by one unit.

#### NUTRITION

Degree Addition: Nutrition (AS)

Certificate Addition: Nutrition (COA)

- Stevens: It's just a change for BIO 140 from 5 to 4 units.

#### OCCUPATIONAL THERAPY ASSISTANT

Degree Modification: Occupational Therapy Assistant (AS)

- Barrow: It was the change in the anatomy units that will affect the unit count for their degree.

#### PHILOSOPHY

Degree Modification: Philosophy (AA), Philosophy (AA-T)

Course Deletion: PHIL 114, 118

- Yang: For the local degree, we will be able to offer more classes that are DEI focused, like our Asian Pacific Islander philosophy class or Latin American philosophy class. We're asking students to take at least 3 units from one of those DEI classes. The AA-T stayed the same.

#### PHOTOGRAPHY

Course Deletion: PHOT 166

- Turounet: We're deleting 166 so that our degree and certificate pathways are more efficient and to reduce curriculum redundancy.

#### POLITICAL SCIENCE

Degree Modification: Political Science (AA-T)

- Crespo: It's a course modification to our political theory, POSC 150. We're adding theorists that weren't officially listed before and including them in curriculum to meet DEI standards. We're going to include scholars like W.B. Du Bois and Malcolm X. We'll have classic Spanish authors like Joe Marquis or Francisco Victoria.
- Aceves: You included the update on the Political Science AA-T?
  - Crespo: Yes. We're trying to make our degree more accessible and approachable.
- Myers: You didn't want to mention adding one more course selection to align B?
  - Crespo: Would there be time in the process to shuffle 1 or 2 courses around?
  - Myers: Make people take 1 additional course from line B.
  - Aceves: We have to follow what's on the TMC. If it says you only have to take 1, we have to follow the State mandate





template for those, but your local degree you can add those modifications. We're following the official Chancellor's Office document, and that dictates what the options are.

#### RESPIRATORY THERAPY

Degree Modification: Respiratory Therapy (AS)

- Flores: We decreased by 1 unit because of the change to BIO 140. When that decreased by 1 unit, it decreased our major because it's 1 of the prerequisites that's included within our degree.

#### RUSSIAN

Course Modifications: RUSS 120, 121, 196, 220, 221, 250, 251

- Navarro: We tweaked some sections from instructional facilities to method of instruction and assignments. We updated the editions of the textbooks and added representative texts.

### 4. Chair Report

#### • Alignment Policy

- Aceves: Math 176 for Cuyamaca with the prerequisite change will be allowed to be presented at the Board. Dr. Fulbright has encouraged Sebastien and I to read our statement from the curriculum committee, and then get a mention via our academic senate president at her report as well. Sebastien and I are going to sock on Friday and see if the sock senate officers can provide feedback or guidance.
- Hurvitz: I think it would be a great idea to reengage Cuyamaca in an updated version of the agreement that both parties think they might be able to abide by.
  - Aceves: We're waiting for them to let us know when their next meeting is that we can attend. Our tech review will meet with their tech review at one of their tech review set meetings.

#### • AB 1705

- Aceves: We've got an implementation memo, frequently asked questions, documents, and the memo from the Chancellor's Office. We'll probably still be working on in the next year, because included in this is intermediate algebra. Our college plan did include some information about not offering the course. What that actually means for the district and our college is something we'll have to navigate and work closely with our Math department on. There are many courses who have an intermediate algebra prerequisite, so it's not just in the Math department. Other departments will be impacted by this as well.

#### • Curriculum Institute

- Aceves: We haven't heard from the Vice President as to the budget for this, so we don't know how many folks we can send. If you're interested, please let us know.



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- **Professional Development**

- Aceves: We will be reaching out to you if you're interested in assisting with professional development. As we get closer to wrapping up our new forms in the new software, we do want to provide professional development for the faculty.

- **Curriculum Committee for 23-24**

- Aceves: If you are planning to not stay on the curriculum committee for the next year, please send Sebastien and I an email so that we can communicate that to the academic senate and they can put out a call for members for next year's curriculum committee.

- **Technical Review for 23-24**

- Aceves: Our technical review committee has one rotating member. We had Angela last year, and this year Carl served on technical review. We will be looking for a new member for next year and will send an email.

- **Other**

- Aceves: None.

**5. Articulation Report**

- **Intermediate Algebra Prerequisites**

- Aceves: There are specific discipline to require an intermediate algebra level for articulation that tends to happen in some of the STEM majors so science, chemistry, biology, math, and engineering. Some of these will require a specific prerequisite. We have a mechanism to ensure articulation isn't lost. In our catalog, we have an articulation guidance for how to write our prerequisite to ensure that we don't lose articulation, so we'll be adjusting this in the future. We already started at Grossmont. If you recall, last spring we added a statement at the end of Math classes and some of the statistics courses that included placement or a level of intermediate algebra, or above. We made some adjustments already.

- **Other**

- Aceves: None.

**6. Information/Other Items:** The committee will review as many items as is reasonable and will not exceed the regular meeting time. Remaining items will be rolled over to the next meeting.

**Meeting ended at 3:25pm.**