CURRICULUM COMMITTEE MEETING
October 1, 2009
Curriculum Approvals

Members:
Duane Anderson
Ed Barton
Paula Dahl
Mike Daniel
Dawn Dobie
Adie Geiser
Nan Gomez-Heitzeberg (administrative co-chair)
Jennifer Johnson
Susan McQuerrey (faculty co-chair)
Dan O’Connor
Joe Saldivar
Bernie Scanlon
Wally Simmons
Kristopher Stallworth
Bernadette Towns
Rene Trujillo
Kimberly Van Horne
Sue Vaughn

CURRICULUM APPROVED

Academic Development
ACDV B5 – Tutor Training & Practicum
ACDV B5a – Tutor Training & Practicum
ACDV B50 – Reading for Academic Success
ACDV B62 – Developing Basic Reading Skills
ACDV B68 – Basic Writing Development
ACDV B70a-f – Study Skills
ACDV B78 – Understanding Basic Math
ACDV B91 – Communication Skills
ACDV B201ab – Communication Skills
ACDV B280 – Supervised Tutoring
ACDV B281abc – Supervised Tutoring-Computer. B281a – Reading; B281b – Writing; B281c – Mathematics
ACDV B292 – Spelling

Health and PE
HLED B1 – Principles of Health Education
PHED B5wlsb – Team Activities for Women – Advanced Softball

PREREQUISITES AND ADVISORIES APPROVED

Academic Development
ACDV B5 – Prerequisite: Minimum grade of “B” in subject to be tutored or approval of subject area instructor or evaluation of prerequisites by the Tutor Trainer and/or Tutor Coordinator. Recommended: Reading Level 6.
ACDV B5a - Prerequisite: Minimum grade of “B” in subject to be tutored or approval of subject area instructor
or evaluation of prerequisites by the Tutor Trainer and/or Tutor Coordinator. Recommended: Reading Level 6.
ACDV B50 – Prerequisite: Reading Level 4 or successful completion of ACDV B62.
ACDV B62 – Prerequisite: Reading Level 3 or successful completion of ACDV B91. Recommended: English Level 3 or concurrent enrollment in ACDV B68 or ACDV B201a or successful completion of ENSL B80.
ACDV B68 – Prerequisite: English Level 3 or successful completion of ENSL B80. Recommended: Reading Level 3 or successful completion of ACDV B91, completion of concurrent enrollment in ACDV B201b.
ACDV B70a-f – Recommended: Reading Level 4 or satisfactory completion of ACDV B62.
ACDV B78 – Prerequisite: COMPASS Math placement Level 00. Recommended: Reading Level 3 or successful completion of ACDV B91.
ACDV B91 – Prerequisite: Reading Level 2. Recommended: English Level 3, and concurrent enrollment in

**Health and PE**
HLED B1 – Recommended: Reading Level 5 or 6.
PHED B5wsb – Recommended: Experience in organized interscholastic Softball or equivalent.

**DISTANCE EDUCATION REQUESTS APPROVED**

**Criminal Justice**
CRIM B1 – Introduction to Criminal Justice
CRIM B2 – Criminal Law
CRIM B5 – Community Relations
CRIM B8 – Criminal Investigation
CRIM B12 – Forensic and Scientific Aspects of Evidence
CRIM B21 – Introduction to Corrections Administration
CRIM B22 – Institutional Treatment of the Offender
CRIM B24 – Probation, Parole, and Community Corrections
CRIM B50 – Criminal Justice Report Writing
CRIM B55 – Special Topics in Criminal Justice
CRIM B60 – Legal Aspects of Corrections

**PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG**

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CURRICULUM COMMITTEE MEETING  
October 15, 2009  
Unadopted Minutes

Members Present:
- Duane Anderson
  - Ed Barton
- Paula Dahl
- Mike Daniel
- Dawn Dobie
  - Adie Geiser
- Nan Gomez-Heitzeberg (administrative co-chair)
  - Jennifer Johnson
- Susan McQuerrey (faculty co-chair)
- Dan O’Connor
- Joe Saldivar
- Bernie Scanlon
  - Shahzehb Shaheen (SGA rep)
- Wally Simmons
- Kristopher Stallworth
  - Bernadette Towns
- Rene Trujillo
- Kimberly Van Horne
  - Sue Vaughn

Guests
Kirk Russell, Bethany Rice

The meeting was called to order at 2:33 p.m. Sufficient responses were received on the consent agenda to approve the curriculum.

APPROVAL OF MINUTES
Dawn Dobie moved, and Duane Anderson seconded, to approve the minutes of September 10, 2009 as written.

Susan welcomed new SGA representative Shahzehb Shaheen.
Billy Barnes has been appointed by the Academic Senate to represent the Agriculture Department on the Curriculum Committee.

CURRICULUM APPROVED

PHED B11 and PHED B12 were pulled from the consent agenda in order to address a prerequisite issue which will be discussed later today.

Behavioral Science
Sociology B2 – Problems of Modern Society

English
ENGL B20a – Survey of World Literature

English as a Second Language
ENSL B51 – High Intermediate Reading & Vocabulary
Health and Physical Education
PHED B2dwr – Deep Water Running
PHED B2ssf – Swim and Stay Fit
PHED B5wsc – Team Activities for Women: Soccer
PHED B6bb – Co-educational Team Activity – Basketball
PHED B6v – Beginning Volleyball
PHED B6vi – Intermediate Volleyball
PHED B7b – Advanced Baseball
PHED B9s – Advanced Swimming
PHED B39a – Prevention & Care of Athletic Injuries

Physical Science
CHEM B1a – General Chemistry
CHEM B2a – Introductory General Chemistry
CHEM B11 – Principles of Inorganic, Organic and Biochemistry

PREREQUISITES AND ADVISORIES TO BE VOTED ON SEPARATELY

Behavioral Science
SOCI B2 – Recommended: Introductory course in Sociology or Psychology or Cultural Anthropology. Reading Level 5 or 6, English Level 5.

English
ENGL B20 a – Prerequisite: Satisfactory completion of ENGL B50 with a minimum grade of “C” or English Level 6. Recommended: ENGL B1b.

English as a Second Language
ENSL B51 - Prerequisite: ENSL B61 with a minimum grade of “C,” or placement based on the Bakersfield College English as a Second Language Placement Test.

Health and Physical Education
PHED B5wsc – Team Activities for Women: Soccer
PHED B7b – Recommended: Experience in organized interscholastic softball or equivalent.
PHED B9s – Recommended: Experience in organized interscholastic Swimming or equivalent.

1. Program Renewal/Changes to the Current Catalog (information item - non-voting)

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REVISED CURRICULUM TIMELINES

Copies of a revised calendar for submitting curriculum were distributed. The next F2F meeting is November 12. Three F2F meetings have been scheduled for the spring semester (February 4, March 4, and April 22). The timelines have been revised to accommodate Board meeting timelines. The deadline for submitting curriculum for next year’s catalog has been moved up to March 22 from March 30. As a result, the last meeting for approving curriculum is April 8, rather than April 22. Susan stated that one of the Title 5 changes last year was that all new courses required Board approval before they could be scheduled. The Board is now asking that all curriculum changes (not just those to new courses) require its approval before they can be scheduled.

A lengthy discussion ensued. Is the Board differentiating between new courses and curriculum changes? Curriculum changes can include many things: curriculum review, title and unit changes, textbook changes, deleting or deep freezing a course, changing a prerequisite, etc. Even though the curriculum can be submitted monthly, the timelines may not coordinate with curriculum committee approval timelines and other timelines needed to process various changes.

Kimberly discussed an important Academic Development unit change that affected spring 2010 staffing. Those sections were put in the schedule as restricted and then will be unrestricted when the Board approves the curriculum. This change involved a unit change in order to meet Title 5 compliance. It was noted that Basic Skills is a priority right now, and holding up changes to basic skills courses in order to make them compliant with Title 5 is negligent on the part of the Board. Also, it was suggested that restricting sections and waiting for Board approval to unrestricted them is probably not the best practice to follow.

Several committee members felt that the Curriculum Committee is the official body charged with the responsibility for looking at curriculum, providing input, and making the final decisions. Where is the line crossed with respect to the purview of the college campus or the purview of the Board of Trustees? Why is the Board holding up curriculum changes that have been approved by the Curriculum Committee? Holding up curriculum changes until the Board approves them affects the college’s ability to function within its mission. Sue said there were Title 5 changes that went into effect last year regarding new courses, but she did not recall that it referred to all curriculum changes.

Jennifer explained that the nursing curriculum changes quite often and it wouldn’t be feasible to have to wait a year to update a textbook or to make other curriculum changes if they don’t exactly coincide with Board timelines. Some members felt that holding up curriculum changes and waiting for Board approval will discourage faculty from making changes.

There was consensus that the Curriculum Committee needs to hear the source of this mandate, especially if it is not coming from Title 5. There was discussion, and the following wording was suggested: “In order to maintain quality instruction and current curriculum, we need the academic freedom to use timely processes to review and update our existing courses and to make necessary changes to keep the curriculum current. If this is requiring going over several other hoops, we respectfully ask that they revisit this question.”

In the interest of time, the wording will be forwarded to the committee for a virtual vote.

PE ACTIVITY COURSES & OTHER PE ISSUES

Susan stated that the eight PE activity courses will need to be adjusted to reflect 12 hours of outside assignment in order to meet Title 5 compliance.

The PHED B6vi repeatability issue was clarified. A question was raised about one of the PE SLOs and if it was necessary.
Using learned methods of Physical Activity (i.e. Basketball), an individual will be able to create avenues, throughout their lifetime, to maintain and improve their fitness levels and to realize the connection of this improved fitness to other Dimensions (i.e. Psychological, Spiritual and Social) of their overall wellness.

| E1 | Analyze and evaluate the progression of a learned skill(s) and develop a general written plan that would allow the student to apply this to another skill or skill set and gradually increasing a student’s role in taking leadership of the activity. |

Susan explained that this particular SLO was written to meet general education criteria and is appropriate.

Intercollegiate sports PHED B11 and PHED B12 were pulled from the consent agenda and placed on the regular agenda.

**INTERCOLLEGIATE SPORTS AND PREREQUISITES – SUE VAUGHN**

Copies of the content review sheet for the intercollegiate sports were distributed. The prerequisite for all intercollegiate sports states that, “students must meet athletic code eligibility requirements.” The content review lists the bylaw section from the State Athletic Code which states that an athlete must be continuously enrolled in a minimum of 12 units during the season of competition. Those competing in a sport must successfully complete 24 units to be eligible for a second season of competition. A 2.0 grade point average must be maintained to be eligible to participate.

Sue Vaughn said that the intercollegiate content review does not indicate whether a student is required to take a course in the team the student is participating in. It says what the intercollegiate athletes have to do to be eligible to be intercollegiate athletes. She met with VP Lovato, Jan Stuebbe, and Brent Damron to discuss this issue. What they are trying to accomplish is they really want only the team members in these classes. This didn’t do that and there was no way to enforce it anyway. The coaches will provide a list of eligible students to A&R, and A&R will restrict those classes. The prerequisites will be deleted from these courses, and Brent is working on revising the catalog description to address this change.

**TIPS FOR CURRICULUM REVIEW – KIRK RUSSELL**

Kirk Russell, who served on the Curriculum Committee for many years, gave a presentation on tips for reviewing curriculum. Copies of a blank course outline were distributed, and Kirk discussed specific things he looked for when reviewing curriculum.

There was discussion about the current process for responding to curriculum. If everyone could see the comments, the entire committee could learn more about the process, especially new committee members. Dan said the GE Committee discussed the idea of using SharePoint for its review process. Committee members could go in, view the curriculum and leave comments regarding specific courses. Later, people could go in and view all the comments, which would be helpful, and a useful learning tool. The Curriculum and GE Committees can review and make comments about GE courses at the same time. The SLOs can be addressed all at one time, so that curriculum would not have to be held back while it goes through several different committees and changes again and again.

Kimberly said she is trying to assist with SLO writing before the curriculum comes to the committee. Dan said that is good and helpful, but no one has stepped forward to help Kimberly with this effort. Others could benefit by seeing the developmental sequence of the SLO’s rather than the end product. Susan noted that comments made once we implement CurriCUNET will be available for everyone to see. Sue Vaughn said the tradition and practice has been that the comments about curriculum have been sent back anonymously to the submitter. The comments are returned to Jan, who forwards them to the initiator. She said she doesn’t mind
her comments being forwarded. Jan said that the comments can get unmanageable at times, especially when people have conflicting opinions about the curriculum (some may think an SLO needs to be reworded; others think it is ok). Often times, the initiator will attempt to address the concerns, which can go through several different stages of changes. The committee agreed that comments should be transparent and the idea of using the SharePoint program until CurriCUNET is implemented would be a good idea. Susan will follow up with Nan regarding SharePoint.

The committee thanked Kirk for his presentation.

**SLO REVIEW COMMITTEE**

Susan reported that Kimberly Van Horne has volunteered to help faculty write SLOs at the developmental stage—before they come to the committee. Susan said this has been very helpful so far and helps prevent the rejections coming from various committees through several stages of rewriting. On the other hand, the Academic Senate is engaging in talks with the President for an Assessment Coordinator with reassigned time. There have been assessment coordinators with and without reassigned time in the past, and the Senate feels this is an important function, especially for accreditation.

Paula Dahl asked why committee members don’t just send PE curriculum concerns to her (as PE Curriculum Committee rep). Then she would take those concerns to her department chair because that is her responsibility as a rep on the committee. Other reps could do the same thing for their areas, and this could be a learning process. She would know what other people are looking for with respect to SLOs and curriculum, and she could call Kimberly and explain why perhaps something is written or stated a certain way for the physical education area.

Dawn Dobie suggested having an Assessment Coordinator to conduct training with individual departments. Dan advised that an SLO rubric exists within the accreditation group, and that should be the measuring tool we use to evaluate where we are now as an institution with respect to SLOs.

Other ideas suggested were:
Train curriculum committee reps who would in turn train their respective departments.
Hold departmental meetings to discuss curriculum and share knowledge about SLOs
Individual disciplines within departments could meet and discuss SLOs
Each department could conduct an internal audit of its SLOs for competency and to evaluate the SLOs within its discipline.

The committee agreed that it is important that this discussion take place at FCDC.

Susan said that in the meantime, the committee appreciates Kimberly’s continued help, but that some kind of assessment needs to take place at each discipline level and perhaps at FCDC. If faculty members don’t feel competent, SLO training needs to occur. Rene suggested that if the Curriculum Committee were trained and had a certain comfort level with writing SLOs, then members should be able to go back to their departments and teach them what we have learned.

**TECHNICAL REVIEW COMMITTEE**

Susan said that this is a proposal for a subgroup to look at different components of a course outline. Various parts of the outline (spelling, grammar, TOP Code, content review, transfer, etc.) would be divided up for different people to check for compliance before the outline goes to the full committee. Wally suggested we get SharePoint functioning first before moving toward technical review.

**CERTIFICATE NAMES**

Susan reported that the District has suspended all 63 of the Certificates of Specialization listed in this year’s catalog. The certificates are not being honored. These certificates are based on
courses that have been approved through our local processes. The District does not like the name, Certificate of Specialization, and is recommending that these certificates be composed of a sequence of courses (some certificates are one-course certificates). Copies of proposed board policy and Title 5 language relating to certificates were distributed. Susan drew attention to the Title 5 language. The Title 5 language does not say that the locally-approved certificates must be a series of courses.

The departments who have Certificates of Specialization are very upset about the decision to suspend the certificates. They believe the certificates should be honored given that they are listed in this year’s catalog. Susan was told at a meeting that decisions like this are justified because the catalog contains a disclaimer statement giving colleges the right to modify programs without notice. Last year, per Title 5 compliance, low unit Certificates of Completion were renamed to Certificates of Specialization. The District is asking all three colleges to consider a new name. Some possibilities include: Skills Certificate, Certificate of Proficiency, Certificate of Accomplishment, and Certificate of Qualification.

Discussion ensued, and concern was raised about choosing another name. What happens if the District decides it doesn’t like this new name? Susan raised this question at a meeting and was told to forward three names the committee could live with. Concerned faculty want to know who is asking that the certificates be renamed again—the Board or the Vice-Chancellor? The committee suggested inviting the Vice-Chancellor and a Board member, if appropriate, to come to a meeting and explain the rationale for renaming the certificates. The committee did not want to reconsider another name only to have it rejected by the District again. Susan will follow up on the suggestion.

CURRICULUM RESOLUTION
Susan distributed a curriculum resolution passed unanimously at the Academic Senate yesterday. It’s not just BC that is frustrated; District decisions are affecting all three colleges. The resolution is partly in response to the certificate issue. (renaming the low-unit certificates and suspending the issuance of certificates). The Academic Senate is asking the Curriculum Committee to endorse the resolution. Wally Simmons moved, and Rene Trujillo seconded, to approve the resolution as written. Motion passed unanimously.

Whereas, for the California Community Colleges, the idea of faculty purview over curriculum is enshrined in Education Code and Title 5 (§52300), which states that the Board of Trustees must “rely primarily upon the advice and judgment” of the Academic Senate on curriculum, as the first and most important of the 10 + 1 academic and professional matters so designated; and

Whereas, the development of curriculum by individual faculty is directly related to academic freedom which is supported by the accreditation standards of the Accrediting Commission for Community and Junior Colleges and its parent organization the Western Association of Schools and Colleges (Standard II.2 Institutional Integrity); and

Whereas, in the Kern Community College District, the curriculum approval process is faculty driven through the curriculum committee structure at each college as stated in KCCD Board Policy which states that the Board of Trustees shall “rely primarily upon the advice and judgment” of faculty; and

Whereas, two of the KCCD’s three colleges have curriculum committees chaired solely by a faculty member, effectively recognizing the exclusive nature of the faculty’s purview over curriculum; and

Whereas, the role of administration in the curriculum development process is to ensure compliance with Education Code and Title 5, not to control curriculum content, which legally and logically is the realm of discipline faculty who were hired by the district for
their expertise; and

Whereas, Title 5 establishes that the Board of Trustees has the final approval of curriculum due to the fact that elected Board members are accountable to the taxpayer, and, as administrators are not elected, they cannot serve as designees in this important process; and

Whereas, KCCD administration has, in recent months, refused to place on the agenda of the Board of Trustees curriculum and programs duly considered and recommended by the curriculum committees of the district’s colleges, thereby disabling the curriculum committees’ ability to make its official recommendation to the Board and making it impossible for the Board to “rely primarily upon the advice and judgment” of the faculty; and

Whereas, if KCCD administration either withholds curriculum recommended by the faculty from the Board of Trustees or submits such curriculum to the Board with an administrative recommendation to not approve and the Board votes to not approve, following the recommendation of administration rather than faculty, the Board is, in fact, relying primarily upon KCCD administration rather than faculty, as required by Title 5 and Board Policy; therefore

Be It Resolved that the Academic Senate calls upon the KCCD Board of Trustees to direct the KCCD administration that in the event that it should delay Board action on any curriculum due to compliance issues to provide written rationale to the individual college Curriculum Committee within one month of receiving any curriculum from the college; and further

Be It Resolved that the Academic Senate calls upon the KCCD Board of Trustees to direct the KCCD administration to cease and desist disapproving or withholding curricular recommendations made by any of the district’s curriculum committees in lieu of action taken by the Board of Trustees; and further

Be It Resolved that the Academic Senate calls upon the KCCD Board of Trustees to act in accordance with legal mandates in Title 5 and work to ensure that district office administration does the same.

UNLIMITED REPEATS – SUE VAUGHN
Sue Vaughn advised that Title 5 is very specific regarding under which circumstances repeats can be allowed. The only courses that can have unlimited repeats are noncredit courses. A credit course cannot have unlimited repeats. If there is a beginning swimming and an advanced swimming, there can only be three repeats within a topic. Title 5 allows for exceptions for arts and performing arts courses. Some areas allow more repeats for job-related certification, but those situations must be documented with the Admissions and Record’s Office.

PREREQUISITE/ PLACEMENT LEVELS FOR CONTENT REVIEW – SUE VAUGHN
Copies of the course sequence grid, the ESL course sequence grid, and course levels and cut-off scores were distributed.

Sue Vaughn reported that she, Dawn Dobie, and Kimberly Van Horne met and revised the content review for reading, writing and math. The District Student Services Committee evaluated the assessment instruments and cut-off scores for all three colleges and incorporated equivalent BC courses so that if a student transfer from PC or CC, the equivalent courses are listed. This is being done on a pilot basis through spring 2011.

The content review for prerequisites and advisories for reading level skills used for several years was based on a grid that included both Reading and English skills. The proposed grid lists the skills that students should have at the specific level or by completing the course that teaches those skills. As departments propose new or revised courses, they can cut and paste the appropriate skills levels onto the content review page, complete their review, and that will document the need for the prerequisite or recommendation.
Kimberly explained the reading placement recommendations. Reading Level 5 and 6 have been separated out because they are different skill sets. The idea of reformatting the content review sheet was suggested. The subcommittee will follow up on the skills and knowledge for Reading Level 6. Sue volunteered to make adjustments to the course level grid. There was consensus that the new reading levels were a good idea. Sue suggested that the new levels could be used starting immediately. There are pending course outlines and maybe it would be better to implement the new content reviews in the spring. In the meantime, it would be good to advertise the new reading levels. Kimberly will share this with the FCDC.

ADJOURNMENT
The meeting adjourned at 4:05 p.m.

Janna Oldham
Members:
Duane Anderson
Ed Barton
Paula Dahl
Mike Daniel
Dawn Dobie
Adie Geiser
Nan Gomez-Heitzeberg (administrative co-chair)
Jennifer Johnson
Susan McQuerrey (faculty co-chair)
Dan O’Connor
Joe Saldivar
Bernie Scanlon
Wally Simmons
Kristopher Stallworth
Bernadette Towns
Rene Trujillo
Kimberly Van Horne

CURRICULUM APPROVED
Health and PE
PHED B11 – Intercollegiate Basketball – Men
PHED B12 – Intercollegiate Track and Field - Men
PHED B14 – Intercollegiate Baseball
PHED B17 – Intercollegiate Cross-Country – Men
PHED B20 – Intercollegiate Wrestling – Men
PHED B25 – Women’s Intercollegiate Volleyball
PHED B26 – Women’s Intercollegiate Track and Field
PHED B29 – Women’s Intercollegiate Softball

PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG
Department and Course
Course Title
Change

Art
ART B2ij
Advanced Projects in Drawing
Delete course – deep freeze 4 years or

Business Management & Information Technology
HOSP B52
Front Office Procedures
Delete course – deep freeze 4 years or
COMS B57b
Intermediate Microsoft Word/Windows
Delete course – deep freeze 4 years or
more
COMS B62b
Intermediate Spreadsheets w/Excel
Delete course – deep freeze 4 years or

Engineering & Industrial Technology
INDT B90
Occupational Readiness
Delete course – deep freeze 4 years or

English
ENGL B29
Science Fiction
Delete course – deep freeze 4 years or

Foreign Language/ASL
ASL B5
Sign Language Interpreting
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ASL B56af
Selected Topics in ASL
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Nursing
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**Public Administration**

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</thead>
<tbody>
<tr>
<td>ADMJ 16</td>
<td>Supervision and Leadership</td>
<td>Delete course – deep freeze 4 years or</td>
</tr>
</tbody>
</table>
Members Present:

- Duane Anderson
- Billy Barnes
- Ed Barton
- Paula Dahl
- Mike Daniel
- Dawn Dobie
- Adie Geiser
- Nan Gomez-Heitzeberg (administrative co-chair)
- Jennifer Johnson
- Susan McQuerrey (faculty co-chair)
- Dan O’Connor
- Joe Saldivar
- Bernie Scanlon
- Shahzeb Shaheen (SGA rep)
- Wally Simmons
- Kristopher Stallworth
- Bernadette Towns
- Rene Trujillo
- Kimberly Van Horne
- Sue Vaughn

The meeting was called to order at 2:35 p.m.

APPROVAL OF MINUTES

Wally Simmons moved, and Dan O’Connor seconded, to approve the minutes of October 15, 2009 as written.

ANNOUNCEMENT

Copies of a memorandum to Vice-Chancellor, Dr. Doris Givens, were distributed. The memo reflects the final wording of the Curriculum Committee’s motion of October 15 regarding a new approval step in the curriculum process. The committee is asking the Board to rescind the additional approval step at once. The committee recognizes that Title 5 requires that all new courses be approved by local Boards before they can be offered. However, mandating that all curriculum changes, regardless of how minor, be approved by the Board of Trustees before they can be processed and offered is resulting in delays to the curriculum process.

Copies of new curriculum timelines were distributed. The timelines have changed again due to the requirement that all curriculum changes must be board approved before they can be scheduled or put in the catalog. The timelines reflect when curriculum summaries are due to the Board and when they can be scheduled. The timeline for articulation submissions was included. It was suggested that these timelines be shared with FCDC tomorrow. Sue Vaughn volunteered to bring copies.

Susan said that the curriculum process involves a lot of different approval levels and can be long and complicated. The motion addressed in the memo attempted to deal with part of the problem, but apparently the Board is interested in seeing everything, including minor changes. The committee needs to discuss and define what is considered a minor curriculum change vs. a major curriculum change.

Wally Simmons said that the General Education Committee is looking at Category C and has received a request to add an outcome to Area C (Arts, Literature, Philosophy and Foreign Language). The Extended Learning Committee is looking at the class management system and decided to look at changing the DE form when we go to CurriCUNET. Also a major topic the committee will be talking is in student authentication and a proctoring/honesty policy.

CURRICULUM APPROVED

The PE Department has addressed concerns regarding the documentation of an additional 12 hours of outside assignments for activity courses. A question came up within the District regarding the base hour for PE activity courses. BC uses a 36 hour base for one unit of an activity course. In order to comply with the statewide 48-hour minimum, 12 outside hours are added to the course outline of record. These outside hours must include specific assignments that
students are required to do outside of class, and be documented in the course outline of record. Bakersfield College has done this in the past, but during the last curriculum review, some of the outside assignments were inadvertently left off the course outline, and a goldenrod was submitted along with a list of outside assignments to address the issue.

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<thead>
<tr>
<th>Department and Course</th>
<th>Course Title</th>
<th>Change</th>
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<tbody>
<tr>
<td>Health &amp; Physical Education</td>
<td>Beginning Swimming</td>
<td>Add 12 hours outside assignment/activity</td>
</tr>
<tr>
<td>PHED B2sb</td>
<td>Fitness Center</td>
<td>Add 12 hours outside assignment/activity</td>
</tr>
<tr>
<td>PHED B6fcx</td>
<td>Jazz Dance</td>
<td>Add 12 hours outside assignment/activity</td>
</tr>
<tr>
<td>PHED B7tw</td>
<td>Advanced Wrestling</td>
<td>Add 12 hours outside assignment/activity</td>
</tr>
<tr>
<td>PHED B9tr</td>
<td>Advanced Track</td>
<td>Add 12 hours outside assignment/activity</td>
</tr>
</tbody>
</table>

CERTIFICATE UPDATE
Susan reported that Academic Senate President John Gerhold and several students addressed the Board regarding the certificate issue. A decision was made that certificates currently listed in the catalog under Certificates of Specialization will be reconsidered for approval. The name will be changed to Certificates of Proficiency. Departments have been asked to complete a new KCCD certificate form. Jan has received 16 certificates on the new form, and more are coming in. The deadline for completing the form is next Monday. Jan is going to post the certificates in the public folders and send a notice to the Curriculum Committee for a virtual three-day vote commencing on November 17.

Sue Vaughn advised that this new form does not replace paperwork departments are required to submit to Admissions and Records for issuance of certificates; they still need that paperwork completed.

A question was raised about whether the Certificates of Specialization were subject to catalog rights. The response is, yes they are. Susan said that this is one of the arguments made to the Board, and the Board agreed that the certificates should be honored. The importance of departments following up on submittal of their certificates was stressed. Jan said that some certificates are coming in, and they are not on the new District form. She said that the District has asked that all proposals for Certificates of Proficiency be submitted on the new form for submittal to the Board.

DISTRICT COURSE OUTLINE OF RECORD
Copies of the proposed district course outline of record were distributed. Susan said that the ACES group has been working on developing a district COR and is a joint effort of all three colleges. The form contains a lot of drop-down boxes and looks quite different from our standard COR. The goal was to develop something that all three colleges could use and then tailor for each college so that things can be entered in CurricUNET. Susan said that the ACES membership may be changing, and another faculty member is needed. Please forward comments regarding the COR to Susan.

SUSPENSION OF AGENDA

ROLE OF ASSESSMENT IN CURRICULUM
Bonnie Suderman distributed copies of a course level assessment plan. She said the current ACAR only includes course SLOs and how they are assessed. Another step is needed in order to show that we have completed the loop at the course level as well as the program level. This is necessary in order to prepare for the 2012 accreditation visit.

Bonnie discussed ideas for making this change, including submitting the information as an addendum to the Course Outline of Record. The idea is that people would fill out the information and turn it in on a separate form at the same time as they are doing curriculum review. This could be a supplemental form as part of the upcoming CurricUNET system. She distributed copies of the program-level assessment plan and explained that this is how faculty teaching those courses look at them as a whole. The course-level SLOs should go through the CC, and the program level SLOs should go through program review. But because people working with program review don’t see the curriculum, it was recommended we make an adjustment so that both of these go through at the same time. In order to make that happen, Bonnie is asking that 1-2 people from the Curriculum Committee receive assessment training so they could be the “pros” we rely on as courses go through curriculum. Greg has given approval to send some people to an assessment training in February, and Dr. Suderman would like to get a group trained to look at the same thing. These people would be Curriculum Committee members, but be trained as experts on the program-level SLOs. There was a short discussion, and Bonnie responded to questions. Interested members should let Susan know.

ACAR CHANGE – EFFECTIVE DATE
One of the options on the course outline of record is to indicate an effective date (semester and year) for the change to occur. It is not always feasible to offer those changes when indicated, so the word “proposed” will be added to that item on the course outline.
PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG, “GOLDENROD” FORM
Copies of the “goldenrod” form were distributed. The program renewal/changes to the current catalog form—otherwise referred to as the “goldenrod” form—can be used for a variety of curriculum changes without going through a full curriculum review or revision. Susan said that the form cannot be used for changes of a substantive nature that require formal CC action. These examples would be a change in units, hours per week, GE status, graduation applicability, and disciplines.
Prerequisites, co-requisites, and advisories should be listed in this category also.

Curriculum changes listed on the form not requiring formal Curriculum Committee action are:

1. Renewal
2. Course title/number
3. course description which does not alter course goals
4. Field trips
5. Text
6. Delete course
7. Deep freeze course
8. Reinstall course
9. articulation update
10. Pass/No Pass grading
11. other changes which do not alter course goals

These changes can be submitted on the form and go to the committee as information only. Susan asked the committee to look at the 11 options and to identify minor changes. After discussion, the following were identified as minor changes: course title/number, course description which does not alter course outcomes, and textbook changes. There were varying opinions about whether field trips should be considered minor or major. The word “goals” was changed to “outcomes” on the form. This definition of “minor” will necessitate more discussion in the future.

Jennifer Johnson discussed an error in the catalog with respect to how the hours are listed and how this conflicts with how the course is scheduled. Would correcting this be a minor change? Jan said that if the course outline of record is correct, but is listed in the catalog incorrectly, that could be considered a technical change. Oftentimes people will bring catalog typos to Jan’s attention, and she makes a note to make the correction for next year’s catalog. It was suggested that technical errors be added to the form. Sue Vaughn said that the reference to when a course is taught changes often, and should be considered a minor change.

There was discussion about how the down-sizing process has altered the catalog listing. Some courses currently listed in the catalog as being offered fall, spring, and summer, are now being offered only in the summer. There was discussion, and it was decided that a statement could be added to the on-line schedule indicating that schedules are subject to change. A similar statement exists in the college catalog. Susan asked the committee to review the form and think about additional changes. This will remain on the agenda.

SLO UPDATE
This item was deferred due to Dr. Kimberly Van Horne’s absence.

CONTENT REVIEW
Sue Vaughn, Kimberly Van Horne, and Dawn Dobie worked on revising basic skills prerequisites for reading, math and writing. Copies of these guidelines were distributed. Sue Vaughn said she has shared this with the Academic Senate.

There was discussion and a question about why content review doesn’t include a Math Level 5. Sue offered an explanation, which had something to do with the 1998 Banner implementation. We are locked into our levels and cannot change student test data in Banner. The department will have to conduct research to establish a level 5. The committee agreed that requiring at least half of the skill and knowledge levels would be a good starting point. Sue will share this with FCDC tomorrow.

ADJOURNMENT
The meeting adjourned at 4:45 p.m.
Janna Oldham
Members:
Duane Anderson  
Billy Barnes  
Ed Barton  
Paula Dahl  
Mike Daniel  
Dawn Dobie  
Adie Geiser  
Nan Gomez-Heitzeberg (administrative co-chair)  
Jennifer Johnson  
Susan McQuerrey (faculty co-chair)  
Dan O’Connor  
Joe Saldivar  
Bernie Scanlon  
Wally Simmons  
Kristopher Stallworth  
Bernadette Towns  
Rene Trujillo  
Kimberly Van Horne

### PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG

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<thead>
<tr>
<th>Department and Course</th>
<th>Course Title</th>
<th>Change</th>
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<tbody>
<tr>
<td>Physical Science</td>
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<tr>
<td>PHYS B2a</td>
<td>General Physics – Mechanics and Heat</td>
<td>Remove 18 hours of discussion</td>
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<tr>
<td>PHYS B4a</td>
<td>Mechanics and Wave Motion</td>
<td>Remove 18 hours of discussion</td>
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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<tr>
<td>Approval of Minutes</td>
<td>The February 4, 2010 minutes were not ready for review.</td>
<td>A summary report was forwarded to the committee.</td>
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<tr>
<td>ANNOUNCEMENTS</td>
<td>The go live date for CurricUNET has been moved from February to May 9.</td>
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<td>Congratulations to Bernadette Towns on her appointment as Assessment Coordinator.</td>
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<td>Bernadette, Dawn, Rene, and Adie recently attended an assessment conference.</td>
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<td>Welcome Denise Mitchell, who will be joining the committee as a new rep for the English Department.</td>
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<tr>
<td>CONSENT AGENDA – CURRICULUM</td>
<td>ENSL B71AN – Basic Listening and Speaking I</td>
<td>Approved by consent agenda.</td>
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<td>ENSL B71CN – Basic Listening and Speaking II</td>
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<td>ENSL B80N – Preparation for Academic Writing</td>
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<td>CONSENT AGENDA – PREREQUISITES &amp; ADVISORIES TO BE VOTED ON SEPARATELY</td>
<td>ENSL B71AN – Recommended: Placement based on the Bakersfield College English as a Second Language Placement test.</td>
<td>Approved by consent agenda.</td>
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<tr>
<td></td>
<td>ENSL B71CN – Recommended: Placement based on the Bakersfield College English as a Second Language Placement test.</td>
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<tr>
<td></td>
<td>ENSL B80N – Recommended: Placement based on the Bakersfield College English as a Second Language Placement test.</td>
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| CERTIFICATE UPDATE/BOARD OF TRUSTEES' CURRICULUM WORKSHOP | The Board of Trustee's held a Curriculum workshop last Friday. Thirty-six Certificates of Proficiency were approved for 2009-10 and are posted on the web as a catalog addendum. Susan has not received a response from the District regarding the issue of whether minor curriculum changes (such as deletion of courses, changing textbooks) need to be approved by the Board of Trustees before processing the changes in Banner and the catalog.

Nan advised that while curriculum changes go to the Board, in reality the catalog as a whole has not been going to the Board. This is the first time the Board has seen the certificates. The Board is asking what criteria are used when developing a certificate to make it meaningful to employers and valuable to students. When vocational education funding came through, there was an incentive to offer certificates. Departments responded by creating certificates, which were housed in Admissions & Records as official certificates. These certificates did not go through the Curriculum Committee for approval. The Certificates of Proficiency approved by the Board in December expire at the end of the spring semester; therefore it is imperative that we develop a form that addresses the Board’s concerns.

Because the certificates will go back to the Board for discussion, and the catalog is scheduled to go to the publisher June 1, timelines are short. Sue said that a good starting point would be to look at the certificate notebook housed in Admissions and Records that includes criteria for each of the certificates. She volunteered to make copies of that information. In addition, most of the vocational areas are aligned with advisory committees comprised of business people who would be able to determine skill levels and competencies required by employers.

The committee was reminded that #14 on the course outline relates to vocational education courses and asks for advisory minutes along with completing a SCANS competency form which rates competencies and skills for occupational courses. Discussion ensued, and ideas and suggestions were brought forward to develop criteria that would include information to address the Board’s concerns. Nan asked for volunteers to work on a task force to facilitate this process. | Susan McQuerrey and Duane Anderson will work with Nan Gomez-Heitzeberg to develop criteria for the low-unit certificates. |
| PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG “GOLDENROD” FORM | Discussion regarding defining minor and major curriculum changes on the “goldenrod” form continued from the last meeting. Copies incorporating the changes from the last meeting were distributed and reviewed. The major issue discussed at the last meeting was the deep freeze category, and after careful thought and discussion, the committee eliminated course deep freeze. Susan shared this with the Academic Senate Executive Board. She reviewed the committee’s rationale for eliminating deep freeze. The most salient reasons being that once courses are put in deep freeze, they are removed from the college catalog and lose articulation. To date, there are 100 courses in deep freeze, and the majority of them are not reactivated and are deleted after four years or more. The deep freeze process requires extensive tracking of courses. When a course that has been in deep freeze is reactivated, the department has to start all over again with updating the curriculum and requesting general education and articulation.

There was discussion about whether it was necessary to send minor changes to the Board for approval which results in delays for processing those changes (deletion of courses, textbook changes, etc). Goldenrod changes are not voted on by the Curriculum Committee; they are forwarded as information only. The goldenrod form is posted in the meeting public folder, and a summary of all goldenrod changes is prepared for each meeting. In the past, the goldenrod changes, such as course deletions, have gone to the Board with the rest of the curriculum changes twice a year. However, changes were processed after each Curriculum Committee meeting in order to facilitate curriculum and scheduling changes. However, that process changed last year when the Board required that all curriculum changes, even minor changes, could not be processed until Board approval.

A lengthy discussion ensued regarding whether Pass/No Pass Grading should be considered major or minor. A P/NP option does not change course content nor the grading standard. Is it really changing curriculum? Sue Vaughn said the P/NP option is not used widely. It is used mainly by students who are pursuing a particular degree and getting close to completion. They may not be strong in the sciences and request to take a lab science course on a P/NP option, while working hard to get the passing grade to obtain their degree. |
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<tr>
<td>SLO UPDATE</td>
<td>Susan thanked Kimberly Van Horne for volunteering to help faculty with SLOs this past semester. Kimberly said that Student Learning Outcomes continues to be a challenge for faculty: how to write them, how to reflect them in their assignments, how to address critical thinking, while maintaining academic freedom.</td>
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<tr>
<td>GENERAL EDUCATION UPDATE</td>
<td>Wally reported that the GE Committee is working to put together an explanation and clarification about general education so faculty will know what the committee is looking for with respect to GE courses. The committee is hosting a workshop on March 11. Committee members will be present to review each GE category and to answer questions for those going through curriculum review.</td>
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<tr>
<td>ROLE OF ASSESSMENT IN CURRICULUM</td>
<td>Bernadette Towns, the newly-appointed Assessment Coordinator, introduced Adie Geiser, Dawn Dobie and Rene Trujillo, who will be working as a team along with Dr. Bonnie Suderman to look at SLOs. Bernadette has been advising departments to submit SLOs to the Assessment team before forwarding the course outline for review. She distributed and discussed materials the group developed to help with the assessment process. The handouts include a course level and program SLO assessment checklist, a course level SLO and assessment plan matrix, an instructional program level SLO and assessment plan, and a course “skeleton” chart. The idea of attaching the course level SLO and assessment plan matrix and the instructional program level SLO and assessment plan to the course outline as an addendum is under discussion. There was discussion, and Bernadette responded to questions. Will this new process take the place of the assessment plan that is done in conjunction with the unit plan each spring? Bernadette said we wanted it to take the place of that because program review occurs every six years, and we really need something that shows more frequent assessment. Nan remarked that it was her understanding it would be part of the curriculum process. The current course outline includes columns for SLOs, a GE category, and methods of evaluation and assessment. The new matrix would add a results/decisions category.</td>
</tr>
<tr>
<td>IMPLEMENTATION OF NEW CONTENT REVIEW SKILLS</td>
<td>Sue Vaughn reported that an error was discovered when comparing the new content review skill charts with placement scores. The subcommittee is meeting to correct that and to finalize the skill charts. A timeline for implementing the new content review skills needs to be determined. Kimberly explained that the purpose of the new skill sets is to develop a consistent set of skills students will need for specific English, Math, and Writing levels and to make sure they match all the placement levels and corresponding college forms. Because faculty are working on curriculum on a continuous basis, and curriculum is in various stages of completion, it was suggested that the new process commence for the next catalog year.</td>
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<tr>
<td>ADDITION OF “C” GRADE OR BETTER TO PREREQUISITES &amp; CERTIFICATES</td>
<td>Sue Vaughn shared a handout listing a sampling of prerequisite statements as listed in the catalog. Banner requires that a minimum grade and/or minimum test score be entered to enforce prerequisites. At present much of what is entered into Banner is not reflected in the catalog. She learned from Mary Jane Johnson a grade of C is put in banner for prerequisites most of the time; however, we don’t tell the students that. She is suggesting that prerequisite courses listed in the catalog state a minimum grade or better. Sometimes a “B” grade is considered successful completion; sometimes a course is listed with no grade, or equivalent. She discussed some of the inconsistent catalog statements, and stated the need to define “certification.” A lot of these statements as listed in the catalog were written years ago before the Banner implementation. There are enrollment exceptions that require sign off by the Dean after an instructor evaluation has taken place. For example, a student who has worked in an automotive shop for five years might meet an automotive prerequisite through job experience.</td>
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<tr>
<td>ADJOURNMENT</td>
<td>Meeting was adjourned at 4:00 p.m.</td>
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</table>
Janna Oldham
Curriculum Committee Notes  
February 4, 2010, Collins Conference Center  

Members Present: Duane Anderson, Paula Dahl, Nan Gomez-Heitzeberg, Jennifer Johnson, Susan McQuerry, Dan O’Connor, Billie Jo Rice, Bernie Scanlon, Kimberly Van Horne, Sue Vaughn, Shazeb Shaheen (SGA), Bethany Rice (SGA)  

Members Absent: Billy Barnes, Ed Barton, Mike Daniel, Dawn Dobie, Adie Geiser, Joe Saldivar, Wally Simmons, Kristopher Stallworth, Bernadette Towns, Rene Trujillo  

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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<tbody>
<tr>
<td>Approval of Minutes</td>
<td>November 12 minutes.</td>
<td>Moved by Johnson, seconded by Dahl, to approve the minutes of November 12, 2009.</td>
</tr>
<tr>
<td>ANOUNCEMENTS</td>
<td>Billie Jo Rice is the new representative for Behavioral Sciences. Bernadette Towns has been appointed as the new Assessment Coordinator. A round of introductions followed.</td>
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<td>Susan McQuerry, Nan Gomez-Heitzeberg, and John Gerhold will be attending a KCCD Board work study session on curriculum tomorrow.</td>
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<td></td>
<td>Adie Geiser, Bernadette Towns, and Rene Trujillo attended an assessment conference.</td>
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| CONSENT AGENDA – CURRICULUM   | The following curriculum was approved by consent: Behavioral Science  
                                | SOCI B1 – Introduction to Sociology  
                                | SOCI B45 – Minority Relations  
                                | English as a Second Language  
                                | ENSL B21 – Intermediate Pronunciation & Listening  
                                | ENSL B61N – Basic Reading & Vocabulary                                                                                                                                 | Approved by consent agenda.                                                                 |


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<tr>
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| CONSENT AGENDA – PREREQUISITES & ADVISORIES TO BE VOTED ON SEPARATELY | **Behavioral Science**  
SOCI B1 – Recommended: Reading Level 5 or 6, English Level 5.  
SOCI B45 – Recommended: SOCI B1, Reading Level 5 or 6, English Level 5.  
**English as a Second Language**  
ENSL B21 – Recommended: Placement based on the BC English as a Second Language Placement Test or ENSL B71ab or B71cd.  
ENSL B61N – Prerequisite: Placement based on the BC English as a Second Language Placement Test  
**Family and Consumer Education**  
FDSV B59 – Prerequisite change: FDSV B50, B52, B55a or B55b, "or all may be taken concurrently." | Approved by consent agenda. |
| CERTIFICATE UPDATE                                   | Thirty-six Certificates of Proficiency were approved by the Board in December. The certificates are valid through the end of the spring semester, and are posted on the BC website as an addendum.  
Discussion ensued about determining how a certificate would be meaningful to an employee and establishing criteria for the Curriculum Committee to use when reviewing certificates. It was suggested that a list of skill sets should be added to the certificate form... |                          |
<p>| DISTRICT COURSE OUTLINE OF RECORD                    | The District course outline of record has been formatted for the CurricUNET program. Susan McQuerrey remarked that it looks different from the BC course outline, and includes more boxes and drop-down menus. Nan, Susan, Wally, and Janna will be meeting with the District ACES group on February 25. | Janna will resend the district COR to the Curriculum Committee. |</p>
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<th>Agenda Item</th>
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<tr>
<td>PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG “GOLDENROD” FORM</td>
<td>Discussion resumed regarding the “goldenrod form.” This form has been used for many years to submit minor course changes not requiring a formal committee vote (with the exception of prerequisite changes). Susan said that to date there has been no response from the District to the motion regarding delays in processing curriculum. The committee is asking that minor curriculum changes such as deletion of courses, title and textbook changes should be processed and scheduled without having to wait for Board approval which results in delays of weeks and/or months. Minor changes include course deletion and deep freeze, textbook changes, title/number changes, and pass/no pass grading. Discussion ensued regarding minor vs. major changes. Courses placed in deep freeze (typically 4 years or more) are taken out of the catalog and the ASSIST repository and lose articulation. Another concern is courses listed in the catalog that have not been offered for years or not offered at all. The college catalog should reflect courses that are taught every two years. Courses that have not been offered for three years or more should be removed from the catalog because it is misleading to students. The department can bring a course back that has been deleted. The committee stressed the importance of removing courses from the catalog that are not offered and clarifying when courses are offered, especially sequential courses. It was pointed out that page 112 of the catalog includes a description about course offerings.</td>
<td>It was decided that course deletions, course title/number changes, textbook changes and course description changes which do not alter course outcomes will be considered minor changes. Field trips and Pass/No Pass grading will be considered major changes. Sue Vaughn moved, and Paula Dahl seconded, to eliminate the Deep Freeze category. Motion passed unanimously. Susan will share this with the Academic Senate.</td>
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<td>GENERAL EDUCATION UPDATE</td>
<td>Dan O’Connor announced that the General Education Committee will be holding a training session for departments going through curriculum review. The committee will explain the criteria used for reviewing and evaluating a GE course and answer questions about the process. The committee is discussing how to improve communicating GE decisions to departments. Dan questioned how GE feedback will work with the new CurricUNET program. Will GE curriculum go to the GE Committee or the Extended Learning Committee first—before going to the Curriculum Committee? Nan responded that we will have to decide how the process will work. Other issues center on inconsistent GE decisions and removal of courses from local general education that have been approved by the CSU as meeting CSU GE breadth. Sue Vaughn pointed out that student athletes participating in team sports put in 4-5 times as many hours for that one portion of credit to meet the PE requirement for graduation. From a student’s perspective, why should the student then be required to take another unit of a physical education activity course?</td>
<td>Defer until next meeting</td>
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<tr>
<td>ROLE OF ASSESSMENT IN CURRICULUM</td>
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<tr>
<td>SLO UPDATE</td>
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<tr>
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<tr>
<td>ADDITION OF “C” GRADE OR BETTER TO PREREQUISITES &amp; CERTIFICATES</td>
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<td>Defer until next meeting</td>
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<tr>
<td>Next Meeting</td>
<td>Meeting adjourned at 4:05 p.m.</td>
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:Janna Oldham
### Curriculum Committee Approvals
March 18, 2010

Members Responding Virtually: Duane Anderson, Dawn Dobie, Adie Geiser, Jennifer Johnson, Dan O’Connor, Bernie Scanlon, Billie Jo Rice, Kristopher Stallworth, Bernadette Towns, Sue Vaughn

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<tbody>
<tr>
<td>CONSENT AGENDA – PREREQUISITES &amp; ADVISORIES TO BE VOTED ON SEPARATELY</td>
<td>PSYC B40 – Child Psychology and Development – Remove PSYC B1a prerequisite</td>
<td>Approved.</td>
</tr>
<tr>
<td>Regular Effective Feedback policy (Extended Learning Committee)</td>
<td>Sent out for virtual vote</td>
<td>Thirteen responses voted for approval of document.</td>
</tr>
<tr>
<td>Next Meeting</td>
<td>March 18.</td>
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</tbody>
</table>
Curriculum Committee Notes  
March 4, 2010, Collins Conference Center

Members Present: Duane Anderson, Paul Dahl, Mike Daniel, Dawn Dobie, Nan Gomez-Heitzeberg, Susan McQuerrey, Denise Mitchell, Dan O’Connor, Billie Jo Rice, Wally Simmons, Kimberly Van Horne, Sue Vaughn

Absent: Billy Barnes, Adie Geiser, Jennifer Johnson, Joe Saldivar, Bernie Scanlon, Kristopher Stallworth, Bernadette Towns, Rene Trujillo,

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<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<tbody>
<tr>
<td>Approval of Minutes</td>
<td>There were no minutes to review at this time.</td>
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<tr>
<td>ANNOUNCEMENTS</td>
<td>The “go-live” date for CurriCUNET has been moved from April to May 9. Training will occur this summer. The General Education Committee is drafting language to define general education and what the committee is looking for when evaluating GE courses. The Regular Effective Feedback policy, developed by the Extended Learning Committee, will be sent to the Curriculum Committee for review and approval.</td>
<td>Current course outline data will be uploaded into the new system on March 22.</td>
</tr>
</tbody>
</table>
| CONSENT AGENDA – CURRICULUM | Sufficient responses were received to approve the following curriculum. **English as a Second Language**  
ENSL B22 – Advanced Academic Communication  
**Health and Physical Education**  
PHED B13 – Intercollegiate Tennis – Men  
PHED B16 – Intercollegiate Golf (Men)  
PHED B22 – Intercollegiate Tennis – Women  
PHED B24 – Intercollegiate Golf –Women | Approved by consent agenda. |
| CONSENT AGENDA – PREREQUISITES & ADVISORIES TO BE VOTED ON SEPARATELY | **English as a Second Language**  
| CERTIFICATE REVIEW/ APPROVAL | Nan Gomez-Heitzeberg worked with faculty to draft a new certificate form that would address the Board’s concerns. Copies of the draft were distributed. The Board approved policy regarding certificates at its last meeting, which included a new title—Job Skills Certificate. Nan stated that the new certificate form must be approved by the Curriculum Committee, the Chancellor’s Cabinet, the Consultation Council and the Board, so time is of the essence in order to make catalog deadlines. Concern about renaming the certificates again was raised given that this is the 4th name change in three years. Sue Vaughn strongly advised that certificates retain their original name in Banner. Thus, if a student earned a Certificate of Completion 3 years ago, it should still be called a Certificate of Completion. Banner should reflect the name of the certificate the student earned—not the new name. New certificate names should be effective in Banner when the new name is effective. A change in name would be a violation of common academic registrar processes. Validation tables could be set up to reflect the name changes as they occur. An additional certificate category (milestone certificate) is currently being discussed by Faculty Chairs. However, that is a separate issue from the job skills certificate. | Additional changes were suggested to the form. The issue of how certificates should be reflected in Banner should be discussed at the District Student Services Committee. Susan will coordinate the format with Porterville College. The draft form will be sent out for a virtual vote. |
| **PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG “GOLDENROD” FORM** | A new “goldenrod” draft was shared which reflected changes from the last meeting. The committee has been identifying major and minor curriculum changes. Major changes require formal Curriculum Committee action. It was recommended that the Deep Freeze category be eliminated. Courses placed in DF are removed from the catalog, lose articulation, and require detailed tracking and reporting. DF courses are deleted after being in the DF category four years or longer. Currently there are 100 courses in DF, many of which have course identifiers which no longer exist. There was a lengthy discussion about how to store deleted curriculum in the event that a department may want to reactivate a course at some point. Currently courses in DF are stored in A-17 for 4 years or longer. After that they are deleted and stored an additional two years or longer or until storage is no longer available, after which they are destroyed. In the past, deleted courses were sent to the District Office to be microfilmed and then sent back to the college and were available for reading in Admissions and Records (which had a microfilm reader). Janna suggested that each department keep an inventory of deleted course outlines. The idea of scanning the documents was suggested; however, this would require additional staffing. | Minor changes were suggested. A listing of DF courses will be sent to Faculty Chairs notifying them that the courses are to be deleted. |
| **SLO REVIEW PROCESS** | Questions were raised about how to implement the new SLO review process and incorporate the new matrices into the course outline. Should the course level assessment plan matrix replace #18 on the current Course Outline of Record? Should outlines be sent to the SLO group during technical review or sent out when curriculum packets go out? The new matrix does not include a general education category. Discussion ensued, and additional questions were raised. Dawn Dobie, and SLO Task Force member, said the goal is to have departments engage in discussions to see if students are meeting the SLOs. One item is student assessment and another is how faculty “assess our assessment,” which seems appropriate to a unit plan. | SLOs should be “polished” before forwarding to Janna. #18 will remain on the COR. This includes the SLO, the assessment method and the GE category). The 3rd column should say Methods and “Schedule” of Evaluation/Assessment. Nan suggested the SLO committee come back and respond to questions. Nan and Susan will meet with Bonnie and Bernadette to clarify concerns and questions and how to fit the assessment plan goals into the course outline. |
| **IMPLEMENTATION OF NEW CONTENT REVIEW SKILLS** | Further revisions are being made to the new content review skill sheets that were developed for reading, writing, math, and English. Kimberly sent the revised skill sheets to FCDC on Friday for comment. Sue Vaughn said that any new curriculum coming in within the next two weeks should use the new skill sheets. Janna reminded everyone that curriculum changes is an ongoing process, and many outlines are in various stages of completion. She suggests postponing the new content review sheets until next fall so people do not have to do the work over again they already started. | Susan and Nan will be responsible for asking faculty to use the new content review skill sheets. |
| **ADDITION OF “C” GRADE OR BETTER TO PREREQUISITES & CERTIFICATES** | There are inconsistencies regarding the way prerequisites are described in course outlines and in the catalog. A “C” grade or better is enforced in Banner for prerequisite courses, but not always listed that way in the catalog. A survey was drafted for department chairs. | Nan and Susan will forward the survey to Faculty Chairs. |
| **COURSES IN DEEP FREEZE STATUS** | This item was discussed above. | |

**Next Meeting**

Virtual meeting: March 18.

Meeting adjourned at 2:35 p.m.
Members Present: Paula Dahl, Dawn Dobie, Nan Gomez-Heitzeberg, Susan McQuerrey, Dan O’Connor, Billie Jo Rice, Joe Saldivar, Shazeb Shaheen (SGA), Wally Simmons, Kristopher Stallworth, Rene Trujillo, Kimberly Van Horne

Absent: Duane Anderson, Billy Barnes, Mike Daniel, Adie Geiser, Jennifer Johnson, Denise Mitchell, Bernie Scanlon, Bernadette Towns, Sue Vaughn

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<tbody>
<tr>
<td>Approval of Minutes</td>
<td>April 8 minutes</td>
<td>The minutes of April 8 were approved as written.</td>
</tr>
<tr>
<td>ANNOUNCEMENTS/REPORTS</td>
<td>Due to a lack of quorum at the last meeting, curriculum training will be postponed to the fall and offered through a staff development workshop. The Senate Executive Board recommends that training take place twice in the fall and spring. Courses were uploaded into CurricUNET in March. Course outlines that have not been updated in years and not available in an electronic format were not uploaded. A list of courses not available in an electronic format was given to Faculty Chairs and the Curriculum Committee. A Curriculum handbook to help people working on curriculum needs to be developed. Susan suggested using Porterville College’s handbook as a starting point. Volunteers were solicited to help coordinate this effort. Those interested should email incoming Curriculum Chair, Janet Fulks.</td>
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<tr>
<td>Extended Learning</td>
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<tr>
<td>General Education</td>
<td>A revised copy of the GE SLOs and criteria was distributed. Wally Simmons reported that the General Education Committee added a category to Area C, an SLO to C.1 and C.2 and revised the criteria. The additions were added to address the visual and performing arts. The Senate approved the revisions, but requires approval from the Curriculum Committee to be valid. He said the GE outcomes should be evaluated yearly, preferably in the fall.</td>
<td>Dawn Dobie moved, and Mike Daniel seconded, to approve the additions to the Area C GE outcome. Motion unanimously passed.</td>
</tr>
<tr>
<td>CONSENT AGENDA — CURRICULUM</td>
<td>Three new courses (PSYC B3, SOCI B3, and PHED B5v) were removed from the April 8 consent agenda so that the Administration could address questions with respect to how those courses fit within the major or the major requirement.</td>
<td>Nan and Greg are scheduled to meet with Becki Whitson and Brent Damron to follow up on questions and get clarification.</td>
</tr>
<tr>
<td>CERTIFICATE REVIEW/</td>
<td>Copies of the new Job Skills Certificate were distributed. Nan explained how the form evolved and went through various committees and finally to the District-wide Consultation Council, which represents all constituent groups, including College Presidents and Academic Senate Presidents. She discussed new information added to the form: skill levels, skills/outcomes, TOP codes, and required resources. The form emphasizes what an employer would value with respect to skills required for the work force. In order to submit the certificates to the June 10 Board meeting, completed forms must be forwarded to the District by May 24. Faculty Chairs have been asked to send the completed forms to A-17 by May 3.</td>
<td>A special Curriculum Committee meeting is scheduled for May 6 to review and approve the Job Skills Certificates.</td>
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<tr>
<td>APPROVAL</td>
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<td>Agenda Item</td>
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<tr>
<td>PROGRAM RENEWAL/CHANGES TO THE CURRENT CATALOG “GOLDENROD” FORM</td>
<td>The committee has been identifying major vs. minor changes so that minor curriculum changes can be processed and not have to wait for Board approval. In the past, curriculum changes were processed and put in the schedule after committee approval. But last year all changes, minor or major, required Board approval before they could be processed or put in the schedule.</td>
<td>A minor change was suggested to the form.</td>
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<tr>
<td>TECH REVIEW COMMITTEE/REVISED CURRICULUM PROCESS</td>
<td>Curriculum flowcharts for Bakersfield, Porterville, and Cerro Coso Colleges were distributed. These flowcharts were sent to the Board of Trustees. The Board President suggested that all colleges use the same process for approving curriculum. An SLO Technical Review group has been established recently who would be responsible for looking at SLOs before they are forwarded to the full Curriculum Committee. A list of other technical review components were distributed. Susan solicited volunteers to help with these components. The CurricUNET program is set up to address a lot of these issues, and feedback will go back to the originator of the course outline. The idea of dividing the technical review components into sections was suggested. Janna said that a lot of mistakes could be prevented if people would use the current catalog as a reference when making curriculum changes. That way they can see the approvals the course has already received and other information about field trips, transfer, degree applicability, etc. Among other things, the current catalog reflects local and CSU GE approval, IGETC approval and UC transferability. Often times these approvals are omitted because the proposer was not aware about the current transfer status. Likewise, field trip information, which is part of the course description, is often times omitted, and when the curriculum is processed, the reference to field trips will be removed from the catalog. It is also important that the department review criteria for UC, IGETC, and CSU breadth before requesting that the course be submitted. Ideas for improving the flow were suggested.</td>
<td>Wally Simmons, Kris Stallworth, and Kimberly Van Horne volunteered to assist with Technical Review. Sue Vaughn’s name was added.</td>
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<tr>
<td>IMPLEMENTATION OF NEW CONTENT REVIEW SKILLS</td>
<td>Copies of the revised (new) content review skill sheets for reading, English, writing, and Math were distributed. The idea is to link these skill sheets to CurricUNET for faculty to begin using after July 1 or the fall semester.</td>
<td>Susan will take the revised skill sheets to the ACES meeting next week. The revisions will be disseminated to the Faculty Chairs.</td>
</tr>
<tr>
<td>COURSES IN DEEP FREEZE</td>
<td>The deep freeze category has been eliminated. Courses will no longer be placed in DF, but will be deleted. Nan said that the list of courses in “Deep Freeze” was given to the Faculty Chairs, and they were asked to notify Janna by April 30 if they intended to reactivate a DF course. Departments should notify the Office of Academic Affairs if they would like a copy of the course outline for departmental records.</td>
<td>After April 30, the DF courses will be deleted.</td>
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<tr>
<td>SLO Matrix</td>
<td>Wally referred to the two matrices that Bonnie Suderman provided to the committee: one for courses and one for the program. He discussed specifics regarding the proposed matrices and said that results would be compiled after the course is finished. He suggested that the course outline include a note about sending the results to the Assessment Committee. Discussion ensued. Kimberley said that similar work is done during program review. Does it have to be assessed every year? What are the expectations? Wally said the GE Committee will assess one area each year.</td>
<td>Nan said that revising the ACAR would involve CurricUNET and bringing this discussion to the ACES group. Departments should begin discussions about how to proceed with assessment.</td>
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<tr>
<td>CURRICULUM TRAINING</td>
<td>Susan said that curriculum training will occur in the fall before school starts and another one in the middle of the semester and again at the end of the semester.</td>
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<tr>
<td>Next Meeting</td>
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<td>A special F2F meeting will be held May 6, at 2:30 p.m. in the Collins Conference Center to discuss and approve the new Jobs Skills Certificates.</td>
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<td>:Janna Oldham</td>
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</table>
Members Present: Dawn Dobie, Nan Gomez-Heitzeberg, Susan McQuerrey, Dan O’Connor, Billie Jo Rice, Wally Simmons, Sue Vaughn


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<thead>
<tr>
<th>Agenda Item</th>
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<tbody>
<tr>
<td>Approval of Minutes</td>
<td>March 4 minutes</td>
<td>The minutes of March 4 were approved</td>
</tr>
<tr>
<td>ANNOUNCEMENTS/REPORTS</td>
<td>The General Education Committee is reviewing definitions and outcomes for Area C and D.</td>
<td>The revisions will be sent to the Curriculum Committee for approval and to the Academic Senate.</td>
</tr>
<tr>
<td>CURRICULUM PROCESS</td>
<td>Copies of the curriculum processes for BC, PC, and CC were distributed.</td>
<td>The idea of revising BC’s process for CURRICUNET and developing a curriculum handbook will be discussed at the next meeting.</td>
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<tr>
<td>CONSENT AGENDA – CURRICULUM</td>
<td>Sufficient responses were received to approve the curriculum</td>
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<tr>
<td><strong>Behavioral Science</strong></td>
<td>PSYC B40 – Child Psychology &amp; Development</td>
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<td>PSYC B45 – Behavior Modification</td>
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<td><strong>Engineering and Industrial Technology</strong></td>
<td>ELET B4 – Computer Integrated Manufacturing</td>
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<td>ELET B70 – Mechanical Systems</td>
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<tr>
<td></td>
<td>ELET B1 – Basic Electronics (DC &amp; AC)</td>
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<td>ELET B5 – Programmable Logic Controllers</td>
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<td>ELET B6 – Analog &amp; Digital Electronics</td>
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<td>ELET B55a – Electric Motors – Controls</td>
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<td>ELET B56 – Instrumentation &amp; Process Control</td>
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<td>ELET B61 – Telecommunications</td>
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<td>ELET B62 – Radio Communications</td>
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<td>ELET B63 – Electronic Systems Installation</td>
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<td>ELET B70 – Mechanical Systems</td>
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<tr>
<td><strong>Family and Consumer Education</strong></td>
<td>CHDV B22 – Observation &amp; Assessment-Birth Through Adolescence</td>
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<tr>
<td><strong>Health and Physical Education</strong></td>
<td>PHED B5vb Team Activities for Women: Volleyball</td>
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<td>PHED B6bib – Beginning Ballet</td>
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<td>PHED B30 – Dance &amp; Cheer Techniques</td>
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<td>PHED B45 – Theory of Football</td>
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<tr>
<td><strong>Performing Arts</strong></td>
<td>MUSC B18abcd – Drum Line</td>
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Approved by consent agenda.
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<tr>
<td><strong>CONSENT AGENDA – PREREQUISITES &amp; ADVISORIES TO BE VOTED ON SEPARATELY</strong></td>
<td>Behavioral Science</td>
<td>Approved by consent agenda.</td>
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<td></td>
<td>PSYC B40 – Recommended: Reading Level 5 or 6, English Level 5. (goldenrod change)</td>
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<td></td>
<td>PSYC B45 – Recommended: Reading Level 5 or 6, English Level 5 (goldenrod change)</td>
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<td></td>
<td><strong>Engineering and Industrial Technology</strong></td>
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<td>ELET B4 – Prerequisite: ELET B5. Recommended: Reading Level 5 or 6.</td>
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<td>ELET B70 – Recommended: Reading Level 5 or 6.</td>
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<td>ELET B1 – Recommended: Reading Level 5 or 6</td>
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<td>ELET B5 – Recommended: Reading Level 5 or 6</td>
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<td>ELET B6 – Prerequisite: ELET B1. Recommended: Reading Level 5 or 6</td>
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<td>ELET B55a – Prerequisite: ELET B1. Recommended: Reading Level 5 or 6</td>
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<td>ELET B56 – Prerequisite: ELET B1. Recommended: Reading Level 5 or 6.</td>
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<td>ELET B61 – Prerequisite: ELET B1. Recommended: Reading Level 5 or 6.</td>
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<td>ELET B62 – Prerequisite: ELET B6. Recommended: Reading Level 5 or 6.</td>
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<td>ELET B63 – Prerequisite: ELET B1 or evaluation by the instructor of student’s basic electronic skills. Recommended: Reading Level 5 or 6.</td>
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<td>ELET B70 – Recommended: Reading Level 5 or 6.</td>
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<td><strong>Family and Consumer Education</strong></td>
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<td>CHDV B22 – Prerequisite: CHDV B21 (may be taken concurrently) or CHDV B13c with a grade of C or better (goldenrod change)</td>
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<td><strong>Health and Physical Education</strong></td>
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<td>PHED B5vb – Recommended: Completion of a basic course in the activity</td>
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<td>PHED B30 Prerequisite: Limitation on enrollment:audition (Title 5, 58106)</td>
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<td>PHED B45 – Recommended: Experience in organized interscholastic football or the equivalent.</td>
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<td><strong>Performing Arts</strong></td>
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<td>MUSC B18abcd - Prerequisite: Previous experience in a drum line or similar ensemble and evaluation of proficiency by instructor.</td>
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</table>
### ADDITIONAL CURRICULUM ISSUES

The SPAN B1ab course outline was removed from the consent agenda in order to clarify a question regarding hours and units. SPAN B1ab is a 5-unit course and can be taught as SPAN B1ab or SPAN B1a or B1b.

### ADDENDUM

Two new courses did not make it on the consent agenda and were sent out separately for approval.

**Behavioral Science**
- PSYC B3 – Psychology as a Profession
- SOCI B3 – Critical Thinking for the Social Sciences

PSYC B3 – Recommended: Reading Level 5 or 6, English Level 5
SOCI B3 – Recommended: Reading Level 5 or 6, English Level 5

The Department clarified that 2.5 lecture units should equal 45 hours. Course approved.

Courses were approved.
<table>
<thead>
<tr>
<th>Dept/Course</th>
<th>Course Title</th>
<th>Change</th>
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<tbody>
<tr>
<td><strong>Behavioral Science</strong></td>
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<tr>
<td>PSYC B20/SOC B20</td>
<td>Social Psychology</td>
<td>Course description change</td>
</tr>
<tr>
<td>PSYC B40</td>
<td>Child Psychology &amp; Development</td>
<td>Prerequisite change</td>
</tr>
<tr>
<td>PSYC B45</td>
<td>Behavior Modification</td>
<td>Course description change &amp; Prerequisite change</td>
</tr>
<tr>
<td><strong>Engineering and Industrial Technology</strong></td>
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<tr>
<td>MFGT B5</td>
<td>Program. Logic Controllers</td>
<td>Deleting MFGT B5, the XREF Course for ELET B5. No longer offer MFGT B5</td>
</tr>
<tr>
<td>MFGT B50</td>
<td>Industrial Control Systems</td>
<td>Delete course</td>
</tr>
<tr>
<td>MFGT B60</td>
<td>Human Machine Interfaces</td>
<td>Delete course</td>
</tr>
<tr>
<td>MFGT B61</td>
<td>Advanced Programmable Logic Controllers</td>
<td>Delete course</td>
</tr>
<tr>
<td><strong>Family and Consumer Education</strong></td>
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<tr>
<td>CHDV B22</td>
<td>Observation &amp; Assessment – Birth through Adolescence</td>
<td>Prerequisite change.</td>
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<tr>
<td><strong>Health &amp; Physical Education</strong></td>
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<tr>
<td>HLED B5</td>
<td>Substance Abuse</td>
<td>Delete course</td>
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<tr>
<td>PHED B2igt</td>
<td>Life Guard Training</td>
<td>Delete course</td>
</tr>
<tr>
<td>PHED B2ww</td>
<td>Water Walking</td>
<td>Delete course</td>
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<tr>
<td>PHED B2wsi</td>
<td>Water Safety Instruction</td>
<td>Delete course</td>
</tr>
<tr>
<td>PHED B2xsd</td>
<td>Scuba Diving</td>
<td>Delete course</td>
</tr>
<tr>
<td>PHED B6r</td>
<td>Racquetball</td>
<td>Delete course</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
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<tr>
<td>EMTC B50</td>
<td>Emergency Medical Technician I Course title change. Adding &quot;1&quot; to the title. National &amp; State identification of this Course is EMT-1.</td>
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**CERTIFICATE REVIEW/ APPROVAL**

The new proposed Job Skills Certificate form and process is under discussion. Nan discussed questions that came up recently that addressed defining job skill levels for employers and how to reflect skills on the certificate form. The timeline for processing these certificates and getting them into the catalog will be short. In order to include them in next year's catalog, the certificates and accompanying Board materials must be submitted by May 24 for the June 10 Board meeting. The Jobs Skills Certificates will go to the Consultation Council next week.
| **SLO REVIEW PROCESS** | Currently, student learning outcomes (including general education) and methods of evaluation are reflected on #18 of the ACAR. Bonnie Suderman came to address questions regarding the process for implementing the new course assessment plan matrixes. She said the original idea was to include the new matrix in #18 and complete the full cycle. Bonnie was told that the ACAR, because it is an official state form, cannot be amended. Subsequently, the idea of including it as an addendum came up. The CurriCUNET implementation includes a district-wide course of outline of record. | Nan and Susan will take this to the next ACES group. Bonnie will send out an electronic version of the assessment matrix. |
| **ADDITION OF “C” GRADE OR BETTER TO PREREQUISITES & CERTIFICATES** | Sue Vaughn asked about the status of her request to address inconsistencies in the catalog and on course outlines for designating a grade for prerequisite courses. Although a grade of C or better is enforced in Banner, students should be advised that at least a grade of C or better is required. She prepared a “survey” for department chairs. The idea of including a “blanket” statement in the glossary section of the catalog was suggested. At the moment, Jan is focusing on degree changes, administrative section changes, and spring curriculum changes that are awaiting Board approval. Also, all of the low-unit certificates as listed in the catalog will be replaced by the new Jobs Skills certificates, and that process remains to be coordinated with the chairs and the Curriculum Committee. These changes have precedence over any additional changes at this point. Nan advised that the faculty in each department will need to determine what grade they require for prerequisite courses. | The chairs will be surveyed about the prerequisite/grade issue. |
| **Next Meeting** | Due to lack of quorum, some agenda items will be deferred. | The committee will have another F2F meeting in two weeks. |
CURRICULUM COMMITTEE MEETING
September 10, 2009
Unadopted Minutes

Members Present:
✓ Duane Anderson
   Ed Barton
✓ Paula Dahl
✓ Mike Daniel
✓ Dawn Dobie
✓ Adie Geiser
✓ Nan Gomez-Heitzeberg (administrative co-chair)
   Jennifer Johnson
✓ Susan McQuerrey (faculty co-chair)
✓ Dan O’Connor
   Joe Saldivar
✓ Bernie Scanlon
✓ Wally Simmons
✓ Kristopher Stallworth
   Bernadette Towns
✓ Rene Trujillo
✓ Kimberly Van Horne
✓ Sue Vaughn

Guests
Randy Beeman
Janet Fulks

The meeting was called to order at 2:40 p.m. followed by a round of introductions. Sufficient responses were received on the consent agenda to approve the curriculum.

APPROVAL OF MINUTES
Duane Anderson moved, and Rene Trujillo seconded, to approve the minutes of April 16, 2009.

CURRICULUM APPROVED

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</table>
| Art    | Art B35 – Survey of World Art I  
|        | Art B36 – Survey of World Art II |

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
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</table>
| Health and Physical Education | PHED B2sb – Beginning Swimming  
|                                | PHED B6jd – Jazz Dance  
|                                | PHED B7w – Advanced Wrestling  
|                                | PHED B9tr – Advanced Track  
|                                | PHED B31 – First Aid  
|                                | PHED B40 – Introduction to Physical Education  
|                                | PHED B47 – Theory of Baseball |

CONSENT AGENDA – PREREQUISITES AND ADVISORIES TO BE VOTED ON SEPARATELY

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
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</thead>
</table>
| Art    | Art B35 – Recommended: Reading Level 5 or 6.  
|        | Art B36 – Recommended: Reading Level 5 or 6. |
| Behavioral Science | SOCI B36/CHST B36 |
Health and Physical Education
PHED B7w - Recommended: Experience in organized interscholastic wrestling or equivalent.
PHED B9tr - Recommended: Experience in organized interscholastic track & field or the equivalent.
PHED B40 – Recommended: Reading Level 5 or 6.

Program Renewal/Changes to the Current Catalog (information item - non-voting)

<table>
<thead>
<tr>
<th>Department and Course</th>
<th>Course Title</th>
<th>Change</th>
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<tbody>
<tr>
<td>Academic Development</td>
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<td></td>
</tr>
<tr>
<td>ACDV B 74</td>
<td>Paragraph Writing Strategy</td>
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</tr>
<tr>
<td>ACDV B75</td>
<td>Sentence Writing Strategy</td>
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</tr>
<tr>
<td>ACDV B76</td>
<td>Specialized Learning Strategies</td>
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<tr>
<td>Art</td>
<td></td>
<td></td>
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<tr>
<td>ART B30a</td>
<td>Survey of World Art, Prehistory through Islam</td>
<td>Delete course</td>
</tr>
<tr>
<td>ART B30b</td>
<td>Survey of World Art, Non-Western Cultures and Medieval Europe</td>
<td>Delete course</td>
</tr>
<tr>
<td>ART B30c</td>
<td>Survey of World Art, 14th Century through 17th Century</td>
<td>Delete course</td>
</tr>
<tr>
<td>ART B30d</td>
<td>Survey of World Art, 18th Century through 20th Century</td>
<td>Delete course</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED B2sa</td>
<td>Advanced Swimming</td>
<td>Deep Freeze course</td>
</tr>
<tr>
<td>PHED B2si</td>
<td>Intermediate Swimming</td>
<td>Deep Freeze course</td>
</tr>
<tr>
<td>PHED B6b</td>
<td>Bowling</td>
<td>Deep Freeze course</td>
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</table>

STAND-ALONE COURSE TRAINING – JANET FULKS
Janet Fulks was invited to conduct a stand-alone course training session for the Curriculum Committee. She stated that she has been very involved with curriculum at the state level, and last year she served as an Area A rep and as Curriculum Chair for the State Academic Senate. This year she is chairing the Basic Skills and Noncredit Committees.

Title 5 Regulations adopted in August 2007 permitted college districts to approve, without prior approval by the State Chancellor, nondegree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program (otherwise known as “stand-alone” courses).

Copies of A Curriculum for All Students along with other Title 5 handouts relating to stand-alone courses were distributed. Janet gave a Powerpoint presentation and discussed and reviewed the different curricular modes such as degree-credit, nondegree credit, noncredit, community services, and contract education. Following the presentation, Janet quizzed the committee.

Janet highlighted pertinent sections of Title 5 and read the Speaker’s Notes as required by Chancellor’s Office procedures. Program applicable courses are credit courses required for a certificate or associate degree that is approved by the Chancellor’s Office, either as a required course or restricted elective, including general education requirements. A stand-alone course is a credit course that is not a required or restricted elective for any credit program approved by the Chancellor’s Office. Restricted electives are required units from which a student may select one or more courses from a list of specific courses. After a course is approved, it is submitted to MIS, after which the Chancellor’s Office assigns a Course Control number to the course.

Janet explained that prior to 2007, stand-alone courses required approval from the Chancellor’s Office. After that date, however, Community College Districts can approve and offer stand-alone courses without separate
approval by the Chancellor’s Office until December 2012—provided that all staff involved in curriculum approval have completed stand-alone course training. She discussed effective practices for course approval, including appropriateness to mission, need, curriculum standards, adequate resources, compliance, and standards and criteria for courses. Districts must submit certification to the Chancellor’s Office by September 30th of each year.

Janet advised that the Program and Course Approval Handbook (developed by the State Chancellor’s Office) is the best source of effective practices, and she encouraged the committee to coordinate curriculum flex time in their respective departments to help faculty understand the importance of curriculum and how it relates to program review. A signature sheet was passed around for members to sign verifying they received training.

**Prerequisites**

Copies of *Title 5 Levels of Scrutiny for Prerequisites* were distributed. Janet advised that statewide, 50% of incoming students are three levels below college level English. In an effort to improve and address basic skills and general education success rates, the State Academic Senate is proposing that prerequisites be based on content review. Janet advised that the ASCCC is working with the Chancellor’s Office to develop a prerequisite pilot.

**CurricUNET**

Janet announced that the District has purchased CurricUNET, a web-based system for managing curriculum additions and changes. Janet, along with Dr. Doris Givens, and the three faculty Curriculum co-chairs met over the summer and drafted procedures. The proposal will come to the Senates for review and approval. CurricUNET will replace the current method of submitting curriculum. After a course outline has been entered into the system, it will be forwarded to a Technical Review group, then to the Deans and to the Curriculum Techs. Automatic emails will be generated through each step of the process so that reviewers can write notes and ask questions so that concerns can be addressed. The system is set up to interface with Banner and the college catalog. Janet said that the State Chancellor’s Office is now using CurricUNET to expedite submissions from the colleges.

**CB 21 (Course Basic) coding**

Janet said that funding from the State is tight, and the legislature is requiring accountability. She explained that State data elements are built into each piece of curriculum, and that one of these elements is called Student Progress (CB 21). Basic Skills courses are entered into Banner according to a specific number of levels below transfer. A statewide review of student progression and success revealed that the levels are inconsistent and not coded correctly. This is cause for concern, because student progress numbers suggest that the funding is not working. The legislature has said that funding will be withheld until the coding is corrected. As a result, rubrics were developed, and discipline faculty across the state have been asked to recode basic skills curriculum. Janet said that faculty are being trained how to use the rubrics, and that accountability reports should improve next year.

Janet spoke about other issues regarding degree compliance and a bill to give students a degree for taking only 16 units of credit. Copies of a State Academic resolution calling for regulation to define the Associate of Arts and the Associate of Science degrees was distributed.

**ADVISORY COMMITTEE FOR EDUCATIONAL SERVICES (ACES)**

Janet stated that a district-wide group representing the three colleges met over the summer to discuss the CurricUNET implementation. This group included the Vice-Chancellor of Educational Services and faculty curriculum chairs from each of the colleges. The group identified several issues relating to the implementation. One of these issues is course transferability within and outside of the District. If a nursing student takes a course at Porterville College, the student should be able to transfer credit to Bakersfield College. An ACES proposal has been developed and forwarded to the three Academic Senates for review.

Sue Vaughn said that as a result of using the degree audit program for several years, many of the courses among the three colleges have been articulated and entered into the Banner system. Coordination occurs among the three A&R Directors at the District level, and we could build upon the work that has already occurred. Janet asked if faculty had been involved in the process. Sue explained that the interdistrict articulation was based on records received from the respective departments, and faculty chairs are consulted to answer questions and provide input. The importance of articulating common courses within our District was stressed given that we articulate courses with the CSUs and the UCs.

Janet said that the Academic Senate needs to be represented at the district level. Currently there are concerns about the Certificates of Specialization, and there needs to be a place to collaborate on district-wide curriculum
issues and to make informed decisions. The proposed committee membership consists of the three Curriculum Committee chairs, three faculty reps, three curriculum techs, the three VPs, and occupational deans. The Senate expressed concern about whether it was necessary to have three CTE deans on the committee in addition to the Associate Chancellor of Economic and Workforce Development. The idea of having just one CTE Dean was suggested. The importance of having CTE Deans on the committee to explain some of the unique hour requirements was stressed. Janet said that the Math Department has been suggested, district-wide, to pilot CurricUNET. The Curriculum Committee and the Academic Senate is being asked to endorse this proposal. Sue Vaughn suggested involving District staff who work with Banner on a day-to-day basis when discussions occur regarding the CurricUNET interface with Banner. Susan asked for volunteers to serve on the ACES Committee.

Janet announced that the LDTP transfer project has pretty much fallen apart. The Senate has been asked to participate in the C-ID articulation project. Once a course has been approved for C-ID, it will automatically transfer to the CSUs and UC’s (similar to the old CAN project).

**SOCI B36/CHST B36**

At the last meeting, the SOCI B36/CHST B36 outline was returned to the department so that concerns regarding the separation of reading and English levels could be addressed. The department addressed the concerns. Sue Vaughn is recommending that there be separate content reviews for reading and English levels since they involve different skill sets and placement levels. She suggested the idea of forming a small committee to develop a new placement grid for reading levels. Kimberly questioned why reading level 5 and 6 are combined since reading level 6 encompasses everything. There was discussion about how the reading levels were affected when Banner was first implemented and the need to make them public so that students fully understand the process. Kimberly and Dawn volunteered to work with Sue to review the reading and placement levels.

**SLO Review Committee.**

Susan explained that a lot of colleges have an SLO Review Committee which reviews and helps faculty develop SLOs in the initial stages of the curriculum writing process. One of the major reasons for rejecting curriculum involves poorly written SLOs. A lot of curriculum gets stalled first in the General Education Committee and then again in the Curriculum Committee. The idea would be to have a small group that would assist faculty early on when writing SLOs (before the course is submitted to the GE and the CC).

Currently, when the committee sends comments back to the originator, there is no central person to go to for assistance. Nan said that if faculty are making a good effort to work on curriculum and move it forward, it isn’t productive to criticize someone at the end of the process without training being provided. How does the process work? It would be helpful if faculty had the support in advance so they don’t get to that frustration level multiple times. Janet said that SLOs are described at lower level memory and that we have not moved to critical thinking.

Susan asked who among the committee members felt competent to be a resource for people when writing SLOs. She said that people work on curriculum during their given review cycle and then don’t work it again for another 5-6 years. Paula Dahl asked if the SLO comments and concerns went back to the originator. Jan said that the curriculum packets are extensive, and that comments critiquing SLOs are forwarded to her from several different people. This occurs on two levels—the GE Committee one week, and the Curriculum Committee the following week. She forwards those comments (anonymously) to the faculty originator. The originator will rewrite the SLO, send it back to Jan, and then over the course of a week or longer, more comments come back to Jan, who again forwards it back to the originator. These rewritings sometimes go through second, third and sometimes more levels of rewritings. Jan has experienced the high level of frustration faculty encounter as they go through stages of rewriting SLOs. Sometimes they don’t change the SLOs. It would be helpful to have an SLO group composed of GE and CC members to assist and review the SLOs before they are submitted to the two committees. Jan said this would help to minimize the 50+ emails she has to deal with back and forth every other week during the GE and the CC review process and reduce frustration levels. The committees are reviewing and critiquing the SLOs already; the only thing that would be different is the timeframe for reviewing them.

Paula Dahl asked why a Curriculum Committee member or a GE committee member couldn’t directly contact the faculty member and offer advice; what would be wrong with that? Jan said that the process has always involved anonymity. She recounted that one faculty member had been asked, at least 12-13 times, to rewrite their SLOs. The curriculum committee member said it was Jan’s job to relay the information. Jan described instances where faculty were “wordsmithed” to the point of anger, and she does not feel that this is part of her job, and that the process needs to be changed.

Kimberly Van Horne volunteered to help with a pre-committee SLO review, but requested that the faculty be notified in advance that she is doing this as part of her role on the Curriculum Committee. Susan said that
Kimberly should not be doing this by herself, and that additional volunteers are needed. Susan will ask for volunteers at the GE Committee, too. Nan added that it is important to let people know what the expectations are before they take a test and to support people in order to reduce frustrations.

There was discussion about the status of the assessment coordinator. Susan said the Senate’s request for reassigned time for an assessment coordinator is in limbo. Susan discussed information she received from LA Valley College regarding what their Technical Review Subcommittee does and how it helps the curriculum review process. There was discussion about the required number of SLOs, and 5-6 seemed to be a good benchmark. However, other factors such as hours, units, and type of course determine how many SLOs a course should have.

**APPROVAL HANDBOOK (PCAH).**
Copies of the Program and Course Approval Handbook were distributed. This handbook was developed by the State Chancellor’s Office to guide faculty through the curriculum process. Curriculum committee members were encouraged to review the handbook and become familiar with its contents. Susan said that Janet Fulks provided samples of curriculum handbooks developed by other colleges, and we are going to look at those as a model for creating a handbook for BC.

**PE COURSE REPEATS**
Janet advised that only four repeats in a single topic are allowed for PE courses. In the past, students could repeat Beginning Volleyball four times, Intermediate Volleyball four times, and Advanced Volleyball four times. The State is not allowing that anymore. The State is allowing four repeats for music and art because music is performance-based, and art can be repeated to improve skills. If anyone has any feedback about this, let Janet know.

The meeting adjourned at 4:57 p.m.

Respectfully submitted,

Janna Oldham
**Curriculum Committee Notes**
*September 9, 2010, Library 148*

**Members Present:** Duane Anderson, Barbara Braid, Maritza Carlisle, Paul Dahl, Mike Daniel, Dawn Dobie, Lisa English (SGA), Janet Fulks, Gay Gardella, John Gerhold, Rebecca Head, Kathy Hairfield, Jennifer Johnson, Denise Mitchell, Dan O’Connor, Jeannie Parent, Leslie Reiman, Billie Jo Rice, Wally Simmons, Kristopher Stallworth, Jason Stratton, Bernadette Towns, Rene Trujillo, Kimberly Van Horne, Sue Vaughn

**Members Absent:** Adie Geiser

**Guests:** Mike Moretti, Dennis VanderWerff

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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<tr>
<td><strong>BC CURRICULUM HANDBOOK</strong></td>
<td>A draft curriculum handbook was distributed. Janet Fulks highlighted and reviewed sections relating to the role of the Curriculum Committee, its structure, membership, duties, and Title 5 regulations on course approval and curricular modes. The Title 5 standards of approval (Grading Policy, Units, Intensity, Prerequisites and Corequisites, Basic skills requirements, difficulty and level), are reflected on the course outline of record. Some BC curriculum is not consistent with the Carnegie unit and hours, and this must be addressed. If you want to see if you are teaching your course at the appropriate level of difficulty, you can use the CurricUSEARCH feature to see what other schools are doing. Page 10 of the handbook includes a review checklist to use when reviewing course outline.</td>
<td>Please send feedback regarding the curriculum handbook to Janet.</td>
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<tr>
<td><strong>STAND ALONE TRAINING FOR STATE CERTIFICATION</strong></td>
<td>Janet conducted a presentation on local approval for stand-alone credit courses. The State requires that all faculty and staff involved with approving curriculum receive training. There are two main course types (program applicable and stand-alone). Program applicable are credit courses that are part of a certificate or degree that is approved by the State Chancellor's Office. This includes credit courses that are required or restricted electives for an approved certificate or associate degree, including general education requirements. Restricted electives are specifically listed as optional courses from which students may choose to complete a specific number of units required for an approved certificate or degree. When 18 or more units within the same TOP Code are linked within a sequence, the State considers that to be a program. Janet said stand-alone courses have a limited value for students and many do not transfer. The majority of stand-alones are basic skills courses. Beginning August 2010, all new credit courses must be reported through the State Chancellor’s Office Curriculum Inventory for assignment of a course control number. After approval by the Board, Janna submits the request through the website. When the number has been assigned, the course can be offered. Curriculum Committees are asked to use the five criteria used by the State Chancellor’s Office for curriculum development: 1) Appropriateness to mission, 2) Need, 3), curriculum standards, 4) adequate resources 5) compliance.</td>
<td>A letter certifying the training of all faculty and staff involved with the curriculum approval process is due at the State Chancellor’s Office by September 30.</td>
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<td>ARTICULATION ISSUES</td>
<td>UC San Diego is reviewing existing History articulation for all 110 community colleges. At their request, course syllabi for HIST B17ab were submitted, and both courses were denied for articulation. Concerns centered on minimum writing assignments and listing of reading assignments. With the department’s permission, copies of the syllabus were distributed. Janet stressed the importance of making sure standards are met and fully entered into CurricUNET.</td>
<td>After the department addresses the concerns, the articulation will be resubmitted.</td>
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<td>Agenda Item</td>
<td>Discussion</td>
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<td>GENERAL EDUCATION COMMITTEE</td>
<td>Copies of BC’s GE areas and student learning outcomes were distributed. The GE Committee uses a set of criteria to evaluate and determine SLOs. Janet asked the committee if they would be willing to meet every two weeks for two hours in order to address curriculum and other committee business.</td>
<td>The Curriculum and General Education Committees will be combined this semester. The curriculum will be looked at simultaneously through CurricUNET rather than each committee reviewing it as a separate group. This may necessitate longer meeting times.</td>
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<td>EXTENDED LEARNING COMMITTEE</td>
<td>Copies of the current distance education application form were distributed. When a proposer checks a distance ed modality in CurricUNET, the DE form will come up for completion. Two courses requesting distance education have been entered into CurricUNET.</td>
<td>The Extended Learning Committee recommended an adjustment to the CurricUNET template.</td>
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<tr>
<td>CURRICUNET – Dennis VanderWerff</td>
<td>Over 80 proposals have been entered into CurricUNET. Dennis VanderWerff, CurricUNET Implementation Leader for KCCD, worked with the three faculty chairs to create an approval process for CurricUNET. Faculty can propose a new course, delete a course, or modify a course. The curriculum workflow levels are: 1) Faculty proposal, 2) Faculty Chair, Dean and/or Curriculum Rep, 3) Curriculum Chair and Technical Review, 4) Curriculum Chair for first review &amp; VP, 4.5) Curriculum Chair 2nd review &amp; recommends course “Launched,” 5) Administrative sign-offs, 6) Sent for Board action, and 7) Banner upload and notifications. Dennis reviewed each of the approval steps and explained how submitted courses can be tracked at each stage of the process. Each level has an action associated with it which will be displayed in color. The originator will be able to see comments regarding the proposal and make any necessary adjustments. A system-generated email will be sent out at each approval level notifying people when a proposal is ready to review. Each level has a 7-day default, so if you do nothing at the end of 7 days, it will advance to the next level. All committee members (Curriculum, General Education, Extended Learning and Assessment) will be notified when a proposal is ready for comment. At the end of 7 days, the respective committee chairs will summarize comments and forward them to the next level or send back to the originator to address concerns. The CC will be able to review and add comments at Level 4. If no further changes are required, the proposal is placed on the CC agenda for a first review. The first review can result in more questions; it can be tabled and sent back to the originator or recommended for approval. Once the CC has recommended approval, the status changes to “Launch,” at which time the proposal is locked, and no further changes can be made. Proposals move to the Curriculum Committee, to the Administration, to the District, and to the Board. The last level includes implementation, which is set up to automatically upload from Banner. It was questioned if the final sign-off by the VP, the President, and the Vice-Chancellor was necessary given that Dean review and comment occurs early on in the process. In addition to submitting new courses to the State for issuance of a course control number, there are other instances that require submission to the State: change in units, TOP code, credit status, basic skills, etc. Dennis reviewed each of the screens in the main menu. Faculty should start with a course search, enter their discipline and make a copy of the active course for modification. If you log out after working on a course, then you must go to the “build” menu to continue work. He recommended that faculty add their department chair as a co-contributor, and CurricUNET has the capability to assign what types of changes a co-contributor can make. Janet encouraged the committee to attend upcoming training sessions. She suggested accessing course outlines from the public folders for easy cut and pasting and bringing the current college catalog for reference.</td>
<td>Feedback and suggestions regarding CurricUNET screens have been forwarded to CurricUNET, and as a result, there will be changes to some of the basic course screens. The Assessment and Criteria for Success screens are going to be removed until the assessment module is implemented in a couple of months. An option for submitting minor changes is in the process of being looked at. Please forward comments or suggestions regarding CurricUNET to Dennis or Janet Fulk. Janet will send a reference sheet to the committee. Copies of curriculum to be reviewed were distributed. Committee members will receive an email letting them know when they can go in and start making comments.</td>
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<tr>
<td>ADJOURNMENT</td>
<td>Meeting adjourned at 4:30 pm.</td>
<td>The next meeting is October 7 in the Collins Conference Center.</td>
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Janna Oldham
# Curriculum Committee Notes
October 7, 2010, Collins Conference Center

**Members Present:** Duane Anderson, Barbara Braid, Maritza Carlisle, Paula Dahl, Mike Daniel, Dawn Dobie, Janet Duenas-Clifft, Stephen Eaton, Lisa English (SGA), Gay Gardella, John Gerhold, Nan Gomez-Heitzeberg, Kathy Hairfield, Rebecca Head, Qiu Jimenez, Denise Mitchell, Dan O’Connor, Jeannie Parent, Leslie Reiman, Billie Jo Rice, Wally Simmons, Nick Strobel, Rene Trujillo, Sue Vaughn, Ann Wiederrecht

**Members Absent:** Carl Dean, Janet Fulks, Adie Geiser, Jennifer Johnson, Kristopher Stallworth, Jason Stratton, Pat Thompson, Bernadette Towns, Kimberly Van Horne, Richard Wise

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<th>Agenda Item</th>
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<tr>
<td>Emergency Approvals</td>
<td>John Gerhold chaired the meeting for Janet Fulks, who was at a conference today. There was a round of introductions. Nan Gomez-Heitzeberg noted that upgrades have been made this week to the CurricUNET approval process in response to problems with the automatic email notifications. To meet compliance with Title 5 regarding the ratio of units to hours, adjustments were made to the number of hours for several PE and Music courses. In order for these courses to be offered in spring with the new hours, emergency approval is needed to forward these changes to the Board. The two history courses were revised in response to an articulation concern.</td>
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The following courses were reviewed for a second reading:

**New Courses**
- BSAD B16  Introduction to Entrepreneurship
- BSAD B27  Students in Free Enterprise (SIFE) Collegiate Entrepreneurs Organization
- MUSC B15c  Intermed. Ear Training and Sight-Singing
- MEDS B69  Nurse Assistant

**Courses Requesting Distance Education**
- BSAD B51  Business Math
- BSAD B61  Human Resources Management

**Course Revisions**
- MUSC B4c  (Intermediate Theory Contemporary Materials), MUSC B5a (Class Piano)
- MUSC B5b (Class Piano), MUSC B6a (Class Voice), MUSC B6b (Class Voice), MUSC B6c (Class Voice), MUSC B6d (Class Voice), MUSC B10a (Concert Band), MUSC B12a (College Orchestra)
- THEA B27  Acting Theatre Laboratory
- PHED B2sb (Aquatics:Beg. Swimming), PHED B2ssf (Aquatics:Swim and Stay Fit), PHED B3adp (Adaptive PE), PHED B5vb (Volleyball), PHED B5wsb (Softball), PHED B5wsc (Soccer), PHED B6a (Archery), PHED B6bb (Basketball), PHED B6blb (Beg.Ballet), PHED B6da (Dance Aerobics), PHED B6g (Golf), PHED B6pf (Physical Fitness), PHED B6sc (Soccer), PHED B6t (Tennis), PHED B6y (Yoga)
- PHED B6fcx (Fitness Center), PHED B6jd (Jazz Dance), PHED B6kx (Cardio kickboxing fitness), PHED B6pl (Pilates), PHED B6py (Pilates/Yoga Mat Flow), PHED B6wt (Weight Training), PHED B7b (Adv. Baseball), PHED B7w (Adv. Men’s Wrestling), PHED B7fb (Football), PHED B9s (Adv. Swimming), PHED B9t (Adv. Tennis), PHED B9r (Adv. Track)

John Gerhold asked if there were any problematic issues necessitating removing a course from the consent agenda. PHED B6blb and PHED B6jd are cross-referenced with DANC B6blb and DANC B6jd. Sue Vaughn questioned whether action was being taken on the cross-referenced dance courses. Janna said that cross-referenced courses share the identical course outline, and typically one department updates the course, which automatically updates the cross-referenced version. The course title and cross-reference titles are changed for the cross-referenced course, and separate outlines are filed in the master course history files.

The PE hours are being changed from 36 hours to 54 hours of activity for one unit.

Wally said that the Math course was already approved for classroom and online and that the department wanted to offer it hybrid, so the committee didn’t see the need to review it again. This prompted process questions. Are we saying if a course has already been approved for two modalities, it doesn’t need approval for hybrid and
| **Course Revision vs. Course Update** | The difference between the Course Update and Course Revision options was questioned. Course Update should be a minor change, and Course Revision should refer to major changes. Rene said it would be helpful to make a distinction between minor changes not requiring Board approval and significant changes requiring Board approval. Billie Jo Rice suggested the committee look at the final version of the "goldenrod" form that was discussed at length last year. (The "goldenrod" form was the form used to make minor changes not requiring full curriculum review. These changes were always sent to the Curriculum Committee for information only and did not require a vote). Although that form is obsolete now, the committee suggested it be put into the CurricUNET program. There was discussion about Student Learning Outcomes and Program Level Outcomes. It was M/S/P that the final version of the minor change form approved last year will be looked at with the intention of incorporating this into CurricUNET. |
| **Catalog Description** | BC does not have guidelines for writing and formatting course descriptions. A model that Cerro Coso uses was taken from the CurricUNET Help Box and shared with the committee. Sue Vaughn suggested adding a minimum grade statement to course descriptions for prerequisite consistency. The prerequisites are separated from the catalog description in CurricUNET. Other suggestions included using the current catalog as a resource, reviewing descriptions and aligning content for articulated courses, adding directions for accessing ASSIST, and limiting the number of words contained in a course description. This topic will be discussed again. The sample prerequisite phrase will be added to the guidelines for discussion. New changes will be made as courses come through for curriculum review and revision. |
| **SB 1440** | SB 1440 regarding transfer has been signed. The community colleges and the CSU’s are working on general agreement of core discipline courses. Until that work is completed and we have direction from the Chancellor’s Office, it is prudent to wait to make changes. John said the Academic Senate discussed the bill, and the minimum participation expected of each college in the State is to offer at least one transfer degree in a discipline. The law doesn’t state each college must have a transfer degree in each discipline. The transfer degree is a 60 unit degree and includes a minimum of 18 units of major preparation. There was discussion about some of the degrees in the catalog and it was pointed out if a student took 39 required units and 39 units of general education, those are excess units that will not transfer for the student. A campus discussion will need to take place in regards to the implementation of SB1440. |
| **Critical Thinking – BC GE** | The BC General Education pattern does not include a critical thinking (A.3) area, but the CurricUNET GE page does include that area. The GE Committee is not planning to add this area; it is merely a mistake that it was added in CurricUNET. It was suggested that committee members inform their chairs and faculty in their areas to ignore the A.3 BC GE category until such time it can be removed from curricUNET. The committee agreed it should be removed from the CurricUNET screen. Paula Dahl moved, and Rene Trujillo seconded, to remove the critical thinking component from the BC GE page in CurricUNET. |
### First Read for Oct. 21
These courses are agenized and scheduled for an October 21 “first” committee read:
- MUSC B9a Beginning Class Guitar
- MUSC B9b Intermediate Class Guitar
- MUSC B9c Advanced Class Guitar
- MUSC B10a Concert Band
- MUSC B230a Music Laboratory
- MUSC B230b Music Laboratory
- MUSC B230c Music Laboratory
- PHIL B18 History of Ancient Philosophy
- PHIL B9 Critical Thinking and Advanced Competition
- POLS B2 Comparative Government
- POLS B3 International Politics

There was discussion about the automatic CurricUNET emails related to the approval process. People would log into the system, but not be able to make comments as a Curriculum Committee member, but as a GE member. Likewise, not all courses requiring approval were listed. These problems have been relayed to the CurricUNET programmers. (Janet was aware of the approval process glitches, and sent separate emails to various committee members with a list of courses to review).

If anyone continues to experience problems, please contact Janet Fulks.

### Upcoming Training
John said the committee needs to decide whether to meet as a combined group or separately. Discussion ensued regarding upcoming meetings. Janna will work on finding meeting rooms for additional dates.

A short meeting will be held on October 21 to go over the approval queue process.

Paula Dahl moved, and Billie Jo Rice seconded, to schedule October 28 as an additional meeting to work on curriculum using the comment and approval process contingent on cancelling the November 4th meeting. Motion passed.

Qui Jimenez requested that the GE Committee meet separately. The GE Committee will meet as a separate group on October 14.

### SLO Number
This topic was not discussed.

### ADJOURNMENT
Meeting adjourned at 4:30 pm.
Curriculum Committee Notes  
October 21, 2010, Library 148


Members Absent: Barbara Braid, Paula Dahl, Carl Dean, Adie Geiser, Kathy Hairfield, Qiu Jimenez, Pat Thompson, Bernadette Towns, Kimberly Van Horne, Ann Wiederrecht

Guest: Rebecca Flores, Bonnie Suderman

<table>
<thead>
<tr>
<th>Agenda Item</th>
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</thead>
</table>
**Consent Agenda**

The following curriculum was presented for a first read:

**Performing Arts**
- MUSC B230a  Music Laboratory
- MUSC B230b  Music Laboratory
- MUSC B230c  Music Laboratory

**Philosophy**
- PHIL B9  Critical Thinking and Advanced Composition
- PHIL B18  History of Ancient Philosophy

**Physical Science**
- GEOG B1  Physical Elements of Geography
- GEOG B1L  Physical Geography Laboratory
- GEOG B2  Human Geography
- GEOG B3  Introduction to Weather and Climate

**Social Science**
- CHST B30a  Early Chicano History
- HIST B30b/CHST B30b  History of the Chicanos in the Southwest
- HIST B36  History of Native American Indians
- POLS B2  Comparative Government
- POLS B3  International Politics

Janet Fulks is collecting feedback about the curriculum and putting comments into CurricUNET. She has asked the originators to address questions; if questions are not addressed, the curriculum is removed from the approval queue. The committee looked at the feedback and saw that conflicting comments were received about SLOs; some members liked the SLOs, and some did not. There were concerns about the SLO’s for CHST B30b and HIST B30a. Nan asked if the comments regarding the SLOs for HIST B36 had been addressed. The committee looked at the SLO’s in CurricUNET, and the originators responded to the feedback by revising the SLOs. Nan suggested the idea of adding a checklist to CurricUNET advising faculty about things that affect articulation, such as UC requirements for textbook recency and number of writing assignments.

There was discussion about the feedback and the status of the feedback. A lot of the questions have been addressed in CurricUNET.

It was questioned why MUSC B230abc are identical. The State assigns a different course control number for each abc taught and sees them as individual courses. Likewise, each abc section is a separate course in Banner. Janna said that depending on how the course is scheduled, there could be another course control number and a separate banner screen for a, b, c, ab, ac, ad, etc. It just depends on how courses are scheduled, so that is why they are entered separately into CurricUNET.

Janet said the SLO assessment component will be in the SLO component module where the data will be submitted by individual faculty and by sections—not as a COR.

Rene Trujillo moved, and John Gerhold seconded, to pull HIST B30a and CHST B30b from the consent agenda in order to get further information on the COR. Motion passed.

MUSC B230abc will be pulled off the agenda for further work on linking up the evaluation with the SLO’s. John Gerhold will send the correction out.

Dawn Dobie moved, and Wally Simmons seconded, to move the
activity which would dictate that all faculty have the same assessment tool. We choose, as a district, to enter assessments in the module. This module is currently under development. Bernadette Towns and Bonnie Suderman are working on this.

remaining consent agenda curriculum forward to the next level. Motion passed.

| CurricUNET Approval Queue | The approval queue for Cerro Coso seems to be working well. A visual showing how BC’s approval queue is laid out in CurricUNET was distributed. Janet Fulks sent out an approval queue “test,” but that didn’t work because of the multi-level approval process that BC uses for approving curriculum. She spent several hours talking with CurricUNET staff about the problems with BC’s approval queue. She described the course revision approval process step by step and the glitches with the approvals. The approval queue requires people to select their role on the committee. Some people have multiple roles because they are part of the Curriculum Committee, the GE Committee, the Extended Learning Committee member, and/or the SLO Review group. Discussion ensued about subcommittee roles. Bonnie Suderman explained how the process has worked for reviewing distance education courses. The Extended Learning Committee would review DE curriculum, come to a consensus, and the results would be sent to Janna in a timely fashion for forwarding to the full Curriculum Committee. Could the committee’s decisions be entered into the DE comment component of CurricUNET?

Janet attended a statewide meeting recently, and no college had a decision making process as complicated as BC’s. Part of the complexity involves the BC curriculum process with separate distance education and general education committees. She said as a campus we need to discuss how to streamline the approval process. Wally stated that small groups function more efficiently than larger groups. John Gerhold said that if we were building a new process, we would want something that functions efficiently and maintains rigor. Janet discussed the Cerro Coso model.

Janet is going to create a "test" biology course and send it out tomorrow morning. Please allow 5 minutes to respond to the test. The email will come from system@governet.edu, which manages the emails for CurricUNET and will combine all courses for approval in a single email.

There was discussion about the automatic CurricUNET emails related to the approval process. People are logging in, but not be able to make comments as a Curriculum Committee member, but as a GE member. Likewise, not all courses requiring approval were listed. These problems have been relayed to the CurricUNET programmers. (Janet was aware of the approval process glitches, and sent separate emails to various committee members with a list of courses to review).

If anyone continues to experience problems, please contact Janet Fulks.

| ADJOURNMENT | Meeting adjourned at 4:30 pm.

: Janna Oldham
Curriculum Committee Notes  
October 28, 2010, Library 128

**Members Present:** Maritza Carlisle, John Carpenter, Paula Dahl, Mike Daniel, Dawn Dobie, Janet Duenas-Clifft, Janet Fulks, Gay Gardella, John Gerhold, Qiu Jimenez, Dan O’Connor, Leslie Reiman, Billie Jo Rice, Nick Strobel, Bernadette Towns, Rene Trujillo, Sue Vaughn, Ann Wiederrecht

**Members Absent:** Duane Anderson, Barbara Braid, Carl Dean, Stephen Eaton, Adie Geiser, Nan Gomez-Heitzeberg, Kathy Hairfield, Becky Head, Jennifer Johnson, Denise Mitchell, Jeannie Parent, Wally Simmons, Kristopher Stallworth, Jason Stratton, Pat Thompson, Kimberly Van Horne, Richard Wise

**Guest:** Jean Amazan, a community member, was present today to observe how the committee functioned.

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<thead>
<tr>
<th>Agenda Item</th>
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<tbody>
<tr>
<td>CurricUNET Training</td>
<td>Committee members were asked to bring a course outline and input four pages into CurricUNET. Janet Fulks explained how to access course outlines from public folders and log into CurricUNET. A CurricUNET link can be accessed from the BC homepage under Employee Services. Faculty should search courses and enter in their respective disciplines. In order to revise or update courses, the first step is to make a working copy of the “active” course. Active courses appear in red font and will have a copy icon next to them. Clicking on the copy icon will create a duplicate course outline, in purple font, that can be used for revising or updating curriculum. Prerequisites and advisories are separated out in CurricUNET and not included within the course description page. When course descriptions were loaded from Banner into CurricUNET, the prerequisites and advisories were included. When updating curriculum, remove prerequisites and advisories from the course description and enter those on the Conditions of Enrollment page.</td>
<td>Training occurred, and members paired up and spent time inputting curriculum and learning about the various components of CurricUNET.</td>
</tr>
<tr>
<td>ASSIST TRAINING</td>
<td>Directions for using ASSIST were distributed. The General Education page in CurricUNET is the place to document articulation. Faculty are asked to document at least 3 articulated courses. If no articulation exists, then at least 3 similar, lower-division courses should be listed. If no similar courses can be found, courses are listed as “elective credit only” in the catalog. Janna gave an overview of how to use ASSIST to search for articulated courses and similar courses. She explained how to use the BC faculty log-in instructions to conduct a quick search for articulated courses. Searching for three similar courses is a little more work and also requires looking at the course description of similar courses to determine course similarities. Janna entered a course from the consent agenda into the ASSIST menu and showed how to use the search results to complete the CSU Transfer and UC Transfer section of the GE page in CurricUNET.</td>
<td></td>
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</tbody>
</table>
| CurricUNET APPROVAL PROCESS | The CurricUNET approval queue is not working. Over the years Curriculum Committee subcommittees have been formed to look at distance education and general education separately. As a result of three separate curriculum approval layers, the approval queue is not functioning correctly, and system notifications are not flowing accordingly. In order to make the approval component of CurricUNET function properly, Janet suggested the committees function as one group during the implementation of CurricUNET. The newly structured Curriculum Committee will be comprised of members who could volunteer to become experts at specific components of curriculum within CurricUNET, including SLO’s, general education, and distance education. People will be given assignments and comment on those assignments. Committee members may review other areas if they choose, but they need to complete their special assignments at a minimum. Bernadette Towns, faculty assessment coordinator, remarked that last year an SLO Task Force comprised of 4-5 people on the Curriculum Committee were trained to look at Student Learning Outcomes. She said the committee’s goal is not to “nitpick” SLO’s. The SLO Task Force received training on what to look for with respect to SLO’s and how to set up parameters for reviewing SLO’s. The SLO Task Force will be the only group commenting on SLOs. If someone has concerns about SLO’s, please contact Bernadette.

Nick Strobel said that the GE Committee will be looking at general education SLO’s only. Copies of the GE definitions, SLO’s, and criteria were distributed. Janet said this is what we can best do as a Curriculum Committee—to look at the GE checklist and outcomes. The GE Committee is willing to help individual faculty with GE outcomes.

Janet said that most schools (including PC and CC) operate as one committee for approving curriculum. If we are going to make our approval process work, we need to rebuild the queue as one committee instead of three.

A question was raised about content review. Janet said that faculty can attach content review sheets as an attachment and that an electronic format is being created for CurricUNET.

| Curriculum Assignments | Instead of the entire committee reviewing every component of curriculum in CurricUNET, individual members will be assigned specific pages for review and comment. See curriculum assignments at end of document. | Volunteers were solicited. Janna documented the assignments and will send out the list. |
| Decision-Making Task Force/Committee Roles | Copies of committee roles for Curriculum, General Education, Assessment, Extended Learning, and IEC were distributed. The Decision-Making Task Force is asking for feedback by November 2. | The committee was asked to review the functions and send comments to Janet Fulks, who will report back to the Decision-Making Task Force. |
| Curriculum Retreat | Janet would like to express appreciation to the committee for all its hard work with CurricUNET and reviewing the large volume of curriculum to meet compliance. She is extending an invitation to the committee for a curriculum retreat and food at her home in the Tehachapi mountains. Janet will send out an invitation via a Doodle link. | There will be training about general education at the next meeting. Janet Fulks will work on configuring the approval queue. |
## Consent Agenda

The following courses were reviewed for a second reading:

**Performing Arts**
- MUSC B230a  Music Laboratory
- MUSC B230b  Music Laboratory
- MUSC B230c  Music Laboratory

**Philosophy**
- PHIL B9  Critical Thinking & Advanced Composition
- PHIL B18  History of Ancient Philosophy

**Physical Science**
- GEOG B1  Physical Elements of Geography
- GEOG B1L  Physical Geography Laboratory
- GEOG B2  Human Geography
- GEOG B3  Introduction to Weather & Climate

**Social Science**
- CHST B30a  Early Chicano History (Distance Ed. Course)
- CHST B30b  History of the Chicanos in the Southwest (Distance Ed course)
- HIST B36  History of Native American Indians
- POLS B2  Comparative Government
- POLS B3  International Politics

Questions regarding the courses removed from the consent agenda last week have been addressed. The Extended Learning Committee has reviewed courses requiring distance education.

John Gerhold moved, and Rene Trujillo seconded, to move all courses on the consent agenda forward. Note: HIST B30/CHST B30 which were removed from the consent agenda Oct. 21 were approved at this meeting.

## First Read for Oct. 28
## Second Read for Nov. 18

These courses are agenized and scheduled for an October 28 "first" committee read and a November 18 "second" read:

**Agriculture**
- AGBS B6  Agriculture Sales and Communication

**Behavioral Science**
- HMSV B5  Human Services Internship

**Biological Sciences**
- BIOL B3b  General Biology II

**Engr. & Indus. Tech.**
- ARCH B11  Design and Perspective Drawing

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**ADJOURNMENT**

Meeting adjourned at 4:30 pm.
## Curriculum and Subcommittee Assignments for Curriculum Review

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Member</th>
<th>Pages to Review</th>
<th>Considerations during review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAIN PAGE</td>
<td>Team A – Dawn Dobie, Kathy Hairfield</td>
<td>Main Page</td>
<td>Use the catalog for a quick look for any changes to the currently approved units, title, hours</td>
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<td>Team B - John Gerhold, Helen Acosta,</td>
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<td>Team A&amp;B - Janna Oldham, Mary Jane Johnson, Janet Fulks, Nan Gomez-</td>
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<td></td>
<td>Heitzeberg</td>
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<tr>
<td>2. BASIC COURSE</td>
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<td>Basic Course Information and course standards</td>
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<tr>
<td>INFORMATION</td>
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<tr>
<td>3. COURSE STANDARDS</td>
<td>Team A - Kathy Hairfield</td>
<td>Course standards and main page for any discrepancies</td>
<td>Double check entered units and hours with those in catalog – if there is a difference it needs</td>
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<td>Team B - John Gerhold</td>
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<td>to be spelled out in summary of changes of Basic Course Information. It is very important to</td>
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<td>Team A &amp; B - Janna Oldham, Mary Jane Johnson, Sue Vaughn</td>
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<td>check repeatability. Most courses are “not-repeatable” Restrictions apply for all but skills</td>
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<td>development courses – e.g. music, PE, art, theater, special studies etc. Some courses are</td>
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<td>repeatable due to state law requirements – food safety, CPR etc for updates</td>
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<td>If a fee is charged there are legal considerations and approvals. So far we have had only one</td>
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<td>(MED 69) but we need to get a copy of those requirements and approval processes.</td>
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</tbody>
</table>
| 4. **COURSE APPLICABILITY** | Team A - Janet Duenas-Clifft Leslie Reiman, Kristopher Stallworth  
Team B - Gay Gardella, Duane Anderson, Helen Acosta  
Team A&B - Janna Oldham, Barbara Braid | Check courses for their applicability to programs. Be sure that the course is connected to the programs/certificates as stated in the catalog. Any course that is CSU GE Breadth or IGETC should be checked as a liberal arts degree required course.  
IF a course is transferable or degree applicable it CANNOT be basic skills. Most basic skills courses are stand alone courses not associated with a program.  
If the course is checked as CTE – the front page needs to have SAM code A,B,C or D. |
| --- | --- | --- |
| 5. **GENERAL EDUCATION APPLICABILITY** | Team A & B - Rene Trujillo, Qiu Jimenez, Nick Strobel, Wally Simmons, Denise Mitchell, Carl Dean, Ann Wiederrecht, Pat Thompson, Dan O’Connor, Janna Oldham | Course Applicability page and General Education page including BC General Education, CSU Breadth and IGETC  
The directions for ASSIST to find comparable and transferable courses is on page 3 of this document |
| 6. **TRANSFER FOR MAJORS** (Articulation) | Team A & B - Janna Oldham, Barbara Braid | Check General Education Page at bottom  
Later will check C-ID submission  
This is on the GE applicability page currently but may be moved to the Course applicability page since it is not GE. If a course is designated as CSU transfer or UC transfer there must be a validation of this from the ASSIST website where 3 colleges (any combination of CSU and UC) courses that are equivalent will be noted under that college. This is done using [http://info.assist.org](http://info.assist.org) logging in under our BC faculty password (see instructions on the back of this document). |
SLO committee ONLY checking SLOs and concentrating on:  
- state what students will know, do, think, or feel - student oriented not instructor oriented  
- are measurable (can be observed or tested)  
- contain critical thinking |
|   | CONDITIONS OF ENROLLMENT | Team A - Janet Duenas-Cliff, Maritza Salgueiro- Carlisle, Kristopher Stallworth  
Team B - Gay Gardella, John Gerhold, Jennifer Johnson  
Team A & B - Sue Vaughn, Barbara Braid, Janna Oldham, Mary Jane Johnson | Conditions of enrollment page | Check these in conjunction with the catalog. In addition, soon all conditions of enrollment will need to fill out content review forms – but they are being developed. |
|---|--------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------|
| 9. | TOPICAL OUTLINE | Team A - Mike Daniel, Jason Stratton  
Team B - Rebecca Head, Billie Jo Rice  
Team A & B - Bernadette Towns, Dawn Dobie, Rene Trujillo, Adie Geiser | Topical outline – SLOs, methods of evaluation | This page should be complete but not too detailed. It should give some indication of the amount of time necessary for each main portion of the course. If there is a lab and lecture, it should be clear what the outline is for the lab and the amount of time spent on each lab topic. |
| 10. | METHODS OF INSTRUCTION | Team A - Maritza Salgueiro- Carlisle, John Stratton  
Team B - Beth Rodacker, Paula Dahl | Methods of Instruction and check on Topical Outline | Methods of instruction should be consistent with the SLOs and should be relevant to the ways this course is taught by any number of instructors. This is a sample of methods commonly used in the course but is neither limiting nor exhaustive. |
| 11. | OUT OF CLASS ASSIGNMENTS | Team A - Mike Daniel, Leslie Reiman,  
Team B - Beth Rodacker, Paula Dahl | Out of class assignments  
Methods of evaluation | Check first to be sure that if this is a lecture class, there is evidence of at least 2 hours of work outside of class for every hour in lecture. CSUs like to see a total of at least 10 pages in courses which are evidently writing heavy. The assignments should line up with the methods of evaluation and should be at college level with regard to rigor and vocabulary and research necessary to complete them. |
| 12. | METHODS OF EVALUATION | Team A- Jason Stratton, Janet Duenas-Cliff  
Team B – Gay Gardella, Rebecca Head, Billie Jo Rice  
Team A & B - Bernadette Towns, Dawn Dobie, Rene Trujillo, Adie Geiser, Kenward Vaughn, | Methods of Evaluation, Out of Class assignments, Possibly SLOs and Topical Outline | This page indicates some of the methods that could be used for grading but is neither exhaustive nor limiting. It may or may not be the same as the assessment methods used for SLOs. It should show alignment with the Topical outline and out of class assignments. The evaluations should be at college level with regard to rigor and vocabulary and research necessary to complete them. |
<table>
<thead>
<tr>
<th></th>
<th>TEXTS, READINGs, &amp; MATERIALS</th>
<th>Tests and Readings Outside assignments</th>
<th>These should align with the assignments. Texts should not be more that 5-6 years old unless there is a justification. Please check for proper spelling, format and completeness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>METHODS OF DELIVERY</td>
<td>Janna Oldham</td>
<td>This is a simple check to be sure it is consistent with the rest of the course.</td>
</tr>
<tr>
<td>15.</td>
<td>DISTANCE EDUCATION And INSTRUCTOR-STUDENT CONTACT</td>
<td>Team A &amp; B - Wally Simmons, Nick Strobel, Adie Geiser, Bonnie Suderman, Distance Ed addenda, Instructor-Student Contact, Topical Outline, SLOs</td>
<td>Look at the Topical outline and Student Learning outcomes pages to be sure these can be accomplished via the Distance modality. Observe for adequate contact time and units per ours of contact.</td>
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<tr>
<td>17.</td>
<td>MINIMUM QUALIFICATIONS</td>
<td>Team A – Kristopher Stallworth, Kathy Hairfield Team B – Jennifer Johnson, Duane Anderson</td>
<td>Check this, when in doubt the Minimum qualifications document is linked on the right under links – just click. These are important roles that must be indicated per title. All possible qualifications should be listed e.g. a Master’s only qualification in Ag may also need an Ag production which is a two year plus six year’s experience. Interdisciplinary courses must have clarity on whether faculty from both disciplines can teach alone e.g. Biopsychology (only Psych or only Bio?)</td>
</tr>
<tr>
<td>18.</td>
<td>Attachments</td>
<td>Whenever appropriate</td>
<td>Syllabi, assignment samples or other materials can be indicated here, but should be indicated on the page the attachment relates to.</td>
</tr>
<tr>
<td>19.</td>
<td>CODING/DATES</td>
<td>Janna Oldham, Mary Jane Johnson</td>
<td></td>
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</tbody>
</table>

Janna Oldham
**Curriculum Committee Notes**  
November 18, 2010, Collins Conference Center

**Members Present:** Maritza Carlisle, John Carpenter, Paula Dahl, Mike Daniel, Dawn Dobie, Janet Duenas-Cliff, Janet Fulks, Gay Gardella, John Gerhold, Qiu Jimenez, Dan O’Connor, Leslie Reiman, Billie Jo Rice, Nick Strobel, Bernadette Towns, Rene Trujillo, Sue Vaughn, Ann Wiederrecht

**Members Absent:** Duane Anderson, Barbara Braid, Carl Dean, Stephen Eaton, Adie Geiser, Nan Gomez-Heitzeberg, Kathy Hairfield, Becky Head, Jennifer Johnson, Denise Mitchell, Jeannie Parent, Wally Simmons, Kristopher Stallworth, Jason Stratton, Pat Thompson, Kimberly Van Horne, Richard Wise

Angela Craft acted as recorder today for Janna Oldham, who was out ill.

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<tr>
<th>Agenda Item</th>
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</table>
| CONSENT AGENDA | The following courses were presented for a October 28 First Read and a November 18 Second Read:  
Agriculture  
AGBS B6  
Biological Sciences  
BIOL B3b  
Engr. & Indus. Tech.  
ARCH B11  
Agriculture Sales and Communication  
General Biology II  
Design and Perspective Drawing | Consent agenda curriculum was approved. |
<p>| PREREQUISITES | Copies of a handout entitled, &quot;Levels of Scrutiny Required for Prerequisites/Corequisites,&quot; were distributed. Janet discussed limitations on enrollment with respect to performance and honors courses. In her discussion, she made members aware that Performance Courses was a narrative and explained that Faculty working with Faculty was an audition. Prerequisites are required for most courses. | Members discussed problems with prerequisites in Banner. Janet will do a follow up. More information would be sent out electronically to the committee. |
| CONTENT REVIEW FORM | Janet announced that this form is required and will be posted the second week of December. |  |
| KCCD EQUIVALENT COURSE LEVELS &amp; PLACEMENT TEST SCORES FOR WRITING/READING/MATH/ESL (BASIC SKILLS NON-TRANSFERABLE COURSES AND EQUIVALENCE) | Copies of the KCCD Course Levels and Placement Test Scores District wide coded by CB 21 Elements for Writing, Reading, Math, and ESL were distributed. As a district we will be able to provide credit for students placing at a particular basic skills (pre-collegiate) level regardless of where they took their placement test or basic skills course within the district. Currently CurricUNET has reading and writing levels. The wording will change to read &quot;one level prior to college&quot; which is equivalent to reading/writing level 5 &amp; 6. Levels of English, ESL, and Math prerequisites can be applied to courses. These levels will then be used to complete content review for advisories and prerequisites of basic skills course work in these areas. | Members discussed and shared comments. |</p>
<table>
<thead>
<tr>
<th><strong>GENERAL EDUCATION COURSES AND ARTICULATING CREDIT FOR COURSES AND TEST RESULTS FROM OTHER COLLEGES</strong></th>
<th>On the subject of general education approval, the committee discussed details about approval of GE by CSU and UC and that those approvals are valuable for students. The local GE is based upon SLOs. Janet shared that the Statewide Senate and the Chancellor’s Office has advised that we need to be more inclusive and not exclusive. We need to give credit where credit is due. These areas will be even more important as the CID and Model Transfer Degree process is formalized.</th>
<th>Members discussed and shared comments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THINK LIKE THE LAO</strong></td>
<td>Copies of a handout entitled, “Think Like the LAO” were distributed. A Stand-alone course is not connected to a degree or a Certificate of Achievement. Standalone courses are typically not college level. Committee members were asked if course was connected to a degree or certificate. (Some significant courses linked too many programs.</td>
<td>Committee members were encouraged to examine courses for their relevance from the perspective of the LAO and the legislature.</td>
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<tr>
<td><strong>ARTICULATION WITH 4-YEAR COLLEGES</strong></td>
<td>Janet emphasized that courses needed to include the names of three similar or articulated courses on the Course applicability/GE applicability page to validate transfer. If faculty in the disciplines find their courses are not articulated, they should request that we send the courses forward for official articulation. Without this each student must individually have their transcripts evaluated by transfer colleges. Articulation approval gives a blanket acceptance of that course for all students. This will also be affected by the CID and Model statewide transfer degree work being done.</td>
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<tr>
<td><strong>CurricUNET</strong></td>
<td>Referring to the assignment handout and clarification in the right hand column of the roles and responsibilities associated with the assignment, some members on the subcommittees were asked to explain what they do. Nick Strobel gave a presentation on how to use and navigate through the General Education page, using Biology 3B as his example. Nick provided answers to questions committee members had about presentation. Course Level S.L.O. Assessment Checklist - Bernadette discussed her handout and the resources available with the committee. She shared that WIKI is outside of BC’s campus, and also explained parts of CurriUNET’s Assessment page. Approval – Janet explained how to use “approval queue” with committee. She shared that they’ll receive a message telling them that they need to approve. Referring to assignment sheet, Janet asked the committee if they wanted to do all 133 courses or those they’ve been assigned to do between now and January 30th. They were also asked how we will get through doing 133 courses, course approval, and if they’d like to do half. Janet will follow up with Mary Jane on new courses. Approval notices will go out to department chair, dean, and Sue Vaughn. The committee agreed to approve AGBS B6, ARCH B11, and BIOL B3B.</td>
<td>Members are to examine the assigned courses and assigned specialty on the assignment sheet sent to them. Janet will send out approval emails to chairs when the curriculum is approved by the board. Course approval status can be checked at any time in CurricUNET using the visual icon.</td>
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<tr>
<td>The following curriculum was presented for a November 18 first read and a December 2 second read:</td>
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<td>AGRI B1 Ag, Environment and Society</td>
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<td>ASL B1 American Sign Language 1</td>
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<td>ASL B2 American Sign Language 2</td>
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<td>ASL B3 American Sign Language 3</td>
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<td>ASL B4 American Sign Language B4</td>
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<td>ASL B7 ASL Literature and Performance</td>
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<td>ASTR B1 Physics of the Cosmos</td>
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<td>ASTR B2 Life in the Universe</td>
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<td>BIOL B3A General Biology II</td>
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<td>BIOL B7 Environmental Biology</td>
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<td>BIOL B11 Concepts of Biology</td>
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<td>ELET B58 Advanced Programmable Logic Controllers</td>
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<td>ENGR B17L Electric Circuit Laboratory</td>
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<td>HIST B1 World History to 1500</td>
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<td>HIST 25 Introduction to Women in American History</td>
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<td>HMSV B5 Human Services Internship BC Course Revision</td>
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<td>HMSV B40 Introduction to Human Services</td>
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<td>JAPN B1 Elementary Japanese</td>
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<td>JAPN B2 Elementary Japanese</td>
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<td>POLS B12 Contemporary Issues in California State and Local Govt.</td>
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<td>RADT B2B Radiographic Anatomy and Positioning 2</td>
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<td>RADT B3A Radiographic Principles 1</td>
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<td>RADT B12 Radiobiology and Radiation Protection</td>
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<td>SPAN B1AB Elementary Spanish</td>
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<td>SPAN B2ab Elementary Spanish</td>
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<td>SPAN B4 Intermediate Spanish</td>
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<tr>
<td>SPAN B10 Spanish for Heritage/Native Speakers</td>
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<td>STDV B6 Tools for College Success</td>
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<td>WOOD B1 Intro Woodworking Technologies</td>
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<td>WOOD B2 Furniture and Cabinetmaking</td>
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<td>WOOD B5 Intermediate Cabinetmaking</td>
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<td>WOOD B65A Advanced Cabinetmaking</td>
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<tr>
<td>WOOD B65B Advanced Cabinetmaking</td>
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The following curriculum was presented for a November 18 first read and a January 27 second read:

- ANSC B1 Introduction to Animal Science
- ANSC B86 Pharmacology/Veterinary Techn
- ANSC B90 Emer Medicine, Surgery/Nursing
- ANTH B1 Physical Anthropology
- ANTH B2 Cultural Anthropology
- ANTH B3 Introduction to Archaeology
- ANTH B5 North American Indians
- ANTH B21 Special Projects/Anthropology
- ARCH B1 Introduction to Architecture and Environmental Design BC Course
- ART B01 Art Appreciation BC Course Revision
- ART B02 Drawing I
- ART B03 Drawing II
- ART B04 Two Dimensional Design
- ART B05 Three Dimensional Design
- ART B06 Acrylic Painting I
- ART B07 Acrylic PaintingII
- ART B08 Figure Drawing I
- ART B09 Figure Drawing II
- ART B10 Ceramics I
- ART B11 Ceramics II
- ART B12 Ceramics III
- ART B13 Sculpture I
- ART B14 Sculpture II
- ART B16 DigitalPhotography
- ART B17 Black and White Photography
- ART B20 Digital Art
- ART B21 Graphic Design
- ART B24 Digital Imaging
- ART B25 Typography
- ART B35 Survey of Western Art I
- ART B36 Survey of Art - Latin America
- ART B37 Survey of Western Art II
- ART B40 Digital Illustration
- ART B41 Advertising Design
- ART B46 Advanced Photography I
- ART B47 Advanced Photography II
- ART B48 Advanced Photography III
- CHDV B20 Principles and Practices
- CHDV B21 Child Growth:Birth-Adolescence
- CHDV B22 Observtn/Assessmnt-Birth/Adols
- CHDV B32 Teaching in a Diverse Society
- CHDV B36 Develop Appropriate Curriculum
- CHDV B41L Suprvsd Fld Exp/Erly Childhd Ed
CHDV B42 Child/Family and Community
CHDV B49 Child Health/Safety/Nutrition
CHEM B1B General Chemistry/Chem Analys
CNST B1 Introduction to Construction
CNST B2 Estimating and Scheduling
EDUC B24 Early Field Experience for Elementary Teachers
FORE B6 Forestry Skills
ERSC B10 Introduction to Earth Science
ERSC B10L Earth, Science, Laboratory
GEOL B10 Introduction to Geology
HIST B18 History of California
HIST B36 History of Native American Indians
INDT B10 Occupational Readiness
POLS B2 Comparative Government
POLS B3 International Politics
PSYC B1B Biological Psychology
PSYC B2 Interpersonal and Group Process Skills
PSYC B5 Elem Statistics Beh/Soc Sci
PSYC B21 Special Projects
PSYC B30 Human Sexuality
PSYC B33 Personal and Social Adjustment
PSYC B40 Child Psych and Development
RADT B2A Radiographic Anatomy and Positioning 1
RADT B3B Radiographic Principles 2 "Pending"
SOCI B1 Introduction to Sociology
SOCI B2 Problems of Modern Society
SOCI B10 Topics in Sociology
SOCI B20 Social Psychology
SOCI B21 Special Projects/Sociology
SOCI B28 Women in the World
SOCI B36 Sociology of the Chicano BC Course Revision (XREF w/CHST B36)
SOCI B45 Minority Relations
STDV B1 Educational Planning
STDV B2 Career Decision Making/Plannng
STDV B3 Career, Life, and Educ Planning
THEA B20 Survey Theatre/Entertainment
THEA B31 Introduction to Film Studies
THEA B32 Contemporary Film Studies
WELD B1A Intro Oxy Acetylene Weld/Cuttnng
WELD B1B Intro to the Welding Processes
WELD B74A Intro to GMAW & FCAW
WELD B74B Intro/GTAW (Gas Tung Arc Wldg)

ADJOURNMENT

Meeting adjourned at 4:00 pm.
**Curriculum Committee Notes**  
December 2, 2010

**Members Present:** Maritza Carlisle, John Carpenter, Mike Daniel, Dawn Dobie, Janet Fulks, John Gerhold, Nan Gomez-Heitzeberg, Rebecca Head, Qiu Jimenez, Jennifer Johnson, Denise Mitchell, Dan O'Connor, Leslie Reiman, Billie Jo Rice, Wally Simmons, Nick Strobel, Bernadette Towns, Rene Trujillo, Sue Vaughn

**Members Absent:** Duane Anderson, Barbara Braid, Paula Dahl, Carl Dean, Janet DuenasCliff, Stephen Eaton, Lisa English (SGA), Gay Gardella, Adie Geiser, Kathy Hairfield, Kristopher Stallworth, Jason Stratton, Pat Thompson, Kimberly Van Horne, Ann Wiederrecht

| Agenda Item | Discussion | Action |
The following curriculum was presented for a second review and read. All courses requiring distance education review have been approved by the Extended Learning Committee. SLO concerns and questions have been vetted through the SLO Review process, and Bernadette Towns followed up with faculty originators.

1. AGRI B1 Agriculture, Environment and Society
2. ASL B1 American Sign Language 1
3. ASL B2 American Sign Language 2
4. ASL B3 American Sign Language 3
5. ASL B4 American Sign Language
6. ASL B7 ASL Literature and Performance
7. ASTR B1 Physics of the Cosmos
8. ASTR B2 Life in the Universe
9. BIOL B3A General Biology II
10. BIOL B7 Environmental Biology
11. BIOL B11 Concepts of Biology
12. BIOL B16 General Microbiology
13. BIOL B18 Essentials/Hum Anat, Physiology
14. BIOL B20 Human Biology
15. BIOL B21 Special Projects in Biology
16. BIOL B32 Human Anatomy and Physiology I
17. BIOL B33 Human Anatomy and Physiology II
18. BIOL B34 Pathophysiology
19. CHEM B11 Introduction to General, Organic, and Biochemistry
20. ELET B58 Advanced Programmable Logic Controllers
21. ENGR B17L Electric Circuit Laboratory
22. HIST B1 World History to 1500
23. HIST 15 Middle East Civilization
24. HIST 25 Introduction to Women in American History
25. HMSV B5 Human Services Internship
26. HMSV B40 Introduction to Human Services
27. JAPN B1 Elementary Japanese
28. JAPN B2 Elementary Japanese
29. POLS B1 American Government: National, State and Local
30. POLS B12 Contemporary Issues in California State and Local Govt.
31. PSYC B1A General Psychology
32. PHYS B4A Mechanics and Wave Motion
33. PSYC B45 Behavior Modification
34. RADT B2B Radiographic Anatomy and Positioning 2
35. RADT B3A Radiographic Principles 1

John Gerholds moved, and Dawn Dobie seconded, to approve the consent curriculum pending any necessary follow-up and CurricUNET corrections.

Maritza Carlisle will follow up with Tom Moran about discrepancies within the ASL minimum qualifications.

Janet will go through all comments and feedback over the holidays to see if they have been addressed and fixed in CurricUNET and then move these courses forward to Greg Chamberlain. She and Janna will double check all the comments, and Janet will send a record to the full committee.

Wally Simmons will send Janet the final GE decisions for these courses.
| NOVEMBER 18 FIRST READ  
<table>
<thead>
<tr>
<th>JANUARY 27 SECOND READ</th>
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</table>
| The November 18 First Read/January 27 Second Read packet includes 86 courses. Janet will divide the curriculum between two member teams for review. The Art Department is revising all of their course identifiers in order to coincide with the C-ID articulation project.  
  
  Janet extended kudos to the committee as a whole for working together to review and get the curriculum through the process. As a result of curriculum review, major changes to courses have been made.  
  
  If anyone sees any problems with these courses, please email Janet. |

<table>
<thead>
<tr>
<th>COURSE OUTLINE OF RECORD</th>
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<tbody>
<tr>
<td>There are lots of glitches and formatting problems with the District Course Outline of Record. These issues are being addressed, and changes will be forthcoming soon. There will be a comprehensive outline and a public outline.</td>
</tr>
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<thead>
<tr>
<th>C-ID</th>
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<tbody>
<tr>
<td>There was discussion about some upcoming changes, resulting from the C-ID project, and how they will fit into next year’s catalog and schedule.</td>
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<tr>
<th>ASSESSMENT/PROGRAM REVIEW</th>
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<tbody>
<tr>
<td>Every SLO should be assessed within the six-year curriculum cycle. Nan said that it is critical that program review is based on curriculum review and assessment.</td>
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<tr>
<th>ADJOURNMENT</th>
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<tr>
<td>Meeting adjourned at 3:50 p.m.</td>
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:::Janna Oldham
**Curriculum Committee Notes**  
**January 27, 2011**

**Members Present:** Duane Anderson, Barbara Braid, Maritza Carlisle, John Carpenter, Mike Daniel, Dawn Dobie, Janet Fulks, Gay Gardella, John Gerhold, Kathy Hairfield, Qiu Jimenez, Jennifer Johnson, Denise Mitchell, Dan O'Connor, Leslie Reiman, Nick Strobel, Bernadette Towns, Rene Trujillo, Sue Vaughn

**Members Absent:** Paula Dahl, Carl Dean, Janet DuenasClifft, Stephen Eaton, Lisa English (SGA), Nan Gomez-Heitzeberg, Jennifer Johnson, Billie Jo Rice, Wally Simmons, Kristopher Stallworth, Jason Stratton, Pat Thompson, Kimberly Van Horne, Ann Wiederrecht

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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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</table>


CONSENT AGENDA

The following curriculum was presented for a second review and read.

1. ANSC B1 Introduction to Animal Science BC Course Revision
2. ANSC B86 Pharmacology/Veterinary Techn BC Course Revision
3. ANSC B90 Emer Medicine, Surgery/Nursing BC Course Revision
4. ANTH B1 Physical Anthropology BC Course Revision
5. ANTH B2 Cultural Anthropology BC Course Revision
6. ANTH B3 Introduction to Archaeology BC Course Revision
7. ANTH B5 North American Indians BC Course Revision
8. ANTH B21 Special Projects/Anthropology BC Course Update
9. ARCH B1 Introduction to Architecture and Environmental Design BC Course
10. ART B01 Art Appreciation BC Course Revision**
11. ART B02 Drawing I BC Course Revision
12. **ART B03 Drawing II BC New Course**
13. ART B04 Two Dimensional Design BC Course Revision
14. ART B05 Three Dimensional Design BC Course Revision
15. ART B06 Acrylic Painting I BC Course Revision
16. ART B07 Acrylic Painting II BC Course Revision
17. ART B08 Figure Drawing I BC Course Revision
18. ART B09 Figure Drawing II BC Course Revision
19. ART B10 Ceramics I BC Course Revision
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23. ART B14 Sculpture II BC Course Revision
24. ART B16 Digital Photography BC Course Revision
25. ART B17 Black and White Photography BC Course Revision
26. ART B20 Digital Art BC Course Revision
27. ART B42 Graphic Design BC Course Update (moved to Feb 10)
28. ART B24 Digital Imaging BC Course Revision
29. ART B25 Typography BC Course Revision
30. ART B35 Survey of Western Art I BC Course Revision
31. ART B36 Survey of Art - Latin America BC Course Revision
32. ART B37 Survey of Western Art II BC Course Revision
33. ART B40 Digital Illustration BC Course Revision
34. ART B41 Advertising Design BC Course Revision
35. ART B46 Advanced Photography I BC Course Revision
36. ART B47 Advanced Photography II BC Course Revision
37. ART B48 Advanced Photography III BC Course Revision
38. CHDV B20 Principles and Practices BC Course Revision

John Gerhold suggested deferring the three theatre courses for further working. Mike Daniel moved, and John Gerhold seconded to approve the consent agenda curriculum.
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<tr>
<th></th>
<th>Course Description</th>
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<tbody>
<tr>
<td>39</td>
<td>CHDV B21 Child Growth:Birth-Adolescence BC Course Revision</td>
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<td>EDUC B24 Early Field Experience for Elementary Teachers BC Course Update</td>
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<td>PSYC B40 Child Psych and Development BC Course Revision</td>
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<td>RADT B2A Radiographic Anatomy and Positioning 1 BC Course Revision</td>
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<td>65</td>
<td>RADT B3B Radiographic Principles 2 BC Course Revision</td>
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<td>SOCI B1 Introduction to Sociology BC Course Update</td>
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<td>67</td>
<td>SOCI B2 Problems of Modern Society BC Course Update</td>
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<tr>
<td>68</td>
<td>SOCI B10 Topics in Sociology BC Course Deletion</td>
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<td>69</td>
<td>SOCI B20 Social Psychology BC Course Revision</td>
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<td>76</td>
<td>STDV B3 Career, Life, and Educ Planning BC Course Update</td>
</tr>
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<td>77</td>
<td>THEA B20 Survey Theatre/Entertainment BC Course Revision</td>
</tr>
<tr>
<td>78</td>
<td>THEA B31 Introduction to Film Studies BC Course Revision</td>
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<td>79</td>
<td>THEA B32 Contemporary Film Studies BC Course Revision</td>
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<td>80</td>
<td>WELD B1A Intro Oxy Acetylene Weld/Cutting BC Course Revision</td>
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<tr>
<td>81</td>
<td>WELD B1B Intro to the Welding Processes BC Course Revision</td>
</tr>
<tr>
<td>82</td>
<td>WELD B74A Intro to GMAW &amp; FCAW BC Course Update</td>
</tr>
<tr>
<td>83</td>
<td>WELD B74B Intro/GTAW (Gas Tung Arc Wldg) BC Course Revision</td>
</tr>
</tbody>
</table>
Janet explained that several additional courses were added to the second grouping of curriculum bringing the total number to 80 courses for the next meeting. Because many of the music courses have an “abcd” component, it was imperative that all components match. Some components were changed that affected the spring schedule so now the remaining components must be changed so they will correspond with the fall schedule. Likewise, the Automotive Advisory Board has requested the department offer a new state certificate, so automotive courses required immediate update.

1. ARCH B6 Materials of Construction
2. ARCH B12 Design Drawing / Color
3. ARCH B16 Digital Tool/Graphics Commun
4. ARCH B21 Arch Design Fundamentals I
5. ARCH B33 Architectural Computer Pract
6. ARCH B34 Residential BIM
7. ART B29 Special Studies in Art
8. ART B42 Graphic Design BC Course Update
9. ASL B6 American Deaf Culture
10. ASTR B3 Solar System
11. AUTO B14 Auto Tune-Up: Electrical/Ignition/Accessories
12. AUTO B15 Auto Tune-up: Fuel Systems and Emission Controls
13. AUTO B59 Automotive Air Conditioning
14. AUTO B64 Automotive Electricity and Electronics
15. AUTO B65 Basic & Enhanced Area Clean Air Care Course
16. CHEM B1a General Chemistry I
17. COMM B1 Public Speaking
18. COMS B5 Introduction to Microcomputer Applications Using Microsoft Office
19. CNST B1 Introduction to Construction BC Course Revision (moved to Feb 10)
20. CNST B2 Estimating and Scheduling BC Course Revision (moved to Feb 10)
21. CNST B3A Plumbing/Residential Cnstr
22. CNST B3B Electrical/Residential Cnstr
23. CNST B50A Residential Construction
24. CNST B50B Residential Construction
25. ELET B5 Programmable Logic Controllers
26. FORE B6 Forestry Skills
27. GEOL B10L Introduction to Geology Laboratory
28. GEOL B11 Historical Geology
29. GEOL B11L Historical Geology Laboratory
30. HIST B2 History of World Since 1500
31. JRNL B1 Media and Society
32. JRNL B2 Beginning Reporting
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<td>Press Photography</td>
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<td>Newspaper Production/Reporters</td>
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<td>JRNL B27e</td>
<td>Newspaper Production/Photographers</td>
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<td>MFGT B1</td>
<td>Machine Tool Processes</td>
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<td>MFGT B2</td>
<td>CNC Lathe Programming &amp; Operation</td>
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<td>CNC Mill Programming</td>
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<td>MUSC B9a</td>
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<td>Concepts/Applications/Music/Tech</td>
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<td>Beginning Ornamental Floral Design</td>
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<td>WELD B53B</td>
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<td>WELD B54A</td>
<td>Blueprint Reading, Wldrs/Mach</td>
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<td>69</td>
<td>WELD B55A</td>
<td>Structural Plate Certification</td>
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<td>70</td>
<td>WELD B55B</td>
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<td>WELD B55C</td>
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<td>ASME Pipe Certification</td>
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<td>73.</td>
<td>WELD B55E API/Related Certification Tests</td>
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<td>74.</td>
<td>WELD B55F API/Related Certification Tests</td>
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<tr>
<td>UPDATE ON CURRICUNET</td>
<td>Major page formatting changes were made in CurricUNET. The reformatting caused links to break resulting in loss of information that had already been launched and reviewed. Janet went over the changes. The changes include a rationale box, moving grading to the basic information page, changing the program applicability page and addition of a SCANS form, and content review. CTE &amp; SCANS. Janet explained that CTE (career technical education) courses are identified in the catalog as occupational education. A SCANS (Secretary’s Commission on Achieving Necessary Skills) form must be completed for all CTE courses. When CTE is checked, the SCANS form will appear. The SCANS form is required by the Federal government in order to identify to what extent workplace skill competencies are being met in occupational courses. Prerequisites &amp; Advisories. The conditions of enrollment page now includes a content review form. Statistical studies done previously can be copied or new information can be written. Program page. The program section of the catalog will soon be loaded into CurricUNET. Janet explained the difference between a required course and an elective. Required courses are one of several courses from which a student must choose in order to complete a required number of units. An elective is an additional course that is recommended or suggested to students, but which does not fulfill any requirements for units. The Liberal Arts Degree includes completion of either the IGETC and CSU Breadth courses and at least 18 units from lower division major preparation for the major at the 4-year level. The Liberal “Studies” Degree was developed in conjunction with CSUB for students planning to obtain a multiple subjects teaching credential. GE page. After January 31 all general education courses (BC GE, IGETC, CSU Breadth) will be checked automatically on the GE page in CurricUNET. If someone is requesting approval for general education, they will need to put it in writing in the rationale box. Transfer. Three articulated courses (either CSU or UC) should be documented on the GE page. If three courses cannot be found, then use the Search feature in ASSIST to find at least three similar lower-division courses. Otherwise, the course should be listed in the catalog as “elective credit only.” In order to designate a course as “transfer,” it is imperative that the status be valid so that students will receive credit when they transfer. When the CurricUNET changes are finalized, Janet plans to write a handbook. Janet showed the committee how to use ASSIST.org to look for articulation agreements and to search for similar courses.</td>
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<tr>
<td>STATUS OF NOVEMBER &amp; DECEMBER COURSES</td>
<td>A listing of courses approved by the committee in October, November, and December was distributed.</td>
<td>These courses have been sent to Educational Services for the February 10 Board meeting.</td>
</tr>
<tr>
<td>DISCUSSION ON MULTICULTURAL REQUIREMENT</td>
<td>Copies of the multicultural requirement were distributed. Janet read the definition. The requirement requires the study of at least a minimum of three ethnic groups from either American or world cultures. She asked about the process for determining a MC course and the rationale for requiring three cultures. There are no guidelines at the State level with respect to number of cultures to be studied, and it benefits our students the more courses that available for them from which to choose. Should we reconsider the requirement? There was discussion. Nick Strobel said that the General Education Committee reviews and makes determinations about MC courses. The requirement of three cultures has been around for a long time, and he didn’t know when the decision had been made. There was discussion, and general agreement that the requirement should stay with the minimum of three ethnic groups as it is beneficial students to study nonwestern cultures. The topical outline should support whether a course meets the MC requirement.</td>
<td>Janet will craft language regarding the multicultural requirement and bring it to the next meeting.</td>
</tr>
<tr>
<td>APPROVAL QUEUE</td>
<td>Janet explained that as a result of the format update, many courses were erased from the approval queue. She asked the committee if there were any concerns about the courses. She will not forward any courses to Nan Gomez-Heitzeberg until all issues have been addressed. People assigned to look at TOP and SAM codes should compare what is being keyed into CurricUNET with codes in Banner.</td>
<td>Janet will send the next set of 70 courses through the queue. The committee will be split into two teams for curriculum review.</td>
</tr>
<tr>
<td>ADJOURNMENT</td>
<td>The next meeting is February 10 Collins Conference Center.</td>
<td>Meeting adjourned at 4:15 p.m.</td>
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:Janna Oldham
Curriculum Committee Notes
February 10, 2011

Members Present: Duane Anderson, Mike Daniel, Dawn Dobie, Janet Duenas-Cliff, Stephen Eaton, Lisa English (SGA), Janet Fulks, John Gerhold, Nan Gomez-Heitzeberg, Sue Granger-Dickson, Becky Head, Jennifer Johnson, Dan O'Connor, Elizabeth Rodacker, Kris Stallworth, Jason Stratton, Nick Strobel, Sue Vaughn

Members Absent: Barbara Braid, John Carpenter, Maritza Carlisle, Paula Dahl, Carl Dean, Gay Gardella, Kathy Hairfield, Qiu Jimenez, Denise Mitchell, Leslie Reiman, Billie Jo Rice, Jason Stratton, Bernadette Towns, Rene Trujillo, Ann Wiederrecht

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<tr>
<td>MINUTES</td>
<td>The minutes of January 27 were sent out for review.</td>
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</tbody>
</table>
The following curriculum was presented for a second review and read.

1. ARCH B6 Materials of Construction
2. ARCH B12 Design Drawing / Color
3. ARCH B16 Digital Tool/Graphics Communctn
4. ARCH B21 Arch Design Fundamentals I
5. ARCH B33 Architectural Computer Pract
6. ARCH B34 Residential BIM
7. ART B29 Special Studies in Art
8. ART B42 Graphic Design BC Course Update
9. ASL B6 American Deaf Culture
10. ASTR B3 Solar System
11. AUTO B14 Auto Tune-Up: Electrical/Ignition/Accessories
12. AUTO B15 Auto Tune-up: Fuel Systems and Emission Controls
13. AUTO B59 Automotive Air Conditioning
14. AUTO B64 Automotive Electricity and Electronics
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16. CHEM B1a General Chemistry I
17. COMM B1 Public Speaking
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19. CNST B1 Introduction to Construction BC Course Revision (moved to Feb 10)
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26. FORE B6 Forestry Skills
27. GEOL B10L Introduction to Geology Laboratory
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<td>JRNL B15 Press Photography</td>
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<td>MUSC B9a Beginning Class Guitar</td>
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<td>44.</td>
<td>MUSC B10b Concert Band</td>
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<td>45.</td>
<td>MUSC B10c Concert Band</td>
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72. WELD B55D ASME Pipe Certification  
73. WELD B55E API/Related Certificate Tests  
74. WELD B55F API/Related Certificate Tests

Janet explained various problems with the approval queue, which has resulted in several courses getting stuck and preventing them from moving to the review level. In addition, some courses were sent back to the originator due to incomplete sections, and she has been working with people to complete the curriculum. The Board summary for the March 10 Board meeting is due next Monday, and some of these courses are tied to the new Transfer Degrees. Janet may remove some courses from the list if she does not get a response back from the originator.

Janet asked for volunteers to review several courses that were “stuck in the queue” between now and Monday, so they can be submitted to the Board for the fall catalog. Dawn Dobie, Sue Vaughn, and Jennifer Johnson volunteered to review these courses.

Dawn Dobie moved, and Lisa English seconded, to approve and move forward all courses that completed their outlines and responded to comments and questions. Motion passed. Janet will send out the list of fifteen courses requiring immediate review.

The current CurricUNET upload now includes content review. The CB 21 Student Learning Outcomes for Basic Skills Writing, Reading, and Math were distributed. Reading Level 5, English Level 5, and MATH BD are equivalent to “1 Level Prior to Transfer.” These will be posted in CurricUNET for faculty to use when determining advisories and prerequisites. Sue Vaughn stated that a subcommittee met last year and revised the guidelines for determining prerequisites and advisories for reading, writing and math. The content review skills correspond to our placement levels and cut-off scores. She noted the CB 21 language is different and stressed the importance of consistency. Janet stated that the CB 21 SLO’s were leveled statewide, and these SLO’s were agreed on by the faculty chairs within the District. Janet responded to questions about the CB21, which is the Course Basic code for any course that is not college level. Dawn requested that BC’s corresponding English levels be posted with the CB 21 listing. Concern was raised that the district wide outcomes [approved by the District Curriculum Chairs] did not quite mesh with the Course Levels and Cut-off Scores chart put together by the District Student Services Committee represented by the VP’s, Deans, Counselors, and Matriculation Coordinators from all three colleges for use in determining prerequisites entered into Banner.

Janet is working with CurricUNET to address the visibility issue with the content review documents. The idea of having a training session when the content review component was fixed in CurricUNET was suggested.
<table>
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<tr>
<th>MULTICULTURAL REQUIREMENT</th>
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<td>Copies of a revised multicultural definition were distributed: “Bakersfield College requires students to take courses that are inclusive of multicultural perspectives found in American and global society. This requirement may be satisfied through studying either American ethnic groups or world cultures. Courses meeting the American Ethnic Groups and Subgroups requirement should include the study of a minimum of three ethnic groups, at least two groups from non-European origin. Courses meeting the World Cultures requirement should include the study of a minimum of three different world cultures, at least one of which is not solely based in western civilization. Multicultural graduation requirement have student learning outcomes and topical outlines that evidence the study of a minimum of three diverse cultural groups. Every attempt should be made to include western and non-western cultures.” The new definition is taken out of CSU Breadth language. Sample SLO’s and topical outlines for two BC courses were used as examples to illustrate how to look for evidence in the course outline that would justify whether a course would qualify for the multicultural requirement. There may be courses at BC which fit the multicultural requirement, but the department has not requested a review.</td>
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<th>RENUMBERING OF ART COURSES</th>
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<td>The Art Department is renumbering the majority of their courses to make it easier for students. Copies of the numbering changes were distributed.</td>
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Nick Strobel is working on the definition with the GE Committee, and this will be discussed again at the next meeting. Dawn suggested the multicultural requirement and definitions be added as a box in CurricUNET.

This will require a lot of work relating to articulation and the State Chancellor’s Office.
Copies of a proposal to the Academic Senate to restructure the Curriculum and the General Education Committee were distributed. Janet summarized the proposal. Given the pressure from the legislature to expedite student transfer, it is crucial that local GE coursework is aligned with CSU and UC coursework. In some instances, BC courses have been denied local GE that are already approved for CSU breadth or IGETC. A huge portion of BC students take BC GE courses. She explained that CurricUNET does not accommodate a separate approval process for a separate committee, and that no other school in the state has a subcommittee for GE. Some departments do not request GE for courses that appear to fit the GE pattern. Likewise, people have noticed in ASSIST that their course is a GE course at other colleges, but not at BC. Janet asked the Academic Senate Executive Board (EB) for direction in improving the process, and the EB suggested she develop a proposal. The proposal calls for restructuring the current GE Committee as a permanent part of the Curriculum Committee, without a separate approval process and continue integrated training and review for local GE, CSU Breadth and IGETC (and other graduation requirements). The proposal will be voted on at the next Academic Senate meeting. There was discussion. John Gerhold said there were issues with SLO’s in the past that delayed the approval process and caused courses to bounce back and forth, get stuck in feedback, resulting in courses not being approved for GE. He is in favor of streamlining the process. Jennifer Johnson said the Curriculum Committee should defer to GE Committee feedback and suggested working to make the GE layer not as cumbersome. She said that she is not happy with the rapidity of the volume of curriculum, and the GE Committee is the subcommittee that the Curriculum Committee defers to for general education courses.

Sue Granger-Dickson stated there is room for improvement. The State is pushing for more students to transfer and earn certificates. If we want to see more students succeed, we need to simplify the process and make it easier for students to move through our college and transfer. Dawn Dobie said that today is not the day to be voting on this issue. She concurs with the views expressed and acknowledges we need to make things simpler for students. Dawn also expressed concern about the large volume of curriculum coming through for review.

Nan said that the GE Committee was given a specific charge a few years ago, and they are doing it. Then CurricUNET was implemented along with a volume of courses with deadlines, problems with the software, and SB 1440 mandates. If we had the time to
engage and have the discussion, we wouldn’t be at this kind of crossroads; what do we need to do right now or in the next couple of months? What do we think the charge needs to be on behalf of our students? Dawn pointed out that a large percentage of BC students do not go on to a four-year school, but are here just for a degree or a certificate. Does the GE or IGETC fill in the gap, or do BC GE requirements fill in the gap for students not interested in transferring? Sue Granger-Dickson stated that 800 students transfer, the majority with Liberal Arts. Some students take 70-80 units, some of which do not transfer, or they have not fulfilled the entire GE pattern. She advises students to follow one of the GE transfer patterns. BC has a multicultural requirement and the lifelong learning, including a PE class. She believes some serious faculty work (from a diverse group) needs to occur in order to decide what best serves students. She questioned the importance of the multicultural requirement for students not planning to transfer; should we give students two choices

Nick Strobel joined the committee after the GE Committee had concluded its meeting. He said that the GE Committee looked at courses appropriate for GE, and most of them were approved. They looked at the art lab courses, and suggested a modification to the multicultural definition. He read the suggested change. The rest seemed to be okay.

**DELETED COURSES**

A list of courses to be deleted was distributed. The committee was asked to review the list and note any additional courses that should be deleted.

**INDEPENDENT STUDY COURSES**

Copies of proposed Board Policy regarding independent study courses were distributed. BC has several independent study courses. Janet said the courses are not connected to a program, and she thinks the KCCD Board is under the impression that these courses result in students tutoring other students. She has done a lot of research regarding the tutoring issue. No instructor receives pay for these courses. These courses are for a small number of students in order to conduct research for transfer or for a graduation requirement. The Academic Senate is reviewing the proposal and suggesting the language be clarified in a couple of areas.

Nan noted that the course descriptions for some independent study courses includes tutoring. Is that part of our mission to them to be teachers? She believes that this is more like a capstone course. Sue Vaughn said that independent study is also an attendance method, and most of our online courses are taught by the independent method.

Janet said that the GE Committee is discussing the proposal today, and she will share their summary with the full committee. She will also discuss this with the Senate EB next week and bring this back again.

Janet will contact Becki Whitson about whether to delete the gerontology courses. Send comments to Janet as soon as possible.

The committee was asked to share the proposal with faculty in their area who teach independent study courses. Janet would like to attach a letter describing these courses with the proposal.
| ADJOURNMENT | The committee will meet again on March 10th at 2:30 p.m. in the Collins Conference Center. | Meeting adjourned at 4:15 p.m. |

:Janna Oldham
Curriculum Committee Notes
March 10, 2011

Members Present: Barbara Braid, John Carpenter, Mike Daniel, Carl Dean, Dawn Dobie, Janet Duenas-Cliff, Stephen Eaton, Janet Fulks, Gay Gardella, Nan Gomez-Heitzeberg, Sue Granger-Dickson, Kathy Hairfield, Qiu Jimenez, Jennifer Johnson, Denise Mitchell, Dan O’Connor, Leslie Reiman, Nick Strobel, Bernadette Towns, Sue Vaughn


Guests: Brian Rathfelder (SGA), Sean Hill (SGA), Loren Errea (interning in Student Services)

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<td>MINUTES</td>
<td>Sue Vaughn made a correction to the minutes on page 3 &amp; 4, which was sent to the committee. It was noted that Kris Stallworth volunteered at the last meeting to handle the CSUB online advising with “emergency” curriculum review.</td>
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<td>Loren Errea, who is in a Master’s Program in Counseling at CSUB was invited to attend today’s meeting. Loren is currently interning in the Student Services area at BC.</td>
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## Curriculum Committee Notes
March 24, 2011

**Members Present:** Duane Anderson, John Carpenter, Paula Dahl, Mike Daniel, Carl Dean, Dawn Dobie, Lisa English (SGA), Janet Fulks, Nan Gomez-Heitzeberg, Sue Granger-Dickson, Kathy Hairfield, Qiu Jimenez, Jennifer Johnson, Denise Mitchell, Dan O’Connor, Leslie Reiman, Elizabeth Rodacker, Nick Strobel, Bernadette Towns, Sue Vaughn

**Members Absent:** Barbara Braid, Maritza Carlisle, Janet Duenas-Cliffit, Stephen Eaton, Gay Gardella, John Gerhold, Becky Head, Billie Jo Rice, Kris Stallworth, Jason Stratton, Rene Trujillo, Ann Wiederrecht

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<td>MINUTES</td>
<td>A minor correction was made to the March 10 minutes on page 3, Architecture Degree.</td>
<td>The corrected copy will be posted to the public folder. Kathy Hairfield moved, and Mike Daniel seconded, to approve the minutes as corrected.</td>
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| CONSENT AGENDA | 1. ANTH B21 Special Projects/Anthropology  
2. ARCH B21 Arch Design Fundamentals I  
3. ARCH B22 Arch Design Fundamentals II  
4. ARCH B55 Building Codes  
5. ARCH B56 Building and Related Codes  
6. AUTO B3 Fundamentals of Automotive Management & Services (new course)  
7. NUTR B10 Elementary Nutrition  
8. SOCI B21 Special Projects/Sociology  
9. PSYCH B21 Special Projects/Psychology  
Janet discussed the ongoing problems with the approval queue and loose ends with some of the courses that need follow-up.  
Courses to be deleted: ARCH B31 Architectural Practice  
ARCH B32 Architectural Computer Graphics  
CHDV B41L Supervised Field Experience in Early Childhood Education  
PHED B3adw Adaptive PE, Wheelchair | Due to the SLO’s not showing up in CurricUNET, ARCH B55 and ARCH B56 were removed from the consent agenda.  
NUTR B10 will be discussed separately.  
Mike Daniel moved, and John Gerhold seconded, to approve the consent agenda courses. These will be forwarded for the April Board meeting. |
| **NUTRITION B10** | The NUTR B10 course used to satisfy the Natural Science (B.1) category of BC General Education courses under the old 9 category pattern. When the course came up for curriculum review, it was re-evaluated to the new 5 category pattern and removed from B.1 and placed in E- Lifelong Understanding and Self-Development. It is also approved for the corresponding CSU category E. The department is requesting the committee reconsider the course for the science category. A lengthy discussion ensued, and arguments were made for and against placing it in the science category. Although some of the SLO’s fit the science SLO, a lot of the same content is covered in HLED B.1, and it would be a “stretch” to call Health a science course. Nick researched other nutrition courses in ASSIST. It is a mixed bag at the community colleges. One course had an area B prerequisite. Another school’s nutrition course was IGETC certified; however, the course required prerequisites of chemistry and anatomy and physiology and was taught in the Biology Department. | After further discussion, a straw poll vote was taken. The majority agreed that NUTR B10 should remain in the BC GE category E. Bernadette Towns will follow up with Leah Carter. Paul Dahl moved, and Qui Jimenez seconded, to approve NUTR B10. Motion passed. |
| **MULTICULTURAL REQUIREMENT** | The committee has been discussing revisions to the multicultural requirement. Janet provided copies of the current language and three suggested proposals, including email feedback. One suggestion was to include the study of subcultures of the U.S. or world. There was discussion regarding the use of subculture. It was agreed that multicultural courses should provide a broad experience for students. | Janet Fulks will finalize the additional suggestions and send out a final proposal for voting next time. |
| **ASSESSMENT WORKSHOP** | Bernadette Towns announced that a series of Assessment Workshops will be held next week from 1-2:00 p.m. in Levinson 40. | Students who know their Student Learning Outcomes will be rewarded with a slice of pizza. |
| **CURRICULUM COMMITTEE RESTRUCTURE PROPOSAL** | Copies of a proposal to restructure the Curriculum Committee were distributed. The restructure proposed either 1) combine the General Education Committee(GE) with the Curriculum Committee (CC) as one large committee and have everyone read everything and comment on everything, including GE applicability, 2) Create an internal GE subcommittee of experts within the CC, including GE applicability, 3) Create co-chairs—both faculty with reassigned time (.200 each). The proposal includes a list of duties showing how the work would be divided between each chair. Janet also made a proposal to the District for additional reassigned time to finalize the CurricUNET implementation and coordinate CurricUNET-related work district wide. There was a lengthy discussion. Comments included setting a limit on the amount of curriculum to be reviewed next year, having a calendar with timelines/deadlines, creating staggered terms for the co-chairs with the idea of the outgoing chair training an incoming chair. The Vice-President would no longer act as co-chair, but would continue serving on the committee in an administrative role. | Janet conducted a straw poll, and the majority vote went with proposal #3: Create co-chairs, both faculty, with reassigned time. Janet will develop a Survey Monkey for further input and clarify the GE component. |
**PROGRAMS**

Copies of program development criteria as outlined in the State Chancellor’s Office Program and Course Approval Handbook were distributed. The five criteria for evaluating a new program proposal are 1) Appropriateness to Mission, 2) Need, 3) Curriculum standards, 4) Adequate resources, 5) Compliance. Janet explained that the committee should reference this handbook when reviewing new program proposals. The chairs will be entering their programs into CurricUNET, and programs will be coming through the CurricUNET queue next week. Questions to consider when reviewing a program were provided for the committee.

Training for BC chairs on program submission will be held March 28 and March 29. The BC Biology AS was provided as a sample as to what the program page looks like after being entered in CurricUNET.

**TMC’s -**

Copies of the Transfer Model Curriculum templates for Communication, Psychology, and Sociology were distributed. Sue Vaughn stated that the vast majority of degrees are earned for Liberal Arts, and that we should be thinking about a Liberal Arts Degree with an emphasis. Janet responded that discussions are taking place statewide with respect to a Liberal Arts Transfer Degree.

COMM B10, Leadership and Communication, is included on List C for the transfer degree. This is not a transferable course—should we exclude it from the proposal? There was discussion. Although the State Academic Senate negotiated that one non-transfer course could be included, there was consensus that COMM B10 should be replaced by a transfer-level course such as PSYC B1a or SOCI B1. Sue Granger-Dickson stressed the importance of maintaining a good relationship with CSUB and suggested the department remove it.

It was moved and seconded that the Psychology, Sociology, and Communication Transfer Degrees be moved forward with the stipulation that COMM B10 be removed from the COMM AA-T proposal. Motion passed.

**JOB SKILL CERTIFICATES**

George Canady submitted two new Job Skills Certificate proposals: Automotive Heating, Ventilation & Air Conditioning (HVAC) for 14 units and Basic and Advanced Clean Air Car Course for 14 units. Copies of the approval form, a letter from the BC Auto Advisory, and other back-up documentation have been provided. Janet suggested that in lieu of Job Skills Certificates that these be approved as low-unit Certificates of Achievement that would print on student transcripts.

Duane Anderson moved, and Mike Daniel seconded to approve the Job Skills Certificate proposals as Certificates of Achievement. Motion passed. Janet will prepare the COA paperwork.

**ADJOURNMENT**

The next meeting is scheduled for April 7 in the Collins Conference Center.

Meeting adjourned at 4:10 p.m.

:Janna Oldham
**Curriculum Committee Notes**  
April 7, 2011, Collins Conference Center

**Members Present:** Duane Anderson, Paul Dahl, Mike Daniel, Carl Dean, Dawn Dobie, Janet Duenas-Clifft, Stephen Eaton, Lisa English (SGA), Janet Fulks, Gay Gardella, John Gerhold, Nan Gomez-Heitzeberg, Sue Granger-Dickson, Rebecca Head, Qiu Jimenez, Jennifer Johnson, Denise Mitchell, Dan O’Connor, Leslie Reiman, Elizabeth Rodacker, Billie Jo Rice, Kristopher Stallworth, Nick Strobel, Sue Vaughn

**Members Absent:** Barbara Braid, Maritza Carlisle, John Carpenter, Kathy Hairfield, Jennifer Johnson, Billie Jo Rice, Jason Stratton, Bernadette Towns, Rene Trujillo

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| **CONSENT AGENDA** | The following courses were deleted:  
ANTH B21abcd, Special Projects (course is being replaced by ANTH B21)  
AUTO B64a, Automotive Electricity (course is being replaced by AUTO B64)  
AUTO B64b, Advanced Automotive Electronics (course is being replaced by AUTO B64)  
AUTO B65a, Advanced Automotive Performance & Emissions (course is being replaced by AUTO B61)  
AUTO B65b, Enhanced Area Clean Air Car Course (course is being replaced by AUTO B61)  
CHDV B41L, Supervised Field Experience in Early Childhood Education (lab course is being folded into lecture course for 4 units)  
MFGT B1a, Machine Tool Processes (course is combining into MFGT B1ab)  
MFGT B1b, Machine Tool Processes (course is combining into MFGT B1ab)  
RADT B9b, Principles of Mammography (course has not been taught in years)  
RADT B9c, Principles of Angiography (curriculum for this course will be merged into RADT B2c next fall. Spring 2011 is the last time this course will be offered)  
SPAN B2a, Elementary Spanish (SPAN B2ab for 5 units will be maintained. Only deleting the individual 2.5 units course in order to maintain IGETC certification which requires 3 unit minimums.  
SPAN B2b, Elementary Spanish (SPAN B2ab for 5 units will be maintained. Only deleting the individual 2.5 units course in order to maintain IGETC certification which requires 3 unit minimums. | Consent agenda approved. |
<p>| SURVEY RESULTS FOR CURRICULUM COMMITTEE RESTRUCTURE, MULTICULTURAL REQUIREMENT AND BUDGET CRITERIA | The majority responding to the survey regarding the committee restructure favored an internal GE subcommittee of experts within the CC and limiting GE comments and suggestions to a small well-trained group. Janet has combined the Curriculum, General Education, and Extended Learning Committees as one group in the CurricUNET approval queue. The majority voted in favor of two faculty co-chairs with reassigned time and definitive roles. The idea of having a co-chair elect, a co-chair, and an exiting chair was suggested. Janet went over the budget criteria comments briefly. The criteria feedback will be sent to the Budget Impact Subcommittee. | Nick Strobel will talk to the GE component of the CC in an effort to identify a group of GE experts. Planning and workload for next year will be an agenda item for the next CC meeting. Janet asked the committee to look at the co-chair duties again and send her feedback. The curriculum change boxes have been reinstated in CurricUNET. Content review can now be viewed, but the format needs improvement. |
| PROGRAM REVIEW INPUT | The IEC Committee is asking for input to the Program Review Process (PRP) Curriculum review is an integral part of the PRP. Janet said that the bulk of the work done this year was to accommodate departments which would be going through program review next semester. The idea of linking budget to an annual program review is being discussed and every six years a larger group would review the integration. It was suggested that there ought to be a way to continue the curriculum review independent of the program review. The committee provided feedback to Janet. | Details need to be worked out. Janet will share the committee’s feedback with IEC. |
| BIOLOGY DEPARTMENT STATEMENT ABOUT LOCAL REQUIREMENTS | In response to President Chamberlain’s challenge to “get students out of BC” by removing barriers, the Biology Department is proposing that content covered in BIOL B18 or BIOL B32 or BIOL B33 fulfill the Health Requirement for graduation. Leslie Reiman explained that the department is proposing to make it easier for students to get their degree and move on. Nursing students take a lot of biology courses, and those courses cover the same material but in greater depth. She distributed copies of the HLED B1 SLO’s, course content, and the Biology SLO’s and course content. There was a lot of discussion back and forth with respect to content taught in Health and content taught in Biology and the SLO’s. Dan cautioned about designing our courses to meet as many things as possible. | John Gerhold moved, and Gay Gardella seconded, that the Biology Department’s request be approved based on today’s discussion. The motion died for lack of a vote. Carl Dean moved that the request to make the biology courses meet the Health requirement be denied. Leslie will take the discussion back to the department. |</p>
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<th>C-ID DESCRIPTORS</th>
<th>Janet announced that Sue Granger-Dickson has been appointed as the Articulation Officer. Sue has been submitting course outlines for review and assignment of a C-ID number for the new transfer degrees. C-ID is a course identification numbering system to increase articulation. The State Chancellor’s Office held a webinar on the transfer degrees. Initially a non-transfer level course could be part of the TMC List C requirements. However, discussion during the webinar indicated that in order for colleges to maintain agreements with the CSU’s, they had to get stricter. The Curriculum Committee approved the COMM AA-T with the stipulation that COMM B10 be removed from the TMC template. However, the department asked that it be maintained as part of the degree proposal. Janet asked if the committee was okay with her making minor changes to the COMM template in the event some of the courses don’t meet the requirements. Janet said that COMM B10 was replaced by COMM B9. The department was adamant that only communication courses be part of the degree. She asked for direction in the event that adjustments need to be made to the degree proposal during the summer? It was suggested that the Communication Department develop a back-up plan to address questions from the State Chancellor’s Office.</th>
<th>John Gerhold moved retroactive approval for those degrees. Motion seconded and approved. Janet will advise A. Todd to come up with a back-up plan for the next meeting.</th>
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<td>UPDATING DEGREES AND CERTIFICATES</td>
<td>The chairs are updating their programs by putting them into CurricUNET and making changes. Janet drafted a TMC approval process that all three colleges could use as procedure.</td>
<td>Send additional feedback regarding the TMC approval process to Janet.</td>
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<td>AUTO JOB SKILLS CERTIFICATES</td>
<td>At the last meeting the committee voted to approve the two Auto Job Skills Certificate proposals as Certificates of Achievement. Janet said that we cannot submit those as COA’s until the appropriate State paperwork has been completed.</td>
<td>Mike Daniel moved, and Steve Eaton seconded, to approve the Auto Job Skills Certificates as submitted. Motion passed.</td>
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<td>ADJOURNMENT</td>
<td>The next meeting will be on May 5 at 2:30 p.m.</td>
<td>Meeting adjourned at 4:00 p.m.</td>
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