

Curriculum Advisory Committee Minutes

January 14, 2019 Meeting begins 3:00 p.m. – Room A -218C

Members: Randy Bublitz (Chair-CTE), Kathy O'Connor (Vice Chair- PE/ Athletics), Dolores Howard (ESL/ Modern Languages), Cathy Schermer (Health and Human Services), Ignacio Alarcon (Mathematics), Matthew Kay (Sciences), Ruth Morales (Social sciences), Laura Castro (Education Support, Articulation), Lisa Schwarberg (articulation liaison), Kenley Neufeld (Admin Rep), Sally Chuah (non-voting member/resource), Kaylene Thomas (Curriculum Coordinator/non voting member)

Absent: Julie Brown (Business), Sandy Starkey (English), Armando Ramos (Fine Arts/ School of Media Arts), Laurie Vasquez (non-voting member/resource),

1.0 CALL TO ORDER

1.1 Public Comment

Comments are limited to three minutes per person and are not open for discussion by the committee

1.2 Review of November 26, 2018 and December 3 minutes (howard/schermer) fix laura castro name in dec

2.0 INFORMATION/DISCUSSION

- Added MAT 134A as a prerequisite to MAT 134B. When this course was moved from ART to MAT, the ART 134A prerequisite was kept, but the equivalent MAT 134A also needs to be listed
- 2019 Curriculum Institute
(<https://asccc.org/events/2019-07-10-190000-2019-07-13-190000/2019-curriculum-institute>)
Deadline to Register/Application Deadline:
Thursday, June 20, 2019 - 5:00pm
The 2019 Curriculum Institute will take place at the Hyatt San Francisco Airport on July 10-13, 2019 located at 1333 Old Bayshore Hwy, Burlingame, CA 94010. The institute will cover a multitude of curriculum issues including the implementation of AB 705, Title 5 changes, the Student Centered Funding Formula, quantitative reasoning, guided pathways, UC Transfer Pathways, curriculum streamlining, noncredit, CTE, credit for prior learning, the Chancellor's Office Curriculum Inventory (COCI), and much more. The pre-session takes place on Wednesday, July 10. Colleges are encouraged to bring a team of individuals, and for the first time, colleges will be able to bring up to seven team members. College teams should include the curriculum chair, CIO, and a curriculum specialist, so make sure to reserve your spot now! More information coming soon.
- Double check Dist Ed. A few proposals are/have been missing the Distance Education information on the Dist Ed tab.

AB 1786 (Cervantes) Academic credit for prior learning experience

This bill amends Section 66025.7 of the Education Code.

AB 1786 requires the Chancellor, by March 31, 2019, to establish an initiative to expand the use of credit for prior learning at California Community Colleges. The initiative will identify best practices, locate and collect available resources, and provide professional development. The Chancellor is required to submit a report to Legislature by January 1, 2020.

For the text of this bill:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1786

AB 1805 (Irwin) Community colleges: Placement policies

This bill adds Section 78221.5 to the Education Code.

As a condition for receiving funding, pursuant to the Student Equity and Achievement Program, AB 1805 requires a community college to provide public notice of its policies regarding the placement of students. Notice information must include a college's placement policies regarding: 1) threshold scores required on specified assessments; 2) requisite grades in specific high school courses, and 3) recommendations by an instructor or counselor. This bill requires each college to report their student placement policies, results, and information concerning justifications for students placed in below transfer-level math and English courses to the Chancellor's Office annually. This bill also requires the Chancellor's Office to publicly post outcome data or make this information available upon request.

For the text of this bill:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1805

AB 2850 (Rubio) Nurse assistant training programs: online or distance learning

This bill amends Sections 1337.1 and 1337.3 of, and adds Sections 1337.15 and 1337.16 to the Health and Safety Code.

AB 2850 authorizes online or distance learning classes to meet the 60 hours of required classroom training for certified nurse assistants. Requires that online or distance learning classes be approved by the Department of Public Health. Requires distance learning and online nurse assistant training programs to meet specified requirements.

For the text of this bill:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2850

SB 1071 (Roth) California Community Colleges: credit for prior military education

This bill adds Section 66025.71 to the Education Code.

SB 1071 requires, by September 1, 2019, the Chancellor in collaboration with the Academic Senate to develop a consistent policy to award military personnel and veterans who have an official Joint Services Transcript course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education

requirements. The bill also requires, by December 31, 2020, each community college district to have a policy consistent with the policy developed by the Chancellor.

For the text of this bill, please see:

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB1071

AB705 - Changes the committee must address

As AB705 is implemented, there are several items CAC needs to address and/or be aware of. Students are now allowed to self place in both Math and English.

As currently written in [AP 4100](#), Math 107* is a requirement for SBCC's local degrees or " *A student may complete the math requirement by placing higher than Math 107 or through completion of one of the following courses with a grade of "C" or better (or Pass): MATH 104, 107, 108, 111, 114, 117, 117H, 120, 130, 131, 137, 138, 150, 160, 180, 200, 210, 220; PSY 150; SOC 125."

The question posed to the CAC was can the statement "A student may complete the math requirement by placing higher than Math 107" be interpreted to mean if a student self-placed into a Math level higher than 107, they do not have to take a Math course to receive a local AA/AS degree. Laura indicated that other schools have not been interpreting that statement as a way for a student to avoid taking Math. Kenley felt the statement in AP4100 should be rewritten and proposed a workgroup to up date the policy.

It was discussed that English does not have an equivalent issue. ENG 110 or passing the AP English exam are the competencies used for English. ESL is still using a multiple measure for placement and is the process of creating a rubric for placing international students into English courses.

Kenley shared the proposed changes to [Title 5 Regarding Curriculum and instruction](#). He highlighted the changes to Requisites for noncredit. A noncredit course, once the new regulations are passed, will be allowed to be a prerequisite or corequisite to a credit course. '(D) Prerequisites and Corequisites. Except as provided in section 55522, ~~W~~when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.' (ATTACHMENT 1, BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS: OF CURRICULUM AND INSTRUCTION, § 55002. Standards and Criteria for Courses, (2)(D), p2)

Kenley scanned through the document pointing out potential changes to Title 5, pointing out changes in wording around local degrees for Math and English, (i) English Composition (p14),

(ii) Communication and Analytical Thinking (p14) and (1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes (p20)

It was agreed upon, that once the changes to regulations have been finalized, later this semester, a workgroup would be created to update any Board or Curriculum policies affected by the new laws.

2.1 CAC Calendar

CAC Calendar Fall 2018

CAC meetings; 3-5pm in A-218C

January 14

February 4

March 4

March 18

April 1

April 15

April 29 (end of the school year summary)

Tech Reviews:3-5pm in A-218C - (15-20 min instruction)

January 28

February 11

February 25

March 11

April 8

April 22

2.2 Adjustments to the Agenda

2.3 Proposals on Hold

- A. COMM 122 Mediated Interpersonal Communication (held for Dist Ed)
- B. COMP 107 Microsoft Word (held for Dist Ed)
- C. JOUR 215B - The Channels: Publication Editor (revision or removal of Objective #1)
- D. JOUR 215C - The Channels: Publication Manager (revision of Objective #1)
- E. PSY 150 Statistics for the Behavioral Sciences (held for Dist Ed.)
- F. PSY 170 Abnormal Psychology (Requisites)
- G. PSY 200 Research Methods & Experimental Design in Psychology (Sample assignment, methods of Instruction to include Math)
- H. SS17C Pre-Statistics Support for the Social Sciences (held for Dist Ed.)

2.4 Course Deactivations Spring 2018

- COMP 203A MS Excel I, version 2010 (no impact prereq's or programs)
- COMP 203B MS Excel II, version 2010 (no impact prereq's or programs)
- COMP 203C MS Excel III, version 2010 (no impact prereq's or programs)
- COMP 143 Using Your iPhone (elective in Computer Applications & Office Management — Emphasis In Office Management and Comp: Emphasis In Office Management)
- COMP 200 Career Horticulture&Computers (no impact prereq's: programs elective block no total unit issue {Environmental Horticulture: Environmental Landscape Design Emphasis, Landscape Contracting C-27 License Emphasis, Nursery and Greenhouse Technology Emphasis)

2.5 Program Deactivations

3.0 HEARING

CREDIT

3.1 New Course Proposals

A. STEM 102 - Principles and Practice of STEM Research (Spring 2020)

Justification: This course (STEM 102) offers an introduction to STEM fields through a different approach than the STEM 101 course. The STEM 101 course is three lecture hours (no lab), and it focuses on students who are already planning a career in STEM. In contrast, the majority of the STEM 102 course hours are dedicated to the laboratory sessions. STEM 102 will be targeted at students as early as possible in their education, including some students that may not even be sure about going into STEM. Therefore having a laboratory component, where faculty can offer more guidance and demonstrate the techniques, is an essential part of this course.

This course was designed to have a similar course outline to Science 10: Principles and Practices of Scientific Research at Santa Monica College, a UC-transferable course.

Dist Ed: no online and hybrid

Pre-req: none

SLO: new (approved)

A 45 minute discussion of STEM 102 centered around how the course would be taught and who would be teaching it. The main concern from the committee was equal representation for all of the STEM disciplines. If an instructor with the MQ's of one discipline was assigned to the course, how would the students be exposed to the other disciplines. Would there be a single instructor for the course or would this course be team taught? How would scheduling occur around STEM 101? Amy explained the plan was to have STEM 102 run during the summer and not ever compete with STEM 101. The two would run in different semesters. STEM 101 is a lecture course and STEM 102 has a Lab component with it. Amy expressed some concern about issues/problems team teaching.

The CAC agreed the concept of the course is beneficial to students, but requested Amy rework the course a bit to ensure all STEM disciplines are represented. The committee also requested a sample of what the syllabus might look like. Presentation of a syllabus, or at least a weekly course outline, will allow the instructor, the CAC, and others to plan and provide interdisciplinary breadth using one of two approaches: 1) guest lecturers who complement the expertise of the instructor of record, and/or; 2) co-instructional faculty who are compensated (receive some TLU support).

3.2 Modified Course Proposals

- A. EARTH 142 - Economic Geography (Fall 2019) {Michael Robinson}
Cross Listed GEOG 105 - Economic Geography
Pre-req: none
SLO: no changes
Dist Ed: no online and hybrid
- B. GEOG 105 - Economic Geography (Fall 2019) {Michael Robinson}
Cross listed EARTH 142 - Economic Geography
Pre-req: none
SLO: no changes
Dist Ed: no online and hybrid
- C. MATH 130 - Calculus for Biological Sciences, Social Sciences and Business I (Fall 2019) {Pam Guenther}
Pre-req: adding MATH 137
SLO: no changes
Dist Ed: no online and hybrid

M/S/C to suspend rules and move to items 3.2 A-C to Action (Howard/Castro)

M/S/C approve all items previously move to Action (Howard/Castro)

All present approve.

M/S/C/ to approve any and all prerequisites, corequisites and advisories (Castro/Schermer). All present approve.

3.3 New Program Proposals

3.4 Modified Program Proposals

NONCREDIT

3.5 New Noncredit Course Proposals

3.6 Modified Noncredit Course Proposals

3.7 New Program Noncredit Proposal

3.8 Modified Program Noncredit Proposals

Guests

Block A:

3:15 STEM Amy Thompson
3:25 EARTH/GEOG - Michael Robinson
3:30 MATH Jamie Campbell
3:50

Block B:

4:00
4:10
4:30
4:40

4.0 ACTION

CREDIT

- 4.1 New Course Proposals**
- 4.2 Modified Course Proposals**
- 4.3 New Program Proposals**
- 4.4 Modified Program Proposals**

NONCREDIT

- 4.5 New Noncredit Course Proposals**
- 4.6 Modified Noncredit Course Proposals**
- 4.7 New Program Noncredit Proposals**
- 4.8 Modified Program Noncredit Proposals**
- 5.0 ADJOURN**