Curriculum Committee Minutes

Monday, October 5, 2026
Room 1101
3:00 p.m.

1. CALL TO ORDER

Meeting called to order at 3:00pm.

Present: Rebecka Renfer, Scott Yates, Katie Elwood, Cheryl Cruse, Juanne Van Der Linde, Joanne Tippin, Leimone Waite, Mark Montgomery, Tim Shelton, Audrey Barto, Marcee Martinez, James Tate, Nickie McGarry, Ben Daw

Guests: Kim Alcorn, Laura Specht, Justina Meeder, Iva Gallmeister, Mark Klever, Will Breitbach, Carie Rosensteel, Mike Mari, Renee Garcia, Stacey Bartlett, Heather Wylie, Craig Thompson, Evelyn Degutis, Cathy Zuidema

2. INTRODUCTIONS

3. MINUTES OF THE SEPTEMBER 21, 2026 MEETING

Motion to approve the September 21, 2026 minutes by: Elwood/Martinez

Motion passed unanimously.

4. OPPORTUNITIES FOR PUBLIC COMMENT

5. COMMENTS FROM THE CHAIRS

Mike – I encourage folks to get their courses reviewed. We extended the deadline.
Scott – That's right, we extended the deadline to October 15.

**Discussion about using the new QNET.*

6. CURRICULUM REP AREA REPORTS

Katie – Nothing.
James – Nothing good.
Leimone – I did announce at our division meeting for faculty to get their curriculum in.
Juanne – Any courses that haven't been submitted yet should be submitted by the deadline.
Marcee – I met with some faculty today to show them how to use the new QNET, so hopefully our courses will be submitted by the deadline.
Joanne – Human Services turned in a lot of their courses on Saturday. I've reached out to the rest of the faculty and hopefully it'll get done soon.
Mark – Nothing.
Ben – Nothing.
Audrey – I don't think anything new from us.
Tim – Public shaming seems to be effective! I sent out an email to my faculty and letting them know I'm here to help, and it seems to be working!
Cheryl – Nothing.
Nickie – Nothing.
Rebecka – Nothing.
Evelyn – Sorry I'm a little bit late; I have class until 3:15 on Mondays!

7. GENERAL EDUCATION COMMITTEE REPORT

7.1 APPROVED COURSES

Motion to approve 7.1 by: Renfer/Tate

Rebecka – The GE Committee approved four new courses for Cal-GETC and our local GE.

Motion passed unanimously.

ADJU 12 Ethics in the Criminal Justice System
- Cal-GETC Area 3B Humanities (effective Fall 2028)
- Local AS GE Area 3 Arts & Humanities (effective Fall 2027)

PH 1 Introduction to Public Health
- Cal-GETC Area 4 Social & Behavioral Science (effective Fall 2028)
- Local AS GE Area 4 Social & Behavioral Science (effective Fall 2027)

PH 10 Drugs, Health, and Society
- Cal-GETC Area 4 Social & Behavioral Science (effective Fall 2028)
- Local AS GE Area 4 Social & Behavioral Science (effective Fall 2027)

PH 13 Social Determinants of Health, Disparities, and Equities
- Cal-GETC Area 4 Social & Behavioral Science (effective Fall 2028)
- Local AS GE Area 4 Social & Behavioral Science (effective Fall 2027)

8. CURRICULUM TRAINING

Scott – There is a Professional Development course for Curriculum on the ASCCC website. It takes about 10 hours to complete it. This is available not just to Curriculum Committee members but to all faculty. Search for ASCCC Professional Development College. The PDC website has a link and instructions for signing up for this self-paced Canvas course.

Curriculum Handbook
- Course Deactivation Procedure
- Managing "Dormant" Curriculum

9. DISCUSSION/ACTION ITEMS – NEW PROGRAMS/PROGRAM REACTIVATIONS

9.1 AGRICULTURE SYSTEMS - AGRICULTURE FOUNDATIONS NCR.1009

PROGRAM DESCRIPTION:

The Agriculture Systems - Agriculture Foundations noncredit certificate prepares students with foundational knowledge and skills for employment in the agricultural workforce. Students develop technical literacy and an understanding of agricultural systems, including animal and crop production. They will also learn to apply agricultural and food safety practices, operate, configure, and troubleshoot basic equipment, and communicate and work effectively in agricultural settings.

This certificate is approved through the California Community College Chancellor's Office. Upon satisfactory completion of the listed requirements and filing an application through Admissions and Records, the student's transcript will reflect completion of this certificate.

PROGRAM LEARNING OUTCOMES:

1. Exhibit employability skills, quantitative reasoning, and effective communication within an agricultural context.
2. Select, effectively utilize, and identify faults with technologies for agricultural processes.
3. Explain foundational agricultural concepts.

CERTIFICATE REQUIREMENTS:

AGAT 351	Agriculture Technical Literacy	0

AGAT 352	Agricultural Systems	0
AGAT 353	Agricultural Safety	0
AGAT 354	Equipment Operation, Configuration, and Troubleshooting	0
AGAT 355	Workplace Effectiveness	0
TOTAL		**0**

JUSTIFICATION:

The Shasta, Tehama, and Trinity region serves as a vital agricultural corridor and rangeland hub, anchored by a diverse landscape of family-owned orchards, livestock operations, larger corporate agricultural processing centers. Agriculture remains a cornerstone of the North State economy, providing thousands of essential jobs that sustain our rural communities.

However, much of the current workforce occupies roles that are increasingly susceptible to economic shifts and the rise of automated precision agriculture. Our regional talent system currently faces a significant hurdle: bridging the gap between traditional farming practices and the rapid adoption of ag-tech innovations necessary for global competitiveness. This disconnect contributes to stagnant economic mobility and persistent poverty across our three counties.

The Agriculture Systems Certificate Program is designed to break this cycle. We are cultivating a resilient, next-generation workforce to lead sustainable food production and regional land management through three core pillars:

1. Industry-Aligned Training: Interdisciplinary pathways tailored to the specific needs of North State ranching, orchard management, and specialty crops.

2. Competency-Based Education (CBE): Flexible, skills-focused learning that respects the seasonal demands and practical experience of our local workforce.

3. Direct Industry Connection: Linking home-grown talent with local producers to ensure a stable, high-quality career ladder.

Ultimately, we are closing the skills gap to ensure our workers are the first in line for emerging high-tech agricultural roles. By introducing them community college system, we provide a clear roadmap for lifelong skill-building and regional prosperity.

Motion to approve 9.1 by: Waite/Barto

Mark Klever – Mitch Barker is teaching class so he couldn't be here, but this originated about four years ago when six community colleges in the Central Valley surveyed a lot of migrant workers to see what was needed. That turned into a grant in the Modesto/Fresno area, and then last year we were invited to join in a new phase called Ag-STEP. Ours is CBE, focusing on five noncredit courses with fourteen competencies. Digital computer literacy through operating a tractor is taught in this certificate. We're partnering with Corning Highschool to be able to use Rogers Ranch.
Stacey – Do you have existing faculty to teach this?
Mark – Yes, Mitch will be teaching these courses. He's not bilingual but there is new technology to help bridge that gap!
Scott – Last spring, Mitch and Buffy came and talked to us about all these courses.
Nickie – We want to launch this in the spring, I'm assuming?
Mark – Yes.
Scott – Will there be any new equipment needed?
Mark – We did get a large grant to help fund this. We've gotten a lot of new laptops and we're also utilizing tractors we already have. We're also continuing to look into more grants to help fund this program.
James – What's your estimated enrollment?
Mark – It will probably start small, maybe 20 individuals. It will be highly technical and skills-based.

Motion passed unanimously.

10. DISCUSSION/ACTION ITEMS – NEW COURSES/COMPETENCIES

10.1 AGAT 351 Agriculture Technical Literacy

Proposed Discipline(s): Office Technologies; Computer Information Systems; Agricultural Engineering; Agricultural Production
Justification: This noncredit course is part of the new direct assessment, competency-based education 12-unit, noncredit Agriculture Systems Certificate originally created by six CA community colleges in the Central Valley (see www.f3agtec.org/about/). This program is expanding to Shasta College, Hartnell College, and Imperial Valley College through the AgSTEP grant.

10.1.1 AGAT 351A.CB Digital Literacy
Proposed Discipline(s): Office Technologies; Computer Information Systems; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.1.2 AGAT 351B.CB Applied Technical Reading
Proposed Discipline(s): Office Technologies; Computer Information Systems; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.1.3 AGAT 351C.CB Applied Technical Writing
Proposed Discipline(s): Office Technologies; Computer Information Systems; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.2 AGAT 352 Agricultural Systems
Proposed Discipline(s**):** Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.2.1 AGAT 352A.CB General Agricultural Systems Fundamentals
Proposed Discipline(s**):** Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.2.2 AGAT 352B.CB Animal Production Systems
Proposed Discipline(s**):** Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.2.3 AGAT 352C.CB Crop Production Systems
Proposed Discipline(s**):** Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.3 AGAT 353 Agricultural Safety
Proposed Discipline(s**):** Construction Technology; Culinary Arts/Food Technology; Industrial Safety; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.3.1 AGAT 353A.CB Basic Safety
Proposed Discipline(s**):** Construction Technology; Culinary Arts/Food Technology; Industrial Safety; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.3.2 AGAT 353B.CB Tool Operation
Proposed Discipline(s**):** Construction Technology; Culinary Arts/Food Technology; Industrial Safety; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.3.3 AGAT 353C.CB Food Safety
Proposed Discipline(s**):** Construction Technology; Culinary Arts/Food Technology; Industrial Safety; Agricultural Engineering; Agricultural Production

Justification: (same as item 10.1)

10.4 AGAT 354 Equipment Operation, Configuration, and Troubleshooting
Proposed Discipline(s)**:** Diesel Mechanics; Industrial Technology; Heavy Duty Equipment Mechanics; Fluid Mechanics Technology; Electromechanical Technology; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.4.1 AGAT 354A.CB Basic Equipment Operation
Proposed Discipline(s)**:** Diesel Mechanics; Industrial Technology; Heavy Duty Equipment Mechanics; Fluid Mechanics Technology; Electromechanical Technology; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.4.2 AGAT 354B.CB Basic Equipment Configuration
Proposed Discipline(s)**:** Diesel Mechanics; Industrial Technology; Heavy Duty Equipment Mechanics; Fluid Mechanics Technology; Electromechanical Technology; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.4.3 AGAT 354C.CB Basic Equipment Troubleshooting
Proposed Discipline(s)**:** Diesel Mechanics; Industrial Technology; Heavy Duty Equipment Mechanics; Fluid Mechanics Technology; Electromechanical Technology; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.5 AGAT 355 Workplace Effectiveness
Proposed Discipline(s)**:** Labor Relations; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.5.1 AGAT 355A.CB Industry Communications
Proposed Discipline(s)**:** Labor Relations; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

10.5.2 AGAT 355B.CB Employability Skills
Proposed Discipline(s)**:** Labor Relations; Agricultural Engineering; Agricultural Production
Justification: (same as item 10.1)

Motion to approve 10.1-10.5.2 by: Waite/Barto

Nickie – Some of these courses have prerequisites that aren't on here. Do we need to vote on those?
Scott – We *can*, but we don't really need to vote on them separately for new courses. We do it during review to make sure we're checking whether or not they're still relevant. We can definitely vote on them though if needed. We also haven't heard back from Mitch about the Multiple Measures. Is Buffy's approval enough?
Laura – No, Buffy's technically not faculty.
Leimone – Do Multiple Measures need to be approved by the Committee?
Nickie – Yes they do. And it's important for these.
Laura – Could we do an amendment pending approval?
Scott – We technically could. We probably don't want to bring all these courses back through just for Multiple Measures.
Leimone – I amend the motion, pending faculty approval, to add Multiple Measures to these courses.
Audrey Barto – Second.
Scott – And this allows counselors to clear students based on students showing they've taken the prerequisites elsewhere.
Laura – Who is registering these students for the CBE stuff now? Will it do the counselors any good to have the Multiple Measures?
Iva – Yeah, it would be Allegra Davis.
Mark – Thank you for bringing this up. I'll talk to Mitch about it tomorrow.

Amended motion passed unanimously.

10.6 CHIN 2 Mandarin Chinese 2 – New Course w/DE, 5 units
Proposed Disciplines: Foreign Languages
Justification:

1. There is a consistent demand for Chinese 2 at Shasta College that comes directly from the Chinese immersion program at the local high school as well as the community at large who is invested in more Chinese learning opportunities in the North State. Currently, about 250 students learn Chinese in the elementary Redding School of the Arts immersion program and an additional 30 students learn Chinese as an elective in RSA High School and U-Prep High School. Each year about 50 students progress from novice high (CHIN 2) to intermediate (CHIN 3). It will be highly beneficial if Shasta College would offer CHIN2 to meet this demand. Some of the parents from our immersion program have expressed interest in learning Chinese along with their children, further highlighting the community's need.
2. Offering a complete language sequence aligns with the Community College's mission to provide accessible, high-quality education to all members of the community. Chinese is considered one of the most challenging languages to learn, yet it is also the most widely spoken language in the world. Providing higher level CHIN 2 will help students build a more competitive academic and professional profile, and that will benefit them in their college applications and future career prospects. Additionally, these courses will support the students' intention to pursue a four-year degree by helping them meet the university transfer requirement.
3. Dual enrollment students are fully registered community college students. Offering CHIN 2 would not only support these students' educational pathways but also positively impact the college's overall enrollment.
4. Creating CHIN 2 will enhance our World Language Emphasis offerings (AA.1514) for all students, not only for the local students but also our international students, such as the Chinese students taking Shasta College courses through Beecoming program.

Motion to approve 10.6 by: Elwood/Tate

Stacey – We're trying to bolster our World Languages programs and we've been able to offer Japanese, Spanish, ASL, and other languages. These courses will be slow-growing, but we think it's important to offer these courses to support language development and offer a class that is a growing area in the local Shasta K-12 schools.
Cathy – We have a Mandarin-immersion program for K-8 in Shasta County. We want them to be able to apply to UC or CSU. This year I have students who've taken Chinese 1 and want to take Chinese 2, but I have to tell them we don't offer it here currently. Even if we offer smaller classes, I still think it's important to be able to offer this course.
Scott – Where would this course be offered?
Cathy – Probably Shasta College and then at local high schools.
Stacey – We want to be able to grow this program. It will be low-enrollment at first, and many students will be Dual-Enrollment.
Scott – Chinese 2 is the one that counts for UC, right?
Stacey – Correct.
Scott – I also want to mention a couple other things. We saw these courses last year but they were tabled because we didn't have Chinese 1 being offered at Shasta College, and as a committee we're not supposed to be approving courses that are only taught at high schools and not on campus. So Chinese 1 is being offered this semester and has 6 students enrolled.
Stacey – We realize it's a slow-growth program. I've already been asked by parents if we're going to be offering these courses this summer.
Scott – So, summer is a time when you might get stronger enrollments in Chinese courses, because of high school students taking them then?
Stacey – Yes.
Leimone – Would there be a Multiple Measure to allow students who speak Chinese to test out of Chinese 1?
Stacey – Yes, we do. They can test into Chinese 2.

Motion passed unanimously.

10.7 **CHIN 3 Mandarin Chinese 3** – New Course w/DE, 5 units

Proposed Disciplines: Foreign Languages

Justification:

1. There is a consistent demand for Chinese 3 at Shasta College that comes directly from the Chinese immersion program at the local high school as well as the community at large who is invested in more Chinese learning opportunities in the North State. Currently, about 250 students learn Chinese in the elementary Redding School of the Arts immersion program and an additional 30 students learn Chinese as an elective in RSA High School and U-Prep High School. Each year about 50 students progress from novice high (CHIN 2) to intermediate (CHIN 3). It will be highly beneficial if Shasta College would offer CHIN 3 to meet this demand. Some of the parents from our immersion program have expressed interest in learning Chinese along with their children, further highlighting the community's need.
2. Offering a complete language sequence aligns with the Community College's mission to provide accessible, high-quality education to all members of the community. Chinese is considered one of the most challenging languages to learn, yet it is also the most widely spoken language in the world. Providing higher level CHIN 3 will help students build a more competitive academic and professional profile, and that will benefit them in their college applications and future career prospects. Additionally, these courses will support the students' intention to pursue a four-year degree by helping them meet the university transfer requirement.
3. Dual enrollment students are fully registered community college students. Offering CHIN 3 would not only support these students' educational pathways but also positively impact the college's overall enrollment.
4. Creating CHIN 3 will enhance our World Language Emphasis offerings (AA.1514) for all students, not only for the local students but also our international students, such as the Chinese students taking Shasta College courses through Beecoming program.

Motion to approve 10.7 by: Elwood/Tate

Scott – Most of the information will be similar or the same to Chinese 2, but I did want to look at this course separately.
Leimone – How many other foreign languages have second and third levels? I've seen some get deactivated.
Stacey – We used to have ASL but we lost some faculty and then last year we taught Spanish 3.

Joanne – Is this offered at CSU or UC?
Stacey – I don't know for sure but I'm sure that it is.
Joanne – I mean, it's five units. That's a lot.
Stacey – As you know, faculty have purview over units, and they believe this is a necessary goal. Our Japanese program, we have one part-time faculty who did a lot of local things to support that program, and we were able to successfully offer Japanese 3 last spring. We get very strong Japanese 1 and Japanese 2 enrollments.
James – When would you be offering this course?
Stacey – Probably Fall 2028.

Motion passed unanimously.

11. DISCUSSION/ACTION ITEMS – COURSE DEACTIVATIONS

11.1 ADS 20 Personal and Professional Growth for Drug and Alcohol Counselors
Last run: Fall 2026
Justification: The course content has been embedded into ADS 94 to make better use of units.
Proposal Impacts:
- **Addiction Studies AS.1603**
- **Addiction Studies CT.3456**

11.2 ENGR 24 Descriptive Geometry
Last run: Spring 2015
Justification: The course is no longer relevant with program or industry practices due to the widespread use of CAD software.
Proposal Impacts:
- *None*

Motion to approve 11.1-11.2 by: Montgomery/Tate

Motion passed unanimously.

12. DISCUSSION/ACTION ITEMS – COURSE/PROGRAM REVISIONS

12.1 BOT 1 General Botany
Last run: Spring 2026
Prerequisite: Intermediate Algebra as determined by multiple measures or math placement level 4 or higher.
Advisory: BIOL 1 or BIOL ~~10~~ C1001 with a grade of C or higher
Note: This course includes required field trips that may extend past normal class times.
Proposed Revisions:
Minor update to requisites

Motion to approve 12.1: Shelton/Tippin

Motion passed unanimously.

Motion to approve the prerequisite by: Shelton/Waite

Motion passed unanimously.

12.2 BIOL ~~10 General Biology~~ C1001 Introduction to Biology
Last run: Fall 2026
Note: This course will meet the Cal-GETC General Education Area 5B requirement for a laboratory science if taken with BIOL C1001L
Proposed Revisions:
Updated Course Number (CCN)
Updated Course Title (CCN)
Added CIP Code
Updated Course Description
Updated Objectives

Updated Course Content
Updated Methods of Evaluation
Updated Texts
Minor update to Requisites
Updated Typical Assignment
Updated SLOs

Impact:

- BOT 1
- Pest Control Advisor Prep CT.3450
- Elementary Teach Ed AA-T.4006
- Liberal Studies Teaching Prep AA.1504
- Psychology AA-T.1006
- GS-Natural Sciences AS.1514
- US-Natural Sciences AA.1512
- SCGE
- Cal-GETC

12.3 **BIOL ~~10L General Biology Laboratory~~ C1001L Introduction to Biology Lab**
Last run: Fall 2026

Corequisite: BIOL C1001, or previous completion of BIOL C1001

Proposed Revisions:

Updated Course Number (CCN)
Updated Course Title (CCN)
Added CIP Code
Updated Course Description
Updated Objectives
Updated Course Content
Updated Methods of Evaluation
Updated Texts
Minor update to Requisites
Added Multiple Measure

Impact:

- BOT 1
- Pest Control Advisor Prep CT.3450
- Elementary Teach Ed AA-T.4006
- Liberal Studies Teaching Prep AA.1504
- Psychology AA-T.1006
- GS-Natural Sciences AS.1514
- US-Natural Sciences AA.1512
- SCGE
- Cal-GETC

Motion to approve 12:2-12.3 by: Shelton/Tate

Rebecka – I would actually recommend removing the Note because there's no guarantee it will get Cal-GETC approval.

Tim Shelton amended the motion to remove the Note from the course, seconded by James Tate.

Motion passed unanimously.

Motion to approve the corequisite by: Shelton/Tate

Motion passed unanimously.

12.4 **BIOL 12 Field Biology**
Last run: Summer 2019

Note: A portion of this course may take place in a field location either locally or internationally (Global Expedition Program).
Proposed Revisions:
Minor update to Objectives
Updated Texts
Minor update to Requisites
Updated Typical Assignment
Updated SLOs

12.5 BIOL 12L Field Biology Lab
Last run: Summer 2019
Corequisite: BIOL 12
Note: This course may take place in the field locally or internationally (Global Expedition Program).
Proposed Revisions:
Minor update to Objectives
Minor update to Texts
Minor update to Requisites

Motion to approve 12.4-12.5 by: Shelton/Tate

Tim – Susannah said this course is really good to have in the catalog for when our international study abroad program is up and running. The Global Expedition Program is on hold for now, I believe it is because of insurance problems, but once we get things figured out we want to be able to teach these courses.

11 in favor, 2 abstained (Audrey and Kate).
Motion passed.

Motion to approve the corequisite by: Shelton/Martinez

Motion passed unanimously.

12.6 BOT 50 Wildflowers of California
Last run: Spring 2026
Note: Weekend day field trips are required in addition to normal class meetings.
Proposed Revisions:
Minor update to Course Description
Updated Objectives
Updated Course Content
Updated Texts
Minor update to Typical Assignment

Motion to approve 12.6 by: Shelton/Waite

Motion passed unanimously.

12.7 BOT 52 Mushroom Identification
Last run: Never
~~Note: Includes two local mushroom collection field trips.~~
Proposed Revisions:
Updated Course Description
Updated Course Content
Updated Texts
Updated requisites

Motion to approve 12.7 by: Shelton/Elwood

Tim – Susannah said she thinks this course has been offered by a faculty who was here before her. She would like to teach this course but doesn't currently have the expertise needed, so she's applied to sabbatical to be able to learn different local mushroom species to be able to teach this course.
*Discussion about whether or not this course has ever been taught.

Scott – In any case, we know it has not been taught in the last 15 years or so. It has not been offered recently.
Heather – It would be unfortunate to deactivate this course right before Susannah was able to go on sabbatical to learn what she needs to be able to come back and teach this course.
James – What kind of enrollment do these kinds of courses have?
Leimone – I get asked about this course all the time. People are really interested in mushrooms.
James – I mean it's kind of an insurance issue, too. You don't want to choose and then eat the wrong mushroom; people in California die from this every year.
Will – In five years, there were 364 enrollments in Botany.
Joanne – So if we don't approve it, what happens?
Scott – If we don't approve it, then we'll need to determine whether or not to deactivate it.

7 in favor, 6 opposed (Ben, Katie, Nickie, James, Joanne, and Mark).
Motion passed.

12.8 **CIS 23 Fundamentals of SQL**
Last run: Fall 2026
Advisory: CIS 1
Proposed Revisions:
Updated Objectives
Updated Course Content
Updated Methods of Evaluation
Updated Instructional Methods
Updated Texts and Materials
Updated DEIA Statement
Updated Course Assignments
Updated Typical Assignment
Updated SLOs

Motion to approve 12.8 by: Juanne/Leimone

Motion passed unanimously.

12.9 **INDE 94 Industrial Technology Work Experience Education**
Last run: Spring 2026
Limitation on Enrollment: FINANCIAL AID STUDENTS: Students must maintain concurrent enrollment in seven (7) units which include work experience education units. Students not receiving financial aid do not need to enroll in other courses in order to participate in Work Experience Education.
Proposed Revisions:
Minor updates to Objectives
Minor updates to Course Content
Updated Course Assignments
Minor updates to Typical Assignment
Minor updates to SLOs
Updated Distance Education

Motion to approve 12.9 by: Waite/Shelton

Motion passed unanimously.

12.10 **Addiction Studies**
SC Program: AS.1603
Proposed Revisions:
-ADS 20 (deactivated)
-PSYC C1000
-SOCI C1000
-HUSV 70
+PSYC 17
Updated units

12.11 **Addiction Studies**
SC Program: CT.3456
Proposed Revisions:
-ADS 20 (deactivated)
-ANTH 2
-PSYC C1000
-SOCI C1000
-HUSV 70
Updated units

12.12 **Elementary Teacher Education: Integrated Programs**
SC Program: AA-T.4006
Proposed Revisions:
BIOL 10 → BIOL C1001
BIOL 10L → BIOL C1001L

12.13 **General Studies – Natural Sciences**
SC Program: AS.1514
Proposed Revisions:
BIOL 10 → BIOL C1001
BIOL 10L → BIOL C1001L

12.14 **Pest Control Advisor Preparation**
SC Program: CT.3450
Proposed Revisions:
BIOL 10 → BIOL C1001
BIOL 10L → BIOL C1001L

12.15 **Psychology**
SC Program: AA-T.1006
Proposed Revisions:
BIOL 10 → BIOL C1001
BIOL 10L → BIOL C1001L

12.16 **University Studies – Liberal Studies**
SC Program: AA.1504
Proposed Revisions:
BIOL 10 → BIOL C1001
BIOL 10L → BIOL C1001L

12.17 **University Studies – Natural Sciences**
SC Program: AA.1512
Proposed Revisions:
BIOL 10 → BIOL C1001
BIOL 10L → BIOL C1001L

Motion to approve 12.10-12.17 by: Shelton/Waite

Motion passed unanimously.

13. DISCUSSION ITEM: TOP-to-CIP Report

**Discussion about the TOP-to-CIP Report and why different decisions were made.*

Scott – For most of these courses, the decisions will be accurate. For some of them, though, we need faculty to look and make sure the changes accurately reflect the intentions of the course and that they agree with them. If faculty disagree with

the recommended changes, we need them to speak up now. We'd like the recommended changes to be communicated through our area representatives and then you guys communicate that to the Curriculum Specialists.

**More discussion about the Report.*

14. ADJOURN

Meeting adjourned at 4:43pm.