

# College of San Mateo

Curriculum Committee

January 27, 2022 (2:15 p.m.)

<https://smccd.zoom.us/j/86575972101?pwd=ZDFFdUMxaVNWNFZCNElhNm1RaU9tZz09>

## MINUTES

### Members Present

Chair  
Business/Technology  
Creative Arts & Social Science  
Distance Education  
Instruction Design  
Kinesiology Division  
Language Arts Division  
Library  
Math/Science Division  
Student Services  
ASCSM Student Representative

Christopher Walker  
Mounjed Moussalem, Lale Yurtseven  
Jeremy Ball, Judith Hunt  
Donna Eyestone  
Julieth Benitez  
Shana Young  
Evan Kaiser, David Laderman  
Matthew Montgomery  
Chris Smith  
Martin Bednarek, Alex Guiriba  
Brittany Arriharan

### Non-Voting Members

Mike Holtzclaw, Marsha Ramezane, Ada Delaplaine, Alma Gomez

### Absent/Excused

Academic Support and Learning Technologies  
Library  
Math/Science Division  
Student Services

Ron Andrade  
Matthew Montgomery  
Beth LaRochelle  
Martin Bednarek, Alex Guiriba

### Other Attendees

Chair, Chris Walker called the meeting to order at 2:15 p.m.

Motion by Judith Hunt to approve the revised agenda, seconded by Chris Smith, all members voting “Aye.” The Chair added the reaffirmation of the Brown Act Resolution for January 2022 to the consent agenda.

### Action Items

Motion by Jeremy Ball to approve the consent agenda, seconded by Chris Smith, all members voting “Aye.”

- **Reaffirmation of the Brown Act Resolution for January 2022**
- **Approval of Minutes from the December 9, 2021 meeting**
- **Course Modifications**
  - ADAP 100 Adapted Aquatics (.5-1)  
(New DE Supplement)
  - ADAP 140 Adapted Weight Training (.5-1)  
(New DE Supplement)
  - DGME 102 Media Law and Ethics (3)

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|      |     | (DE update; 2-year update; removal of frequently recommended preparation; correction of typo in SLOs; changes in assignments and texts)   |
| DGME | 107 | Introduction to Social Media (3)<br>(DE update; 2-year update; removal of frequently recommended preparation; correction of typos in methods of instruction; change in texts)                   |
| DGME | 164 | User Interface/User Experience Design (3)<br>(DE update; 2-year update; change in texts)  |
| DGME | 165 | Introduction to Digital Animation (3)<br>(DE update; 2-year update; removal of frequently recommended preparation; changes in assignments and texts)  |
| ENGL | 110 | Composition, Literature, and Critical Thinking (3)<br>(DE update; 6-year update; changes in description, SLOs, objectives, content, methods of instruction, assignments, evaluation, and texts) |
| ENGL | 165 | Composition, Argument, and Critical Thinking (3)<br>(DE update; 6-year update; changes in description, SLOs, objectives, content, methods of instruction, assignments, evaluation, and texts)   |
| FILM | 153 | Screenwriting (3)<br>(Changes in description, SLOs, objectives, and content)  |
| KINE | 102 | Introduction to Coaching Principles (3)<br>(DE update; 6-year update; changes to frequently recommended preparation, SLOs, and texts)   |
| KINE | 135 | Academic Skill Development for Intercollegiate Athletes I (2)<br>(DE update; 6-year update; changes in description and texts)   |
| KINE | 136 | Academic Skill Development for Intercollegiate Athletes II (2)<br>(DE update; 6-year update; change in texts)   |
| KINE | 301 | Introduction to Personal Training (3)<br>(DE update; 6-year update; changes in frequently recommended preparation, objectives, and texts)   |
| NURS | 231 | Mental Health Nursing (5)<br>(2-year update; change in title; text update)  |
| NURS | 235 | Nursing Skills Lab III (.5)<br>(2-year update; changes in SLOs and texts)   |
| NURS | 615 | Pharmacology for Nurses: Practical Applications (3)<br>(DE update; 2-year update; changes in SLOs and methods of instruction; text update)  |
| NURS | 630 | Introduction to Medical Terminology (3)<br>(DE update; 2-year update; changes in SLOs and objectives)   |
| NURS | 815 | Transition from 1 <sup>st</sup> Year to 2 <sup>nd</sup> Year: Medical Surgical Nursing (.5-1.5)<br>(2-year update; text update)   |
| NURS | 816 | Open Lab for Nursing 211/212 (.5)<br>(2-year update; change in texts)   |
| NURS | 818 | Open Lab for Nursing 231/232 (.5)<br>(2-year update; changes in methods of instruction, assignments, and texts)   |
| P.E. | 102 | Theory of Offensive Football (3)<br>(6-year update; change in texts)  |
| P.E. | 103 | Theory of Offensive Football (3)<br>(6-year update; change in texts)  |
| P.E. | 104 | Theory of Special Teams (3)<br>(6-year update; change in texts)   |
| PLSC | 200 | National, State and Local Governments (3)<br>(DE update; 6-year update; changes in frequently recommended preparation, methods of instruction, assignments, and texts)                          |
| PLSC | 210 | American Politics (3)<br>(DE update; 6-year update; changes in frequently recommended preparation, methods of instruction, assignments, evaluation, and texts)                                  |

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| PSYC | 220 | Introduction to Psychobiology (3)<br>(6-year update; typo correction in the description; changes in content and texts)         |
| VARS | 100 | Varsity Baseball (3)<br>(DE update; 6-year update; changes in SLOs, objectives, methods of instruction, evaluation, and texts) |
| VARS | 105 | Varsity Baseball Conditioning (.5-1)<br>(DE update; 6-year update; change in objectives)                                       |
| VARS | 130 | Varsity Football (3)<br>(6-year update; textbook update)   |
| VARS | 133 | Offensive Varsity Football Lab (.5-3)<br>(6-year update; textbook update)  |
| VARS | 134 | Defensive Varsity Football Lab (.5-3)<br>(6-year update; textbook update)  |
| VARS | 172 | Varsity Cross-Country: Men and Women (3)<br>(6-year update; change in objectives; text update)                                 |
| VARS | 185 | Varsity Track and Field: Men and Women (3)<br>(6-year update; changes in SLOs and objectives; text update)                     |
| VARS | 320 | Varsity Softball: Women (3)<br>(DE update; 6-year update)  |

- **Course Deactivations**

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| KINE | 130 | Group Fitness Instructor Lecture |
| KINE | 131 | Group Fitness Instructor Lab     |
| MATH | 112 | Elementary Algebra II            |
| MATH | 122 | Intermediate Algebra I           |
| MATH | 123 | Intermediate Algebra II          |

Chris Smith asked if the MATH courses being banked are no longer needed. The Chair replied that these are versions of Algebra courses that have not been taught in a long time. Basically, these are two-semester courses where the content is split in half and taught over two semesters instead of one. We no longer teach these two-semester Algebra courses due to AB 705. The Chair will provide further explanation on the banking when we discuss the other MATH courses in the substantive agenda, as the banking impacts courses that had the Algebra courses as prerequisites.

- **Program Modifications**

- Data Science and Big Data – Certificate of Specialization (Addition of CIS 124 as a selective in the core courses)
- Marketing – Associate in Science Degree (Addition of BUS. 203 as a selective course)

- **Program Deactivations**

- Digital Media: Multimedia – Certificate of Achievement
- Digital Media: Multimedia – Certificate of Specialization

- **Memos**

- Memo to rescind CIS 264 approval
- Discipline assignments for DGME courses

## **Substantive Agenda**

*Courses listed on the substantive agenda have been reviewed for listed changes. Though courses on the substantive agenda may have changes in prerequisites and/or recommended preparation, the full committee is expected to review prerequisites and recommended preparations statements for all proposals to ensure compliance with Title V regulations.*

- **New Courses**

- BIOL 121 Immunoassays Workshop: Techniques and Applications of Immunoassays (1) – **approved with changes in the title, SLOs, and recommended preparation.** Motion by Chris Smith, seconded by Lale Yurtseven, all members voting “Aye.” Amended to add the Discipline Assignment of Biology. Amendment motion made by Lale Yurtseven, seconded by Chris Smith, all members voting “Aye.”
- BIOL 122 Seminar in Immunology and Applications in Biotechnology (1) – **approved with the addition of a fully online option.** Discipline assignment: Biology. Motion by Chris Smith, seconded by Lale Yurtseven, all members voting “Aye.”  
(New DE Supplement)
- BIOL 124 Seminar in DNA and Applications in Biotechnology (1) – **approved with the addition of a fully online option.** Discipline assignment: Biology. Motion by Chris Smith, seconded by Lale Yurtseven, all members voting “Aye.”  
(New DE Supplement)
- The Biology department is building up its Biotechnology courses and certificate to include courses in immunoassays, DNA, etc. The two seminar courses will support the hands-on workshops and will be useful for students who need supplemental or background information.

Lale Yurtseven raised a question on the SLO versus Objective discussion that had been raised at a previous meeting. Aren't we moving away from making the SLOs the same as the objectives? These are usually different in other schools. The Chair agreed that there had been a discussion but there had been no decision or action. Chris Smith opined that we need to massage or revise the SLO and course objectives statements in the course outlines. Right now, the SLOs say “Upon successful completion of this course, a student will meet the following outcomes:” while the language on the objectives show “Upon successful completion of this course, a student will be able to:” These should be changed to distinguish them from each other. The Chair suggested writing guidelines; he will look into this and we can have further discussions this spring semester. We will put this on the agenda at a future meeting.

David Laderman asked about having Seminar in the title for BIOL 122 and 124. Chris Smith explained that his idea was to have a half-seminar-half-lecture type of teaching. This is to differentiate the courses from the hands-on classes and gives students opportunities to think about what they are hearing or learning.

Mike Holtzclaw, Vice President of Instruction, asked if the courses can be taught in fully online mode instead of just hybrid. Chris Smith agreed to add fully online options to BIOL 122 and BIOL 124. Some faculty might prefer to teach hybrid, but the courses can be taught fully online. The committee approved BIOL 122 and BIOL 124, with the understanding that Chris Smith will update the DE supplements to add the fully online option.

- CIS 124 Foundations of Data Science (4) – **approved.** Discipline assignment: Computer Science. Motion by Lale Yurtseven, seconded by Chris Smith, all members voting “Aye.”  
(New DE Supplement)
- This is a popular course that is currently taught at schools like UC Berkeley, Skyline, and San Jose City College. It has the basics of Statistics with a little bit of Python programming as it applies to statistical analysis. Chris Smith asked about the iterative process and how it works and how labs will be taught online. Hellen Pacheco explained that students need access to computers that have Python or Pandas installed. Python is already installed in the computer labs. Pandas is a Python package that has statistical analysis. Students can borrow computers from the college. The iterative approach focuses on continuous improvement. In data science, students develop a model and then see if real data fits the model. After testing, students go back to see how to improve the model and fix issues, if any.

Mounjed Moussalem expressed support for the course but is concerned how the course will fit into certificates with its current title. He suggested revising the title to Python and Statistics for Data Science; or Python, Probability, and Statistics in Data Science - since the course is Stat-based. It is going to be a selective course for the Statistics requirement. The other two selectives for the degree have Stat in the title: Elementary Probability and Statistics, and Basic Statistical Concepts. Lale doesn't think we should tailor a course title to fit into just one certificate as the course could be used as a selective for other programs or certificates, e.g., maybe for the Business Analytics programs. Changing the title could affect how faculty who are considering adding CIS 124 to their certificates would view the course. Faculty or students might get discouraged if the title sounds very technical. Mike suggested looking at the titles of similar courses offered in other schools. He reminded the group that we have had discussions about being overly specific in some details because language changes over time, e.g., Python. Hellen confirmed that the course title in other schools is similar to Foundations of Data Science. Skyline's course is called Introduction to Data Science.

Chris Smith asked if this course could be a substitute for MATH 200 or PSYC 121, or is it more programming-based? Hellen replied that the course is intersectional, covering Statistics and Data Science concepts. PSYC 121 is Statistics applied to Psychology; it is the same concept with CIS 124.

Ada Delaplaine, Curriculum and Instructional Systems Specialist wanted to confirm that the course is similar to Skyline's MATH 211 but is not equivalent. Hellen replied that the courses are not equivalent as Skyline's MATH 211 has MATH prerequisites. Students are required to learn Statistics before taking MATH 211, which is not necessary for CIS 124. The Chair added that Skyline teaches it as a MATH course.

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| ESL | 925 | Writing for Multilingual Students I (Noncredit) – <b>approved</b> . Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”<br>(New DE Supplement)   |
| ESL | 926 | Writing for Multilingual Students II (Noncredit) - <b>approved</b> . Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”<br>(New DE Supplement)  |
| ESL | 927 | Writing for Multilingual Students III (Noncredit) - <b>approved</b> . Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”<br>(New DE Supplement) |
| ESL | 945 | Listening and Speaking I (Noncredit) - <b>approved</b> . Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”<br>(New DE Supplement)              |
| ESL | 946 | Listening and Speaking II (Noncredit) - <b>approved</b> . Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”<br>(New DE Supplement)             |
| ESL | 947 | Listening and Speaking III (Noncredit) - <b>approved</b> . Discipline assignment: ESL. Motion By Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”<br>(New DE Supplement)            |
| ESL | 955 | Reading for Multilingual Students I (Noncredit) - <b>approved</b> . Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting “Aye.”                          |

- (New DE Supplement)
- ESL 956 Reading for Multilingual Students II (Noncredit) - **approved**. *Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting "Aye."*  
(New DE Supplement)
- ESL 957 Reading for Multilingual Students III (Noncredit) - **approved**. *Discipline assignment: ESL. Motion by Lale Yurtseven, seconded by David Laderman; one abstention (Chris Smith); other members voting "Aye."*  
(New DE Supplement)

The new ESL courses are part of what the department has been doing since last year. The 900 levels are noncredit mirror courses of the 800 ESL credit courses. The noncredit classes are held in the same room of people with credit classes; the curriculum is the same. A small number of seats are reserved for people who don't need the credit but could benefit from the class, e.g., a student who is a professional abroad but needs to learn English or a student who hasn't been in school in a long time. Typically, students are women and young people who recently arrived from abroad. It is not open-entry-open-exit or dual enrollment; it is dual listing of courses. The only differences between credit and noncredit are in grading and the load or credit for the course. ESL is one of 9 categories approved for State apportionment in this way, along with some CTE classes. The 900 level ESL classes are higher level than adult classes, plus, the setting is more formal. Students can repeat the classes, which makes sense, given the concepts of language acquisition. There has also been some feedback on the prohibitive cost of some adult classes, or the cost for out-of-state students. The noncredit ESL classes are a bridge or offer access to education to a certain population.

Lale shared that she has international students who are educated and knowledgeable but have English language issues and have problems writing college level papers. Maybe these ESL classes can help them. Evan replied that most of the international students they see are on a faster pathway; there is some urgency and they tend to enter the level 4 credit courses so the target populations might be different.

Chris Smith asked if having different populations in one class could cause issues, e.g., credit versus noncredit students or paying versus non-paying students. Are there any legal or technical complications? Mike Holtzclaw doesn't think there will be a problem. The situation is similar to students auditing a class; the expectations of students are different. The family of courses like Ceramics that we offer is also similar. Students are all in one room but they are on different levels and are doing different things. Chris Smith thinks that the mirrored ESL courses are a little different from families of courses like in Ceramics where the courses are all credit even if there are different levels in one classroom. He recalls an issue that the State Chancellor's Office had a few years ago when people were offering the same course both for credit and noncredit, as well as what is called adult education. He suggested that we seek guidance from the State about setups like this. Mike agreed that it would be better to be on the safe side so we will double-check.

- **Course Reactivations**

The following Level I ESL courses are being reactivated in preparation for a partnership with coast side partners. These are credit courses that haven't been offered in a long time. The Chair asked if there is any update on the implementation of AB 705 on ESL courses. Evan Kaiser replied that after some advocacy from faculty, ESL is now treated differently from other basic skills instruction, since based on research, language acquisition takes longer.

Chris Smith asked about the college's capacity to offer these courses offsite; are there enough faculty to teach? Evan replied that if the Dean decides to offer these courses, they could hire adjuncts. There might also be full-time faculty who are willing to teach off-site. David Laderman asked for clarification on the

community partnerships. Mike Holtzclaw explained that for now, we are just prepping in case the partnerships push through, in which case, we will be ready and the courses will be available. Mike added that the situation is complicated. There is a question of district alignment. CSM President Jennifer Taylor-Mendoza is spearheading more community partnerships, like our sister colleges have been doing in their communities. Right now, there is no certainty of a partnership, but if the need is identified or arises in the community, we have the ability or capability to fill it.

Lale opined that there is a reason for the banking of some courses; there is a trend to move away from lower level classes. As a college, we can work with community partners but we cannot address every community need. Chris Smith responded that there are three parts to the mission of community colleges: college education, CTE, and community service and the low level ESLs fit into this third part. In this case, we are being proactive rather than reactive, given that it takes about a year or longer to move a proposal through Curriculum Committee.

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| ESL | 825 | Writing for Multilingual Students I (5) – <b>approved.</b> <i>Motion by Chris Smith, seconded by David Laderman; one opposed (Lale Yurtseven); other members voting “Aye.”</i><br>(New DE Supplement; changes in title, content, methods of instruction, assignments, evaluation, and texts)       |
| ESL | 845 | Listening and Speaking I (3) – <b>approved.</b> <i>Motion by Chris Smith, seconded by David Laderman; one opposed (Lale Yurtseven); other members voting “Aye.”</i><br>(New DE Supplement; changes in title, SLOs, content, methods of instruction, evaluation, and texts)                         |
| ESL | 855 | Reading for Multilingual Students I (3) – <b>approved.</b> <i>Motion by Chris Smith, seconded by David Laderman; one opposed (Lale Yurtseven); other members voting “Aye.”</i><br>(New DE Supplement; changes in title, SLOs, content, methods of instruction, assignments, evaluation, and texts) |

- **New Programs**

- Business Analytics – Associate in Science Degree (38 units) – **approved.** *Motion by Lale Yurtseven, seconded by Chris Smith, all members voting “Aye.”*
- Business Analytics – Certificate of Achievement (21 units) – **approved.** *Motion by Lale Yurtseven, seconded by Chris Smith, all members voting “Aye.”*

The Curriculum Committee had approved the new Analytics courses last year. The Business department created the Analytics AS degree and Certificate of Achievement in collaboration with Advisory Boards, running a labor market report before creating these two new Analytics programs. Lale clarified that these are not Associates for Transfer, but they were purposely designed to allow students to transfer. Philip Tran worked with the Dean of Menlo College who created the Bachelor of Science in Business Analytics at USF to create the CSM analytics programs. There are similar programs in Folsom and in San Diego. If approved, we will be the first college to offer this in the Silicon Valley, and this will help elevate the brand of CSM. Chris Smith asked what distinguishes these from the regular Business AS-T. There are advantages to AS-Ts versus local degrees. Philip replied that these new programs focus on analytics versus the other Business degrees being more general and where students can go into different fields like administration or marketing. The two Analytics programs are stackable.

- **Course Modifications**

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| ACTG | 119 | Personal Financial Planning (3) – <b>approved with GE Area E5d and a correction in the section on Similar Courses.</b> <i>Motion by Lale Yurtseven, seconded by Jeremy Ball, all members voting “Aye.”</i><br>(DE update; 2-year update; change in texts; proposed for GE area E5d Career Exploration and Self-Development)<br>This course was created 6-7 years ago with Accounting students in mind. The class was initially offered to accountants who were looking to specialize in financial planning. Over the years, they realized that the topics relate directly to many students looking to transfer to a |
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four-year university. These students join the workforce but don't have a strong background on their own personal financial planning issues. The department conducted workshops for students in the MANA, PUENTE, and UMOJA programs, football teams, etc. The informal workshops have been very successful and provide critical life skills to students. One issue the department has seen is that the course doesn't really fit towards a degree and students' aspirations for transfer, but the course is clearly about self-discovery or self-development, and could be added to the GE E5d Career Exploration and Development area. Stephen Heath added that self-growth includes growing wealth and budgeting. From a sociological perspective, the course could help address equity issues as demographically, some students don't have exposure to these concepts and can make bad financial decisions, e.g., overspending, credit card debt, etc. He thinks that ACTG 119 touches on both career exploration and self-development. Jeremy Ball asked if our sister colleges have this course in this same GE area, and the Chair replied that the GE Area E5d is unique to CSM. This course is similar to BUS. 113; the Chair informed Lale that the department can propose the same GE area for BUS. 113. GE approvals are not retroactive; the GE would apply to Fall 2022.

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| FILM | 154 | Expanded Scriptwriting Skills (3) - <b>postponed</b><br>(Removal of prerequisite; changes in title, description, SLOs, objectives, content, assignments, and texts)                            |
| MATH | 110 | Elementary Algebra (5) - <b>postponed</b><br>(DE update; 6-year update; revision in prerequisite; removal of recommended preparation; change in texts)   |
| MATH | 115 | Geometry (5) - <b>postponed</b><br>(6-year update; changes in prerequisites and texts)   |
| MATH | 120 | Intermediate Algebra (5) - <b>postponed</b><br>(DE update; 6-year update; removal of READ recommended preparation; changes in prerequisite and evaluation; text update)                        |
| MATH | 125 | Elementary Finite Mathematics (3) - <b>postponed</b><br>(DE update; 6-year update; removal of READ recommended preparation; changes in prerequisites and texts)                                |
| MATH | 130 | Analytical Trigonometry (4) - <b>postponed</b><br>(DE update; 6-year update; changes in prerequisite, recommended preparation, and texts)  |
| MATH | 145 | Liberal Arts Mathematics (3) - <b>postponed</b><br>(DE update; 6-year update; removal of READ recommended preparation; changes in prerequisite, methods of instruction, evaluation, and texts) |
| MATH | 200 | Elementary Probability and Statistics (4) - <b>postponed</b><br>(DE update; 6-year update; changes in prerequisites, recommended preparation, and evaluation; text update)                     |
| MATH | 222 | Precalculus (5) - <b>postponed</b><br>(DE update; 6-year update; removal of READ recommended preparation; changes in prerequisites and evaluation; text update)                                |
| MATH | 241 | Applied Calculus I (5) - <b>postponed</b><br>(DE update; 6-year update; removal of READ recommended preparation; changes in prerequisites and evaluation; text update)                         |
| MATH | 268 | Discrete Mathematics (4) - <b>postponed</b><br>(6-year update; removal of READ recommended preparation; change in methods of instruction; text update)   |
| MATH | 270 | Linear Algebra (3) - <b>postponed</b><br>(6-year update; removal of READ recommended preparation; changes in methods of instruction, evaluation, and texts)                                    |
| MATH | 275 | Ordinary Differential Equations (3) - <b>postponed</b><br>(6-year update; removal of READ recommended preparation; change in texts)  |

- **Program Modifications**



- Astronomy – Associate in Science Degree (Change in units; addition of ASTR 210 as a core course) - **postponed**
- Business Administration – Associate in Science Degree (Changes in units, description, core courses, and selective courses) - **postponed**
- Cosmetology – Associate in Arts Degree (Changes in units, description, PLOs, and core courses) - **postponed**
- Cosmetology – Certificate of Achievement (Changes in units, description, PLOs, and core courses) - **postponed**
- Fire Technology – Associate in Science Degree (Changes in units, description, and selective courses) – **approved. Motion by Jeremy Ball, seconded by Chris Smith, all members voting “Aye.”**
- Fire Technology – Certificate of Achievement (Changes in units, description, and selective courses) – **approved. Motion by Jeremy Ball, seconded by Chris Smith, all members voting “Aye.”**

The Fire Technology AS and CA are being updated to add a new course that prepares students for the programs.

The committee postponed discussion and approval of some proposals due to time constraints. Since the proposals made the Curriculum Committee deadlines, approvals will apply to Fall 2022.

**Meeting adjourned at 4:02 p.m.**