

**CRAFTON HILLS COLLEGE  
CURRICULUM COMMITTEE  
MINUTES  
February 22, 2021  
Online Meeting**

**VOTING MEMBERS:**

**Note:** ✓ If Present

<b>Gwen DiPonio (Co-Chair) ✓</b>	Wendy Goliff✓
<b>Kim Salt (Co-Chair) ✓</b>	Rick Hogrefe
Angela Baccari	David Liu✓
Eva Bell✓	Nicholas Morris
Debbie Bogh✓	Shohreh Rahbarnia✓
Jeff Burke	Nick Reichert
Kristen Clements✓	Joshua Robles✓
Troy Dial✓	Shelly Smith✓

**NON-VOTING MEMBERS:**

**Note:** ✓If Present

Joe Cabrales	Reyna Uribe
Kirsten Colvey	Kay Weiss
Kristin Flores	Dan Word✓
Kristina Heilgeist	Keith Wurtz✓
Elizabeth Lopez✓	
Van Muse	

**VISITORS:**

Melissa Cline  
Cynthia Hamlett  
Colleen Maloney-Hinds  
Krista Ivy

1. Approval of Minutes for February 8, 2021.

The minutes were approved.

2. Action Items

**COURSE MODIFICATIONS**

- A. LIBR 100

The committee approved LIBR 100 as a six-year revision. The Distance Education component was also approved (100% online). Kim sent Krista SBVC's CurricUNET link to see if they have a course that will equate with LIBR 100.

- **New Catalog Description:** Introduces the fundamentals of information competency and the efficient use of information resources through the process of evaluating, analyzing, and citing research materials and relevant issues surrounding the access and use of information. Prepares students for college-level research in all disciplines.
- **New Schedule Description:** Introduces the fundamentals of information competency and the efficient use of information resources through the process of evaluating, analyzing, and citing research materials and relevant issues surrounding the access and use of information. Prepares students for college-level research in all disciplines.

Note: Course is not currently equated with SBVC

Student Learning Outcomes: Revised

B. POLIT 104 Introduction to Comparative Politics

The committee approved POLIT 104 as a six-year revision.

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

C. POLIT 106 Introduction to World Politics

The committee approved POLIT 106 as a six-year revision.

Note: Course is currently equated with POLIT 141 at SBVC. POLIT 204 ended 08/18/13

Student Learning Outcomes: New

D. RESP 130 Fundamentals of Respiratory Care I

The department is requesting a prerequisite change.

The committee approved RESP 130 with a prerequisite of Acceptance into Respiratory Care Program and successful completion of RESP 051. The following corequisites were approved: RESP 131, RESP 132, and RESP 133.

- **New Prerequisite:** Acceptance into Respiratory Care Program and successful completion of RESP 051

Note: Course is not currently equated with SBVC

Student Learning Outcomes: No change

E. RESP 134 Introduction to Pharmacology and Drug Therapy

The department is requesting a prerequisite change.

The committee approved RESP 134 with a prerequisite of Successful completion of RESP 130, RESP 131, RESP 132, and RESP 133. Kim removed the prerequisite of

Acceptance into the Respiratory Care Program since it is required for RESP 130. It does not need to be listed on this course. The following corequisites were approved: RESP 135, RESP 136, RESP 137, RESP 138, and RESP 139. The Distance Education component was also approved (hybrid).

- **New Prerequisite:** Successful completion of RESP 130, RESP 131, RESP 132, and RESP 133

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

#### F. RESP 230 Advanced Theory of Respiratory Care I

The department is requesting a prerequisite change.

The committee approved RESP 230 with a prerequisite of Successful completion of RESP 134, RESP 135, RESP 136, RESP 137, RESP 138, and RESP 139. Kim removed the prerequisite of Acceptance into the Respiratory Care Program since it is required for RESP 130. It does not need to be listed on this course. The following corequisites were approved: RESP 231, RESP 232, and RESP 233. The Distance Education component was also approved (hybrid).

- **New Prerequisite:** Successful completion of RESP 134, RESP 135, RESP 136, RESP 137, RESP 138, and RESP 139

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

#### G. RESP 234 Advanced Theory of Respiratory Care II

The department is requesting a prerequisite change.

The committee approved RESP 234 with a prerequisite of Successful completion of RESP 230, RESP 231, RESP 232, and RESP 233. Kim removed the prerequisite of Acceptance into the Respiratory Care Program since it is required for RESP 130. It does not need to be listed on this course. The following corequisites were approved: RESP 235, RESP 236, RESP 237, and RESP 238. The Distance Education component was also approved (hybrid).

- **New Prerequisite:** Successful completion of RESP 230, RESP 231, RESP 232, and RESP 233

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

## NEW COURSES

### H. BUSAD 225 Capitalism in America

The course is an elective course in business to help students help navigate our economic structure to be successful in business. The class is to help students in the field of management, public service, entrepreneurship, accounting, finance, and marketing. The course is also offered to assist students in personal growth and enrichment. Associate degree applicable and also transfers to CSU.

The committee approved BUSAD 225 as a new course. The Distance Education component was also approved (100% online). Kim will add "Associate degree applicable and also transfers to CSU" under Need for the Course. Corrections were made to the catalog and schedule description.

- **Discipline:** Business Administration
- **Department:** Business and Economics
- **Course Title:** Capitalism in America
- **Course ID:** BUSAD 225
- **Prerequisite:** None
- **Corequisite:** None
- **Departmental Recommendation:** None
- **Units:** 3
- **Minimum Semester Hours:**  
**Lecture:** 48
- **Catalog Description:** The course will examine capitalism as a function in practice and how it relates to business. The purpose of the class is to view how capitalism in America has generated wealth and innovation. The topics will survey critical institutions in America including, but not limited to, banking, regulation, taxation, and trade. The course will investigate the positive and negative consequences of capitalism in America and help provide strategies for shaping capitalism in future decades.
- **Schedule Description:** The course will examine capitalism as a function in practice and how it relates to business. The purpose of the class is to view how capitalism in American has generated wealth and innovation. The topics will survey critical institutions in America including, but not limited to, banking, regulation, taxation, and trade. The course will investigate the positive and negative consequences of capitalism in America and help provide strategies for shaping capitalism in future decades.

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

### I. ENGL 165/ETHS 165 African-American Literature

#### ENGL 165

As part of an ongoing commitment to equity and inclusion, this course will serve threefold for our English majors, but also to align with our mission and program outcomes and finally to support our upcoming ETHS studies area of study. ENGL 165 is associate degree

applicable, transfers to CSU. It also may partially satisfy the requirement of many university English departments as a lower division literature course. This course introduces students to poems, plays, short stories and novels by African American writers.

The committee approved ENGL 165 with a prerequisite of ENGL 101 or ENGL 101H as a new course.

- **Discipline:** English
- **Department:** English and Reading
- **Course Title:** African-American Literature
- **Course ID:** ENGL 165
- **Prerequisite:** ENGL 101 or ENGL 101H
- **Corequisite:** None
- **Departmental Recommendation:** None
- **Units:** 3
- **Minimum Semester Hours:**  
**Lecture:** 48
- **Catalog Description:** This course is a comprehensive examination of African-American literature, including prose, poetry, and fiction, from the early oral tradition to present. The course also incorporates understanding of the cultural trends and time periods and their relationships to literature. This course is also offered as ETHS 165.
- **Schedule Description:** This is a comprehensive examination of African-American literature, including prose, poetry, and fiction, from the early oral tradition to present.

Note: Course will equate with ENGL 165 at SBVC

Student Learning Outcomes: New

### ETHS 165

As part of an ongoing commitment to equity and inclusion, this course will serve threefold for our English majors, but also to align with our mission and program outcomes and finally to support our upcoming ETHS studies area of study. ENGL 165 is associate degree applicable, transfers to CSU. It also may partially satisfy the requirement of many university English departments as a lower division literature course. This course introduces students to poems, plays, short stories and novels by African American writers.

The committee approved ETHS 165 with a prerequisite of ENGL 101 or ENGL 101H as a new course.

- **Discipline:** Ethnic Studies
- **Department:** Social Sciences
- **Course Title:** African-American Literature
- **Course ID:** ETHS 165
- **Prerequisite:** ENGL 101 or ENGL 101H
- **Corequisite:** None
- **Departmental Recommendation:** None
- **Units:** 3
- **Minimum Semester Hours:**  
**Lecture:** 48

- **Catalog Description:** This course is a comprehensive examination of African-American literature, including prose, poetry, and fiction, from the early oral tradition to present. The course also incorporates understanding of the cultural trends and time periods and their relationships to literature. This course is also offered as ENGL 165.
- **Schedule Description:** This is a comprehensive examination of African-American literature, including prose, poetry, and fiction, from the early oral tradition to present.

Note: Course will equate with ENGL 165 at SBVC

Student Learning Outcomes: New

#### J. KIN/F 112A Pole Fitness I

Pole Fitness is a growing trend in the fitness, athletics, circus and dance community. Poling officially developed into a fitness activity and sport in the late 90's and early 2000's with the introduction of international and national pole competitions. The International Pole Sports Federation (IPSF) which was formed in 2009 has been working towards making poling an Olympic sport. The IPSF is a not-for-profit organization dedicated to positively promoting pole as an athletic sport. Students at Crafton have been asking the department about offering a Pole Fitness class for about four years now. With the addition of the circus curriculum and students being introduced to standard and flying pole we are being begged on a weekly basis to introduce a full course. Poling improves strength, endurance, and flexibility. It also introduces students to choreography.

Colleen addressed the committee's concerns:

- There are 14 poles currently being stored in the Yoga studio. Two students could possibly share a pole. For class, the poles can be setup within the Yoga Studio with the appropriate radius and removed for other classes.
- No safety concerns if taught in the right sequence.
- Any person can start doing pole. The course improves strength and flexibility. Completely individualized.
- Colleen anticipates at least 15 or more students enrolled in the first class and once we get the right day and time figured out the interest will grow.
- This class is separate from Circus Acts and uses different equipment.

The committee approved KIN/F 112A as a new course.

- **Discipline:** Kinesiology-Fitness Activities
- **Department:** Kinesiology and Health Education
- **Course Title:** Pole Fitness I
- **Course ID:** KIN/F 112A
- **Prerequisite:** None
- **Corequisite:** None
- **Departmental Recommendation:** None
- **Units:** .5 - 1
- **Minimum Semester Hours:**  
**Lab:** 24 - 48
- **Catalog Description:** In Pole Fitness I students of all levels will learn fundamental

pole movements and techniques to strengthen the entire body, improve flexibility, and build a foundational knowledge of pole skills.

- **Schedule Description:** Learn fundamental pole movements and techniques to strengthen the entire body, improve flexibility, and build a foundational knowledge of pole skills.

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

#### K. KIN/F 112B Pole Fitness II

Pole Fitness is a growing trend in the fitness, athletics, circus and dance community. Poling officially developed into a fitness activity and sport in the late 90's and early 2000's with the introduction of international and national pole competitions. The International Pole Sports Federation (IPSF) which was formed in 2009 has been working towards making poling an Olympic sport. The IPSF is a not-for-profit organization dedicated to positively promoting pole as an athletic sport. Students at Crafton have been asking the department about offering a Pole Fitness class for about 4 years now. With the addition of the circus curriculum and students being introduced to standard and flying pole we are being begged on a weekly basis to introduce a full course. Poling improves strength, endurance, and flexibility. It also introduces students to choreography. Level II gives students the option of continuing to expand their knowledge of poling while working on fitness.

The committee approved KIN/F 112B as a new course.

- **Discipline:** Kinesiology-Fitness Activities
- **Department:** Kinesiology and Health Education
- **Course Title:** Pole Fitness II
- **Course ID:** KIN/F 112B
- **Prerequisite:** None
- **Corequisite:** None
- **Departmental Recommendation:** None
- **Units:** .5 - 1
- **Minimum Semester Hours:**  
**Lab:** 24 - 48
- **Catalog Description:** Intermediate level pole movements and techniques to strengthen the entire body, improve flexibility, and build an expanded knowledge of pole skills.
- **Schedule Description:** Intermediate level pole movements and techniques to strengthen the entire body, improve flexibility, and build an expanded knowledge of pole skills.

Note: Course is not currently equated with SBVC

Student Learning Outcomes: New

#### DE ONLY

#### L. EMS 026 Emergency Responder

The committee approved EMS 026 for DE only. It was discovered after the meeting that the following changes were also made. When the DE Only option is selected in CurriCUNET changes are not supposed to be made to the course. Due to a glitch in CurriCUNET courses are being allowed to be updated. The department has been notified and the course will move through the curriculum process.

Note: This course is not approved for noncredit.

- **New Course Title:** Emergency Medical Responder
- **New Departmental Recommendation:** None
- **New Units:** 3.5
- **New Minimum Semester Hours:**  
**Lecture:** 48
- **New Catalog Description:** The EMR course provides basic life support information and skills. This is an introduction in all facets required of an Emergency Medical Responder, per DOT T22CCR guidelines, AHA CPR and NREMT certification. This course meets the requirements for Public Safety First Aid.
- **New Schedule Description:** The EMR course provides basic life support information and skills. This is an introduction in all facets required of an Emergency Medical Responder, per DOT T22CCR guidelines, AHA CPR, NREMT certification standards, and Public Safety First Aid.

Note: Course is not currently equated with SBVC

Student Learning Outcomes: Revised

### 3. Operational Issues

- Received feedback from committee regarding CourseDog and CurriCUNET.

#### **CourseDog**

- Knows less about educational institutions
- Hard to communicate with them
- Love their enthusiasm
- We want to be able to print outline, still do not see that
- The Course Outline of Record needs an outline format
- Not sure they understand what we need
- More flexible but harder for them to get them to do what we need them to do.

#### **CurriCUNET**

- Knows what we want
- Language does not change
- CurriCUNET developed an outline format
- Kim's copy issue
- Mapping of the Outcomes and update the Cloud (automatic process)
- Transfers parts of the course outline to ASSIST is an advantage
- User friendly more intuitive



- Keith will email Nancy Howard to speak to Josh Robles and the Guided Pathways Team regarding Program Mapping.
- The systems will be available until the end of the week. We have a Check-in meeting with CourseDog on Wednesday, February 24 at 3 p.m. February 26 is our last day. We hope to make a recommendation to the Senate at the next Curriculum meeting on March 8.
- A couple weeks ago the CurricUNET site experienced a problem not allowing anyone to make a course copy and therefore not allowing course updates to be done. CurricUNET was quick to respond and fix the problem. When they moved our site to a new server, they forgot to add coding.

The next Curriculum meeting will be held on **Monday, March 8 at 2 p.m. online. The link will be sent with the agenda.**