

Curriculum Advisory Committee Agenda

March 6, 2024 (3:00 – 5:00 pm in BMC 206)

Committee Members			
✓	Richard Abend, ESL	✓	Keith Eubanks, Humanities
✓	He Seon Ihn, Articulation Officer	✓	Lynn Iwamoto, Physical Sciences
✓	LaRon Johnson, Counseling/Student Services	✓	Lynn Kragelund, Nursing
	Life Science (Vacant)	✓	Gamble Madsen, Chairperson/Creative Arts
✓	Erin O'Hare, Physical Education, Kinesiology	✓	Glenn Tozier, Library
	John Olsen, Business and Technology/CSIS	✓	Rachel Whitworth, Social Sciences
	Student Representative (Vacant)		

Guests: Carrie Ballard, Heather Craig, Jeannie Kim, Vince van Joolen

I. Call to Order 3:07 pm

II. Public Comment

Public comment delivered by Heather Craig on behalf of herself, Dawn Rae Davis, Heather Faust, Kelly Stack, Francisco de Borja Dorsch, Rosa Arroyo, Andrea Valdez-Schulz, Vanessa Lord, and Kevin Raskoff:

Regarding implementation of the new Title 5 GE requirements and replacing Area F: Intercultural Studies with Area 6: Ethnic Studies, we urgently recommend the CAC retain an Intercultural Studies GE by adding it as a third option for students under a revised Area E: Self-Development. Suggested titles for the third option are: "Intercultural Studies," or "Diversity Competency."

We present this recommendation to the CAC because we are concerned by the limitations imposed by the new Area 6 and the erasures of important aspects of inclusion, diversity, and equity that result from these limitations. While the new Area 6: Ethnic Studies fully addresses DEI integration related to the four specific fields of Black/African-American Studies, Latino Studies, Native American/Indigenous Studies, and Asian-American Studies and DEI education prioritizing race and ethnicity, it does not address DEI integration related to gender diversity and the gender spectrum, sexualities and LGBTQ+ identities (and, in particular, DEI educational benefits obtained via study in fields of gender studies, sexuality studies, and LGBTQ+ Studies), or related to fields of area, world languages, and cultural studies (such as Linguistics, Spanish, Japanese, French, ASL, Sociology, Psychology, or Anthropology) and translation/interpretation (such as in the Spanish Dept.) and, in fact, represents an unacceptable erasure of these diversity, inclusion, and equity competencies and their value and importance to students, communities, and labor sectors served by MPC curriculum. Gloria Anzaldúa, American scholar of Chicana feminism, cultural theory, and queer theory, stated that her language is a part of herself because language plays a crucial role in the construction and maintenance of ethnic identity. This is a powerful quote by Anzaldúa: "If you want to really hurt me, talk badly about my language. Ethnic identity is twin skin to linguistic identity - I am my language. Until I can take pride in my language, I cannot take pride in myself."

Both gender diversity, equity and inclusion and sexual diversity, equity and inclusion are fundamental aspects of all DEI concerns related to education (as well as to society and social justice broadly) and have long been recognized as such. Similarly, fields of Gender Studies, LGBTQ+ Studies, Disability Studies, and Deaf Studies have long been recognized to directly address diversity, equity, and inclusion (a hallmark feature of these fields of study). As MPC is home to a Gender and Women's Studies Department that provides students a robust curriculum and multiple degree options including a new degree in LGBTQ+ Social Justice Studies, and other disciplines also provide courses focused on gender and/or sexualities, MPC curriculum provides students ample opportunity to fulfill the third GE option we are recommending for Area E. Other departments also offer courses currently approved for Area F, further supporting the availability of courses to satisfy the Area E GE.

In addition to the above rationales, we regard Intercultural Studies or Diversity Competencies to suitably complement MPC's current Area E GE, Self-Development. Unquestionably, education in diversity competency supports identity development, is a marketable career competency, and contributes to improved social interactions and community relations and improved quality of life. As such, this new third option we are recommending is not out of place next to health/wellness and career development (the other two Area E options) and can readily be understood under the heading "Self-Development."

Providing students this third option will address our concerns about the erasure of gender, sexuality, and other inter-cultural studies emphases and will not present additional burdens for students with regard to degree completion or preparation for transfer. Students will still be required to fulfill the new Area F/6 GE and the Area E GE. This recommendation does not add to the number of local GE requirements. This change, instead, expands students' options for completing Area E and importantly recognizes and represents the value the College acknowledges of diversity, inclusion, and equity in a broader and more inclusive context and supports MPC's IDEAA goals. Our recommendation also supports goals represented by the LGBTQ+ inclusion and equity initiative grant established by the Chancellor's Office in 2021, of which MPC is a beneficiary; and it supports establishment of the new LGBTQ+ Social Justice AA-T degree approved by the CAC and Chancellor's Office in 2023. The change we are recommending reinforces MPC students' IDEAA competencies; students who elect this new third Area E option will benefit not only from the new Area 6: Ethnic Studies GE but from the broader scope of courses approved for this additional Area E option, further contributing to students' diversity, equity, and inclusion competencies (in ways expanding on while also filling gaps in competencies emphasized by the new Area 6 under Title 5).

Public Comment offered by Heather Craig:

The College needs to be mindful of how the community will perceive the removal of Area F from its current General Education structure; the lack of communication would also be considered an affront to other faculty

III. Announcements (none)

IV. Approval of March 6, 2024 Agenda

Keith motioned, Richard seconded, committee voted aye

V. Approval of February 28, 2024 Minutes

Rachel motioned, Erin seconded, committee voted aye

VI. Discussion Agenda

1. Second review and recommendation of draft language for MPC GE Standards – Oral Communication and Critical Thinking (1B), Mathematical Concepts and Quantitative Reasoning (2)

- Draft language for Area 2: Mathematical Concepts and Quantitative Reasoning approved
- Draft language for Area 1B: Oral Communication and Critical Thinking approved – however, this Standard will be brought back 3/13 in order to review the additional draft GEO and sample Outcomes language

2. Consideration of MPC GE Areas E (Lifelong Learning and Self Development; E1 – Wellness, E2 – Career Exploration) and F (Intercultural Studies) in response to Title 5 changes (Associate Degree Requirements):

- Option: Retain a class in Intercultural Studies as part of MPC's local GE pattern
 - This would add 3 required units to a student's program of study (in addition to the 6 other units required for the local pattern in response to Title 5 revisions: Mathematic Concepts and Quantitative Reasoning, Ethnic Studies; potential GE unit total = 27 [with the retention of local Area E]); *Social Sciences would also have greater representation compared to the other Divisions within MPC's GE pattern (under this option, representation in three GE Areas [9 units]: Social Sciences, Ethnic Studies, and Intercultural Studies)*
- Option: Make Intercultural Studies a graduation competency
 - This option will also add 3 units to a student's program of study, but approved courses may be double-counted with other local GE Areas (we should therefore clarify our justification/rationale)
 - Remember that English and Math competencies will go away in 2025- 2026; LIBR 50 will remain
- Option: Revise another local GE Area – for example, Area D (Social Studies) – to incorporate language now assigned to local Area F (Intercultural Studies)
 - The committee deemed this inadvisable; a revision to existing Standard language will compel all courses already approved for the GE Area to be re-reviewed for

alignment; We must also be mindful that revisions to certain courses may impact/jeopardize existing articulation agreements

- Option: Add Intercultural Studies as a third option within local Area E (Self Development – two existing options: Wellness and Career Exploration)

- CAC recognizes the importance of retaining our existing local Area E as part of its General Education pattern (Erin observed that Wellness courses help students navigate the College experience and support their mental health)

- Consider: This option would retain the existing Area F – Intercultural Studies Description and GEO along with the courses currently approved for this Area, however students would have the choice between courses in Intercultural Studies *and* courses offered within the other two sub-Areas (we should therefore clarify our justification/rationale)

- We must also remember that the majority of courses currently approved for Intercultural Studies have approvals in one or two other GE Areas, while many of the courses currently approved for Lifelong Learning and Self-Development do not; *Social Sciences would have greater representation within MPC's GE pattern compared to the other Divisions because students are able to select an Intercultural Studies course to satisfy MPC Area E (under this option, representation in three GE Areas [9 units]: Social Sciences, Ethnic Studies, and Intercultural Studies)*

- Option: Eliminate Area F (Intercultural Studies) from MPCs' local GE pattern and integrate its descriptive language into MPC's General Education Philosophy statement (introduction to local Standards)

- Consider: All of the courses with the exception of BUSI 38 are also approved for local Area C (Humanities) and/or Area D (Social Sciences)

- Reference text – Area F (Intercultural Studies) Description and GEO: “Courses in intercultural studies focus instruction to increase students’ understanding of and appreciation for diverse cultures and groups of people. History, customs, literary and artistic representations, and traditions are explained in these courses that address theoretical and analytical issues relevant to understanding race, culture, gender, sexuality, and ethnicity. Courses will be comparative among multiple ethnic and social groups.” MPC GEO Area F: “Upon successful completion of this area, students will have demonstrated an ability to examine interactions and interconnections across cultures.”

The Curriculum Advisory Committee (CAC) will receive public comments as indicated below.

- Anyone wishing to address the Committee on matters not listed on the agenda, and within the jurisdiction of the Committee, may do so during this public comment period.

- Anyone wishing to address the Committee on an agenda item may do so when that item is called.
- Speakers addressing the Committee are not required to state their name or address, though it is helpful if a name is given so the Committee and others present may identify the speaker.
- Comments will be limited to three minutes, or as established by the Committee.

Matters not appearing on the agenda will not receive action at this meeting, but may be referred to the Committee for consideration at a future meeting.