

Letter of Interest: Curriculum Faculty Lead

Term: Fall 2026 – Spring 2029

Date: April 21, 2026

To: Academic Senate President and Members of the Academic Senate

From: Melita Caldwell Betties Department Chair, Water Supply Technology/Machine Trades

Dear Academic Senate President and Senate Colleagues,

The Academic Senate's 10+1 authority is clear: curriculum belongs to faculty. Protecting that principle in practice is what this role requires, and it is the commitment I bring to this candidacy for the Curriculum Faculty Lead position, Fall 2026 through Spring 2029. In this role, I would serve as a resource and advocate for faculty across every division. My focus would be ensuring the process remains accessible, that proposals reflect disciplinary expertise, and that Academic Senate primacy over curriculum is upheld in practice, not just in policy.

I offer thirteen years of continuous service on the Curriculum Committee and Technical Review Subcommittee, concurrent experience as Department Chair for Water Supply Technology and Machine Trades, and a record of complex curriculum initiatives brought to successful completion. That sustained engagement alongside faculty from departments outside my own has prepared me to serve in this role on behalf of the full campus community.

Role/Experience	Duration
Curriculum Committee and Technical Review Subcommittee Member	13 years
Division Curriculum Representative	13 years
Department Chair, Water Supply Technology	10 years
Department Chair, Machine Trades	5 years
Curriculum Committee Co-Chair	Spring 2026
Developer, First-in-State Baccalaureate Program (BSWRM)	Launching Fall 2026

Regulatory Compliance and Technical Expertise

Compliance with Title 5, the Education Code, the Program and Curriculum Approval Handbook (PCAH), the Course Identification Numbering System (C-ID), and Accrediting Commission for Community and Junior Colleges (ACCJC) standards has been a consistent practice across both programs for over a decade. Working in consultation with adjunct faculty, I aligned Water Supply Technology offerings with State Water Resources Control Board certification requirements. I also restructured Machine Trades curriculum to reflect National Institute for Metalworking Skills standards. In both programs, all course outlines incorporate measurable Student Learning Outcomes (SLOs) aligned with industry expectations and Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) principles. My sustained presence on both the full committee and Technical Review has given me institution-wide familiarity with how proposals move through the two-stage review process across all divisions. I understand what makes a proposal sound before it reaches the full committee, and I know how to help faculty get there.

Deadline and Schedule Management

As Curriculum Committee Co-Chair, I have maintained a live proposal queue organized by type and coordinated Technical Review scheduling with the Curriculum Analyst. Concurrently, I managed timelines for the Work Experience Course Template, the Independent Study Course Template, and the Title 5 Course Outline of Record (COR) Requirements Review, carrying each through Board submission. The Machine Trades redesign demonstrates this in practice. A full program restructuring was coordinated across proposal development, adjunct faculty consultation, technical review, full

committee deliberation, and Board submission. The work was completed on a schedule that protected student enrollment and financial aid eligibility, while reducing program completion from two years to two semesters. Deadline management is not an abstract commitment for me; it is an active and documented practice.

Strategic Program Development and Equitable Access

The Bachelor of Science in Water Resources Management, launching Fall 2026, is the first program of its kind in California and the nation. Its development spanned multiple years and required interdisciplinary faculty collaboration and coordination with senior administration and instructional services. Development also included labor market analysis, California State University (CSU) and University of California (UC) benchmarking, State Chancellor's Office review, and ACCJC compliance at the bachelor's level. The program's cohort-based, eight-week term structure was designed intentionally with working students in mind. Students balancing work and family responsibilities can complete the degree in approximately two years. The outcome is an educational pathway that did not previously exist for students in our region.

The Machine Trades redesign reflects the same commitment to equitable access. Structural barriers were removed, credentials were aligned with industry standards, and both the degree pathway and certificate program were restructured to shorten time to award. Completion rates improved as a result. Taken together, both projects demonstrate a consistent understanding that curriculum is the primary mechanism through which students access opportunity, and that equitable design is a faculty responsibility, not an afterthought.

I am prepared to bring this record of service, collaboration, and governance to every division on this campus. I would welcome the opportunity to speak with Academic Senate colleagues further and answer any questions about my candidacy. Thank you for your time and consideration.

Respectfully submitted,

Melita Caldwell Betties

Department Chair, Water Supply Technology and Machine Trades
Curriculum Committee Co-Chair, Spring 2026