



Cañada College

CURRICULUM COMMITTEE

Minutes

Friday, April 28, 2023

9:30-11:30am, Zoom

Members Present: Lisa Palmer, Martin Partlan, Maureen Wiley, Frank Nguyen Le, David Monarres, Gloria Darafshi, Ron Andrade, Ana Miladinova, Salumeh Eslamieh, Elsa Torres, Maria Lara

Members Absent: Gavin Savay, Chialin Hsieh, Oscar Arreola Buendia, Gonzalo Arrizon

Guests: Jessica Kaven, Nick Carr, Madeline Wiest, Nada Nekrep

1) Adoption of Agenda

Motion – to approve the agenda: M/S: Maureen Wiley, Martin Partlan

Discussion – Lisa shared that Ron Andrade noticed that there appears to be a hidden prerequisite in one of the funeral services courses, meaning that another course needs to be added to the program/certificate. Lisa noted that this is not the only area of study where a policy does not currently exist to fix this issue, and this will be something the committee will address in the future. This round of approvals includes textbook updates, and the courses are not being offered at present. Looking specifically at funeral services, there is also discussion to shift to a more manageable, stackable certificate.

Abstentions – none

Approval – approved unanimously

Consent Agenda

2) Approval of Minutes – April 14, 2023

3) Declaration of ability to meet virtually: We acknowledge that AB 361, which is in effect until January 2024, allows us to meet virtually during a proclaimed state of emergency.

4) Curriculum Items:

Business, Design & Workforce

- **Brower, Kristina**
 - **ECE. 254 - Teaching in a Diverse Society (3.00)** (Modified Course Proposal) Proposed Changes: Catalog Description Revision, Lecture Content Revision, Objectives Revision

Humanities & Social Sciences

- **Meckler, David**
 - **MUS. 301 - Piano I (2.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Distance Education Revision, Representative Assignments Revision
 - **MUS. 302 - Piano II (2.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Distance Education Revision, Representative Assignments Revision
 - **MUS. 303 - Piano III (2.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Distance Education Revision, Representative Assignments Revision
 - **MUS. 304 - Piano IV (2.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Distance Education Revision, Representative Assignments Revision
 - **MUS. 371 - Guitar I (2.00)** (Modified Course Proposal)
Proposed Change: Distance Education Revision
 - **MUS. 372 - Guitar II (2.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Representative Assignments Revision
 - **MUS. 373 - Guitar III (2.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Distance Education Revision, Representative Assignments Revision
 - **MUS. 374 - Guitar IV (2.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Representative Assignments Revision

Kinesiology, Athletics & Dance

- **Carr, Nicholas**
 - **FITN 112 - Cross-Training (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FITN 117 - Fitness Assessment, Strength and Conditioning (1.00)** (Modified Course Proposal) Proposed Changes: Catalog Description Revision, Student Learning Outcomes Revision, Textbooks Revision
 - **FITN 118 - Beginning Fitness Center (1.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Textbooks Revision
 - **FITN 119 - Intermediate Fitness Center (1.00)** (Modified Course Proposal) Proposed Change: Textbooks Revision
 - **FITN 128.1 - Core Strength and Functional Training I (1.00)** (Modified Course Proposal) Proposed Change: Textbooks Revision
 - **FITN 128.2 - Core Strength and Functional Training II (1.00)** (Modified Course Proposal) Proposed Change: Textbooks Revision
 - **FITN 152 - Basketball Conditioning (0.50)** (Modified Course Proposal)
Proposed Change: Textbooks Revision

- **FITN 153 - Soccer Conditioning (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **FITN 154 - Volleyball Conditioning (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **FITN 210 - Varsity Weight Conditioning (1.00)** (Modified Course Proposal) Proposed Change: Textbooks Revision
- **FITN 227.1 - TRX Suspension Training I (1.00)** (Modified Course Proposal) Proposed Change: Textbooks Revision
- **FITN 227.2 - TRX Suspension Training II (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **FITN 227.3 - TRX Suspension Training III (1.00)** (Modified Course Proposal)
Proposed Change: Title Revision
- **FITN 227.4 - TRX Suspension Training IV (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **FITN 301.1 - Spinning I (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **FITN 301.2 - Spinning II (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **FITN 301.3 - Spinning III (1.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
- **Gaspar, Erik**
 - **VARS 154 - Varsity Soccer (3.00)** (Modified Course Proposal)
Proposed Changes: Materials Fee Revision

Science & Technology

- **Schwarz, Bill**
 - **CIS 118 - Introduction to Computer Science (4.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
 - **CIS 122 - Introduction to Programming: Python (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
 - **CIS 250 - Introduction to Object Oriented Programming: C++ (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Textbooks Revision
 - **CIS 252 - Introduction to Data Structures - C++ (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
 - **CIS 262 - Discrete Mathematics for Computer Science (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Textbooks Revision
 - **CIS 284 - Introduction to Object Oriented Programming- Java (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Textbooks Revision

- **CIS 286 - Introduction to Data Structures - Java (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
- **CIS 294 - Introduction to Object Oriented Programming: Swift (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
- **CIS 321 - iPhone Programming: Swift (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
- **Woods, Douglas**
 - **BIOL 310 - Nutrition (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
- **de la Cruz, Damon**
 - **FSE. 210 - Funeral Directing I (3.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 212 - Funeral Service Science (5.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 215 - Funeral Directing II (3.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 220 - Funeral Service Law and Ethics (3.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 225 - Psychology of Death and Dying (3.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 230 - Merchandising in the Funeral Service Industry (3.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 235 - Funeral Service Management (3.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 250 - Restorative Art (5.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision
 - **FSE. 280 - Funeral Service Education Practicum (5.00)** (Modified Course Proposal)
Proposed Change: Textbooks Revision

Motion – to approve the consent agenda: M/S: Frank Nguyen Le, David Monarres

Abstentions –none

Approval – approved unanimously

<i>Substantive Agenda</i>

- 1) **Curriculum Items: *None***
- 2) **Information/Discussion/Reports/Approval Items**
 - a. **Chair’s Report**

- i. BP 6.26—possible revision/clarification of the 50% rule
Lisa shared the following Board Policy with the committee:

**CHAPTER 6: Educational Program
BOARD POLICY NO. 6.26**

**BOARD POLICY
San Mateo County Community College District**

Subject: 6.26 Transfer of Credit and Graduation and/or Certificate Program Requirements for Students Who Transfer among the District's Colleges
Revision Date: 9/08; 4/15

1. Students may transfer from one College within the District to another without penalty, although differences in curriculum offerings among the Colleges may exist.
2. Individual courses students have taken at a particular College within the District that satisfy an area in the general education pattern, elective, statutory, and specific area requirements at one District College shall be accepted by the other District Colleges as satisfying those same requirements.
3. Students who have completed an entire General Education pattern, electives, residency, competency, statutory and specific area requirements, at one District College shall be determined to have completely fulfilled all area requirements for graduation or certificate programs at any of the District Colleges. Upon transferring to another District College, students shall be required to complete only those courses applicable toward their major for the Associate Degree or Certificate Program.
4. District students who transfer to another College within the District shall receive full transfer credit for instruction completed in their major field but, in order to graduate with a locally-awarded AA or AS degree, they shall be expected to meet the major-field graduation requirements established by the College to which they have transferred. The local major-field graduation requirements do not apply to Associate Degrees for Transfer.
5. Students who have taken course work at more than one of the District's Colleges shall ordinarily be recommended for graduation by the College in which they have taken the majority of their course work. Students who have completed the majority of their course work at a college outside the District must complete a minimum of twelve (12) units or a minimum of fifty percent (50%) of the total units required (whichever is less) for the major at one or more the District Colleges in order to be recommended for graduation with the Associate of Arts or Associate of Science Degree or completion of a Certificate Program. The 50% requirement does not apply to Associate Degrees for Transfer.

Lisa shared that this policy is commonly referred to as the 50% rule. She noted that the move afoot is to change Board Policy 6.26, specifically paragraph 5 above. The committee questioned the interpretation of the words "ordinarily" and "majority." Lisa clarified that currently, the catalogs applied this rule to all students. Gloria Darafshi noted that the requirement is that anyone who petitions for a degree from the college, except for associate degrees for transfer which can be from any of the campuses, have to have at least 12 units, or 50% of the units in a major completed at Cañada. Lisa highlighted that "students who have completed the majority of their course work at a college outside the District" only applies to transferring students. Gloria highlighted that there is a residency requirement which states that you have to have 12 units completed at the college. Additionally, the campus would consider 50% of units in the major, or 12 units in the major, whichever is less. Gloria shared that this has been enforced for everyone, even students who have the units within the district. The committee questioned again the meaning of "majority" and the language of "outside the district." Lisa noted that the larger issue is what the policy should state. Lisa asked if the

residency requirement is noted somewhere else in the board policy. Gloria stated that it should be, and it may even be a Title V requirement. Lisa noted that some people are of the mindset that as long as you take the courses to complete your degree, it does not matter from which campus they are taken, that students should not be restricted from achieving their course goals especially with online course offerings not requiring an in person presence at a specific campus.

Madeline Wiest clarified that there are two pieces to this. There is the residency requirement on our campus, not in the major, which is a Title V item and cannot be changed. This states that 12 units of the degree must be completed on our campus, which can be in the major or General Ed. Madeline highlighted that the second piece of this is something specific to our campuses: per our catalog, that 12 units or 50% in the major (whichever is fewer) has to be complete at Cañada. The Board Policy, which was updated in 2015, states “in the district,” so the catalogs have not been updated to match this information. Madeline noted that in DegreeWorks, 12 units or a minimum of 50% must be completed at Cañada. She often receives calls from counselors asking why a particular student did not receive a degree, noting that this language is limiting for student who are attending all or multiple campuses. Students often may not be paying attention regarding which campus is hosting the course for which they are registering. She mentioned that there is talk about updating the board policy in the future, which is exciting. However, after Madeline attended CSM’s Curriculum Committee meeting yesterday, she noted that the goal is likely to update the campuses this year to match board policy, which would be 12 units or 50% of the major being completed within the district. She clarified that this would be a positive change, as students who were historically getting degrees denied would now not have this issue.

Madeline shared the language that CSM approved at their meeting yesterday to match board policy:

“D- MAJOR REQUIREMENTS

Major course requirements are a minimum of 18 semester units. Use the CSM CATALOG to find the courses required for each major. Either 12 units or 50% of the units applied to the major, whichever is fewer, must be completed in residence at one or more the district colleges. A grade of “C” or better or “Pass” is required for each course applied to the major. Courses applied to the major may also meet general education requirements if applicable.”

The group discussed that the current Board Policy highlights students “outside the District,” which does not apply to students who have taken their coursework within the district. Gloria asked if there was a policy for students within the district. She noted that if a student has completed a GE pattern at any of the colleges, there is reciprocity in GE being satisfied if the complete pattern is finished at another campus. However, there is not a policy that addresses our own students who have been present.

Lisa highlighted the impact the change in language would have on Cañada as the smallest college. If students are no longer required to be on one particular campus for a majority of courses that may have ramifications down the line. She noted that the residency requirement may balance this issue out, however. Gloria added that associate degrees for transfer do not have this requirement, and her guess is that the campus has more students obtaining AD-Ts as opposed to local degrees, except for in CTE. Gloria highlighted that this is a major change and she feels that more college discussion on this is warranted. Lisa agreed that considering the consequences is going to be crucial. Jessica Kaven considered that if the other two campuses update their language, we may

be putting ourselves in a position where students will be moving and receiving qualifying degrees from other campuses as opposed to ours, as they have less restrictive requirements. Maria Lara also considered that requests for substitutions would also possibly increase. Maria stressed that more focus should be on the articulation piece. Lisa highlighted that we could be misleading students that think they can take a course at another campus, and it would be equivalent, when there is no guarantee that it is. The group discussed how they do not feel comfortable making this decision on behalf of the campus, and wondered which other voices should be included in the conversation. Gloria highlighted that it would also be useful to have data on which students would be impacted by this change. Maureen Wiley added that this should also be on the radar of divisions, and it would be appropriate to discuss at division meetings. Maria noted that while this will help certain students, other students may also be denied, so it will be important to have a more thorough understanding of the impacts.

ii. Meeting schedule for fall

Lisa shared that she would like to make it easy for people to come to in person meetings, and she recognizes that it is challenging for some folks to come to campus only for a short meeting on Fridays. Additionally, Gloria often has state articulation meetings on Fridays, so the current window of meeting times for the committee is not ideal. The proposal would be to meet the 1st and 3rd Thursdays of each month in the afternoon, opposite Academic Senate meetings, and possibly shortening meeting times to 90 minutes. The group discussed times that would work for their personal schedules. Additionally, Lisa shared that an idea is to have a workshop time for faculty available on days when there is not significant curriculum to review. The committee appreciated a workshop approach where faculty could drop in and ask clarifying questions as this is not something that has previously been offered. David Monarres shared that as a division representative, workshops would be very helpful.

- iii. Please come support our honors' scholars as they present their research, Thursday, May 4th, from 1:30 – 3:30 in 9-257A (back of the STEM Center)

b. Articulation Officer's Report

Articulation Report April 28, 2023
New UC and CSU Dual Admission Programs (AB 132)

CSU - Transfer Success Pathway Program (TSP)

Eligible Students

- Graduated high school in 2023 or took gap year
- Students denied CSU admission or who were “re-directed”
- Students who could not attend CSU due to personal or financial reasons

Program Features

- Students enroll in program Aug. 1-Sept. 30th
- Students identify a CSU campus & major for transfer (some campuses may limit # of students per major)

- Student and CSU campus enter into agreement – meet requirements in 3 years, GPA, Major Prep
- Launch CSU Planner site for all students and for TSP applications

Benefits

- Guaranteed admission if requirements are met
- Access to CSU campus libraries
- Advising from CSU staff
- Provisional financial aid award information

UC Dual Admission Program (DAP)

Eligible Students

- CA residents; attended CA High School
- Applied to UC as Freshman – not admitted
- 3.0 High School GPA
- Missing one or more A-G subject requirements

Program Features

- Receive UC invitation to join May 1; opt in by June 1
- Choose UC campus from TAG campuses/majors
- At time of transfer, meet TAG GPA/Major Prep requirements in place at start of DAP
- Cannot change campus under DAP; can request major change
- Transfer after 3 years


Benefits

- Guaranteed admission to DAP campus/major if requirements are met
- Not a binding program – students can apply to transfer at other UC campus/major
- Receive DAP resources throughout the 3 years

c. Office of Instruction Report

- Vice President of Instruction (VPI)- none
- Curriculum & Instructional Systems Specialist
 - 2022-2023 2-year and 5-year cycle updates

Frank shared that he has reached out to discipline faculty to update them on the status of courses in the queue.



2022-2023 CURRICULUM REVIEW MATRIX ••• BY SUBJECT
Updated: 04/28/2022
**All 695 courses to be submitted by the Office of Instruction on behalf of the Curriculum Committee.*

CTE / NON CTE	Discipline	To Be Reviewed	Completed	In The Queue	UNSUBMITTED
CTE	ACTG	5	5		0
	ARCH	1	1		0
	BIOL	1		1	0
	BUS.	10	10		0
	CBOT	11	11		0
	CIS	13		9	4
	FSE.	13	1	12	0
	INTD	20	20		0

	MEDA	16	15	1	0
	MGMT	1	1		0
	RADT	20	20		0
CTE Total		111	84	23	4

= NON-CTE	ANY*	34		1	0
	FITN	34	14	20	0
	HIST	11	9	2	0
	MUS.	23	4	14	5+
	SPAN	13	10	3	0
NON-CTE Total		115	37	40	5

d. **Distance Education (DE) Coordinator- *none***

3) **Division reports-**

i. **David Monarres: changes to math competency requirement**

David reviewed with the committee that last semester, with AB705 on the horizon, the need became clear to bank courses that were below transfer level. A proposal last year was submitted to change the prerequisite language, and remove mention of specific courses. Additionally, it was proposed to change the quantitative reasoning requirement for math competency for local associate degrees. It was suggested that this discussion occur at a larger district level, which it did. David shared the following with the committee regarding language of the requirement:

Old language:

1. **Mathematics/Quantitative Reasoning:** Satisfy one or more of the following requirements
 - a. Satisfactory Completion of MATH 120 (Intermediate Algebra) or MATH 190 (Path to Statistics) or BUS. 113 (Personal Finance) with a grade of "C" or better, or equivalent; or
 - b. Satisfactory completion of any course having MATH 120 (Intermediate Algebra) or MATH 190 (Path to Statistics) as a prerequisite with a grade of "C" or better; or
 - c. Score of 3, 4, or 5 on College Board Advanced Placement Tests (AP): Calculus AB, or Calculus BC, or Statistics; or
 - d. Score of 4 or higher on International Baccalaureate Exam (IB): Mathematics HL; or
 - e. Placement into transfer-level MATH course using SMCCCD math placement test *if taken prior to fall 2019*

Proposed New language:

C – COMPETENCY REQUIREMENTS

C1: MATH/QUANTITATIVE REASONING

- Successful completion of a math course at or above the level of Intermediate Algebra with a grade of C or better (or Pass), OR
- Successful completion of BUS. 113, BUS. 115 (CSM), BUS. 123 (CSM, SKY), PSYC 121 (CSM) or PSYC 171 (SKY) with a grade of C or better (or Pass).

The group discussed the difference between prerequisite equivalency versus prerequisite challenge. Madeline shared the following with the committee, from CSM's discussion:

From the memo "AB 1705 Implementation Guide" sent 3/15/2023

"High school math for math competency for non-transferable associate degrees: Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra satisfies the math competency for the associate degree. Because students cannot be required to repeat coursework they successfully completed in high school, a grade of C or better in a math course at or above the level of high school Algebra 2 satisfies the math competency for the certificate or associate degree."

- The courses Business 113 – Personal Finance, BUS. 115 – Business Mathematics, BUS. 123 – Business Statistics, PSYC 121 – Basic Statistical Concepts, and PSYC 171 – Quantitative Reasoning in Psychology are all entry level courses and have all been approved for quantitative reasoning in one or more GE pattern.

- Higher level courses are not necessary to list, as students will have already met competency before taking those courses.

- External exams are no longer needed for math competency due to changes in the way handle them. Students now get course specific credit, so competency will be met through the 1st item.

Madeline noted that the updated language does match the AB1705 implementation guide. The reason this was initiated was because the competencies did not match among the three campuses. With the new implementation guide, the vast majority of incoming students will meet math competency based on their high school transcript. They are looking at scribing it in new ways based on the data that is being received. The methodology from her understanding is taking the AB1705 implementation guide and narrowing down the options for this competency. There used to be 101 options previously which caused confusion and errors. She shared that the external exam will no longer be needed because the math competency will have been met by the high school, rendering it repetitious. This will provide a clean way to know that the math competency has been met. Gloria clarified that Madeline is working on scribing using the AB1705 language, that if the student completed a math class at the level of intermediate algebra or higher, then they are going to satisfy the math competency. She noted that CSM approved the above to move forward for the fall catalog.

Maria asked if we are going to request an official transcript from a high school. She noted that an official transcript should be required so evaluators can confirm that they did in fact complete this requirement to award degrees. Madeline shared that she can ask more questions and look into this. Maria highlighted that when things are sometimes being approved at the various campuses, it is not considered how it will impact the whole picture. Lisa shared that she will reach out to the other campus Curriculum Committee Chairs to discuss the addition of the verified transcript being a requirement.

Motion – to approve the modified language for math/quantitative reasoning competency with the addition on bullet point one of the language “as verified by official transcript” M/S: Maria Lara, Gloria Darafshi

Discussion— none

Abstentions – none

Approval – approved unanimously

4) Adjournment

Motion – to adjourn the meeting M/S: Frank Nguyen Le, Gloria Darafshi

Discussion— none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 11:22 am.