



Cañada College
CURRICULUM COMMITTEE
Minutes
Friday, December 10, 2021
9:30 a.m. – 11:30 a.m., Zoom

Members Present: Lisa Palmer, Sumathi Shankar, Chris Burns, Danielle Pelletier, Maureen Wiley, Nick Carr, Soraya Sohrabi, José F. Peña, Bernadette Newland, Gloria Darafshi, Tammy Robinson, David Monarres, Lesly Ta, Ana Miladinova, Maria Lara-Blanco

Members Absent: none

Guests: Angelene Musawwir, Hyla Lacefield, Patty Hall, Elsa Torres, Max Hartman, John Perez, Madeline Wiest

1) Adoption of Agenda

Motion – To adopt agenda: M/S: Gloria Darafshi, Soraya Sohrabi

Discussion— Lisa explained the approval of agenda items per Robert’s Rules and mentioned to the committee that moving forward, she will read through items on the Consent Agenda, and if there is no dissent, these items will be considered approved.

Abstentions – none

Approval – approved unanimously

Consent Agenda

1) AB 361 – Renewal of Virtual Meeting Modality for the Curriculum Committee

- This acknowledges our use of AB 361, which extends our ability to meet virtually as a Brown Act meeting without having to post the address of our physical location.
- The curriculum committee passed a resolution to support the use of AB 361 to extend our virtual modality.
- To contend that we should resume meeting in person, please request that this item be pulled from consent for discussion and debate.

Lisa mentioned that more clarity will be provided come the new year regarding continuing meetings remotely via zoom, and the committee will discuss at that juncture any changes required to the current system in place.

2) Approval of Minutes – November 19, 2021

3) Curriculum Items

- None

1) Curriculum items:

Business, Design & Workforce

- **Musawwir, Angelene**
 - **HMSV 100 - Introduction to Social Work and Human Services (3.00)** (Modified Course Proposal)
Proposed Changes: Catalog Description Revision, Distance Education Revision, Lecture Content Revision, Student Learning Outcomes Revision, Textbooks Revision
 - **HMSV 300 - Field Experience in Social Work and Human Services (3.00)** (Course Banking)
 - **HMSV 121 - Social Work and Human Services Seminar (1.00)** (New Course)
 - **HMSV 122 - Social Work and Human Services Fieldwork (2.00)** (New Course)
 - **AA-T Associate in Arts Degree for Transfer Social Work and Human Services** (Program Modification)
 - **Certificate of Achievement Human Services Paraprofessional** (New Program)

Angelene Musawwir presented on behalf of the above items. Angelene thanked the faculty in her department as well as members of the Curriculum Committee for their assistance and guidance navigating her first committee meeting and presentation. Angelene mentioned that last year, information was received that requirements for the HMSV 300 course had changed. HMSV 300 is a field/seminar class that complements the HMSV 100 introductory course. Angelene explained that the requirement included HMSV 300 to be split into two courses that could be taken concurrently, HMSV 121 and HMSV 122, where one serves as the field class where students are going out into the community, working, volunteering, and interning at community based agencies or other social services/human services related fields. The other course is the seminar class consisting of discussion about what is occurring in those placements and relating the principles and concepts learned in the introductory course. Angelene reported that one of the challenges received was consideration of what prerequisites were needed for students to enter HMSV 121/122. She shared that HMSV 100 most appropriately discusses what it means to be a human services professional/social worker in the field, considering engagement, working in direct service/community service fields, analyzing personal biases before working in the field, teaching students the core values/ethics/standards of being a human services professional, and this learned information is therefore applied to/informs what is being learned in HMSV 121/122.

Additionally, Angelene explained that an AA-T was created around students taking these HMSV courses to be able to obtain a human services certificate or associate degree. She mentioned that in her courses, she is trying to work with students to be able to secure case management jobs that do not require a BSW or MSW. Her hope is that students will be able to apply the skills that they are learning in current employment to assist students in gaining the experience needed to seek further employment or advanced employment in the field. The hope is also that those

students that truly gravitate toward the field would be interested in transferring to a university and eventually pursue additional schooling and degrees.

Lisa added that the issue that did arise with the Technical Review Committee was that the CID says that 3 courses are possible prerequisites for HMSV 121/122, and the decision was made to only select HMSV 100 as the prerequisite, as opposed to Psychology 100 and Sociology 100. Lisa added that Angelene made a strong argument for why HMSV 100 should be the prerequisite as it most closely aligns with the issues students will encounter in the field, however, the other side of the argument is that students who have already taken psychology or sociology and may want to enter into the social work field have to take another course first before being able to move forward. Lisa clarified that the dilemma therefore is to either focus and ensure students are taking the specific course that is most relevant to what they will be learning/practicing in their social work courses/pursuits, or broaden it to allow more students to move forward who have already taken psychology/sociology and may be interested in the field without having to take another prerequisite course.

Maria added that we may encounter students who are going to request a prerequisite equivalency or petition to move beyond this requirement if they have taken psychology or sociology courses at their schools. Maria added that a petition for prerequisite equivalency would go to the Counseling Division Dean while a prerequisite challenge would go to the faculty to review and sign off, followed by approval of the dean.

Bernadette asked if the students would be booking their own site for field work, or if the instructor assists with finding placements. Angelene reported that students are provided with a letter that they can use to secure their placements. In previous semesters, Angelene had worked with volunteer/intern coordinators to establish relationships at placements. Students are then given two weeks to engage with the various sites to secure placement. Students who are already working in the field are encouraged to use the letter at their current place of work to speak with their supervisors about receiving experience for the course. Angelene then assists with troubleshooting issues that may arise.

Patty clarified that for the associate for transfer degree, students would still have to take HMSV 100, Psychology 100, and Sociology 100. Additionally, HMSV 100 as a prerequisite would have to be offered every semester and then concurrently, the HMSV 121/122 sequence every other semester so students can plan ahead. An objective to objective analysis was completed between the three 100 courses and that information is available should anyone wish to see how divergent the courses are. Patty stressed that psychology and sociology are theory classes, and the HMSV course is an application and workforce vocational pathway class, and this is why the proposal fits into the certificate to assist students in entering into the workforce. Patty also mentioned that Angelene worked closely with her advisory committee throughout this process. The main issue is that students would potentially be sent into the field without any social services course background, and this is why the selection of HMSV 100 as prerequisite makes a difference.

Soraya provided examples of how reciprocity would work with course examples for students transferring from another institution, or for our district students transferring to other institutions. Patty clarified that the issue seems to be addressed in that students cannot obtain a degree without completing HMSV 100. Gloria added that a petition can always be used for individual cases, for example, if a student comes to the college without taking HMSV 100 but does have significant social work

experience, and the petition is granted, the student could potentially move forward. Lesly recommended keeping the HMSV 100 prerequisite as from a student perspective, she appreciated knowing the sequence in which courses should be taken, and what should prepare her for the next course. She stated that students are not necessarily looking for the easiest/fastest way to obtain the degree but rather how best to be prepared for the work that they will be doing.

Motion – To approve program modifications to HMSV 100, course banking of HMSV 300, establishment of new course HMSV 121 and establishment of new course HMSV 122: M/S: Gloria Darafshi, Bernadette Newland

Discussion— none

Abstentions – none

Approval – approved unanimously

Motion – To approve program modifications to AA-T Associate in Arts Degree for Transfer Social Work and Human Services and establishment of new program Certificate of Achievement Human Services Paraprofessional : M/S: Soraya Sohrabi, Bernadette Newland

Discussion— José encouraged Angelene to work with Hyla Lacefield to prepare the appropriate documentation so that this program can be approved in a timely fashion for the new catalog. Maria asked if there has been any thought about returning to previous certificates that have been banked. Angelene mentioned that at present, this has not been a consideration, but that she would have to obtain more information to better respond to Maria's inquiry in the future. José included historical information on the banking of these programs, stating that low enrollment did have an impact on why faculty opted to bank them. Gloria added that the courses that are part of the certificate presented here can lead to the degree or to transfer, whereas some of the courses in the previous certificates were designed to be more terminal and less of a stepping stone, and she considered this to be a positive aspect of this new certificate proposal. Soraya added that the campus was attempting to articulate previous human services courses with CSU courses but they were not accepting them because the same courses were being offered as upper division courses, and this also contributed to the decision to change the program.

Abstentions – none

Approval – approved unanimously

- **Torres, Elsa**
 - **INTD 301 - Portfolio Development (1.00)** (New Course)
 - **INTD 350 - Commercial Design (3.00)** (Course Reactivation)
Proposed Changes: Content Review Revision, Distance Education Addition, Lecture Content Revision, Method of Evaluation Revision, Mode of Delivery Revision, Objectives Revision, Prerequisite Revision, Representative Assignments Revision, Student Learning Outcomes Revision, Textbooks Revision
 - **Certificate of Achievement Kitchen and Bath Design (Affiliated with NKBA, National Kitchen & Bath Association)** (Program Modification)
 - **Certificate of Achievement Home Staging** (Program Modification)

- **Certificate of Achievement Interior Design** (Program Modification)
- **AS Degree Program Interior Design** (Program Modification)

Elsa Torres presented on behalf of the above items. Elsa thanked the Curriculum Committee members for their assistance in this process. Elsa shared that INTD 301 is a new portfolio course that is a culminating course for students interested in the three certificates: interior design, kitchen & bath, and home staging. This is an important course that was missing from the program, and having a portfolio provides students with tangible proof and a level of confidence as they can present this work when ready for the job market. Students have also been advocating for this course, and the advisory committee also strongly recommended adding this course.

Elsa added that INTD 350 is being reactivated. The major change for this course is that instead of being part of the core area of classes, this will be an elective. Students have also been advocating for this. The design principles are the same in both residential and commercial, and the campus program tends to be more residential based. The course was banked due to lack of student interest and low enrollment, but this has now shifted to an area where students are interested in these course offerings. Because commercial focus is also an important aspect for students, this course will likely be offered every two years as an elective. Bernadette added how invaluable she feels this will be for students. Lesly asked how this may impact students who are close to obtaining this degree. Lisa, José, and Maria explained catalog rights to the committee.

Elsa added that INTD 301 is now a core course for the three certificates noted above, thus the program modification. Additionally, INTD 350 will now be an elective for the interior design and kitchen & bath certificates. The AS degree is modified to include these changes. Elsa mentioned that for the interior design certificate, if students want to apply for the ‘certified interior design’ certification, they need 40 units of coursework, and this is why 40 units are maintained.

Motion – To approve establishment of new course INTD 301 and course reactivation of INTD 350: M/S: Danielle Pelletier, Maria Lara-Blanco

Discussion— none

Abstentions – none

Approval – approved unanimously

Motion – To approve program modifications for: Certificate of Achievement Kitchen and Bath Design (Affiliated with NKBA, National Kitchen & Bath Association), Certificate of Achievement Home Staging, Certificate of Achievement Interior Design, and AS Degree Program Interior Design: M/S: Gloria Darafshi, Maria Lara-Blanco

Discussion— none

Abstentions – none

Approval – approved unanimously

Kinesiology, Athletics & Dance

- **Carr, Nicholas**
 - **AQUA 135.1 - Aqua Exercise I (1.00)** (New Course)
 - **AA Degree Program Kinesiology** (Program Modification)

Nick Carr presented on behalf of the above items. Nick thanked the committee for their assistance in the curriculum process. Nick shared that AQUA 135.1 is a cloned class from CSM with appropriate changes made to reflect our campus. Nick added that a benefit of this course is that you do not need to be an expert swimmer in order to enjoy the course and utilize the facilities. Nick added that moving forward, we have to ensure that we have courses that reflect the needs and interests of those who may seek to utilize the facilities. Nick mentioned that the course objectives are more fitness driven. Nick discussed some of the benefits of the pool used for this course in terms of depth and temperature. An aquatic background is also necessary for students who choose to pursue a Kinesiology degree with a teaching aspect.

Nick added that the AA degree is being modified to include this course. Lesly asked if this will assist transfer students seeking a bachelor's degree as well as being offered as an option for general education fitness courses. Nick added that this course will transfer into four year institutions that have a physical activity requirement. Gloria added that our local degrees require two PE courses, and the Kinesiology associate degree requires three courses in three different areas. The UC accepts up to four units of PE, while the CSU does not have a limit. José reminded Nick that this has to be approved by CSU-GE first, then it can be added to the AA-T, and asked Nick to be mindful of not offering the course until this occurs as it may impact students looking to transfer.

Motion – To approve establishment of new course AQUA 135.1 and the program modification to AA Degree Program Kinesiology: M/S: José F. Peña, Maria Lara-Blanco

Discussion— none

Abstentions – none

Approval – approved unanimously

2) Information/Discussion/Reports/Approval Items

a. Chair's Report

Lisa shared that she is grateful for all faculty members who worked to establish exam equivalency for courses. Lisa appreciated the conversations that took place across the district. There are a few areas where information is still needed. Lisa added that this was a mandate, and a lot of important work was completed on behalf of this effort.

Lisa thanked the committee for their work throughout the semester, and looked forward to connecting with everyone in the new year.

b. Articulation Officer's Report

Articulation Report 12/10/2021

Credit for Prior Learning Work Group District-wide, Convened by Vice Chancellor Aaron McVean

Credit for Prior Learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

WHY: (Title V Language, amended to strengthen CPL in March, 2020)

§ 55050. Credit for Prior Learning.

(a) The governing board of each community college district shall adopt and publish policies pertaining to credit for prior learning. The policies shall be transparent and accessible to all stakeholders, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to, credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

(b) The governing board may grant credit to any student who satisfactorily passes an assessment approved or conducted by proper authorities of the college. For purposes of this section, "assessment" means the process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

(c) The nature and content of the assessment shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the assessment adequately measures mastery of the **course content as set forth in the outline of record**. The faculty may accept an assessment conducted at a location other than the community college for this purpose.

(d) Credit may be awarded for prior experience or prior learning only for **individually identified courses with** subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Colleges shall consider the credit recommendations of the American Council on Education pursuant to Education Code section 66025.71. Upon a student's demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements or requirements for a student's chosen program. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

WHAT:

- Establish Administrative Procedures, Business Processes, Forms, Rubrics, etc. to document and provide credit for prior learning of students.
- Nature and content of the assessment of prior learning is determined solely by discipline faculty
- Categories of Prior Learning:
 - Credit by Examination
 - Evaluation of Joint Services Transcripts (military)
 - Evaluation of Student-Created Portfolios
 - Evaluation of industry-recognized credential documentation
 - Consideration of credit recommendations of the American Council on Education
 - External Exams (AP, IB, CLEP), equated to a specific course, where possible

WHEN:

- Some aspects of CPL are already in place (Credit by Examination, External Exams)
- The District is planning a district-wide announcement about CPL as a whole next semester.

c. Office of Instruction Report

- **Vice President of Instruction (VPI)**

Tammy thanked the committee and staff for their work this past semester and looked forward to connecting with members in the new year.

Tammy shared that Assembly Bill No. 1111 did pass. By July 1, 2024, the California Community Colleges must adopt a common course numbering system for all required general education courses and transfer pathway courses.

The bill requires each community college campus to incorporate the common course numbering system into its course catalog no later than July 1, 2024. In developing the common course numbering system, the bill requires the system be student facing and must ensure comparable courses across all community colleges have the same course number.

- **Curriculum & Instructional Systems Specialist**
 - 2021-2022 2-year and 5-year cycle updates



2020-2021 CURRICULUM REVIEW MATRIX . . . BY SUBJECT

Updated: 12/9/2021

CTE / NON CTE	Discipline	To Be Reviewed	Completed	In The Queue	Unsubmitted	
CTE	COOP	1			1	
	DANC	1			1	
	ECE.	21	20		1	
	FASH	37	36		1	
	HMSV	3	2		1	
	INTD	1			1	
	LEGL	15			15	
	MART	41			41	
	MEDA	1			1	
	PALT	9			9	
	CTE Total		130	58		72
NON-CTE	ASTR	2	2		0	
	BIOL	11			11	
	DRAM	1			1	
	ENGL	14	5		9	
	ENGR	9	3		6	
	HSCI	2			2	
	LCTR	12			12	
	LING	1	1		0	
	LIT.	13			13	
	OCEN	2			2	
	READ	2			2	
	NON-CTE Total		69	11		58
	Grand Total		199	69		130

d. Distance Education (DE) Coordinator

John thanked the committee for a great semester. He shared that the Technology Surveys for students and faculty have been sent out, and he asked that the committee please encourage their students to complete the survey.

3) Division Reports

-Nick Carr invited the committee to visit the new Kinesiology building.

-Soraya Sohrabi shared that some CSU campuses have extended their application deadlines as have UC campuses (Merced, Riverside, and Santa Cruz) and to please inform students that these changes are important to know.

-Admissions & Records will be closed December 23 through January 2 and final grades are due January 4 at 4pm. Grades will be available to students on January 5

-Chris Burns shared that the library will be open M-F next semester, and the hours will be confirmed in the new year.

4) Adjournment

Motion – To adjourn the meeting: M/S: Gloria Darafshi, Maria Lara-Blanco

Discussion—none

Abstentions – none

Approval – approved unanimously

- a. Meeting adjourned at 11:09 am