



Cañada College
CURRICULUM COMMITTEE
Minutes
Friday, November 13, 2020
9:30 a.m. – 11:30 a.m., Zoom

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

Members Absent: None

Guests: Rebekah Taveau, Ameer Thompson, Ramki Kalyanaraman, Allison Field, David Eck, Doug Hirzel, Julian Branch, Nick DeMello, Hyla Lacefield, Damon de la Cruz

1) Adoption of Consent Agenda

Motion – To adopt revised agenda: M/S Maureen Wiley, Soraya Sohrabi

Discussion – none

Abstentions – none

Approval – approved

<i>Consent Agenda</i>

1) Approval of Meeting Minutes – October 23, 2020

2) Approval of Curriculum items –

Counseling

- **Chan, Ryan (Daryan)**
 - **CRER 430 - Career Assessment (0.50)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Mode of Delivery Revision, Other (list change(s) below): Adding online modality to the DE addendum effective spring 2021. The course was previously approved as hybrid only. Textbooks Revision

Office of Instruction

- **Gaspar, Erik**
 - **INDV 251.3 - Tennis III (1.00)** (Modified Course Proposal)
Proposed Changes: Content Review Revision, Distance Education Addition, Lab Content Revision, Mode of Delivery Revision, Other (list change(s) below): Addition of DE addendum effective Spring 2021 so that this course can be taught as an

Motion – To approve consent agenda, including meeting minutes of 10/23/20 and curricular items: M/S: Gloria Darafshi, Bernadette Newland

Discussion—none

Abstentions – none

Approval – approved unanimously

Substantive Agenda

1) Adoption of Substantive Agenda

Motion – To adopt substantive agenda: M/S: José F. Peña, Maureen Wiley

Discussion—none

Abstentions – none

Approval – approved unanimously

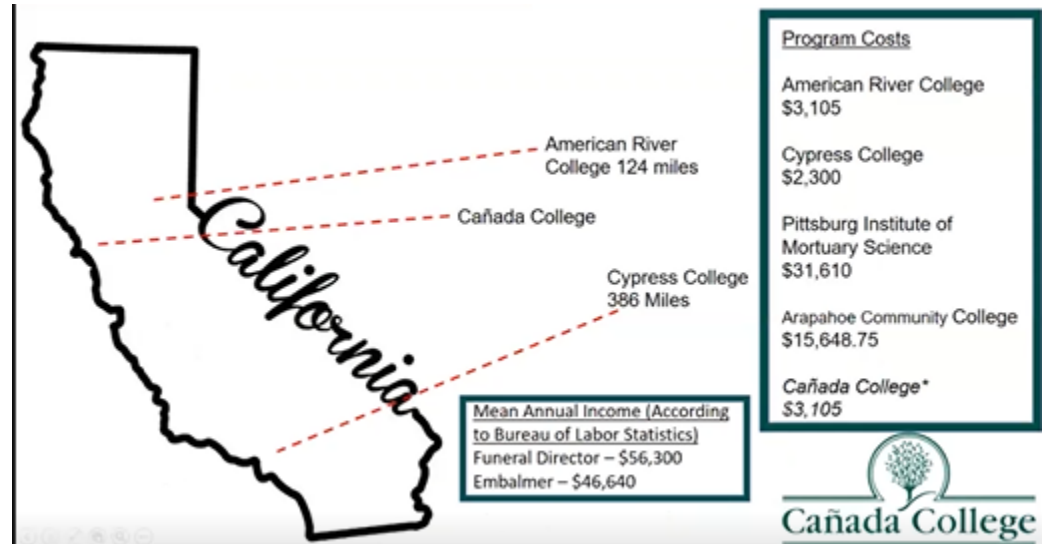
2) Curriculum items:

Science & Technology

▪ de la Cruz, Damon

- **FSE. 200 - Introduction to Funeral Service (2.00) (New Course)**
- **FSE. 210 - Funeral Directing I (3.00) (New Course)**
- **FSE. 212 - Funeral Service Science (5.00) (New Course)**
- **FSE. 215 - Funeral Directing II (3.00) (New Course)**
- **FSE. 220 - Funeral Service Law and Ethics (3.00) (New Course)**
- **FSE. 225 - Psychology of Death and Dying (3.00) (New Course)**
- **FSE. 230 - Merchandising in the Funeral Service Industry (3.00) (New Course)**
- **FSE. 235 - Funeral Service Management (3.00) (New Course)**
- **FSE. 250 - Restorative Art (5.00) (New Course)**
- **FSE. 260 - Embalming I (4.00) (New Course)**
- **FSE. 265 - Embalming II (2.00) (New Course)**
- **FSE. 270 - Funeral Service Counseling (3.00) (New Course)**
- **FSE. 280 - Funeral Service Education Practicum (5.00) (New Course)**
- **AS Degree Program Funeral Service Education (New Program)**

Damon De la Cruz presented on behalf of the above courses and program. Damon presented the following information to the committee:



Damon discussed both the location need for an additional college offering Funeral Service Education as a program and compared the cost with other programs within the state. Damon shared that students may be interested to know the average amount they would make when pursuing this profession: funeral directors, \$56,000 and embalmers, just under \$50,000.

Why Funeral Service At Cañada College

"The job market for funeral directors is expected to grow by 3.8% between 2016 and 2026"

-Careerexplorer.com

"In the coming decades as baby boomers hit old age, the annual death rate will climb from 8.3 per 1,000 people to day to 10.2 by 2050 in America...the dead-body business is seen as highly predictable, uncorrelated with other industries, inflation-linked, low risk and high margin"

-The Economist



Damon spoke to the demand of the field and clarified that there is a demand for employment that will be readily available for students.

Mortuary Science TOP Code 1255.00

Preparation For:

- Burial
- Embalming
- Cremating
- Other methods of disposition in conformity with legal requirements, and the conduct of funerals.

Career Paths

- Funeral Arranger
- Embalmer
- Funeral Director
- Funeral Attendant
- Funeral Home Manager
- Anatomical Specimen Technician
- Morgue Attendant
- Crematory Technician
- Autopsy Technician



Damon shared that outside accreditation for programs is necessary. Damon stated that the curriculum for this program is designed for a student to be able to open and manage every aspect of a funeral home. Damon discussed the preparation students would be receiving in addition to the types of career paths that would be possible with this education.

American Board of Funeral Service Education



- **Public Health and Technical**
 - Chemistry, Embalming, Microbiology, Anatomy, Pathology, Restorative Art
- **Business Management and Professional**
 - Accounting, Funeral Service Management, Funeral Service Merchandising, Cremation, Funeral Directing, Small Business management, Professional or Business Communications, FTC
- **Social Sciences/Humanities**
 - Sociology, Funeral Service History , Psychology, Funeral Service Counseling
- **Legal, Ethical, Regulatory**
 - FS Law, Business Law, Ethics
- **General Education**



Damon shared that the American Board of Funeral Service Education is the outside accrediting body, currently accrediting 57 schools in the United States with three in candidacy. Damon discussed the core requirements of Public and Technical Health, Business Management and Professional, Social Sciences/Humanities, and Legal, Ethical, and Regulatory in addition to General Education. Damon developed the courses to scaffold each other and the requisites for the program. The American Board has general education requirements that would meet the state of California's requirements for graduation on unit levels.

Required ABFSE Curriculum

New FSE Courses/Content

- Cremation
- Embalming
- Funeral Directing
- Funeral Merchandising
- Funeral Service Law/FTC
- Funeral Service Management
- Funeral Service Psychology
- Pathology
- Restorative

Cañada courses

- Anatomy (BIOL 250)
- Business Law (BUS 201)
- Chemistry (410)
- Microbiology (BIOL 240)



1 2 3 4 5 6

Damon discussed the courses that were designed for the program. All of the curriculum that comes from the accrediting body does have outlines from the body that cannot be used without purchase. Damon has used his own curriculum to build the curriculum that will follow the outline. Damon stated that the location of the college would attract students looking to relocate. Some prerequisites can be taken at students' local colleges or can be taken at Cañada College. It was decided to utilize the courses that were available at Cañada College and make one larger Funeral Service Science course that touched upon and drew all the course content together specific to the industry. Damon shared that it is preferable to have outside courses as prerequisites so students have backgrounds in the subject area that can serve as a foundation for more specific learning in the subject area. Nick DeMello asked if projections had been made regarding bringing CHEM 410 online and the impact of enrollment. Damon shared that classes are no larger than 45 people per cohort. The program is designed to be two years and people would be accepted every spring with the application period in the fall. Damon shared that there may be around 25 additional people per class as an estimate.

Needs Assessment

	2018	2023	2018-2023 Change	2018-2023 % Change	2018-2023 Replacement jobs	2018-2023 Openings	Annual Openings
Funeral Service Manager	164	178	14	3%	59	74	15
Embalmer	62	64	2	5%	47	51	10
Funeral Attendant	452	475	23	5%	347	381	76
Morticians, Undertakers, and Funeral Directors	325	341	16	6%	203	231	46
	1,002	1,058	56	9%	656	737	147



Damon shared that a needs assessment has been discussed with the advisory board that is part of a mandate for accreditation. Various people involved in the field discussed the program and proposed classes in addition to the needs of the field. The

above numbers are taken from the Bay Area region, highlighting that there is a consistent turnover of people needed to enter the field.

Post FSE Degree Phase

Duties of Funeral Service Workers

- Offer counseling and comfort to the families of the decedent
- Provide options for funeral service types
- Arrange for the transportation of the deceased to the funeral home
- Prepare the remains for the funeral service
- File and documents associated with death

Post Degree Phase

- Biology
 - Forensics
 - Psychology
 - Counseling
 - Law
- *This list is not exhaustive*

102689



Damon discussed some post degree options that he is aware of from his experience working in the field.

References

- https://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf
- Bureau of Labor Statistics:
<https://www.bls.gov/oes/current/oes394011.htm>

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Gloria Darafshi asked if the program usually operates on an application process, where students would apply after completing prerequisite courses. Damon shared that an application process is mandated by the accrediting body, and students can be in progress with prerequisites when then apply. However, if someone has completed their prerequisites, they may rate a bit higher than someone who has not. Damon shared that he does have a concern regarding the time period someone may have taken a past prerequisite course. Gloria asked if American River and Cypress Colleges have what is considered a competitive process for their programs. Damon clarified that there is a need in this region and that location often is a factor in the number of applications received based on the demographics of the applicant population. Lisa Palmer asked for clarification regarding the amount of time it takes to complete the program. Damon clarified from the first funeral directing course to the final practicum is a two year program, and if the students complete their prerequisites in the year prior, it becomes a three year program. Lisa clarified the

benefit of obtaining the degree if students are able to obtain jobs in the field without the degree. Damon clarified that more opportunities are available with the degree, as without a degree, students can work in a funeral home but not be licensed, and with a degree, they can run or own a funeral home. In the state of California, there are two separate licenses, one for funeral directing and one for embalming. Nick brought up a discrepancy among how CHEM 410 was offered at the three district colleges and how this may influence the program. Damon clarified that a survey background in Chemistry will be necessary as a reference point. Nick clarified that numbering at course offerings among colleges in the district is a bit out of sequence to cover the same content. At Skyline and Cañada, CHEM 410 is the same course, while CHEM 410 and 420 would be necessary at CSM based on the content covered in the course offerings. Damon shared that the counseling and advising process will be necessary to guide students to take the appropriate courses. Hyla Lacefield asked about the cost for retrofitting the Anatomy labs. Julian Branch added that the program was instructed to seek approval of the Curriculum Committee. Once approval is obtained, estimates and additional resources would be sought. Damon added that the final portion of the program is to complete a practicum, and local funeral parlors have been contacted and have confirmed that they would be eager to have students at their placements. Bernadette Newland asked about ventilation retrofitting in the space. Damon clarified that particular ventilation when working with chemicals is necessary and the law requires certain ventilation requirements.

Motion – To approve new courses FSE 200, 210, 212, 215, 220, 225, 230, 235, 250, 260, 265, 270, 280 and new program AS Degree Program Funeral Service Education: M/S: Soraya Sohrabi, Maureen Wiley

Discussion— no additional

Abstentions – none

Approval – approved unanimously

- **Kalyanaraman, Ramki**
 - **Photonics and Laser Technology (PALT)** - Addition of Discipline and course prefix

Ramki presented on behalf of this item. He shared that in the next curriculum meeting, he will be describing the plan for two new certificates in Photonics and Laser Technology. Ramki has already created the programs and curriculum, but the need to day is to request a new discipline code so the courses and curriculum can be identified by the unique code. Ramki provided background on why he is proposing a new discipline code. Ramki shared that the discipline code is going to accurately reflect the program and what is trying to be done, which is collaborating with the industry to create a pipeline of technology in the area of Photonics and Laser Technology. Although this will be a unique code, it will be easily recognizable in the industry. Additionally, there is preparation being done for the establishment of an AS degree once certificates are established and articulation is discussed with the UCs and CSUs. Lastly, this discipline code and name will likely attract students into the program and be easier to market not only in the area, but outside California as well.

Maria Lara-Blanco asked if there was a reason for working on the certificate first prior to reaching out to four year institutions, as if people are looking for a degree, they may pass this program as they are looking for a degree. Maria asked if a degree and certificate can be completed at the same time. Ramki shared that there is an urgent and immediate need for technicians in our local area industry, and getting the certificate running could have a direct impact on students entering the job force

quickly. In the context of a degree, Ramki has already started discussions with local schools, and he believes the process will take much longer. To articulate specific classes to what the universities have on their campus will need to take place. There is currently no four year degree on Photonics and Laser Technology anywhere in the US, and this will take more time than the certificate portion. Gloria asked about high school students taking the certificate program and clarified if any specific background is necessary for students to enter the program. Ramki clarified that industry partners have shared that there is a significant shortage of technicians, and what is seen is that people who enter in high school, actually make a career of this and stay in the industry longer.

Motion – To approve PALT addition of discipline and course prefix: M/S: Danielle Pelletier, Maria Lara-Blanco

Discussion— no additional

Abstentions – none

Approval – approved unanimously

Humanities & Social Sciences

- **Field, Alison**

- **HIST 245 - Race, Ethnicity and Immigration in the U.S. (3.00)** (Modified Course Proposal)

Proposed Changes: Catalog Description Revision, Content Review Revision, Honors Revision, Lecture Content Revision, Objectives Revision, Schedule Description Revision, Student Learning Outcomes Revision, Textbooks Revision

Alison Field presented on behalf of this item. Alison shared that her reasons for submitting this semester were to update much of the language and add explicit references to more recent events to things such as the Immigrant Rights Movement and the Black Lives Matter Movement. Additionally, Alison wanted to submit this course for consideration for the CSU American Institutions GE graduation requirement. At Skyline, a somewhat similar course, the History of Ethnic Groups in the United States was receiving this CSU credit and Cañada hopes to show that this course meets appropriate requirements as well. Alison shared that she also updated course objectives.

Nick DeMello asked if this may also become an Area F course. Alison shared that it likely may as it is well set up for this as she kept this in mind when completing her revisions.

Motion – To approve modifications to HIST 245: M/S: Gloria Darafshi, Maria Lara-Blanco

Discussion— no additional

Abstentions – none

Approval – approved unanimously

- **Taveau, Rebekah**

- **ESL 400 - Composition for Multilingual Students (5.00)** (Modified Course Proposal)

Proposed Changes: Catalog Description Revision, Lecture Content Revision,

Objectives Revision, Representative Assignments Revision, Schedule Description Revision, Student Learning Outcomes Revision, Textbooks Revision

Rebekah Taveau presented on behalf of this item. Rebekah presented the following document and walked the committee through the following changes:

- District wide effort and state-wide movement to have IGETC 3 B/CSU C2 transferability for ESL 400/ESOL 400
- This work began as part of AB 705 to shorten student pathways and in response to the AB 705 Memo from the Chancellor's office encouraging ESL faculty to seek transfer credit.*(1)
- The change designation was denied for ESL/ESOL 400 courses in smccd last cycle. ** (2)
- Partnered with CSM and Skyline to align our 400 CORs and approach to reapplying.
- Carefully analyzed the COR of 5 of the 8 CA Community Colleges that already received the IGETC 3 B/CSU C2 transferability for ESL 400/equivalent course and reviewed the IGETC 3 B/CSU C2 [rubrics](#) and reasons for the rejections of CSM, Skyline, and Cañada.***(3)
- The UC and CSU have indicated that they are more receptive to accepted high-level ESL as Humanities courses

Rebekah clarified that this is part of ESL change designation, that ESL is not basic skills but foreign language acquisition, which reflects 21st century pedagogy of ESL in the way it is taught. Lisa commended the initiative as having sound rationale. Gloria thanked Rebekah for the work she has done over the past several months, and stated that she remains hopeful.

Motion – To approve modifications to ESL 400: M/S: Danielle Pelletier, Bernadette Newland

Discussion— no additional

Abstentions – none

Approval – approved unanimously

3) Information/Discussion/Reports/Approval Items

a. Chair's Report

Lisa shared that she has learned much about the CSU Ethnic Studies mandate over the past several weeks, and appreciates the committee's patience as she continues to obtain new information.

b.

Articulation Officer's Report

Articulation Report – 11/13/2020

- A. Course submissions for CSUGE and IGETC are due in early December.

- B. CSU/UC position on online labs – both systems have confirmed they are honoring existing articulation agreements regardless of modality for AY 20-21. This position is always true for determining transferability and for General Education. Beyond AY 20-21, acceptance of online labs for major preparation could vary by campus and by department. For example, SFSU has said that their School of Nursing will be developing its position on online labs for future admission cycles.

- C. SFSU – has experienced an 8% reduction in enrollment; the number of enrolled international students has been cut in half (from 2,261 to 1,026). There are currently only 5 impacted majors at SFSU:
 - Business, with Accounting concentration
 - Kinesiology, with Exercise & Movement Sciences concentration
 - BSN Nursing
 - Psychology
 - Social Work

Nick shared that in regard to online labs, there are multiple ways to interpret that phrase, including virtual labs or take home lab kits. In this discussion that is developing, Nick asked if they are distinguishing between the forms of incorporating lab work. Gloria shared that she can check with the articulation officer at SFSU. Nick shared that if people can be identified at SFSU, he would like to discuss this with them as a change made can affect the trajectory all across the state or bay area. Nick shared that remote participation labs may also be introduced into the conversation. Nick also asked if the discussion surrounding the definition of having a hands on component for General Chemistry with the CSUs had developed further. Gloria clarified that she can look at the CID and find out what the current status of the course is.

c. Office of Instruction Report

▪ Vice President of Instruction (VPI)

CIOs have been talking about the Ethnic Studies requirements, and the regulations are being discussed including the minimum qualifications necessary for a faculty member in order to be successful in these courses. Dr. Robinson has been working with the district taskforce as well, and is looking forward to continuing the discussion to make this a reality for the college.

▪ Curriculum & Instructional Systems Specialist

José shared that he has nothing to report on the 2 and 5 year cycle, as there is not much movement yet, but this will be revisited at the next meeting.

About three weeks ago, Maria contacted José that there was an issue with submissions of students MIS awards that were being sent back to the college and not accepted, having to do with the Child and Adolescent Development AS-T. In doing some research at the state level in the inventory, José found out that our program had been approved as an AS-T instead of an AA-T. Out of the 28 programs across the state, our campus was the only one with this issue. José has been working with someone from the state, and the issue has been resolved and approved in the inventory as an AA-T. The next step is fixing the catalog, CurricUNET, and DegreeWorks retroactively, and making sure that all of the documentation used for advertising is corrected. José will be communicating with multiple people across campus to

ensure processes are corrected and not negatively impacted by this. José also mentioned that awards given to students will also need to be rescinded and reissued as the correct type. Maria will assist with this so that if students transfer to a four year university, they will not be questioned as to why they have the wrong degree type. Maria shared she will have to run a report to see when the degree was implemented and the number of students who received it. After changing the degree title on banner, the degree will have to be reawarded, transcripts will need to be sent to all of the school's students sent transcripts to so the correct title degree type is present. In addition, diplomas will have to be reprinted, and letters will have to be sent to those affected. Gloria asked if this necessitates us changing the local degree, which is an AS. José shared that he will have to obtain Patty Hall's input on this. Soraya asked if this information has been communicated to CSU Chancellor's Office. Gloria shared that this was shared. Soraya shared that this will also need to be changed on the CSU application. Gloria shared she will ask this question specifically.

d. Distance Education (DE) Coordinator

Nick shared that forward movement is taking place to identify fully online courses as opposed to only courses. If committee members are aware of programs in their area that they would like to explore, they should fill out the information here: <http://chem.ws/fullyonline> and they will be contacted to follow up for further discussion. Gloria discussed specific examples of programs that would benefit from this transition/be possible to transition fully online. Nick and Gloria will speak outside of the meeting regarding these specific cases.

e. District Ethnic Studies Taskforce Report

David Eck shared that he and Lezlee Ware had sent a memo to the Tech Committee last night. One thing that changed is that all of the Ethnic Studies courses as opposed to just those fitting within Area F are intended to be cloned. An Umoja Program is in the process of being established, and the goal is to carry over as many courses as possible to offer the program a starting point. As this is an interdisciplinary discipline, there is quite a range of what the faculty in charge may be specialized in, and it is helpful to have content that can be modified based on what the faculty would like to further pursue. The Ethnic Studies faculty at CSM are currently working to understand which of their courses will fit into Area F. This list of courses will be finalized and presented at a future meeting. David clarified that the faculty position proposal was submitted by the deadline and will be presented at the Position Proposal Presentations in early December. Lisa clarified that the committee will need to establish the discipline, the program, and then the courses, and it is feasible for these steps to be addressed at the December Curriculum Committee meeting. José clarified that the first step is approving the discipline and the prefix so it can be used. José shared that at the next meeting, the discipline can be approved, followed by the courses if they are ready. José asked if we will be able to offer certificates discussed the AA-T degree including the Social Justice Studies degree. Gloria asked if a local degree is being proposed at this time. David shared that he can check, but he believes this is the case. Lisa asked if a certificate will be proposed. José clarified that currently, there are three programs at CSM that are active under Ethnic Studies, a certificate, an AA degree, and an AA-T. David shared he would confirm these details. Lisa offered that it may make sense to set up the program and courses for the new faculty member, and allow them the ability to develop other decisions more specifically. José clarified that this will make all of the classes program applicable. Tammy added that she believes the certificate should be pursued so students can enter the workforce. Maria asked Tammy what the process is regarding not offering the same programs at different campuses to avoid competition. Tammy shared that this is a special case that every community college needs to have an Ethnic Studies Program. Maria offered that CSM has had an Ethnic Studies program for a long time, but they do not have an Ethnic Studies graduation requirement. Alison Field added that she believed the first step was to establish the program and the faculty member and to ultimately have conversations that would include the current Latin

4) Division Reports

-Soraya shared that she attended the state regional meeting for transfer center directors and CSU and UCs are not accepting pass/no-pass for major requirements. It is ok in winter, spring, and summer 2020, but any courses that are pass/no-pass may not be accepted if it is from fall 2020 on. From this point forward, students need to pursue getting letter grades for major preparation.

-Maureen shared that the most recent division meeting was cancelled, but a more informal meeting took place. Maureen shared that an update from AFT and contract negotiations took place. Something that came up was interdepartmental discussion for accessibility for synchronous versus asynchronous teaching online. Depending on how long we use this model of education, it may be something we need to consider as a college. Maureen found it interesting that many students provided feedback that more synchronous sessions would be preferred. Maureen proposed that the college may need to think more intentionally on offering more synchronous, asynchronous, and night classes as the discussion continues.

5) Adjournment

Motion – To adjourn meeting: M/S: Maureen Wiley, Gloria Darafshi

Discussion—none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 11:47am.