



GROSSMONT COLLEGE Curriculum Committee Meeting

November 29, 2022

In Attendance:

Dee Aceves; Liz Barrow; Jeanette Calo; Jose Contreras Jr.; Sebastien Cormier; Angela DiDomenico; Carl Fielden; Marshall T. Fulbright III; Karen Hern; Desirae Jenkins; Felicia Kalker; Sharon Sampson; Alan Traylor; Karen Wong, June Yang

Not in Attendance:

Martha Clavelle; Caylor Cuevas, Dave Dillon; Tate Hurvitz; Sara Laila; Hadeel Yaqoub

Departments in Attendance:

ART, COUN, CSIS, ECON, ENGL, ES, MATH, NUTR, OTA, POSC, RELG

1. **Call to Order**- Cormier called to order at 2:01pm
 2. **Approval of Minutes**
 - November 8, 2022
 - Calo/Hern motion to approve
 - **(11) Yes/ (0) No/ (1) Abstentions**
 3. **Proposals** – Curriculum approval, General Education, requisite validation, distance education, and student learning outcomes have been placed on the Consent Calendar as distinct items. There will be no separate discussion of these items unless a committee member or guest requests that particular items be removed for further discussion or review. Removed items will be considered separately. All matters remaining under the Consent Calendar will be approved by one motion.
 - Overview of Action Items:
 - Removal of Items from Consent Calendar (if applicable)
 - Adoption of Consent Calendar
 - Approval of Consent Calendar (see below)
 - Removal of Items from Consent Calendar (if applicable)
 - Adoption of Consent Calendar - (Action Item)
- Curriculum Proposals for December 13, 2022 Board Packet:

ART

Course Modification: ART 131, 132, 133

Certificate of Achievement (COA): Jewelry Design

- Bennett: Has discussed COA for years. Modified Jewelry I and Jewelry II to include DEI language in the outline and looked at textbooks. ART 133 is a bigger modification. Wanted this to be more specific to metalsmithing instead of a sequential course and removed Jewelry II prerequisite course. Instead, included Jewelry I prerequisite for ART 133. It works for the certificate so that it can be completed within a year. No new textbooks in a lot of the Studio Art courses because the techniques have not changed. The texts look old, but are still valid. Instructors know to include diverse works and works from around the world.
- Aceves: Checked other community colleges for Jewelry Design courses and their textbooks are also dated, but acceptable.



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COMPUTER SCIENCE INFORMATION SYSTEMS

Certificate Additions: Drone Flight School (COP), Drone Cinematography (COP), Drone Mapping (COP)

- Fredricks: Focused on inclusion for curriculum/new program. 40% of students are female, veterans, and from various financial backgrounds and ethnicities
- Aceves: DEI was left blank on CPR, wanted to hear more about DEI in this meeting
- Fredricks: Students who have completed courses have gone into diverse fields that involve DEI, such as Agriculture, Telecommunications, and TV & Film

COUNSELING

Course Modification: COUN 095, 110, 130

- Cruzado: Revisions include updated terminology and topics, removal of pronouns, updated textbooks, added OER options, and looked at DEI and how this can be incorporated into these courses. For the Career Counseling class, careers have been historically gender and ethnically dominated, demystifying stereotypes for certain careers, revising COUN 120 for DEI
- Aceves: can delete duplicate concise textbook, need to send back
- Cruzado: will send back

DANCE

Course Modification: DANC 080A, 080B, 080C, 080D, 081A, 094A, 094B, 094C, 094D

- Cormier: Dance could not attend, but provided statement to committee that details general updates to courses like textbooks, etc.

ECONOMICS

Course Addition: ECON 125, 130, 135

Distance Education: ECON 125, 130, 135

- Myers: Every discipline we deal with has equity and diversity components within it because of the nature of the study of the material.
- Cormier: Will meet with Myers to complete content review for ECON 215 and will push course to the next meeting.
- Myers: Made some major modifications. Left out all of the articulated details about simple things like normal distribution curve. That has now been added. Completed the Entrance Skills, but not Exit Skills.
- Aceves: There are some content review questions. Will add course to the next agenda for completion.



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ENGLISH

Course Modification: ENGL 195, 201, 219, 238*, 239*

**Cross-Listed with ETHN 238/239*

- ENGL 195
 - Martin: There was only one text listed. The text list was updated to include more textbooks by scholars of diverse ethnic and cultural backgrounds. We have made significant revisions to all of our CORs to not only include DEI but to make the language of our course more student facing as well.

- ENGL 201
 - Martin: DEI was the main focus for the revision and collaborated with Cuyamaca very closely. We expanded the title to include gender, women, sexuality and literature. We wanted the course to be a lot more inclusive. Revisions of the course were significant compared to the original. They were trying to be more inclusive in the text list, and there was care taken to select authors from diverse communities. Also updated the outside class assignments section to be more specific on the topic, so they included topics, such as, the intersection of gender, sexuality and race, etc.

- ENGL 219
 - Martin: The department member who worked on the course outline updated the text list to make it more inclusive to include different backgrounds, genders, etc. We made sure it is inclusive of people with different disabilities.

- ENGL 238 and 239
 - Aceves: The committee looked over your revisions to the Area F courses that we have reviewed already three times. Did you want to mention any other comments on the 238 and 239? There were no other comments on those since we have just recently reviewed and just responded to comments.
 - Martin: For 238 and 239, we needed to be more specific about the kinds of assignments and some aspects of the course that actually engage in anti-racism and community work. I revised the assignments for both 238 and 239 to provide specific prompts that showed more exploration into cultural competence.
 - Martin: Did we get the semester hours correct on the revisions? We weren't sure if we did that correctly on the latest revisions, and that way moving forward and make sure we do it right every time.
 - Aceves: We will make sure that the final version has the correct hours according to the calculations that are outlined by the program course approval handbook and through our Chancellor's office. We'll make



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sure that's all correct before the final COR gets posted.

EXERCISE SCIENCE

Course Addition: ES 202

Course Modification: ES 006A, 006B, 006C, 255

- ES 006A, 006B, 006C
 - Abshier: These were old so we had to meet industry standards when it comes to the course outline or SLOs. We are in the process of writing our own textbook or core booklet. We have a health side in the core booklet that talks about different diseases from different ethnic backgrounds. Dr. Stevens is working on diversity in the new core book so that DEI is included. The big thing about A, B, and C is making sure we have SLOs that show entry and exit exercises or ideas or knowledge to move on from A, B, and C.
- ES 202
 - Abshier: This will be a copycat class to ES 200. This is going to be for Women's volleyball because it's a dual sport. This will help them not have to take ES 200.
- ES 255
 - Abshier: We're changing the title to correlate with Cuyamaca's sports medicine. We also put a DE on that so that we can hybrid it to get more State students or students in general. We're going to hybrid the lecture and maybe do the lab in our athletic and sports medicine center, and if we don't we could do it 100% online. DEI will be included as well to address sports from all inclusive equity and diversity backgrounds.

MATH

Course Addition: MATH 095

- MATH 095
 - Vanden Eynden: This is a non-credit class, which we have never offered. This class will be offered the week prior to the sixteen-week semester, so during flex week. There's more flexibility for being non-credit. When you talk about DEI, studies show that the achievement gap for most math classes can be reduced or eliminated by more active learning. This is for enrolled or concurrently enrolled students in MATH 175, 176, or 178, so these are some of the BE courses. This is not recommended for students who are going in the SLAM direction.

MEDIA COMMUNICATIONS

Course Modification: MCOM 112, 116, 117, 118, 120, 230

- Calo: We're cleaning up some CORs, updating terminology, getting rid



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of the word electronic, and fixing the name for MCOM 230.

- Barrow: I'll follow up with Calo's comment on the Excel file about how she tried to change that course number on the entrance skills and the form was locked. I don't know eventually, if that 116 gets translated to our new curriculum system somehow, so just to have that note that it may not matter at all right now.

NUTRITION

Course Addition: NUTR 200

Certificate Addition: Nutrition Services (COA)

Degree Addition: Nutrition (AS)

- NUTR 200
 - Stevens: This actually reduces the unit burden for our nutrition majors and carves out a specific class just for nutrition and dietetic students.
- Nutrition (AS)
 - Stevens: For AS and COA, this is to align our curriculum with SDSU to formalize a pathway for students who are transferring over there and get a degree along the way.
- Nutrition Services (COA)
 - Stevens: The COA is specifically for students who complete all the requirements but are not planning, because we do have some students who come and get all of their prereqs, and then head out. I took off MATH 160 as I was told that does not fulfill the stats requirement. The COA should just be Nutrition, not Nutrition Services.

OCCUPATIONAL THERAPY ASSISTANT

Course Modification: OTA 100, 101, 102, 120, 130, 140,
141, 210, 221, 240

- Vicino: This year it's pretty much cleaning up and updating outdated CORs. Three things to note we had accreditation. We highlighted in our two level one clinical courses, a psychosocial component as a specific course objective, and for the degree we expanded the options that would be satisfying the area that FS 120 always satisfied. The rest is just a normal update. Textbooks updated to the newest, made one course not have a textbook for the first time in our program and the zero cost and the teacher puts together that it's for technology course. While we were cleaning everything up, your lingo changes, so we made those changes.
- Cormier: There was one little lingo change that you guys missed, by the way. In 210, I think we'd asked you to replace smart cart with the



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- standard classroom, and that would be one small change.
- Vicino: Do you want me to redo it and resubmit somehow?
- Cormier: If you could make the changes to 210 to replace the smart car with standard classroom.
- Aceves: The other one was 120. We just need a 9D with a couple of examples.
- Vicino: I'll put final on the name when I drop in the folder.

PHILOSOPHY

Course Addition: PHIL 119

Course Modification: PHIL 115, 117

- PHIL 115
 - Yang: Philosophy 115 is really an alignment with Cuyamaca. We want to be able to offer what used to be our classical and medieval philosophy as just one section, and we aligned with their numbering system, and they call that Philosophy 115, and so one semester we will teach Philosophy 115, classical, modern, and then the next semester they can teach us. 115 is taking what used to be two different courses and combining them.
- PHIL 117
 - Yang: Philosophy 117 is also their number system, and that is modern and contemporary. Ferguson, Palestine Foundations of a Movement is for 117 which would be contemporary and modern. But I also want to add that another way that we're addressing this in our department, or at least in philosophy, there comes to exist standard text that are diverse and inclusive of all cultures and sexual orientations. So, the equity and diversity work is happening in terms of the assignments and the work that we're doing in class.
- PHIL 119
 - Yang: Philosophy 119 will include DEI and address diverse philosophies, such as African and Latin American philosophies. I did add text in that usually are not in the curriculum in philosophy. For 119, I added some textbooks that were more representative of larger groups in our society, and I also included more websites.

POLITICAL SCIENCE

Course Modification: POSC 150

Distance Education: POSC 140, 155

- Myers: I incorporated diverse people to address DEI. I leave the outlines very wide open.



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RELIGIOUS STUDIES

Certificate Addition: Interfaith Religious Literacy (COA)

- Burke: 9-unit certificate program because State of CA does not have an AAT for Religious Studies, this is a good certificate to help students who are looking to work in HR, Education, Hospitality, Tourism, any type of field where someone will have close contact with the religiously diverse population, starts with Introduction to Religion, starting this year, will go over history, methodology, and discipline.
- Motion to approve Consent Calendar: With amendment to remove ECON 215
 - Stevens motioned to approve
 - Hern/Fielden seconded motion
 - **(11) Yes/ (0) No/ (0) Abstentions**

4. Chair Report

● CAT Update

- Aceves: The catalog project is called CAT. We're looking to adopt a system without a lot of customization, so that we can use it in its full capacity. In terms of a timeline for this part of the project, we're starting with the catalog, and then going on to the curriculum management system. We have two deadlines, and we completed the first one, which was in October and that was providing information to course leaf. We have a second one in December. We're still in the early stages. In the spring semester there will be more action January through March. We anticipate training and editing of pages. April through July we'll be preparing for publishing. At that point, we'll be looking at what is the final thing, and then making all of the edits, and ensuring that the appropriate people on campus are editing their pages. Both campuses have an August 1st publication timeline set. We had an onsite meeting on November 17th where they were able to show us a couple samples for catalog pages.

● Pass/No Pass Policy

- Aceves: Our current catalog policy was out of date and in conflict with Title 5. Our catalog reads that we require a letter grade in all courses in the major. However, pass/no pass grades are allowable to meet curricular requirements. So, we're in a conflict and are looking to update the language. In addition, legislation has passed to move the pass/no pass deadline to the last day of instruction. This is also a change that we need to update on our forms across campus and different places including in this policy. We eventually want to publish this on an addendum once it's gone through all of the appropriate approval channels. We did have a couple of follow up comments. One was about being allowed to switch the pass/no pass grade back and forth. This is



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allowed.

- Wong: I was asking if students would be able to reverse the action because if a student asked for pass/no pass or a grade if they'll be able to switch back for it before the last day of instruction.
- Aceves: Yes, as long as it's done before the last day of instruction.
- Cormier: Can they ask after they've taken the final exam?
- Aceves: The last day of instruction would be what is published in the Academic Calendar, for instance, this semester. It's December 17th and for short term classes it's the last day of instruction for the short-term class.
- Calo: I feel like it could be cleaned up and bullet pointed, so students would read it and understand a lot of it. It could be more student friendly.
- Sampson: Since we're going to be changing the language to the end of the semester, will the students have access in our current self-service just go in and change that process independently?
- Aceves: We're turning off web advisor, and we're moving to self-service. I'm not sure if that's a function there right now. A student just has to submit a form through admissions and records.
- Sampson: That's an additional barrier.
- Aceves: Sharon, we can follow up and see if there is an answer to that.
- Kalker: I think it needs to be complete coursework, and then you can say, your major. I don't know if it has to say area of emphasis. I want to shorten this a little.
- Aceves: There are two types of degrees right now in our catalog, and I think that's why it had been put there in our initial catalog version because there's the degree and then there's degrees that are areas of emphasis.
- Barrow: We don't run classes pass/no pass in my program, but is that always an option when you're grading your student to offer the pass/no pass, or does their admissions and records process open up that possibility? Or does Lisa Lundgren have to go in and change everybody's grades?
- Aceves: Typically, our pass/no pass courses have that indicator on the course description. When they come in as new courses, they make sure to put that there. That's the grading option for the course in most curriculum management systems. That's something that you elect as you are putting in a new course. If a faculty member wanted to have that option, it would, and didn't have the option when they first got the course in, then they would do a course modification. Those are some of the things that a curriculum management system will help us to fix. We don't have a mechanism right now.
- Barrow: So you're saying that according to the curricular process, the course is given the grading options, it's programmed in?



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- Aceves: Typically, it's a graded course, unless you indicate on your course outline that it's going to be pass/no pass.
- Barrow: For students, can't they choose to have a letter grade and/or the pass/no pass if the course offers pass/no pass?
- Aceves: If the course does offer, yes. But, in some courses where they didn't offer it like your courses don't offer pass/no pass and are strictly graded, that's not an option for you.
- Barrow: When they go to set up their course that way, does the "P" become available as a grade option because it's been programmed in the system?
- Aceves: When the student submits their form, they want pass/no pass because it's pass/no pass eligible, then how does that get programmed?
- Wong: That's when Lisa goes in and programs them individually based on the form.
- Aceves: Felicia, you also thought we should add a note? Please work with the counselor if you have questions.
- Kalker: I think that, for example, if the student doesn't read through this, they might not realize that it will affect their transfer eligibility.
- Aceves: We wanted to bold it if you're transferring to a four-year university and you can have that discussion.
- Fielden: The students may assume that they'll be able to transfer with these pass/no pass grades. I think this should definitely be on the form as well as in the catalog to include before you submit this, consult with a counselor at some point.
- Cormier: I thought we had language at one point saying that not all pass/no pass will be transferable.
- Aceves: Students intend to transfer to four year should check their institutions of the receiving.
- Fielden: There is a lot of variation between schools for pass/no pass. The UCs are less accepting of pass/no pass.
- Aceves: Everyone has a limit to the amount, but UC is less tolerant and wants letter grades. That's why this legislation has changed to allow students to go to the last day when they used to make them select earlier.
- Fielden: There should be language in there about meeting with the counselor before you take this step.
- Aceves: Yes, maybe on both the form and the catalog.
- Fielden: They may be under the assumption that they can change it later.
- Aceves: Yeah, after it's posted to your transcript, and Karen you're on petitions. That's a no go as far as I know, correct?
- Wong: It depends on the situation.
- Aceves: The district is making changes to the pass/no pass policy and ensuring that it works with the deadlines.



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- **Other**

- Aceves: For the Brown Act, the ASCCC had a workshop where they provided updates. The slide presentation as well as the recording is going to be sent out once it's available to us. I couldn't be fully present in the meeting. The state of emergency by the governor will end at the end of February. We can continue in the online format until the end of February. Once this ends, we have 2 bills that we can access for remote or telecommuting meetings. The 361 which we're operating under now, this emergency bill and approving every thirty days through our senate can continue through the end of the year under certain circumstances. The consent meetings are the ones we need to meet in person. So, the vote ones, which is the second meeting of the month, will it have to be in person? I think our last meeting in March will have to be in person. I'm not sure if the senate has talked about this yet.

5. Articulation Report

- None

6. Information/Other Items:

- Aceves: There's an announcement from ASCCC about the AB 928 bills that were resolutions that were presented at the ASCCC. I don't know if there is an update on the plenary session resolutions from the senate.

Meeting ended at 3:44pm.