

GROSSMONT COLLEGE
CURRICULUM COMMITTEE MEETING – 4/12/22

In Attendance:

Dee Aceves; Liz Barrow; Jeanette Calo; Jose Contreras Jr.; Sebastien Cormier; Caylor Cuevas; Angela DiDomenico; Dave Dillon; Carl Fielden; Marshall T. Fulbright III; Karen Hern; Felicia Kalker; Bobbi Prilaman; Raymundo Quezada; Sharon Sampson; Alan Traylor; Hadeel Yaqoub

Not in Attendance:

Javier Ayala; Martha Clavelle; Aundrea Kaiser; Jason Stevens; Tenille Venard

1. **Call to Order** – Dee Aceves called the meeting to order at 2:04pm
2. **Approval of Meeting Summary from 3/22/2022**
 - Approved: Calo / Hern motion to approve the minutes from 3/22/22
 - Vote: (12) Yes / (0) No / (0) Abstentions
3. **Department Presentations on Course Proposals**
 - ENGLISH
 - Course Addition: ENGL 040*
 - Motion: Barrow/ Cormier
 - Discussion:
 - Barrow asked Cuevas to review purpose of course from a counseling perspective
 - Cuevas: There is an effort to get students to graduate. This would add additional units and could affect financial aid. All in favor of support to the student, but there is also fear of duplication. We are trying to get students to their academic goals and this could potentially create barriers.
 - Fielden: Sees both sides of the argument. Understands point of view of wanting students to complete, but also understands what faculty are trying to do. These courses are intended to build contextualized literacy skills. There is a trade-off that needs to be evaluated. Sometimes what is taught in writing courses isn't generalizable to other writing contexts. The intent is to help students. This course could be good, but it would prolong amount of time they are in school.
 - Calo: Course is not required? As long as its not required and people are seeking it out it, it might make her lean towards moving forward.
 - DiDomenico: This is the self-enrolled course that is presented to students to sign up. There is a concern with the course in regards to equity. The way the course is presented, the students who may actually need it aren't going to sign up.
 - Barrow: Appreciates passion that presenters brought, but wasn't

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convinced it was an enhancement beyond offerings of writing/tutoring center. There are resources on campus that should meet these needs and not convinced it is a good idea.

- Hern: Going with DiDomenico's comment, wondering impact on financial aid.
 - Fielden: It would have an impact on financial aid, but we also have to consider if a support course is enough? Sometimes students need way more. Maybe we need to look at what we are doing as a campus in our tutoring and support areas, and expand those opportunities instead of creating courses.
- Quezada: Following DiDomenico's comment, Important to remember that it is professor recommended. Can make an argument that it would be targeted at students who do need the course.
 - Aceves: Concerns is around who those students would be. Are they students who are already disproportionately impacted? If advised to take the course, it would increase units (on top of full schedule, childcare, etc.)
- Traylor: Serves as the English learning coordinator and wants to share that tutors are very underutilized. He has worked to encourage faculty to send students for assistance, but utilization still has been low.
- Cuevas: Appreciates different viewpoints. Agrees with what has been said. One of the major drawbacks of ENGL 040 is it is not an applicable course. It has Zero utility.
- Fulbright: For any of the social behavioral science classes, is one of the learning outcomes how to write a research paper? The outcome of the course is an outline of research and not just content, but how to actually write the research paper? (Yes)
- Fulbright: What are the learning outcomes for ENGL 120? Also a research paper? (How to research, how to analyze, etc.)
- Traylor: Outcome of ENGL 120 is how to produce a paper with the proper documentation. At the end, they will have learned rhetorical strategies, how to do exposition, and at the end of the semester they do a research paper.
- Fulbright: We could have contextualized research papers within already existing ENGL 120 courses. For the social behavioral courses, there is research involved. If a learning outcome is the same as another course, this would be a third course with essentially the same outcomes.
- Kalker: ENGL 120 has an SLO for research and in the past they would come to library for assistance. Many courses have SLO relating to research skills and would visit the library for collaboration. Hoping to see more of those requests moving forward.

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- Fulbright: Both library and tutoring resources that are underutilized. Our ENGL 120 course has the same outcome as this proposed course. Students could be recommended to take that course. Some of these ENGL 120 courses have even been contextualized to help support students.
 - Traylor: Learning community models vary from semester to semester. They try to offer, but it requires a partnership with other departments and coordination with counseling, etc.
- Fulbright: Traditionally for ENGL 120, is the research paper prescribed or do students have option of selecting topic?
- Traylor: It varies by instructor. SLO is written so instructor could decide if research paper is contextualized or not.
- Fulbright: Ultimately, whatever they write on, they are learning the skills in order to do the research? The learning outcome is to come up with an end product. Wants to be objective and analytical about this: There are opportunities for contextualization, there are learning outcomes for research in other courses, and there are resources in the library and academic support services.
- Traylor: Students can also opt into ENGL 120 with a 1 unit lab with an embedded tutor. Tutoring staff fluctuates. Embedded tutors varies every semester (currently 4).
- Fulbright: We have an opportunity to incentivize and improve these opportunities. We need to do what we can to provide support. Will this proposed course start a trend of courses like this for other disciplines? It can become a slippery slope. It can have a potential negative impact to students with regards to units/financial aid and we have not gotten students to utilize campus resources as much as we could. Feels we must support students however we can, but we have identified other resources that could be used to support them without adding something that could potentially negatively impact them.
- Aceves: As a system, our missions and goals have changed for how we deliver our curriculum to the students. Stand-alone classes are something we need to be especially mindful of. Those types of classes have proven to have negative consequences in terms of absorbing financial aid packages and prolonging their stay.
- Kalker: In her experience, teaching contextualized is more effective. Would like to see us pursue other ways to meet this need. (Co-reqs, collaborative teaching models, etc.)
- Quezada: Agree with Dr. Fulbright. We have so many avenues to address this need. He is someone who has worked in these learning communities and the research papers and grades turn out better. However, has felt ignored by administration in the past. Would like to

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see collaboration happen. Would love to invite everyone to a meeting on Friday, April 21 from 3:30-5:30pm to discuss benefits of learning community.

- Vote:
 - (1) Yes / (12) No/ (2) Abstentions
 - **The course is not approved**

- ENGLISH AS A SECOND LANGUAGE (ESL):
Course Additions: ESL 098C
Motion: Calo/Sampson
Discussion:
 - Fielden: What was the rationale for why course was needed?
 - Aceves provided response from presenter
 - Fielden: Doesn't see enough of what is in this course that isn't already done in COUN 120? COUN 120 counts as a transfer requirement, this proposed course would not.
 - Fulbright: Focused on eliminating redundancy. Would be supportive of adding courses if we didn't already have opportunities elsewhere. Since these students are Level 3 (intermediate/higher level), is it a good time to move them into COUN120.
 - Fielden: This is a good opportunity for collaboration between counseling and ESL faculty to help students make that leap.
 - Fulbright: We have a tradition of contextualized counseling courses. There can be one created for ESL. Doesn't see need for another course if we have the tools to meet the need in our existing curriculum.
 - Dillon: Wanted clarification on collaboration between counseling and ESL.
 - Fielden: Collaboration within existing structure. Counselling and ESL faculty to work together to provide any information that students might be missing.
 - Barrow: Course description reads as more support to navigate college, rather than working on ESL skills. Doesn't sound like outcomes/goals are solely ESL focused.
 - Aceves: Echoed Fielden's concerns about units. There is not a need to have an extra 3 units at this level.
 - *Dillon: There was clear concern about duplication. Would like to explore opportunity to collaborate (As Fielden mentioned earlier)*
 - Vote:
 - (0) YES / (10) No / (3) Abstentions
 - **The course is not approved**

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Course Addition: ESL 108

Motion: Calo/Quezada

- Vote:
 - (5) YES / (6) No / (2) Abstentions
 - **Motion to rescind the vote:** Cormier / Hern
 - Vote:
 - (10) Yes / (1) No / (2) Abstentions
 - Presentation will be sent to committee for review

Course Modifications: ESL 105

- ESL 105 will need to come back since ESL 098C was not approved.

Course Modifications: ESL 098P

Proposal is to change number of course to 093

Motion: Kalker/Barrow

- Vote:
 - (14) Yes / (0) No / (0) Abstentions
 - **The course is approved**

4. Curriculum Proposals Review (CPR)

- Approx. 95 proposals on CPR for this round (see list below)
- Consent Calendar/Presentations on April 26, 2022
- Proposals:

ART

Course Modification: ART 125, 220, 230, 231
Distance Education: ART 125, 220, 230, 231

- Content review missing for all courses

BIOLOGY

Course Addition: BIO 099
Course Modification: BIO 132

- BIO 099 will need to make correction on outline for units

BUSINESS

Course Modification: International Business (AA)

BUSINESS OFFICE TECHNOLOGY

Distance Education: BOT 115, 116, 117, 120, 121, 123, 124

- Kalker commented that , in general, DE proposals have been very thorough

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CHILD DEVELOPMENT

Course Modifications: CD 121,124, 125, 129, 131, 133, 134, 138, 141, 143, 145, 153

- “Internet” will be removed from Special materials section of COR.
- CD131: Did they want “Pass” included in prerequisite section

CHEMISTRY

Course Modifications: CHEM 110, 120, 141, 142, 231, 232

Distance Education: CHEM 110, 120, 141, 142, 231, 232

- CHEM 120: Added suggestion of “appropriate placement”

COMMUNICATIONS

Course Modification: COMM 120, 122

EDUCATION

Course Modifications: ED 200

ENGLISH

Course Addition: 040 (See above for discussion/Vote)

Course Modifications: ENGL 203, 221, 222, 231, 232

Distance Education: ENGL 098, 110R, 130, 131, 132, 133, 140, 141, 142, 143, 160, 161, 162, 163, 175, 176, 177, 178, 203, 221, 222, 231, 232

ENGLISH AS A SECOND LANGUAGE (ESL) (See above for discussion/vote)

Course Additions: ESL 098C, 108

Course Modifications: ESL 098P (Number Change to ESL 093), 105

ETHNIC STUDIES

Distance Education: ETHN 150

FAMILY STUDIES

Course Modifications: FS 115*, 120 (*Cross-listed with CD 115 – Included)

GEOGRAPHY

Course Modifications: GEOG 106, 172*, 173*, 174*, 175*, 176*

(*Cross-listed Courses)

- GEOG 172-175 will be tabled. Identical outlines were not submitted.

GEOLOGY

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Course Modifications: GEOL 162, 163, 164, 165, 210

MATH

Course Modification: MATH 120, 125, 160, 170, 175, 176, 178

Distance Education: MATH 090, 103, 110

- Content review will be edited in spreadsheet.
- Kalker will review SLOs

THEATRE ARTS

Course Modifications: THTR 102A, 102B, 102C, 102D, 103A, 103B, 103C,
103D, 104A, 104B, 104C,

104D, 111A, 111B, 111C, 111D, 122A

- Content review will need to be fixed

5. Chair Report – The Chair will review as many items as is reasonable and will not exceed the regular meeting time. Remaining items will be rolled over to the next meeting.
 - Academic Senate Meeting Update - "Plan A-B-C"
 - ASCCC TOPs Code Workshop
 - Final Reminder - Curriculum Institute & DE Summer Meeting

 - 2022-2023 Curriculum Forms and Links
 - Faculty Chair Election
 - Will discuss at next meeting as first item

6. Information/Other Items: The committee will review as many items as is reasonable and will not exceed the regular meeting time. Remaining items will be rolled over to the next meeting.