
Curriculum Committee

Sub-Committee of the Academic Senate

Spring 2020 Semester

Meeting Minutes Thursday, January 30th, 2020 in AC 229, 2:15 pm, KTD Campus

Present: Maula Allen, Sheldon Carroll, Paul Cheney, Maria Coulson, Gina Cullen, Luna Finlayson, Rachel Klein, Alisa Klinger, Jeannie Langinger, Rebecca Lipson, Bob McCoy, Sara McKinnon, Lisa Morse, Kevin Muller/Suzanne Lacke, Steve Newton, Heather Rahman, Kathleen Smyth, Cari Torres, Derek Wilson, Nancy Willet, Grace Mengqi Yuan

Absent: Becky Reetz

Standing Items

1. Call to Order at 2:21 pm in AC 229
2. Approval and adoption of the Agenda
 - Motion to Approve: Maria Coulson
 - Second the motion: Nancy Willet
 - Vote: approved
3. Approve minutes
 - Motion to Approve amended minutes: Luna Finlayson
 - Second the motion: Sara McKinnon
 - Vote: approved
4. Chair Announcements
 - CC and Tech Review Spring 2020 Schedule: due to a number of unavoidable scheduling challenges for Fridays, CC will hold its standing meeting and tech review sessions on Thursdays, alternatingly. The Tech Review schedule does not align with SLOAC, but we will try to offer a couple of joint labs during Community Hour. Outlook invitations for standing meetings are to come. Attendance at tech review sessions are optional for members.
 - Gina thanked everyone for a great semester of work and the robust conversations that happened around curricula. She asked members for new things to consider for the future, and listed the following possibilities:
 - Form subcommittees to review ADT, Certificates, and other degrees. Sara commented subcommittees could also look at units and class-size. Subcommittees would research best practices and make recommendations to CC.

- Review Independent Studies and develop a COR template that could be used for all disciplines. Currently, some disciplines have CORs for Independent Study courses while others do not.

Discussion Items

1. ESLN Summer Bridge Courses

- Sara proposed two noncredit courses to compose the ESL Summer Bridge Program, ESLN SBA & ESLN SBB. Drawn from the past Summer Bridge programs at COM, more and more ESL students went through the 2 weeks-and-half program and “graduated”, although their level of language proficiency was still significantly lower than what is necessary for a college-level content class.

ESLN Summer Bridge courses will be six weeks long, A for basic level, B for higher level. 4 teaching units for each course, noncredit for the students. These courses will be more appropriate for the ESL students and better serve them. The idea was giving those students a jumpstart to the regular ESL program. We will test the students before they come in to place them in the right level, and test them again after the Summer Bridge Program. The exit-testing results could inform how to place students in the appropriate ESL course, if students choose to come to COM’s ESL program.

Gina chimed in to conclude that the ESL Summer Bridge courses would (1) serve the influx of ESL students who got attracted by COM’s regular Summer Bridge program; (2) hopefully encourage them to enroll in the right level of regular ESL course in the following fall semester.

- Maria said that she loved the idea, but asked why Summer Bridge proposal needed approval from CC. Gina clarified that any new course would come to CC for approval, even though they are intended to teach under the Summer Bridge program.
- Paul commented that the proposal could potentially increase ESL enrollment and create college attachment for those students. He further asked if other disciplines can participate in the program? For example, he could visit the class and briefly talk about US history.
 - Gina answered that Summer Bridge courses are activity-based, which would love to have interdisciplinary visits. She hopes that students would see the value of ESL through the Summer Bridge program, and continue their education afterwards.
- There was a question about if the courses are sequential.
 - Sara - No, they are not. ESLNSBA and ESLNSBB will be offered concurrently. Students would be either taking A or B level.
- Kathleen asked are students self-identified as ESL or placed by their high school?

- Sara and Gina answered. High schools identify the ESL students. The challenge is the stigma of being called "ESL students". They came to US at different stages of life, some have negative past experience about "ESL programs". It's a tricky process to bring them to campus for testing. The goal is to put them in the appropriate level, and through the Summer Bridge program, break the stigma and get them to "buy in" the ESL program at COM, so that they will continue their educational paths.
- Paul Cheney moved to approve ESL department to move forward with the development of ESLNSBA/ESLNSBB for the ESL Summer Bridge program. Seconded by Kathleen Smyth.
 - Vote: approved.
- Members thanked Gina for chairing the Curriculum Committee. Meeting adjourned at 3:00pm.