

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
Tuesday, February 28, 2012
1:30 p.m., Room 503

1. ROLL CALL

Robin Arie-Donch, Debra Berrett, Joe Conrad (Chair), Lynn Denham-Martin, Erin Farmer, Marianne Flatland, Betsy Julian, Margherita Molnar, Maire Morinec, Randy Robertson, Teri Yumae, Tina Abbate, Connie Adams, Davis Mark Martinez (Student Rep), Arturo Reyes, EVP
Absent/Excused: Curtiss Brown, Erin Duane, Naser Baig (Student Rep), James Vaughn (Student Rep)
Guests: Lily Espinosa, Julia May

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Robin Arie-Donch

S: Debra Berrett

Discussion: Joe requested delay of agenda item 6 until Ferdinanda Florence arrives.

A: Passed – Unanimous

3. CONSENT ITEMS

4. APPROVAL OF MINUTES – February 7, 2012 (attachment)

M: Lynn Denham Martin

S: Marianne Flatland

Discussion: page 2, Item #13, 3rd sentence, delete “for Solano or” per Robin.

A: Passed as amended – Unanimous

5. ACTION ITEMS

6. NEW COURSES

a. (CP12–12) ART 030B Mural Painting: History, Community, Practice

Ferdinanda reported two of the three courses are linked. She has been trying to get the travel study program off the ground for a while and these courses create options where each instructor can customize the course. They can vary widely e.g. ceramics in Sacramento or painting landscapes in the Arizona desert. The biggest challenge is how to make travel study transfer so Ferdinanda used a special topics course that has to be taught somewhere else (anywhere) as a model. She tries to design courses for anyone who wants to use it. These can be variable unit courses and can be tacked on as one-unit to courses taught during the spring and fall semester. Study abroad has been talking about having to put so much information and units into travel courses and this will make options that are more accessible and reasonable for students. The other course, mural painting, will offer a hands-on experience and history (lecture part), but will mostly involve the challenge of making a mural. It will probably be offered for eight weeks in the summer to avoid rain.

1) Action on the course

M: Robin Arie-Donch

S: Marianne Flatland

Discussion: Ferdinanda pointed out that because there are many different facets to what students can do, there are no prerequisites. This was modeled on a UC Davis eight-week class. Students tend to disappear if the classes are longer. It also takes a lot to set up scaffolding and would cost more for longer rental. Robin asked why under GE section E, CSU is listed but not IGETC. Ferdinanda responded that it is a CurricUNET issue which is not letting us add it. It should be put in for IGETC (3A). Robin added that when we submit anything it is not a guarantee, but we'll submit it and find out.

A: Passed - Unanimous

b. (CP12–13) ART 065A Travel Study- Topics in Studio Art

1) Action on the course

M: to group together Erin Farmer

S: Teri Yumae group together 6b and 6c.

Discussion: Ferdinanda believed it should be acceptable for the course to be taught here without the travel component and could see it as a reasonable art history class online adding a museum visit with follow-up critique.

The title would still be alright as the classroom setting changes. This was not made to be a DE class, but eventually could have one of the modes of instruction be hybrid. Maire expressed that these are both great courses, but she was concerned about adding general art classes at a time when basic skills classes are being cut. Ferdinanda responded that to emphasize this is an academic class, though compressed, it has to have credit to give it that weight. Maire, as a dean, would schedule a class that transfers and serves 50 students over this class. Ferdinanda agreed it is terrible timing, but can look at the ideal vs. reality and she would hate to cut it off now for fear of budget constraints. She teaches two 50 max classes, so that she can teach travel, because the value and intensity of that learning is worth the cost. Study abroad classes don't count as GE. Maire opined that this won't attract our bread and butter students. Ferdinanda responded that one reason to teach travel study is to get students out of Fairfield without a commitment to weeks out of the country and to expand and go beyond the student who is already comfortable traveling and benefit those who haven't had experiences much out of the area. We don't want it just for those who can afford an expensive trip. Joe pointed out that approving a course doesn't guarantee it will run, or when it will. That is not our decision, faculty can try to influence, but it is up to the dean. By approving, we are saying it meets the standards for a college level course and it is appropriate for Solano. Robin pointed out that it is not IGETC applicable and needs to be removed from there. She opined more emphasis should be put on Solano GE and she will also submit it for CSU GE, although she doesn't think it will pass for that. Betsy queried if repeatability questions will come up. Ferdinanda responded that repeatability shouldn't be an issue because the topics can be very different. Betsy noted that the Chancellor's office sent back courses that included field trips which had to be made into broader categories, but added that Ferdinanda may be luckier with this course.

A: Passed –Unanimous

c. (CP12–14) ART 065B Travel Study- Topics in Art History

1) Action on the course

A: Passed (see 6b)

7. COURSE MODIFICATIONS

a. (CP12–15) ENGL 350 Reading and Writing Skills for ESL Students

Prerequisite change, textbook update

1) Action on the prerequisite

M: Robin Arie-Donch

S: Erin Farmer

Discussion: Previously the labs for these classes had to be taken at the same time and, if a student passed one but not the other, they would have to retake both. The courses and labs will be changed so that they may be taken concurrently, but it will not be required. The student will have to take both together the first time but the course or lab they pass will not have to be repeated. Maire noted that students can pass English 001 and not pass LR10 and move on to English 002 which shouldn't be because they are co-requisites. This is an issue with the computer science classes as well. Students should have to pass both the lab and the class. Betsy added that in the prerequisite for ENG 370, if the student fails the lab they can still move on. Erin understands that to be the intent, as Josh Scott was circumspect with these modifications. Marianne opined it would be very confusing to the students to just list it as a prerequisite. Joe pointed out that a co-requisite has to be taken at the same time and they are basically removing it as a co-requisite. Betsy noted it says it can be taken concurrently.

Debra queried why classes don't have the lab and lecture together in an increased class time. Erin responded that they do want to change it. Maire stated that if English faculty believe the writing lab is critical to student success in this class, it should be scheduled as a lecture/lab class rather than confusing the students. Erin noted the classes are very basic skills classes in reading and writing. The students need one-on-one supervision in writing and the class by itself doesn't help them. It is rare they pass 370 if they don't complete the lab. Erin tried to change to lecture/lab, but there was resistance in the department to have them linked at all and this was the compromise made. She added, though not ideal, this is a measure to take to ease a problem that has been plaguing students until the department does curriculum review. Joe noted that the Committee would hope that this situation will go away if the lab becomes part of the course as opposed to being two separate classes. Betsy reported she met last week with John Mullen of the Chancellor's office who noted that labs embedded in classes would cause a lot fewer headaches than having them separate.

Regarding unit value for the classes with math lab, Joe stated that it does not change with one hour lab per week. Maire was told lab in CIS formally changes the workload and FTE. Joe responded that there are usually different instructors for the lab and course. Some night classes have the same instructor when the lab is not open, lab time is incorporated into the course time and the instructor receives category three units for that. Betsy added that her lab instructor hours are dealt with separately and the headaches that causes are internal with smaller ramifications than from the Chancellor's office. Erin responded that is a great argument, but comes back to getting the department to

make that happen. It had been drawn up, put through the decision making process but never went anywhere. It may come back.

Joe concluded that the current choices he sees are to approve as a stopgap measure and encourage English faculty to find a more permanent solution or not to approve it. Erin added if this is not approved it will affect students who could have time schedule issues and be very discouraged if they would have to retake both classes. It was based on consensus and Josh Scott's designs as Basic Skills English coordinator.

A: Passed – 2 days

2) Action on the course

M: Erin Farmer

S: Robin Arie-Donch

A: Passed – 2 days

b. (CP12–16) ENGL 350L English 350 Lab

Prerequisite change

1) Action on the prerequisite

M: Betsy Julian

S: Robin Arie-Donch

Discussion: Robin suggested looking at a way to come up with something other than pre or co-requisites to designate something that is complicated. Joe responded that those are the only choices from the educational code. Robin considered a little more explanation for students could make it clearer to them and that a lot of students at that level don't know the meaning of concurrent. Joe suggested to Erin that, if it goes forward staying how it is, an additional note in the catalog may achieve the same purpose.

A: Passed – 2 days

2) Action on the course

M: Lynn Denham-Martin

S: Erin Farmer

Discussion: Maire expressed concern that, If we're saying this lab is important, we're setting students up to be behind, because they've taken 350 lecture, passed it and failed 350 lab, and the next semester they have to take lab before they can move on. Joe responded that his understanding from Josh was that the problem was the reverse. Students pass the lab but do not pass the course. Maire raised another issue that the lab may not be sufficient to pass the course. Erin believed that Josh was trying to address the issue of those who pass lab, but not the course. He doesn't want students to retake the lab they already passed, but they will have to retake the course. The lab can be critical to the course but does not guarantee passing the course. Maire thought the lab was supposed to be application of the course. Erin responded that the curriculum will have been completed either way and it suggests it helps them succeed if they take course again without lab. Maire was not seeing that because if a lab is practice of the course and the student is successful there, you're saying if they don't pass the theory, next time around they have to take the class but not the practice. Joe compared this issue to written and practical exams for a driver's license. The practical lab part (driving/lab) could be mastered enough to pass, but the more theoretical part (written test/course) or more general aspects they haven't mastered and only have to retake the latter.

A: Passed – 2 days

c. (CP12–17) ENGL 355 Writing and Reading Skills

Prerequisite change, textbook update

1) Action on the prerequisite

M: Robin Arie-Donch

S: Lynn Denham-Martin

A: Passed – 2 days

Maire commented that if we are holding to what is in the best interests of students, the English department should be told that these labs need to be embedded in classes rather than putting a bandaid on them and hoping for the best. It will be a year before classes could be fixed as they should be. Joe agreed that is what ultimately should happen. Maire opined that this is just pushing the problem down the road. Erin pointed out that English is currently working on curriculum review which will be completed this fall.

2) Action on the course

M: Robin Arie-Donch

S: Margherita Molnar

A: Passed – 2 nays

d. (CP12–18) ENGL 355L English 355 Lab

Prerequisite change

1) Action on the prerequisite

Same as 350L

M: Robin Arie-Donch

S: Lynn Denham-Martin

A: Passed – 2 nays

2) Action on the course

M: Erin Farmer

S: Robin Arie-Donch

A: Passed – 2 nays

e. (CP12–19) ENGL 370 English Fundamentals

Prerequisite change, textbook update

1) Action on the prerequisite

M: Erin Farmer

S: Robin Arie-Donch

A: Passed – 2 nays

2) Action on the course

M: Erin Farmer

S: Robin Arie-Donch

Discussion: Debra noted the textbook additions are listed without dates. Joe had asked Josh to put the dates in and will follow-up on that with all the English courses approved today.

A: Passed – 2 nays

f. (CP12–20) ENGL 370L English Fundamentals Lab

Prerequisite change

1) Action on the prerequisite

M: Erin Farmer

S: Robin Arie-Donch

A: Passed – 2 nays

2) Action on the course

M: Erin Farmer

S: Robin Arie-Donch

A: Passed – 2 nays

8. CURRICULUM REVIEW – COURSE MODIFICATIONS

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

a. (CP12-21) Early Childhood Education (AS Degree)

1) Action on the program

Amy Obegi refreshed the Committee from last semester when she spoke about adjusting courses with a two-fold goal. The first was to combine the Early Childhood Education department and the Human Development department into one program called CDFS. The other goal was to change some of those classes to align with a statewide project called the Curriculum Alignment Project (CAP). 97% of ECE departments in California agreed to bring eight classes into alignment for ease of student transfer to universities and between community colleges. We agreed to be part of that program, which included having a major with those eight classes in it. She is back with a revised major in the same CDFS department name, the actual degree itself is still going to be a degree in Early Childhood Education, but some of the classes changed with an addition of a diversity class, an observation and assessment class, and a nutrition health and safety class. The four classes previously required changed to two which would be chosen from those four, with the hope that students will take all of them, but the major needed to be condensed. This proposal is for an associate degree in Early Childhood Education and a corresponding certificate for students who have completed the courses included in the major without the GE component.

M: to group 9a and 9b together for approval – Lynn Denham-Martin

S: Teri Yumae

A: Passed - Unanimous

Joe noted the AS degree has to include the Solano general education requirements. The words to reflect the CAP changes include a slight change in total units to reflect the additional course and modification of career opportunities. A recommended basic guideline for how to move through it without being too prescriptive was added, suggesting classes students consider taking in the first semester to give them a pathway with a goal to get out in two years and be more efficient with the process. Thirty-five units from the major are required for the certificate, plus GE for a total of 60 units for the degree.

A: Passed -Unanimous

b. (CP12-22) Early Childhood Education (Certificate)

1) Action on the program

A: Passed (see 9a)

c. (CP12-23) Photography, Professional (AS Degree)

1) Action on the program

M: group together 9c and 9d (identical except to add GE) – Robin Arie-Donch

S: Erin Farmer

Discussion: Ron was trying to make this more relevant to the beginning professional photographer and added art history for students to have a better idea of the context and better preparation.

M: table until next meeting to complete corrections – Maire Morinec

S: Lynn Denham-Martin

A: Tabled - Unanimous

d. (CP12-24) Photography, Professional (Certificate)

1) Action on the program

A: Tabled (see 9c)

10. MAJOR DELETIONS

11. REPORT FROM THE CHAIR

12. REPORT FROM THE EXECUTIVE VICE PRESIDENT OF ACADEMIC & STUDENT AFFAIRS

13. REPORT FROM THE ARTICULATION OFFICER

14. OTHER

a. Proposed change to Tech Prep Articulation Policy -- Julia May, CTE Transitions Director, Julia presented the background on Career Tech: it has been around for about 20 years and consisted of a lot of articulation agreements arranged with high schools; includes a lengthy process and agreement to grant the student credit upon completion of a letter grade; the College has been asking students to come to the College and take a course before they could receive their transcript; the use of computers now makes it easier to give them an ID number, and; most other colleges now require students to apply, rather than enroll, at a college to get instant credit. To change the system here we came up with a check list. Solano College Title 5 regulations stating the student must "enroll" would be changed to they must "apply". Then Admissions and Records will take care of them on paper and post their credits. The CTE high school transition is very small but this will allow help for A&R with that extra paperwork.

Students never pay for these courses which are taught with high school texts, classrooms, and teachers. We need to track students and show they're successful and transitioning to the next level. Taxpayers do not want to pay for a student to take a course in college that they've already passed in high school and it was never intended that they had to take the course again in college. An ID number is needed for their transcripts. Many colleges in California are doing this and it makes students more easily tracked and more successful. They're doing great and want that CTE on their transcripts. Although high schools take care of the paperwork, Robin was concerned that BANNER would block the students from applying and asked if A&R will clear them in BANNER. Julia didn't know the answer to that so it will need to be checked to assure seamless work. Joe responded that they get credit for the College course and it would go on their transcript. Robin wanted to ensure it would be on their transcript by the time they enroll. They may need to bring something to counseling or to A&R to be sure everyone agrees and it goes through. Classes could be full, if they have to wait for everything to clear. Betsy pointed out that, if a student here doesn't pass a prerequisite class they're taking here, they automatically get dropped. There needs to be a safeguard in the system for this. If the high school student doesn't make better than a C on their final. Joe replied that the difference now is they are enrolled beforehand. Betsy added that most high school students aren't allowed to get into a college class until they complete a prerequisite and queried why they should have special treatment over any other high school student taking a prerequisite. Joe pointed out that the actual proposal has nothing to do with this discussion taking place. Robin's point was about making the process smoother. The proposal is that students would no longer have

to be enrolled in some other course before they could get credit for a particular course that they've already taken. This is discussion today and it will be on the next agenda as an action item. It is the beginning of a process to get to the Governing Board as a policy change after it is approved by this Committee. Teri asked if students are actually required to have credit for this course on their transcript or just clearance of achieving this level to give permission to enroll in the next level course. Joe responded that the idea behind articulation is that it will show on SCC transcripts that they've had a specific course. As it is now, they can't get a College transcript until they've already taken another course here. Joe clarified that this is a special agreement with high schools that these are high school courses that will articulate with Solano College courses and this will make it easier to get on their college transcript without having to retake the course here.

15. OPEN DISCUSSION

16. ADJOURNMENT

M: Maire Morinec

S: Robin Arie-Donch

Meeting adjourned at 3:37pm

CC Minutes 02.28.12/ca