Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
Tuesday, March 27, 2012
1:30 p.m., Room 503

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

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: Lynn Denham-Martin
S: Erin Duane
A: Passed – Unanimous

3. CONSENT ITEMS

4. APPROVAL OF MINUTES – March 13, 2012 (attachment)
M: Erin Duane
S: Lynn Denham-Martin
Discussion: Joe requested a correction to his report that the Academic Senate approved the Curriculum Handbook on March 5th. It was a discussion item on March 5th and was approved on March 19th.
A: Passed as amended

5. ACTION ITEMS

6. NEW COURSES
   a.   (CP12−34) <u>BUS 148A Project Based Learning with Virtual Enterprise</u>
            1)   Action on the course
M: Marianne Flatland
S: Debra Berrett
Discussion: The concept is for students to choose a project with a business, performing individualized work within the group setting. This is an experimental course. After it is offered a second time, it would need to be put in permanent curriculum, per expectations and regulations. Carl Ogden, author, would bring it back with a permanent name, number, and make changes as necessary based on his experience. Joe suggested a name change, switching Virtual Enterprise with Project Based Learning as the latter is the methodology. Maire replied that it is probably named that way as part of a grant.   Erin suggested DE instructional form changes: instead of saying "use social networks", replace with "classroom discussion will take place on threaded discussion board where students read and respond to one another's posts". Under methods of instruction, translate what those would be in an online environment. Erin offered to go over adaptations with Carl.   Lynn suggested minimum math requirements and recommendation of computer navigation skills. Erin noted the latter should be considered for online courses in general. James offered to check into offering tutoring center help if unavailable. Erin pointed out the eCollege tutorial is not mandatory and functioning in eCollege doesn't transfer to overall computer skills.   She would be happy to offer library non-credit workshops as she and the other librarians spend a notable portion of their time at the reference desk answering computer literacy questions.   Lynn suggested offering computer skills assessment tests.

Debra requested approval of the course, since it is tied to a grant timeline, and she will work with Carl on the recommended changes. Joe replied that items have been passed before "contingent upon suggestions to be done" and then can be checked on at the next meeting to make sure it happened. Contingencies: course title, consider switching order; add minimum math standards; address DE form in instructional adaptations.

1

A: Approved contingent upon making changes as discussed – Unanimous

7. *COURSE MODIFICATIONS*
    a. (CP12−35) MATH 020 Analytic Geometry and Calculus I
        Lab information added, assessments
            1) Action on the course

Changes were made to be consistent with requirements. Student assessment added, lecture and lab split, and textbook updated on 7b
M: Group 7a and 7b – Erin Duane
S: Marianne Flatland
A: Passed - Unanimous

    b. (CP12−36) MATH 104 Introduction to Linear Algebra
        Lab information added, assessments, textbook update
            1)   Action on the course

8. *CURRICULUM REVIEW – COURSE MODIFICATIONS*

9. *NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS*

10. *MAJOR DELETIONS*

11. *REPORT FROM THE CHAIR*
Joe reported that the final version of the Senate approved Curriculum Handbook will be emailed soon. Webinar information was sent out and anyone interested in creating an associate degree for transfer should take advantage of the webinar training.

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

13. *REPORT FROM THE ARTICULATION OFFICER*

14. **OTHER**

15. *OPEN DISCUSSION*
    a.   Content Review Regulations (attached)
Joe reported that about a year ago, the state approved content review as a new way to add cross-discipline prerequisites.   Robin noted that one thing brought up a lot was that once implementation begins, there will be an increase in basic skills students. She has been waiting for content review for 20 years, but wondered if more money for more sections to help students be prepared for classes would be available. Joe noted two parts to consider: 1) are there courses we think need prerequisites and 2) once decided, how many more sections would be needed? These are about cross discipline prerequisites for quantification and language.   UC and CSU required prerequisites can easily be added. This is more about adding local prerequisites. To institute content review as a method of adding prerequisites, a number of things need to happen: a policy change at Board level; tracking student success rates to see if it makes a difference; training, and; items for the Academic Senate and Curriculum Committee to be done before implementation. Joe hopes to see training available for curriculum committees at the Curriculum Summer Institute or find schools that have done this that would share paperwork, language, and examples.   Not many prerequisites exist because statistical validation has made it difficult.
Erin Farmer noted that there could be a lot of tutoring, as adaptation for student success, but could be hard to track when it is off the official record.   Grading might be based on content rather than writing skills, so that could also make it hard to prove the need for prerequisites. Probably more qualitative rather than quantitative methods would be needed in the beginning. Think about for future action.

    b.   Class Maximum Proposal from the state-wide Academic Senate (attached)

Will be discussed at Area B and Plenary statewide meetings,

Joe reported the main point in this document appears to be that class maximums should be set on sound pedagogical reasons, with influence of safety, resources, codes, and ability of instructors. They also bring in union relationships and discuss the union role as suggesting ways to give examples of other schools, paperwork used, justification statements and such. There has been no real process to change class maximums at Solano. A good starting point would be to work together with the union, the Curriculum Committee and sound pedagogy.

Maire expressed a concern that some faculty have asked deans to increase their class maxes to avoid wait list issues, which can be good for student access, but when you end up with too many in a class, regular contact becomes a problem. One college set online class maximums at 35 to ensure there is regular and effective contact. Debra noted that online occupational education is different and generally has higher maxes. Maire stressed that the Committee needs to look at some online classes where students just log in and go to another site and it is the responsibility of the Committee to maintain online quality by following the DE guidelines. Erin Farmer added that Humanities created a policy paper that states publisher generated materials alone cannot be used as a course. Maire pointed out that, while some of these publisher courses are fabulous, they wouldn't need a teacher, just a secretary. However, instructors can take a publisher course and make it their own. Faculty don't have time nor get paid to generate some of what is available, so the fabulous things can be celebrated, but don't let a lack of teaching happen. There has to be a happy medium. Debra added that when instructors are teaching correctly online it is not easier. EVP Reyes has spoken of increased maxes for some classes with quick drop rates to end up with the maximum amount. Maire considered there are some classes that should have that flexibility. Faculty need to look at their discipline and talk about retention and success rates. Some discussion may be needed at discipline level regarding use of the best textbooks, best teaching methodologies, and best lab activities etc. in order to make work meaningful and not just busy work. The College is in the business of educating and a better success rate is needed to retain and bring people in. Debra reported that when DE first began here, an informal teachers' group of many different disciplines met every other week and they learned so much from each other. Erin Duane suggested the local quality of work could be shared at Flex Cal. Members mentioned a number of faculty here who have created incredible textbooks and courses. Instructors would be interested in attending shared presentations because it would have meaning for them. Joe concluded the discussion, recommending it would be good to decide on Solano College class maximums, even if nothing further comes forth from state level.

Other discussion: James Vaughn, Student rep, queried if the Curriculum Committee is the end point for approval of courses and if student feedback is taken into consideration. Joe briefly explained the process: faculty generated proposals are made in the related department; forwarded to the dean for approval; brought to Curriculum Committee, and; followed by approval of the Vice President and Governing Board. From personal experience, Joe was not aware of any courses being denied that were approved by the Curriculum Committee. Courses for transfer have to be taken to Robin who handles articulation. Regarding student input, Joe noted that students could present their thoughts to instructors and program level change could occur as a course addition or a recommended elective. Robin added that individual community colleges make their own determination regarding required courses. It can be very complex and it is best to speak with a counselor to understand requirements for degrees and transfers.

*16. **ADJOURNMENT***
M: Erin Duane
S: Lynn Denham-Martin
A: Passed - Unanimous
Meeting adjourned at 2:58 pm

CC Minutes 03.27.12/ca