

Solano Community College  
Academic Senate  
CURRICULUM COMMITTEE  
***Adopted Minutes***  
Tuesday, September 10, 2013  
1:30 p.m., Room 503

**1. ROLL CALL**

Joe called the meeting to order at 1:34 p.m.

Robin Arie-Donch, Debra Berrett, Curtiss Brown, Joe Conrad (Chair), Lynn Denham-Martin, Erin Duane, Marianne Flatland, Margherita Molnar, Erin Moore, Randy Robertson, Josh Scott, John Yu, Connie Adams,

Guests: Gayle Anderson, Sal Codina, Samantha Dorger, Diane White

Absent/Excused: Maire Morinec, Teri Yumae, Toni Dickinson (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: Robin Arie-Donch

S: Lynn Denham-Martin

**A: Passed – unanimously**

**3. CONSENT ITEMS**

- a. Catalog items list (Attachment)
- b. Revised Curriculum Approval Process (Attachment)

**4. APPROVAL OF MINUTES – August 27, 2013 (Attachment)**

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Robin's corrections and clarifications were presented on screen.

**A: Passed as amended – unanimously**

**5. ACTION ITEMS**

- a. Curriculum Committee reorganization: Same as before except add two reps from Social and Behavioral Sciences and one from Health Sciences.

M: Debra Berrett

S: Lynn Denham-Martin

Discussion: Joe asked members to help ensure reps match the Committee reorganization.

Dean Codina will help find two reps from Social and Behavioral Sciences. One more rep is needed from both CTE/Business and Human Performance & Development. Joe introduced and welcomed John Yu, new Dean of Math/Science. John and Maire are the dean reps this year.

**A: Passed – unanimously**

**6. NEW COURSES**

**7. COURSE MODIFICATIONS**

- a. (CP13-146) PSYC 004 Research Methods in Behavioral Science (Tabled from 5-14-2013)  
Prerequisite, Objectives, Content, Textbooks
  - 1) Action on the prerequisites

M: Marianne Flatland

S: Robin Arie-Donch

Discussion: MATH 011 had to be added as a prerequisite to the C-ID descriptor for the transfer degree.

Just having a C-ID descriptor is not the validation to have a prerequisite. If other four-year institutions have the same pre-requisite, that fact can be used in place of content review or statistical validation. Joe verified three institutions have MATH 011 as a prerequisite for PSYC 004. There has been state-wide discussion on prerequisites for this course.

**A: Passed – unanimously**

2) Action on the course

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Discussion last spring included concern about timing, on how making students take stats before the course could put them behind or they might delay taking stats. However, when students were surveyed, the vast majority of students realize it is good to take it before PSYC 004 and have done so.

**A: Passed – unanimously**

## **8. CURRICULUM REVIEW – COURSE MODIFICATIONS**

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

a. (CP13–179) AA-T Degree Journalism

1) Action on the program

Joe announced that Art History, the latest state approved transfer degree, raised the College's state approved total to six. Journalism will be the seventh, once approved by the College and the state. Psychology and Physics are close to completion. The College only needs 16 now, not 18, so good progress is being made.

M: Debra Berrett

S: Marianne Flatland

Discussion: Clarification was made that the catalog will show that three units are required from list A and six units (if MATH 011 is chosen, it will total 7 units) from list B, which together with 9 required units gives a total of 18 (or 19 units). The wording will say to select a *minimum* of six units from List B. Erin updated SPCH 006 to COMM 006

**A: Passed – unanimously**

## **10. MAJOR DELETIONS**

### **11. REPORT FROM THE CHAIR**

a. Prerequisite and Co-requisite information and outlook

Joe reported on the issue coming up with LR10 as a co-requisite for ENGL 001. What is relevant at this moment are some things brought to light where the College is deficient in how things are done. Joe reviewed some relevant parts from Title 5, Section 55003(a) that refer to co/prerequisites and advisories. *Unless otherwise specified, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.*

The Board of Trustees has to adopt policies and the College has policy and procedures in place, but the latter was written in 1993 and needs to be updated. It does address content review with similar detail and rigor, but it doesn't include statistical validation. Some other items aren't addressed at all or to the level they need to be, such as student equity. Co/prerequisites must be determined to be necessary and appropriate to achieve the purpose for which they are being established. The process must be reviewed every six years, except for reviews every two years in CTE / Vocational Education. No co/prerequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established: it is required by statute or regulation; it will assure a student has the skills, concepts, and/or information needed to succeed in the course; it is needed to protect the health or safety of the student or others.

What constitutes proof of "highly unlikely to succeed" in the course? The law was redone in part to allow content review without statistical validation. Title 5 changed when new course repeatability rules were added. Content review means a rigorous, systematic process developed in accordance with sections 53200 to 53204 (basically Shared Governance). Joe pointed out the faculty need to identify the necessary and appropriate body of knowledge or skills students need to not fail. Laws were passed in 2011 and a year or so later the ASCCC paper came out addressing what to do. The following two excerpts are from the 50+ page document:

❖ *Implementing content review for Communication and Computation Prerequisites*

Colleges choosing (it is a choice, not mandatory) to use content review to establish prerequisites without statistical validation should nevertheless collect and use data and evidence of various types in considering which courses need prerequisites and what specific prerequisites are appropriate (p.5).

❖ *The content review process is far more than a mere examination of the content of a proposed or existing course. Rather, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (pre) or while taking (co) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the COR. (P 6-7)*

Joe noted the need for revisions of the review and how co/prerequisites are established and the need for stringent application, especially looking at areas across disciplines. Co/prerequisites for sequences and inside a single department are simpler.

A defined process needs to show discussions have taken place with a written report (not just checkboxes) on details discussed and how courses were matched up. This is not a trivial matter to fix and it needs to be done correctly. The Board policy is probably sufficient but some additions and clarifications are needed for the procedures. How to define the “how” for faculty will be the challenge. Title 5 states the Curriculum Committee has to be trained in the process of content review. Erin Duane added that looking at how the course is taught, not just the course outline of record, and the results for students are key points. The Curriculum Committee had started looking at this and Erin has copies of other schools’ published plans that have gone through their governing boards that may help with the process. Joe will probably add to agendas, as standard items, an update on ADTs and co/prerequisite reports. IVP White noted that this is a current pressure all institutions are under coming from the legislature and the Chancellor’s Office to look for anything that could impede student success. Joe pointed out the need to ensure the process accurately reflects that the whole course outline of record is looked at, not just matrices.

The Curriculum Committee member duties are: (from the Curriculum Committee Handbook)

<http://www.solano.edu/curriculum/>

1. *Become informed about Curriculum Committee policies and procedures.*
2. *Attend all scheduled meetings, having read the agenda, minutes, and agenda items beforehand.*
3. *Study all items listed on the agenda and be prepared for discussion and making recommendations at meetings, per the Course Outline of Record Checklist (pg. 49).*
4. *Determine the merits of proposals based on an objective analysis of the information presented including the effects upon the college-wide curriculum.*
5. *Vote to approve or disapprove curriculum proposals and any other appropriate items brought to the Committee for a vote.*
6. *Make recommendations concerning instructional goals and policies of the College, at the request of the Academic Senate.*
7. *Serve as liaison from the Curriculum Committee to schools for information regarding curricular issues. Examples: course proposals, calendars, articulation, etc.*
8. *Inform those making proposals of the date on which the proposals will be considered and the disposition of their proposals by the Committee.*
9. *If a proposal is rejected, make certain proposer is informed of the reason(s) for the rejection.*

Joe pointed out: that following duties 2 – 9 will help members become more knowledgeable about policies and procedures; the importance of being prepared; course outlines are also known as Section K, but there is more to it; if something is coming from your area, the faculty involved need to know that you are the contact person for answers to questions, including about CurricUNET; reps should be involved with proposals in their areas; reps should encourage originators to attend Technical Review and Curriculum Committee meetings when their items are on the agenda. Robin added, if the originator is unable to attend, they can send a colleague from their department who might be able to answer questions at those meetings.

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

IVP White reported administration recently discussed offering courses at the prison system. Reaching out to the prison population would be good for the College to do but there are questions on how to do that and stay in compliance with the Title 5 requirement that all courses be open to all students and also stay true to having regular and effective contact. Faculty issues will need to be addressed with the union. The

prisons would like some type of correspondence courses and a model could be televised courses, beaming classes in with skype, webcam, etc. IVP White didn't know why courses previously held at the California Medical Facility in Vacaville were cancelled. She will check with Coastline and other colleges to see how they are working with prisons. Josh pointed out that offering the same sections of the same courses on campus for all students that are offered in the prison should satisfy that Title 5 requirement. IVP White responded that part of the problem would be a difference in instruction methods as a distance education type of course and providing regular effective contact. She added that apportionment for correspondence is much lower. The challenge will be combining flexibility with quality and using tutors in the prison could compromise the quality.

**13. REPORT FROM THE ARTICULATION OFFICER**

Robin will email a list of all courses submitted for C-ID approvals and the status of the courses.

**14. OTHER**

In response to Marianne's query on the LR10/ENGL 001 status, IVP White stated a co-requisite revalidation is needed. If unable to revalidate, the College would either have to unlink those courses or pay back received apportionment. LR10 is currently on the books as the co-requisite. IVP White received information from CIO Roger Clague over the weekend that she hasn't reviewed yet. Obligations under Title 5 need to be fulfilled and information is needed as soon as possible to address this issue.

**15. OPEN DISCUSSION**

**16. ADJOURNMENT**

M: Debra Berrett

S: Robin Arie-Donch

A: passed – unanimously

The meeting was adjourned at 2:54 pm

*CC Meeting Minutes 09.10.13/ca*