

Solano Community College  
Academic Senate  
CURRICULUM COMMITTEE  
**Adopted Minutes**  
Tuesday, September 23, 2014  
1:45 p.m., Room 503

**1. ROLL CALL**

Curriculum Chair Curtiss Brown called the meeting to order at 1:52 pm.

Present: Michelle Arce, Robin Arie-Donch, Debra Berrett, Curtiss Brown (Chair), Marianne Flatland, Neil Glines, Margherita Molnar, Erin Moore, Randy Robertson, Josh Scott, John Yu, Teri Yumae, Marvin Bolin (Student Rep), Geff Freire (Student Rep), Support Staff - Connie Adams

Absent/Excused: Erin Duane, Myra Kargbo, Sandra Moore, Lisa Abbott, Leslie Almonte

Guests: Genele Rhoads

**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: Debra Berrett

S: Robin Arie-Donch

**A: Passed unanimously**

**3. CONSENT ITEMS**

- a. Delete ART 030 and ART 035 (courses were changed to 030A and 035A)

**4. APPROVAL OF MINUTES** – August, 26 2014 (Attachment)

M: Josh Scott

S: John Yu

Discussion: Connie pointed out some language corrections and edits for clarification from Robin's review.

**A: Passed as amended unanimously**

**5. ACTION ITEMS**

**6. NEW COURSES**

- a. (CP14-107) MATH 305 Prepare for Math Success

- 1) Action on the course

M: John Yu

S: Randy Robertson

Discussion: Genele Rhoads explained Math 305 was piloted last semester as a .5 unit drop-in course, funded by the Basic Skills Initiative. Of the approximately forty students who came in, most were not from the groups expected. Genele attended the Evergreen Learning Communities Institute this summer and one of the ideas there was to have a summer bridge type program to expand First Year Experience (FYE). Math 305 would be part of an FYE package that might also include a counseling course. It will start with some background questions on a student's math history, such as what they took in high school. The point is to find out if they still have the knowledge from math classes they passed so they can be successful and to instill in them the effort it takes to pass math classes and the need to plan study time. The course would include review of what they've learned in the past to potentially start where they left off or have a better idea of what they do know rather than taking something they are not ready for. Last year some initial type of assessment had been done and some students were redirected. This new plan will be more thorough and involved. There will be help with study skills and used books will be available for students to use. Eight hours will be spent in class and sixteen out of class and there will be online objectives to fulfill. Class size is tentatively 30 assuming the class could ideally be held in a computer classroom. IVP White spoke with CTO Roger Clague about new laptops to bring more mobility for

students and classes and there are computer classrooms that could have times available. She noted room size shouldn't be a big concern. John emphasized his school is trying to do everything possible to help math students and this course is very important to that goal.

Erin Moore noted clarification of the course description and class assignments was discussed in tech review and approval today would be contingent on Erin Moore making the changes in CurricUNET per Genele's request. Genele read the list of course assignments and she stated generally students at any math level could benefit from this course. She will have paper copies of different levels to see what each student can do, based on the last math course they took. From that she will be able to quickly ascertain where they need review and the level they are at. The idea is to give them the opportunity to review where they were last.

**A: Passed unanimously, contingent on course assignments and description changes as noted above.**

## **7. COURSE MODIFICATIONS**

### a. (CP 14-107) BIO 160 Review of Scientific Principles of Pre-Nursing

Units, contact hours

- 1) Action on the course

M: Robin Arie-Donch

S: John Yu

Discussion: Margherita explained the shorter 32-hour class was offered in the summer for nursing students. Instructors realized an additional 8 hours is needed to cover everything and they are asking for a .5 unit increase to have time for more discussion of anatomy and physiology.

**A: Passed unanimously**

### b. (CP14-108) MUSC 001 Beginning Theory I

GE, Objectives, description, assessments, assignments, content, textbook

- 1) Action on the course

M: Josh Scott

S: Margherita Molnar

Discussion: Teri reported MUSC 001 is the first of a four course sequence that is the core of the music degree. As far as adapting to ensure match with C-ID, our MUSC 001 course also covers learning how to write music down which many community colleges have combined with Beginning Theory.

**A: Passed unanimously**

### c. (CP14-109) MUSC 002 Beginning Theory II

GE, Objectives, description, assessments, assignments, content, textbook

- 1) Action on prerequisite

M: to group and approve 7c-1, 7d-1, and 7e-1 – Robin Arie-Donch

S: Marianne Flatland

**A: Passed unanimously**

- 2) Action on the course

M: Teri Yumae

S: Robin Arie-Donch

Discussion: Teri reported these music courses were written many years ago. She discarded and rewrote the course outlines.

**A: Passed unanimously**

### d. (CP14-110) MUSC 003 Beginning Theory III - title corrected to **Advanced Theory I**

GE, Objectives, description, assessments, assignments, content, textbook

- 1) Action on prerequisite

**A: Passed unanimously** (see 7c-1)

- 2) Action on the course

M: Marianne Flatland

S: Debra Berrett

**A: Passed unanimously**

- e. (CP14-111) MUSC 004 Beginning Theory IV – title corrected to **Advanced Theory II**  
GE, Objectives, description, assessments, assignments, content, textbook

- 1) Action on prerequisite

**A: Passed unanimously** (see 7c-1)

- 2) Action on the course

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Teri noted students have to be pretty advanced for this course.

**A: Passed unanimously**

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

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

## **10. MAJOR DELETIONS**

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

- a. Reps present for Tech Review of courses from discipline

Curtiss emphasized the importance of Curriculum members speaking with faculty they represent to help ensure courses and the approval process are completed properly. The course author and their Curriculum rep should facilitate their course approval by being available at Tech Review to answer questions regarding their course and at the Curriculum meeting to answer questions and avoid potential kickback.

- b. Courses in CurricUNET for more than 1 year; contact faculty & review; give update status to Erin by 31 October 2014

The list was emailed to the Committee on Friday and Curtiss displayed it onscreen as well. He asked members to identify the courses in their areas and contact faculty to find out if their course should be removed from the queue. Erin Moore clarified that courses removed from the queue can still remain in CurricUNET. In answer to Neil's query about faculty access Erin explained that an email should be sent to her requesting removal of the course from the queue and then faculty will have access. Diane asked Connie to send the list to the Academic Deans and she will ask them to contact faculty and review their course status. Diane also pointed out the need to be mindful of curriculum we're proposing. The Chancellor's Office is paying close attention to our courses and schedule of classes.

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

Diane reported, through researching curriculum at other community colleges, some colleges are setting up subcommittees of the curriculum committees. Before anyone builds curriculum a review is done by the subcommittee to determine if it is needed and how to know that before a proposal is submitted to the Curriculum Committee. This process is also linked to some Accreditation standards. Diane noted there is efficiency in that process. The subcommittee would deal strictly with new courses and programs. If there is interest in this method, Diane will gather some models and descriptions from other colleges.

### **13. REPORT FROM THE ARTICULATION OFFICER**

No report

### **14. OTHER**

- a. All MUSIC 50's & 60's numbered courses class size petition

Curtiss displayed the Petition for Amending Class Size onscreen; it was also emailed on Friday. This is a proposal to decrease the class size from 25 to 20. Teri explained the challenges with only 12 stations available for students. Some students bring their own equipment or they use the computers at school. When the building is remodeled the room size will be the same. Diane would like to speak with the Bonds Manager and take a look at the state standards. She also affirmed there might be an opportunity to

purchase more stations. Teri said it would be great to have a room set up with 20 stations for students. John noted the cost effectiveness of faculty per student on larger class sizes. Teri responded that she'd like to have more students if there is space to make that work. Diane suggested there needs to be more thought about flexible use of rooms and the Bond is a great opportunity to increase flexible space. Teri had proposed several times to combine the MIDI lab with the piano room.

#### **15. OPEN DISCUSSION**

a. Erin Moore reported she was asked to attend a Distance Ed meeting yesterday to discuss a big project with the Vacaville prison that is coming through the pipeline for correspondence education. The prison doesn't have technology for online, so courses need to be offered via correspondence. Paper work packets would be shuttled between the College and the prison. This project needs to happen by spring 2015, which Erin acknowledged is a super tight timeline. Neil added that the prison stated they made an offer a few years ago and, if we aren't willing to begin in the spring, they'll find another school that will. This is an opportunity to bring curriculum there. The form presented is one item coming from that decision. The current plan is to have the Curriculum Committee and the Academic Senate work on it concurrently. Josh pointed out this has been a discussion for three years. He personally agrees with the idea of valuable instruction for prisoners but he expressed real concerns regarding the process and development of courses.

Erin Moore stated the model for the prison program is based on Lassen, Palo Verde and Coastline colleges. She spoke with DE Coordinator Dale Crandall-Bear about the need to create a new form because the online form cannot be used for correspondence courses. Erin also noted correspondence courses cannot be limited to inmates and would have to be open to the general public as well. Josh opined that DE should vet the whole process. Erin responded that that's the purpose of the form to modify an existing course for correspondence. Courses modification proposals would also have to be submitted in CurricUNET. When submitted to the Curriculum Office, Erin would send the form to the DE Coordinator for approval before forwarding the course proposal to the Curriculum Committee. This is the same process used for online courses.

Diane asked if this plan was discussed with the Chancellor's Office. Erin replied it was only presented here and was not voted on or official yet. Regular effective content was another item discussed for correspondence courses. In this prison situation there would be no face-to-face contact. Ideas for a communication journal were discussed as well as what amount of time for that would meet standards for contact. Erin noted many schools consider six times throughout the term effective contact but that wasn't considered acceptable here. The minimum suggested was once a week of instructor initiated contact through feedback on an assignment, survey questions, a journal or some other method.

Members continued to raise questions about the certainty of the spring timeline, the rushed process which many considered unrealistic, and the need for significant revision of courses. Josh asked if the prison would be open to discussion about details and specifics so we could talk about which of our courses could meet the requirements and if we could feel good about what we're offering if it is rushed. Josh had questions about the form but the larger question was about the whole process. Erin Moore stated the suggested course list was created by an individual who was asked to compile courses that would potentially work by mostly looking at what is offered in DE that could also transfer into a correspondence course. This is only a list of ideas.

Diane agreed with Josh that a lot of attention is needed to what we do and how. She shared with people at the meeting that conversations have to start with the faculty where disciplines are concerned. Diane is relying on the Academic Senate to play a leadership role and help put the shape to this that we want to see. Curtiss will email a copy of the list of courses. He pointed out it was made clear these were suggested courses, not mandated, and it is a faculty driven process to say what courses could go into the prison. Margherita asked, due to the tight timeline, how to proceed. Curtiss replied that, if everything goes according to plan, this form would be brought back to the Committee next month for a vote. Faculty who volunteer to do courses for prisons would begin modifying their course for correspondence. Neil

noted modification could only take place if this form and process is approved by the Curriculum Committee and the Academic Senate. Then the modification would be brought to the Committee. Erin Moore noted DE wanted the Curriculum Committee to have this discussion today. Curtiss clarified that, if this is approved in two weeks by the Curriculum Committee, instructors could move forward to create courses that meet the correspondence course criteria. Teri looked at the Ohio State University website that shows they offer degrees to their prison system but they also have access to computers. Erin stated the Vacaville prison does not have computer or video availability for inmates but there would be proctors available for exams and daily delivery of materials. Correspondence courses cannot be self-paced and they have to fulfill the course term. It looks like everything would be paper and pencil.

Neil shared another question in DE was how to determine what could be a correspondence course and how much of a correspondence course would have to be done in order to vet it. In addition to this form, the Curriculum, DE and Senate committees need to think about that. Josh read a portion of the form that just asks for inclusion of a sample assignment. Diane felt the benchmarks should be the same as for online courses. John stated this form is not for an irregular project, it is similar to what we do regularly. The Committee needs to move forward, design a process and do everything possible to realize the spring timeline. Debra asked if there is a set number of courses they want in spring. Marianne heard between 4-6 courses and her understanding was that counselors didn't actually volunteer but were asked if they would step up. Leslie sent in a couple names of interested faculty as well. This plan will obviously take a lot of effort to craft, change outlines, teach and ensure instructor contact. Diane clarified that she wasn't advocating that we do or do not do this in the spring. But it is important to acknowledge a lot of work is needed to make this work. We should serve this population but we also have to go in with eyes wide open and do a lot of work to address everything in a responsible way.

Teri asked if this is to be a traditional correspondence similar to what was done before computers; do work, submit, evaluate, send back etc. Josh reiterated there are many items to be addressed and asked if the prison is open to their reps discussing specifics with the College, open to having a computer lab, and if there is a limitation on books assigned. He would need a lot of answers before voting on this form. Erin Moore emphasized the very tight timeline. Josh pointed out it is a choice. Diane explained when the prison approached us over a year ago she tried to contact other schools doing this. None of them really told her how they're doing it and that kind of response was a concern. She came up with a model of how it could possibly be done with a tele commute type program, submitted it to the Cabinet and then she discussed it with the Chancellor's Office. But the prison didn't want what we offered and they didn't come back with a counter proposal that she was aware of. Erin Moore pointed out it should have initially gone through the Senate back then.

Diane reiterated her hope that the Academic Senate will take a strong lead in this process that should be faculty and curriculum driven. She will speak with the Chancellor's Office since no one has done so. Curtiss recommended everyone be prepared to vote at the next meeting. Erin Moore asked members to email her feedback for the form and she'll make updates as needed and redistribute the form. Regarding questions about the committee working on this, Curtiss noted that the committee is in process of forming. Leslie Minor, Jocelyn Mouton, Michael Wyly, Erin Moore, Kamber Sta. Maria, and Jose Ballesteros attended the prison project meeting.

## **16. ADJOURNMENT**

M: John Yu

S: Robin Arie-Donch

The meeting adjourned at 3:17 pm.