

Solano Community College

Academic Senate

CURRICULUM COMMITTEE

Adopted Minutes

Tuesday, April 21, 2015

1:45 p.m., Room 505

1. **ROLL CALL**

Curriculum Committee Chair Curtiss Brown called the meeting to order at 2:00 pm.

Present: Robin Arie-Donch, Debra Berrett, Curtiss Brown (Chair), Floyd Burnsed, Erin Duane, Marianne Flatland, Neil Glines, Leslie Minor (*ex-officio*), Margherita Molnar, Erin Moore (*ex-officio*), Máire Morinec, Josh Scott, Teri Yumae, Support Staff – Lisa Abbott, Leslie Almonte, Debbie Fischer (Notetaker)

Visitors: Amy Obegi

Absent: Michelle Arce, Myra Kargbo, Sandra Moore, Randy Robertson, Marvin Bolin (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: Marianne Flatland

S: Robin Arie-Donch

A: **Passed Unanimously**

3. **CONSENT ITEMS**

None

4. **APPROVAL OF MINUTES** - March 24, 2015

M: Robin Arie-Donch

S: Debra Berrett

A: **Passed Unanimously**

5. **ACTION ITEMS**

None

6. **NEW COURSES**

None

7. **COURSE MODIFICATIONS**

a. (CP15-61) CDFS 063 Introduction to Curriculum - remove prerequisite, textbook

1. Action on the prerequisite

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Amy Obegi indicated that CDFS 063 had two prerequisites: a Child Development class and an Introduction to ECE Principles and Practices class. The faculty decided to remove the prerequisite of CDFS 062 for a few reasons. One reason is that both introductory courses should be taken early in the curriculum. It's not necessary that one comes before the other. In order for students to get an introductory job in ECE, four courses are typically needed, but it was taking students a year and a half to get those courses to get into a job. Removing the prerequisite allows students easier access to CDFS 063 in their first year. Students are still required to complete CDFS 038. Scheduling issues due to work schedules will allow students to complete both courses in the same semester. They also want to create a lower-unit certificate next semester because many students are jobbing out before completing their full 30-unit certificate; many community colleges in the area have certificates with the four core courses as a starting place, which are needed to get into the workforce. Marianne Flatland suggested that CDFS 062 become an "advisory", and Amy indicated that it should not be a problem. Erin Moore added the Course Advisory CDFS 062 with a minimum grade of C to the course.

A: **Passed Unanimously**

2. Action on the course

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Marianne asked that CDFS 062 become an "advisory". Amy indicated that it should not be a problem. Erin Moore added "with a minimum grade of C" to the Course Advisory.

A: **Passed Unanimously**

b. (CP15-64) CDFS 074 Science and Math for ECE - remove prerequisite, textbook

1. Action on the prerequisite

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Amy Obegi indicated that they have four more-advanced curriculum classes (Language, Art, Music, and Science). CDFS 074 was the only course that had prerequisites on it, while the others did not. After the degree requirements changed, students tended to choose courses that had no prerequisites. To ensure equal access to all the courses, the prerequisite for CDFS 074 was removed. Marianne suggested the addition of "C or better" for the advisory of CDFS 038.

A: **Passed Unanimously**

2. Action on the course

M: Debra Berrett

S: Robin Arie-Donch

A: **Passed Unanimously**

c. (CP15-62) COMM 006 Argumentation and Debate - objectives, assessment, assignments, content

1. Action on the course

M: Robin Arie-Donch

S: Floyd Burnsed

Discussion: Robin Arie-Donch asked if there was any articulation information, and Erin Moore indicated there was. (Some document formatting issues were discussed that Erin will look into). Máire Morinec was concerned that there was not an ENGL 001 prerequisite since there are required writing assignments (ENGL 001 is only a Course Advisory). Robin indicated that many other courses have this same issue; there is no research paper required and students typically do fine without ENGL 001 completion. Neil Glines mentioned that outlines are used, rather than papers.

A: **Passed Unanimously**

d. (CP15-39) NUTR 010 Nutrition - Articulation, Catalog Description, Objectives, Assignments, Content, Textbook

1. Action on the course

M: Robin Arie-Donch

S: Marianne Flatland

Discussion: Marianne mentioned that if this course is to remain in CSU Area E, it has to include sociological and psychological elements to address the requirements of the lifelong understanding aspect. It still has not been updated. Curtiss and Floyd Burnsed will meet with Robin Sytsma to clarify the issue. Máire suggested a recommendation to include a CHEM 160 course advisory (or an Intro/HS Biology course). She also suggested that the Nutrition faculty might want to discuss with the Science faculty which course may be an appropriate course advisory. Robin indicated that most of these students take this course for GE and wouldn't necessarily take a science course.

A: **TABLED (for CSU Area E clarification and course advisory issue)**

8. CURRICULUM REVIEW – COURSE MODIFICATIONS

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

a. University Studies - Liberal Studies with Emphasis on Education - title and TOP Code

M: Marianne Flatland

S: Teri Yumae

Discussion: Debra Berrett suggested that since there is an emphasis on education, something should be in there about learning or teaching; looks similar to Interdisciplinary Studies and may be redundant. Marianne explained that Interdisciplinary Studies was set up with the idea that students don't need to transfer (it's broad and flexible; students tend to follow Option A). University Studies students are presumed to transfer (Option B or Option C is followed). The focus of the Elementary Education for teaching was created to replace old Liberal Arts major, since the State got rid of Liberal Arts. Liberal Studies major for the CSU system is the desired prep for the Elementary school teacher (broad based); focus on the courses for this were based on articulation with CSU schools for the liberal studies transfer. Currently, we are just changing the title. More modifications will come later, which will focus on current articulation, courses and prerequisites, during Counseling's Curriculum Review. Debra repeated her concern that "Education" could mean something different than Elementary teaching. Erin Moore explained that many other colleges are changing their TOP code and title for this specific degree, and this particular title was chosen as a hybrid of a few other degree titles. It's more for students studying education when they transfer. Marianne indicated they are open to suggestions.

A: Passed Unanimously

10. MAJOR DELETIONS

a. (CP15-66) COSM 150 Basic Concepts in Cosmetology

M: Debra Berrett

S: Margherita Molnar

Discussion: Máire mentioned that these course have not been taught or offered, and their curriculum is being reviewed, so there is no reason not to delete them.

A: Passed Unanimously

b. (CP15-67) COSM 151 Basic Concepts in Cosmetology

M: Debra Berrett

S: Margherita Molnar

A: Passed Unanimously

11. REPORT FROM THE CHAIR

Curtiss Brown (Chair) attended a meeting in San Francisco last week for a C-ID Update. (See Power Point).

- a. AoEs (area of emphasis) In process Social Justice Studies & Global Studies/International Relations

- Social Justice Studies
- Global Studies/International Relations
- Each has a core of 2-3 courses – broad introductory courses
- Additional courses selected from various lists

- b. CCC only descriptors: CTE, EMS, Biotech, Basic Skills

Community Colleges would develop their own descriptors for these. If the CSU's liked it, they would hopefully make it an ADT later.

- CCC-only descriptors
 - CTE
 - EMS
 - Biotechnology
 - Basic Skills

- c. Model Curriculum: Engineering, Info Tech, Nursing

- Engineering
 - Certificate and Degree
- Information Technology
- Nursing

Why model curriculums?

- Could provide transfer benefits to students when universities have agreed to recognize an MC and offer students locally-defined benefits.
- May facilitate meeting employer needs for specified training.
- Can establishing appropriate program consistency in awards across the colleges.
- Could facilitate student goal completion by simplifying student movement between colleges and honoring completed coursework through reciprocity.

Discussion ensued about the difficulty of creating model curriculums: costs involved, old lab equipment, equivalent courses, etc. Curtiss indicated that all the model curriculums will need to eventually align within the Community Colleges.

- d. PACH to be rewritten from one to three documents (more at next meeting)

12. REPORT FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS

- Dr. Minor reported that the State is bringing back non-credit, and we will be able to claim apportionment within some parameters. (See Power Point). The benefit for students is the repeatability aspect, as well as the zero-unit (non-punitive) aspect. The benefit for the school is apportionment. Courses will start coming to Curriculum Committee for approval (under the 500 band). The classes will look like open- entry/open-exit courses, therefore class size will be variable.

Noncredit – certificates of completion and competency

- Generates apportionment – two levels (noncredit and enhanced noncredit); no student fees
- Enhanced noncredit = College Preparation and Career Development (CDCP)
- No units
- Repeatable
- Limited to 10 different categories
- Approval: Curriculum Committee, Board, Chancellor’s Office

- Non-credit classes (500 band) are not the same as not-for-credit classes. Not-for-credit courses are not paid for by the general fund, they are more local/district driven, and earn no apportionment. (For example: community education, pottery.) Contract Education also does not earn apportionment. Contract courses can be contracted for credit or non-credit through Contact Education, and will follow different pathways for curriculum approval.

Not--for--credit (fee--based)

- Does not earn apportionment
- Cannot be supported by general funds, i.e. must be self---supporting
- Subject to local process

Contract Education

- Does not earn apportionment
- Education/training paid for by a business or organization and restricted in enrollment.
- Credit, Noncredit and Not--for---credit may be offered through Contract Education

- What kinds of non-credit classes are eligible for state funding:

10 categories of noncredit courses are eligible for state funding (§58160, CB22) (p. 96 and 190 of PCAH, Program Course Approval Handbook, 5th Edition)

- English as a Second Language**
- Immigrant Education (including citizenship)**
- Elementary and Secondary Basic Skills (incl. supervised tutoring)**
- Health and Safety
- Courses for Adults with Substantial Disabilities**
- Parenting
- Home Economics
- Courses for Older Adults
- Short--Term Vocational (incl. apprenticeship)**
- Workforce preparation

Future funding under AB86 is limited to the 5 areas listed in **bold** above

Discussion ensued: what is definition of short-term vocational, can a non-credit be a prerequisite to a credit course, PE and dance are not included, marketing efforts.

Opportunities for Students:

- Multiple pathways for transfer and non--transfer students
- Students have many options if they are not eligible for financial aid.
- More flexible scheduling.
- Students can prepare and get ready for credit programs.
- Access to information about new academic and/or career opportunities and pathways.
- Provides access to counseling and matriculation services.
- Provides students access to book vouchers, child care, etc.

Opportunities for Faculty:

- No repeatability limits!
- More options for students who are struggling with passing credit courses.
- Students can develop the requisite skills to be successful in credit courses.
- Successful completion of noncredit courses can be part of multiple measures assessments.
- Incentivize students to move into credit programs.

Dr. Minor is hopeful that specific guidelines will be available in the Fall. ACCJC indicated that more than 25% of the courses in the catalog are not being taught, and/or have not had academic assessments.

Therefore we need more purging in the catalog. Robin voiced caution when deleting transferable courses that may come back later, because that creates issues in Assist.

ESL will probably have the most offerings.

The bulk of noncredit is offered by five community college districts:

- San Diego CCD
- San Francisco CCD
- North Orange CCD
- Rancho Santiago CCD
- Mt. San Antonio CCD

68 of our 72 districts offer some noncredit.

Approximately 85% of all CA noncredit is ESL.

In the first meeting of the fall, Dr. Minor would like to do a refresher (and new stuff) training. Also would like to think about restructuring the way we process information in curriculum.

13. REPORT FROM THE ARTICULATION OFFICER

Robin Arie-Donch reminded committee members to share the GE link with constituents (link was emailed to Curriculum Committee).

14. OTHER

15. OPEN DISCUSSION

16. ADJOURNMENT

M: Floyd Burnsed

S: Margherita Molnar

Meeting adjourned at 3:29 pm.