

CURRICULUM COMMITTEE MINUTES

October 10, 2016

3:00-4:30 p.m., BU 119

ATTENDANCE

L. Tenney, B. Donovan, N. Cisneros, J. Maringer-Cantu, J. Stewart, E. Luna, E. Venable, R. Sharboneau, D. DiDenti, P. Henrickson, K. Wagman, J. Rekedal, S. Carr, S. Sandler, N. Dequin, K. Rose, J. Kearns, D. Achterman, S. Dodd, K. Warren, L. Flores, and E. Talavera (minute recorder).

- I. Call to Order: Welcome at 3:03 pm.
- II. Agenda Adjustments and approval
MSC (K. Wagman/N. Dequin). Vote: unanimous. Approved as presented.
- III. Minutes of September 26, 2016
MSC (J. Rekedal/D. DiDenti). Vote: unanimous. Approved as presented.
- IV. Information/Discussion

1. CurricUNET Updates and corrections: B. Donovan

- a. [Program summary from CurricUNET](#)

B. Donovan sent a list of programs to the deans and will be sent out again by division so the dean can distribute the list to the department chairs. She demonstrated some areas of interest such as in the degree portion of the program requirements within the program summary. B. Donovan needs the help of the departments to make these corrections. Another issue is that the sub-total doesn't add up correctly, which will take the help of CurricUNET to correct.

A question was asked how accurate the printed catalogue is since there were errors between the catalogue and the Chancellor's Office. B. Donovan added that programs more than four to five years ago with changes will not be at the Chancellor's Office. R. Sharboneau offered to help out to make sure what the campus has is accurate. L. Tenney reviewed the process, which will be B. Donovan distributing the list to the deans who will send it out to the appropriate department chairs for review and modifications if needed. This is a good time to look at areas that need to be cleaned up and updated since there have been many inaccuracies that rolled over from previous catalogues. The goal is to get through these changes by the end of the fall semester since there will be a new catalogue printed during the summer 2017 semester.

D. Achterman asked if there was a way to view the curriculum that is active and publicly available without a login. B. Donovan answered that there needs to be a login but the same process of publishing will take place. D. Achterman added that it is useful to make the curriculum available to the public that can be useful to other colleges and within the campus as well. B. Donovan added that there is still the course catalogue for the campus and others to view.

- b. Updates and Questions

One question asked was if the course being reviewed in CurricUNET would be unlocked after the first reading for corrections. B. Donovan replied that if there needs to be adjustments let her know and the course would be opened for editing. There have been some areas of issues and the programmer is working on resolving these issues sometime this week.

2. **Faculty Liaison Position: Emphasis on SLO/PLO and Instructional Improvement:** S. Dodd
S. Dodd reminded the committee that just as courses need to be updated every five years, the SLOs also need to be assessed every three to five years. The campus is moving towards a yearly review through the institutional research office. This year's goal is to update SLOs that have not been updated within the last five years. S. Dodd is here to help with the process. On the intranet and Curriculum Committee website there are tools and resources to help in the process. She asked that the word be spread to the departments and the other faculty members. S. Dodd is also working with the Tech Review committee to review if SLOs are appropriate and can be assessed easily. She can be contacted at sdodd@gavilan.edu for questions and assistance. K. Rose welcomed S. Dodd and her official title is Faculty Liaison. She is performing instructional improvement overall. To address accessing SLOs, the website will be fixed to make the SLOs more accessible to students and faculty. S. Dodd spoke to M. Arvizu to try to update the SLO website link and other issues. The current link is at the bottom of the homepage but needs to be placed for easier access.

Last week, ACCJC sent an email for regional training opportunities that will be coming up. The email will be sent to S. Dodd and L. Tenney to help promote these trainings.

S. Sandler thanked S. Dodd for offering to help in SLO review but what is also needed is an open discussion on how SLOs are created and how to make them more purposeful across disciplines. S. Dodd pointed out that Division meetings would be a great place for that conversation to take place. Another place is Convocation Day and the Spring Day could be an SLO day where discussion can be held. D. Achterman added that mapping the professional framework to SLOs is exciting but the language is tricky. There may be some ways to develop stock language across SLOs to make it easier to map. L. Tenney pointed out that this would lead to the conversation on what are appropriate topics to be discussed at the Curriculum Committee. J. Maringer-Cantu asked if there is a way to decide on fewer outcomes to make assessing easier. S. Dodd added that three to five would be a good number. She sees her role as helping the campus assess SLOs and her role on the Tech Review will be to focus on SLO assessing. L. Tenney added that this would be a conversation picked up after the division meeting.

3. **Prioritizing Committee Goals:** L. Tenney

L. Tenney opened up the floor for discussion on the "Curriculum Committee issues to address in AY 16-17" list.

- Addressing LEH and lecture/lab calculations
 - The issue is that different departments are assigned different LEH factors that determine a faculty member's course load. Things have changed on how subjects are taught. What needs to be done is review the assignments and

how they were formalized. N. Dequin asked if these discussions are under the purview of the Curriculum Committee since it is contractual. L. Tenney responded that it is tricky since they are in three different areas. K. Rose added that the Curriculum Committee needs to focus on the course outline while at the same time separating working conditions from how the course outlines are setup. The committee shouldn't be making recommendations on how LEH is assigned. Instead, discussion should revolve around how to facilitate and train new faculty. E. Luna asked that if changes are made at the committee where does that impact take place. He asked how clear the campus process is. If a change is made at one point, the campus may create a trail that does not have a clear finish. Another area to be viewed is the cap size and what the effect is when a cap size is lowered or increased. There is a trail of different issues that can come out of this which needs to be discussed.

- L. Tenney added that when there is a negotiation item on curriculum, the Curriculum Committee is asked what the definitions are. R. Sharboneau added that a definition of what components a course needs to have to be either a lab or lecture needs to be clarified. One other suggestion is to look at the low hanging fruit and rank them through a Doodle Poll.

- Program updates
- Determination of transfer level courses.
- Updates to Curriculum Committee bylaws
- Impact reports, how to review them and what they mean
- Course "on hold"
- Evaluating disproportionate impacts of courses with new prerequisites

L. Tenney will send out a survey to rank these remaining areas.

V. Curriculum

1. New Course Proposal – First Reading

- a. CSIS 575 Assistive Computer Technology for Reading & Writing
This course provides instruction in effective use of assistive computer technology for reading and writing assistance. This is another option for students. B. Donovan added that special characters are not allowed in the new inventory.
MSC (J. Rekedal/S. Sandler). Vote: unanimous. Approved as presented.
- b. JFT 8A Firefighter I Academy Skills Review and Certification
This course reinforces, combines, and integrates the skills learned in the basic fire academy in accordance with the State Fire Marshal Firefighter 1 curriculum.
- c. JFT 300 Company Officer Academy
This course provides the knowledge and skills necessary for developing aspiring company officers.
- d. JFT 305 Outdoor Emergency Care
This 125 hour course is designed to prepare students to render prehospital basic life support services, including cardiopulmonary resuscitation, with emphasis on field

application. practices, and techniques vital to the interaction of Outdoor Emergency Care Technician with all levels of emergency medical personnel.

JFT 8A, 300 and 305 are taken as one motion.

MSC (D. DiDenti/N. Dequin). Vote: unanimous. Approved as presented.

2. New Course Proposal – Second Reading

- a. JFT 227 Chief Fire Officer 3A Human Resource Management for Chief Fire
- b. JFT 228 Chief Fire Officer 3B Budget and Fiscal Responsibilities
- c. JFT 229 Chief Fire Officer 3C General Administration Functions
- d. JFT 230 Chief Fire Officer 3D Emergency Service Delivery Responsibilities

JFT 227, 228, 229 and 230 are taken as one motion.

MSC (J. Maringer-Cantu/R. Sharboneau). Vote: unanimous. Approved as presented.

3. Modify Course

- a. BOT 182 Medical Office Procedures
Update course. Remove prerequisites as requested by the current instructor of the course. Change from lecture/lab to lecture. The instructor has evidence to support the removal of the prerequisites. It was asked to remove “on a CD” and just end with “software is available with the text.”

MSC (D. Achterman/J. Stewart). Vote: unanimous. Approved with modification.

- b. ESL 542 Intermediate ESL Reading, Vocabulary II
Add ESL 537 to Prerequisite courses, as this course is currently being offered in place of ESL 532.
- c. ESL 543 Intermediate ESL Grammar - Writing II
Add ESL 537 to Prerequisites, as it being offered in place of ESL 533.
ESL 542 and 543 are taken as one motion.

MSC (N. Dequin/D. DiDenti). Vote: unanimous. Approved as presented.

- d. GUID 560 Individualized Learning Skills Development
Change Hours from 1 units, .5 Lec, 1.5 Lab to 1 Unit, 1 Lec, 0 Lab. The justification is that this course is taught in a lecture format with some lab and online assignments. In addition to individualized learning skills development curriculum for students with disabilities, it also includes the curriculum from the Guidance 210 orientation course which is designated as a lecture format.
It was pointed out that whether a course is lab or lecture, it is dependent of the instructor and it is not a predesigned item that anyone can teach. There are expectations and outcomes. B. Donovan asked the committee to read the *Program and Course Approval Handbook* before having the discussion since it contains information on what is a lab and what is a lecture.

MSC (N. Dequin/N. Cisneros). Vote: unanimous. Approved as presented.

- e. JLE 105 Correctional Officer Basic Academy
Update student learning outcomes, course description. Also to change units from 10.5 -14.5 units, 8.57 – 10.27 Lec, 7.41 – 14.85 Lab to 8 – 15.5 units, 5.5 – 11.11 Lec, 7.75 – 13.33 Lab. The justification is that this course is designed to meet the

California Corrections Standard Authority (CSA) requirements for entry level training of Correctional Officers for adult institutions.

- f. JLE 166 Crime Scene and Forensic Photography
Update prerequisite and student learning outcomes. The justification is that this course provides POST required training for crime scene and forensic photography.
- g. JLE 180 Law Enforcement Seminar
Add repeatability as “Legally mandated training” since the state requires annual ongoing training for law enforcement. There is also updated methods of Instruction, student learning outcomes and methods of evaluation.
A question was asked about repeatability. B. Donovan added that there is an exception when it is for training.
JLE 105, 166 and 180 are taken as one motion.
MSC (J. Rekedal/R. Sharboneau). Vote: unanimous. Approved as presented.
- h. KIN 15 Sports and Society
Adding the option to teach this class in an online format by completing the Distance Education and Distance Education Contact information. We also updated the textbook to a newer edition and indicated the SLO assessment year.
- i. KIN 8 Introduction to Sports Psychology
The Department of Kinesiology and Athletics would like to modify this course to allow it to be taught online. The department would like the option of teaching this class face to face or online. This would be the second online class (both lecture) for the department.
KIN 8 and 15 are taken as one motion.
MSC (D. Achterman/S. Sandler). Vote: unanimous. Approved as presented.
- j. WTRM 101 Introduction to Water, Wastewater Technology
- k. WTRM 102 Beginning Water, Wastewater, Distribution Math
- l. WTRM 103 Introduction to Electrical and Instrumentation Processes
- m. WTRM 104 Motors and Pumps, Operation and Maintenance
- n. WTRM 105 Water Distribution 1
- o. WTRM 106 Beginning Water Treatment Plant Operation
- p. WTRM 114 Laboratory Analysis for Water, Wastewater
WTRM 101, 102, 103, 104, 105, 106 and 114 are taken as one motion.
All courses above are on the five year review cycle. The content was reviewed, textbook updated to the most current edition, and SLO's were reviewed with information about assessment dates included.
MSC (R. Sharboneau/J. Rekedal). Vote: unanimous. Approved as presented.

VI. New Business

VII. Old Business

- a. LRNA designation within English Department: K. Warren

K. Warren and D. Achterman distributed "Background on LRNA designation" letter. K. Warren pointed out that it is a designation within the Ed Code. She gave the history of the LRNA designation within the Curriculum Committee and Academic Senate. D. Achterman gave an example of a history course that was having different issues in an assignment where the problem areas overlapped. Having student tutors and Learning Common faculty is useful to the course and the need for cross-disciplinary needs. One place to house the LRNA designation would be the Library, which is cross disciplinary. K. Warren informed the committee that these courses would not replace current tutoring courses.

One question asked is what are tutors currently required to take. K. Warren answered that it depends on where the tutoring is taking place. The requirement of the LRNA course would be dependent on the area directors. E. Luna asked for a broader definition of the problem being solved and the ramifications of the new courses being created for the student. K. Warren replied that any LRNA course would give the student the tools needed in that area and the recognition for taking the course. This is a way for the student to get hands on training. D. Achterman added that there is an issue with the instructor meeting the minimum qualifications. D. DiDenti asked if there was a way to combine the courses since there are a slew of tutoring courses already available. K. Warren replied that the different courses depend on the different areas. There is no specific course being brought forward but there is a need for this new designation before a course can be created. R. Sharboneau added that it is appropriate to look at the broader scheme. This is an opportunity to get agreement in what the SI/Tutor looks like and if there should be an umbrella that the courses can be housed under. There has to be a cohesive program and this would be the opportunity to look at what is involved in a good tutor training program. This is a larger conversation.

A motion was made to go back and gather the campus tutoring components together for a conversation on what a comprehensive tutoring training program looks like then bring back to the committee for further discussion.

Discussion: D. Achterman commented that this would be a burden. N. Dequin asked if it is difficult to gather all the components and the differences from the other components. K. Warren replied that the other areas don't meet the need that is required in the Learning Commons.

MSC (R. Sharboneau/D. DiDenti). Vote: Yes-10. No-2 (N. Cisneros/D. Achterman). The motion passes.

- VIII. Adjournment by consensus at 4:45 pm.
Motion by D. DiDenti.