**CURRICULUM COMMITTEE [DRAFT]**

Minutes

February 05, 2016

Present: Dustin Bare, Jackie Flowers, Bev Forney, Sue Goff, Terry Mackey, Gwenda Richards Oshiro, Nicole Rosevear, Cynthia Risan, Polly Schulz (Chair), April Smith, Shelly Tracy, Dru Urbassik (Recorder), Bill Waters, TJ Holland (ASG), Ray Torres (ASG)

Not Present: Matthew Altman, Chippi Bello, Dave Bradley, Sue Caldera, Lars Campbell, Jackie Curry, Carol Dodson, Phillip King, Barry Kop, Carrie Kyser, Brenda Marks, Mike Mattson, Lilly Mayer, Jeff McAlpine, Andy Mingo, Tracy Nelson, Laurette Scott, Tara Sprehe, Jaime Wood

Guests: Tim Pantages

1. **Welcome & Introductions**—Polly Shultz
2. **Minutes**

 The January22nd meeting minutes were reviewed.

 **Action: Committee members voted to approve meeting minutes.**

1. **Consent Agenda**

 Item #1: Course Number Changes

 Item #2: Course Credit/Hours Change

 Item #3: Course Title Change

 Item #4: Outlines Reviewed for Approval

 **Action: Committee voted to approve Consent Agenda items except for ART-133 and BA-228**

BA-228- SLO #2. “Complete Exercises” makes this an activity instead of a learning outcome. If the terminology was changed to “Demonstrate how to” or “demonstrate the ability” would make this a student learning outcome. Changed of words to “process financial transactions” will go back to the department. **Approved with changes.**

ART-133- SLO#8. “Display a portfolio” is an activity. There was some clarification that “display” means the creation and layout of a portfolio, not the display or presentation of a portfolio. The review team will contact the submitter/art department for clarification. **Move to approve with clarification in order to have the course in the spring schedule.**

1. **Informational items**
2. **Old Business**

*Procedures*

 *Dru and Bill have started to map out what this documentation will look at.*

 *Will start with check lists for each process, new program, program amendment, etc.*

 *Will show who is responsible and what is needed*

 *First draft of checklists should be presented during the next two Curriculum Committee meetings*

 Example Outlines

 *Polly has selected a few outlines. Dru will be adding these to the appendix of the handbook.*

1. **New Business**

 New Courses

 *HE-263 Body & Drugs III: Marijuana*

 Tim Pantages

* Reorganization of three different courses, Body & Drugs I , Body & Drugs II, and Body and Alcohol
* Drugs I is now the intro class to the other three
* This is the new course regarding marijuana
* Marijuana gets its own class since it is the most used illegal substance
* Pre-requisite needs to be changed to HE-163
* SLO #5, how are students going to demonstrate? Perhaps it should be changed to “explain?”
* Change librarian notification to “yes” from “no”
* Moved to approve with modifications

 *HOR-149 Aquaponics*

 *Renee Harber*

* CCC purchased an aquaponics system about a year and a half ago.
* Currently the system has koi in it, but the Horticulture Department would like to switch the system to tilapia in the future.
* Terry offered to supply library resources and materials upon request.
* **Motion to approve; Approved**

*IMT-104 Reading Schematics and Symbols*

 *Mike Mattson*

Students who are involved in automation and industrial maintenance have been in the machine parts class, but it’s not a good fit. This led to the creation of IMT-104.

* For students who are better suited for Intel, who can maintain and take care of the machines.
* SLO#3 remove “understand” and leave “diagram.”
* Mike will work with Terry about purchasing learning materials for the students and ongoing expenses. Change no to yes for talked to librarian.
* **Motion to approve, approved with changes noted**

*WRD-090A Supplementary Instruction for WRD-090 Students*

 *Brenda Marks*

This course has been offered as an experimental course, now moving to a permanent course number. CCC collapsed several writing courses together and as a result some students need additional help.

* This course offers structured activity through the writing center. WRD-90 is a 5 credit course and retaking the course because the student needs some additional support can be quite a challenge for students.
* This course is not a co-requisite, but it is an option.
* The instructor gives direction to the student about what to do in the writing center
* The student uses the writing center to increase their skills in hopes to skip WRD-98
* The instructor creates the objectives to support the student through the course. The course requires specific outcomes for these students
* The department is still figuring out the instructor pay budget and who is in charge of these students.
* No one has to take this credit, it is optional.
* Research shows that accelerating students is beneficial, but we have to give them more support when needed.
* This courses creates a three way communication between the tutor, the instructor, and the student.

Are we asking students to pay tuition for a service that they could get for free at the writing center?

* *Students are considered part of the writing center workload.*
* *That is not the review of this committee.*
* *Brenda is currently meeting to work out these issues.*

There are questions about if this course results in charging students for a service we already have.

* *This course is for those students who need one on one specific focused, structured course. ASG rep stated that the structure would be worth the cost of extra credit.*
* *This is a structured approach that goes beyond what the writing center does for drop-in students.*
* *This one credit course has a syllabus and the students receive a tailored list of objectives.*
* *The students and tutors have a greater commitment when there is a credit course involved.*

Will this create a two tiered system in the writing system?

* *The term “self-directed” was used, but may not be appropriate.*
* *Brenda confirmed that the student has to actually go to the writing center. The writing center in not responsibly for the student, mean that the writing center will not call the student or force them to show for the course.*
* *This is a pass/fail course. If the student don’t go, they cannot pass.*
* **Motion to approve; Approved**

 *WRD-098A Supplementary Instruction for WRD-098 Students*

 *Brenda Marks*

Similar as WRD-090A, but for the students in WRD-98. These two courses are separated because they are in two different departments. Separation also helps with balancing workload.

Why are the supplementary instruction courses only offered for specific courses? Polly stated that she has students who have passed WR-121, but they cannot demonstrate the outcomes of the course. A supplementary course could have been a positive resource for these students.

* These extra credit courses are currently only available for developmental students
* This course is still in the pilot stage.
* Availability of these courses may change over time. In the future they might be able to open these single credit courses to other areas.
* This courses as set-up as open entry courses, meaning that students can enroll after the quarter starts.
* **Motion to approve; Approved**

*WRD-080 Reading/Writing Prep 2*

 *Brenda Marks*

When we have students who have below high school reading and writing skills they are considered developmental students. These students are at the 5-8th grade reading level.

* Where do we put them in the system? If someone is below a 9th grade level we don’t have anywhere to place them.
* Some of these students are working on their GED or are low level high school graduates.
* The GED students are studying for a test, but the low level high school graduates are trying to be college students.
* This courses helps these students with reading and writing skills in order to meet their goals.
* There will be a credit and non-credit section for students who are degree seeking or non-degree seeking.
* The non-credit students will pay a fee for the course instead of tuition.
* Popular non-fiction text that are research based are specifically chosen in order to ease the students into using texts. The information is presented in a softer way in comparison to a standard text book.
* Should be 20 Lecture/Lab hours (not lab hours) and 30 lecture hours.
* **Motion to approve; Approved with changes**

 *ART-257 Metalsmithing/Jewelry*

 *Nora Brodnicki*

* CCC use to have an ART sequence of 257, 258, and 259. Due to budget cuts this courses was deactivated. ART-258 and ART-259 were decreased from three credit hours to one credit hour.
* This course has pieces of all three in attempt to align with the University of Oregon.
* The course will be offered only during the spring term.
* CCC will still offer the 1 credit versions of 258 and 259.
* **Motion to approve; Approved with changes**

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| **Next Meeting for 2015-16: February 19, 2016 CC127 8-9:30am** |