**DRAFT**

Curriculum Committee Meeting

Friday, November 6, 2015

Tower (Room T-850), 1:00 PM—3:00 PM

Present:

**Curriculum Committee Members:** Lilia Celhay; Peter Brown, Steven Zetlan, John Reager, Danniela Nioclava Pachtrapsha, Rebecca Bailey, Heather Sisneros,, Pinar Alscher, Vina Cera, Meryl Siegal, Laura Bollentino, Laura Contreras, Donald Moore

**Guests:** Amy Bohorquez, Derek Lee, Jane Smithson

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| **AGENDA ITEM** | **SUMMARY OF DISCUSSION and DECISIONS** | **FOLLOW UP ACTION and RESPONSIBLE PARTY** |
| **I. CALL TO ORDER** | Vena Cera |  |
| **II. APPROVAL OF MEETING MINUTES** | Peter – raise minute for review minutes and changes before the meeting  Uni. – motion passed |  |
| **III. CHAIR and CURRICULUM SPECIALIST REPORTS** |  |  |
| **IV. ITEMS: Programs and Courses** |  |  |
| Biology Review | Rebeca - Biol curriculum is up dated, no grave concerns  looking at bio-manufacturing, Leslie B and Doug B. (CTE)  Bio manufacturing for update: meta. CTE  Biol transfer – in process  Chem – Pre-nursing degree with Allied health.  Laura B: bio 4 conditionally approved at CIPD, need it for the allied health degree  Biol 4 conditional approved.  Sciences (5 units) exceed 60 units for Degree – reduction of science units.  (Per law can’t exceed 60 units. Concerns about the length of the transfer degree, we need to consider it.)  Meryl: connect to advocacy. Need to make sure information is transferred correctly. What happens over the 60 units and they transfer and can’t write. What then? Advocate – Student unaware of hours to use outside of class.  Laura B: CSU have to take writing skill test, can take upper division writing-JEPT, if they don’t pass, they take remedial.  Alex Padilla. – Laws went wrong to make into law. Fitting a science degree with 60 units.  CSU – writing skills test entering and pass then you can take higher courses. 60 transfer units to CSU then CSU uses remediation to move on with high courses.  70 units of transfer units.  Jane Smithing from Anthr – forensic.  Laura – table anthr and phil transfer degrees.  Motion to table:  Discussion to correct 6 transfer degrees. Only to curriculum committee  Motion – Laura and Steve | Remarks: Thank you Rebecca for a good job and time. |
| Anthro/forensics degree | Table Anthr Forensics AT and Philosophy AT degrees.  Discuss strategy to correct 6 transfer degrees, vpi, curriculum specialists, and chairs.  Culture Anthr. – Visual Anthr through film; Ethnographic films. Induce to different type of film. Collection of film for selective film. Documentary and research in a visual.  Laura – assign course number: outline (exit skills) - SOL  Meryl – Film is exciting and timely. 1) pre-req? No pre-req. embed in Cultural Anthr. Covers Cultural Anthr.  Rebecca – App – Great idea of discussion with tech reviewer before moving forward  Lilia – good course in depth and engagement  Pinar – get discussion from tech review perceptive, meet face to face to build course in the anthr course. Need face to face engagement. Find the common end from the discussion.  Laura – Agreed and encourage – Approved  Don – we need ask questions and work out the nacreous.  Peter – DE technology to use and the most appropriate.  Anthr – Forensic – Jane “looking at the”  Reason: growing field – correcting the media setting as we see. Community focused. Teach implanting skills. Moving the program forward. Core curriculum in Laney. | Laura moved to table degrees, Steve second, MSU  Uni - Approved |
| 1. **Anthr/forensics** | Jane S: hope approval, it’s a growing field-corrects inaccuracies see in popular media. Employment skills use immediately after transfer. Moves program forward. Serves core curriculum of Laney campus.  Jane S. used 13, but can use another number. Amany will assign a number. | Vina will ask Amany for number for new number that is never usded. |
| 1. **Anthr Visual/Film – Expansion of the Anthr.** | Donald M.: Expand and reactivate courses to build program. Film course, (normally, research uses film to do research ethnographic films) designed to introduce students to ethnographic films. Worried about collection of films, Library has streaming services, can purchase films for the class. Documentaries and how to use them when doing ethnographic research. Include things like dead birds, to modern historical contemporary.  Meryl: class looks good, timely; Pre-req (no) but there is a recommendation of cultural Anthro.  Pinar/Rebecca/Donald/Laura: face to face discussion, bumps improve the course. We work together for a common end.  Donald: conversation was very helpful. Nuances really helped, ability to ask questions and comments makes stronger committee member.  Peter: totally of our tech and how we use it. Human tech is highest! | Laura motion approval,  Steve second  Call discussion  MSU |
|  | We been using course that were deactivate thought out the district  Anthr 13 was already used. Using the number that not already used. Can’t duplicate numbering system. | Vina will Follow up with Amany |
| **ESL** | Steve Z. - ESL 254A, 287A/B  First time next semester – updated the Assessment with current standard. | Laura motion  Steven second  MSU |
| **ENGL – Creative Writing** | Engl 10A/B 210A/B – updated  Engl 10A needs to revised due transfer: CID descriptor associate with the English transfer degree  Donald – what is the plan? What can curriculum help to improve the English department? Shepard to update the classes that does not work or what works. What is the time frame? Does not want to accept outside without context.  Meryl – English is working on the transfer degree. Working on the program review.  Laura – deactivated the bunch of course in English.  Amy – outline should come to explain. 2 outlines from really past 15+ years old. They need to come to update. Wish they are here to expaoin.  Meryl – Discourse of the committee. Planning of 2 transfer degree, and courses to updated. Revision. Getting rid the clutter courses.  Pinar – Getting the courses to updated at the same time as we move forward for the transfer degree.  Vina – Can’t table  Laura – email from Jackie – from Chris that Engl 10B – “yet no support of direct relation because the originator is not here to give information”  Rebecca – SOL is already approved, unless  Heather – Context where courses are coming from.  Meryl – either late as we are moving forward to the degrees  Donald – Identify the context -  Part is…  Vina – call a vote to approve the update  Meryl – Program reviews. Conferred to table without representation.  Vina – the people needs to be here that wrote the outline. | Laura motion to table courses  Peter second  1 abstention Meryl  Laura-aye  Laura-aye  Donald-aye  Lilia-aye  Peter-aye  Steven-aye  John -aye  Danniela-aye  Pinar-aye  LAC-aye  MSU |
|  | Vote count on Yes: Laura Laura don Lilia Peter Steven Rebecca Danniela, Hether, Pinar Vina  Meryl : reframed  If the author is not here, please let the committee know.  Luara – the chairs is the responsible  Vina – notice to appear.  Amy – Put the time in the agenda to show. – if not authior, a representative.  Rebecca – a larger discussion in the next committee.  Vina – Sometime the rep does not have all the answer.  Meryl – Context  John – Approved the SOL as the tech review |  |
| **Meta** | No news is good news  Time line, it is in email to CIPD  How communicated through the campus? FAS? Department chairs? Email VPI. |  |
| **Stipends** | Part- timer equity – should part timer have a stipend or compensation  Danniela – should have something in writing – rely on the department. Sub-committee: identify members, concrete to present to FAC-senate.  Steve – encourage to participate and compensate adjuncts  Vina – Where are the fund? Is there a place in the budget – do we have?  Lilia – looking at places, all different sources to find the fund, Laney is short of fund, draft a proposal (what kind specific scope of work). I need $$ scope of work. The people will specific work. It is quantified. What is the work to be performed, how much $ will that cover.  Peter B. how do we determine the stipend  Meryl – Professional development – Part timers are need to the participation.  Rebecca – How the stipend are spread, base on the task. Looking at how it is divided up. Define what they are doing and how it split up. Distinct activities/$$$ how are the tasks divided.  Danniela – Curriculum is expected to be extra work. Development of skill and participation. More hours, extra are required.  Peter – PFT, stipend come and go. Mechanism is instructional function for the college.  Peter: stipends vs pay-PFT meeting stipends come and go-take it into the institution that we have a mechanism that we are paid to do work for college.  Meryl – Partime should get paid – learning from ACCJC and development.  Peter: raise the point of what is good for good teaching.  Heather – Learning assessment – short term getting the money now, subcommittee and get the line item as an institutional goal. | Research and advocate for curriculum work for adjunct  Chair:  Members:  Vina, Daniela, Peter, Steve  Write a proposal to consider ideas about stipends or institutionalized mechanism for adjunct payment for curriculum work |
| **V. ADJOURNMENT** |  |  |
| Laura – time line; how is communicated, email- FAS, chairs, |  |  |