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Curriculum Committee Meeting

Friday, February 21, 2020

Room T-850, 1:00pm-3:00pm

Present: Heather Sisneros\*; Pinar Alscher\*; Iolani Sodhy-Gereben\*; Anne Agard\*; John Reager\*; Laura Bollentino\*; Karl Seelbach\*; Rebecca Bailey\*; Rudy Besikof\*; Meryl Siegal\*; Vina Cera\*;

Absent: Laurie Allen-Requa\*; Cheryl Lew\*; Reginald Constant\*; Denise Richardson\*;

***Guests:*** *Kim Glosson (BUS; by phone); Barbara Yasue (ESOL); Beth Wadell (ESOL); Beth Maher (ESOL by phone); Arturo Davila-Sanchez (LCI); Myron Franklin (WDTEC)*

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| **AGENDA ITEM** | **SUMMARY OF DISCUSSION and DECISIONS** | **FOLLOW UP ACTION and RESPONSIBLE PARTY** |
| **I. CALL TO ORDER** | 1:07pm Sign in   * Icebreaker—why did you pick your discipline? |  |
| **II. APPROVAL OF AGENDA/MINUTES/ADDITION TO AGENDA/ANNOUNCEMENTS** | 1:19:pm   * Approval 2/7/20 minutes; * Amend the agenda: add ESOL 283, 286, 290 (part of OEI grant) | minutes  1st: John  2nd: Karl  uni  Agenda  1st: Heather  2nd: Rudy  uni |
| **III. REPORT BACK FROM MEETINGS** | 1:pm Report back from: Heather Sisneros   * College Council * IEC * PEAC | Informational/Discussion  TABLED |
| **IV. DISCUSSION/ACTIVITY** | 1:20pm Distance Education Supplement Form: Participation Activity to test Updated DE Supplement Form And begin Rubric development--Chelsea Cohen (DE Coordinator), and Heather Sisneros   * Exercise to work in small groups to try out using the new DE addendum * Question about why you want the class to be online; should be expanded to modalities vs more people to take the class; shouldn’t be the only reason for why you want a class online; some classes can’t be online; classes shouldn’t be “only” online; don’t want check-off list, should be open ended to hear what faculty want; link to AP on DE requirements; is this course only offered online? (should this be added to the addendum); question of losing students due to classes only being online at the campuses; * 4—looked at rubric; faculty asked to check and examples; questions of if they do less or only check; 5—same as 4 but should use different examples; * Accessibility—suggestion to remove statement about “check all that apply”; #7—add ADA compliance and remove statement on remove check all apply; question of keeping the language in as way to use rubric; change language to “did you/do you” vs current language; question of language of rubric and measure; suggestion to show this to Dean JP, Nate (DSPS); Miriam to hear their thoughts; suggestion to change to Sans Serif (due to ADA); suggestion to add color blindness to list, it is included in contrast; * Tools—though filled in for other tools, question of accessibility, | Informational/Discussion  1st:  2nd: |
| **V. DISCUSSION/PRESENTATION** | 1:pm LAC Resolution: Present recent LAC resolution to encourage faculty ownership in assessment—Rebecca Bailey | Informational/Discussion  1st:  2nd:  TABLED |
| **VI. REVIEW OF PROPOSALS** | 2:02pm BUS   * BUS 245E Word Processing Using Microsoft Word * Business Administration AS-T * Management and Supervision CA   245E—deact; nip  AS-T—nc; updated TMC; AO spoke about news from Chancellor’s Office; submitted question to State; suggestion to add MATH 16A or MATH 3A;  CA—cat; updated DE percentage (part of the grant); question of coding for M/SVN 82 (SAM); tabled for later conversation | 1st: Laura  2nd: Rebecca  uni |
|  | DANCE   * DANCE 60 Ballet I * DANCE 61 Ballet II   60—cat; changed grading  61-- cat; changed grading | 1st:  2nd:  TABLED |
|  | ESOL   * ESOL 52 Advanced Reading and Writing * ESOL 253 Reading and Writing 3 * ESOL 257C Intermediate Reading & Writing Workshop: Strengthening Critical Reading, Writing and Thinking Skills * ESOL 257D Intermediate Reading & Writing Workshop: Consolidating Critical Reading, Writing and Thinking Skills * ESOL 259A ESOL Advanced Reading and Writing Workshop: Developing Critical Reading, Writing, and Thinking Skills * ESOL 259B ESOL Advanced Reading and Writing Workshop: Applying Reading, Writing and Critical Thinking Skills * ESOL 259C Advanced Reading and Writing Workshop: Strengthening Critical Reading, Writing and Thinking Skills * ESOL 259D Advanced Reading and Writing Workshop: Consolidating Critical Reading, Writing, and Thinking Skills * ESOL 283 Business English * ESOL 286 English for Job Search * ESOL 290 English for Special Purposes   52—cat; brought back as informational due to CIPD; question of having rec prep as noncredit; question of how UC will deal with it;  253-- cat; brought back as informational due to CIPD  257C— new; cat; brought back as informational due to CIPD  257D— cat; brought back as informational due to CIPD  259A— new; cat; brought back as informational due to CIPD  259B— new; cat; brought back as informational due to CIPD  259C-- new; cat; brought back as informational due to CIPD  259D-- new; cat; brought back as informational due to CIPD  283—new; added DE; part of OEI grant; support students to bridge into BUS program  286—cat; added DE; part of OEI grant; support students  290—new; added DE; part of OEI grant; support students; question of CB21 coding if correct; change to stand alone; question of max enrollment;  259B, 259D—concerns from library for language of research practices vs research skills; suggestion it is not enough of a reason to change language since the course content reflect research.  Suggestion for ESOL to attend counseling meeting to discuss 705 and changes to curriculum come summer and fall;  Question of how these classes with live with ENGL 508 series; ESOL plans to work with ENGL to deal with this issue; | Informational 52, 253, 257C, D, 259A-D  283, 286, 290  1st: John  2nd: Rebecca  Conditionally to follow up the CB21; uni  DE:  1st: John  2nd: Rudy  uni |
|  | HLTED   * HLTED 1 Exploring Health Issues   1—nc; updated DE | 1st:  2nd:  TABLED |
|  | LCI   * LCI 201 Introduction to Translation and Interpretation – Spanish * LCI 202 Sight Translation-Spanish * LCI 203 Consecutive Interpretation-Spanish * LCI 204 Simultaneous Interpretation-Spanish * Translating and Interpreting CA   201—cat; changed title, description, units, lec/lab hours, added DE;  202— cat; changed title, units, lec/lab hours, removed requisites; added DE;  203— cat; changed title, description, units, lec/lab hours, changed requisites added DE;  204— cat; changed title, description, units, lec/lab hours, changed requisites added DE;  CA—cat; updated POS; added DE; later on will create a legal and medical certificate; suggestion to have language “must have Spanish” notation; | 1st: John  2nd: Karl  Conditionally with notation added to CA; uni  DE:  1st: Rebecca  2nd: Rudy  uni |
|  | MUSIC   * MUSIC 210 Summer Orchestra * MUSIC 211 Summer Band   210—deact; nip  211—deact; nip | 1st: Rebecca  2nd: Vina  uni |
|  | WDTEC   * Fundamentals of Wood Technology CA * Wood Technology AS * Wood Technology CA   FWT—new  AS—cat; updated POS  CA—cat; updated POS  Created and updated for industry changes; correct 223 to in review class; | 1st: Karl  2nd: John  uni |
| **VII. FOR THE GOOD OF THE GROUP** | 2:pm Items of Interest   * Study Abroad * Changing DE tabs in META to be relevant, and therefore, getting rid of Supplement Form * Faculty Senate Responses to informal survey of Curriculum Questions/ Comments, etc. | Informational/Discussion  1st:  2nd:  TABLED |
| **VIII. NEXT MEETING** | 2:pm Topics for next meeting   * More DE: sample DE Supplement filled in from BIOL faculty for committee to review and continue to develop DE Rubric * Criteria Development Questions: sample new BIOL curriculum to test committees shift to examining purpose and student need for new curriculum | Informational/Discussion  1st:  2nd:  TABLED |
| **IX. ADJOURNMENT** |  | 3:10pm |