

Curriculum Committee Notes

October 28, 2010, Library 128

Members Present: Maritza Carlisle, John Carpenter, Paula Dahl, Mike Daniel, Dawn Dobie, Janet Duenas-Cliff, Janet Fulks, Gay Gardella, John Gerhold, Qiu Jimenez, Dan O'Connor, Leslie Reiman, Billie Jo Rice, Nick Strobel, Bernadette Towns, Rene Trujillo, Sue Vaughn, Ann Wiederrecht

Members Absent: Duane Anderson, Barbara Braid, Carl Dean, Stephen Eaton, Adie Geiser, Nan Gomez-Heitzeberg, Kathy Hairfield, Becky Head, Jennifer Johnson, Denise Mitchell, Jeannie Parent, Wally Simmons, Kristopher Stallworth, Jason Stratton, Pat Thompson, Kimberly Van Horne, Richard Wise

Guest: Jean Amazan, a community member, was present today to observe how the committee functioned.

Agenda Item	Discussion	Action
CurricUNET Training	Committee members were asked to bring a course outline and input four pages into CurricUNET. Janet Fulks explained how to access course outlines from public folders and log into CurricUNET. A CurricUNET link can be accessed from the BC homepage under Employee Services. Faculty should Search Courses and enter in their respective disciplines. In order to revise or update courses, the first step is to make a working copy of the "active" course. Active courses appear in red font and will have a copy icon next to them. Clicking on the copy icon will create a duplicate course outline, in purple font, that can be used for revising or updating curriculum. Prerequisites and advisories are separated out in CurricUNET and not included within the course description page. When course descriptions were loaded from Banner into CurricUNET, the prerequisites and advisories were included. When updating curriculum, remove prerequisites and advisories from the course description and enter those on the Conditions of Enrollment page.	Training occurred, and members paired up and spent time inputting curriculum and learning about the various components of CurricUNET.
ASSIST TRAINING	Directions for using ASSIST were distributed. The General Education page in CurricUNET is the place to document articulation. Faculty are asked to document at least 3 articulated courses. If no articulation exists, then at least 3 similar, lower-division courses should be listed. If no similar courses can be found, courses are listed as "elective credit only" in the catalog. Janna gave an overview of how to use ASSIST to search for articulated courses and similar courses. She explained how to use the BC faculty log-in instructions to conduct a quick search for articulated courses. Searching for three similar courses is a little more work and also requires looking at the course description of similar courses to determine course similarities. Janna entered a course from the consent agenda into the ASSIST menu and showed how to use the search results to complete the CSU Transfer and UC Transfer section of the GE page in CurricUNET.	

<p>CurricUNET APPROVAL PROCESS</p>	<p>The CurricUNET approval queue is not working. Over the years Curriculum Committee subcommittees have been formed to look at distance education and general education separately. As a result of three separate curriculum approval layers, the approval queue is not functioning correctly, and system notifications are not flowing accordingly. In order to make the approval component of CurricUNET function properly, Janet suggested the committees function as one group during the implementation of CurricUNET. The newly structured Curriculum Committee will be comprised of members who could volunteer to become experts at specific components of curriculum within CurricUNET, including SLO's, general education, and distance education. People will be given assignments and comment on those assignments. Committee members may review other areas if they choose, but they need to complete their special assignments at a minimum. Bernadette Towns, faculty assessment coordinator, remarked that last year an SLO Task Force comprised of 4-5 people on the Curriculum Committee were trained to look at Student Learning Outcomes. She said the committee's goal is not to "nitpick" SLO's. The SLO Task Force received training on what to look for with respect to SLO's and how to set up parameters for reviewing SLO's. The SLO Task Force will be the only group commenting on SLOs. If someone has concerns about SLO's, please contact Bernadette.</p> <p>Nick Strobel said that the GE Committee will be looking at general education SLO's only. Copies of the GE definitions, SLO's, and criteria were distributed. Janet said this is what we can best do as a Curriculum Committee--to look at the GE checklist and outcomes. The GE Committee is willing to help individual faculty with GE outcomes.</p> <p>Janet said that most schools (including PC and CC) operate as one committee for approving curriculum. If we are going to make our approval process work, we need to rebuild the queue as one committee instead of three.</p> <p>A question was raised about content review. Janet said that faculty can attach content review sheets as an attachment and that an electronic format is being created for CurricUNET.</p>	<p>There will be training about general education at the next meeting.</p> <p>Janet Fulks will work on configuring the approval queue.</p>
<p>Curriculum Assignments</p>	<p>Instead of the entire committee reviewing every component of curriculum in CurricUNET, individual members will be assigned specific pages for review and comment.</p> <p>See curriculum assignments at end of document.</p>	<p>Volunteers were solicited. Janna documented the assignments and will send out the list.</p>
<p>Decision-Making Task Force/ Committee Roles</p>	<p>Copies of committee roles for Curriculum, General Education, Assessment, Extended Learning, and IEC were distributed. The Decision-Making Task Force is asking for feedback by November 2.</p>	<p>The committee was asked to review the functions and send comments to Janet Fulks, who will report back to the Decision-Making Task Force.</p>
<p>Curriculum Retreat</p>	<p>Janet would like to express appreciation to the committee for all its hard work with CurricUNET and reviewing the large volume of curriculum to meet compliance. She is extending an invitation to the committee for a curriculum retreat and food at her home in the Tehachapi mountains.</p>	<p>Janet will send out an invitation via a Doodle link.</p>

<p>Consent Agenda</p>	<p>The following courses were reviewed for a second reading:</p> <p><u>Performing Arts</u> MUSC B230a Music Laboratory MUSC B230b Music Laboratory MUSC B230c Music Laboratory</p> <p><u>Philosophy</u> PHIL B9 Critical Thinking & Advanced Composition PHIL B18 History of Ancient Philosophy</p> <p><u>Physical Science</u> GEOG B1 Physical Elements of Geography GEOG B1L Physical Geography Laboratory GEOG B2 Human Geography GEOG B3 Introduction to Weather & Climate</p> <p><u>Social Science</u> CHST B30a Early Chicano History (Distance Ed. Course) CHST B30b History of the Chicanos in the Southwest (Distance Ed course) HIST B36 History of Native American Indians POLS B2 Comparative Government POLS B3 International Politics</p> <p>Questions regarding the courses removed from the consent agenda last week have been addressed. The Extended Learning Committee has reviewed courses requiring distance education.</p>	<p>John Gerhold moved, and Rene Trujillo seconded, to move all courses on the consent agenda forward. Note: HIST B30/CHST B30 which were removed from the consent agenda Oct. 21 were approved at this meeting.</p>
<p>First Read for Oct. 28 Second Read for Nov. 18</p>	<p>These courses are ajenized and scheduled for an October 28 "first" committee read and a November 18 "second" read:</p> <p><u>Agriculture</u> AGBS B6 Agriculture Sales and Communication</p> <p><u>Behavioral Science</u> HMSV B5 Human Services Internship</p> <p><u>Biological Sciences</u> BIOL B3b General Biology II</p> <p><u>Engr. & Indus. Tech.</u> ARCH B11 Design and Perspective Drawing</p>	
<p>ADJOURNMENT</p>		<p>Meeting adjourned at 4:30 pm.</p>

Curriculum and Subcommittee Assignments for Curriculum Review

Assignment	Member	Pages to Review	Considerations during review
1. MAIN PAGE	Team A – Dawn Dobie, Kathy Hairfield Team B - John Gerhold, Helen Acosta, Team A&B - Janna Oldham, Mary Jane Johnson, Janet Fulks, Nan Gomez-Heitzeberg	Main Page	Use the catalog for a quick look for any changes to the currently approved units, title, hours
2. BASIC COURSE INFORMATION		Basic Course Information and course standards	
3. COURSE STANDARDS	Team A - Kathy Hairfield Team B - John Gerhold Team A & B - Janna Oldham, Mary Jane Johnson, Sue Vaughn	Course standards and main page for any discrepancies	Double check entered units and hours with those in catalog – if there is a difference it needs to be spelled out in summary of changes of Basic Course Information. It is very important to check repeatability. Most courses are “not-repeatable” Restrictions apply for all but skills development courses – e.g. music, PE, art, theater, special studies etc. Some courses are repeatable due to state law requirements – food safety, CPR etc for updates If a fee is charged there are legal considerations and approvals. So far we have had only one (MED 69) but we need to get a copy of those requirements and approval processes.

<p>4. COURSE APPLICABILITY</p>	<p>Team A - Janet Duenas-Cliff, Leslie Reiman, Kristopher Stallworth</p> <p>Team B - Gay Gardella, Duane Anderson, Helen Acosta</p> <p>Team A&B - Janna Oldham, Barbara Braid</p>		<p>Check courses for their applicability to programs. Be sure that the course is connected to the programs/certificates as stated in the catalog. Any course that is CSU GE Breadth or IGETC should be checked as a liberal arts degree required course.</p> <p>IF a course is transferable or degree applicable it CANNOT be basic skills. Most basic skills courses are stand alone courses not associated with a program.</p> <p>If the course is checked as CTE – the front page needs to have SAM code A,B,C or D.</p>
<p>5. GENERAL EDUCATION APPLICABILITY</p>	<p>Team A & B - Rene Trujillo, Qiu Jimenez, Nick Strobel, Wally Simmons, Denise Mitchell, Carl Dean, Ann Wiederrecht, Pat Thompson, Dan O'Connor, Janna Oldham</p>	<p>Course Applicability page and General Education page including BC General Education, CSU Breadth and IGETC</p>	<p>Use BC rubric and criteria to determine BC GE applicability. Consider this for courses that have not requested BC GE in addition to those requesting it. Consider CSU breadth and IGETC (using the catalog as a guide) also consider courses that should be requested for additional CSU breadth and IGETC).</p> <p>The directions for ASSIST to find comparable and transferable courses is on page 3 of this document</p>
<p>6. TRANSFER FOR MAJORS (Articulation)</p>	<p>Team A & B -Janna Oldham, Barbara Braid</p>	<p>Check General Education Page at bottom</p> <p>Later will check C-ID submission</p>	<p>This is on the GE applicability page currently but may be moved to the Course applicability page since it is not GE. If a course is designated as CSU transfer or UC transfer there must be a validation of this from the ASSIST website where 3 colleges (any combination of CSU and UC) courses that are equivalent will be noted under that college. This is done using http://info.assist.org logging in under our BC faculty password (see instructions on the back of this document).</p>
<p>7. STUDENT LEARNING OUTCOMES</p>	<p>Team A & B - Bernadette Towns, Dawn Dobie, Rene Trujillo, Adie Geiser, Kenward Vaughn</p>	<p>Review SLOs in relation to the Topical Outline, Assignments, and Method of Evaluation</p>	<p>SLO committee ONLY checking SLOs and concentrating on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state what students will know, do, think, or feel - student oriented not instructor oriented <input type="checkbox"/> are measurable (can be observed or tested) <input type="checkbox"/> contain critical thinking

8. CONDITIONS OF ENROLLMENT	<p>Team A - Janet Duenas-Cliff, Maritza Salgueiro- Carlisle, Kristopher Stallworth</p> <p>Team B - Gay Gardella, John Gerhold, Jennifer Johnson</p> <p>Team A & B - Sue Vaughn, Barbara Braid, Janna Oldham, Mary Jane Johnson</p>	Conditions of enrollment page	Check these in conjunction with the catalog. In addition, soon all conditions of enrollment will need to fill out content review forms – but they are being developed.
9. TOPICAL OUTLINE	<p>Team A - Mike Daniel, Jason Stratton</p> <p>Team B - Rebecca Head, Billie Jo Rice</p> <p>Team A & B - Bernadette Towns, Dawn Dobie, Rene Trujillo, Adie Geiser</p>	Topical outline – SLOs, methods of evaluation	This page should be complete but not too detailed. It should give some indication of the amount of time necessary for each main portion of the course. If there is a lab and lecture, it should be clear what the outline is for the lab and the amount of time spent on each lab topic.
10. METHODS OF INSTRUCTION	<p>Team A - Maritza Salgueiro- Carlisle, John Stratton</p> <p>Team B - Beth Rodacker, Paula Dahl</p>	Methods of Instruction and check on Topical Outline	Methods of instruction should be consistent with the SLOs and should be relevant to the ways this course is taught by any number of instructors. This is a sample of methods commonly used in the course but is neither limiting nor exhaustive.
11. OUT OF CLASS ASSIGNMENTS	<p>Team A - Mike Daniel, Leslie Reiman,</p> <p>Team B - Beth Rodacker, Paula Dahl</p>	<p>Out of class assignments</p> <p>Methods of evaluation</p>	Check first to be sure that if this is a lecture class, there is evidence of at least 2 hours of work outside of class for every hour in lecture. CSUs like to see a total of at least 10 pages in courses which are evidently writing heavy. The assignments should line up with the methods of evaluation and should be at college level with regard to rigor and vocabulary and research necessary to complete them.
12. METHODS OF EVALUATION	<p>Team A- Jason Stratton, Janet Duenas-Cliff</p> <p>Team B – Gay Gardella, Rebecca Head, Billie Jo Rice</p> <p>Team A & B - Bernadette Towns, Dawn Dobie, Rene Trujillo, Adie Geiser, Kenward Vaughn,</p>	<p>Methods of Evaluation,</p> <p>Out of Class assignments,</p> <p>Possibly SLOs and Topical Outline</p>	This page indicates some of the methods that could be used for grading but is neither exhaustive nor limiting. It may or may not be the same as the assessment methods used for SLOs. It should show alignment with the Topical outline and out of class assignments. The evaluations should be at college level with regard to rigor and vocabulary and research necessary to complete them.

13. TEXTS, READINGS,& MATERIALS	Team A - Billie Jo Rice Team B - Duane Anderson Team A & B – Dawn Dobie	Tests and Readings Outside assignments	These should align with the assignments. Texts should not be more than 5-6 years old unless there is a justification. Please check for proper spelling, format and completeness.
14. METHODS OF DELIVERY	Janna Oldham		This is a simple check to be sure it is consistent with the rest of the course.
15. DISTANCE EDUCATION And 16. INSTRUCTOR-STUDENT CONTACT	Team A & B - Wally Simmons, Nick Strobel, Adie Geiser, Bonnie Suderman,	Distance Ed addenda, Instructor-Student Contact, Topical Outline, SLOs	Look at the Topical outline and Student Learning outcomes pages to be sure these can be accomplished via the Distance modality. Observe for adequate contact time and units per ours of contact.
17. MINIMUM QUALIFICATIONS	Team A – Kristopher Stallworth, Kathy Hairfield Team B – Jennifer Johnson, Duane Anderson		Check this, when in doubt the Minimum qualifications document is linked on the right under links – just click. These are important roles that must be indicated per title. All possible qualifications should be listed e.g. a Master’s only qualification in Ag may also need an Ag production which is a two year plus six year’s experience. Interdisciplinary courses must have clarity on whether faculty from both disciplines can teach alone e.g. Biopsychology (only Psych or only Bio?)
18. Attachments	Whenever appropriate		Syllabi, assignment samples or other materials can be indicated here, but should be indicated on the page the attachment relates to.
19. CODING/DATES	Janna Oldham, Mary Jane Johnson		

:Janna Oldham