**Present**: *Louie Giambattista, Chair*; Tawny Beal, Collin McKay Brown (student rep), Natalie Hannum, Susie Hansen, Erich Holtmann, Kevin Horan, Scott Hubbard, Christine Kromer, Morgan Lynn, Michelle Mack, A’kilah Moore, Jancy Rickman, Eileen Valenzuela, Grace Villegas, Penny Wilkins, Nancy Ybarra, and Shondra West (Note taker)

**Absent**: Robert Pope

**Guest**: Lorraine Biles (PE), Joy Meyer (WELD), Janice Townsend (CHDEV), Mr. Clarke’s Students: Halie and Gabriel

Meeting called to order: 1:13pm Location: CO-420

**CURRENT ITEMS**

1. **Announcements & Public Comment:**
* Committee members introduced themselves by name and department.
* The committee welcomed students (2) from Mr. Clarke’s class and Collin McKay Brown as the Associated Student Union student representative.
1. **Approval of the Agenda**

**Action:** Approved with changes (M/S: Rickman/Kromer); unanimous

**Correction**: typo - change prerequisite number from Weld 010 to 015.

**Approval of the Minutes from February 17, 2016**

**Action:** Approved with changes (M/S: Wilkins/Kromer); unanimous

**Correction**: Change (pg.1) Nicole Trager department area from Math to Mesa and Joe Meyer from PTEC to Weld; revise (pg.2) Michelle Mack’s name from Michelle Mach item 5B.

1. **Consent Agenda**

**None**

1. **New Courses**
* **PE-004B - Intermediate Pilates**

**Action:** Approved with changes (M/S: Rickman/Kromer); unanimous

* 1. This will go into an existing Pilates family as an addition
	2. PE-004A was approved previously at another meeting
	3. New course form - check #8 g (CSU) and h (UC)
* **PE-004C - Advanced Pilates**

**Action:** Approved with changes (M/S: /Mack/Kromer); unanimous

1. New course form - check #8 g (CSU) and h (UC)
2. Assessments are the same as 004B given that more progressive skills will be taught with advanced components.
3. Last page, fill-in with n/a for lab activity
* **PE-057B - Intermediate Yoga for Health and Fitness**

**Action:** Approved with changes (M/S: Wilkins/Hubbard); unanimous

1. New course form - check #8 g (CSU) and h (UC)
2. Remove last date of assessment (pg.1)

* **PE-057C - Advanced Yoga for Health and Fitness**

**Action:** Approved with changes (M/S: Rickman/Holtmann); unanimous

1. New course form - check #8 g (CSU) and h (UC)
2. Remove last date of assessment (pg.1)
3. Remove major information from LMC GE requirement area
* **AUTO-038 - Introduction to Diesel Technology**

**Action:** Approved with changes (M/S: Wilkins/Holtmann); unanimous

As an existing 900 experimental course, it’s being converted into a permanent course.

**Committee Recommendations:**

* 1. The committee discussed changing the advisory from English 090 to 095. Falll’16 English 090 will be inactivated and replaced with English 095. The department will need to determine the appropriate English advisory course. Students taking assessment will determine eligibility for ENGL-100 or ESL placement, no more testing into two separate levels. It was suggested to either approve the course with/without E090 and follow-up with the department. Departments should be informed of the change prior to curriculum approval; during the Dean technical review, changes to the advisory statement can be completed at that time. It was recommended not to wait until technical review, instead run a query of the catalog to catch all outdated advisory and then reach out to departments affected by the change.
	2. Currently PSLOs do not exists in the catalog. It was questioned if the department is wanting to create a new program or submit inclusion of PLSOs into the catalog. It was shared the author is aware of the PSLOs concerns and will share which certificate this course would be required for and the cohort number information. Follow-up is needed.
	3. It was recommended to remove the PSLOs and leave the advisory as English 090 until the department confirm how to proceed.
1. **Existing Course Outlines of Record and Pre/Co-requisite**
* **WELD-015 - Basic Oxyacetylene Welding**

**Action:** Approved with changes (M/S: Rickman/Holtmann); unanimous

Committee Recommendations:

* 1. The schedule description “hands on” statement was questioned whether exists or not. It was shared that theory and practical content is offered and the author agreed to change the statement for clarity purposes.
	2. Change the advisory from English 090 to 095
	3. CSLO 1 - It was recommended to remove the word “actual” implying that exercises may be falsely practiced. Instead clearly identify that exercise practices will be completed.
	4. CSLO 3 - It was recommended to change the last statement regarding guide to success or failure; is a given that if students don’t apply what was taught they will fail. It was recommended to change the statement; remove failure reference and reword to: should guide them to success.
* **WELD-016 - Advance Oxyacetylene Welding**

**Action:** Approved with changes (M/S: Holtmann/Rickman); unanimous

Committee Recommendations:

* 1. Change the advisory from English 090 to 095
	2. Uncheck “lecture” underneath Mode of Instruction; this course is strictly lab with discussion of lab expectations which is not consider lecture.
	3. CSLO 1 - The statement “see page 5 for course content” was questioned. This was embedded to reference the language written on the different exercise practices to avoid duplication.

**Prerequisite form: Weld 015 for WELD 016**

* + - **Action:** Approved (M/S: Holtmann/Rickman); unanimous
* **CHDEV-011 - Observation and Assessment**

**Action:** Tabled add as a discussion on item for the next agenda (Holtmann/Lynn); unanimous

**Discussion:**

1. PSLO – How will the assessments be completed in order to identify that students are prepared for upper division transfer upon completion of this course was questioned? It was shared the PSLOs listed are historical and tailored to occupational courses in which the CSLOs are aligned to PSLOs. This may be completed using data analysis. As a CTE course, the curriculum is aligned towards earning a permit, which haven’t been assessed yet and will be this year. Majority of the CTE courses have similar CSLO statements that are tied to certification in which the curriculum aligns to it. The CSLOs/PSLOs are written as a capstone experience to capture everything into one funnel, but in the absence of that individually assessment per course are needed to determine if the outcomes via data analysis.

During a previous TLC meeting, there was conversation about PSLOs and best practices to weigh capstone experience type licensure types of courses and what assessments to use towards capturing the data; perception survey or exit survey. CTE typically offer a sequence of courses for different types of licensure more so than transferring. Some certificate courses satisfy GE. Program assessment look at course objectives and sequencing alignment effectiveness.

Looking at the PSLO suggest that the department would like to assess if courses are rigorous enough to support student success for licensure or transfer and/or both which is a different type of program assessment. CTE COORs have old OESLOs and the language should be revised to capture exactly what the department wants. CHDEV associate degree is an AST only.

1. The committee discussed adding composition (COMP) hours/load to this course. Janice explained the rationale for wanting faculty to receive COMP load:
* Documents were provided to the committee: UF Contract Article 7 (Faculty Load/class size) and course listing assigned to COMP. Article 7.2.2 talks about COMP load for English.
* CHDEV requires applied writing techniques and students must learn how to write many different types of observations as their formal assessments instead of performing test on children to determine their development.
* The state has develop different types of assessments required. The agreement was that the department would train the field how to write; not objective instead descriptive. In addition students would learn how to write more than one type of assessments. Children are not photographed are videotaped, so the written assignments capture the evidence based observation of child development with different types of antidotal notes. As students write more antidotal reports they get better.
* The department takes teaching students serious; how to write observation. With Head Start programs, observations are forwarded to the Federal Government so they can determine program effectiveness. Applied writing can be challenging to teach students step-by-step observation. In the long-term, it will help students to become better writers across many domains as they learn to develop a beginning, middle, and end without being subjective.
* Janice previously asked curriculum committee via email (October 2014) to look at adding COMP load as an agenda item. This has been a long process to determine approval from different bodies and the Executive Vice Chancellor Admin Services (EVCAS) informed Janice the decision is curriculum based.
* It was determined during previous curriculum committee (2014) that this course does not meet article 7.2.2 requirements. Based on the types of writing and observations Janice feels that it does and would like the committee to reconsider. The conversation of the members found (2014) that COMP load is assigned to those disciplines in which qualified instructors can teach writing and the final decision was not to assign COMP load to other disciplines outside of English. The committee at that time did not support CHDEV to receive COMP load.
* Janice shared there’s a different viewpoint from United Faculty President (UFP) and EVCAS which they feel this course can be looked at for COMP load by the curriculum committee. Janice read to the committee UFP’s and EVCAS’s email response in regards to assigning COMP load based on the type of writing required by students and the level grading involved.
* Faculty and management viewpoints are different. Faculty supporters should determine whether COMP type course should be eligible for COMP load if applied writing and high level of critique and evaluation is required. Regulation 7.2.2 should be used to evaluate the COOR for COMP load. Faculty is in charge of making the decision of assigning the types of mode of instruction; lecture, lab, and composition brought to curriculum for approval.
* The committee expressed there are no true guidelines to make that decision. Janice shared the curriculum handbook states faculty choose the mode of instruction when filling out the COOR, which the handbook was written by the curriculum committee.
* As new members to curriculum they felt guidelines are required since 7.2.2 doesn’t outline how curriculum makes the decision when assigning COMP load. Janice asked how did the committee determine COMP load for non-English courses? The courses assigned to COMP are taught in the context of composition.
* The benefits of faculty receiving COMP load was discussed. The intent is for faculty to receive 2.33 load instead of 2.0 (increase in pay). It was shared that part-time faculty would not receive additional pay, only load; they are paid by the hour. So, the increase of load would not be beneficial. The load would be used to determine that PTs do not exceed the 67% load.
* The dean signed the COOR with reservations and expressed Janice’s good work for advocating for COMP load. The history of CTE courses, most courses require students to write descriptive and technical format. The potential solution is to build students writing techniques by adding Engl-100 prerequisite. Janice shared students will have strong writing abilities and but will not prepared to use applied writing styles required for CHDEV.
* A committee member felt inclined that at least an English advisory should be added. This will prepare students how to write and free faculty from checking grammar and focus more on assignment completion. Janice shared aligning English discipline with CHDEV will pose difficulties; the requirements and SLOs are different.
* The committee supports developing strong writing skills to help students build professional writing skills that prepares them for advanced types of positions. It was recommended the committee develop guidelines outside of 7.2.2 to determine COMP load as an added agenda item. Janice shared this was a previous agenda item of curriculum (2014) and the request was not fulfilled.
* Committee Chair expressed that item was looked into and felt that this is a collective decision by UF, curriculum, and management. Curriculum oversee Title V compliance, management determines funding, and compensation becomes a collective bargaining issue.
* The transfer requirement and units were questioned. This course meets transfer, and transfer schools offer the course as 3.0 units. Additional units cannot be added to this course, the degree is high unit major.
* The observation and homework hours were questioned. The observations are completed in class, but the writing assignment is completed as homework.
* Assigning TBA hours were questioned. It would be difficult to have students complete their observations in the lab at one time; the observations is not lab time, but class time.
* As a step in the process, curriculum committee review COORs for approval, and then moves to Chief Instructional Officer (CIO) for approval. This course would be denied for COMP load by the CIO. Janice shared that that if curriculum approves and the CIO doesn’t, this may become a collective bargaining for compensation. After the CIO if approved, the Governing Board approves. However as an existing course it doesn’t require GB approval. A CHDEV course is currently offered without COMP load and will not expire.
* To determine the guidelines the committee would have to determine if extraordinary amount of writing is required.. This will open it up to all courses to receive COMP load. COMP load is important and need basis for making decisions and everyone must be in agreement to the guidelines. Janice shared the curriculum has the purview to determine COMP load which was done for JOURN.
* The decision needs to be made across disciplines, not just CTE to determine if technical/applied writing is valid for COMP load. The objective is to assign COMP load to course and not the person. There are other brilliant works completed that require rigorous writing that are not for COMP. The premise of COMP load is that students are being taught composition components; thesis statement, body, and logical conclusion. Robust parameters are needed to develop guidelines for justification of COMP load.
* Janice shared DVC offers this course as a 4.0 unit class. It’s not fair to have students pay for an additional unit which impacts the degree unit maximum for CHDEV. This becomes an equity issue for curriculum and if denied by management it’s a union issue.
* The article defines English composition and raises a point that minimum qualifications are needed to teach it, which is the negotiated item.
* It was shared this should remain under the curriculum committee purview and should not be negotiated with other entities. The committee should make a decision to approve or deny the COOR. The appropriateness of the decision should remain local.
* The committee felt writing samples are needed to review the grading difference between CHDEV vs. ENGL. When developing guidelines they need withstand over a period of time beyond today’s meeting in which the policy/procedure developed such that it determines the fairness over consistency. The union can monitor whether that’s being done.

The final decision of the committee - more information is needed towards developing COMP load guidelines. The committee would like to add this as a future agenda item for discussion.

**Prerequisite form: chdev-010 for CHDEV-011**

* **Action:** tabled
1. **Online Supplements**
* **Engl231 - Mystery and Detective Fiction**

**Action:** Tabled

1. **Programs**

**None**

1. **Changes to COOR form and instructions**

**Action: Tabled next meeting 3/16/2016**

**Standing Items -** Tabled

* SGC
* Articulation
* TLC
* Academic Senate

Meeting adjourned – 3:02 pm

Meeting Dates: March 16, April 6, 20, May 4, 18

Location and Time: CO-420 / 1-3pm