



**IMPERIAL VALLEY COLLEGE**  
**CURRICULUM COMMITTEE MINUTES (Adopted)**  
 Regular Meeting, Thursday, September 17, 2015  
 12:50 p.m. –Board Room

<b>Present:</b>	<input type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> Michael Heumann for Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input checked="" type="checkbox"/> Daniel Gilison	<input checked="" type="checkbox"/> Carol Hegarty
	<input type="checkbox"/> Allyn Leon	<input checked="" type="checkbox"/> Jose Lopez	<input checked="" type="checkbox"/> Norma Nava	<input checked="" type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input checked="" type="checkbox"/> Jose Ruiz	<input checked="" type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Veronica Soto
	<input checked="" type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Alejandra Vasquez Christine Bermudez	
<b>Consultants:</b>	<input checked="" type="checkbox"/> Ted Cesar	<input checked="" type="checkbox"/> Becky Green	<input checked="" type="checkbox"/> Gloria Hoisington	<input checked="" type="checkbox"/> Ashok Naimpally
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Jill Nelipovich	<input type="checkbox"/> Norma Nunez	<input checked="" type="checkbox"/> Efrain Silva
<b>Ex-officio</b>	<input checked="" type="checkbox"/> Michael Heumann			
<b>Visitors:</b>	Hope Davis	Rick Castrapel		
<b>Recorder:</b>	Dixie Krimm			

**I. Opening of the Meeting**

**A. Call to order**

Frank Rapp called the regular meeting of the Imperial Valley College Curriculum Committee to order at 12: 55 pm on Thursday, September 17, 2015.

Frank welcomed the new student representatives Alejandra Vasquez and Christine Bermudez.

**B. Approval of the Minutes**

**1. Regular Meeting of September 3, 2015**

*M/S (Drury/Soto) to approve the minutes of the September 3, 2015, regular meeting of the Curriculum Committee, as presented.*

**II. Action Items**

**A. Credit Courses**

**1. Deleted Courses**

- a. AG 080 – Pesticide Safety (1)
- b. AG 240 – Field and Cereal Crops (4)
- c. AG 250 – Vegetable Crop Production (3)

*M/S (Gilison/White) to approve the deletion of AG 080, AG 240, and AG 250, effective 2016-2017, as presented. The motion carried.*

**2. Revised Courses**

- a. AU T 122 – High Performance Engine Blueprinting I (4)
- ~~b. AU T 231 – Auto Emission Control System (4)~~
- c. AU T 235 – Auto Electrical/Electronic Instruments (3)
- d. BUS 260 – Business Communications (3)
- e. CIS 120 – Microsoft Word I (1)

- f. CIS 121 – Microsoft Word II (1)
- g. ENGL 223 – Survey of World Literature (3)
- h. ENGL 224 – Survey of British Literature I (3)
- i. ENGL 225 – Survey of British Literature II (3)
- j. HIST 222 – History of California (3)
- k. LEGL 115 – Legal Procedures (3)

*M/S (Soto/Drury) to approve the updates as indicated in CurricUNET for items a. through k., with the exception of item b., above, effective 2016-2017, as presented. The motion carried.*

Item b. was submitted with no changes required. The item was originally listed with AU T 122 and AU T 235 to approve the applicability to AA/AS only. AU T 231 is currently AA/AS degree applicable and therefore does not require any action.

### 3. New Courses

- a. CS 221 – Introduction to Object Oriented Programming in Java (3)
- b. CS 231 – Introduction to Data Structures (3)
- c. CS 281 – Assembly Language and Machine Organization (3)

*M/S (Blek/Drury) to approve the addition of CS 221, CS 231, and CS 281, to the credit curriculum, effective 2016-2017, as presented. The motion carried.*

These courses will replace existing courses in order to comply with the requirements of the development of the Computer Science ADT.

## B. Degrees and Certificates

### 1. Revised Degrees

- a. English for Transfer Degree

*M/S (Heumann/Drury) to remove JRN 100 from the elective section, effective 2016-2017, as presented. The motion carried.*

- b. University Studies Degrees

*M/S (Soto/Drury) to remove the statement “Students must select an emphasis and may receive only one University Studies degree” from the catalog degree sheet, effective 2015-2016, as presented. The motion carried.*

Veronica Soto – Degree emphasis areas are different, courses are in GE pattern but these degrees have different TOP codes and control numbers so a student could earn each degree. The committee agreed that the degree sheets should be revised to more clearly indicate the emphasis by area. The title will be clearly indicated at the top of each sheet and each emphasis will be provided its own page.

## C. Curriculum Policies and Procedures

### 1. BP 4025 Philosophy and Criteria for Associate Degree and General Education

*M/S (Blek/Soto) to approve the revision to Board Policy (BP) 4025, Philosophy and Criteria for Associate Degree and General Education, effective pending Board approval, as presented. The motion carried.*

Updates were made to BP 4025 to align with the updates made to AP 4025.

### III. Discussion Items

#### 1. Petition for Establishing and Amending Class Size – Music Performance Courses (Hope Davis)

Hope Davis presented information regarding issues with class sizes of performance courses.

### IV. Information Items

#### 1. Curriculum Institute Report

Frank Rapp:

- Pathways for transitions from CCs to UCs are being looked at by UCs – they are looking seriously at students that have earned ADTs.
- Local degrees – you can keep them but you should make sure that they are properly serving students and are part of program review.

Michael Heumann:

- Class size workshop; consensus was that there were different ways to handle class size discussions. One college developed a data driven spreadsheet to analyze need for revision. He will share with anyone interested.

Dixie Krimm:

- Will attach full notes to minutes
- Important topics included changes to the PCAH coming next fall, discussions with Chancellor's Office staff, technical coding, and C-ID issues.

### V. Other Items

Michael Heumann – There will be a curriculum regional meeting in November. He asked committee members to let him know if they are interested in attending.

### VI. Next Regular Meeting: October 1, 2015, 12:50pm in the Board Room

### VII. The meeting adjourned at 1:50 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.



## BP 4025 Philosophy and Criteria for Associate Degree and General Education

*Reference:*

*Title 5 Section 55061; Accreditation Standard II.A.3*

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy:

The awarding of an associate degree at Imperial Valley College represents more than an accumulation of units. The General Education program is a series of courses designed to lead students through patterns of learning experiences that will allow them to develop a breadth of knowledge to gain a command of subject areas and methods of inquiry that characterize the liberally educated person.

Through general education, students are encouraged to increase their skill level and expand their understanding of the physical world and the complex inter-relationships of individuals and groups within their social environments; understand the various modes of inquiry of the major and certificate disciplines; deepen appreciation of artistic and cultural heritages, and become aware of other cultures and times; strengthen their ability to communicate, reason, and critically evaluate information both orally and in writing; acquire a positive attitude toward learning, and develop self-understanding. As a result, they are better able to recognize, understand, and act upon the complex personal, social, scientific, and political issues that confront them daily.

~~After successfully completing the general education curriculum at Imperial Valley College, students will demonstrate ability to:~~

- ~~• A broad understanding of mathematics, science, social science, humanities, and the arts.~~
- ~~• Communicate effectively and analytically in writing, listening and speaking.~~
- ~~• Develop critical and constructive thinking for problem solving and value discrimination.~~
- ~~• Understand social interaction by learning of other cultures and times and the complex interrelationships of individuals and groups within their social environments.~~
- ~~• Develop the ability to adapt to new environments and technologies~~

- ~~• Develop responsibility for individual actions and respect for diverse people and cultures.~~

The CEO shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See AP 4025

## Curriculum Institute Notes July 09-11, 2015

### Session #1

#### Program and Course Approval Handbook (PCAH)

*The Chancellor's Office staff and members of the System Advisory on Curriculum Committee have been working on updating the PCAH. Attend this breakout session to hear about possible changes or clarifications and get a preview of the draft 6<sup>th</sup> Edition of the PCAH. Presenters will discuss the flexibility of this new version of the PCAH.*

#### PCAH Revisions - 6th edition

- will include Technical Manual
- Updated as needed and only contains technical directions.
- elements of the PCAH will be separated
- Significant change: COR element focus' all credit course and program topics will be in one section.
- Those working on the revision have discussed degree submission types; possible elimination of certain types of submissions and the inclusion of types such as: Transfer, Local CTE, Local Non CTE, ADTs, all other locals would be included as other. This is just a draft idea.
- Local-changes in language for the narrative
- Standards to be determined by the type of degree instead of the current requirements
- Significant changes will include categorizing not changing standard/requirements
- Non-credit will be a separate section; prerequisite/corequisite information to be included.
- credit for non-credit can be given through credit by examination
- Non-credit as a prerequisite for credit; guidance will be included on the process.
- Focus will also be on the 5 criteria:
  - A. Appropriateness to mission
  - B. Need
  - C. Curriculum Standards
  - D. Adequate resources
  - E. Compliance
- Other changes
  - 6th edition will include an index
  - Appendices will not be part of the formally approved PCAH so they can be easily revised.
  - Proposing resource pages, Title V and Ed Code references/tables, credit hour calculation samples.
- Sections
  1. Credit Courses and Programs
  2. Non Credit Courses and Programs
  3. Technical Manual
- Estimated to be released Fall 2016

### Session #2

#### Demystifying the Relationship between Units and Hours

*Has your college had courses returned because of the relationship between hours and units? Calculating the total number of units might seem like an easy task, but there are many factors that make it more complicated than anticipated. While Title 5 provides basic guidelines, properly calculating hours and units for the various configurations of course types and content delivery modes can be challenging. Please join us for a dynamic presentation about the regulations on matching hours to units for different instructional methods. Presenters will provide advice on how to implement these regulations at your college.*

#### Important concepts

Keep in mind articulation, ACCJC requirements, and Title 5 regulations

### Session #3

#### Proposal and Review Processes of ADTs status update

*Although faculty and administrators at the college level have made incredible progress in developing Associate Degrees for Transfer (ADT), the Chancellor's Office is also an important partner in the approval process for these degrees. In this session, the Chancellor's Office staff will review the process for ADT approval and will offer a status update on degree development and compliance with legislative mandates concerning the degrees.*

- 113 California Community Colleges
- ADTs have been developed at all colleges
- Still issues with a few ADTs; colleges are struggling with unit values

### Session #4

#### TOP Codes, CIP Codes and MIS Coding

*This breakout will cover the many acronyms associated with curriculum coding. Presenters will offer clarifications of concepts and terms, as well as explain the process and reasoning for the codes we use in identifying and sorting classes. The session will also offer a preview of coming changes.*

- History of TOP Codes - published in 1979, 1983 added the asterisk to identify CTE programs
- CIP is the federal standard for instructional program classification

TOP - Make sure that the courses are coded correctly. (We may need to check a few but these were reviewed two years ago and are reviewed every two to three years as part of our program and course review process through curriculum)

- If we have any course TOP codes that end in 99, update the inventory to place it in a specific TOP code.

#### Dueling TOP Codes

In the process, make sure that faculty are working together to determine the appropriate TOP Code.  
-There are discussions occurring about the TOP code for Elementary Teacher ADT 4901.20 -We will be hearing more on this -Look at the Physical Education/Kinesiology course coding -Gender can only be included in intercollegiate athletics

What do we do with these?

4901.20 Liberal Studies, 4901.10 Transfer Studies, 4930 General Studies 49XX Basic Skills and ESL

SAM Code (CB09) (Student Attendance Manual) (not Student Accountability Method) CTE designation Apprenticeship is not Pre-apprentice or Journeyman B,C,D Codes are tied to Perkins funding Work Experience is a D for General and C for Occupational

#### CIP Codes

Classification of Instructional Programs (CIP); to Standard Occupational Classification (SOC); to Military Occupational Specialty (MOS) Check the O\*Net website Make sure that the faculty have been involved in the TOP CIP crosswalk discussion. Chancellor's Office anticipates CIP code inventory code inclusion in the future.

#### SOC Codes

- Used for
  - Gainful employment
  - Financial aid

## MIS Codes (CB)

\*New CB25 - Course CID Discipline ID Code

### Session #5

#### Dual Enrollment and Curricular Implications

*Dual enrollment has been an important topic in the community college system for a number of years. Many districts have been confused regarding the requirements and parameters for this practice. Dual enrollment can be beneficial to career technical education programs and to prospective students and current legislation now proposes to make dual enrollment more common. Come to discuss the curricular implications of dual enrollment and to learn how proper implementation should be designed.*

- Articulation of a high school course
  - determined by faculty to be comparable to a specific college course and high schools have the potential to earn college credit and/or fulfill requirements.
  - (See T5 55051 for more details)
- This is not dual/concurrent enrollment SB 1070 - CCPT grants - other ways to make agreements with high school
- Consortia's developed - largely developed for CTE money is available for these programs - courses taught by high school faculty - for high school articulation two ways to do it -earn prerequisite course articulation with no credit -college credit given by credit by exam
- Dual Enrollment and Concurrent Enrollment NO legislated difference between these terms. Locally we may use these terms differently. Be clear - high school students taking a class that earns high school credit and earns college credit or high school students taking a class that earns only college credit.
- If the course is taught at the high school during high school day ADA and or FTES can be collected, high school teacher must meet minimum qualifications.
- Student takes course taught on college campus - FTES collected not ADA - more commonly used.
- Compliance issues:
  - open to public
  - satisfied standards for academic rigor
  - college district will be ultimately responsible
  - special admit pupil will have permission to enroll in the college course
  - each student had parental permission
- Benefits for Students
  - complete high school and college credits at the same time
  - introduction to college life
  - career exploration
  - increased persistence
- See legal advisory on CO website (April 2015)
- No mandate for formal agreement but it is in the best interest of all to have an MOU.

#### First Legislation

- AB 1451, 2014, Holden, died in Senate Appropriations Committee AB 288, 2015, Holden (if it passes) taking existing provisions and making another option provides added flexibility in three areas
  - limit enrollment in college courses taught on high school campus during regular school day to high school students
  - raise max units per term for special part time admits (to 15 units)
  - provide CCAP student same enrollment priority as middle college high school students



- In exchange for added flexibility:
  - districts must review and approve CCP agreements
  - comply with all state and federal reporting requirements and local collective bargaining agreements
  - ensure faculty are not displaced that that traditional community college students have access to the courses they need
  - report on student outcomes in CCAP courses
- Advisory task force being formed
- How do we describe these changes to campus constituents?
- What types of curriculum are appropriate for students?
- Academic and fiscal integrity should be considered.
- Presentation to curriculum committee and academic senate High school articulation is a good way to help students if done well is a really good enrollment management tool.

### Session #6

California Community College Chancellor's Office Associate Degrees for Transfer (ADT) Q&A

*Here is an opportunity to ask any follow-up questions on the submission process of ADTs.*

I was able to discuss our currently submitted ADTs with Chancellor's Office staff. Workshop attendees all expressed the same concerns and issues regarding the amount of time it has been taking to get approvals. Some issues discussed involved need for revision and the back and forth that takes place in making corrections.

### Session #7

Basic Skills Definitions

*This breakout is in response to Resolution 01.05 F14 that asks the Academic Senate for California Community Colleges and Chancellor's Office to work together and use one standard definition for basic skills courses that can be applied to math, reading, and English, as well as a separate definition for English as a Second Language (ESL) courses that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable. Come join us for a discussion about what those definitions might be.*

- CB 21 course prior to college level
- CB 22 Course Noncredit category
- Helps track our courses and programs across the state; CB 21 Rubrics have been developed. The rubrics describe coding for basic skills. They DO NOT standardize curriculum.

Discussion about the usefulness of having C-ID descriptors for basic skills courses.

Common assessment initiative: originally requested C-ID.

- Opposition: encourages standardization of curriculum, too much diversity in local basic skills curriculum.
- Maybe: only if it is not used to force credit to accept noncredit - or English to accept ESL courses.
- Favor: comparable courses are helpful to students, clearly defined courses will assist in placement using the common assessment, and clearly defined courses will help in aligning data for Scorecard versus Basic Skills Cohort Tracker.

Status Update:

English - vetting 3 descriptors

Reading - vetting 2 descriptors

ESL - stalemate

Math - descriptors in progress, working on an intermediate algebra for STEM and a beginning algebra. Relationship between CB21 coding and C-ID discussed.  
Can a noncredit course receive a C-ID designation? Possibly but C-ID calls for units at this time.  
Can an ESL course receive a C-ID English designation? Still being discussed.

ESL

Is a separate definition for ESL courses needed that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable?

### Session #8

#### Chancellor's Office Q&A

*As the Curriculum Institute draws to a close, you may still have some unanswered questions, particularly for the Chancellor's Office. What questions do you still have? Come to the Chancellor's Office question and answer session and get the inside scoop on what is happening with curriculum at the state level.*

The Chancellor's Office staff were reviewed by the Fiscal Department to determine the necessity of additional staff. They commented that some of the issues were driven by the colleges; not having complete or accurate documents when submitting proposals making their efforts more time consuming. The fiscal analyst's office may be visiting colleges to better understand the process.

Important websites:

- Common Assessment  
[www.cccassess.org](http://www.cccassess.org) - for common assessment information
- C-ID  
[www.c-id.net](http://www.c-id.net) - Encourage faculty to be involved in c-id. Need CSU faculty to review.
- Educational Plans  
[www.cccedplan.org](http://www.cccedplan.org) - educational plan information Need to know SB1456 and student success task force has brought instruction and student services closer in an effort to have an impact on student learning.
- Distance Education  
[www.ccconlineed.org](http://www.ccconlineed.org)  
Learning Analytics. Efforts are being made to improve student success.