**Curriculum Committee Discussion Minutes**
Feb 18, 2015
Rose Room, Down Town Center
3:00-5:00 pm

In attendance: Pam Kessinger, Dorothy Badri, Sally Earll, Jeremy Estrella, Doug Jones, Marc Goodman, Anne Haberkern, Chelsea Sprauer, Leslie Hackett, Stacey Holland, Linda Ferguson-Kolmes, Amy Clubb, Craig Kolins, Tim McLaughlin, Pino Bello

# Items discussed:

**1. Review of placement of variable course statement for MUP courses previously recommended**
Proposed: maybe something administratively on the "credits" line for all variable credit courses to make expectations clear to students and faculty.  This would show up in the CCOG and not be changeable without review.
**Credit: 1-2 (1 credit = 30 hours student engagement)**
Can Courseleaf currently accommodate this request?
**Discussion:**
The Committee agrees that a statement should be added.
**Motion**
Recommends that the (1 credit= 30 hours of student engagement) statement should be added into the credit field in Courseleaf to all variable credit courses and displayed in the CCOGs.
**Next Steps:**
The Curriculum Office will look into this.

**2. Style Guide Related Topics**
a. Guidelines for informational material that should go into a course description
        Can we create a rubric? e.g
Plus: critical information for student success
Neutral:  would be nice for students to have but does not necessarily need to be in course description in catalog
Minus:  information that changes frequently and would be better listed in a CCOG field that can be changed by the SAC without committee approval (e.g. addendum)
**Discussion:**
The Committee discussed the pros and cons of the various places/ways faculty can disseminate important information to their students; the addendum to the course description, footnotes in the schedule, creating Course Information Pages (CIP) for all CRNs, syllabi, and the bookstore. The overall consensus was that course descriptions should describe the course and provide

students with information at the time of registration that is necessary for student success.

**Motion**

No current motion

**Next Steps:**

Curriculum office will place a statement in the style guide that explains the tension around what kind of information is appropriate for course descriptions; examples to be added. Tim McLaughlin volunteers to collect examples to be discussed further.

**b. Guidelines for outcomes in variable credit courses (Co-op, Independent Study, MUP)**

A suggestion has come from the Deans that somewhere in the CCOG, there needs to be an indication of the need for a contract between student and faculty as to the specific goals for a course whose outcomes are more broadly written. Where should it go and what do you do with outcomes that reflect this? Note that there is a Co-op Ed handbook (last revised 2011) so it is important that we are aware of the specific guidance that SACs are being given.

The **Co-op Task Force** 2009 discussed and agreed on a set of general outcomes for all Co-Op Education courses college wide, which were brought forward to the Curriculum Committee, with the understanding that the **outcomes would serve as templates for all Co-Op courses. The Curriculum Committee approved these outcomes:**

> · Work productively in the workplace field.
> · Apply acquired (classroom) skills, knowledge, and training in a work place setting.
> · Understand the skills and demands of work in the field in order to make informed career decisions.
> · Communicate appropriately in the workplace.
> · Continue to explore career opportunities.

**Programs then customize** to their program outcomes by adding relevant details and descriptors to this approved language. Documentation of this is provided here: http://spot.pcc.edu/jobs/sycoop.htm

**Discussion:**

The Committee agrees that the statement about meeting mutually agreed-upon goals and learning objectives needs to be placed consistently in the outcomes field. The Committee also felt that last outcome "Continue to explore career opportunities" was somewhat aspirational. It was reiterated that this list of outcomes is NOT what SACs must use, but a review of what is given as guidance. SACs are encouraged to make the outcomes authentic to their program.

**Motion:**
**Recommends the following changes to the Co-op Ed outcomes:**

· Meet mutually agreed-upon goals and learning objectives with the instructor and employer or supervisor.

· Work productively in the laboratory and/or field-placement site as appropriate to the level of experience and knowledge.

· Apply acquired (classroom) skills, knowledge, and training in a work place setting.

· Understand the skills and demands of work in the field in order to make informed career decisions.

· Communicate appropriately in the workplace.

Add the following to the Aspirational Goals field in CCOGS:

· Continue to explore career opportunities.

**Next Steps:**
Take back recommendation to the Co-op Ed
Chair to discuss agreement/contract language with deans and come to an agreement about where this language should be placed.
Curriculum staff will draft language describing a name for these types of variable credit courses (Co-op, Independent Study, Internships, MUP) and clearly define them and how to address their outcomes to accommodate the variability of credits and add to the style guide.

 c. **Placement of prereqs that are not enforceable in Banner e.g. Honors minimum GPA statements**
**What is Enforceable, What Isn't**
Enforceable: things that Banner can "read" and block a student from registering if they don't meet
Examples: Successful completion of a previous course, test score

Non-Enforceable: information not in Banner, or in Banner but not "readable"
Examples: Overall GPA, possession of a certification (ex. Red Cross certificate),  age limit (student must be 18)
**Current Practice/Policy**
- No current formal policy in place
- Was committee practice for a period *not* to allow non-enforceable prerequisites, but that hasn't been consistent; several current and long-standing examples (see above)

**Concerns Re Including Non-enforceable Prerequisites in Prerequisite Field**

- Faculty confusion especially for large SACs/large courses over what is enforceable; for example, many Honors faculty have believed that the GPA requirement is "enforced" because it is listed as a prerequisite, and were surprised to learn it was not

**Concerns Re NOT Including Specific Prerequisites in Prerequisite Field but simply stating "instructor permission required"**
- Student confusion if nothing is specified about criteria that instructor is enforcing
- Over time, especially for large SACs/large courses, can also become confusing for faculty (why is instructor permission required)

**Possible Solution:**
- List only enforceable prerequisites in Prerequisite field
- If SAC wishes to include a non-enforceable prerequisite and really wants it to be a prerequisite (i.e. not just "recommended", but really required), list "Instructor permission" in Prerequisite field, WITH accompanying statement of specific prerequisite in course description field.

  For example:
  In Courseleaf:
  Course Description: "An honors version of XXX 123; history of the world since forever. Minimum 3.25 GPA required."
  Prerequisites: WR 115, RD 115, and instructor permission.

  Which would appear in CCOG as:
  An honors version of XXX 123; history of the world since forever. Minimum 3.25 GPA required. Prerequisites: WR 115, RD 115, and instructor permission.

OR if the SAC does not want to restrict entry with instructor permission, but wants to communicate minimum GPA maybe something like this:

Course Description: "An honors version of XXX123; history of the world since forever..Entry into Honors program requires minimum 3.25 GPA
Prerequisites: WR 115, and RD 115

<u>Discussion</u>
The Committee agrees that the prerequisite field should contain enforceable prerequisites only. (i.e, courses and placement scores)
<u>Motion:</u>
Recommend the following be added to the style guide:

Recommendation: SAC feels it is important preparation, but not enforced/critical. Include at end of the course description. "Recommended: XXXXX"

Not BANNER enforceable: Examples (GPA, outside certification such as Red Cross Certificate, etc.). Include statement at end of course description. "XXXXX required." In Prerequisite field, state "Instructor permission required".

BANNER enforceable: Examples (specific coursework or test scores). State in Prerequisite field using prerequisite rubric (see attached below).

**Next Steps:**

Curriculum office will add to the style guide. Chair will share feedback about wording suggestions with Honors Council. Also feedback regarding the difficulty finding honors information on the web.

**3. Equivalent courses/Mutually exclusive Course/Cross-listed courses**

 Equivalency, Mutually Exclusive, Cross-listing

a. Three types of course designations proposed:

      i. Equivalent.

      ii. Cross-listed.

      iii. New type of course designation: Mutually exclusive. Courses are not equivalent, they do not have the same outcomes but a student cannot count both for credit towards a degree or certificate. E.g. BI 101 and BI 101 H

b. What level of oversight would be appropriate?

**Discussion:**

Discussed and clarified the specific terms. Many questions were raised and it was decided that this item needed more discussion.

**Motion:**

No Motion

**Next Steps:**

Add to the March agenda for discussion