



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, November 6, 2014
 3:05 p.m. –Board Room

Present:	<input checked="" type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Susan Carreon	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input checked="" type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty
	<input checked="" type="checkbox"/> Allyn Leon	<input checked="" type="checkbox"/> Jose Lopez	<input checked="" type="checkbox"/> Norma Nava	<input checked="" type="checkbox"/> Stella Ofanos-Woo for Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input checked="" type="checkbox"/> Jose Ruiz	<input checked="" type="checkbox"/> James Patterson	<input checked="" type="checkbox"/> Veronica Soto
	<input checked="" type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Claudia Curiel	
Consultants:	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> Gloria Hoisington	<input checked="" type="checkbox"/> Ted Cesar	<input type="checkbox"/> Becky Green
	<input type="checkbox"/> Todd Finnell	<input type="checkbox"/> Jill Nelipovich	<input checked="" type="checkbox"/> Norma Nunez	<input checked="" type="checkbox"/> Efrain Silva
Ex-officio	<input checked="" type="checkbox"/> Michael Heumann			
Visitors:	Audrey Morris			
Recorder:	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 3:06 pm on Thursday, November 6, 2014.

B. Approval of the Minutes

1. Regular Meeting of October 16, 2014

M/S/C (Leon/Gilison) to approve the minutes of the October 16, 2014, regular meeting of the Curriculum Committee, as presented. The motion carried.

II. Action Items

A. Credit Courses

1. Deleted Courses

- a. BIOL 080 – Anatomy and Physiology Review (3)
- b. BIOL 134 – Field Ecology & Conservation Biology (3)
- c. BIOL 142 – Ethnobotany: Plants & Human Cultures (3)
- d. BUS 140 – Business Retailing (3)
- e. BUS 142 – Practical Salesmanship (3)
- f. DSPS 020 – Math for Students with Learning Differences (3)
- g. DSPS 022 – Math for Students with Learning Differences (3)
- h. DSPS 024 – Math for Students with Learning Differences (3)
- i. DSPS 026 – Math for Students with Learning Differences (3)
- j. DSPS 030 – Reading and Spelling for Students with Learning Differences (3)
- k. DSPS 032 – Reading and Spelling for Students with Learning Differences (3)
- l. DSPS 034 – Reading and Spelling for Students with Learning Differences (3)
- m. DSPS 036 – Reading and Spelling for Students with Learning Differences (3)
- n. DSPS 240 – Understanding Exceptional Students (3)
- o. DSPS 242 – Practicum Experience to Work with the Disabled Person (2)
- p. DSPS 250 – Working with Autistic Children (3)

- q. EDUC 240 - Understanding Exceptional Students (3)
- r. EDUC 242 – Practicum Experience to Work with the Disabled Person (2)
- s. EDUC 250 – Working with Autistic Children (3)
- t. ENGL 040 – Communication Skills for Healthcare Professionals I (5)
- u. ENGL 041 – Communication Skills for Healthcare Professionals II (5)
- v. ENGL 052 – Individualized Reading Skills (1)
- w. ENGL 054 – Mentored Reading Skills (.5)
- x. MATH 040 – Math Study Skills (1)
- y. MATH 092 – Graphing Calculators (1)
- z. MATH 113 – Mathematics Software – Geometer’s Sketchpad (1)
- aa. MATH 121 – Mathematics Software – Fathom (1)
- bb. NURS 214 – Basic Arrhythmia Recognition (1)
- cc. VN 214 – Basic Arrhythmia Recognition (1)
- dd. PE 163 – Song and Cheer (2)
- ee. SPAN 116 – Spanish for HealthCare Professionals (3)

M/S/C (Gilison/Leon) to approve the deletion of the inactivated credit courses a. through ee, effective 2015-2016 as presented. The motion carried.

2. Revised Courses

- a. ACR 101 – Air Conditioning and Refrigeration Systems (3)
- b. ACR 102 – Residential Air Conditioning Systems (3)
- c. ACR 103 – Air Conditioning Electrical Circuits and Controls (3)
- d. ACR 104 – Air Conditioning Heating Systems (3)
- e. ACR 105 – Heat Load Calculation and Measurements (2)
- f. ACR 106 – Air Conditioning Ventilation (3)

M/S/C (Leon/Blek) to approve the removal of recommended preparation for ACR 101-106, effective 2015-2016, as presented. The motion carried.

- g. AG 120 – Soil Science (3)
- h. AG 140 – Principles of Plant Science (4)
- i. ART 112 – Design (3)
- j. FIRE 229 – Command 1A (2.5)
- k. FIRE 230 – Command 1B (2.5)
- l. FIRE 233 – Command 1C (2.5)
- m. SPAN 100 – Elementary Spanish I (5)
- n. SPAN 110 – Elementary Spanish II (5)
- o. SPAN 200 – Intermediate Spanish I (5)
- p. WE 201 – Employment Readiness (1)
- q. WE 220 – Internship (1-4)

M/S/C (Gilison/Leon) to approve the update to title and/or description, objectives, content, and texts as indicated in CurricUNET, effective 2015-2016, as presented. The motion carried.

B. Noncredit Courses

1. Deleted Courses

- a. BUS 800 – Personal Improvement
- b. BUS 801 – Customer Service for Retailing
- c. BUS 802 – Sales Transactions
- d. BUS 803 – Sales Calculations
- e. BUS 804 – Computer Basics
- f. BUS 820 – Fundamentals of Supervision
- g. BUS 821 – Managing Employee Performance
- h. BUS 822 – Enhancing Employee Performance
- i. BUS 823 – Harassment and Discrimination Prevention

- j. **BUS 824 – Business Communication**
- k. **BUS 830 – Entrepreneurial Academy**
- l. **BUS 835 – Making Financial Decisions**
- m. **DSPS 800 – Social Skills**
- n. **DSPS 801 – Critical Thinking**
- o. **DSPS 802 – Horseback Riding for the Disabled**
- p. **DSPS 803 – Arts and Crafts for the Disabled**
- q. **DSPS 804 – Accessing Social/Recreational Resources**

M/S/C (Leon/Blek) to approve the deletion of the inactivated noncredit courses a. through q., effective 2015-2016 as presented. The motion carried.

C. Distance Education Courses – Addendum Documentation

a. BUS 156 – Keyboarding: Speed and Accuracy (3)

M/S/C (Blek/Leon) to approve the Distance Education Addendum for BUS 156, effective 2015-2016, to provide greater access and allow the inclusion of all modalities of learning, as presented. The motion carried.

D. Degrees and Certificates

1. Deleted Program

a. Disability Services Technician Program – Degree and Certificate

M/S/C (Leon/Blek) to approve the deletion of the Disability Services Technician Program – Degree and Certificate, which has been inactive for a period of three years, effective 2015-2016, as presented. The motion carried.

III. Discussion Items

1. Learning Communities – Kathleen Dorantes

Audrey Morris –

- Presented concepts of Learning Communities;
 - Why have learning communities: student retention, focus on learning itself;
 - How does it work: integration of learning across courses, applied in context to engage students, motivation to improve retention

Kathleen Dorantes –

- 51 colleges participate in the California Consortium of Learning Communities
- Spring 2015 IVC will be offering ENGL 009 with READ 019 and ENGL 009 with ENGL 059. Students currently in 008 and 009 will be informed that these linked classes will be offered.
- Linked classes are also planned for Fall 2015 and Spring 2016

Questions to consider: Protocol: Which courses to link and why, caps, what happens when caps are different; dropping: proposed classes would allow for one-class drops on a case-by-case basis. Dropping one and not the other is difficult, but not impossible. More information is provided on the attached handout.

- Gloria Hoisington expressed concern as there were registration issues when linked courses were previously offered; it is important to review and address these issues prior to offering linked courses.
- Veronica Soto explained that Mira Costa College has a good model for learning community courses for example they have contracts with students and policy in place that defines the process.
- Daniel Gilson and Kathleen Dorantes discussed the linking of BIOL 100 and ENGL 110. They explained that each of those classes would essentially support each other.

- Frank Rapp stated that reading and writing are essential in any course. System issues should not block or deter from providing these learning opportunities.
- Frank Rapp called for an Ad-Hoc committee to draft policy language:
 - Frank Rapp
 - Allyn Leon
 - Veronica Soto
 - Audrey Morris
 - Kathleen Dorantes
 - Gloria Hoisington
 - Melody Chronister
 - Lisa Seals

2. Course Content Percentages

Frank Rapp –Percentages as listed on the course outlines of record for core content have been in place for a long time. He would like to have the discussion to remove the percentages and bring back for a vote at the next regular meeting. Committee members agreed that there was no specific reason they were aware of that required the breakdown of percentages on the core content. Veronica Soto was asked to verify the impact on articulation that removing the percentages from the core content would have. Core content was not changing, it would be just the removal of the strict percentages.

3. PE 170-172 – Bowling Course Fees – David Drury

Item pulled and will be addressed at the next regular meeting on November 20th.

IV. Information Items

1. Regional Curriculum Meeting Update

Frank Rapp – AB 086 was a major topic of discussion; 2012 recommendation from LAO office - Restrict credit instruction in English and ESL to transfer-level coursework, and credit instruction in math to one level below transfer. Require courses below these levels to be offered on a noncredit basis. Although this is just a recommendation it clearly indicates that community colleges are going to need to make some curricular decisions soon to assist with the restructuring of the adult education system.

Frank Rapp made reference to Student Equity, more information can be found at:

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>

“College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges.”

James Patterson – noncredit minimum qualifications are currently different; the State will start a project by July in aligning minimum qualifications for noncredit to credit.

2. TOP to CIP Code - Chancellor’s Office Migration

We need to look at CIP codes at the course level. The TOP/CIP crosswalk document will be sent to committee members for review.

3. ADT Update

We are at 100% according to our report. Computer Science is an issue for many colleges. We are currently working on ADTs for Spanish, Elementary Teacher Education, and Agriculture.

V. Other Items – Frank Rapp called a special meeting for next Thursday, November 13, 2014.

VI. Next Regular Meeting: NOVEMBER 20, 2014, 3:05pm in the Board Room

VII. The meeting adjourned at 4:08 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.



Imperial Valley College
Disability Services Technician Program

**Report of discontinuance of
Disability Services Technician Program**

Discontinuance of Disability Services Technician Program

The Disabled Student Program and Services Division is requesting the discontinuance of the Disability Services Technician major and certificate program. The decision to pursue a program termination is driven by several factors:

1. Limited labor market demand for Disability Services Technician.
2. Historically inadequate enrollment in the program.
3. No full-time faculty members to teach in this program.

Labor Market Demand

In the Imperial Valley a degree in Disability Services Technician is not required to obtain a position as a classroom aide in RSP programs. Many of the positions for aides will not be filled in the foreseeable future.

Effect on Students Currently Enrolled

The Disability Services Technician program has been suspended since Spring 2010. There are currently no declared majors in this program.

An average of 3 students/class were enrolled in the Disability Services Technician program between Fall 2007 and Spring 2010.

Budget Impact and Timeline

The 2013-2014 budget does not include anything for the Disability Services Technician program. If the program is not closed it would be necessary to budget for adjunct faculty salaries for 2013-2014 as there are no FT faculty available to teach these classes. The discontinuance of this program will have no adverse impact on the budget.

Timeline / Phase-out

Because the program has been suspended for three years, it is possible to discontinue it with no impact on current IVC students.

Phase-out of Faculty and Staff

There is no full-time or part-time faculty member in the Disability Services Technician program. The program was instructed by adjuncts for a number of years. No instructors have been employed for this program since Spring 2010. No classified staff is assigned to work in this program. There is no impact to full-time faculty, part-time faculty, or staff.

Relevant Legal Issues

There are no identified relevant legal issues. The State Chancellor's Office will be appropriately notified of the discontinuance of the program.

Contract Obligations

There are no contract obligations identified.



Imperial Valley College

Learning Communities

Information Guide

Students enrolled in a learning community or paired classes will undertake an academically challenging and rewarding semester. In Spring 2015, the following classes will be paired:

- English 9 (CRN 20226) TR 12:40-2:45 and Reading 19 (CRN 20314) TR 9:45-11:50
- English 9 (CRN 20242) MWF 8:35-9:50 and English 59 (grammar) (CRN 20270) MW 10:15-11:40

What is a Learning Community or Paired Classes?

- Two or more classes linked together by a common theme or context are known as Learning Communities.
- Assignments and activities in one class can sometimes relate to other classes in a learning community.
- The same students enroll in all classes within a learning community, fostering a sense of “community” among students and faculty.

Why should I participate in a Learning Community or Paired Classes?

- Course content is relevant to students’ career or personal interests.
- Students meet others who share common goals.
- Faculty and students experience greater interaction.
- Significant numbers of students improve their retention and success.

What should I know about a Learning Community or Paired Classes?

- Review the times/days of all classes within the learning community. When you enroll in one class in a learning community, you are automatically enrolled in ALL classes in that community. Make sure your schedule accommodates each class within your chosen learning community.
- If DROP one of the classes, you will automatically be dropped from the other class. Be aware of this before you enroll!
- Your grade in one class is independent of the grade in the other. You may pass both classes, pass one class and not pass the other, or not pass either class. Each instructor will have different grading criteria.

How do I enroll?

- When you register for one class in a learning community, you will automatically be enrolled in **ALL** classes within the learning community.
- **If you drop any class in the learning community, you will automatically be dropped from ALL classes within the learning community.**

For more information, please email Kathleen.dorantes@imperial.edu or call (760) 355-6328.

Southern Curriculum Regional Meeting Notes October 18, 2014

Cris McCullough, Interim Dean, Curriculum and Instruction, Chancellor's Office update:

Chancellor's Office Goal-

Improve alignment of local curriculum committee and CCCCCO review and approval process.

C-IDs are becoming a very important issue. The mandate is that colleges must have C-ID approval for all courses that have a C-ID indicator on the posted Chancellor's Office ADT Template. The ASCCC is working diligently to make sure that courses are reviewed in time to make necessary corrections to meet the mandate.

The Chancellor's Office mission is to empower colleges.

Standards for Review are set as follows:

Ed Code (Title 3)

CA Code of Regulations (Title 5)

Program & Course Approval Handbook (PCAH)

Compliance begins with Ed Code, leads to Title 5, and is outlined in the PCAH.

An overview of AB 1725 (1988-1989) was explained. This bill introduced many important changes that affected the curriculum process including:

- Shared Governance
 - Min qualifications
 - Faculty participation in curriculum
 - Hiring of noncredit
 - Purpose of CCs regarding Transfer, CTE, and Basic Skills
- The PCAH is currently being rewritten to address the NON CTE - NON Transferrable issue. According to Title 5 and Ed Code these degrees had no provision for approval. They are currently being submitted and reviewed as "Other".
- Big Issues –
- ✓ ADTs - There is discussion going on regarding the ramifications of what happens if you do not develop the ADT in the area where there is a local degree.
 - ✓ C-ID - we want courses to smoothly articulate with CSUs. Hopefully UCs in the future. ADTs were the driving force of implementing C-IDs legislatively mandated in 2004. This is also attached to the online education initiative.
 - ✓ Stand Alone Courses - Began in 2008 - legislature wanted to know if it worked. Chancellor's Office is trying to determine if it did work. Looking at specific reason to approve stand alone. Stand Alone approve will not return any time soon.

Accreditation was the driver of student learning outcomes, not the Chancellor's Office

- The next wave - adult basic education, noncredit, and career development and college preparation (CDCP); Block SB 850 Bachelor's Degree Programs; Student Success Initiative - Basic Skills and Scheduling; Online Education Initiative

- ✓ CDCP may be paid at the credit rate (intent). Some credit courses may move to the 5 CDCP areas - the courses must be part of a program, cannot be stand alone.
- ✓ There is no additional funding in Bachelor's degrees - and they are only being developed in areas that are not offered at the CSU (high demand CTE areas). There are questions such as, "what is upper division general education?" From the Chancellor's Office they will be approving the courses and they are unsure of how it is going to work. Community Colleges will rely on Academic Senates for direction.
- ✓ Student Success Initiative - a major must be determined. Being discussed: What constitutes a major?
- ✓ Online Education Initiative -- the issue is who gets credit for the student

Items that still need to be addressed:

- ✓ Concurrent (Dual Enrollment)
- ✓ TOP and CIP codes
- Chancellor's Office is working on:
 - ✓ Migrating TOP to CIP codes - curriculum committees should be looking at the matchup at the course level.
 - ✓ Integration of Assist CID and Curriculum Inventory
- Veterans Prior Learning Assessment (2015) - legislature has said that it will be done. Apprenticeship and Allied Health are the most common areas affected.
- Hours and units worksheet discussed. It will be posted to the Chancellor's Office. There are no exceptions to the calculations; no program should have special calculations.
- Julie Bruno - ADT update – the process from start to local development:
 - ✓ DIG - Discipline Input Group
 - ✓ FDRG - Faculty Discipline Review Group
 - ✓ TMC - Transfer Model Curriculum
 - ✓ COT - Chancellor's Office Template
 - ✓ Local ADT development

Reasons for COT delays - TOP codes, translation of TMC to COT.

BREAKOUT SESSION: Chancellor's Office Inventory Training Review and Q&A

- Erin Larson provided training on the Chancellor's Office Inventory. Requirements for course submission and how to ensure quicker approval by providing proper documents explained.
- Stephanie Ricks-Albert and Cris McCullough answered various questions and concerns regarding the inventory system. Visit <http://curriculum.cccco.edu/> to view the CCC Curriculum Inventory.