Notice of Regularly Scheduled Meeting
May 2, 2017 - Tuesday
3:00 PM
HU 102 (TECC)

Call to Order @ 3:00pm

Members Present:
Ms. Cheryl Aschenbach, Vice Chair
Ms. Roxanna Haynes
Ms. Susan Kelley-CSEA Alternate
Mr. Chad Lewis
Ms. Josetta Mata
Ms. KC Mesloh
Ms. Fran Oberg
Mr. Orlando Shannon
Ms. Alison Somerville, Articulation Officer, Chair

Members Absent:
Mr. Buck Bauer
Mr. Jacob Hibbitts-ASB Representative
Mr. Cory McClellan
Ms. Susan G. Mouck
Ms. Toni Poulsen
Dr. Terri Armstrong Vice President of Academic Services

Guests:
Ms. Karissa Morehouse
Ms. Barbara Baston
Mr. Nathen Jersey
Dr. Marlon Hall Superintendent/President

1. **Agenda Approval (Mesloh/Mata: MSCU)**

2. **Approve Meeting Minutes: April 18, 2017 meeting (Haynes/Aschenbach: MSCU)**
   Information only: April 4, 2017 Approved Minutes

3. **Action taken by Curriculum Subcommittee**

   A. **CD 30 Early Steps to Reading Success**
      Approved change in textbook.
      Beaty & Pratt, *Early Literacy in Preschool and Kindergarten*, 3ʳᵈ edition, 2010,
      4ᵗʰ edition, 2014 Merrill/Pretice Hall, ISBN-13: 978-0133830903
      Effective: Spring 2018

B. **DS 120 Adaptive Fitness DS 121 Adaptive Individual Sports: Bowling DS 122 Adaptive Individual Sports: Weights Training DS 153 Community Awareness DS 158 Developmental Studies: Arts and Crafts**
Reviewed for IPR with no recommended changes.

4. **Action**

A. **ANTH 1 Biological Anthropology (Mesloh/Oberg: MSCU)**
Approved course for hybrid delivery. Adding "hybrid" to course description
Hybrid Evaluation:
A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery: exercise/assignments, online quizzes and exams, essay forum postings, and chat rooms.
Hybrid Delivery:
A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.
Effective: Fall 2017
Put a minimum of hours instead of a set number of hours so that it can be flexible in the scheduling on hours

B. **ANTH 2 Cultural Anthropology (Mesloh/Oberg: MSCU)**
Approved change in hybrid delivery language
Hybrid Delivery:
Approve changing the hours in hybrid delivery.
A combination of traditional classroom and online instruction will be utilized. Each semester ~~34 lecture hrs~~ a minimum of 17 hours will be taught face-to face by the instructor and ~~17 lecture hours~~ the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lecture
Effective: Fall 2017

C. **ANTH 3 Introduction to Archaeology (Mesloh/Oberg: MSCU)**
Approved course for hybrid delivery. Adding "This course has been approved for hybrid delivery" to course description
Hybrid Evaluation:
A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery:

exercise/assignments, online quizzes and exams, essay forum postings, and chat rooms.

Hybrid Delivery:
A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.
Effective: Fall 2017

D. **BUS 50 Principles of Social Media Marketing (Aschenbach/Mata: MSCU)**
Approved inactivation of course. Course content is upper division.
Effective: Spring 2017
We need to inactivate the Marketing COA at the next meeting

E. **BUS 51 Introduction to Marketing (Aschenbach/Mata: MSCU)**
Approved inactivation of course. Course content is upper division.
Effective: Spring 2017

F. **CA 55 Using a Word Processor (Aschenbach/Oberg: MSCU)**
Approved change in course description and change textbook to instructor material packet. Textbooks for this class run approximately $120 and this seems very expensive for a .5 unit course. The instructor is able to create a materials packet that covers the course content for a fraction of the price of a textbook.
Catalog Description
This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a windows environment. This course has been approved for online and hybrid delivery.
Textbook
~~Curtis D. Frye, Microsoft Office Word, 2010, Plain & Simple, Microsoft Press, 1st Ed., 2010, ISBN: 13:9780735627314.~~
Instructor generated materials packet available in the LCC bookstore.
Effective: Summer 2017

G. **CA 55 Using a Word Processor (Aschenbach/Oberg: MSCU)**
Approved course for hybrid delivery.
Hybrid Evaluation:
A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery: exercise/assignments, online quizzes and exams, essay forum postings, and chat rooms.
Hybrid Delivery:

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 12 hours will be taught face-to-face by the instructor and the remaining 8 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.
Effective: Summer 2017

H.   **CA 56 Using a Spreadsheet (Aschenbach/Oberg: MSCU)**
Approved course for hybrid delivery
Hybrid Evaluation:
A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery: exercise/assignments, online quizzes and exams, essay forum postings, and chat rooms.
Hybrid Delivery:
A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 12 hours will be taught face-to-face by the instructor and the remaining 8 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.
Effective: Summer 2017

I.   **CA 56 Using a Spreadsheet (Aschenbach/Oberg: MSCU)**
Approved change in course description and change textbook to instructor material packet. Textbooks for this class run approximately $120 and this seems very expensive for a .5 unit course. The instructor is able to create a materials packet that covers the course content for a fraction of the price of a textbook.
Catalog Description
Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating software, as well as problem solving in business applications will be stressed. This course has been approved for online and hybrid delivery.
Textbook
~~Curtis D. Frye, Microsoft Office Excel 2010 Plain & Simple, Microsoft Press, 2010, ISBN: 13:9780735627277.~~
Instructor generated materials packet available in the LCC bookstore.
Effective: Summer 2017

J.   **DS 110 Computer Access I (Mesloh/Haynes: MSCU)**
Approved change in catalog description, repeatability, content, assignments and method of evaluation.

Catalog Description
Designed for students with learning, visual, physical, or language impairments.
Provides training in computer access technologies within the context of ~~word~~
document processing. ~~Repeatable as needed pursuant to special class repetition standards.~~
Effective: Fall 2017

K.   **DS 111 Computer Access II (Mesloh/Haynes: MSCU)**
Approved change in catalog description, repeatability, objectives, and
assignments.
Catalog Description
Designed for students with learning, visual, physical, or language impairments.
Provides training in computer access technologies within the context of advanced
~~word~~ document processing skills and basic spreadsheet and data base programs.
~~Repeatable as needed, pursuant to special class repetition standards.~~
Effective: Fall 2017

L.   **DS 112 Computer Access Projects (Mesloh/Haynes: MSCU)**
Approved change in catalog description, repeatability, objectives, and
assignments.
Catalog Description
Designed for students with learning, visual, physical, or language impairments.
Provides an opportunity for the student who is already familiar with computers
and/or adaptive technologies to work on independent projects, perfect job skills or
attain greater mastery of the technology(s). ~~Repeatable as needed, pursuant to special class repetition standards.~~
Effective: Fall 2017

M.   **DS 113 Developmental Skills: Personal Assessment (Mesloh/Haynes: MSCU)**
Approved change in catalog description and repeatability.
Catalog Description
A course designed to provide the learning disabled student with specific
information about his/her own learning process. Explores existing concepts,
theories, and practices related to self-appraisal, defense mechanisms, self-concept
and interpersonal relations as these relate to their disability. Credit for this course
will not apply to the associate degree. ~~Repeatable as needed, pursuant to special class repetition standards.~~
Effective: Fall 2017

N.   **DS 114 Developmental Skills: Reading (Mesloh/Haynes: MSCU)**
Approved change in catalog description and repeatability.
Catalog Description
An individualized program to improve the reading comprehension skills of
the learning disabled student. Emphasis will be placed on reading
comprehension, vocabulary, and critical thinking. ~~Repeatable as needed, pursuant to special class repetition standards.~~
Effective: Fall 2017

O. **DS 115 Developmental Skills: Writing (Mesloh/Haynes: MSCU)**
Approved change in catalog description and repeatability.
Catalog Description
A course designed to instruct the learning disabled student in writing skills. Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. ~~Repeatable as needed, pursuant to special class repetition standards~~. This course has been approved for hybrid delivery.
Effective: Fall 2017

P. **DS 116 Developmental Skills: Math (Mesloh/Haynes: MSCU)**
Approved change in catalog description and repeatability update textbooks ISBN#.
Catalog Description
An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. ~~Repeatable as needed, pursuant to special class repetition standards.~~
Effective: Fall 2017

Q. **HO 88 Phlebotomy (Lewis/Shannon: MSCU)**
Approved course for hybrid delivery.
Hybrid Evaluation
A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: objective examinations and essay examinations, and (2) Online delivery: online quizzes, essay forum postings, chat rooms and email communications.
Hybrid Delivery
A combination of traditional classroom and online instruction will be utilized. A minimum of 22.5 lecture hours will be taught face-to-face by the instructor and the other lecture hours will be instructed online through the technology platform adopted by the District. All clinical lab hours will be taught face-to face. Traditional class instruction will consist of, examinations, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, exams and online lectures.
Effective: Fall 2017

R. **HO 88 Phlebotomy (Lewis/Shannon: MSCU)**
Approved adding "this course has been approved for hybrid delivery" to course description and change traditional classroom delivery language
Effective: Fall 2017

S. **Electrical Certificate of Accomplishment (Mesloh/Lewis: MSCU)**
Approved title change to Automotive Electrical Certificate of Accomplishment. There may be some confusion about what kind of electrical (electricity, auto electrical, etc.) for students who receive this certificate/diploma.

Effective: 2017-2018 catalog

5. **Discussion**

Double counting – Alison Somerville
There was a limit of double counting established back when the University Studies degrees were put into place to eliminate the over enrollment of PE classes. With establishment of the AD-T degrees there is the encouragement to double count as many units as possible. Should we extend the same rules to the US degrees? Take to action next meeting.

6. **Future Dates**
Curriculum/Academic Standards Meeting 2016-2017 Schedule for First and Third Tuesdays at 3:00 PM in HU 102 (TECC)

Note: Additional meetings may be scheduled as needed.
Spring
May 16th

7. **Information**
OER Planning Grant Update – Karissa Morehouse
The will be a meeting on May 17th from 4:00-6:30pm. Suzanne Wakim, the project leader from Butte College will be in attendance. Dinner will be served. Faculty members will be paid for attending. The goal is to get to no or low cost textbooks and increase awareness of this option

Basic skills, Equity, Student success and support Team (BEST) Update – Karissa Morehouse
The goal of the team is to integrate the three programs to work together creating a crosswalk between the groups. Identify demographics we may be under serving (Native Americans, women for example) to help them get to college. The BEST team is getting this information out to campus and welcomes any and all suggestions. Timeline and current ideas see attached flyer. There is a meeting May 4th and 18th from 2:00-3:00pm in CA 209 all are welcome and they will feed you.

Reminder:
Reviewed the IPR's that are due and expressed the importance in this process for accreditation.
The following instructional programs are due. Curriculum Review (course outlines) should be done early in the process.

Instructional Program Reviews Due
Agriculture – May 2014
Human Services-Sept 2015
Agriculture-Sept 2016
Child Development-Sept 2016
Digital Graphic Design-Sept 2016
Fine Arts- Sept 2016
Humanities-Sept 2016

Basic Skills – Sept 2017
Developmental Studies – Sept 2017
Gunsmithing – Sept 2017
Human Services – Sept 2017
Allied Health – Sept 2017
Welding – Sept 2017

Any Person Having Business Not on the Agenda

On May 12th the ASCCC, with the CIOs and Chancellor's Office will be conducting a regional workshop to look at streamlining local curricular processes. The workshop will run from 1-4 pm at Butte College. If you are interested in attending please let Cheryl or Alison know. We must RSVP by May9th.

Adjournment @ 3:44pm (Mata/Oberg: MSCU)

Future Agenda

BEST Team (Basic skills, Equity and Student Success Team)

	SSSP	Student Equity	Basic Skills
Purpose	To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan.	To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services.	Faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs.
Focus	Core Services: ☐ Orientation ☐ Assessment ☐ Counseling, Advising, and Other Education Planning Services ☐ Follow-Up for At-Risk Students	Closing achievement gaps in 5 success indicators/goals: ☐ Access ☐ Course Completion ☐ ESL and Basic Skills Completion ☐ Degree and Certificate Completion ☐ Transfer	Funds shall be expended for: ☐ Program and curriculum planning and development ☐ Student assessment ☐ Advisement and counseling services ☐ Supplemental instruction and tutoring ☐ Articulation ☐ Instructional materials and equipment ☐ Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.
Students to be Served	☐ New matriculating students ☐ All students needing an education plan ☐ Undecided students ☐ Probation students ☐ Basic skills students ☐ At-Risk students	Campus based research as to the extent of student equity by gender and for each of the following categories of students: ☐ Current or former foster youth ☐ Student with disabilities ☐ Low-income students ☐ Veterans ☐ Native American & women	To improve outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning into college (from high school, noncredit programs, immigration, workforce, incarceration)

BEST Team (Basic skills, Equity and Student Success Team)

Timeline:

March – June 2017 Brainstorming and Research

July – August 2017 Development of a general plan

September 2017 Input from campus and finalizing of plan

October 2017 through approval process (Cabinet, Senate, Consultation Council, etc…)

November 2017 to Board for approval

December 2017 submitted to Chancellor's office

Current ideas and directions:

- Increase math completion and persistence with Math Learning Community
- Utilize CG1 course to develop a First Year Experience program and plan
- Increase opportunities for students to connect to LCC campus (student life and activities)
- Create a targeted positive reinforcement process to encourage students before problems arise
- Drug prevention program development
- Develop Ed Plan creation and monitoring plan
- Increase Ed Plan completion with a student planning interface that is both student and staff friendly
- Develop Independent study options for student completion
- Utilize Open Educational Resource pathway to decrease education costs
- Student and Staff IDs for safety and programming
- Mandatory Orientation and beginning of semester activities (Week of Welcome)
- Math and English academies before semester to prepare and complete math and English sequence
- Internship and Career Counseling services to increase student retention
- 24 hour computer lab and increased library hours
- Create a centrally located space where current and prospective students receive information, help, and assistance
- Develop culture of studying by providing finals week activities and pre finals training on how to study effectively
- Prepare students for rigor of college coursework through high school and basic education programming

Upcoming BEST meetings (all are welcome):

Thursday, May 4th and 18th at 2:00 to 3:00 in CA 209