

Minutes
Curriculum and Instruction Committee
September 25, 2019

**Glendale Community College
Curriculum & Instruction Committee
Minutes
Wednesday, September 25, 2019
1:40p.m., SG 137**

Co-Chairs: Francien Rohrbacher called the meeting to order at 1:40 p.m.

Voting Members Present: Erin Calderone, Sevada Chamras, Susie Chin, Richard Cortes, Maria Czech, Byron Delto, Catherine Dudley, Flavio Frontini, Jayson Helgeson, Chris Herwerth, Maria Kretzmann, Kevin Mack, Araik Eric Margaryan, Paul Mayer, Brian McDonald, Suzanne Palermo, Joanna Parypinski

Resources Present: Jolie Morris, Freddy Saucedo, Nancy Traynor, Yvette Ybarra, Terrence Yu

Minutes Recorder: Patrik Namagardi

Guests Present: Kohar Kesian, Melissa Kibrick, Carol Paxton, Curtis Potter, Mitch Shively

Absent: Tina Andersen-Wahlberg, Troy Davis, Agnes Eguaras, Eric Hanson, Edward Karpp Arda Najarian, Alfred Ramirez, Michael Ritterbrown, Alexa Schumacher, Jan Swinton

Approval of Minutes

MSC (**McDonald /Frontini**) to approve the minutes of September 11, 2019 Curriculum & Instruction Committee

I. Announcements

C-ID revisions needed:

ADMJ-116
ART 101H
ART 107
ART 108

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ECON 102H
~~MATH 100~~
~~MATH 110~~
MUSIC 211
MUSIC 236
MUSIC 237

CoDE Approved DE Addenda
Pending

CoDE Addenda That Need to Be Renewed this Semester

HIT 182
LING 101
MATH 101
CHLDV 160
CHLDV 220— course deleted or number changed?
ETH S 110
ETH S 121
PHIL 101
ARCH 229
ARCH 230
FIRE 106
FIRE 108
FIRE 114
ART 101
MUS 127
T ART 101

**These programs
need a catalog (program)
description:**

DUE DATE: 2/14/20

AA/AA Degrees and Certificates

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Accounting

~~Addiction Studies Counseling~~

Visual Arts - Animation

Art

Visual Arts - Two/Three dimensional

~~Biology~~

Bookkeeping

Business Administration

Entrepreneurship/Small Business

Financial Planning and Investment

General Business

International Business

~~Engineering Technology—CAD & Design~~

~~Drafting~~

Foreign Language

~~Visual Arts—Graphic Design~~

~~Health Science~~

Insurance Specialist: Property & Casualty

Interdisciplinary Humanities

Machinist

Management

Marketing

Visual Arts - Media Arts

Music

Visual Arts - Photography

Registered Nursing

~~Social Science~~

Speech Communication

~~Welding~~

Certificate Programs—Non-Degree

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Cinematography & Editing
Computer Programmer
Computer Support Technician
Fire Academy

Verdugo Recruit Fire Academy
Dental Front Office/Billing Coding
Basic Medical Billing and Coding
Unix/Linux System Administrator

**These programs need to revise
their current catalog (program) description:**

DUE DATE: 6/12/2019, or 2/15/19 if you'd like this information to appear in the next GCC Catalog and are making no other changes to the program

AS/AA Degrees and Certificates

| | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Administration of Justice AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences) |
| Architectural Drafting and Design AS Degree or Certificate | (Needs to add units to end of description) |
| Visual Arts--Art History AA Degree | (Needs to add units to end of description) |
| Aviation and Transportation AS Degree or Certificate | (Needs to add units to end of description) |
| Ceramics AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences) |
| Child Development AS Degree or Certificate | (General description needs to be shorter--no more than 3 sentences) |
| CABOT AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences) |
| Computer Science AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences) |
| English AA Degree | (Needs to add units to end of description) |
| Fire Technology AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences); (Needs to add units to end of description) |
| Foreign Language AA Degree or Certificate (Armenian, French, Italian, Japanese, Spanish) | (Needs to be shorter--no more than 3 sentences) |
| HIT AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences) |
| IT Technician II: Help Desk User Support AS Degree or Certificate | (Needs to be shorter--no more than 3 sentences) |

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Medical Office AS Degree or Certificate: Medical Coding Assistant (Needs to add units to end of description)

Music AA Degree (Needs to add units to end of description)

Photography AS Degree or Certificate (Needs to be shorter--no more than 3 sentences); (Needs to add units to end of description)

Real Estate Broker AS Degree or Certificate (Needs to be shorter--no more than 3 sentences); (Needs to add units to end of description)

Restaurant Management AS Degree or Certificate (Needs to add units to end of description)

Certificate Programs--Non-Degree

Business Information Worker (Needs to be shorter--no more than 3 sentences)

Computerized Accounting Specialist (Needs to add units to end of description)

Insurance Professional (Needs to add units to end of description)

Tax Preparer (Needs to add units to end of description)

Technical Theater (Move units to end of description)

Next Preliminary Review Deadline: October 10, 2019

eLumen Curriculum System Overview (Shively/Kibrick)

The eLumen specialists provided the committee with a hands-on training for the curriculum platform.

II. New Business

Articulation update (**Cortes**)

None

III. New Business (Curriculum Action Items)

| Items with (*) need to be reviewed. Items with (%) have new or revised advisories. | Proposal Name | Type | Action | Division | Department | Level Change | Stage | Motion | First/Second |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------|--------|----------------------------|--------------------|-------------------------|---------|---------|------------------------|
| 1% | CHEM 110 | COURSE | Revise | PHYSICAL SCIENCES DIVISION | CHEMISTRY | Nonsubstantial Change B | 2ndRead | Carried | Chamras/ Cortes |
| Chamras: I spoke with Liz Russell regarding the prerequisites for this course and have added the correct ones. | | | | | | | | | |
| MSC to review and approve the prerequisites for this course. Motion: Carried First/Second: Chamras/Kretzmann | | | | | | | | | |
| 2 | ENGL 101H | COURSE | Revise | ENGLISH DIVISION | TRANSFER ENGLISH | Nonsubstantial Change B | 2ndRead | Carried | Parypinski/ Cortes |
| Parypinski: This course was left behind when we revised ENGL 101, so we are bringing it through and made a few changes so it matches with the ENGL 101 course. | | | | | | | | | |
| 3 | Mass Communication - Certificate | PROGRAM | Revise | LANGUAGE ARTS DIVISION | MASS COMMUNICATION | Substantial Change | 2ndRead | Carried | Frontini/ McDonald |
| Frontini: This certificate was left behind when the others were revised, so we are bringing it through and only removed a PHILO course. | | | | | | | | | |
| 4 | Professional Accounting - Certificate of Achievement | PROGRAM | Create | BUSINESS DIVISION | ACCOUNTING | New Program | 2ndRead | Carried | Margaryan/ McDonald |
| Margaryan: This is the certificate for CPA professionals. We made all the corrections that were recommended during the 1st read. | | | | | | | | | |

ACCJC Standards for Curriculum and Instruction

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality

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through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the

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appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.