Call to Order

Approval of Minutes   December 1, 2011

Mandatory Placement & Testing – M. Flaherty

New Business

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<th>Course Code</th>
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<tr>
<td>12 - 1</td>
<td>HTH 202  Culture and Food</td>
<td>First Reading</td>
<td>New Course</td>
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<td>12 - 2</td>
<td>HTH 281  First Aid and CPR</td>
<td>First Reading</td>
<td>Revised Course</td>
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<td>12 - 3</td>
<td>BUS 134  Intro to Industrial Hygiene &amp; Occupational Health</td>
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<td>BUS 173  Excellence in Customer Service</td>
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IAI: A) Results of ENT110 (IND911) Submission – S. Campos

Other: A) Certificates of 30 or more hours (Performance-based Funding) – J.B. Halpin

Distribution: Academic Deans, Associate Deans, Department Chairpersons/Coordinators, College Curriculum Committee, Agendees and the President

Printed: 1/26/2012
CALL TO ORDER/ROLL CALL

S. Campos called the meeting to order at 2:40 p.m.

**Members present:** (voting)  S. Campos, C. Nicholson, B. Decker, C. Harris, L. Carvajal, M. Flaherty, E. Bell, C. Lynch, J. B. Halpin, S. Martella, L. McGhee, A. Baldin, J. Paver, S. Collins and M. R. Moore

**Members absent:** (voting)  D. Olson, R. Connor and S. Styles

**Resource Members present:**  F. Grandinetti, N. De Mayo, V. Howard, P. Jensen, M.A. Tobin and M. Ange-Zicher

**Resource Members absent:**  D. Baness-King and Sujith Zachariah

**Agendee(s):**  J. Murphy, W. Griffin and S. Campos

**Visitor(s):**  A. Turner and L. Hunter

APPROVAL OF COLLEGE CURRICULUM MINUTES

*Motion to approve the minutes of December 1, 2011, passed unanimously by voice vote.*

MANDATORY PLACEMENT AND TESTING

S. Campos stated that the President has requested to discuss mandatory placement and testing at all sub-committee meetings. S. Campos requested that M. Flaherty give the background of why this task needs to be done and to think about what role does the College Curriculum Committee play and how this will effect courses and programs. M. Flaherty stated that this discussion began with Achieving The Dream (ATD) committee and was brought to the Academic Senate since the ATD sub-committee was dissolved. The college currently has mandatory placement and will be moving towards mandatory testing as well. Students are coming to the college without the necessary skills and knowledge to be successful in college-level coursework. The placement test identifies where the student needs additional help. A mandatory placement policy is being discussed, which students would be placed into a College Success course immediately if they test into them. Mandatory placement is a wide-spread practice and becoming standard. If students place into College Success math, reading or writing they would need to take those courses right away. The wording is important, e.g. ‘and’, ‘or’ in prerequisites. This is not a simple endeavor and since it is new, there will be many changes, which require a period of transition. It is not true that students won’t be able to take any credit courses until they have successfully completed the College Success courses. If students place in the lowest level for reading, writing or math, they would be required to take the necessary College Success courses. There currently is a large number of students that are good in math, not English and vice versa. Different students fit different profiles. The department will decide whether a College Success student can take credit classes. J. Paver and M. Flaherty are working with the Arts & Sciences chairpersons to identify those courses the students can take depending on test scores. They will begin with math and English. B. Greenwald and the Academic Support Committee are working to draft a written policy. This policy will be forwarded to J. Paver. We may have something to present to the Board this semester. The Research Department ran extensive numbers of success rate of College Success students. F. Grandinetti added the report was requested by J. Paver of each course’s success rate so we can see which courses are beneficial as a starting point. M. Flaherty stated that we need to identify those green-light courses. If a student fails reading or writing placement test, they will not be allowed to take RHT 101, but if they pass both and fail math, they would be able
to take RHT 101. This is a large campus-wide project. C. Nicholson asked if we need to revise the course prerequisites. J. Paver replied that it depends how this takes shape. Our sister colleges work this out differently. He suggested looking at College of Lake County and John Logan. One school had different categories of admission to determine which courses the student would take. More options would be a career-track and limited options-transfer track. Green light courses are based on programs. It is not our goal to add prerequisites to each course. The enrollment process would need to change. J. Paver stated that these are just starting points, as college-wide discussion must occur, as everyone needs to be involved to help shape the policy and procedures. We need to find the model that best works for us. At the end of the spring semester we will have a good indicator of which way to go. M. R. Moore added there are a lot of models, which we need to spend time reviewing. There are other alternatives than altering Admission policies. M. Flaherty assumes that if we do not change anything that we will allow College Success courses to be added as prerequisites e.g. like C. Harris brought to curriculum semester. We can always bring courses to the CCC to change. This policy would eliminate students taking all of the required courses to graduate and still need RHT 101 because they did not take the Student Success course(s) up front to place into and pass RHT 101. C. Harris asked if any discussion had occurred whereas many students take College Success course in the first semester, there will ultimately be a decline in enrollment for the rest of the subjects. J. Paver stated that in reality that may be the case in certain areas, but our goal is to increase our success rate. If we have more credit student who can read and write at college level, then we would be more successful and retain them. C. Harris stated that math and English are different. Students who place into reading and writing need those skills in class and may not require math in some classes. If students place into the highest level of math they won’t have to take math their first semester. There are different reasons to complete English, reading and writing than math. M.R. Moore added that would be delineated on the policy after being discussed. C. Harris added that it seems inappropriate and we need to be consistent. S. Campos questioned if there any concerns in the career area that RHT 101 is not a necessary course to take for a career? M. Flaherty replied that in the automotive area, RHT 101 is needed. M.A. Tobin added that it is needed in automotive so that students will be able to read printouts, as the level of skills is now higher. Mechanical robots are now doing some of the work and persons need to be trained to know how to read to program machines. M. Flaherty added that the reading test is not hard. Currently most students are in more than one College Success course. J. Paver suggested that each department find a base level of skills and what is needed. The fundamental courses need to be taken at the beginning of program, not the end and will improve the students’ chances to graduate. This is a great opportunity to analyze our courses and programs. M. Flaherty stated that he and E. O’Connell previously had a meeting with a similar discussion. There is a tradeoff. Enrollment will go down for credit courses at first. If we don’t do something, our completion rate will continue to decline. A. Turner stated that those career students who are pursuing a degree or certificate and RHT 101 is not required in the certificate. There is a concern for the career faculty members. M.R. Moore added that many students switch from pursuing a certificate to an AAS degree. If students place into College Success reading, they would need to take the College Success course(s) within their first twelve hours. M.A. Tobin added that the State is moving forward on performance-based funding and not going by numbers anymore. The success of students is our target. J. Murphy recommended that even if course(s) do not have twelve students, the class will still run, especially if some course enrollment may go down, e.g. if they are higher-level courses, the number should be lowered from 12 to 10. If we don’t lower the number of students enrolled, we would be punishing those students whose classes and they don’t run. M. R. Moore added that we could mirror the extensive placement as for dual credit. We want to continue, A) standards, B) looking at the courses. There may be other special groups to look at. The deans and chairs should work together to look at the allocation of seats and at schedule options. M. Flaherty reiterated that enrollment in some areas may go down at first. C. Harris added that some students place in the lowest level of College Success courses and suggested developing an adult education program for them to work themselves up to credit. M.R. Moore stated there are other issues at lower structure support. S. Campos noted that this is just the beginning of discussion on this topic and asked everyone to disseminate the information to their departments. M. Flaherty will have a solid draft when they come back from spring break. J. Paver requested a solid draft by middle of the spring
semester, as the sooner the better. M. Flaherty added that discussion has already begun in some departments. The deans will drive the discussion in each department.

**OLD BUSINESS**

None

**NEW BUSINESS**

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<th>Item No.</th>
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<th>Proposals</th>
<th>Readings</th>
<th>Action Taken</th>
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<td>12-1</td>
<td>HTH 202 Culture and Food</td>
<td>new crs</td>
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<td>12-2</td>
<td>HTH 281 First Aid and CPR</td>
<td>rev crs</td>
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J. Murphy represented item numbers 12-1 and 12-2. HTH 202 originated when she taught Nutrition, HTH 120, where the students talked about how different culture impacts food. Dominican University and University of Illinois at Chicago teach Nutrition as a major. Many students major in Nutrition Health, Personal Trainer, Health, Sport and Exercise Science. HTH 202 will be added to the ‘Wellness Concentration’ in the Health, Sport and Exercise Science degree. Students can continue their studies to receive an AA or AS degree. This course has a Human Diversity component and is intending pursue the IAI’s Humanities and Fine Arts general education status. S. Campos asked if the course description is close to the IAI’s. J. Murphy replied that S. Misasi Maratto has listed the IAI course description on the course proposal for comparison. This would be an interdisciplinary study course and is a human diversity course at some schools. M. Flaherty complimented J. Murphy on the wording in the rationale and noted there was much research done.

**HTH 281**

J. Murphy stated that HTH 281 has been revised to accurately reflect the course content and that the intent of certification has changed from the American Red Cross to the American Heart Association, which more service fields require. The course description and lecture hours were changed and lab hours were added, as recommended by the Technical Review Committee (TRC). J.B. Halpin asked if there is certification granted at the end of the course. J. Murphy replied that if students have current certification, it can be waived, with no credit grated. The required certification differs between Nursing and 911 dispatchers. J. B. Halpin stated that this course is a stumbling block for students who want to complete their AAS degree in Architecture. J. Murphy stated that this course is very helpful, as emergencies can occur on the job, and she can see both viewpoints. J. Paver suggested looking in the current catalog, as students can be granted proficiency-type credit, which has fees. J.B. Halpin questioned why $75 just to review for proficiency credit. A. Turner replied that academic portfolio fees and proficiency credit fees are under review. J. Paver added that there is significant time spent on proficiency and it is not a good practice for us to give away credit. S. Martella questioned if the ‘Annual Review Date’ and ‘Date Proposed for CCC’ on the course outline need to be completed. S. Misasi Maratto replied that they do and that the ‘Annual Review Date’ is the annual date, per Board policy, that the course outlines were reviewed and the ‘Date Proposed for CCC’ is the last time the course went through the curriculum process. C. Harris questioned if they are changing the courses from the old form to new form do those courses need to come to curriculum. S. Misasi Maratto replied that they do, as they now include ‘Assessment’, ‘Overall Learning Goals’, etc.

**Motion to approve item number 12-2, passed unanimously by voice vote.**

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<td>12-4</td>
<td>BUS 173 Excellence in Customer Serv</td>
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W. Griffin represented item numbers 12-3 and 12-4 and noted that BUS 134 and 173 are being deleted, as they are no longer offered and the content is included in other courses. The Advisory Committee has concurred with these changes.
Motion to approve item numbers 12-3 and 12-4, passed unanimously by voice vote.

ILLINOIS ARTICULATION INITIATIVE: Result of ENT 110 (IND911) Submission – S. Campos

S. Campos stated for informational purposes that ENT 110 was requested by A. Sharris to be sent to IAI for review by the Industrial Technology Major Panel, but was put on hold by the IAI, as they are currently reviewing their major course descriptions and standards and will notify us when they are ready.

OTHER: A) Certificate Hour for Performance-Based Funding – J. B. Halpin

J.B. Halpin had a discussion with A. Baldin regarding the number of hours required for certificates. She distributed an example of the Building Information Modeling Certificate, which she plans to revise. Students can proficiency for life credit and she is concerned with the cost of the $75 fee. She would like to discuss performance-based certificates, which require thirty or more hours and would become more difficult. She asked the Committee for their input to keep the small certificates or make all certificates thirty or more hours, as she would like to develop a nine-credit hour certificate. What is the institution looking for in certificates regarding performance-based funding? A. Baldin noted that is one of the ICCB’s standards for completers is thirty credit hour certificates, as they won’t look at any completers under thirty credits. C. Harris suggested giving lifelong credit if they are in Architecture and proficiency the rest of credits to equal thirty. A. Baldin stated that may be one solution. Proficiency credit does not count. M.R. Moore added that financial aid is also an issue, as those students need to have fifteen hours. C. Harris added that you can have fifteen of the thirty credits be proficiency, with nine courses and two electives. A. Baldin asked for feedback, as do we want short certificates as an institution or because of performance-based funding only looks at certificates of thirty or more credits? P. Jensen noted that the CAOs are looking at thirty-plus certificates and we also need smaller certificates. We need to ensure that our certificates stack to larger certificates and/or degrees. J.B. Halpin gave an example of stackable certificate. A. Baldin asked for input from the Committee. F. Grandinetti stated that she does not have an answer for performance-based funding yet, as there are many questions with no answers. J.B. Halpin stated that we need to serve the needs within the community. F. Grandinetti stated not to focus only on performance-based funding. J.B. Halpin stated that her courses are sequential and noted that this input will be beneficial for her.

Adjournment: S. Campos adjourned the meeting at 3:50 p.m.

Submitted by: S. Campos, Chairperson

Susan Misasi Maratto
Recording Secretary