

COLLEGE CURRICULUM COMMITTEE

January 12, 2022

MINUTES

Members Present: Joan Alexander, Scott Creamer, Rafael Davila, Dan Diehl, John Edwards, Masood Ejaz, Nissa Hopkins, Lisa Macon, Adrienne Mathews, Chiara Ojeda, Kristy Pennino, Robin Poole, Cheryl Robinson (co-chair), Richard Sansone, Wanda Stanek, Ravi Varma (co-chair), Niraj Wagh, Doreen Watson, Suzanne Winchoba

Alternates Present: Bob Gessner, Jerry Reed, Marie Vasquez-Brooks

Ex-Officio Present: Pedro Gonzalez, Felicia Hardeman, Nasser Hedayat, Edwin Sanchez Velez, Pat Sebastian, Darren Smith

Staff Present: Krissy Brissett

Visitors Present: Nardia Cumberbatch, Cheri Cutter, Mukesh George, Mohua Kar, Shawn Pollgreen, Sharon Shenton, Summer Trazzera, Eric Wallman

1. **A. Welcome to the Committee Members and Visitors.**

The meeting was opened with a welcome by Ravi Varma.

2. **Review of Minutes:** November 2021

(<http://valenciacollege.edu/curriculumcommittee/Minutes.cfm>)

The minutes were approved by consensus.

3. **Consent Agenda:** Course modifications or deletions involving minor editing of course descriptions or level changes which do not impact other departments are eligible for placement on the consent agenda. Any members of the committee may request to remove a proposal from the consent agenda for the purpose of discussion.

a) **The following course(s) have outlines in Course Information Management that may be viewed in ATLAS:**

ACG 3024

EAP 0440C, EAP 0460C, EAP 1540C, EAP 1560C, EAP 1585C, EAP 1640C

ENC 0017, ENC 0027

HSC 4640

MUM 1662C, MUM 2683C

b) **The following outlines are being presented as part of the Two-Year Program Review Cycle. These courses may have changes to course outcomes, but not to information directly reflected in the catalog such as the course title or description:**

PHY 1020

The consent agenda was approved by consensus.

4. Regular Agenda:

2122-021 ACG 3024 Accounting Theory and Practice, CCM..... T. Baselice

Purpose: As part of the work of development of specializations in the BASBOL program, the new version of ACG 3024 will be combining the concepts from two core courses ACG 3024 and FIN 3402 into one core course. The three freed core credits in the program will allow for availability of courses in the specialization paths; **Revised Course Title:** Accounting and Financial Analysis for Managers; **Revised Course Description:** This course addresses the use of accounting and finance information in a managerial setting to support decision making. Students will learn how to classify and analyze financial data included on various Financial Statements and analyze ethical and/or social responsibility issues that may arise from such statements. An emphasis will be placed on utilizing a variety of analysis tools, including time value of money concepts and cost-volume-profit tools, to develop and analyze strategic, operational, and capital budgets; **Effective Date:** Fall 2022 (202310).

A meeting attendee asked what would happen to the course. It was explained that the course will be removed from the core at a later date.

Proposal 2122-021 was approved by consensus.

2122-022 HSC 4640 Health Law and Compliance, CCM.....S. Gosnell

Purpose: Learning outcomes revised to better align with actual course content; **Revised Course Title:** Introduction to Health Law; **Revised Course Description:** This course serves as an introduction to how legal doctrines and precedents apply to clinical practice of healthcare professionals, and will explore how health care, medical ethics and the law intersect. Students will explore the importance of professional practice standards and why careful adherence to them ensures optimal patient safety, thereby minimizing the risk of negligence or malpractice liability. Minimum grade of C required if used to satisfy Radiologic and Imaging Sciences B.S. degree requirement; **Effective Date:** Fall 2022 (202310).

Proposal 2122-022 was approved by consensus.

2122-023 B. S. in Radiologic and Imaging Sciences , CPM.....S. Gosnell

Purpose: Leadership concentration course list revised to include a new offering (HSA 4502 - Risk Management); **Effective Date:** Fall 2022 (202310).

Proposal 2122-023 was approved by consensus.

2122-024 CHI 1120 Elementary Chinese I, CCD.....E. Wallman

Purpose: Course not offered since long before pandemic. Not able to sustain course across college. No demand reflecting need for investment; **Effective Date:** Fall 2022 (202310).

2122-025 CHI 1121 Elementary Chinese II, CCD.....E. Wallman

Purpose: Course not offered since long before pandemic. Not able to sustain course across college. No demand reflecting need for investment; **Effective Date:** Fall 2022 (202310).

2122-026 JPN 1120 Elementary Japanese I, CCD.....E. Wallman

Purpose: Course offerings suspended since COVID. Not able to sustain course across college FL depts. General agreement in division that SPN, FRE, GER, LAT remain as we can assure reading/writing/listening/speaking proficiency for students; **Effective Date:** Fall 2022 (202310).

2122-027 JPN 1121 Elementary Japanese II, CCD.....E. Wallman

Purpose: Course offerings suspended since COVID. Not able to sustain course across college FL depts. General agreement in division that SPN, FRE, GER, LAT remain as we can assure reading/writing/listening/speaking proficiency for students; **Effective Date:** Fall 2022 (202310).

The presenter explained that they have had difficulty maintaining credentialed faculty to teach the Chinese and Japanese courses.

Proposals 2122-24 to 2122-027 were approved by consensus.

2122-028 MUM 1662C Live Sound Techniques, CCM.....R. Valery

Purpose: Updates to the language of the course outcomes and addition of the choice of SLS 1122 in the course prerequisites; **Revised Prerequisites:** SLS 1122 or TPA 1380, and minimum grade of C in MUM 1002C or TPA 2260C; **Effective Date:** Fall 2022 (202310).

Proposal 2122-028 was approved by consensus.

2122-029 MUM 2683C Avid Pro Tools 210/210P for Post Production, CCM.....R. Valery

Purpose: 2-year review. Edit of the Course Outcome language. Adding MUM 1003L and MUM 2634L as alternative prerequisites because these courses satisfy the same course outcomes required prior this course; **Revised Prerequisites:** MUM 2670C, or MUM 1003L, or MUM 2634L; **Effective Date:** Fall 2022 (202310).

Proposal 2122-029 was approved by consensus.

2122-030 A.S. in Sound and Music Technology, CPM.....R. Valery

Purpose: Program name change to eliminate confusion with the Music department in the AA program. Revision of new track, including name change of the specialization. Shortening the name of the Business specialization. Program outcomes revision. Rewording of a few outcomes and deletion of outcomes that are not directly assessable within the discipline. Modification of General Education course choices in order to implement changes mandated by new State law. Clarification (streamlining) in the program electives choices; **Revised Program Title:** A.S. in Audio Technology and Sound Production; **Effective Date:** Fall 2022 (202310).

Proposal 212-030 was approved by consensus.

2122-031 EAP 0440C Intermediate Composition for English Language Learners , CCM.....W. Wish

Purpose: Learning outcomes were modified to increase clarity, ensure measurability, and reflect equity-minded language. Course learning outcomes that are targeted across sequenced courses were revised to ensure alignment and scaffolded learning. These proposed changes reflect in part the original suggested revisions made by the cross-campus, college-wide writing committee; **Revised Prerequisites:** Demonstration of required level of English proficiency or minimum

grades of C in EAP 0381C (or EAP 0340C and EAP 0360C); **Revised Course Description:** Students develop skills in planning, writing, revising, and editing sentences and paragraphs at the intermediate level. Students utilize online learning resources related to the coursework. Required lab work is a component of this course. A departmental final exam is required. A minimum grade of C is required for successful course completion. Credit does not apply toward any associate degree; **Effective Date:** Fall 2022 (202310).

Proposal 212-031 was approved by consensus.

2122-032 EAP 0460C Intermediate Grammar for English Language Learners

, CCM.....S. Pollgreen

Purpose: Learning outcomes were modified to increase clarity, ensure measurability, and reflect equity-minded language. Course learning outcomes that are targeted across sequenced courses were revised to ensure alignment and scaffolded learning. These proposed changes reflect in part the original suggested revisions made by the cross-campus, college-wide grammar committee; **Revised Course Description:** Students develop skills in using intermediate level grammatical structures, verb tenses, and parts of speech consistent with the written or oral communication context. Students utilize online learning resources related to the coursework. Required lab work is a component of this course. A departmental final exam is required. A minimum grade of C is required for successful completion. Credit does not apply toward any associate degree; **Effective Date:** Fall 2022 (202310).

Proposal 212-032 was approved by consensus.

2122-033 EAP 1540C High Intermediate Composition for English Language Learners

, CCM.....W. Wish

Purpose: Learning outcomes were modified to increase clarity, ensure measurability, and reflect equity-minded language. Course learning outcomes that are targeted across sequenced courses were revised to ensure alignment and scaffolded learning. These proposed changes reflect in part the original suggested revisions made by the cross-campus, college-wide grammar committee; **Revised Course Description:** Students develop skills in planning, writing, revising, and editing sentences, paragraphs, and essays at the high-intermediate level. Students utilize online learning resources related to the coursework. Required lab work is a component of this course. A departmental final exam is required. A minimum grade of C is required for successful completion. College credit may apply; **Effective Date:** Fall 2022 (202310).

Proposal 212-033 was approved by consensus.

2122-034 EAP 1560C High Intermediate Grammar for English Language Learners

, CCM.....S. Pollgreen

Purpose: Learning outcomes were modified to increase clarity, ensure measurability, and reflect equity-minded language. Course learning outcomes that are targeted across sequenced courses were revised to ensure alignment and scaffolded learning. These proposed changes reflect in part the original suggested revisions made by the cross-campus, college-wide grammar committee; **Revised Course Description:** Students develop skills in using high-intermediate grammatical structures, verb tenses, and parts of speech consistent with the written or oral communication context. Students utilize online learning resources related to the coursework. Required lab work is a component of this course. A departmental final exam is required. A

minimum grade of C is required for successful completion. College credit may apply; **Effective Date:** Fall 2022 (202310).

Proposal 212-035 was approved by consensus.

2122-035 EAP 1585C High Intermediate Integrated Writing and Grammar for English Language Learners, CCM.....S. Pollgreen

Purpose: Learning outcomes were modified to increase clarity, ensure measurability, and reflect equity-minded language. Course learning outcomes that are targeted across sequenced courses were revised to ensure alignment and scaffolded learning. These proposed changes reflect in part the original suggested revisions made by the cross-campus, college-wide grammar committee; **Revised Course Description:** Students develop skills in using high-intermediate grammatical structures, verb tenses, and parts of speech consistent with the written or oral communication context. Students develop skills in planning, writing, revising, and editing sentences, paragraphs, and essays at the high-intermediate level. Students utilize online learning resources related to the coursework. Required lab work is a component of this course. A departmental final exam is required. A minimum grade of C is required for successful completion. College credit may apply; **Effective Date:** Fall 2022 (202310).

The course title was changed to: High Intermediate Integrated Composition and Grammar for English Language Learners.

Proposal 2122-035 was approved with the above change.

2122-036 EAP 1640C Advanced Compositions for English Language Learners, CCM.....S. Pollgreen

Purpose: Learning outcomes were modified to increase clarity, ensure measurability, and reflect equity-minded language. Course learning outcomes that are targeted across sequenced courses were revised to ensure alignment and scaffolded learning. These proposed changes reflect in part the original suggested revisions made by the cross-campus, college-wide grammar committee; **Revised Course Description:** Students develop skills in planning, writing, revising, and editing sentences, paragraphs, and essays at the advanced level. Students utilize online learning resources related to the coursework. Required lab work is a component of this course. A departmental final exam is required. A minimum grade of C is required for successful completion. College credit may apply; **Effective Date:** Fall 2022 (202310).

Proposal 2122-036 was approved by consensus.

2122-037 ENC 0017 Developmental Reading and Writing I, CCM.....S. Trazzera

Purpose: The purpose of these changes is to ensure curriculum alignment between ENC0017, ENC0027, ENC1101, and ENC1102. The outcomes for this course were refined to ensure each outcome was clear, measurable, and written using equity-minded language; **Revised Prerequisites:** Appropriate score on PERT or other approval; **Revised Course Description:** An integrated reading and writing course designed for students scoring 83 or below on the reading portion of the PERT exam and/or scoring 89 or below on the writing portion of the PERT exam. The course will focus on reading comprehension, vocabulary skills, grammar, and paragraph development. In addition, the course will address the connection between reading and writing through reading response activities; **Effective Date:** Fall 2022 (202310).

The faculty want to make sure the courses are aligned and are preparing students for college level courses.

Proposal 2122-037 was approved by consensus.

2122-038 ENC 0027 Developmental Reading and Writing II, CCM.....S. Trazzera

Purpose: The purpose of these changes is to ensure curriculum alignment between ENC0017, ENC0027, ENC1101, and ENC1102. The outcomes for this course were refined to ensure each outcome was clear, measurable, and written using equity-minded language; **Revised Course**

Description: An integrated reading and writing course designed for students scoring between 84-105 on PERT reading and a 90-102 on PERT writing; or minimum grade of C in ENC 0017. The course will focus on reading comprehension, vocabulary skills, grammar, and essay writing. In addition, the course will address the connection between reading and writing through reading response activities; **Effective Date:** Fall 2022 (202310).

Proposal 2122-038 was approved by consensus.

5. Discussion Items.

A.S. Legislative Changes:

See attachment on pages 7-9.

The committee agreed with the recommendations that were presented.

6. Information Items:

There are no information items on this month's agenda.

The next meeting of the College Curriculum Committee is scheduled **February 16, 2022**, and will be a zoom meeting. Deadline for submission of materials for the agenda is **January 19, 2022**.

AS Legislative Changes SBAR Attachment

January 2022

Situation:

The 2021 Florida Legislature passed extensive postsecondary legislation, including several items that bear directly on Associate in Science (A.S.) program curricula-- notably, SB 1108: Civic Literacy and several provisions in HB 1507: Workforce Related Programs. HB 1507 legislation requires the A.S. degree programs at Valencia College to revise their curricula to comply with three specific requirements:

- The inclusion of a Core General Education class from each of the discipline areas in each degree. Most (31/37) of our A.S. degrees allow for a choice of math or science; all degrees must now include math and science.
- Institutional courses can only be used to supplement a Core course in a discipline (versus being used as an option). This means we can no longer have Core or Institutional options, which will impact Humanities and Social Science disciplines.
- The incorporation of a Career Readiness component in Core courses that results in a nationally recognized digital career readiness credential. The state is choosing the credential we will have to use. This has been put on hold by the State Board of Education.

These requirements will be in place beginning in the 2022-23 academic year.

At the same time, SB 1108 amends s. 1007.25, F.S., to require students initially entering an FCS or SUS institution seeking an A.A. or bachelor's degree in 2021-22 and thereafter to complete a course and pass an assessment to demonstrate competency in civic literacy. This requirement will expand to A.S. degrees in 2022-23.

Our AS programs have an institutional New Student Experience graduation requirement. This is not a state requirement.

DOE is not adjusting the state frameworks to accommodate these statutory requirements. Thus, programs cannot increase the total number of degree credits. Impacts on program outcomes and employer expectations must be considered. In some cases, such as Allied Health and Nursing programs, impacts on external accreditation will need to be considered. DOE does not plan to reopen rule to add Core options.

We examined these new requirements and determine how to best implement them. This also presented an opportunity to think strategically about A.S. program curricula, with an emphasis on progress toward our ambitious, equitable Impact Plan goals.

Background:

Our last SACS-COC Quality Enhancement Plan focused on the new student experience. The New Student Experience is designed to improve student learning and overall progress in college and beyond. As a part of the QEP, SLS 1122 Student Success was reimagined as SLS 1122 New Student Experience. The NSE course is based on the foundation of the following "Six Ps":

- Place: Students will demonstrate awareness of college support systems
- Purpose: Students will create a personal purpose statement that outlines and articulates their values, goals, interests and strengths in relation to their educational and career aspirations

- Pathway: Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values
- Plan: Students will design an education plan that includes goals for learning and a financial plan
- Preparation: Students will apply college success skills, and
- Personal Connection: Students will demonstrate effective communication skills with diverse groups

In 2015-16, House Bill 7135 required Florida public institutions to adopt a 15 credit General Education Core. The SBOE established Core courses in Communications, Humanities, Mathematics, Science and Social Science. Core courses must be offered and accepted at every public institution. The remaining 21 Credits of General Education could be distributed among the 5 General Education disciplines in Institutional courses.

Our QEP and HB 7135 allowed us to reimagine our General Education program. In 2015-16, SLS 1122 New Student Experience became an Institutional General Education course in Communications. Further, it was made a graduation requirement for our Associate in Arts and Associate in Science degrees. AS programs had the option to adopt the SLS 1122 New Student Experience course in their program, or work with the NSE faculty to embed the NSE outcomes into a foundational course in their program. The QEP also allowed for an alternative process to satisfy the NSE graduation requirement for students who transfer in with 15+ credits or have a clear career goal, but this was never scaled.

Our Associate in Science programs do not have a Civic Literacy requirement.

Assessment:

An AS Legislative Updates work team was established to make a recommendation on Valencia's response to the legislative changes. The work team members were:

Co-Chair - Nasser Hedayat, AVP Career and Workforce Education
 Co-Chair – Cheryl Robinson, Director, Curriculum and Articulation
 Edwin Sanchez, AVP Admissions, Registration and Graduation or area representative
 Paul Blankenship, Dean, Math
 Bob Gessner, Dean, Science
 Susan Dunn, Dean, Social Science
 Jennifer Tomlinson, Dean, Learning Support
 Sonia Casablanca, Dean, AS programs
 Marie Vasquez-Brooks, Dean, AS programs
 Rob McCaffrey, Dean AS program, Co-Chair of the Workforce Team
 Paul Wilder, Bachelor program representative
 Jill Szentmiklosi, Dean of Students
 Evelyn Lora-Santos, Director of Advising
 Lesena Jones, Manager, Career and Workforce Education
 Robyn Brighton, Director, Strategic Learning Initiatives
 Felicia Hardeman, Director, Records and Graduation
 Erica Reese, Director, Standardized Testing
 Wayne Bart, Program Advisor

The work team identified the following principles in their work:

- Protect the technical core - what are “must haves”
- Partner with math & science faculty to identify best courses for program support
- Make civic literacy inescapable; advising notes for if already satisfied through AP or CLEP recognizing that we don't want to recommend additional credits
- Identify what core Gen Ed courses include which Gen Ed competencies so we can prep for digital credential inclusion (outcomes mapping)

- Take the opportunity to reexamine pre and coreq structure for continued applicability
- Include Career Program Advisors in the planning
- Identify an “ignite the fire” course in the first term

The work team considered the following as A.S. graduation requirements due to legislative changes:

a. All students are required to complete a Core General Education course from each of the Gen Ed discipline areas (Communications, Humanities, Mathematics, Science, Social Science). Currently 85% of the A.S. programs require either math or science but not both. Also, most A.S. programs allow for a choice of Core or Institutional Humanities and Social Sciences courses. This will need to change to require a Core Gen Ed course.

This requirement is prompted us to revisit the New Student Experience graduation requirement for AS degrees.

Enrollment in SLS 1122 New Student Experience has increased since the graduation requirement became effective in 2015-16. Institutional Research provided the following enrollment data:

	Academic Year / Term														
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
AS-PGM1	181	72	20	216	204	62	342	338	121	724	536	232	868	628	302

AS degrees require 15 credits of General Education. Currently, that distribution requires 3 credits from Communications, Humanities, Math or Science, Social Science and an additional Core or Institutional General Education Course. We offer 37 AS degrees, and 31 require Math or Science; only 6 offer Math and Science. For degrees that offer a Math or Science option, SLS 1122 New Student Experience can satisfy the remaining General Education requirement. In 2022-23, programs must include Math and Science. This will result in 31 programs making curriculum changes to satisfy all 5 General Education areas. The effect of this is if SLS 1122 New Student Experience is required programs will reduce technical course requirements by 3 credits to satisfy this institutional requirement. Students will have fewer credits in the discipline which may shift program outcomes and employer expectations.

AS degrees are making strides toward becoming transfer degrees – particularly to bachelor’s degrees offered at state colleges. SLS 1122 New Student Experience is not a General Education course at other state colleges or universities. If a student does not complete the 36 hour General Education program at Valencia prior to transfer to a bachelor’s degree, they will need to take an additional General Education course at the receiving institution. This may result in excess credits.

AS degrees have the option to satisfy the SLS 1122 New Student Experience graduation requirement by embedding the NSE outcomes into a foundational program course. Programs that have selected this option work with NSE faculty to infuse NSE outcomes into 1 program course. This course then receives the NSE attribute so it is recognized in a degree audit to satisfy the graduation requirement. All faculty who teach the course need to include the NSE content into the program course. This option allows programs to include 3 credits of General Education Core or Institutional course work in their program. Currently, 11 of our degrees have selected this option. This option shifts the course outcomes to allow for inclusion of the NSE outcomes and requires intentional training for faculty.

AS programs inherently satisfy many of the 6Ps through the nature of the program.

- Place: Students are connected with through foundational courses, dedicated Career Program Advisors, and instructional lab personnel

- Purpose: Foundational course introduce the profession and career options that allow students to explore and confirm career purpose
- Pathway: defined academic program to workforce or transfer
- Plan: foundation, intermediate and advanced courses build a structured plan of course and degree completion
- Preparation: College success skills are reinforced in foundational courses and courses are sequenced through the curriculum processes utilizing co- and pre-requisites to promote success
- Personal Connection: Program Director, assigned Career Program Advisor, courses often taken as a cohort, student groups allow for connection and communication strategies to be utilized..

The AS Workforce Team, which is comprised of the AVP Career and Workforce Education, AS Deans, Deans of Students, and more, has recommended removal of the New Student Experience graduation requirement to accommodate the required General Education changes and preserve the technical components of their program curricula.

b. Satisfy the Civic Literacy learning outcomes by taking POS 2041 or AMH 2020 and satisfactorily pass the Florida Civic Literacy Exam (FCLE). Satisfactory completion of AP or CLEP course work as outlined in rule will satisfy both the course and FCLE requirements.

AS degrees must include 3 credits of Core or Institutional Social Science. Valencia does not have a Civic Literacy graduation requirement for AS programs. Currently, AS programs require POS 2041 U.S. Government. No degrees require AMH 2020 U.S. History 1877 to Present. PSY 2021 General Psychology is required by 16 AS programs. Psychology is often required as a program preference and not necessarily because PSY 2012 content is required for success in the program or industry.

Recommendation:

The AS Legislative Updates work team is moving this recommendation of the AS Workforce Team forward. We recommend the New Student Experience become an opt-in option for AS degrees. Programs can choose to adopt SLS 1122 New Student Experience, embed the NSE outcomes in a foundation program course, or opt to use non-curricular methods to achieve the 6 Ps and key NSE outcomes. It is recommended we work with the New Student Experience Leadership Team (NSELT) to establish principles we can share with programs so they can make an informed decision on their program curriculum regarding inclusion of the New Student Experience content and outcomes. This recommendation will have an enrollment impact so course offerings will need to be adjusted in accordance with program changes. Based on enrollment data, full time New Student Experience faculty should not be impacted by the change

We are recommending programs require POS 2041 U.S. Government or AMH U.S. History from 1877 to Present in their program so the graduation requirement is inescapable and curtail excess hours. We recognize Allied Health and Nursing programs will need to continue to require PSY 2012 General Psychology due to accreditation needs. We will work with Social Science Deans and Government and History discipline chairs to develop principles programs can use to make course recommendations. Additionally, this will result in an increased need for Government and History sections and, therefore, faculty. Social Science Deans can use program curricular choices to inform course scheduling needs so demand can be met and students can graduate in a timely manner.