

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
DECEMBER 8, 2009**

Present: F. Arce, J. Davidson, S. Gates, A. Himsel, B. Jaffe, M. Lipe, Kjeseth, M. Lipe, V. Lloyd, E. Martinez, M. Odanaka, S. Panksi, V. Rayford, J. Sims, J. Thompson

Members Absent : R. Hughes

Ex-Officio Members Present: Q. Chapman, L. Suekawa, J. Young

Ex-Officio Members Absent: M. Hall, J. Harmon, R. Smith, Student Representatives

Also Present: K. Holmes, J. Meredith, D. Patel, J. Schwartz, L. Sinopoli

CALL TO ORDER

Chair Kjeseth called the College Curriculum Committee (CCC) meeting to order at 2:31 p.m.

APPROVAL OF MINUTES

- The minutes from the November 24th meeting were sent to the committee via email before today's meeting. Chair Kjeseth asked the committee to review and approve, or approve with corrections.
- Q. Chapman noted a correction to a word in the last line on page two. The word will be corrected to "courses".
- Chair Kjeseth also made a correction to bullet number three in the chair's report.

CHAIR'S REPORT

- Chair Kjeseth received memos from the deans with their course review plans for the spring semester.
- The committee will proceed with the spring timeline as planned.
- In the spring, the CCC will need to elect a new chair. A deans representative and faculty representative will gather nominations for the election.
- Once a new chair is elected, Chair Kjeseth encourages the chair elect to observe the functions of the CCC chair.

CURRICULUM REVIEW

Health Sciences and Athletics Proposals

- J. Schwartz, Interim Dean of Health Sciences and Athletics, introduced L. Sinopoli to the committee as errata sheets were distributed. L. Sinopoli, Professor of Respiratory Care, began a review of Respiratory Care 176 and Respiratory Care 178.
- L. Sinopoli fielded questions from the committee on the major topics for Respiratory Care 178. There were also questions regarding the justification for changing the faculty load, and L. Sinopoli responded to the committee's concerns.
- D. Patel, Director of the Special Resource Center, presented Educational Development 29. The committee reviewed the course revisions. D. Patel and K. Holmes fielded questions from the committee on the typical assignment, and accepted the recommendations. D. Patel responded to questions concerning the justification for course revision.
- Chair Kjeseth called for a motion to approve the course proposals and the conditions of enrollment. M. Lipe moved, J. Thompson seconded, and the motion carried.

SIX YEAR REVIEW CYCLE

- Today's handout included the six-year worksheet and report form.
- Chair Kjeseth explained the process for completing both documents.
- The report form will reflect each program in the division, and the total number of courses to be reviewed over six years.
- In CurricUNET, there will be a course review calendar, course reports and email notifications.
- The committee suggest that the report form show each program's review cycle. The recommendation was accepted.
- The committee discussed possible recommendations from the Accrediting Commission (ACCJC) that may be on the horizon. Also discussed were preliminary plans should the ACCJC mandate changes in course review cycles.
- Six year course review worksheets and reports should be submitted to Chair Kjeseth and Q. Chapman by March 16, 2010.
- The worksheets will be distributed next week.

J. YOUNG AND CHAIR KJESETH

- J. Young and Chair Kjeseth held a discussion with the committee about their role and experiences while serving as the chair.
- J. Young began with some historical information about the CCC.
 - AB 1725 gave faculty responsibility for curriculum review.
 - Many years ago, faculty had unfavorable experiences with the CCC.
 - The CCC had a terrible reputation, and consequently, overcompensated in the following years with strict guidelines.
 - Ken Key became the CCC Chair. The committee became a more gentler forum for faculty.

- As the next CCC Chair, J. Young had the opportunity to see the CCC evolve as a teaching committee.
- There has been a development of trust among faculty.
- She commended Chair Kjeseth on creating the Standard Review committee.
- Chair Kjeseth states that the role of the chair has had a positive influence.
 - He has used the expertise gained in committee and has carried his knowledge into other meetings with faculty.
 - Chair Kjeseth is open to ideas of how to improve the process and the quality of curriculum.
 - It was noted that J. Young has seen the committee through some very challenging times.
 - The college may be ready for more frequent changes in the chair with new ideas.
 - Chair Kjeseth enjoys being involved in the “big picture” here on campus and at the State Academic Senate.
- S. Panski informed the committee that they have been the most positive, integrative force in the partnership. The CCC brought the two faculty bodies together.
- Chair Kjeseth concluded by addressing the next phase for the committee.
 - The college is moving to CurricUNET which will give us opportunities to make even more positive changes.
 - The college is now on a regular review cycle, and can take a serious look at institutional effectiveness and outcomes.
 - The committee should not hesitate in asking questions.
 - Please contact B. Jaffe or J. Thompson if there is interest in becoming the chair of the committee.
- Chair Kjeseth fielded a question from the committee regarding organization changes (J. Harmon and B. Perez) taking place at the beginning of the year. It was suggested that all Compton Academic Deans should have a role in the CCC on a rotating basis. The committee determined that B. Perez will coordinate the rotation of Compton Center Academic Deans.

ANNOUNCEMENTS

- Chair Kjeseth thanked the committee for all of their hard work during the semester. He also expressed the same gratitude toward faculty who were involved with curriculum.
- This is our final CCC meeting for the semester. Our next meeting will be in February.

ADJOURNMENT

Chair Kjeseth called for a motion to adjourn the meeting. M. Lipe moved, V. Lloyd seconded, and the motion carried. The meeting was adjourned at 3:30 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
December 8, 2009**

HEALTH SCIENCES AND ATHLETICS DIVISION

COURSE REVIEW; CHANGES IN FACULTY LOAD, UNITS, LECTURE HOURS, CATALOG DESCRIPTION

1. Educational Development 29 – Individualized Assessment of Learning

Current Status/Proposed Change

Units: ~~0.5~~ 1 Lecture: ~~9 TBA~~ 1 hour Faculty Load: ~~3.33%~~ 6.67%

This course is designed to provide strategies for academic success for the students with special learning needs, who may have a specific learning disability. Individual assessments of learning strengths and weaknesses will be completed, to which may determine eligibility for services and to assist with early intervention in basic skills, learning strategies, study skills and educational planning. accommodations through the Special Resource Center. In addition, this course will introduce concepts of disability management and self-advocacy in the college setting. Students will learn to identify their individual learning styles and develop their individual learning profile.

Recommendation:

Units: 1 Lecture: 1 Faculty Load: 6.67%

This course is designed to provide strategies for academic success for students with special learning needs. Individual assessments of learning strengths and weaknesses will be completed, which may determine eligibility for accommodations through the Special Resource Center. In addition, this course will introduce concepts of disability management and self-advocacy in the college setting. Students will learn to identify their individual learning styles and develop their individual learning profile.

COURSE REVIEW; CHANGES IN FACULTY LOAD, UNITS, LECTURE/LAB HOURS, CATALOG DESCRIPTION

1. Respiratory Care 176 – Introduction to Respiratory Care of the Non-Critically Ill Patient

Current Status/Proposed Change

Units: ~~5~~ 6 Lecture: ~~2~~ 3 hours Lab: 9 TBA Faculty Load: ~~58.334~~ 65.00%

This course deals primarily with the non-critically ill adult patient. It will provide the student with cognitive and psychomotor practice performing basic respiratory care in health service organizations in the South Bay Area. Students receive most of their classroom/cognitive instruction at El Camino College and are rotated during the day, evening and/or night shifts to ECC's clinical affiliates, such as Harbor UCLA Medical Center, Memorial of Gardena Hospital, Torrance Memorial Medical Center, Robert F. Kennedy Medical Center, Little Company of Mary Medical Center and Daniel Freeman Memorial Hospital.

Recommendation:

Units: 6 Lecture: 3 hours Lab: 9 TBA Faculty Load: 65.00%

This course deals primarily with the non-critically ill adult patient. It will provide the student with cognitive and psychomotor practice performing basic respiratory care in health service organizations in the South Bay Area. Students receive most of their classroom/cognitive instruction at El Camino College and are rotated during the day, evening and/or night shifts to clinical affiliates.

COURSE REVIEW; CHANGES IN FACULTY LOAD, UNITS, LECTURE/LAB HOURS, CATALOG DESCRIPTION, COURSE LENGTH

1. Respiratory Care 178 Respiratory Care of the Critically Ill Patient I

Current Status/Proposed Change

Units: ~~7~~ 8 Lecture: ~~7~~ 4 hours Lab: ~~27~~ 12 TBA Faculty Load: ~~80.00~~ 86.67%

Course Length: ~~8 weeks~~ Full Term

This course is an introduction to the practice of respiratory care in intensive care units with an emphasis on patient ventilator interaction. The student will manage critically ill patients on prolonged artificial ventilation using micro-processor-driven ventilators, alarms, arterial blood gases and other appropriate techniques and equipment. Students are rotated through evening, nights and day critical care units in hospitals.

Recommendation:

Units: 8 Lecture: 4 hours Lab: 12 TBA Faculty Load: 86.67%\

Course Length: Full Term

This course is an introduction to the practice of respiratory care in intensive care units with an emphasis on patient ventilator interaction. The student will manage critically ill patients on prolonged artificial ventilation using microprocessor-driven ventilators, alarms, arterial blood gases and other appropriate techniques and equipment. Students are rotated through evening, night and day critical care units in hospitals.