CPC Meeting  
October 19, 2012

Present: Mike Castell, Keala Chock, John DeLay, Ross Egloria, Kaleo Gagne, Carol Hasegawa, Jennifer Higa-King, Kara Kam-Kalani, Femar Lee, Doug Madden, Shanon Miho, Scot Parry, Ron Pine, Jim Poole, Marcia Roberts-Deutsch, Sandy Sanpei, Bert Shimabukuro, Jeff Stearns, Russell Uyeno, Pat Yahata

Absent: Mike Barros, Steven Mandraccia, Guy Shibayama, Steven Shigemoto

Guests: Sally Dunan

I. Meeting called to order at 9:05 a.m. by Kara Kam-Kalani, new CPC Chair

II. Minutes of the Sept. 21, 2012 meeting: Ron Pine made some additions; Kara will send the update with revisions.

III. University College

A. Course Deletions: (Effective Fall 2012)
   1. ENG 51 Technical Reading, ENG 102 College Reading Skills
   2. HWST 24 Hawaiian Culture, HWST 231 Hawaiian Culture (still part of general education for AA and AS).

   Jeff moved, Marcia seconded. All approved with the following contingencies:
   Jeff will inform the COSM department that ENG 51 needs to be removed as a program prerequisite and a communications choice. HWST 231 needs to be deleted from the Humanities/Fine Arts in the CTE general education and a DH in LBRT. Jeff has already informed ECE to delete HWST 231.

B. Course Modifications
   1. ENG 257: Currently requires 3,000 words but since it is a WI course, must write 5,000 words
   2. LING 102 Introduction to the Study of Language: Change AA category from DL to DS (following UHM). Also expanded course description.

   Jeff moved, Kaleo seconded, all approved (description only) contingent upon submittal to the Diversification Board first for certification to switch categories. Also needs to be added to the Social Science category for the CTE Gen Ed.

C. New Course: CHN 30 Elementary Conversation Mandarin Chinese
   Students sometimes find CHN 101 overwhelming since it includes writing of Chinese characters so starting at the conversational level can encourage students to pursue taking CHN 101. Noticing a proliferation of languages being offered, Doug questioned if there is a need for this course. Jeff responded that the Asian languages are important in Hawaii
and it is also good to attract the business community. Pat reminded that new courses should have the developmental English and Math prerequisites to be aligned with the college policy. *Will this be added?*

Jeff moved, Kaleo seconded, all approved contingent upon adding the essential English and Math courses in line with the college policy as prerequisites.

D. SLO’s Only

Jeff Stearns gave a background of the SLO changes in the English classes. Particularly in the 200-level, instructors would use textbooks to create SLO’s so it would vary with the instructor. He worked with all of the English teachers to come up with SLO’s that simplified the main objectives of the class, allowing differences in teaching style and making sure they were assessable or measurable. Teachers can feel free to add to minimum levels of SLO’s.

1. ENG 8, 9, 18, 19, 21, 22, 60, 100, 120, 201, 209, 210, 250, 252, 253, 254, 255, 257F, 257L, 257M, 257N, 257P, 257Q, 257X,
2. ESL 1, 3, 11, 13, 14, 20, 23, 24
3. ARAB 101, 102
4. CHN 101, 102
5. FIL 102, 201, 202
6. EALL 271, 272
7. HWST 110, 110L, 212
8. JOUR 205, 206, 230, 285V
9. JPN 24, 30

Some concerns were:

Doug stated that there was duplication of SLO’s in many of the courses, with a few word changes. Jeff responded that duplication was mainly in the Eng 257 series, which is basically the same course with different topics.

ENG 19/21: Carol asked if there is no research or critical thinking. Jeff responded that at this level, just getting students to read and write.

ENG 60: Carol asked why it is not required to gather technical information. Jeff responded that teachers can always add this to their individual SLO’s.

ENG 201: Doug commented that the last SLO seems too “big” for one course. Jeff responded that students need to prepare for publication, not actually submit for publication. Also, since it is a WI course, it is necessary.
ENG 209: Doug commented that the SLO’s seem different enough from the old ones to change the course outline. The outline needs to be reviewed by CPC before changing SLO’s. After some discussion, Jeff will attach the course outline to SLO modifications. The SLO’s will be reflected in the outline. Can be approved contingent upon attaching course outline.

ENG 250 series: Carol questioned what is meant by “provide literary evidence.” Jeff will have these SLO’s rewritten.

Marcia moved, Jeff seconded, all approved except one abstention. CPC recognizes Jeff’s hard work in going through all of the English courses to update the SLO’s.

In the interest of time, those with comments on the routing sheet were tabled for the next meeting: ENG 251, 256, 257, 257E, 257H, ELI 5, ESL 4, FIL 101, JPN 31, 101, 102, 201, 202, KOR 101, 102, 201, 202, OKI 101 102, PERS 101, 102, SPAN 101, 102, 201, 202, HWST 105, 107, 270, 281, 281L, 282, 282L, HAW261, JOUR 150

IV. Tech II
A. CENT (Effective Fall 2013):
   1. Program Modifications
      a. Add CENT 300 level courses that are part of the CENT APC to the electives of the CENT AS degree.
      b. Remove CENT 285 Intro to Web Applications as a program prerequisite for the APC
      c. Change the number of electives for the CENT APC from 4 courses to 5 courses.
      d. Reduce the minimum number of total credits for the CENT APC from 32 to 30 credits.
      e. Add CENT 305 and CENT 399 as APC electives, although no curriculum action needed for CENT 399 since Special Studies is an option for all programs. Recommend adding the following language in the catalog: Note: Only programs with 300-level courses can offer 399V Special Studies courses.
   2. Course Modifications
      a. Change in number of credits
         1) CENT 300 3 credits (3hrs lect/wk) to 3 credits (2hrs lect/3 hrs lab/wk)
         2) CENT 305 4 credits (3 hrs lect/3hrs lab/wk) to 3 credits (3 hrs lect/wk)
         3) CENT 310, 315, 340, 345, 370, 372, 390: 4 credits (3 lect, 3 lab/wk) to 3 credits (2 lect/3 lab/wk)
      b. Change in Prerequisite or Corequisites
         1) CENT 300 Pre: CENT 280, 285 to Pre: CENT 280 and Pre/Co: CENT 275
         2) CENT 305 Pre: CENT 227, 253, 270 to Pre/Co: CENT 275
3) CENT 310 Pre: CENT 270, 288 or CENT 227, 253 to Pre/Co: CENT 275
4) CENT 315 Pre: CENT 310 to Pre/Co: CENT 275
5) CENT 370 Pre: CENT 270, 288, or CENT 227, 253 to Pre/Co: CENT 275

3. New Courses
   a. CENT 331 Telecommunications II – 3 credits (2 lect, 3 lab/wk)
   b. CENT 350 Junos Routing – 3 credits (2 lect/3 lab/wk)
   c. CENT 375 Virtualization – 3 credits (2 lect/3 lab/wk)
   d. CENT 377 Cloud Infrastructure – 3 credits (2 lect/3 lab/wk)

Questions on the wording of some of the SLO’s that do not sound measurable. After some minor adjustments and explanations of the use of certain words, Mike Castell moved that the entire CENT package be approved. Marcia seconded. All approved.

B. Experimental Course: ED 198 Creating Quality Learning Experience for Young Children (3 credits)], effective Spring 2013. Submitted as a courtesy, no curriculum action required for experimental courses. Pat Yahata questioned if experimental courses need to meet the college policy of including English and Math prerequisites and corequisites. Resolution?

C. HSER Program Modification (Effective Fall 2013): Marcia moved, Ron seconded, all approved the following:
   1. Certificate of Completion requirements changed from 9 to 10 courses to include SW 200 recommended by their advisory committee).
   2. Change in catalog language to add the following after the General Education Requirements for the AAS degrees are listed under DEGREES and CERTIFICATES:

   “If math placement is at MATH 24, 25, 50, 53, 55, Math 50 Technical Math I is recommended for the AAS degree. If math placement is at MATH 100 or higher, PHIL 110 Introduction to Logic is recommended for the AAS degree students who may be transferring to UHM School of Social Work’s BSW program. PHIL 110 satisfied a UHM Foundations Requirement-Symbolic Reasoning AND one of the four Social Work Knowledge Base Courses required for BSW admission.”

D. Concerns were brought up about not including the DCC routing sheet in the CPC proposals. These routing sheets are helpful for the CPC members to see the concerns brought up by the DCC members. The minutes were very helpful and thorough but some would still like to see the routing sheets. Marcia stated that the DCC routing sheets show the history and transparency as we head towards Curriculum Central. Sally shared the perspective of the DPC Chair, Sharon Ota in that the role of the DCC is to ensure that proposals are ready for review and is an independent process from CPC. Marcia questioned if the corrections were reflected in the minutes. Sally said they were not.
Sandy said that it is not a requirement to turn in a routing sheet but she will bring this concern back to the Tech II DPC.

V. **Tech I:** All Effective Fall 2013

A. Deactivations
   1. EIMT 30B, 30C, 32B, 32C, 44B, 46B (old evening courses no longer offered), IEDD 102, MARR 60

       Mike Castell moved, Marcia seconded, all approved

   2. AERO 100 (table – need to delete from AERO program prerequisites)

B. SLO’s Only
   1. AERO 131 (table – Femar Lee asked why the math component was taken out)
   2. BLPR 22 (table – Doug Madden asked if all BLPR teachers were consulted)
   3. FIRE 115, 207, 209: Doug moved to approve change in SLO’s, Femar seconded, all approved.

VI. **Accreditation:** There are some items that have curriculum implications such as the general education and “closing the loop” on SLO’s. We need to demonstrate that we are assessing the SLO’s. More information on Program Review is forthcoming. Mary Okada, Chair of the Accreditation Visiting Team stated that they found things not in the self-study that we could have provided evidence, especially on the “good things.” We need to clarify what kind of evidence we need to provide before Erika speaks to ACCJC. The process is that after the team makes a report, it goes to ACCJC, then back to the campus. Erika can comment on matters of fact. She can address other matters at the testimony in January.

VII. **General Education:** There is a proposal to the FSEC to separate the CTE General Education Board as their own entity under the FSEC rather than under the General Education Board and changing the composition of the CTE Gen Ed Board to have Tech I & II representatives only. There was some discussion on whether the Gen Ed committees fall under the CPC or the FSEC. Will discuss this matter when more administrative representatives from the CTE are present.