I. CALL TO ORDER

Present:  Kara Kam-Kalani (Chair), Marcia Roberts-Deutsch, Eric Shaffer, Scott Parry, Jerry Saviano, Ralph Kam, Cory Takemoto, Arlene Yee, Jennifer Higa-King, Timothy Cubero, Jr., Mike Ferguson, Kerry Tanimoto

II. REVIEW CURRENT CURRICULUM PROPOSALS

A. ENG 97: Reading Essentials I (Experimental)
B. ENG 197: Reading Essentials II (Experimental)
C. ENG 98: Writing Essentials I (Experimental)
D. ENG 198: Writing Essentials II (Experimental)

The above proposed courses are experimental, not pilots, and will have their temporary designated alpha numbers revised after the first-semester implementation.

The following summary of LA experimental courses to be implemented immediately in the Spring 2011 reflects the presentation of Jerry Saviano (Underprepared Student Task Force) and the Division Curriculum Committee’s discussion.

a. Faculty Senate unanimously passed the above proposed ENG courses on April 10, 2010 to indicate HonCC intentionally needs a separate Reading Curriculum that will follow the lead of the developmental math curriculum. Language Arts has created a Reading and Writing separate curriculum.

b. HonCC’s ENG 21 DEVELOPMENTAL READING has not been offered in many years but is listed in the catalog.

c. HonCC’s proposed reading curriculum has similar counterparts such as ENG 18 and ENG 8 at WindwardCC, LeewardCC, etc.

d. LA has put a team together that includes Gary James and Muriel Fujii to develop UC’s reading curriculum – developed closely from a national model by Durham Technical Community College http://www.durhamtech.edu/ (whose Director of Developmental Education came to HonCC this summer to review what we have and to give suggestions). The answer: HonCC has “to teach reading.”

e. Other community colleges have a reading sequence except HonCC.
f. HonCC will not have a pilot but will start rapidly to experimentally teach reading starting this Spring 2011, thereby replacing ENG 20. Doing all this with immediate staffing all at once leads to the “best effect” in developmental education, studies show.

i. capped at 20
ii. 1 hr/15 min per class
iii. includes mandatory lab within the class period (with students doing both in-class and out-of-class lab requirements); professor can detect how long students have been logged on.
iv. Five (5) online self-paced grammar modules must be passed as part of exit from courses.
v. Exit test criteria to be enforced as for ENG 22 and ENG 100.
vi. Early-Exit Exam available – student could finish the course early, take the TABE Test to test-out, but then join another class (with or without additional fees just as Cleveland State University).

ix. HonCC may possibly incur any VA financial obligations of a participating GI student (for example, through a tuition waiver).

h. To schedule 10 sections of Reading sections.

i. Of ENG 21, 18, 8 – we don’t know the breakdowns yet for Spring 2011, but we know we need more sections of ENG 21; therefore, 10 sections of ENG 21, ENG 9 (to split COMPASS scores of how many ENG 19/ENG 9 sections).

j. We have current faculty in LA to teach including: Tim Cubero, Chuck Whitley, Kimi Stever, Christine Hacskaylo, Charlene Gima, Jerry Saviano.

k. HonCC is purchasing computer software (Pearson’s MyWritingLab) with a Site License – an experimental curriculum. Professor can detect how long students have been logged on. To have faculty training on the software. We will pay for students’ access codes.

l. Jerry Saviano already implements MyWritingLab for his current ENG 100.

m. Chancellor Mike Rota and Vice Chancellor Erika Lacro have promised to build a computer lab for the developmental reading and writing program (can have a lab in the Employment & Training Center by this Spring 2011).

n. We do not want to set up “internal barriers” to students.
o. It is possible for a student to be in both a Reading and a Writing Lab.

p. Schools that have a much better success rate than HonCC have students do both Developmental Math and Developmental English "at the same time." (They tend to do better.)

q. Assessment Issues in this New Reading Curriculum
   i. Is there a Benchmark Completion Rate?
   ii. We do have the success rate of ENG 20 over several many years.
   iii. Can compare how we’re doing with those numbers of ENG 20.

r. The Underprepared Task Force recommends that if students test in two our of three areas then they must also take a Study Skills class.

s. LA will probably be sending another proposal for a one credit Study Skills course (in contrast to HonCC’s current LSK 30 COLLEGE STUDY SKILLS three-credit course), or we can embed a study skills component within the new Spring 2011 reading courses. In the future, however, we want a formal study skills course. Then it can create a full schedule for a student’s semester.

t. The LA student scheduling is not meant to compete with the math student scheduling.

u. If a student finishes all written assignments but doesn’t complete MyWritingLab, the pupil does not pass the course.

v. Because these are experimental courses, UC-DCC does not have to have a full vote.

III. COMMITTEE ACTIONS

   a. A motion was made that the DCC endorse the LA proposals as initiated by Jerry Saviano and Eric Shaffer. The LA’s packaged reading proposal was unanimously passed.

IV. REVIEW OF GENERAL PROCEDURES

   a. Future Proposals – cover sheets to be added to write comments (not to write on actual proposals). Will try to make proposals more available online such as through Laulima that is password-protected with a discussion board.
b. Clarification of flow chart regarding where a proposal starts and ends.

c. To start proposal reviews as early in the Fall of each academic year, so that a proposal document can be returned to the initiator and division chair to discuss/work with its faculty to modify and eventually resubmit for expected approval in time for its implementation.

V. OTHER BUSINESS

a. Next Meeting: Friday, 2010 October 3 [third Friday of each month]
   9:00 am / Bldg 7-Room 632

Submitted by: Timothy Cubero, Jr.
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