CURRICULUM ADVISORY BOARD
January 24, 2020
1:30 pm
CHEC 200
Draft Meeting Minutes

Voting Members Present
Gwen Miller – Chair, Sean Geraghty – Chair Elect, Adrienne Caughfield, Jillian DeShazo, Kathy Fant, Cynthia Gruver, Tony Howard, Joan Hunsaker, Linda Kapocsi, Kim Lower, Paul Manganelli, Tom Ottinger, Barry Piazza, Mark Popowski, Charles Ring, Steve Rizzo, Clair Robertson, Michael Rose, Donna Smith

Voting Members Absent

Non-Voting Members Present
Brenda Carter – Deans' Liaison, Karen Musa – Deans' Liaison, Gloria Hurtado-Diaz – Institutional Research Liaison, Diana Hopes, Karen Murph, Lacy Castleman, Marisela Lopez

Non-Voting Members Absent
Cameron Neal – Academic Partnerships Liaison, Jaime Mills – Academic Partnerships Liaison

Others Present
Ann Blackman, Garry Evans, Todd Fields, De'Aira Holloway, Tina Jackson, Marina Kuryshina, David Liska, David Malone, Lily Quezada, Shaun Smith, Earl Young

Gwen called the meeting to order at 1:30 p.m.

New Curricular Proposals

- **Marketing – Gloria Cockerell**
  - Program Revisions
    - AAS - Marketing
  - New Course
    - MRKG 2372 Marketing Analytics
  - Course Termination
    - MRKG 2348 Marketing Research and Strategies
  - Certificate Termination
    - Certificate Level 1 – Entrepreneurship. This certificate is being moved to Business Management
  - The Marketing Analytics course is a local needs course, and the statistics for this class will be done in the classroom. The class is structured in a way that will allow for various representatives from the different areas of economic development to come in to talk to the students and have panel discussions about what is happening in the industry. The analytical idea started because every industry is using analytics without understanding the concept that other industries are also using it. It was thought that the same sort of things could be applied to several different industries, so over the last 18 months to three years, this concept has exploded. In doing a search in WECM, there is not a class like this available, so it seems that no other two-year college is offering it, so we are trailblazing with this course. We are in the middle of changes in every industry and in every city, so instead of waiting to find out who is doing what and trying to commandeer some of that, the department is jumping ahead of it and spearheading. The research and strategies class has valuable content and is closely related to analytics, so what the department will do is keep the elements of this course but go into more depth with the analytics class and modernize it, which will enhance students' learning. The hope is that these types of elements can help other Collin programs as well. The CAB Committee's concern is that the Math course in the degree plan will not cover statistics and feel that a statistics Math would be a better option than the Contemporary Math

option. The suggestion is that the curriculum outline have general education Math options, but state that statistics is recommended. If the department finds that the targeted population of students needs more statistics, they will consider putting an alternative to the Math in place; however, the department feels that is not called for at this time. This analytics class is not a class where the students will gather data and run the stats on the data, so it is not a statistics course. What they will be looking at is the information that is out there now, where is it, how can it be found, and how to interpret it. The statistics have already been done and the students will be looking at the results and determine if they agree/disagree and which of the two is a better argument, so students will not be dealing with higher Math. The department felt that the Contemporary Math course is best for the whole program because it is best for classes such as Small Business Management as it will help with the business plans when figuring out the budget for paying locations, employees, and space. This course will also be helpful for the Principles of Selling and how the money can translate into time. This course would also be beneficial to The Principles of Management class because it oversees different types of budgetary needs in a small business, but also big businesses. The committee suggestion is to tell the department to take it to the advisory committee to rethink the Math choice. The wording at the bottom of the AAS curriculum outline that
states that BUSG 2371 can be substituted with the consent of the Discipline Lead, needs to be changed to Associate Dean, as Discipline Leads are not allowed to provide course substitutions.
- Recommended for Fall 2020

♦ **Business Management – Karen Musa / Jim Gilbert**
- Program Revisions
  - AAS - Business Management
  - Certificate Level 1 - Entrepreneurship (New). This certificate is being moved from Marketing to Business Management.
- New Certificate
  - Certificate Level 1 - Entrepreneurship (New). This certificate is being moved from Marketing to Business Management.
- New Courses
  - BUSG 1304 Financial Literacy
  - BUSG 1371 Business Plan for Funding
- The department is asking to move the Entrepreneurship certificate to Business Management. There have not been any completers in five years. The Faculty from the department have met with the Small Business Development Center, who agreed to move the Certificate Level 1 under Business Management. Advisory committee members also agreed that this certificate should be moved. Most students attending these classes are planning to get into Business Management or getting a better understanding of the Business Management industry. The department is wanting to add more clarity and fortify some of these classes, accounting being one of the areas that they are focusing on. An accounting class will help students better understand how to construct a cash flow statement, a profit and loss, and a balance sheet to do forecasting performance, which is a critical part of entrepreneurship, because many students wanting to go into this industry do not know how to forecast their own financials and cash flow statements.
- Recommended for Fall 2020 – summary sheet needs to be changed from Fall 2021 to Fall 2020

♦ **Automotive Technology (formerly Automotive Service and Repair – Mike Coffman**
- Program Revisions
  - AAS - Automotive Technology (formerly Automotive Service Technician)
  - Certificate Level 1 - Brake and Front-end Specialist (formerly Maintenance and Light Repair)
  - Certificate Level 2 - Automotive Technology (formerly Automotive Service Technician)
- New Certificate
  - Certificate Level 1 - Automotive Performance Specialist

- New Courses
    - AUMT 1266 Practicum 1 - Automotive Mechanics Technology
    - AUMT 2266 Practicum 1 - Automotive Mechanics Technology
    - AUMT 2337 Automotive Electronics
    - AUMT 2434 Automotive Engine Performance Analysis II
- The title for this program has been changed to a more standard title. The new director has been going out to dealerships and service centers to build relationships with people in the industry in order to set up internships/co-ops/employment for Collin students and to look at different equipment. Out of these visits, more information was gathered and there was repeated mention of the need for a vast knowledge of electronics and engine performance analysis, so the department felt they needed to go back and adjust the curriculum accordingly. Every system in a car is electronic, so it was necessary to change the course order and incorporate more electronic courses. The Engine Performance course was added because every car engine has a set of performance characteristics, and the Engine Theory course was removed because the Engine Performance course covers engine theory.
- A concern is that dual credit students would not be willing to come back during the summer for the practicum course. The dual credit structure has an application process. One part of the application requests that the student writes a few sentences as to why he/she is choosing that program. It is anticipated that there will not be enough seats for all the applicants, but that the short essay on the application is intended to be used to select those students that are truly interested in completing the program and not just interested in experimenting and taking one class. The theory is that the students who are accepted into the program will be willing to take the practicum in the summer. Since the practicum requires a student to have a valid driver's license for a portion of it, it might not be available to dual credit students the first year, but might be opened up to those students in the second year. Some of the auto dealerships that were consulted said that they would be willing to take students who are 16 years old for the practicum.
- Recommended for Fall 2020

♦ **Collision Technology (formerly Collision Repair) – Mike Coffman**

- Program Revisions
    - AAS Automotive Collision Technology (formerly Collision Repair)
    - Certificate Level 1 - Collision Repair – Terminated
    - Certificate Level 2 - Auto Body Technology (formerly Collision Repair)
    - OSA - Collision Repair – Terminated
- New Certificate
    - Certificate Level 1 - Auto Body Metal Technician
    - Certificate Level 1 - Auto Body Paint Technician
- New Courses
    - ABDR 1266 Practicum Collision and Repair Technology
    - ABDR 1301 Auto Body Repair and Repainting
    - ABDR 1391 Current Trends in Collision Technology
    - ABDR 2402 Auto Body Mechanical and Electrical Service
    - ABDR 2437 Structural Analysis and Damage Repair V
    - ABDR 2441 Major Collision Repair and Panel Replacement
    - ABDR 2447 Advanced Collision Repair Welding
    - ABDR 2449 Advanced Refinishing
- The department heads visited several collision repair facilities to ensure Collin will be using the same equipment/materials that are being used in the industry and also to secure internships. For the general population students, Collin has partnered with other schools for a pilot project that consists of an eight-week format. Students will spend eight weeks in the classroom and eight weeks in the shop. Dual credit will do this curriculum in summer. The three largest collision repair facilities in the state of Texas said they will take Collin students and put them on an eight-week format. The program was modified based on the repeated feedback that was attained during these visits. Collision repair and repainting is a much more complicated process than just painting and buffing because of the electronics that are

involved in cars. Systems such as center assist, blind spot assist, etc., that are affected by a collision have to be recalibrated, so it is much more involved than just a little body repair. The safety standards that were originally met have to be met again after repair and if they are not, the car will be considered totaled. This is the reason the collision repair curriculum was reworked.
- Recommended for Fall 2020

♦ **Computer-Aided Drafting and Design – Mike Coffman**
- Program Revisions
  - AAS - Computer-Aided Drafting and Design
  - Certificate Level 1 - Computer-Aided Drafting and Design
  - Certificate Level 1 - Advanced Computer-Aided Drafting and Design
- New Courses
  - DFTG 2330 Civil Drafting
  - DFTG 2338 Final Project – Advanced Drafting
  - DFTG 2332 Advanced Computer-Aided Drafting (decrease in credit hours; therefore, considered new for Banner)
- Computer-Aided Drafting and Design (CADD) is being modified because the Advisory Committee has been expanded to be more diversified, and also having met with several architects during the building of the new campuses, it was realized that not many of them knew about the CADD program. When these architects examined the curriculum, it was pointed out that there was a big civil element missing in the program, and an architectural element was also missing. Therefore, the program needed to be modified. Two areas were debated at length, and the decisions about what to remove were not easy. Physics was taken out, but it was a difficult decision because physics plays a big part in everything. Removing Trigonometry was also a difficult decision, but since the software handles much of the Math portion, it was decided that it could be taken out. These changes make the program more versatile, and students will be able to get jobs in a wider area. The firms that were consulted thought the new curriculum will work. The Curriculum Office will work with the CADD department on the certificate to meet the financial aid minimum hour requirement.
- Recommended Fall 2020

♦ **Construction Management – Mike Coffman**
- Program Revisions
  - AAS - Construction Management
  - Certificate Level 2 - Construction Manager
  - Certificate Level 1 - Residential or Commercial Construction Management
- Course Revisions
  - CNBT 1311 Construction Methods and Materials I
  - CNBT 1315 Field Engineering I
  - CNBT 1346 Construction Estimating I
  - CNBT 1359 Project Scheduling
  - CNBT 2340 Mechanical, Plumbing & Electrical Systems in Construction II (Commercial)
  - CNBT 2344 Construction Management II
  - CNBT 2346 Construction Management III
- This Spring will have its first cohort of graduates. The original group of 18 students that started with the program are still in the program. Enrollment has been steadily climbing, forcing the department to make two sections – 28 students in one and 27 in the other. The majority of the changes are prerequisite changes. These changes stem out of the department going back and realizing that some corequisites and prerequisites would be better for some courses and the order of some of these prerequisites and corequisites would work better overall. The residential/commercial “or” options have been eliminated because 90% of what is in one course is also taught in the option. The 10% that would be missing was integrated into the now required course.
- Recommended for Fall 2020

- **Engineering – Mike Coffman**
  - Course Revisions
    - ENGR 2301 Engineering Mechanics I: Increase in contact hours
    - ENGR 2302 Engineering Mechanics II: Increase in contact hours
  - Two engineering courses are being increased in contact hours. These classes are transfer courses in the Engineering Field of Study (FOS). No other changes are being made; the Student Learning Outcomes (SLOs) stay the same, the courses match the FOS, and they follow the Academic Course Guide Manual (ACGM). The first reason for the increase is that 85%+ of student evaluations showed that students are saying they need more example problems and run out of time to get to them after going through all the definitions. The second reason is that the faculty who teach these courses are also saying they need more time because they run out before getting to more complex problems. These problems are assigned as homework, but are challenging for students to do alone. The third reason is that students take four plus sections of Mechanics I and only one section of Mechanics II, so students are not making it to take the second course. The courses will go from 48 contact hours to 64, which is within ACGM guidelines. The faculty will be able to have more problem sessions, conduct small experiments, and do some demonstrations with the increasing of contact hours. There will be no problem with transferability since the credit hours stay the same.
  - Recommended for Fall 2020
- **Interior Design – Mike Coffman**
  - Course Revisions
    - Prerequisite Changes:
      - INDS 1315 Materials, Methods and Estimating
      - INDS 1349 Fundamentals of Space Planning
      - INDS 1352 History of Interiors II
      - INDS 1372 Computer-Aided Drafting for Interior Designers
      - INDS 1373 Green Interiors
      - INDS 2313 Residential Design I
      - INDS 2315 Lighting for Interior Designer
      - INDS 2374 Sustainable Living
  - In the Interior Design program, the vast majority of the classes did not have prerequisites and the few that were in place needed to be modified. The modifications will initially cause the enrollment to go down. The numbers were confusing the department when they were looking at enrollment in the first-year classes, but then having low enrollment in the second-year forcing them to cancel those classes. Completion rates suffered because of having to cancel classes, which prevented students from completing. The department looked at what the reason could be and started a deeper analysis. The results of that analysis found the following results: one third of the Interior Design students have come to Collin with their own project and they want to remodel their own homes and want to use our facilities and software, but have no intention of completing a degree; another one third was using a three hour Interior Design course to qualify for financial aid, or those that needed to fulfill a scholarship requirement came to this program, and some international students also used it for an easy three hour course; the last one third were genuinely interested in interior design, but due to losing 2/3 of the students in the program and classes having to be cancelled, these students couldn't finish the program. The reason it is believed that enrollment will initially go down is because of the addition of the prerequisites. The prerequisites might help prevent those students who are only wanting to work on their own project or those who are wanting an easy three credit hour course from registering. Previously, to be registered as an Interior Designer in the state of Texas, a person must have a bachelor's degree, but the law has since changed and now a person can be a registered Interior Design by obtaining an associate's degree and three years of industry experience. People in the industry that Collin faculty have spoken with have said that they would hire our students so that they can get their three years' experience and can be registered as Interior Designers, so this is a new benefit that will hopefully be enticing to prospective students. The Interior Design program will also benefit

from the virtual reality software that will be put in the CADD program, so the department believes that will also be enticing to get new Interior Design students.
    - Recommended for Fall 2020
- **Welding – Mike Coffman**
    - Program Revisions
        - AAS - Welding
        - New: Certificate Level 1 - Entry Welding Certification
        - New: Certificate Level 1 - Gas Shielded Welding Certification
        - New: Certificate Level 2 - Welding Technology Certification
        - Termination: Certificate Level 1 - Welding Technology
    - New Courses
        - WLDG 1307 Introduction to Welding Using Multiple Processes
        - WLDG 1430 Introduction to Gas Metal Arc Welding (GMAW) (decrease in credit hours; therefore, considered new for Banner)
        - WLDG 1317 Introduction to Layout and Fabrication
        - WLDG 1313 Introduction to Blueprint Reading for Welders (decrease in credit hours; therefore, considered new for Banner)
        - WLDG 2435 Advanced Layout and Fabrication
    - Welding is actually two programs; there is the artistic/foundry side, and the industrial/commercial technical side. The two programs were put under same CIP code as one program, but will now be split into different programs. This revised artistic/foundry curriculum will be coming to the next CAB meeting. The technology side will be discussed today. The changes came out of visiting sites and hearing the feedback from people in the industry. The WLDG 1307 class was added because there are hundreds of types of welding that students need to be introduced to before they can start moving through the other pieces, so students will learn what is applied where, when it is applied, what type of materials are needed to put something together, and why one material would be chosen as opposed to another. The WLDG 1317 course will cover the steps that must happen before a piece is welded together. Some of the courses were reorganized at the request of the high schools to better line up with the needs of the dual credit students, but it still works well for the evening and general population students. Collin was asked by some of the high schools if a student could get a job in welding without the general education courses and if they can obtain a level one or two certificate before they graduate, and after the Welding department spoke with leadership, it was decided that a way could be found to make it happen. The hope is that through advising, students will understand that it might not be the best option to only get a certificate, and would hopefully be encouraged to finish the program. The students that will have to continue on and get an AAS will be those that work with the employers who the Welding department has spoken with and have said that they will allow students to work there, but they will be required to get an AAS. The other hope is that those who do not want to finish the degree will realize that it would be a good idea for them to get into management and come back after they see that it is harder to perform some of the job aspects as they age. Those that want to get a Bachelors degree can transfer into a BAAS.
    - Recommended for Fall 2020

Expedited Proposals

- **Health Information Management – New Course / Course Termination**
    - No discussion all expedited items recommended
- **Computer Networking / Cybersecurity – Program Revisions**
    - No discussion all expedited items recommended
- **Computer Systems – Course Revision**
    - No discussion all expedited items recommended
- **Developmental Education – Course Revisions / Course Terminations**
    - No discussion all expedited items recommended

Deans' Liaison Report – The Deans discussed consistency in course reimbursements and in how the dual credit rate was being paid. There is now consistency, districtwide, in regard to how we are paying.

The Deans asked for clarification regarding formula pay for Summer 2021. The formula pay for Summer 2020 will remain the same for now. There was a discussion about large group instruction (LGI). They proposed to change the cap to what constitutes an LGI. A committee is working on it.

Faculty Council Report – The Balloon Festival produced $3,000 for the scholarship fund. The Farmersville and Celina groundbreakings went well. The Collaborations Associate Faculty Conference is coming up on February 22 and all faculty and adjuncts are being encouraged to attend. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is making a site visit February 10-12. The Faculty Compensation Committee is coming back and will have departmental representation. Dr. Matkin and Dr. Jenkins will appoint the members to that committee.

Discussion Items - None

CAB Business

- Status of CAB Recommendations - No report
- December 13 Meeting Minutes – Approved (voting abstentions: Barry Piazza, Joan Hunsaker)
- Other Business – No report

Next Meeting – February 28

Meeting adjourned at 3:37