

Curriculum Advisory Board
Friday, October 20, 2023
1:30 pm
CHEC 225
Meeting Minutes

Voting Members Present

April Adams, Daniel Birdsong, Adrienne Caughfield, Gail Ellison, Andrea Fields, Anna Genneken, John "Rusty" Haggard, Joan Hunsaker, Paul Manganelli, James Mergerson, Christine Millard, Heather Rawls, Syed Raza, Steven Rizzo, Rachna Sachdeva, Mohammed Tahiro, Tristin Tiner, Jimmy Wallace, Helen Wang, Kaycee Washington

Voting Members Absent

Paul Belk, Jillian DeShazo (Proxy – Christine Millard), Audri Luebbers (Proxy – April Adams), Karina Taylor (Proxy – Mohammed Tahiro), Marli White (Proxy – James Mergerson)

Non-Voting Members Present

Ex-Officio Members: Candace Hamilton-Meserole, Gloria Hurtado-Diaz, Donna Smith, Lupita Tinnen
Advisory Members: André Cameron, Wendy Gunderson, Mari Lopez, Sarah Monroe

Non-Voting Members Absent

Ex-Officio Members: Daphne Babcock, Jamie Mills
Advisory Members: none

Others Present

Jocelyn Alexander, Justin Lewis, David Malone, Karen Stepherson

Chair Adrienne Caughfield called the meeting to order at 1:33 pm.

New Curricular Proposals

- ◆ **Software Development** (formerly Web Development) – **Justin Lewis**
 - Revised Awards
 - Associate of Applied Science – Software Development
 - Changed name from “Web Development” to “Software Development”.
 - Changed CIP from 11.0801 to 11.0201.
 - Added degree focus options. Students can take either:
 - Option 1: Web Development Option
 - INEW 2334, ITSE 2302, and ITSE 2371 required.
 - One footnote added.
 - Option 2: General Option
 - ITSE 2375, ITSE 2376, and one elective required.
 - Two footnotes added.
 - Added ITSC 1315, ITSE 1350, ITSE 2375, and ITSE 2376.
 - ITSE 2375 and ITSE 2376 are required for the General Option only.
 - Removed ITSE 2313.
 - Removed both Web Development electives.
 - ITSE 1359 changed from elective option to required course in FIRST YEAR First Semester.
 - Added ITSE 1342 as a substitution option for ITSE 1359.
 - Revised sequencing of courses.

- Certificate Level 2 – Software Development Programming
 - Changed name from “Full-stack Web Developer” to “Software Development Programming”.
 - Changed CIP from 11.0801 to 11.0201.
 - Increased credit hours from 32 to 36.
 - Reduced semesters from four to three.
 - Added COSC 2436, ITSC 1315, ITSE 1346, and ITSE 1350.
 - Removed INEW 2334, ITSE 2302, ITSE 2371, and elective option.
 - Revised sequencing of courses.
- Certificate Level 1 – Web Development Fundamentals
 - Changed name from “Front-end Web Developer” to “Web Development Fundamentals”.
 - Changed CIP from 11.0801 to 11.0201.
 - Reduced credit hours from 18 to 15.
 - Added INEW 2334 and ITSE 2371.
 - Removed ITSE 1301, ITSE 2313, and ITSE 2374.
- Occupational Skills Award – Web Development Foundations
 - Changed name from “Web Foundation” to “Web Development Foundations”.
 - Changed CIP from 11.0801 to 11.0201.
 - Reduced credit hours from 12 to 9.
 - Removed ITSE 1301.
 - Revised sequencing of courses.
- New Awards
 - Certificate Level 1 – Software Development Fundamentals
 - Occupational Skills Award – Database Programming Foundations
- Terminated Awards
 - Occupational Skills Award – JavaScript Development
- New Courses
 - ITSE 2375, *Introduction to Data Science and Artificial Intelligence – Python*
 - ITSE 2376, *Secure Software Development*
- Revised Courses
 - IMED 1341, *Interface Design*
 - Revised course description per WECM.
 - ITSE 2374, *Software Development Project*
 - Changed course name from “Web Application Development” to “Software Development Project”.
 - Revised course description and student learning outcomes.
 - Revised prerequisites.
- Terminated Courses
 - ITSE 1301, *Web Design Tools*
 - Terminate as of Fall 2024
 - ITSE 1333, *Mobile Applications Development*
 - Terminate as of Fall 2024
 - ITSE 2313, *Web Authoring*
 - Terminate as of Fall 2026
 - ITSE 2353, *Advanced C# Programming*
 - Terminate as of Fall 2024

- **CAB Discussion:**
 - Do you have a *See Communications options* available for ENGL 1301?
 - No, ENGL 1301 is a required course for all degrees, so there are no alternative courses available.
 - Are any of those courses transferable to the four-year colleges?
 - Proposer: Our academic courses like the COSC courses are transferable, but the workforce courses like ITSC and ITSE are not likely to transfer.
 - Curriculum Office: The Workforce Education Course Manual (WECM) courses, which are the workforce courses, are not designed for transfer. Some universities will accept them and some do not, because they are not required by the state to do so. Those that do accept them may already have an articulation agreement in place.
 - MATH 1332, *Contemporary Mathematics (Quantitative Reasoning)* may be a more suitable course for work in the private sector. Why is MATH 1342, *Elementary Statistical Methods*, recommended instead?
 - First, the course description for MATH 1332 states that the course is intended for non-STEM majors, which discouraged us from selecting this course. Second, our advisory committee recommended statistics. Third, with the increase of data and data science, statistics is becoming the most useful math in our area. Ultimately, the student can take any mathematics course that satisfies the 020 Mathematics Core Component, but statistics is suggested.
 - Now that this program has more advanced programming, why didn't you choose MATH 1314, *College Algebra*, as the recommended math instead of MATH 1342? MATH 1314 is more rigorous and with programming, there is a stronger focus on logic and reasoning, which would make MATH 1314 a better fit for the programming coursework than MATH 1342.
 - Proposer: Right now, the math requirement for our program is essentially the same as any other program [at Collin College]. Our advisory committee has been against increasing the mathematics rigor of the program and the consensus among the advisory committee was that MATH 1342 would be the most useful for students. I'm in favor of requiring a more rigorous mathematics course, because in my personal experience, mathematics courses like calculus taught problem solving. However, the advisory committee has been consistent with their recommendation not to increase the mathematics rigor of the program.
 - Curriculum Office: Students can take MATH 1314 if they prefer, but this is a workforce degree, which isn't meant to transfer like an academic degree...
 - CAB member: ...which is why I asked about potentially recommending MATH 1332 instead.
 - Proposer: Overall, students will probably have a wide range when it comes to the mathematics foundation. For example, students who were initially taking the first- and second-year computer science courses would have been required to take MATH 2413, *Calculus I*. However, at this time, we will suggest students take MATH 1342 as recommended by the advisory committee.
 - Isn't the FIRST YEAR Third Semester a little late in the program to ensure they are TSI complete? Shouldn't students satisfy those fundamental requirements prior to the main courses?
 - We made changes to the program about two years ago, and at that time, the computer science courses were not included. We hope that the student

would already be college-level in all areas before starting the program, but if not, having mathematics in the third semester allows the student time to focus on their introductory programming courses first before attempting mathematics.

- Is there a reason why the department has the fundamental computer courses after the programming courses? It seems out of order.
 - COSC 1436, *Programming Fundamentals I*, covers C++, which is a much harder language than ITSE 1359, *Introduction to Scripting Languages – Python*. We’ve arranged courses in the proposed sequence so that some of the basic programming concepts learned in ITSE 1359 will be re-taught as students take the more advanced courses like COSC 1436.
- So even though the title of COSC 1436 says “Fundamentals”, it’s still focused on C++?
 - Proposer: Yes. For computer science majors, COSC 1436 is their first programming course, which requires no prerequisite other than being college-level in TSI mathematics. C++ can be a shock to some students, because it’s not one of the friendliest languages to learn. As an example, in C++, students have to do a lot with memory management, whereas Python does that automatically. Therefore, I think students find Python to be a more approachable programming language, so this course can help introduce the fundamentals to students in an easier way.
 - Curriculum Office: Also, level 1 certificates should not have any courses that require TSI, because this type of award is exempt from the TSI-requirement. The workforce courses taught in the Software Development Fundamentals certificate are mostly parallel with the first semester of the associate degree so students can move through the coursework properly.
- What other languages are being taught in the other fundamental courses?
 - Other languages being taught include Java, JavaScript, and SQL.
- We don’t know the likelihood of a student staying in this program. Shouldn’t we put COSC 1436 in the FIRST YEAR First Semester so students who discover they are not interested in the program can leave?
 - Proposer: The culture at Collin College doesn’t seem to support “weed-out” courses. Additionally, Python has grown exponentially in popularity within the past 5-10 years, and has passed every other language as the most popular language for most industries. Not only is Python a good language to learn for the workforce, we think it is beneficial for students to encounter it first before learning anything else.
 - CAB member: If there’s an on-ramp that will increase the student’s odds of making it through the program, [we should consider using it]. There’s always the possibility a student may leave the program, but we want to give students every chance to be successful that we are capable of providing via the program’s design.
- Why do so many courses have “Consent of Associate Dean/Director” as the course prerequisite?
 - Curriculum Office: Many times, students may already have a background from working in the industry before they decide to come in and take classes. It’s possible that the student may not have taken the course prerequisite, but they already have the knowledge needed to be successful in that course.

◆ Motion to approve as presented → seconded → passed

Expedited Proposals

- ◆ There were no expedited proposals.

Informational Report

- ◆ Course Revisions (Various Departments) – Corrected/Updated “lab required” verbiage.
 - Select course descriptions were updated to include “lab required”, or to correct “lab included” to “lab required”, as needed.

Deans’ Liaison Report – Lupita Murillo Tinnen

- ◆ Allison Venuto was a guest speaker. She confirmed that additional safety information will be provided to students on their syllabus in Concourse in the set language. They are thinking of adding a section about safety that includes police information, CougarAlerts, etc. She is seeking Dean input for what we would like to see in that section. There can be links added that will lead students to the areas referenced. If we have any ideas, those can be sent to Mark Smith. Check the student handbook for language.
- ◆ Nicola Marshman was a guest speaker. Deans received a preview of the Coursevite Analytics Dashboard. The Provosts’ level currently has access; Deans will have access as of Monday. Number of courses assigned, campus preference set, and overloaded faculty can be found on Coursevite.
- ◆ Michelle Millen announced that we have live labs in Health Sciences.
 - Polysomnographic Technology (Sleep Study): Karen Peterson, kpeterson@collin.edu
 - Diagnostic Medical Sonography: Megan Chambers, mlchambers@collin.edu
 - Dental Hygiene (Cleaning): Linda Trop, ltrop@collin.edu
 - There’s a small fee for dental cleanings.
 - Medical Massage Therapy is coming soon.
- ◆ Sarah Lee: Section 504 and Title II of the Americans with Disabilities Act (ADA) Training
 - Training will be required for about 900 faculty members who teach web, blended, and/or hybrid classes this fall. A 56-minute video to watch and a form to complete will be housed in Canvas. You will be receiving an e-mail from Sarah Lee sometime next week. The training is very important, because it came out of an Office for Civil Rights (OCR) complaint and the video is the resolution to that complaint. Associate Deans will receive a list of those faculty who still need to complete it by the end of Thanksgiving. It must be completed before December 8th. Faculty will not be allowed to teach online for spring if the training is not complete. It will include both full-time and part-time faculty. **This is very important.** Please make sure you actually watch the video. They will be looking at analytics. After the initial deployment, it will be open to other faculty members. It is Collin specific. Associate Deans and Directors will also be required to comply with the requirement. If we have someone who is teaching this spring who did not teach during the fall, they can also get access. We can let Sarah Lee know to add them to the list.
- ◆ Dual Credit Job Description and Stipends Update: A proposal has been sent to Craig Leverette. It will go through all levels of administration for approvals. The proposal is that all faculty will go to 170 contracts for dual credit. Additionally, there will be a new tiered system for stipends.
- ◆ Karen Musa discussed Occupational Skills Awards (OSAs) for credit and non-credit due to HB8. She is looking for opportunities with OSAs to link with Continuing Education (CE). The college will get credit if CE students complete the OSA. There are many opportunities. They have two requirements. A program advisory committee must request that you have the OSA and it must be

on the demand occupations list for Workforce Solutions. The idea is that the graduates will be employed at entry level with those courses. Karen Musa is proposing to meet individually with Workforce departments and she can come to your advisory committees, too.

- ◆ Discipline Organization/Committees for Review of Online Course Template (OAB): Many courses have been approved by OAB, but they may need some work especially since the shells were approved during COVID. English faculty formed committees to review online shells to see if they can make them better. They are reviewing as a department. Discipline leads should review the course shells and bring it to the department to see if they need to make any adjustments.
- ◆ Wendy Gunderson mentioned that if faculty are planning to make changes to their programs, go to the CAB as soon as possible. **Do not wait until January.** Due to SACSCOC coming in March, not all programs can come in January.
- ◆ Dawn Richardson will be one dean liaison for the Associate Dean/Dean meetings.
- ◆ Each action item from the last meeting was assigned a Chair to oversee the group:
 - Grade Appeal Subcommittee: Gaye Cooksey
 - Discipline Lead Compensation: Garry Evans
 - Discipline Lead Training: Meredith Wang
 - iCollin Program Coach: Meredith Wang
 - Late Withdrawal Process Subcommittee: Sarah Lee

Faculty Council Report – Anna Genneken

- ◆ There was no Faculty Council Report.

Prior Learning Assessment Report – Donna Smith

- ◆ The PLA Review Board will have their next regular meeting on November 3rd.

CAB Business/Discussion Items

- ◆ Status of CAB Recommendations: All CAB recommendations from the September CAB meeting have been approved by leadership.
- ◆ September 15th Meeting Minutes
 - Motion to approve minutes → seconded → passed

Next Meeting

- ◆ Friday, November 10th at 1:30 pm in CHEC 225

Motion to adjourn → seconded → meeting adjourned at 2:24 pm