

Northland Pioneer College
Instructional Council (IC)
01-15-16

Voting Members Present: John Chapin, Janice Cortina, Amber Gentry, Eric Henderson, Rickey Jackson, Ryan Jones, Pat Lopez, Ryan Rademacher, Carol Stewart and Ken Wilk
Non-Voting Members Present: Cindy Hildebrand, Jeremy Raisor, Josh Rogers, Mark Vest and Hallie Lucas (recorder)
Guests: Kathy Patikan (NUR leadership student) and Everett Robinson

(NOTE: Some items were taken out of order from original agenda.)

- I. Roll Call
- II. Approval of 12-11-15 IC Minutes – Ryan Rademacher
 - a. Amber Gentry said she should have abstained on Academic Standards Recommendation – Ryan Rademacher
 - b. Ken **MOVED** to approve the IC Minutes of 12-11-15 and give Hallie permission to add Amber Gentry and Ryan Rademacher as abstentions on the vote regarding the Academic Standards Subcommittee Recommendation (report) to IC of 12-11-15; **SECOND** by Carol.
 - i. Motion **APPROVED** by unanimous vote.
- III. IC Subcommittees/Task Forces
 - a. None
- IV. Curriculum
 - a. ACRES
 - i. MET 230, 242, 243, 244, 245 – Ken Wilk
 1. **Task:** Hallie will invite Kenny Keith to come to the next IC Meeting to represent his curriculum.
 - ii. FRS 104 – Stuart Bishop – (co-requisite wording was added after some votes were cast)
 1. There was a considerable amount of discussion regarding this course, with a major concern about the lab to credit hour ratio. The conversation included some IC history and how the course approval process is done differently now (ACRES, a sequential voting process - instead of IC members discussing courses in person).
 2. Ken **MOVED** to approve the FRS 104 Course Modification in ACRES; **SECOND** by Janice.
 - a. Motion **APPROVED** by majority vote.
 - b. Pat **ABSTAINED**.
 3. Stuart asked IC's opinion regarding splitting FRS 104 into two courses. Eric recommends doing it; however, he encouraged Stuart to check with universities that have a BAS in FRS to see how it will articulate.
 - iii. CON 265 – Ken Wilk

1. Ken requested that this form be returned to him so that he can change some of the co-requisite/prerequisite information to reflect actual practice.
- iv. CON 105 – Ken Wilk
1. This course generated a considerable amount of discussion, including:
 - 1) the hybrid component comes from some work online (25%-50%) and some work to be completed in the lab with the equipment;
 - 2) ultimate goal for the course is to have it entirely online;
 - 3) in the past, we have designated that online courses had to pass Quality Matters Rubric (QMR) and everything else did not – it may be time for IC and Learning Technology Subcommittee to have the discussion about an agreed upon definition of hybrid – will hybrid courses eventually be required to pass some type of scrutiny (some version of QMR)?
 - 4) under the course topics on page 2, Eric would like to see specifics – which topics would be taught with traditional method and which topics would be taught online (and what percentage of a certain topic would be taught online) – and/or attach a syllabus, which designates what would be taught online;
 - 5) Eric and Ken agreed to discuss the syllabus and hash out a draft, which would meet the curricular needs;
 - 6) the way in which we handle this course is a matter of precedence – what kind of academic standard are we setting?
 - 7) Pat suggested that under mode of instructional delivery only traditional and other should be checked – under other, specify “combination of traditional classroom instruction plus online modules” – under assessment of student learning methods, remove demonstration of skills – under topics and outcomes, specify to the best of your ability what percentage is online and what percentage is traditional (designate which topics/outcomes apply to the hybrid course).
 2. Ryan R. sent CON 105 back to Ken in ACRES.
- v. All Courses in ACRES – Pat Lopez and Ryan Rademacher
1. It is important that all voting members get into ACRES and vote, as the same six members tend to carry much of the load.
 2. At the 11-20-15 IC Meeting, the Guidelines for Course Forms in ACRES was discussed and many issues were noted; Pat and Janice were tasked with cleaning it up to help make it more user friendly to Faculty who are developing or modifying curriculum. As Pat reviewed courses in ACRES this past week, she identified many problems as compared to the standards in the Course Forms for Guidelines in ACRES. She stated that an even greater issue is the way in which we load courses. Pat noted that the catalog description in the course form (contained in the ACRES) is published in the catalog; when the work is wordy, sloppy or gives unnecessary information, it makes NPC look bad. Discussion included:
 - 1) if we are going to have standards, shouldn't we uphold them?
 - 2) with course modifications should we look at the course in its totality – do we want to approve it again when there are errors?
 - 3) going forward, do we have a responsibility to clean things up?
 - 4) the instructional mode of delivery really needs to be thought out – rather than worrying about how the course is scheduled;
 - 5) an end user expressed frustration

regarding discrepancies in how they are being told to do things, and the forms themselves are confusing; 6) one perspective was not to hold courses up regarding the small stuff – students need that course; 7) it would be nice to have a “gatekeeper” type person on IC who would walk people through the process; 8) we are responsive to accreditation associations – are course forms relatively consistent? – there is a certain amount of latitude regarding actual implementation; 9) some courses violate how a particular Division typically loads courses; 10) in November, Wei Ma provided IC with a definition of hybrid – if the normal face-to-face instruction is replaced with 25-50% of an online component, then it is a hybrid course (this should not be confused with simply using a Learning Management System for courses); 11) a clearer definition of hybrid is needed in our Guidelines for Course Forms in ACRES; 12) there were varying opinions amongst IC members regarding what does and what does not matter with course forms; 13) 10 credit hours is the national standard for FRS 104; 14) when referring to lecture/lab hours in the Guidelines for Course Forms in ACRES, the reference to Procedure 2910 will be removed, as it deals with load; 15) Pat and Janice hope to have the Guidelines for Course Forms in ACRES updated by March, so that IC can vote on it; 16) Mark explained how accreditors view loading courses, which boils down to how the work is being done by students – example he gave was an EMT course from the past where lab was loaded at 1-1 because students had extensive research and writing requirements that take place outside the lab environment – a justification had to be written and attached to the course form. The Higher Learning Commission assumes that in a lecture class for every one hour the student is in lecture they spend 2-3 hours outside the class reading, writing and researching on their own; they also assume that in a lab environment the majority of the work is actually done while the students are in the lab classroom; 17) should the title of the Guidelines for Course Forms in ACRES be changed to Instructions for Course Forms in ACRES?

- b. New Programs - none
 - c. Program Modifications
 - i. CON AAS, CAS, CPs – Ken Wilk
 - 1. There was a brief discussion regarding the modification and Ken answered questions.
 - 2. We were not able to vote on the modification because CON 265 (new course form) has not been approved yet.
 - d. Program Deletions - none
 - e. Program Suspensions – none
 - f. Misc. Curriculum - none
- V. Old Business Not Related to Curriculum
- a. American Council on Education (ACE) 11-10-15 – Eric Henderson
 - i. It is apparent that standards from ACE have already been dealt with through the State articulation system, and there no need to reference ACE as a general body.

