

Northland Pioneer College

Instructional Council (IC)

12-09-16

Voting Members Present: John Chapin, Janice Cortina, Ruth Creek-Rhoades, Amber Gentry, Eric Henderson (proxy for Pat Lopez), Rickey Jackson, Susan Jamison (proxy for Deb McGinty), Ryan Jones, Ryan Rademacher, Carol Stewart and Ken Wilk

Non-Voting Members Present: Cindy Hildebrand, Wei Ma, Jeremy Raisor, Josh Rogers, Mark Vest and Hallie Lucas (recorder)

Guests: Tracy Chase, Mark Ford and Everett Robinson

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

- I. Roll Call
- II. Approval of 11-18-16 IC Minutes – Ryan Rademacher
 - a. Ken **MOVED** to approve the IC Minutes of 11-18-16; **SECOND** by Janice.
 - i. Motion **APPROVED** by majority vote.
 - ii. Rickey **ABSTAINED**.
- III. IC Subcommittees/Task Forces
 - a. Assessment of Student Knowledge – no report
 - b. Learning Technology – no report
 - c. PASS – no report
- IV. Curriculum
 - a. ACRES
 - i. BUS 183 Modification to an Existing Course Form – Tracy Chase
 1. Discussion included: 1) really encompasses item # IV, f, ii (see below) regarding Instructions for Course Forms in ACRES – Consistency; 2) Mark V. kicked the course back to IC because the lab component does not meet the guidelines established by IC in the Instructions for Course Forms in ACRES – there was no documentation stating why this course is an exception; 3) Tracy attached a document in ACRES to this course (in support of the lab component) and she also noted the comments that Deb McGinty stated in ACRES, as well; 4) philosophical question about the lab portion of this course, which is being done online through software; 5) are the Instructions for Course Forms in ACRES guidelines and not hard and fast rules? 6) prior courses were grandfathered in; 7) how can ACRES forms accommodate the various teaching modalities? 8) load should not be a reason to approve lab; 9) Tracy stated that this course fundamentally has three components - lecture, lab and homework; 10) software does not allow student to make a mistake without correcting it; 11) IC spent days on laboratory/multi-course learning environments/differences between lab and lecture definitions; 12) we have increasing regulatory pressure – are we getting in our own

way? 13) the Faculty component in the lab setting clearly is implied (but maybe not clearly defined) 14) would the hands-on work in ECD really be clinical hours - is practicum a better description? 15) precedence is an important factor; 16) do our Instructions for Course Forms in ACRES need to be shored up? 17) Quality Matters looks at instructional design - not whether there is a lecture or lab component; 18) Eric explained the different lecture and lab responsibilities for faculty and for students – for this particular course, there does not seem to be a distinction between lab and homework (from either the instructor’s side or the student’s side); 19) should online courses have their own set of rules? 20) does synchronous instruction matter for a lab? 21) how do other institutions handle lab? 22) regarding online courses, Higher Learning Commission (HLC) is concerned with consistently applying the rationale – are the content and expectations the same across all modalities? 23) it is important that we follow our own practices.

2. Ken **MOVED** to table the discussion of BUS 183 until we can do a lit review; **SECOND** by Ruth.
 - a. Motion **APPROVED** by majority vote.
 - b. There was one **NO** vote.
3. **Task:** Wei will check with Arizona Statewide Quality Matters Consortium to ask for their best practices when it comes to defining lab for an online course.
4. **Task:** Hallie will add an agenda item for the next IC Meeting (action if ready) to readdress IC’s definition of lab.
 - ii. BUS 211, BUS 216 Course Deletion Forms – Tracy Chase
 1. Courses already received enough votes to move forward in ACRES.
 - iii. HIS 201 New Course Form – should be able to open attachment now – several votes are only conditional – Ryan Rademacher
 1. Course already received enough votes to move forward in ACRES.
 - iv. NAT 101 Modification to an Existing Course Form – Susan Jamison
 1. Course already received enough votes to move forward in ACRES.
 - v. PHL 103 Modification to an Existing Course Form – were all questions answered to your satisfaction? – Ryan Jones
 1. Course already received enough votes to move forward in ACRES.
- b. New Programs – none
- c. Program Modifications
 - i. BUS AAS, CAS CP Medical Office Technologies Specialization (Draft 11-21-16) – Tracy Chase
 1. Tracy has approval from the BIO Department to require BIO 160 for this program. She has already received approval from Financial Aid, as well.
 2. John **MOVED** to approve BUS AAS, CAS CP Medical Office Technologies Specialization (Draft 11-21-16); **SECOND** by Ken.
 - a. Motion **APPROVED** by unanimous vote.
 - ii. FDV CP Request to Proceed (Draft 12-01-16) – Rickey Jackson
 1. Mark F. gave an overview of this document; and, it was noted that courses with a change in credit hours require a new course number and a New Course Forms in ACRES.

2. Ken **MOVED** to approve the FDV CP Request to Proceed (Draft 12-01-16); **SECOND** by Carol.
 - a. Motion **APPROVED** by majority vote.
 - b. Rickey **ABSTAINED**.
 - iii. AA, AAEC, AAEE, ABUS, AGECE, AS, AAS and AGS Approval to Proceed (Draft 12-05-16) – Rickey Jackson
 1. Eric gave an overview of the proposed changes; and, it was noted that there may be more changes before this receives final approval from IC. Rickey asked that the group look at the HIS courses in ACRES before they leave for winter break.
 2. Ken **MOVED** to approve moved to approve AA, AAEC, AAEE, ABUS, AGECE, AS, AAS and AGS Approval to Proceed (Draft 12-05-16); **SECOND** by John.
 - a. Motion **APPROVED** by majority vote.
 - b. Rickey **ABSTAINED**.
 - d. Program Deletions
 - i. BUS AAS, CAS, CP Medical Transcription Specialization (Draft 11-14-16) – Tracy Chase
 1. Ken **MOVED** to approve BUS AAS, CAS, CP Medical Transcription Specialization (Draft 11-14-16); **SECOND** by Carol.
 - a. Motion **APPROVED** by unanimous vote.
 - e. Program Suspensions – none
 - f. Misc. Curriculum
 - i. ACRES Form – Identify Courses as Direct to Work or Transfer – Mark Vest
 1. There was a general discussion regarding the new HLC guidelines for faculty qualifications as it ties in with whether or not a course is intended for university transfer or intended for direct employment. The ACRES New Course Form and Modification to an Existing Course Form will likely need to be revised. Mark V. will bring this forward as an action item for a future IC Meeting.
 - ii. Instructions for Course Forms in ACRES – Consistency - Ryan Rademacher & Mark Vest
 1. Reference the discussion above regarding BUS 183 Modification to an Existing Course Form.
 2. The document needs to include consistency in using the verbiage “instructions” instead of “guidelines”.
 3. **Task:** Before the next IC Meeting, IC members will review Instructions for Course Forms in ACRES, consider the definition of lab (contained therein) and identify any inconsistencies we might have in the document.
- V. Old Business Not Related to Curriculum
- a. 2018-2019 Academic Calendar – Traditional vs. Alternate – Ryan Rademacher
 - i. Ryan R. gave an overview of the two calendars and described their differences. After taking them to Faculty Association, it appears that the Faculty members are split regarding which calendar to adopt. Discussion followed.
 - ii. Ken **MOVED** to approve the 2018-2019 Traditional Calendar; **SECOND** by Carol.
 1. **DISCUSSION** – it was explained how NUR handles the Labor Day Holiday at the beginning of the semester. There was also discussion regarding

the number of holidays (for specific days of the week) allotted for on each calendar. Lab management would also be affected by changing to the alternate calendar.

2. Motion **APPROVED** by majority vote.
3. There was one **NO** vote.

VI. New Business Not Related to Curriculum

a. Incomplete Grades - Policies, Procedures, Form – Allison Landy

- i. There was a general discussion, including some history given, regarding incomplete grades; and, specific problems identified included: 1) a grade (including a W) given as a “placeholder” instead of an incomplete; 2) sometimes letters of intent are not issued to some Adjunct Faculty Members – however, there is a professional responsibility to complete the course with the student; 3) open enrollment in the ECD department has resulted in a vast number of incompletes; 4) should 85% apply to a passing rate – this percentage likely needs to be reconsidered; 5) should department chair be added to list of signers? 6) inconsistencies with usage/following practice; 7) non-returning instructors; 8) should extenuating circumstances be considered – did they have a passing grade at the time of the request? 9) assigning an incomplete, but not using the form; 10) too much ambiguity in the policies/procedures.
- ii. **Task:** Ryan R. will add an agenda item for January’s Faculty Association Meeting to review NPC’s Incomplete Grade Information Sheet, as well as the catalog definition for incomplete grades.

VII. Other

a. Scheduling Conflicts for IC Meetings at SCC – Ryan Rademacher

- i. Ken **MOVED** to alternate the live IC meetings between PDC and WMC for SP17; **SECOND** by Carol.
 1. Motion **APPROVED** by unanimous vote.
- ii. **Task:** Hallie will contact PDC to see if we can schedule a room (every other month) for IC’s live meetings. Then she will update the Instructional Council Curriculum Review Calendar to rotate the live IC meetings between WMC and PDC.

VIII. Adjournment

- a. Ken **MOVED** the meeting be adjourned; **SECOND** by Eric.
 - i. Motion **APPROVED** unanimous vote.