Clarifying the Path Workgroup

Meeting Notes
November 14, 2018

Attendance: Rick Schubert, Julie Olson, Ray Mapeso, Michael Lawlor, Dana Wassmer, Eddie Fagan, Juana Esty, Teresa O'Brien

Note Taker: Michael Lawlor

Item	Description	Who's Responsible	Deadline
Major Course Sequencing Approval Process to Senate	The Major Course Sequence Approval Process was presented as a discussion item to the Academic Senate on November 9. Interests the process serves include ● Inclusive faculty-driven process ● Faculty purview respected ● Clarity as to when a sequence has institutional standing ● Collegial mechanism for dispute resolution The Senate had few questions and demonstrated no major objections.	Workgroup	ASAP
Report - Meeting with Curriculum Chair	Rick Schubert met with Brian Noel, Chair of the Curriculum Committee. Discussions centered around "Catalog and Clerical Review" of program maps, ensuring that the sequences don't "offend" any catalog requirements such as prerequisite requirements. The Implementation Team will take on this responsibility for the first round of program mapping, but future revisions and new maps will have to be reviewed by another entity, perhaps the Curriculum Committee. Brian suggested that the GE/Multicultural Sub-committee of Curriculum (Juana Esty, current Chair) be contacted to consider the workload implications for that sub-committee. Discussions also included the need to make clear "hidden" requisites - courses that are pre- or co-requisites to the major course sequence. (An example is the Biology degree - CHEM 400 is a required course in the sequence, but it has a prerequisite of HS Chem or CHEM 300, which are not in the sequence.) It was also noted that if major course sequences ultimately live in the Program Outlines in Socrates, it will naturally fall to the Curriculum Committee to review these as part of the normal Curriculum review process.	Workgroup	ASAP

Discussion of Counseling Needs/Concerns about Major Course Sequencing	Counseling representatives brought up the following considerations regarding Major Course Sequencing: ● What to do with students who are not ready for major course sequences due to basic skills needs. It was noted that with recent changes to assessment and placement, far fewer students will enroll in basic skills and will begin their major course sequences considerably earlier. Counselors serving on Clarifying were unanimous in thinking that, given the many and varied curricular needs of Basic Skills students (e.g. some who need remediation in Math, but not English or vice versa), adapting major course sequences to fit these students' needs is work that must be accomplished on a case-by-case bases by counselors completing iSEPs.	Workgroup	ASAP
Discussion of Foundational Semester Guidelines	The first (or Foundational) semester should ideally include the following: ● Math competency course, English writing competency course ● GE Theme course ● One course in major or CAC OR an additional one course from a GE Theme for undecided students. When possible the course in the major or CAC should also satisfy a GE requirement. ● These are the current guidelines used by the Implementation Team in their review of Major Course Sequences. Further related discussion items include: ● Programs should carefully consider adding advisories to courses as needed ●	Workgroup	ASAP
ACTION ITEMS still to be completed:			
Finalize course sequencing procedure	Formalize major-course sequencing procedure to present at Academic Senate and Implementation Team, including whether to include guiding principles.	Workgroup	ASAP
Finalize P2CAC Alignment	Respond as necessary to Academic Senate feedback on P2CAC recommendation as the recommendation is considered by Senate.	Workgroup	Fall 2018
GE Themes	Form GE Themes Task Force to decide naming structure for GE Themes	GE task force	Fall 2018 / spring 2019

GE Mapping Process	Seek guidance from all stakeholders and Make final recommendations on GE Mapping to themes to Academic Senate	Workgroup in coordination with Learning workgroup	TBA
INDIS 313	Recommendations and/or collaboration with Staying Workgroup for INDIS 313.	INDIS 313 Task Force	Meets Mondays 9:15-10:30 am in LRC 125
Revision process for program templates	Finalize recommendations	Workgroup	Fall 2018
Curriculum mapping	Workgroup agrees the focus should be on major-course sequencing. Dana is available to work with individual programs.	Dana	Fall 2018- Spring 2019
Review/ revision process for CAC, P2CAC, mapping, etc.	Committee agrees work should begin now to create a approve/review/revise cycle for Pathways structures so that all stakeholders know that the college is committed to making changes as necessary (e.g. to improve organizational structures, workflow, etc).	All pillars	TBA

Next Clarifying Meeting— 11/28 (note 11/21 meeting cancelled due to college closure)
Clarifying meets every Wednesday (during fall/spring semester) from 1:30-3:00 p.m. (in SOC Conference Room).
Next Meeting Agenda/Activity: Continue discussion of major course sequence process.
Future Meeting Agenda/Activity:
Finalize P2CAC alignment recommendation. Create GE Themes task force and determine GE Themes. Finalize recommended process for including GE courses into our TBD structure. Finalize recommendation for revision process for program templates.