



NAPA VALLEY COLLEGE
Curriculum Committee
May 6, 2022
9:00 – 10:30 a.m.
Via Zoom—Recording [Link](#) (Passcode: ?LG8\$fVW)

Minutes

This meeting was conducted virtually pursuant to Government Code section 54953(e)(1)(A) and the Memorandum from Napa County Executive Officer Minh C. Tran and Public Health Officer Karen Relucio, M.D., dated September 27, 2021, regarding Recommendation for Continued Remote Attendance at Brown Act meetings.

Members Present: Seth Anderson, Shawna Bynum, Janelle Camerino, Naomi Chianese, Bob Freschi, Paul Gospodarczyk, Josh Hanson, Bob Harris, Stacey Howard, Jennifer King, Tia Madison, Douglas Marriott, Angela Moore, Sara Parker, Katherine Rhyno, Shawntel Ridgle, Bob Van der Velde, María Villagómez

Members Absent: Jerry Dunlap, Alejandro Guerrero, Karen Larsen, Ida Logan

Public Present: Dianna Chiabotti

1.0 Welcome and Call to Order (9:03 a.m.)

2.0 Adoption of the Agenda - M/S/P

3.0 Approval of Submitted Minutes from April 29, 2022 - M/S/P
+Attachment

4.0 General Announcements

Curriculum Committee members invited to make announcements to the committee.

-Gratitude expressed by Shawna (Teacher Appreciation Week)

5.0 Public Comment

Members of the public invited to comment on items on the agenda.

-None

6.0 Information Items

6.1 Courses to be Proposed for Local GE

The GE Subcommittee will plan on meeting again in Fall 2022 (meeting date and time TBA). Among the courses to be reviewed will be:

- ANTH 222 Introduction to Forensic Anthropology (pending UC-TCA / IGETC 5B / CSU GE B2) – propose Area A
- ARTH 145 Art of the Ancient Americas (pending UC-TCA / IGETC 3A / CSU GE C1 / C-ID) – propose Area C
- HUMA 166 Environmental Justice and the Humanities (pending UC-TCA / IGETC 3B/ CSU GE C2) – propose Area C
- HIST 165 African American History (pending UC-TCA / IGETC 4 / CSU GE D) – propose Area B
- ETHS 111, 114, 115, 161 (pending CSU GE F) – propose Area C

- HIST 165 & ETHS courses may be classified retroactively because they missed the catalog deadline and the GE subcomm won't be meeting until Fall.

6.2 Updates to AP, IB, CLEP Examination Passing Scores

+Attachment

On March 21, 2022, the Chancellor's Office updated its guidelines on minimum passing scores in subject area exams for Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examinations Placement (CLEP). After reviewing our existing policies on Credit for Prior Learning (AP 4235) and Advanced Placement Credit (AP 4236), the Faculty Co-Chair and Articulation Officer believe we have sufficient authorization to make this change. We may still want to review the relationship between these policies in the future.

-Mandate to approve certain exam credit based on chart of acceptable exams and minimum scores from CCCO. NVC has already been doing most of what is being mandated, except for a few minor changes. Need to clean up the catalog to reflect updates.

6.3 Guidelines for Distance Education Modalities and Scheduling Terms

+Attachment

As part of its work updating and revising NVC's Distance Education Standards, the joint taskforce of the Curriculum Committee and DE Workgroup has proposed a guidance document to clarify the relationship between DE modalities and scheduling terms. We hope this will be working document that we can build on in the future.

-Working document (table) created by DE Taskforce to delineate the terminology used by CC & Scheduling

7.0 Consent Items - M/S/P for all

7.1 Course Modification (Non-substantive)

7.1.1 COMM 120 Interpersonal Communication (3 units)

Catalog Description: This course is designed to improve the student's ability to communicate one-on-one with other individuals. The course covers a range of topics such as the self-concept, perception, verbal and nonverbal communication patterns, assertiveness, listening, conflict resolution, developing relationships and the impact of culture and gender on each aspect of communication.

Modification: Change subject code and update textbooks.

7.1.2 COMM 122 Public Speaking (3 units)

Catalog Description: This course focuses on developing the skills needed to research, organize and present effective speeches for a variety of audiences and occasions. Additional topics include reducing speech apprehension, use of visual aids, argumentation, critical thinking and critical listening.

Modification: Change subject code and update textbooks.

7.1.3 COMM 128 Critical Thinking: Argumentation and Debate (3 units)

Catalog Description: This course focuses on basic argumentation theory including research, methods of analysis, use and test of evidence, refutation, and the logical responsibilities of advocacy. It emphasizes the preparation and presentation of cases for and against propositions of Fact, Value and Policy through debate and public address.

Modification: Change subject code and update textbooks.

7.1.4 COMM 130 Small Group Communication (3 units)

Catalog Description: This course focuses on the dynamics of small group interactions. Students will combine theory and practice to develop skills in running and participating in groups. Topics include group formation and development, roles and norms, leadership, decision-making and problem solving, running meetings, conflict resolution and effective verbal and nonverbal communication.

Modification: Change subject code and update textbooks.

7.1.5 COMM 134 Introduction to Communication Theory (3 units)

Catalog Description: This course is a survey of the discipline of Communication Studies with emphasis on multiple theoretical concepts relevant to the process of human communication. This course will introduce the basic history, assumptions, principles, processes, variables, methods, and different specializations of human communication as a field of study. Focus will be placed on how communication theory applies to a broad range of communication phenomena in intrapersonal, interpersonal, persuasion, mass, group and public communication settings.

Modification: Change subject code and update textbooks.

7.2 Course Archival

7.2.1 COUN 103 Take Charge of Your Learning (1 unit)

Catalog Description: A short-term, intensive course which emphasizes critical thinking strategies which can be applied across the curriculum to enhance academic, personal, and job success. The course is designed to make students more effective thinkers through the development of goals, environment, schedule, and approaches for learning. Students will also learn to analyze and evaluate issues from multiple perspectives and solve problems through critical analysis.

Rationale: Class will no longer be offered for special programs.

8.0 Action Items

8.1 New Courses

8.1.1 CFS 286 Preschool and Early Primary Development for the Transitional Kindergarten Teacher (3 units)

Catalog Description: Examines theories of development and the developmental processes focusing on children ages 3-6. Developmental benchmarks in the physical, cognitive, social, emotional, and language domains are identified as well as the multiple influences that impact children's development. This course is designed for those working with students in transitional kindergarten, kindergarten, and early education classrooms.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

-Dianna explained the rationale and features of the new CFS courses.

-M/S/P

8.1.2 CFS 287 Strategies for Working with Challenging Behaviors (3 units)

Catalog Description: Appropriate for classroom teachers in various settings, students will identify developmentally appropriate behaviors, challenging behaviors and the various influences that effect children's behavior. Students will analyze children's behaviors and select strategies to make positive changes. Emphasizes the connection between children's social and emotional development and their success in the classroom, and how the teachers' perceptions, experiences, and behavior influence child behaviors.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

-M/S/P

-Motion to group items 8.1.3-8.1.12 as a single action (M/S/P)

8.1.3 CFS 288 CA Preschool Foundations & Frameworks: English Language Development (1 unit)

Catalog Description: Introduction to the English language learners domain of the California Preschool Learning Foundations and Frameworks including strands of listening, speaking, reading and writing. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

- 8.1.4 CFS 289 CA Preschool Foundations & Frameworks: Language, Literacy (1 unit)**
Catalog Description: Introduction to the language and literacy development domain in the California Preschool Learning Foundations and Frameworks including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.
Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.
- 8.1.5 CFS 290 CA Preschool Foundations & Frameworks: Visual Arts (1 unit)**
Catalog Description: Introduction to the language and literacy development domain in the California Preschool Learning Foundations and Frameworks including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.
Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.
- 8.1.6 CFS 291 CA Preschool Foundations & Frameworks: Performing Arts (1 unit)**
Catalog Description: Introduction to the performing arts domain of the California Preschool Learning Foundations and Frameworks including strands of music, drama, and dance. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.
Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.
- 8.1.7 CFS 292 CA Preschool Foundations & Frameworks: Health (1 unit)**
Catalog Description: Introduction to the health domain of the California Preschool Learning Foundations and Frameworks including strands of health habits, safety, and nutrition. Provides practical strategies for implementing the curriculum frameworks. Applicable to required or professional development units for Child Development Permit holders, as well as pre-school, transitional kindergarten, and early-primary teachers.
Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.
- 8.1.8 CFS 293 CA Preschool Foundations & Frameworks: History/Social Science (1 unit)**
Catalog Description: Introduction to the history and social science domain of the California Preschool Learning Foundations and Frameworks including strands of self and society, civics, history, geography, ecology, and economics. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.
Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.
- 8.1.9 CFS 294 CA Preschool Foundations & Frameworks: Math (1 unit)**
Catalog Description: Introduction to the mathematics domain of the California Preschool Learning Foundations and Frameworks including the strands of number sense, algebra and functions, measurement, geometry, and mathematical reasoning. Provides strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

8.1.10 CFS 295 CA Preschool Foundations & Frameworks: Physical Development (1 unit)

Catalog Description: Introduction to the mathematics domain of the California Preschool Learning Foundations and Frameworks including the strands of number sense, algebra and functions, measurement, geometry, and mathematical reasoning. Provides strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

8.1.11 CFS 296 CA Preschool Foundations & Frameworks: Science (1 unit)

Catalog Description: Introduces the science domain of the California Preschool Learning Foundations and Frameworks including the strands of scientific inquiry, physical, life, and earth sciences and provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required, or professional development, units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

8.1.12 CFS 297 CA Preschool Foundations & Frameworks: Social and Emotional (1 unit)

Catalog Description: Introduction to the social and emotional development domain of the California Preschool Learning Foundations and Frameworks including the strands of self, social interaction, and relationships. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required, or professional development, units for Child Development Permit holders, pre-school, transitional kindergarten (TK), and early-primary teachers.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

-Motion to approve 8.1.3-8.1.12 (M/S/P for all)

8.1.13 CFS 299 Transitional Kindergarten Reflective Practice Seminar (2 units)

Catalog Description: This course is designed for teachers working in, or preparing to work in, a transitional kindergarten. It is designed for individuals currently working with young children. Students will engage in the reflective practice cycle process. Students will use a variety of instructional strategies, including purposeful play, to assess and support children's learning and development. This course is intended to be a capstone course.

Rationale: Developed to meet exigent circumstances for TK in school districts and the requirement for early education classes and the projection that 10,000 teachers will need the classes.

-M/S/P

8.2 Course Modification (Substantive)

8.2.1 CFS 225 Fieldwork in Early Intervention or Trauma (3 units)

Catalog Description: This course provides students with experience working with children with special needs or with children who have experienced trauma, including natural environments, inclusive environments, and self-contained environments. Students will apply theory and models of intervention and will choose a focus area of special education or trauma informed care and education. This course includes a lecture and a 3-hour a week early intervention/trauma placement. Students may be required to submit a fingerprint clearance and/or required vaccination information.

Modification: Title change, change in units and hours, TOP code change, prerequisite change, updates to catalog description, SLOs, objectives, course content, methods of instruction, method of evaluation, and textbooks.

-M/S/P

8.2.2 RESP 175 Resp Care Laboratory II (1.5 units)

Catalog Description: The course will cover airway management, positive pressure ventilation, non-invasive ventilation, Introduction to mechanical ventilation and beginning critical care concepts.

Modification: Add lecture component to address changing needs of the profession while integrating lab or concurrency. Change from Activity course to "Lecture/Lab. Modifications to contact hours and type, updated textbooks and required materials.

-M/S/P

8.3 Approve Curriculum Handbook Chapter 4: Curriculum Approval Process

+Attachments

The committee will discuss and vote whether to approve revisions to the Curriculum Handbook chapter describing our review and approval processes. This draft incorporates comments from our last meeting and a number of approved documents posted on the website. The chapter as a whole hasn't been reviewed in more than a decade.

-M/S/P

9.0 Discussion Item (12 minutes)

9.1 CourseLeaf Demo and Call for Testing Volunteers

The Faculty Co-Chair will update the committee on our CourseLeaf project and preview course and program forms. This work will continue over the summer as we test our forms and processes in anticipation of a Fall 2022 rollout. We will be asking for program coordinators (either committee members and non-members) who would be willing to spend no more than 5 hours in June testing our new system.

-Shawna, Naomi, Stacey, and Claudette (via email) volunteered for testing. Jennifer K. & Josh nominated Bob V.

10.0 Future Items

- 10.1** Curriculum Committee Bylaws Update
- 10.2** CourseLeaf CIM preview
- 10.3** Curriculum Handbook revisions
- 10.4** AB 1705 and Math and English Placement
- 10.5** Other

11.0 Adjourn (9:55am) - M/S/P