

School of Professional Studies
Department Course Coordination Liaisons Meeting Minutes
Date: April 14, 2016

Meeting Started at 1:15 PM

Participants:

Dean David Smith was called to a cabinet meeting and was not able to be present

Gen Ed Course Coordination Working Group Members:

Julia Jordan, Facilitator

Jennett Ingrassia, Recorder

Renata Budny

Department Course Coordination Liaisons in Attendance:

Susan Davide, Dental Hygiene

Kylie Garcelon, Hospitality Management

Jeannette Espinoza, Law and Paralegal Studies

Kerin Coughlin, Law and Paralegal Studies

Anthony DeVito, Radiologic Technology and Medical Imaging

Zoya Vinokur, Radiologic Technology and Medical Imaging

Avis Smith, Restorative Dentistry

Joseph Sollecito, Vision Care Technology

I. Introductions

The meeting began at 12:55pm with Professor Julia Jordan presiding as the Facilitator. Participants were welcomed and introductions were made of former, newly appointed, and returning coordinators, as well as Course Coordination Working Group members.

II. Share out the best 2014-2016 course coordination practices

Professor Jordan asked the former/current course coordinators to share some of their Course Coordination practices. All course coordinators chose an area of concern for their course coordination efforts. The following practices were presented:

1. Professor Sollecito stated that he saw the position of a course coordinator as an opportunity to review the Vision Care Technology program's curriculum to catch-up on updates within the industry. He instituted a project for the department which was well received and used ideas from other departments. He also discussed the value and importance of engaging the adjunct faculty. In addition, Professor Sollecito stated that it was gratifying to know that individuals were there to assist, if needed.
2. Professor Smith, from the Restorative Dentistry Department, reviewed course outlines, and performed course and curriculum mapping. He shared few examples with the group and stated that while mapping courses, he got a much better grasp on where the information was taught and discussed within the curriculum. He also paid special attention to the mission of the department to be sure that it was supported.
3. As a course coordinator, Professor Espinoza from the Law and Paralegal Studies department reviewed the department's introductory course. She examined positives of the Master Syllabus concerning the implementation of the GenEd SLOs. Due to the department's accreditation requirements, she reviewed necessary competency skills and added assignments that reflected those

skills, thus a very comprehensive introductory course is in place. She also revised and amended the uniform final, which is a part of the introductory course. As a result, the course is now up to par with the accrediting agency. Moving forward, Professor Espinoza will continue to investigate additional courses for revision while Prof. Coughlin takes over the course coordination functions in the department of Law and Paralegal Studies

4. Professor Davide, of the Dental Hygiene department focused on incorporating Gen Ed SLOs in one of the Dental Hygiene courses. She stated that there was a concern that adjuncts were not incorporating a literature review in the clinical patient treatment. As a result, an assignment was replaced based on a meeting of course coordinators and following faculty input and the accreditor's recommendation. The overall result was successful and only minor changes in the rubric need to be made.

III. Summary of Common Characteristics

1. Being an accredited program helps to keep the departments current.
2. Gen Ed is a vital part of all of the professions.
3. Coordinators used various methods but all were very specific as far as expectations.
4. The gathering of information is essential to the process of course coordination.
5. Scaffolding seemed to play a part in the various practices discussed.
6. Master outline for all sections of the course vs. syllabus created by individual faculty (full time and adjunct)

IV. Questions / Discussion

1. How do you get adjuncts to do what is expected of them?
 - a. Expectations (of what it takes to fulfill the job obligations) of adjuncts need to be addressed.
 - b. Need to use diplomacy and tact.
 - c. Must have their cooperation but it is sometimes difficult as all have different views and different opinions from full time faculty
2. What is the best method to communicate with both full time and part time faculty?
 - a. In person, email or by questionnaire
 - b. Annual workshop
 - c. Department meetings

V. Next Steps

1. Welcome packet contents were reviewed.
2. The charge of the Course Coordinators was discussed.
3. All Course Coordinators were encouraged to read the information supplied in the packet and to use their respective liaisons for assistance.
4. The college learning goals were examined.
5. Gen Ed CC Working Group website was presented for additional materials.
6. Progress Report will be needed.
7. L4 was discussed and Course Coordinators were encouraged to share their practices on L4 site.

Meeting Adjourned at 2:00 PM