

IC Minutes 10/14/22

Northland Pioneer College
Instructional Council (IC) Meeting Minutes

[Agenda Packet](#) • [Task List](#)

Voting Members Present:

Pat Lopez, Wes King, Ruth Creek, Xander Henderson, Eleanore Hempsey, Wei Ma, Renee Freese, Jeremy Raisor, Susan Hoffman, Rachel Arroyo-Townsend, Michelle Prentice

Advisory Members Present:

Michael Solomonson, Cassie Dows, Donna Krieser, Luann Crosby, Frank Orona, Josh Rogers

Guests:

Allison Landy, Susan Jensen, Melody Niesen, Lia Keenan, Kathleen Berlyn, Shanna Kukla, Tamara Osborne, Raeann Brittain, Mark Camisa, Jon Wisner

1. Roll Call
2. Approval of 09/23/22 IC Minutes (02) – Pat Lopez – (action)
 - a. **MOTION** by Xander Henderson to approve the 09/23/22 IC meeting minutes
 - b. **SECOND** by Rachel Arroyo-Townsend
 - c. **APPROVED** by unanimous vote
3. IC Subcommittees
 - a. AS (03) – Xander Henderson – (action)
 - i. AS report
 1. **MOTION** by Eleanore Hempsey to accept the AS report as presented
 2. **SECOND** by Ruth Creek
 3. **ABSTAIN** by Xander Henderson
 4. **APPROVED** by majority vote
 - ii. +/- grade adoption discussion
 1. AS feels that this decision is best left to the faculty to decide on
 2. We need to consider things such as:
 - a. ERP capabilities – Jenzabar is capable of handling +/- grades, but it is not currently set up to do so
 - b. Transferability – basic evidence shows there is a very small impact on the GPA when transferring to an institution that does not use the +/- system
 - c. There is not a lot of research into the long-term effects of +/- grading on enrollment, retention, and completion and this may be beneficial to look into
 3. The real impact on students is that the change will frustrate them more than anything

4. **TASK** – for +/- grade adoption to be taken to Student Government Association and Faculty Association for their input and then brought back to IC in December for finalization – Pat Lopez

iii. Testing Taskforce discussion – Wei Ma

1. The previous Director of Library Services was asked by IC last year to put together a task force to research the necessity/desire/ability for proctored testing at NPC
2. Shannon Motter led the Testing Task Force and surveyed faculty to get information on the need for proctored testing
 - a. Other Testing Task Force members were/are Rickey Jackson, Josh Rogers, and Sandy Manor
3. Historical data was gathered as to how these services were provided in the past
4. Due to Shannon's resignation at the end of 21/22 AY, the group needs to reconvene in order to provide guidance on how we work together and move forward
 - a. Including a member from AS and/or LT to the group would be beneficial
 - b. Developing an expectation timeline for this process would also be beneficial
5. This task may be beyond the Library Services as it affects many different areas across the board
 - a. When librarians are asked to proctor testing:
 - i. They are not able to fully devote themselves to the proctoring of the tests or their regular library duties of assisting students diluting their effectiveness in both areas
6. Considerations for proctored testing:
 - a. Dedicated space – which requires stakeholders, such as campus managers, input
 - i. There should be options for computer testing, but also just tables without computers for paper testing
 - ii. If the library will still be involved in this, then the location needs to be in or very near the library
 - b. Technology needs – which will require stakeholders from TAS as well as budgeting increases
 - c. Proctoring personnel – which requires budgeting increases for compensation
 - i. Personnel would need to have the technology capability and proctored testing training for Respondus
 - ii. Need to be able to fill positions covering our standard operating hours
7. Tech Hubs could be a possible location for testing, but consideration needs to be taken on who proctors as the Tech Hubs are not located in the libraries at all locations
8. **TASK** – to inquire if any of the Academic Standards subcommittee members would have an interest in serving on the Testing Task Force – Xander Henderson

9. Another consideration for this task force is that with the offering of Education bachelor's degrees looming in the future, there will be an uptick in the teacher certification testing which is done in computer-based test site
 10. It may be beneficial to reconsider all of the testing that occurs at NPC and possibly expand that as a service to the community (as we had pre-pandemic) as may be needed
 11. Some exams that take place in the college are online, proctored exams through Respondus, but they also require that there is someone in-person with them also proctoring the exam
- b. ASK (04) – Michael Broyles – (action)
- i. The Team Members on Team 2 (Judy Yip-Reyes and Kathy Berlyn) will be the main points of contact for assistance with reports, questions, etc.
 - ii. The catalog page does need to be updated as to the schedule of the ASK process (it was not as it should have been last year)
 - iii. **MOTION** by Eleanore Hempsey to accept the ASK report as presented
 - iv. **SECOND** by Wes King
 - v. **APPROVED** by unanimous vote
- c. BA/BS/BAM AdHoc (05) – Allison Landy – (action)
- i. **MOTION** from Xander Henderson to accept the BA/BS/BAM AdHoc report as presented
 - ii. **SECOND** by Michelle Prentice
 - iii. **DISCUSSION**
 1. BA/BS/BAM AdHoc would like to request IC's feedback on tuition recommendations
 2. They are also requesting IC's feedback on blanket statements regarding upper division course work and should admission to upper division courses require that students be admitted into a bachelor's degree program
 - a. The value of requiring admittance into the program is that, unlike the vast majority of teacher preparation, we can presume prior knowledge and be able to offer truly upper division level based on prior knowledge
 - b. Separate admission/separate tuition requirements would be beneficial as it would ensure that students are truly advancing in a direction that interests and benefits them
 - i. Proposed tuition rate for upper division courses would be 150% of in-state tuition, which is a standard rate that most colleges are using
 - ii. There are a few options being considered for how to handle tuition:
 1. OPTION A – No difference for any student in tuition for a lower division course.
 2. OPTION B – It is 150% of what your particular rate would have been whether Navajo county resident or non-Navajo county resident
 3. OPTION C – Is a flat 150% of what the in-state tuition regardless of county

4. A question that has come up regarding this issue is whether or not the program will be self-sustaining in three years and OPTION C is the only one that achieves that
 5. There are a lot of conversations happening around this, including how this will affect the Pell Grant, what the Board will approve, etc.
 6. Higher tuition would help with things like the higher education level requirements for instructors and smaller class sizes.
- iv. **APPROVED** by unanimous vote
- d. DE (06) – Wei Ma – (action)
 - i. **MOTION** by Wes King to accept the DE report as presented
 - ii. **SECOND** by Ruth Creek
 - iii. **ABSTAIN** by Wei Ma
 - iv. **APPROVED** by majority vote
 - e. LT (07) – Ruth Creek – (action)
 - i. LT Report
 1. In reviewing this, the committee was wanting IC direction on which version to lean towards in the edit of the Distance Education Guidelines
 - a. [D.Ed Guidelines – 2010 version](#)
 - b. [D.Ed Guidelines – 2020 version](#)
 - c. [HLC D.Ed Guidelines](#)
 - d. IC's direction last year at the April 18th and May 6th meetings was for LT to strip this document down to the bare minimum with the intention being to meet HLC requirements and grant funding needs
 2. **MOTION** by Eleanore Hempsey to accept the LT report as presented
 3. **SECOND** by Xander Henderson
 4. **DISCUSSION**
 - a. Regarding the software Class, we need to get feedback from other institutions that have used this program
 - b. We need to keep in mind that WebEx and Zoom are not only used in a classroom setting at NPC, but are also widely used across the college, so we should not talk about doing away with these without the input of other stakeholders
 - c. We need to be open to other program options as we need our students to be accustomed to adapting to new, changing technologies
 - d. It may not be a priority to make decisions on this type of program while waiting to implement a new ERP that may or may not be compatible with it
 5. **ABSTAIN** by Ruth Creek
 6. **APPROVED** by majority vote
 - f. PD – none
4. Curriculum
 - a. ACRES – none
 5. New Programs

- a. Request to Proceed (08) – Mark Camisa – (action)
 - i. Administration of Justice – CP, CAS, AAS
 - 1. Goal is for current police officers and those in training to grow in their career, as well as to help retain current officers
 - a. Possibly for NAVIT students in the future when a program can be created
 - 2. **MOTION** by Susan Hoffman to approve the Administration of Justice CP, CAS, AAS Request to Proceed
 - 3. **SECOND** by Rachel Arroyo-Townsend
 - 4. **DISCUSSION**
 - a. This is one of the highest sought-after community college bachelor's degrees along with education degrees, and this would be the first step to create a stackable CP to Associate to Bachelor degree pathway
 - b. It could potentially stack with the BAM degree for criminal justice or public administration careers
 - c. There is no physical or biological science in this AAS degree
 - i. Two of the department chiefs that are part of the development of this program stated that they truly hoped there would be no lab science requirement due to the barrier it causes for the potential students who need primarily online courses as they are working while taking these courses
 - ii. AJS 240 – Ethics and Criminal Justice course being developed would be a great option for transferability
 - iii. Concern was posed regarding the lack of AJS courses in this AJS AAS program
 - d. Concern was voiced over the Peace Officer CP being 36 credits for one course due to the financial burden and the all or nothing possibility of passing the course.
 - i. This is a beginning stage. There will be a pathway developed in the future that allows for the CP to be broken down into AJS courses for those who do not desire to become police officers.
 - ii. This may need to come back to IC as a discussion on how we view our pathways, ie. Do we offer CPs that don't lead to anything?
 - iii. It was suggested that an AJS course be added to the AAS portion of this program.
 - 5. **ABSTAIN** by Jeremy Raisor
 - 6. **APPROVED** by majority vote
- b. BAS in Early Childhood Education – Feasibility Study (09) and Catalogue strike-through (10) – Allison Landy – (action)
 - i. **MOTION** by Rachel Arroyo-Townsend to approve the Feasibility Study and Catalogue strike-through for the BAS in Early Childhood Education
 - ii. **SECOND** by Ruth Creek
 - iii. **APPROVED** by unanimous vote

- iv. This program will require the new program form to be approved no later than the December 9th meeting.
 - 1. This needs to go through IC approval, then DGB approval, then HLC approval, then AZ DOE approval.
 - 2. Before this process happens, we need to have the AAS and the AAEC modified.
 - 3. ECD 188 and ECD 290 need to be reviewed and approved prior to the October 28th meeting.
 - 4. All new upper division courses will need to be approved before the November 18th meeting.
- 6. Program Modifications
 - a. Request to Proceed (11) – Rachel Arroyo-Townsend
 - i. The department just decided earlier this week to add a comment, that is similar to the ABUS and Education degrees, that states a C or better is required
 - ii. Medical Office Administration Specialization degree – (action)
 - 1. **MOTION** by Eleanore Hempsey to approve the Request to Proceed for the Medical Office Administration Specialization degree
 - 2. **SECOND** by Wes King
 - 3. **ABSTAIN** by Rachel Arroyo-Townsend, Jeremy Raisor
 - 4. **APPROVED** by majority vote
 - iii. Entrepreneurship Specialization degree – (action)
 - 1. **MOTION** by Eleanore Hempsey to approve the Request to Proceed for the Entrepreneurship Specialization degree
 - 2. **SECOND** by Wes King
 - 3. **ABSTAIN** by Rachel Arroyo-Townsend, Jeremy Raisor
 - 4. **APPROVED** by majority vote
 - iv. Management and Leadership Specialization degree – (action)
 - 1. **MOTION** by Eleanore Hempsey to approve the Request to Proceed for the Management and Leadership Specialization degree
 - 2. **SECOND** by Xander Henderson
 - 3. **DISCUSSION**
 - a. There was an issue where BUS 217 was not noted as being removed from the CAS in the RTP, but it is referred to in the RTP as having been removed in the AAS portion of the document
 - 4. **MOTION AMENDED** by Eleanore Hempsey to approve the Management and Leadership Specialization degree to include the changes to BUS 217 as discussed
 - 5. **SECOND** by Xander Henderson
 - 6. **ABSTAIN** by Rachel Arroyo-Townsend, Jeremy Raisor
 - 7. **APPROVED** by majority vote
 - v. The plan is to get the changes to these programs submitted over the next few IC meetings in order to bring the RTP for Bachelor degree to the December 9th meeting
 - 7. Program Deletions – none
 - 8. Program Suspensions – none
 - 9. Misc. Curriculum – none
 - 10. Old Business (not related to curriculum)
 - a. Directed Self-Placement – Pat Lopez – (action)

- i. There is concern over students taking courses out of sequence which should not be happening.
 - 1. We need to get some information on how this is occurring, ie. Is it a self-advisement situation?
 - 2. This came up specifically with Dual Enrollment instructors
 - a. Concern was voiced over treating DE directed self-placement differently than public directed self-placement
 - ii. There is no real data at the national level on what is better, directed self-placement or exam placement
 - iii. **TASK** – to work with the Dual Enrollment committee, the Director of Early College Programs, and Academic Standards regarding placement – Wei Ma
 - iv. **MOTION** by Wes King to table the Directed Self-Placement action item
 - v. **SECOND** by Ruth Creek
 - vi. **MOTION TABLED**
11. New Business (not related to curriculum)
- a. Faculty Remote/Hybrid Procedure – Pat Lopez – (information)
 - i. Pat was asked if IC would like to draft the Faculty Remote/Hybrid Procedure to which she responded that IC is a curriculum group and not a procedural group and while we will happily review a written draft, we are not the group to draft it
12. Announcements & Reporting of Previous Tasks
13. Future Agenda Items
14. Adjournment – (action)
- a. **MOTION** by Rachel Arroyo-Townsend
 - b. **SECOND** by Xander Henderson