Curriculum Committee

December 4, 2017  
2:30 – 4:00 pm

Building 12 - 120  
**Minutes**

1. **Members present:** Dave Howard, Bridgette Agpaoa-Ryder, Mary Jane Oberhofer, Marit Berg, Greg Ferencko, Heather Cushman, Heather Gillanders, Tracey Brooks, Jeff Calkins, Darlene Rompogren, Phil Hunter, Scott Davis, Colleen Spezia, Leigh Jewett
2. **Consent Agenda:** BIOL& 100 was moved from the Consent Agenda to the regular meeting agenda as item #7. The amended Consent Agenda, which included the October CC meeting minutes and the course proposals for the current meeting, was accepted by consent.
3. **Approval of Agenda:** BIOL& 100 was added to the agenda. The agenda was approved with this addition.
4. **New Certificates – Phase 2**
   1. **Limited License Legal Technician Preparation Certificate Proposal**

**LLLT Curriculum**

Mary Jane Oberhofer moved to recommend approval, with a second by Jeff Calkins. Jennifer Sorensen explained that the rationale behind this proposal is to improve on the current model, in which students must have a minimum of an Associate’s Degree, take 45 credits at an approved institution, and then take 3 quarters of Family Law in the UW law school’s Continuing Education department. Those 45 credits do not count toward any current TCC degree or certificate, and the UW law school’s Continuing Education classes are not eligible for financial aid. This proposed new 45-credit stand-alone LLLT Preparation Certificate will give students the opportunity to get financial aid, making the process easier and more feasible for students. Phil Hunter asked how this new certificate relates to the one TCC already has, and Jennifer explained that the other certificate is our PRO certificate, which is for students who already have an Associate’s or Bachelor’s Degree, possibly majored in something completely different, and want to get into the legal industry as a paralegal. The proposed LLLT Preparation Certificate is a subset of the PRO certificate and is designed for those with the specific goal of becoming a Limited License Legal Technician. The motion carried.

* 1. **Global Health and Cultural Competency Certificate Proposal, Phase 2**

Mary Jane Oberhofer moved to recommend approval, with a second from Jeff Calkins. Char Gore explained that the two courses for this certificate, totaling ten credits, are both elective courses from the Community Health Professional track within the Community Health BAS Degree. There being no questions, the motion carried without discussion.

1. **Modified Degrees**
   1. **Bachelor of Applied Science in Health Information Management**

**HIM BAS Synopsis of Changes**

**HIM BAS Degree Proposal**

**HIM BAS Degree Proposal with Markups showing changes**

Mary Jane Oberhofer moved to recommend approval of this degree modification, with a second from Jeff Calkins. Char Gore explained the major changes made to the HIM BAS degree: First, the RHIT credential has been dropped as a requirement for entry to this degree program, which now accepts students with an Associate of Applied Sciences degree in any administrative or clinical health field. To compensate for not requiring the RHIT competencies as a prerequisite, an HIM 299 class (an optional one-on-one course) was added as an option to allow students to get whichever of those competencies they might not have gotten in their previous education. Statistics has also been dropped as a prerequisite to the program and embedded as one of the program courses, thus removing a barrier for people who didn’t get statistics during their previous education. Also, the ENGL& 301 requirement was dropped after a review of student transcripts showed that most already had ten credits of communication classes. There are now only two prerequisites: ENGL& 101 and either Anatomy & Physiology (BIOL& 175) or the BIOL& 241-242 series. Lastly, a listing error in which LS 301 was designated as a distribution requirement has been corrected. LS 101 is still a required course, but it is not a distribution course. The motion carried.

1. New Courses
   1. **IP 100 - International Study Abroad**

Jeff Calkins moved to recommend approval, with a second by Tracey Brooks. Tod Treat explained that this is a service-related course designed to meet the various study abroad models that faculty are developing. The course needs to allow students to maintain full-time status and thus remain financial-aid eligible. This proposal would allow various faculty members to arrange a study-abroad program for their students that would be financial-aid eligible. This 2-credit course would take place within a 10-week quarter, both before, during, & after a study abroad. The content would center around readiness for travel, cultural context, information about language and customs, and finally for particular content. Mary Jane Oberhofer asked why this course hadn’t appeared in Curricunet, and Phil Hunter explained that there was a glitch in the system that prevented it from showing but that the course is indeed there. Phil added that the last Course Outcome is linked to one of the Human Development Program Outcomes, and Tod clarified that that this course is not tied to a specific disciplinary program; rather, he identified Program Learning Outcomes that would fit with the kind of activity that the class would entail (in fact, there was some preliminary discussion about whether it should have an HD prefix, but it was decided that the prefix should be International Programs). There is no actual program for International Programs, so that may be one reason why this course did not show up in Curricunet. Dave Howard asked where this course would reside (for purposes of evaluation and accreditation), and Tod explained that for the purposes of who would evaluate the program and which courses are within the program, this would be a single course under the International Programs Office, taught by a variety of faculty depending on various factors. Dave Howard questioned whether it was allowable to have the course not attached to a specific academic department, and Phil answered that there are some courses like this in the Prof/Tech area. Colleen Spezia asked if many of these programs would begin and end outside the regular quarter, as that would impact grading deadlines. Tod replied that it would be situational; there might be some that are contained within a quarter, but there might also be others that extend beyond the quarter, which would generate its own set of issues that we would have to solve at that point. The motion carried.

* 1. **SOC 255 - Sociology of Military and Society**

Dave Howard moved to recommend approval, with a second by Heather Gillanders. Judy Loveless-Morris explained that this course will examine how the military as an institution can impact people’s life outcomes and intersect in people’s lives in meaningful ways. The military is one of the country’s largest employers, and it has a disproportionately large impact on the lives of people of color and people from lower-income backgrounds; it also has implications for sexual orientation, citizenship status, and other areas that are important for our students to understand. Further, since TCC is surrounded by 3 military bases, this course would likely be of general interest as well. Two focus groups with TCC’s Veterans Club were convened so that their members could help inform the creation of this course. The motion carried.

**7. BIOL& 100 - Survey of Biology (Moved from Consent Agenda)**

Heather Cushman moved to recommend approval, with a second by Jeff Calkins. The discussion started with a question from Heather Gillanders about measurability in the wording of some of the Course Outcomes, such as “Demonstrate an understanding.” She asked if understanding could be demonstrated more concretely, for example, by explaining, describing, or articulating. Kristen Harrison responded that this outcome is related to the course content, so it is assessed throughout the course material through activities such as exams, quizzes, presentations, and assignments; thus, there is no one specific way to assess understanding of core concepts. It is somewhat variable, and it depends on how each individual instructor sets up the assessments for the content portion of the course. Phil Hunter asked what the purpose of this course modification was. Kristen explained that because BIOL& 100 has always been a classic survey introductory biology course, the prior Course Learning Outcomes were focused on specific content that the students were expected to know and were thus all heavily knowledge-based specific biological concepts. Then in 2011, the National Science Foundation came out with a document called Vision and Change, which was a call to biology educators at different levels to reevaluate the heavy focus on information dispersal in terms of skills learned. There are now 7 core concepts and 5 core competencies, determined in terms of what we really want our introductory science students to take away from the course and what the desired skillsets and ways of looking at the world and processing information in terms of scientific literacy are. The result has been to make our introductory non-major biology courses more theme-based, where we can teach the competencies through the exploration of a relevant and interesting topic that students can dive more deeply into, developing the scientific competency mindset and skillset rather than simply giving out pieces of information. Mary Jane Oberhofer asked whether, since this is an ampersand class, there should be global outcomes that are applicable across institutions. Phil Hunter replied that this is not the case; at the 100-level there is flexibility with regard to content. Joe Shannon added that TCC’s outcomes do indeed align with those of other colleges. The motion carried.

1. **Transcription of Credit from Freedom Education Project Puget Sound (FEPPS)**

**Transcription of Credit from Outside Institutions – Guidelines**

**Courses already approved for Transcription from FEPPS)**

* 1. ANTH& 205 Biological Anthropology
  2. HIST 231 American History, American Film
  3. CMST& 220 Public Speaking

Jeff Calkins recommended approval of transcription of credit from FEPPS for the three courses listed above, with a second by Heather Cushman. Zoe Brown explained that this is TCC’s fourth year of transcripting the WCCW program. The Freedom of Education Project Puget Sound (FEPPS) is a nonprofit that receives funding from grants and individual donors. It offers 7 classes per term at WCCW, and for the most part about 5 courses a term are college-level. There is also a college-preparatory program; since 2014, 120 students have gone through the college-preparatory program, and 95 students have completed English 101 as well. There are now 23 students who have completed an Associate of Arts degree through this program, with about 20 more student predicted to graduate in June 2018. Tracey Brooks asked if all of the WCCW classes were transcripted, and Zoe replied that all of the college-level ones are. There is also a non-transcripted college-preparatory program that includes two quarters of math, along with English 85 and 95. The program also offers other non-course programming, such as Critical Inquiry and a Student Success class, which runs concurrently with the math and English classes to support students in college readiness skills. The motion passed with two abstentions.

1. **Provisional Approval Authority**

**The next Curriculum Committee meeting is February 5, 2018. The Spring 2018 class schedule goes live on January 15. Should the Curriculum Committee give the Chair authority to provisionally approve time critical course proposals during December 2017 and January 2018?** Dave Howard moved that the committee grant said authority, with a second from Jeff Calkins. Phil Hunter explained that this is something that the CC usually does in the summer, but with the Committee not meeting again until February, provisional authority is needed due to the long interval between meetings. The motion carried.

1. **Curricunet META progress report**

Scott Davis explained that Curricunet META, the upcoming updated version of Curricunet, will be the result of a rather major overhaul. The main issue driving the update is outcome mapping. In the previous version, changing anything at the Program Learning Outcome level would break every single connection at the course level, causing anyone correcting a small typo to have to re-add every single CLO to reconnect it to the PLOs. In the new version, when changes are made at the program level, Curricunet will store the connections in a historical format, and the connections won’t be broken; they’ll still be there. The new version should still be reasonably user friendly; it will have tabs on the side for the different areas, and the required fields will pop up. Also, proposals will not show up until all the required fields have been filled, so it will be obvious if a proposal is ready or not. Once the new version is out, there will be trainings, tools, and resources to make it as user friendly as possible. Scott encouraged anyone with any issues, critiques, or input to let him or Phil know. Phil added that they are also working on nomenclature changes in areas such as repeatability wording and course deletion. Another thing that they are looking to add is the ability to designate a course as applicable to a distinction pathway. Phil presented a related idea to the committee members: Many of the Prof/Tech areas do not have entire Multicultural classes; rather, the Multicultural content is often spread out throughout the curriculum, so he suggests that we allow individual course outcomes to be identified as Multicultural in order to allow the possibility that in the future, we might decide that if a student has taken a certain number of Prof/Tech courses that have some threshold of Multicultural outcomes, that student would meet the Multicultural outcome for the transfer degree. Phil further noted that another improvement we will see with Curricunet META is that it will also have much more powerful reporting ability; for example, anyone reviewing a course proposal will be able to pull up its course impact report, which faculty members creating updated course proposals currently cannot do.

1. **Transfer Degree Review Taskforce progress report**

Phil Hunter explained that the Transfer Degree Review Taskforce has met and will be meeting again on December 8. There has been good discussion and good representation. Phil will email the list of task force participants out to the CC members.

1. **(Not originally on the agenda): Informational item regarding DevEd prerequisites**

ABE and DevEd faculty have been working since last year on aligning curricula because of changes in regulations that now require the ABE courses to take students all the way to college level. A lot of work has been done on aligning the course outcomes and prerequisites for some of the high-level ABE courses and the 80 and 90-level math courses, and courses are now being taught in which there is a mix of ABE and English students or ABE and Math students at the developmental level. After the new ABE versions of these courses were created, it was realized that those new courses did not get designated in Curricunet as meeting the prerequisite for the same courses that their DevEd counterparts do. For example, ABE 94 and English 95 are essentially the same course now, and students in the class are a mix of the two, but currently only the ENGL/ 95 students are recognized by the system as having met the prerequisite for the numerous courses that have ENGL/ 95 as a prerequisite. There is discussion going on now regarding how to rectify this. Because updating the course proposal forms for those numerous courses would be an enormous task, we need to find an alternative way to do it; however, an alternative method has not been determined yet.

The meeting was adjourned at 3:35.

**Tacoma Community College**

**Curriculum Committee Calendar**

**2017 – 2018**

|  | | | **Implementation Quarter** | |
| --- | --- | --- | --- | --- |
| **Proposals**  **Agenda Ready** | **Agenda**  **Published** | **Meeting** | **ctcLink**  **Catalog Items** | **Non-ctcLink**  **Catalog items** |
| 10/27/2017 | 10/31/2017 | 11/6/2017 | Spring 2018 | Winter 2018 |
| 11/27/2017 | 11/28/2017 | 12/4/2017 | Summer/Fall 2018 | Winter 2018 |
| 1/26/2018 | 1/30/2018 | 2/5/2018 | Summer/Fall 2018 | Spring 2018 |
| 2/23/2018 | 2/27/2018 | 3/5/2018 | Winter 2019 | Spring 2018 |
| 3/16/2018 | 3/20/2018 | 4/2/2018 | Winter 2019 | Summer/Fall 2018 |
| 4/27/2018 | 5/1/2018 | 5/7/2018 | Winter 2019 | Summer/Fall 2018 |
| 5/25/2018 | 5/29/2018 | 6/4/2018 | Winter/Spring 2019 | Summer/Fall 2018 |
| 9/21/2018 | 9/25/2018 | 10/1/2018 | Spring 2019 | Winter 2019 |
| 10/26/2018 | 10/30/2018 | 11/5/2018 | Summer/Fall 2019 | Winter 2019 |

Meetings are 2:30 – 4:00 in the Building 12 Board Room.

Non-ctcLink Catalog Items include Course Outcomes.

In the event of a late proposal involving changes to ctcLink Catalog items, the Program/Department develops a plan with buy-in from Department/Program Chair, Dean, Dean’s Assistant, Associate Registrar; Administrative Operations Coordinator (Division); Curriculum Committee Administrative Co-Chair, Curriculum Committee Chair.

ctcLink Catalog Implementation Dates based on SBCTC Class Construction Schedule:

Spring 2018 Summer 2018 Fall 2018 Winter 2019 Spring 2019

Start Building Classes 12/1/2017 3/1/2018 3/1/2018 7/2/2018 11/5/2018

Schedule goes live 1/1/2018 4/1/2018 4/1/2018 10/1/2018 1/1/2019