

Curriculum Committee Minutes



Meeting Date	Meeting Time & Location	
Monday April 1, 2013	2:30 pm Board Room Building 12	
Chair	Vice-Chair	Recording Secretaries
Dr. Barbara Peterson, Instructor, Human Services Program	Dr. Dave Howard, Counselor, Counseling/Advising	Rosalie Olson Rachel Goon

1. In attendance:

Elizabeth Golen-Johnson, Mary Skinner, Kim Rzeszewicz, Barbara Peterson, Dave Howard, Mike Mixdorf, Char Gore, Darlene Rompogren, Susan Schneider, Rosalie Robinson, Terrie Jones, John Falskow, Sean van Domellen, Carroll Ferguson, Jethro DeLisle, Coleen Spezia, Julie Benson, Phil Hunter, Rachel Goon, Bernie Comeau, Greg Ferencko, Steve Ashpole, Mike Flodin

2. Approval of minutes from 3/4/13 meeting

**Rosalie Olson moved to approve the minutes from March 4, 2013 meeting
Dave Howard seconded the motion**

Discussion: Rachel noted that Phil caught a typo in the minutes; Rachel will fix and re-send to Barb.

Motion carried

2. Additions to the agenda?

Barb added four items to the agenda:

- 179
- Distribution areas
- MOU for Curriculum Committee
- Physician Practice Certificate

4. TABLED Courses

NONE

5. DELETED Courses

RS 156 Principles of Digital Radiography II

Julie Benson moved to approve deletion of RS 156.

Rosalie Olson seconded the motion.

Discussion: Mike Mixdorf: was a 1-credit class; moved the material to other courses in the curriculum.

Motion carried

6. NEW Courses

NONE

7. UPDATED Courses

EDP 100 Introduction to Early Childhood Education

EDP 101 Early Childhood Environmental Design

EDP 102 Math, Science, and Technology for Young Children

EDP 112 Language, Literacy, and the Arts in Early Childhood Education

EDP 130 Cultural Competency and Responsiveness in Early Childhood Education

EDP 140 Promoting Positive Behavior

EDP 201 Effective Communication with Colleagues and Families

EDP 202 Nutrition, Health, and Safety for Young Children

EDP 203 Family Systems & Supports

EDP 290 Practicum

EDUC& 115 Child Development

EDUC& 204 Exceptional Child

Dave Howard moved to recommend changes to the courses EDP100, 101, 102, 112, 130, 140, 201, 202, 203, 290, and to EDUC& 115 and 204.

Phil Hunter seconded the motion.

Discussion: Mary Skinner: due to a grant oriented toward issues regarding students with special needs, have adjusted curriculum in EDP and EDUC courses. (Elizabeth handed out a "Paraeducator, EC Pathway" handout.) Going through syllabi and aligning to college standards and other specialized program standards. Names of courses will be changed eventually, but not now.

Phil: most of his comments in Curricunet have been addressed.

EDP 201, Outcome #8: change "Understand" to something measurable?

Elizabeth: let's change to "Explain."

Phil: 290 Practicum: criminal background check required – should it be under the prereqs?

Barb: Yes.

Kim will add "criminal background check clearances are required" to the prereqs.

Also, in prereqs, specifies "Core Requirements." What are those?

Mary: long list of required courses . . . but instructor permission is required.

Barb: How about just put "Instructor permission required"? But wouldn't want student to think it was at the discretion of the instructor; they must complete all 11 courses that come beforehand.

Mike F: if add "this is the capstone course" in the description, that should be enough to let the student know and to let admissions at other schools know that this is the final course of the program.

Dave: suggests wording addition to course description to clarify: ". . . gained in their previous early childhood education courses, which must be successfully completed prior taking this course."

Mary: add: ". . . integrated early childhood education setting, and is the capstone class for the paraeducator program." The hours should read 99 and not 90.

Mike F: regarding the two EDUC& classes – the coding will be changed to have them be reflected as academic transfer courses.

Kim: In EDP204, let's leave "40 hours" out of the description, since the Quarterly Hours doesn't match?
Mike F: How about "at least 40 hours"?
Char: Can we figure out how to make the field experience equal 40 hours?
Kim can manually make the field experience equal .75 – and bump lecture up to 4.25. That will make the field experience equal 41.25 hours.
Mary agreed that would work

Motion carried

EMC 120 Paramedic I
EMC 121 Paramedic II
EMC 122 Paramedic III
EMC 130 Paramedic Clinical I
EMC 131 Paramedic Clinical II
EMC 132 Paramedic Clinical III

Char moved to approve updates to EMC 120, 121, 122, 130, 131, and 132

Rosalie Olson seconded the motion.

Discussion: Char: just removing prereqs and standardizing them as "admission into the program" instead.

Rachel: first course prereqs says "acceptance" instead of "admissions"

Phil: These don't appear to be CAPPED – the course outcomes and PLOs are not aligned.

Kim: Melissa is working on CAPPING; she is aware the committee might not approve these.

Barb: These are slated to be CAPPED this year.

Phil Hunter moved to TABLE EMC 120, 121, 122, 130, 131, and 132

Rachel Goon seconded the motion.

Motion to TABLE carried

PHYS& 221 Engineering Physics – Mechanics
PHYS& 222 Engineering Physics - Electricity and Magnetism

Phil Hunter moved to recommend approval of updates to PHYS& 221 and 222.

Jethro DeLisle seconded the motion.

Discussion: Phil: 221 is the entry course for engineering students and some science students. Uses calculus. In past the department was lenient with prereqs because the course was offered so infrequently. Now offered 4 times per year; 222 is offered thrice per year.

Also, instructors hear from students that having the current co-requisite is not sufficient to prepare them for the material in these courses.

Faculty has decided to make the prereqs more rigorous to ensure student success.

Kim: Has data been collected about student success with current prereqs?

Phil: No, not in last few years. Largely based on anecdotal and spontaneous student feedback.

Students are much more likely to succeed, anecdotally, after completing Calculus.

Motion carried

RS 200 Cross Sectional Anatomy

RS 225 Clinical Education IV

Barb: These courses will be addressed at a future meeting. They were pulled prior to this meeting but after the agenda was published.

8. DEGREE/CERTIFICATE Courses

Health Information Management, Medical Registration & Admissions Specialist, Medical Reimbursement Specialist, and Physicians Practice Management – Char Gore

Char Gore moved to endorse HIM degree, the Medical Reimbursement Specialist Certificate, Medical Registration & Admissions Specialist Certificate, and the Physicians Practice Management Certificate. Mike Mixdorf seconded the motion.

Discussion: Char: There have been no changes since discussion at the last meeting; we just need a motion to recommend endorsement.

Motion carried

LPN to RN Program – Julie Benson

Julie Benson moved to endorse the Associate of Applied Sciences degree in Nursing: LPN to RN Program.

Phil Hunter seconded the motion.

Discussion:

Julie: ADN is the only nursing degree offered – the program does not offer an LPN to RN degree. This is specifically for LPN's bridging to RN; it is not a separate degree. It is one degree with 2 pathways or tracks. This will be an issue in Curricunet for any program that has multiple branches to achieve the same degree. Curricunet does not let us clarify that these are two "tracks."

Kim: This problem will probably come up with other programs – but all we really need to do is figure out how to change the title so that it starts with "ADN: LPN to RN Program" or something like that. Kim is working on that in Curricunet.

Barb: We want to endorse this track.

Motion carried

9. OTHER BUSINESS

a. CC Glossary of Terms – Dave Howard

Julie: form a subcommittee that decides what terms to include and the scope of how to define them? Maybe even improving and/or updating the handbook while also adding a glossary – a holistic overhaul? We might want to add "multi-cultural" and/or "writing intensive".

Jethro: Who is the audience for this?

Barb: Both those completing the Course Proposals and members of the Curriculum Committee. Updating the Handbook is on the agenda for next year.

Barb: The Glossary needs to be done by June of this year. The Handbook should be cleaned up no later than December of this year. Needs to be done by February of next year, at the very latest. Would like this done by December.

Phil, Julie, Dave, Rachel, Barb, and Kim will work on this and bring a draft back in June.

b. New MOU: Dave: 2012/13 and 2013/14 – faculty serving on CC as their second committee have increased PAUs. Will work to get this into the Negotiated Agreement of Fall 2013.

Barb: please remind alternates that to get their PAUs, they must attend one meeting this year.

c. 179 Special Topics: John Falskow distributed draft outlines for 179 and 299 processes.

Barb: the final drafts will live in the Handbook.

Kim: to clarify, a course number – say, 179, must first exist in Curricunet and have been approved by CC. But after that, if it's a 1- or 2-credit course, it doesn't have to come back to CC.

Barb: If it's 3-credits or more, does it then have to come to CC and be listed as a 170-178?

John: Seems like departments could handle it with just the sign-off of the CC rep, but that's open to discussion by the committee.

Julie: with a 5 credit course, we might want to be careful about courses that wouldn't transfer; wouldn't want a student to get into trouble taking a course that didn't transfer.

John: one example of a 179 in the Music Dept. is African American music as a 5-credit course. As a way to keep the process nimble, it seems it would be preferable for faculty and deans to be able to work it out, rather than to come to CC.

Steve: Once 179 has gone through CC, registrar can't catch if it's a different course or not. To the registrar, 179 is 179, even if the course content is radically different.

Barb: 179 is "special topics", but 170-178 is for workshops and seminars. At the top of this form, let's just have "179"

John: mistake on the form – would like to change the form to strike the italicized sentence in parens about 3+ credit courses.

Barb: what would we put in the "Grade" field?

Phil: that probably should be stricken – seems to be a carry-over from an older form.

John: Prereqs might be left off the course proposal in order to keep it sufficiently generic. But the prereq could go on the form.

Phil: recommends keeping that on the form after the Course Description.

Barb: But leave "Year and Quarter."

Steve: How do we decide when a special topics course should become a permanent course? This is a big question.

Phil: would prefer that someone from this committee look at this form every time, regardless of whether its 1 -5 credits. Will simplify the process, too.

John will add that.

Kim suggests we add a blurb to the form that indicates that there is a 179 course on the “books”.

Barb: the group working on Glossary terms should come up with a definition for a Pilot.

John: 299 Independent Study form has not been updated – it’s just the procedure that has been clarified.

Committee will vote to recommend approval of these forms at the May meeting.

d) Distribution lists:

Kim: There are currently no criteria for us to determine if a course should be included in a particular distribution area. Need to develop criteria for Hum, Soc Sci, Quant Skills, Written & Oral Comm, Natural Sci, to determine how to decide whether a course belongs in a particular distribution.

John: we could make it something like 50% of the course objectives must align with the natural science outcomes, for example.

Phil: We will have a retreat and discuss this for our department.

Kim: someone would need to review all of those. We need to develop guidelines, and process for how to use those guidelines.

Respectfully submitted,
Rachel Goon