Curriculum Committee

November 6, 2017
2:30 – 4:00 pm

Building 12 - 120
**Minutes**

1. **Members present:** Dave Howard, Mike Mixdorf, Bridgette Agpaoa-Ryder, Mary Jane Oberhofer, Marit Berg, Greg Ferencko, Heather Cushman, Craig Cowden, Heather Gillanders, Joyce Oswald, Jeff Calkins, Darlene Rompogren, Phil Hunter, Scott Davis, Colleen Spezia
2. **Consent Agenda:** The Consent Agenda was approved without changes. It included the motion to approve the October CC meeting minutes and the following:
	1. **Motions to recommend modification of**

CHP 300 Introduction to Community Health

 CHP 305 Community Health Advocacy

 CHP 310 Community Health Communications and Infomatics

 CHP 315 Health Policy, Law, and Ethics

 CHP 320 Introduction to Epidemiology

 CHP 325 Population Health and Wellness

 CHP 330 Program Planning and Evaluation

 CHP 335 Healthcare Research & Statistics

 CHP 340 Disaster Preparedness

 CHP 400 Environmental Health

 CHP 410 Trauma as a Community Health Issue

 CHP 420 Families as Social Systems

 CHP 430 Epidemics and Prevention

 CHPM 400 EMS Ethics and Leadership

 CHPM 410 Emergency Management

 CHPM 420 Injury Prevention

 CHPM 430 Community Paramedicine

 CHPM 450 Critical Care Transport

 CHRC 400 Tobacco and Nicotine Treatment

 CHRC 410 Leadership for the Health Care

 CHRC 420 Education in Healthcare

 CHRC 430 Advanced Patient Care

 HIM 340 Data Quality Management and Performance Improvement

 HIM 410 Healthcare Compliance

 MATH 094 Statway Bridge to Business Algebra

* 1. **Motions to recommend deletion of**

NURS 221 Nursing V: Caring for the Client with Acute/Complex II/Chronic Problems - Theory

 NURS 222 Nursing V: Caring for the client with Acute/Chronic Complex II Problems- Clinical

 NURS 242 Nursing Focus V: End of Life Care

 PE 235 Advanced Soccer Techniques

1. **Approval of Agenda:** The agenda originally emailed out to the CC members was amended, and a revised agenda was emailed out before today’s meeting. The changes made to the agenda were as follows:
* ABE 090, ABE 095, MATH 090, and MATH 095 have been withdrawn
* The HIM BAS Degree Proposal has been dropped from the agenda.
* The Associate of Applied Science in Accounting and the ABE Course Modifications were moved to an earlier time during the meeting so that Annalee Rothenberg and Allison Muir could leave to attend a Faculty Learning Community meeting.

The Agenda was approved with the above changes.

1. **Committee Development & Training (items for discussion)**
	1. [**BAS Degrees at TCC and Other Washington CTCs Presentation**](https://goo.gl/gGxdCr) **and** [**Fact Sheet**](https://goo.gl/54ViyF)

Char Gore explained that Bachelor of Applied Science (BAS) degrees—not to be confused with Bachelor of Arts (BA) or Bachelor of Science (BS) degrees—are workforce-oriented professional/technical degrees that build on a 2-year degree. They are intended for fields that used to require just an associate’s degree but now want their applicants to have higher levels of training. They are also intended to allow graduates of Associate of Applied Science Degree programs to have great access to bachelor degrees – allowing them to use all 90 of their Associate Degree credits to apply to the bachelor degree instead of requiring an addition year or two of general education requirements BEFORE allowing students into their Junior year of a bachelor program. The intent of BAS degrees is to provide greater access and meet the needs of the area’s workforce – not to duplicate degrees already accessible and offered by local universities. This type of degree has been granted in the U.S. since the 1970s, and 21 states have them. Schools in Washington started offering them in 2005. As of 2016, there are 87 programs at 27 colleges in our state. TCC’s HIM program was the 50th program to get approval. The BAS has 3 pieces: First, we have to prove there’s a need for the program in our area, and then before it is approved by the NWCCU, the program has to be evaluated by an external evaluator to assure that its content and rigor are commensurate with what a 4-year school would offer. The approval of this program means TCC is now a Baccalaureate-granting school, with a Community Health BAS degree to be added in fall 2018. More complete details regarding the BAS degrees are available online in SBCTC-BAS.

* 1. [**Academic Options and Definitions**](https://goo.gl/6h5Hk5)

In response to feedback given at a Professional Development Day workshop, Kristina Young developed a reference sheet that defines and explains the options and the requirements for various specializations, pathways, certificates, and degrees at TCC. The document is available on Google Docs via a link that Kristina provided (the link is included in the emailed agenda for this meeting). Phil Hunter asked what makes a distinction pathway a distinction pathway, and Kristina explained that is an intentional grouping of coursework and outcomes in a student’s area of interest that asks students to distinguish themselves in an additional way that enhances the degree or the student’s employability. Many distinction pathways also include a capstone. Kristina further explained that distinction pathways are designed for transfer students as well; milestones can be used in CTCLink as well as in student transcripts to show non-credited benchmarks that students meet on their way to a degree.

1. **General BAS Degree Requirements at TCC**

Heather Gillanders moved to recommend approval of the General BAS Degree Requirements, with a second by Jeff Calkins. Char Gore explained that we are developing policies or best practices to follow with regard to BAS degree requirements and student entry into upper division courses and certificates. The General BAS Degree Requirements document that Char handed out to the committee members is a list of what is needed in order to be conferred a baccalaureate degree at TCC; much of this is the same as what is done for our Associate’s Degrees. Jeff Calkins asked if this is comparable to what other colleges do, and Char said that for the most part it is, but the residency requirement can be different. Craig Cowden asked if the Physical Sciences category includes Chemistry, and Char replied that it does. The motion carried.

1. [**Student Entry into Upper Division Courses at TCC**](https://testtacomacc.sharepoint.com/sites/curriculumcommittee/_layouts/15/guestaccess.aspx?guestaccesstoken=SEottAFmOqgjtfJhsWO6AfrI60yDNNqoPwtby3sc9j8%3D&docid=2_1911984ea4ef44585a1faba9a909533c9&rev=1&e=85439ea7713c44699d9de88af006179a)

Craig Cowden moved to recommend approval, with a second by Jeff Calkins. Char Gore explained that the State Board (Baccalaurate Leadership Council) came up with requirements to allow entry into upper-division courses for students who are in BAS programs and those not in BAS programs. Applied Sciences fields often have certificates at the Associate Degree level. The first three eligibility criteria listed in the document come from State Board policy; students have to be admitted into a baccalaureate program or have Junior standing to get into 300- or 400-level courses or have completed an appropriate body of preparation as determined by the college. The policy presented proposes to define appropriate body of preparation as determined by the college to include – completion of over 60 college-level credits and completion of college-level English Composition (this label is used instead of “English 101” because some colleges use different titles and numbers for this course), or professor’s or program chair’s permission. The motion carried (with the change of “instructor” to “professor” in the document).

1. **New Degree and Distinction Pathway – Phase 2**
	1. **Associate of Applied Science in Allied Health – Transfer**

(Phase 1 was endorsed by the CC in October 2017)

Jeff Calkins moved to recommend approval of the AHAAST Degree, with a second by Mary Jane Oberhofer. Char Gore explained that in the professional/technical area, we have a number of selective-entry programs that are Allied Health related, and students in these programs often appear to be transfer students when they’re really workforce students. This skews our workforce numbers, reducing the amount of money TCC receives to develop these programs. It also can result in these students being given inappropriate advising. This degree meets all requirements for all of the Allied Health programs and has a certificate built into it so that students who end up not being admitted to a selective-entry program will still have a credential that will give them entry into the job market. This is an Applied Science Transfer degree, meaning it has at least 20 credits of transferable GenEd courses, and it also makes financial aid available to students working toward this degree. The motion carried.

* 1. **Global Studies Distinction Pathway**

 (Phase 1 was endorsed by the CC in April 2017)

Jeff Calkins moved to recommend approval of the Global Studies Distinction Pathway, with a second by Heather Gillanders. Kristina Young explained that Global Studies is a distinction pathway designed to give shape and meaning for students in the lifelong pursuit of cultural and intercultural competence. Degrees in global studies do exist, but this is not a pre-major; rather, it’s a priming of the pump that will get students ready as well as help them focus their distribution credits in a meaningful way, not only in academic fields but also in the professional/technical areas such as Nursing and Business, where cultural competency is very important. The proposed pathway includes four courses and a capstone. This proposal also includes a coordinator who would have 1/3 release time to do the extra mentoring and advising. Liz Fortenbery added that we have such a robust slate of foundational global-knowledge courses that it is important to use them in this way. It is also another way of encouraging students to complete the third quarter of language that a lot of students don’t end up completing. Noting that this program seems to allow students a lot of latitude, Phil Hunter asked about the focus—how students would connect the pieces into a coherent whole. Liz replied that this is the role of the capstone, which encourages students to figure out how to integrate these pieces. Kristina also noted that students would work on a plan with their coordinator and/or advisor; we don’t want to be too restrictive on the course choices. The motion carried.

1. **New Certificates – Phase 1 (Statement of Need)**
	1. [**Limited License Legal Technician Preparation Certificate**](https://testtacomacc.sharepoint.com/sites/curriculumcommittee/_layouts/15/guestaccess.aspx?guestaccesstoken=5%2FAQX%2BtULM0Vr%2BtYRnHJ9dVHbqtwgbP3nP4gxG24pa0%3D&docid=2_168eb3fe21fe94f958c04fc35edfe9040&rev=1&e=d7d9c37c15ec4a00b880f3d71f181fcf)

Mary Jane Oberhofer moved to support the development of the Limited License Legal Technician Preparation Certificate, with a second from Dave Howard. Jennifer Sorensen explained that Washington is the first state in the country to begin licensing paralegals for some limited practice of law. The Washington State Bar Association set a 45-credit requirement of courses that need to be taken at ABA-approved paralegal programs. TCC offers two such programs, and we have the degree as well as our 56-credit PRO Certificate, which is for students who already have degrees but want the coursework to make them firm-ready. The 45 credits in the LLLT certificate are already part of the PRO certificate and the degree, but this is for students who want to take just 45 credits (one year). Phil Hunter asked if this would apply only for Family Law, and Jennifer replied that right now it’s available only for Family Law practice, but there is a second proposed area involving estate planning, guardianship, and elder law that is still in the works. The motion carried.

* 1. [**Global Health and Cultural Competency Certificate**](https://testtacomacc.sharepoint.com/sites/curriculumcommittee/_layouts/15/guestaccess.aspx?guestaccesstoken=3nkUEElSYTDPGOM8KqB1AWxak106AM35eUlznuiuaHc%3D&docid=2_1a6339e3d69af42d1bc5c43fd892b999b&rev=1&e=5fdff6c6232f427d87e908bd87c1fd6b)

Mary Jane Oberhofer moved to support the development of the Global Health and Cultural Competency Certificate, with a second from Craig Cowden. Char Gore explained that this ten-credit upper-division certificate was created to focus on the important cultural piece of Global Health. It has a Global Health (field study) course and a Health, Culture, and Diversity course that looks at community health at a larger scale, examining diverse populations and how our beliefs dictate the way we access and react to health care. The motion carried.

1. **Modified Degrees and Certificates**
	1. **Associate of Applied Science in Accounting Degree and Certificates**

 Mary Jane Oberhofer moved to recommend approval of the modifications to the Associate of Applied Science in Accounting Degree, with a second by Jeff Calkins. Annalee Rothenberg handed out a document explaining the rationale for the proposed changes; the original electives for the degree did not seem to have a career pathway focus, so she asked various advisory entities where they were seeing the most placement for students, and there were three main areas: small business, health care, and information systems, with database analysis being the focus, and new electives were designated that were core for employment in these areas. Each certificate can function as an exit point, or students can choose to continue on the pathway toward a degree. The motion carried.

* 1. **Associate in Computer Science (DTA/MRP)**

Greg Ferencko moved to recommend approval of the modifications to the Associate in Computer Science Degree, with a second from Jeff Calkins. Greg Ferencko explained that this modification is a minor one that adds clarifying text related to UWT. Joe Shannon added that this modification does not impact the overall degree; rather, it just makes it easier for the advisors to advise for this degree. The motion carried.

1. **New Specialization**

**Psychology AA Specialization**

Craig Cowden moved to recommend approval of the new Psychology Specialization, with a second from Dave Howard. Craig explained that the purpose of this specialization is to create a pathway because students were taking courses in an ad hoc way, or they were leaving important things like Statistics to the last quarter, which then often resulted in students doing poorly in the Methods course. This specialization organizes the courses in a way that’s more coherent, more appealing to students, and more helpful in getting them prepared for transfer. This is most critical at UW Seattle, which has competitive admissions in Psychology: students who don’t follow this pathway could transfer to the UW and then have to transfer to some other school because they don’t meet the requirements. Greg Ferencko asked about the footnote on the flyer related to the language requirement, which states that at UW Seattle it is 3 years of high school. Craig explained that language requirement is 2 years for UWT and 3 years for UW Seattle. Another question was asked concerning the reasoning behind the recommended natural science classes on the advising sheet. Craig explained that BIOL& 175, Human Anatomy and Physiology, makes the most sense for psychology majors since it overlaps psychology in several areas: sensation, perception, brain, stress, and health. This course is sometimes linked with the Biopsychology class. ANTH& 205 also puts the natural science and human pieces together, and the third one was left open for students to choose. When a concern was raised about the number of credits in this specialization, Craig explained that the 30 credits of the specialization are entirely contained within the 90 credits of the degree. Further, some of the courses double-count in the social science distribution, and the Statistics course double-counts as Math. Yvonne Unnold emphasized that this specialization fits entirely within the Associate of Arts degree. It is still a 90-credit degree; the 30 credits of the specialization are just the classes identified as the specific courses that the transfer institutions are looking for. Phil noted that this raises a really important point: when we create specializations, we need to make sure that they are within the scope of the degree and don’t add extra credits. The motion carried.

1. **New Courses**
	1. **CHP 360 Global Health**

Heather Cushman moved to recommend approval of CHP 360, with a second from Jeff Calkins. The motion was subsequently amended to include counting this as a Multicultural course. Char Gore explained that this new Multicultural Global Health course is part of the Certificate, and they are working on having it in the Global Distinction as one of the options. In this course, students compare the American health care system with one other specific system, and then they do field work to practice their profession. This is not only a clinical course; this is a professional course, so students in Health Information Management could be in this class with students in nursing, paramedic, or community health professional programs, and then they all would go out and practice their professions in the Community Health setting. It’s a field experience, which means it can be done locally or even in another country. The motion carried.

* 1. **IT 211 Operating Systems III**

Mary Jane Oberhofer moved to recommend approval of IT 211, with a second by Jeff Calkins. Sergio Hernandez explained that this Linux-based course will serve as an alternate to IT 210, which is the second-level operating system course. This course gives students an opportunity to learn a different operating system (other than Windows). Craig Cowden asked if 20 was a typical enrollment cap for IT courses, and Sergio answered that it was because of the limitations of classroom space and equipment (the labs can accommodate only 20 students at a time). Sergio also noted that both IT 102 and IT 110 (or just one of these with program chair approval) have been added as prerequisites for this course. The motion carried.

1. **Modified Courses**
	1. **ABE and Developmental Education Alignment Project**

**ABE 070 Reading and Writing for the Sciences: Health Science**

**ABE 071 Reading and Writing for Occupational Education**

**ABE 072 Reading and Writing for Social Studies: Washington State History**

**ABE 073 R/W for Social Studies: Contemporary World Issues**

**ABE 074 Reading and Writing for the Sciences: Biology**

**ABE 075 Reading and Writing for Social Studies: US History**

**ABE 077 Reading and Writing for the Sciences: Environmental Science**

**ABE 078 R/W for Social Studies: Contemporary World Issues 2**

**ABE 079 Reading and Writing for Social Studies: US Government and Civics**

**ABE 083 Applied Math II**

**ABE 084 Pre-Algebra**

**ABE 085 Introduction to Elementary Algebra**

**ABE 094 Academic Reading and Writing II: Threshold**

**ENGL/ 095 Academic Reading and Writing II: Threshold**

**MATH 085 Introduction to Elementary Algebra**

Darlene Rompogren moved to recommend approval of the above listed course modifications, with a second by Dave Howard. Allison Muir explained that the modification was to change the passing grade from B- to C in order to align ABE with Developmental Education in both Math and English courses. The motion carried.

* 1. **IBEST 088 Academic Support for Dev. Ed.**

Darlene Rompogren moved to recommend approval of the IBEST 088 course modification, with a second by Dave Howard. Darlene explained that the purpose of this modification was to streamline support classes for DevEd students in IBEST and to add the required CIP code. The motion carried.

* 1. **OLL 101 Success in Online Learning**

Bridgette Agpaoa-Ryder moved to recommend approval of the OLL 101 course modification, with a second by Dave Howard. Kristina Young explained that OLL 101 has been taught as a 2-credit course for almost 4 years now, but with 15 outcomes, too much work is required for it to be just a 2-credit course, so it is being changed to 3 credits. Phil Hunter asked if there were particular programs that use this course, and Kristin answered that it isn’t meant to fit within one specific program; it is platform-agnostic, and it runs parallel to but does not replace the HD or CU courses, and it targets both academic and prof/tech areas. The motion carried.

* 1. **CHP 440 Health, Culture, and Diversity**

Adding Multicultural Designation

Craig Cowden moved to recommend approval of the CHP 440 modifications, with a second by Dave Howard. Char Gore explained that this course has already been approved; this modification is just to add the Multicultural designation. The rigor of some of the outcomes has also been increased. The motion carried.

1. **Degree Waiver Petition**

Dave Howard moved to approve the degree waiver, with a second by Jeff Calkins. Phil Hunter explained that this petition is unique in that it is from a student who has not met the residency requirement (30 credits applied to the degree must be taken at TCC, but this student took only 25 credits applied to the degree). What is unique about this petition is that there is no way for the student to take another 5 credits that would apply to the degree unless she were to retake courses that she has already passed. The question before the committee is whether the degree should be granted despite the fact that the student is 5 credits short of the residency requirement. Dave Howard noted that as we grow these other (baccalaureate) programs, requiring a residency of 30 credits out of 180 may need to be revisited (since the residency requirement exists for financial reasons) and how that impacts us financially. Mary Jane Oberhofer

added that when she sees such students, she advises them to get the degree from the other institution. Colleen Spezia noted that the requirement used to be 30 of the last 45 credits needed to be earned at TCC, but some years back it was changed to just 30 credits because students are becoming more and more mobile, moving frequently. A lot of colleges do require the last credits to be earned at that institution to get a degree there. Craig Cowden added he thought some kind of requirement is more compelling in places like PLU, where the last year includes a capstone requirement. Mary Jane added that she had a student with a lot of credits from DeVry who wanted to use them to get an HR specialist certificate from TCC, and she found out from Colleen Spezia that TCC has no residency requirement for certificates. Mary Jane also mentioned a student who is one course short of a degree here who had to move up to Edmonds. She recommended that the student take the last class at Edmonds and then transfer it back to TCC because she didn’t know how if Edmonds would award her the degree when so many of her credits were from TCC. The motion carried.

1. **Transfer Degree Review Taskforce:**

The task force did not meet; Phil Hunter will send out more information about it to the CC members as time goes on.

1. **Parking Lot:**

Phil requested that anyone with items for the parking lot write it on a note sheet and give it to him for discussion at a later time.

The meeting was adjourned at 4:15.

**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