Curriculum Committee

October 1, 2018  
2:30 – 4:00 pm

Building 12 - 120  
Minutes

1. **Members present:** Dave Howard, Mike Mixdorf, Bridgette Agpaoa-Ryder, Annalee Rothenberg, Marit Berg, Greg Ferencko, Heather Cushman, Craig Cowden (alternate for Katrina Taylor), Heather GIllanders, Jeff Calkins, Darlene Rompogren, Phil Hunter, Amunoo Tembo, Colleen Spezia, Leigh Jewett
2. **Consent Agenda:** There were no additions to the Consent Agenda. It included the minutes from the June 2018 meeting, a course modification for PSYC 209, and a report of the provisional approvals made by Phil Hunter during Summer Quarter, which included a degree waiver petition, reactivation of MATH 010, and approval of new courses GERM 201 and GERM 202. The consent agenda was approved.
3. **Approve Agenda:** The agenda for today’s meeting was approved with the addition of one item at the end: Miscellaneous items
4. **New Degree Phase 1 – Statement of Need**

Bachelor of Applied Science IT Networking – Information Systems Technology

[Phase 1 Proposal](https://testtacomacc.sharepoint.com/:w:/s/curriculumcommittee/EcWiXO8_qTJMgMl3o0od0z0BgKn09qXwRJyMNMGhowHPKg?e=zAoGKO)

Jeff Calkins moved to support the development of a BAS in IT Networking, with a second from Heather Gillanders. Char Gore explained that this will be TCC’s fourth BAS degree. There is a great need for IT professionals with this type of degree in Pierce County, but currently no schools in this county offer a BAS degree in this field. Because Clover Park is developing a Cyber Security BAS, it was decided that TCC’s BAS should be more generalist in nature. The UW-Tacoma offers a Computer Science degree, but it requires calculus, adding two extra years for any prof-tech student, and the UWT’s IT degree requires pre-calculus, which is just one quarter less than the Computer Science degree. If the CC members vote to support the development of this degree, it will go to the State Board in two weeks. Annalee Rothenberg asked if the Program Learning Outcomes should be listed in order of difficulty, and Char responded that all of the PLOs in this new degree are Bloom’s level 4 or over, so they are all Bachelor’s level. Craig Cowden asked if this will require the hiring of new faculty, and Char replied that it would initially require the hiring of one new full time faculty, with up to 3 more, depending on the maximum number of students enrolled. We plan to start with a cohort of 20 students, then gradually increase to 40 with a maximum of 60. Faculty would be full-time non-tenure-track positions until it can be shown that this degree is sustainable. Dave Howard recommended that the RCWs should be checked if this seems likely to take more than two years. The motion carried.

1. [Memorandum of Understanding Between TCC and PLU](https://testtacomacc.sharepoint.com/:b:/s/curriculumcommittee/Edmkqj8jO8lHtTOMHUQBxYYBwxNwm4i7NsVKPYydaN88eg?e=qmerfE)

This is an information item only. John Falskow explained that this MOU between TCC and PLU, developed by our former Vice President, allows TCC students to pay tuition at the TCC rate and receive TCC credits to take advanced-level courses at PLU that are not offered at TCC. This is currently happening in 200-level German classes, though the number of affected students is very small. The MOU is worded very generally because of the possibility that this may be extended to other areas besides advanced German classes. Annalee Rothenberg asked which school would get the FTEs when TCC students attend PLU. John said he assumed that TCC would get them since it would be a TCC transcripted class. Dave Howard asked if the compensation to TCC would be equal to what the student pays. John referred to an amendment to the MOU on this topic, which he had not yet seen, but he assumed that since the student would be paying tuition at the TCC rate, the compensation would likely be at the TCC rate. Liz Fortenbery mentioned that there is a hope that this might also pave the way for PLU students to come to TCC for classes that are not offered at PLU. Dave Howard mentioned that while building bridges between institutions is a great idea, we need to make sure that we are not shifting faculty work to another institution. Annalee further mentioned that this is a good opportunity for students planning to study abroad, to which Dave added that this is a win for all involved: the students, TCC’s programs, and PLU.

1. **New Course Proposals**

GERM 201 Intermediate German I

GERM 202 Intermediate German II

Bruno Arzola-Padilla

Jeff Calkins moved to affirm the provisional approval of these new courses, with a second by Dave Howard. Phil Hunter provisionally approved these courses during the summer, but because they are new, he placed them on the agenda for a vote of affirmation by the CC members. Heather Gillanders noted that Course Learning Outcome #5 for GERM 202 started with “Understand”, which is a non-measurable verb, and asked if it could be changed to “Demonstrate understanding of”, to which Both Bruno Arzola-Padilla and John Falskow agreed. Phil Hunter noted that the number of credits for these courses (7.5 credits) might seem odd for TCC, but this is because these German courses are being taught at PLU, which is a semester school. The motion carried.

1. **Conversations regarding possible committee goals**

**a. Equity Minded Pedagogy and Curriculum**

Bridgette Agpaoa Ryder prefaced her motion by explaining that critical race theory, a 40+ year body of scholarship, views education as one of the principal means by which white supremacy is maintained and presented as normal in society. Teaching pedagogy, policies, textbooks, and curriculum continue to contribute to white supremacy in our society today, as evidenced by racial disparities in student access and achievement, curriculum, educator training, screening and hiring practices, representation of educators and educational leaders, student disciplinary actions, and student employment outcomes. The Curriculum Committee consists of faculty representatives and leaders who aid colleagues in course development and assessment as well as program and degree design and implementation, and this is an area in need of improvement to avoid implicit racism or bias in our curriculum, program design, and degree implementation. Currently most of the CC members are white-identified and have limited expertise in critical racial bias analysis. She moved that the TCC Curriculum committee establish a goal to take deliberate action this year to address antiracism/anti-bias in curriculum through our professional development and completing an equity analysis of policies and procedures. Upon the analysis, TCC’s Curriculum Committee commits to incorporate ongoing analysis and further recommendations. The motion carried.

* 1. **Specialization Learning Outcomes**

Rebecca Sliger, explaining that the word “program” is problematic because this word is used in multiple contexts across campus, proposed starting a discussion on dropping Program Learning Outcomes in favor of two new types of learning outcomes: Specialization Learning Outcomes and Distribution Learning Outcomes. The Specialization Learning Outcomes would be mapped down into existing course learning outcomes rather than the Course Learning Outcomes being mapped up into Program Learning Outcomes, flipping the way of thinking about how to do the mapping by asking for thought from the top down rather than from the bottom up. Annalee Rothenberg noted that Prof-Tech is already doing this, and Rebecca replied that this is indeed modeled on what Prof-Tech is doing. Marit Berg expressed concern that it could narrow students’ opportunities to explore their interests and potential majors, and Rebecca replied that having a set of specialization learning outcomes for the Option A degree doesn’t preclude exploration, but it does help assure that we’re not shortchanging the students who do have specific goals. Dave Howard agreed that we have to be mindful that it could be somewhat confining from an academic standpoint: While we do want to help students, we don’t want to run the risk of narrowing our offerings by prescribing specific classes. Rebecca replied that there are some places where it could be seen as limiting, but it actually provides opportunities to explore unique courses that wouldn’t run without our being able to have targeted ideas. Rebecca expressed that she would welcome conversations beyond this—it is not meant to be a proposal that has to be voted on today; rather, it is just a concept discussion to get things started. She offered to attend a future CC meeting for further conversations, and she encouraged the CC members to start parallel conversations across campus. Bridgette Agpaoa-Ryder asked how the mapping benefits the students, and Rebecca explained that this mapping benefits students by making clear the reasons why they should take the suggested classes listed in the distribution areas.

* 1. **Related Instruction and Accreditation Standards**

Phil Hunter was invited by President Harrell to serve on the Institutional Effectiveness Committee, which is now focused on preparing for the next Accreditation visit and the Accreditation Report. As part of that, he has read through the Accreditation criteria to look for how it overlaps with the work done by the Curriculum Committee, and there is one place in particular where there’s very strong overlap. The Undergraduate Programs section of the catalog refers to the general education components, which we call the distribution areas in the transfer degrees, and related instruction in the professional-technical degrees. We are supposed to have identified assessable outcomes for the related instruction, but these are not in the catalog, so Phil is going to explore this and do some background work. Jeff Calkins asked for clarification on what the related instruction components are, and Phil explained that for the Associate Degrees, these are communication, quantitative skills, humanities, social sciences, natural sciences, and P.E. On the Prof-Tech side, they are communication, math, and human relations. Phil suggested that the CC members keep this in mind since there is going to be some work that the CC needs to do in this area.

* + 1. **Other:** Phil asked the CC members to please share any items they think of over the next few weeks.

1. **Committee Vice-Chair:** Last spring, the CC agreed to postpone the decision on a vice-chair until fall. Then a couple of weeks ago, Bridgette Agpaoa-Ryder moved to select Heather Gillanders for the position, with a second by Jeff calkins. The motion carried.
2. **CurriQunet Walkthrough – Courses Module**

Amunoo Tembo demonstrated how to create a quick-link button to CurriQunet, how to submit a course proposal, how to do a course outline, and how to find the proposals in your own department. She also recommended using Firefox or Chrome to work with CurriQunet. After the demonstration, Phil encouraged CC members to reach out to Amunoo if they have any questions or run into any difficulties using the new CurriQunet.

1. **Committee Representatives:** Phil handed out a revised list of CC representatives that incorporates recent changes in CC membership.
2. **Miscellaneous items:** There being no time left for these, Phil asked the CC members to watch their inboxes for the items that he is going to email out to them.

The meeting was adjourned at 4:05.

**Tacoma Community College**

**Curriculum Committee Calendar**

**2017 – 2018**

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| **Proposals**  **Agenda Ready** | **Agenda**  **Published** | **Meeting** | **Implementation Quarter**  **for Course Proposals** | |
| **ctcLink**  **Catalog Items** | **Non-ctcLink**  **Catalog items** |
| 9/20/2018 | 9/25/2018 | 10/1/2018 | Spring 2019 | Winter 2019 |
| 10/25/2018 | 10/30/2018 | 11/5/2018 | **Spring 2019\*** | Winter 2019 |
| 11/20/2018 | 11/27/2018 | 12/3/2018 | Summer/Fall 2019 | Winter 2019 |
| 12/13/2018 | 12/17/2018 | 1/7/2019 | Summer/Fall 2019 | Spring 2019 |
| 1/24/2019 | 1/29/2018 | 2/4/2019 | Summer/Fall 2019 | Spring 2019 |

\*Schedulers begin building Spring classes on 11/2/2018. Proposal originators must coordinate with chairs and deans for Spring 2019 implementation.

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

Non-ctcLink Catalog Items include Course Outcomes and applicability to degree requirements (e.g. Basic Skills, Distribution, etc).

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, Curriculum Committee Administrative Co-Chair, and 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 7/3/2018 11/2/2018

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