**Curriculum Committee**

**December 3, 2018 2:30 pm**

**Building 12 - 120**

**Minutes**

**1. Members Present:** Dave Howard, Mike Mixdorf, Bridgette Agpaoa-Ryder, Annalee Rothenberg, Marit Berg, Greg Ferencko, Heather Cushman, Katrina Taylor, Heather Gillanders, Jeff Calkins, Darlene Rompogren, Phil Hunter, Amunoo Tembo, Amber Brock, Colleen Spezia

**2. Approve Agenda:** There was no Consent Agenda. The agenda for today’s meeting was approved with two changes: Item #9 (new course HSP 218) was moved to an earlier spot on the agenda (it is now item #5), and item 12A (revisit NURS Outcomes from November meeting) was removed from the agenda.

**3. Approve Minutes of November 5, 2018 meeting:** The November minutes were approved without changes.

**4. Equity Minded Pedagogy and Curriculum Goal:** The Curriculum Committee previously created a small task force to work on this goal; the Pathways Pillars team is also interested in this and will be taking the lead on negotiating on this with President Harrell, who would like to get the Vice President of Equity, Diversity, and Inclusion involved with this project. Phil Hunter is hopeful that by the February Curriculum Committee meeting he will have more to report on this; he has put it on the agenda for the February meeting.

**5. New Course**

Bridgette Agpaoa-Ryder moved to recommend approval of HSP 218, Trauma Informed Care, with a second by Annalee Rothenberg. Dee Dunn explained the rationale for this course: people in any helping profession need to know how to respond to clients who have a trauma background, whether the clients recognize that they have a trauma background or not. This involves more than just the awareness and recognition of symptoms; it is about how to intervene appropriately to help clients recognize what the trauma is, understand how it affects the body and the brain, and learn what to do to start healing from it. This course will also cover vicarious secondary trauma and staff resilience: first responders are also affected by the work they do, so they need to recognize how it affects them emotionally, physically, and cognitively. HSP 218 will be a comprehensive class on trauma from the historical aspects to current research. It will be open to Human Services Program students, but students from other disciplines will also be considered; Dee noted that she is hoping to get some BAS students in the class as well. The proposed launch date is Fall Quarter 2019. It will be a 5-credit elective, most likely offered as a Hybrid class. The motion carried.

**6. 300 and 400 Level Course Standards Discussion:** Char Gore explained that one of the Washington State Baccalaureate Leadership Council’s work plan items for this year is to draft a full rubric on rigor in upper-division work. Char handed out a rough draft of what that rubric might look like. It explains the difference between the levels and gives advice on what types of assignments might be seen at the different levels. Once the full rubric is ready, Char will present it to the Curriculum Committee at a future meeting. The rubric distinguishes Gen-Ed classes from technical, professional, or applied science classes. The 100 level is primary introduction, which is seen in both career-focused introduction and content-topic survey courses. At the 200 level, it is assumed that students already have familiarity with the discipline, so the goal is to build on that familiarity and move up to career content at an intermediate level. At the 300 level, there is a greater focus on reinforcement and mastery, building on the 100- and 200-level skills as well as adding advanced career-oriented content. At the 400 level, content will be reinforced with a primary focus on mastery. In a 300- or 400-level course, the majority of the outcomes should be at the Analyzing stage or above. Char brought copies of the revised Bloom’s Taxonomy to today’s meeting to give to the Curriculum Committee members. She will bring the rigor and library rubrics to the next regularly scheduled CC meeting.

**7. Bachelors of Applied Science in IT Networking – Information Systems and Technology Degree - Phase 2**

Bridgette Agpaoa-Ryder moved to recommend approval of a new BAS degree in IT Networking – Information Systems and Technology, with a second from Heather Gillanders. Jeremy Sims and Char Gore explained that if this degree is approved, it will go next to the external evaluators and the State Board. If they approve it, TCC can start offering the degree. Annalee Rothenberg asked Char if she had a copy of the curriculum; Char said there is a draft of the curriculum in Appendix A of the proposal that shows the types of courses and the descriptions but not the outcomes because those are still a work in progress.

Greg Ferencko asked whether the fact that BUS 256 doesn’t fulfill the Math/Quantitative Skills requirement under the DTA would be a problem. Char replied that the BAS degrees are not held to the same standards as DTA degrees are, so using BUS 256 as quantitative Skills class is not a problem for the BAS degree, but students who might later want to convert to a DTA degree would have a problem since it won’t work for that—but BAS advisors put it in writing so that students will be aware of this detail. Char further explained that they decided on the Statistics path for this degree because IT professionals who were surveyed indicated that Statistics was the more appropriate path for their profession, unlike Computer Science, which requires Calculus.

Phil hunter asked about the PLO’s for this degree: he noted that in PLO #2, “Formulate an understanding of the value of diversity and community as it relates to technology fields with attention to the dynamics of power and privilege,” there didn’t seem to be anything in the course outcomes that directly addresses those issues. He encouraged Char to incorporate that PLO more directly as she continued to work with the course outcomes. Phil also noted that when the Curriculum Committee reviewed the BAS Degree requirements last year, in a few places the language wasn’t quite clear on whether the Gen-Ed requirement was 30 credits. Sergio Hernandez responded that that had been corrected to make it clear. The motion carried.

**8. Bachelors of Applied Science in Applied Management Curriculum:**

New Courses

BUS 300 Foundations of Management Theory and Practice

BUS 310 Organizational and Interpersonal Behavior

BUS 320 Managerial Accounting

BUS 330 Legal Environments in Business

BUS 340 Financial Management

BUS 350 Fundamentals of Project Management

BUS 360 Fundamentals of Human Resources Management

BUS 400 Economics for Managers

BUS 410 Operations and Logistics

BUS 420 Digital and Social Media Management

BUS 430 Business Strategy and Sustainability

BUS 441 Intermediate Project Management

BUS 442 Intermediate Human Resource Management

BUS 443 Entrepreneurial Leadership

BUS 451 Advanced Project Management

BUS 452 Advanced Human Resource Management

BUS 453 Advanced Entrepreneurial Leadership

BUS 461 Capstone: Managing for Organizational Change

BUS 462 Capstone: Human Resource Management

BUS 463 Capstone: Entrepreneurial Leadership

BUS 480 Applied Management Internship

Heather Gillanders moved to recommend approval of the 21 BUS courses listed above (which are the curriculum for the Bachelors of Allied Science in Applied Management), with a second by Jeff Calkins. Mary Jane Oberhofer explained that in October 2018 the curriculum had been reviewed by the State Board and other curriculum reviewers, who made some recommendations regarding the course outcomes, which were then implemented and incorporated into the courses. The State Board then approved the degree proposal in October. Mary Jane noted that several Curriculum Committee members have emailed suggested edits to her in the previous few days, resulting in some changes being made to the courses. Because of this, she requested that the CC members table today’s motion to approve these courses and instead use today’s time to get answers to any questions they may have about these BUS courses and to give further input on the courses. She noted that the Philosophy, Communications, and Library Sciences courses will also come before the Committee in January. Phil Hunter said he was comfortable with tabling these courses until January.

Annalee Rothenberg asked if a student would have to be matriculated in the Management degree in order to take the Philosophy 320 class. Mary Jane responded that the student would need to be in one of the Bachelor of Applied Science degrees. Char Gore clarified that the first seats in the class would be for Bachelor of Applied Science students, but there would still be access for non-matriculated students. The instructor of the class has the ultimate ability to decide.

Phil Hunter mentioned that he had already communicated with Mary Jane about the fact that the Applied Management Internship credits are currently listed as Lecture but should be listed as Field.

Greg Ferencko asked if there are there some prerequisites that still needed to be added in, and Mary Jane replied that there are and that they will be added soon. Greg recommended that Mary Jane create a flowchart showing a list of core courses that all students take. Mary Jane said she would create one showing the core classes quarter by quarter. Phil Hunter, noting that the motion to approve these courses has been tabled, said that the Committee would do a final review of these courses at the brief January meeting.

**9. Paramedic Certificate Modification**

New Courses

EMC 117 Prehospital Emergency Pharmacology

EMC 118 Human Body Systems

EMC 218 Basic Electrocardiography

EMC 219 Advanced Electrocardiography

EMC 220 Management of Traumatic Injuries and Special Populations

EMC 225 Paramedic Skills Lab I

EMC 226 Paramedic Skills Lab II

EMC 227 Paramedic Skills Lab III

EMC 230 Medical Emergencies I

EMC 231 Medical Emergencies II

EMC 232 Medical Emergencies III

EMC 240 Paramedic Crisis Resource Management

The motion to recommend approval of these 12 new EMC courses was made by Jeff Calkins and seconded by Heather Gillanders. The proposal for the change in certificates and degrees will be brought before the Curriculum Committee in the future; the task before the Committee today is to consider only the 12 new courses.

Melissa Stoddard explained that the primary course is currently taught in a 12-credit block over Fall and Winter Quarters. However, the course content has grown in the past several years, to the point where it has become necessary to expand the credit load and separate the didactic part from the lab part so that they can do more contact hours with a smaller cohort of students. The proposal is to add a pharmacology class and a human body systems class (which is anatomy and physiology review), break apart the 12-credit block into individual courses, and add one credit to the skills lab for Paramedic students. Then for Spring Quarter the plan is to add Medical Emergencies 3 (a crisis management resource class that includes information on trauma-informed care), and then add more credits to the skills lab. A Committee member asked why PE had been removed, and Melissa responded that they needed the credits back because Financial Aid does not necessarily cover a 21-credit schedule; thus, what had previously been 21 credits will become 17. This brings the quarterly credit load down to a level that faculty can easily teach and that students can pay for. The PE class is still an elective as part of the degree but not part of the certificate. The motion carried.

**10. New Course**

The motion to approve CS 120, Computer Science Principles, was made by Greg Ferencko and seconded by Jeff Calkins. Martin Hock explained that this course will fill a gap: TCC currently has CS 142 and 143, which are major-level programming courses, but no general 100-level course to introduce students to computer science. CS 120 is intended as a non-major class that would also give interested students the ability to transition into a Computer Science major. The main goal for this course is to increase diversity within Computer Science (especially improving the ratio of female students in the major, which is currently about 10 to 20 percent). This course is modeled after one that was developed at the University of Washington to improve diversity in Computer Science; that course has been extremely successful, increasing the ratio of female students in the course to about 50 percent. The hope is that it will also begin to boost the ratio of female students among Computer Science majors. This course would also give TCC the ability to give AP credit; the high schools have a Computer Science course that prior to this TCC has not had the ability to give credit for.

Joe Shannon added that CS 142 has a very high rate of withdrawal, so the goal is that the new CS 120 course, by providing the foundational knowledge necessary to be successful in CS 142, will result in a significant decrease in the withdrawal rate for CS 142. Also, the addition of CS 120 class will create a non-major sequence for Computer Science that is comparable to the non-major sequence for most of the other sciences.

Annalee Rothenberg, noting that Joe had mentioned that CS142 has a low success rate, asked what type of analysis has been done to determine why students aren’t succeeding in that class. Joe Shannon responded that going into a programming class without a lot of background is a challenge; CS 120 was developed to allow students to engage in computer language at a lower threshold, giving them the foundation necessary to be successful in CS 142. Other things being done to address this issue is the creation of a Computer Science Club and the addition of open lab hours. The idea is to use a holistic approach in building the CS program because TCC is seeing larger number of students going for the CS Degree (almost double in one year), and we need to be able to provide opportunities for women to come into this discipline with a supportive foundation around them.

Bridgette Agpaoa-Ryder mentioned that the UW’s learning outcomes are explicit in naming racial and gender inequity, and she suggested that there be ongoing assessment regarding female students and students of color, to examine not only the course material but also other possible gaps with instructors, mentors, or course material delivery systems. Joe Shannon responded that that was a great point—it should be part of how we look forward and how we fill the CS Program. He said that they will definitely take that into consideration. He noted that there are many computer science jobs in this state that are going unfilled, prompting a big push within the state to focus on computer science; this new CS 120 course would be very valuable in supporting that and also in supporting the Computer Science Degree that TCC added last year.

Lastly, Char Gore requested that they consider at some point adding a similar introductory option for the Math prerequisite for the Prof-Tech Programs, such as HIT students who take Math 146, who are trying to decide if they want to go into the IT BAS Program or the CS Program.

The motion carried.

**10. AESL Course Renumbering**

AESL 071 Integrated AESL - Level 1A

AESL 072 Integrated AESL - Level 1B

AESL 073 Integrated AESL - Level 2A

AESL 074 Integrated AESL - Level 2B

AESL 075 Integrated AESL - Level 3A

AESL 076 Integrated AESL - Level 3B

AESL 077 Integrated AESL - Level 4A

AESL 078 Integrated AESL - Level 4B

AESL 081 Integrated AESL - Level 5A

AESL 082 Integrated AESL - Level 5B

AESL 083 Integrated AESL - Level 6A

AESL 084 Integrated AESL - Level 6B

Jeff Calkins moved to recommend approval of the course modification to renumber these 12 AESL courses for Spring Quarter 2019 implementation, with a second by Heather Gillanders. These course modifications affect only the numbering, not the content of the courses. Wendy Larsen explained that these courses were approved last fall with letters included in the course numbers, but she found out later that the numbering was problematic because course numbers containing letters are not recognized by the state, forcing a delay in the launch of these courses from Winter Quarter to Spring Quarter. For Winter Quarter they will continue to use the current curriculum. The motion carried.

**12. Transcription for TCC Credit from Freedom Education Project Puget Sound (FEPPS)**

Katrina Taylor moved to recommend approval of transcription for TCC credit for the FEPPS HD 101 and NUTR& 101 courses, with a second by Heather Cushman. Phil Hunter explained that several years ago FEPPS asked TCC to partner with them to allow their students to earn college credit. TCC established a process by which the Curriculum Committee would be involved when FEPPS wants to offer new courses, and courses that have already been approved can be offered by working with the deans and chairs. Some weeks ago when Zoe Brown, the FEPPS Program Manager, asked to add HD 101 and NUTR& 101 to the FEPPS catalog, Joe Shannon worked with Kristen Harrison (for NUTR& 101) and Mary Pederson (for HD 101, who both reviewed these courses and recommended that we approve FEPPS offering them and that we transcript them for credit.

Zoe Brown added that the HD 101 class would be a great way for students at the Correctional Center to learn key skills that will help them be successful college students. Dave Howard mentioned that it would not be acceptable for a volunteer outside organization to do work that should go to paid faculty. Zoe responded that FEPPS has worked closely with UPS to confirm that they are not taking paid positions from faculty. Dave responded with a request that FEPPS communicate such information to the related departments at TCC as well, and Zoe replied that FEPPS personnel would increase their efforts to communicate more fully with those involved and eliminate communication gaps. Bridgette Agpaoa-Ryder further recommended that FEPPS representatives give a brief presentation at a future Instructional Council meeting to spread the word in other areas besides Curriculum Committee. The motion carried.

**13. Other business**

* 1. **a. Adding and updating PLOs in CurriQunet:** Amunoo Tembo gave a quick update on adding and updating PLOs in CurriQunet because her team members are still coming across things in CurriQunet that they weren’t aware of and are working with CurriQunet Support to get the things that we need activated. She requested that any department in the process of developing a new award or course that uses Outcomes (especially programs that aren’t already in CurriQunet, because such programs are not connected to any outcomes that are already in CurriQunet), send those outcomes to her as soon as possible because her group is not able to add those PLOs themselves; rather, they have to connect with the CurriQunet support team to get them added, which adds more time to the process. Some of the newer courses for the I.T. or Applied Management Degrees, for example, are not yet able to link their course outcomes to their program outcomes because of this delay. This is why it is important for departments to send her any outcomes as soon as they are developed, so that they can be added in a timely manner. Phil Hunter added that in the past, TCC personnel were allowed to add the outcomes themselves, but because this sometimes caused problems, CurriQunet is no longer allowing any of its clients to do this.
	2. **b. Implementation of Course Changes:** Phil Hunter briefed the Committee members on what happens after the Curriculum Committee recommends approval of a course or award: First he as chair approves the proposals in CurriQunet on behalf of the Committee, and then the Vice President makes the decision and approves them in CurriQunet, after which some codes and dates are entered, and then a curriculum summary report is generated that summarizes the changes. Next the proposals are activated in CurriQunet and if needed, the CTCLink Course Catalog is updated. The prerequisites are then sent to Enrollment Services, where new requirement groups are created to implement the prerequisites.

After the proposals are activated, a Course Learning Outcome report is sent to E-Learning to be uploaded into Canvas, and then other areas such as Financial Aid get involved. Right now there is a backlog of approximately 70 courses that still need to be put into the CTCLink Course Catalog, so Phil encouraged the CC members to talk to their deans and chairs to make sure they are aware of this. Phil will also email the deans and chairs to notify them as well.

The meeting was adjourned at 3:45.