

# Curriculum Committee

# March 4, 2019 2:30 – 4:00 pm

# Building 12 - 120 **Minutes**

Members present: Dave Howard, Mike Mixdorf, Bridgette Agpaoa-Ryder, Annalee Rothenberg, Marit Berg, Greg Ferencko, Kristen Harrison, Heather Gillanders, Jeff Calkins, Darlene Rompogren, Phil Hunter

1. **Consent Agenda**

The Consent Agenda was approved. It included approval of the minutes of the meetings of December 3, 2018; January 7, 2019; and February 7, 2019; and deactivation of BUS 145 Retail Management.

1. **Agenda**

The Agenda for today’s meeting was approved with two changes: First, for item 6A, Char Gore will talk about not only articulation agreements but also the Rigor Rubric for the BAS Program. Also, in item 5 in the list of TCC credit courses, the ampersand needs to be deleted from BIOL 140.

1. **Equity Minded Pedagogy and Curriculum Goal**

**Conversation around Community Guidelines**

Phil Hunter and Heather Gillanders have been attending a Coaching for Leadership and Equity Institute, and out of that have come some visions about how to begin addressing anti-racism and anti-bias in curriculum. Phil presented a list of six Community Guidelines (Stay Engaged, Experience Discomfort, Speak Your Truth, Trust the Experience of Others, Expect and Accept Non-Closure, Intent and Impact) and gave the Curriculum Committee members and guests some time to engage in small-group conversations about them. After the discussion, Phil encouraged those present to keep these guidelines in mind as they continue this work. While the numerous proposals coming before the Committee at the April meeting may limit the time available, Phil expressed hope that there would be some time to continue this discussion at that meeting.

1. **Allied Health Associate of Applied Science – Transfer Degree Update  
   The Allied Health program is proposing changes to the Allied Health AAS-Transfer degree requirements that will make certain distribution courses recommended rather than required.**  
   Heather Gillanders moved to recommend approval of this proposal, with a second from Jeff Calkins. Char Gore explained that this modification to change “required” to “recommended” on certain courses was done in order to provide more flexibility to students in selecting courses.

The motion carried.

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

**Recommend approval of transcription for TCC credit from FEPPS for**

**BIOL 140**

**ENGL 276**

**ENGL 278**

**HIST& 147**

**POLS& 201**

**MATH 095**

Jeff Calkins moved to recommend approval of this proposal, with a second from Heather Gillanders. Zoe Brown explained that the above listed courses have all been vetted by the Deans of the respective divisions. Marit Berg, at the request of Allen Braden, who was unable to attend the meeting, asked how ENGL 276 and ENGL 288, which are performance skills classes with both lab and lecture components, work in the FEPPS setting. Zoe explained that they bring in guest lecturers and work with the deans to make sure that those courses’ objectives are met. Annalee Rothenberg asked how the program learning outcomes are coordinated in the different areas, and Zoe explained that when a FEPPS instructor proposes a syllabus, the dean of the department looks it over to make sure it mirrors what is taught on campus. Amunoo Tembo further asked if there were any plans on how to assess what the students do in these courses. Zoe responded that this process also mirrors what happens on campus, with syllabus creation overseen by chairs and deans to make sure the syllabi align with the program’s learning objectives. Krista Fox added that when a syllabus comes from FEPPS to the dean or the chair, it goes straight to the faculty in that area so that they can look at all aspects of the learning experience before it is agreed upon that the course can be taught. The goal is for the classes to mirror what is done on campus, but how to engage students who are incarcerated has not yet been discussed because the program is still new.

Greg Ferencko asked if the FEPPS program will be doing its own assessment, or if it is the responsibility of each involved department to oversee the assessment of the department’s courses taught through FEPPS; he assumes that TCC’s Math Department had not reached out to FEPPS on this issue. Phil Hunter added that as far as he knows the Science Department also has not. Krista Fox responded that she would welcome the opportunity to include FEPPS students in any departmental assessment activities. Annalee Rothenberg added that the Business Program did this with the outside contractor Invista, including going out and observing the instructors that Invista hired.

Phil Hunter clarified the two threads of this discussion. One thread is program level assessment, which necessitates making the programs aware that their assessment activities may wish to reach venues beyond just the main campus, such as FEPPS or College in the High School. Doing this would diversify the pool of students who we are exploring. Curriculum Committee representatives are encouraged have conversations with the involved departments about whether to include FEPPS as they are planning their program-level assessment. The other thread is in-class assessment, which he sees as outside the purview of this group—that would be an administration question, not a governance question.

Dave Howard added that he had been asked why the FEPPS classes were not taught by TCC faculty. He mentioned that while TCC faculty had not been allowed to teach in the DOC environment as part of state law, that state law changed this past summer. Thus, we need to figure out the impact of that change and how it will go forward. There are concerns about volunteers teaching TCC-transcripted classes, and there are logistical decisions that will need to be made that are beyond the scope of this committee.

Kristen Harrison asked about the process for FEPPS classes that include science lab credits, such as Marine Biology, which normally involve activities such as field trips and specimen examination or dissection. She asked if it is left up to the discretion of the instructors to write their own labs or modify existing labs or whether approval is needed at the departmental level. Zoe explained that they have computer programs that allow instructors to project dissections on a screen, and they have microscopes for students to use. There are also guest lecturers that come and talk about the work that they are doing.

The motion carried with one abstention.

1. Other Business
   1. **Articulation agreements update**

Char Gore explained that as its Bachelor’s Degrees have been created, TCC has been creating specific MOUs for articulations into some Master’s Degree programs. One of these is with PLU: TCC’s HIM and Community Health Degrees now articulate into PLU’s Master of Business Administration, Master of Science in Finance, and Master of Science in Marketing Research, and TCC is also working on an articulation into PLU’s fifth-year Nursing program. TCC’s Applied Business Degree is also going to be brought into this MOU soon. The other articulation agreement is with WGU, which has a statewide agreement that works not just with TCC but with all of the SBCTCs that have BAS Degrees. Graduates with a BAS Degree can go into any of WGU’s Master’s Degrees with the exception of Nursing.

Char also presented some information about the Rigor Rubric, which the Baccalaureate Council is creating to help faculty who are teaching in Bachelor’s programs understand the different levels of academic rigor. Char handed out copies of the Rigor Rubric and invited the CC members to attend a discussion that is being held on March 11. At the discussion, faculty can provide feedback that the Baccalaureate Leadership Council can utilize in finalizing the draft.

* 1. **Linking CLOs to other programs’ PLOs in CurriQunet**

Amunoo Tembo noted some changes that have taken place since she last presented to the CC on CurriQunet. There is a new interface, which looks different but uses the same credentials. Also anyone creating or modifying proposals has the ability within CurriQunet to identify what departments the course might be related to so that they can utilize those Program Learning Outcomes. She demonstrated that additional PLOs can be linked to the CLOs in a course proposal in CurriQunet; this no longer has to be done by attaching a Word document.

* 1. **CurriQunet Capabilities**

**Reports**

**Exploring possibilities – Another possible way to link outcomes**

Phil Hunter demonstrated a potential option for linking CLOs to PLOS in CurriQunet. Currently, a course originator links the new course’s CLOs to the department’s PLOs as part of the Course Proposal, but the new CurriQunet allows a different option, which instead of going bottom up from CLOs to PLOs, goes top down from PLOs to CLOs. While we are not doing this now, it is a capability within the system, so he urged CC members to keep it in mind.

Amunoo Tembo added that as we move into the Guided Pathways work and begin developing Specializations, CurriQunet can help support that work by making it clearer how the various classes relate to the various specializations. Phil Hunter reiterated that there has been no decision to make this a part of our process; he just wanted the CC members to start thinking about whether we want to go forward with this, and if so, whether it should be just for some programs or for all, and how it would work. It also does not have to be exclusively one or the other; we could decide to keep both options available and let the programs choose which works best for them.

Phil then briefed the Committee on the following new developments with CurriQunet:

* The Course Outline Report in CurriQunet is now operational. Anyone who would like something added to the report is requested to let Phil know. The goal is to have these Reports available without login so that, for example, a student could find out what the learning outcomes are for a particular course.
* The Course Comparison report is working only intermittently and is being fixed.
* The Course Impact Report, which shows what courses and programs use any particular course as a prerequisite, can be very helpful if you are changing a course and want to know what effect your changes could have on other courses.
* The new CurriQunet allows the creation of ad-hoc reports. Thus, as we are working on the TCC Course Catalog, we can now run a report if, for example, we want to know all of the active courses that are flagged as Humanities Distribution courses, or even which of those are Performance Skills courses. The CC members are encouraged to let their department chairs know that this capability exists; requests to create reports are welcomed.

The meeting was adjourned at 4:00.

**Tacoma Community College**

**Curriculum Committee Calendar**

**2018 – 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | **Implementation Quarter**  **for Course Proposals** | |
| **Proposals Agenda Ready** | **Agenda Published** | **Meeting** | **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 |
| 2/21/2019 | 2/26/2019 | 3/4/2019 | Winter 2020 | Spring 2019 |
| 3/14/2019 | 3/19/2019 | 4/1/2019 | Winter 2020 | Summer/ Fall 2019 |
| 4/25/2019 | 4/30/2019 | 5/6/2019 | Winter 2020 | Summer/ Fall 2019 |
| 5/23/2019 | 5/28/2019 | 6/3/2019 | Winter/Spring 2020 | Summer/Fall 2019 |

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

\*Schedulers begin building Fall and Summer classes on 2/2/2019. Proposal originators must coordinate with chairs and deans for Fall and Summer 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 must develop a plan for implementation of the late proposal.

ctcLink Catalog Implementation Dates are based on the SBCTC Class Construction Schedule:

|  | Class Build Begins | Room Placement Begins | Schedule Goes Live |
| --- | --- | --- | --- |
| Spring 2019 | 11/2/2018 | 12/10/2018 | 1/1/2019 |
| Summer/Fall 2019 | 2/4/2019 | 3/8/2019 | 4/1/2019 |
| Winter 2020 | 7/2/2019 | 9/2/2019 | 10/1/2019 |
| Spring 2020 | 11/2/2019 | 12/10/2019 | 1/1/2020 |