

CURRICULUM COMMITTEE MEETING REPORT

Mark Bergeson, Humanities
 Dawn Draus, Math
 Kristy Enser, Instruction Office Manager
 Andrea Gillaspy, Library Services
 Brendan Glaser, Dean for Workforce and Continuing Education
 Kyle Hammon, Dean of Instructional Programs, and Chair
 Joan Herman, Language and Literature
 Karen Joiner, Nursing and Allied Health
 Jon Kerr, Dean of Instructional Programs, Director of Library Services
 Helen Kuebel, Assistant Dean and Director of Nursing
 Louis LaPierre, Natural Sciences
 Lynn Lawrence, Registrar
 Therese Montoya, Advising and Testing
 Charlotte Persons, Transitional Studies
 Courtney Shah, Social Sciences
 Jim Stanley, Business & Information Technology
 Mary Stone, Student Development Department
 Larry Woodriff, Industrial Technology
 Alina Nestjorkina, ASLCC Student Representative

To:	Committee Members	Copies to:
From:	Kyle Hammon	Library
Subject:	Minutes from April 14, 2010 Meeting	Laura Brener
Date:	April 15, 2010	Meghan DeGallier

The Curriculum Committee met Wednesday, April 14, at 3 p.m. in LIB 103.

Members Present: Mark Bergeson, Dawn Draus, Andrea Gillaspy, Kyle Hammon, Joan Herman, Kathy Stafford (for Karen Joiner), Pat Boerner (for Lynn Lawrence), Dave Cordero (for Louis LaPierre), Jon Kerr, Therese Montoya, Charlotte Persons, Jim Stanley, Mary Stone, and Justin Williams (for Alina Nestjorkina), ASLCC Representative

Also Attended: Tim Allwine, David Benson, Julie Suek, and Fran Nelson, Recorder

Absent: Kristy Enser, Brendan Glaser, Helen Kuebel, Courtney Shah, and Larry Woodriff

The meeting opened at 3:00 with welcome comments from chair, Kyle Hammon, and introductions around the table. The first topic of discussion covered the Diversity proposal process, expectations, intent, clarification and refining of wording on the proposal form document. Items considered included:

- Content plus style and format comprise context. Contextualizing knowledge is critical.
- Permanent Diversity course would be determined by having emphasis on content and that the course meets one or more of the Criteria for Approval.
- Intermittent Diversity course would be determined if emphasis is on context.
- Is there need of a second set of criteria – or a guide in developing course outcomes that reflect intention of the criteria? Are the criteria we have too narrow and ambiguous? Is it possible to have a diverse interpretation of diversity?
- The implementation of the Diversity decisions rests with the Curriculum Committee as recommended by the Instructional Council.
- How will the Curriculum Committee interpret and apply to courses?
- We’re not quite sure how a proposal is going to look every time so the committee will ask the probing questions.

- Voting process – verbal, while uncomfortable for some, will continue.
- Consider – is it embedded / an integral part of course? Embedded and percentage are two different things. Focus could embed throughout. Subject matter (substantive component) will be embedded (not tacked on). Context will derive outcome of cultural competence.
- Our conclusions for use as a qualifier for future diversity course considerations:
 1. Course Outcomes will address criteria listed in 2. (Goals of LCC’s Cultural Diversity Requirement).
 2. Assessment needs to involve the outcomes of diversity learning.
 3. Assessment methods need to involve course outcomes that reflect the goals of cultural diversity outcomes.
 4. Need clear understanding of goals before approval process is started.

Curriculum Committee makes the following recommendation to the Instructional Council:
Cultural Diversity Course Proposal form shall be revised to read:

- Under Criteria for Approval – 1. The subject matter of a cultural diversity course will be one or more of the following:
- Identify which criteria ~~criterion~~ (from Criteria for Approval 1.) the content of the course meets.
- Descriptive text in the boxes has been reworded for ease in interpretation. Statements have been updated for clarity.

*Mark made a motion to approve as amended; Jim seconded. Motion carried.
Effective Summer 2010*

Addendum – identification of Diversity courses will be limited to “:DIV” immediately following the course title. There will be no letter “D” in the course number due to the restriction of number of characters available in that field. Capstone course numbers will continue to have a “C” at the end and course title will end with “CPSTN”. However, if a course is designated as both Capstone and Diversity the course number will contain the letter “C” and the course title will end with “:CPSTN:DIV”.

Proposals to add to the Diversity List:		
1.	Julie Suek	SPCH 109 , Intercultural Communication:DIV
		5 cr, 55 lec
<u>Discussion:</u>		
<p>The overall focus of the course, evident in the course description, focuses on communicating across lines of cultural difference. Readings and assignments are geared to one or more of the four outcomes. Each of the course outcomes (revised this year) addresses one or more of the four diversity outcomes. Context will be reworded to read: Speech 109 is a stand-alone <u>elective course</u> primarily for transfer students and transfers to all senior institutions. It fulfills the requirements <u>5 credits</u> of the Humanities distribution list for all transfer degrees. The third bullet under Assessment methods is reworded to read: “Personal Application <u>Ethnicity</u> Assignment” paper <u>and presentation</u>. Course will be identified as a Permanent Diversity course.</p>		

Resolution:

*Charlotte made a motion to approve as amended; Andrea seconded. Motion carried.
Effective Summer 2010.*

2. David Benson	HIST 205, Argumentation:DIV	5 cr, 55 lec
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Discussion:

Course had not been revised since its inception and since that time David has had the opportunity to reflect on the purpose and methods of the course and its outcomes. The outcomes reflect goal #3 that students will comprehend the role that historical, cultural, or geographic diversity plays in the complexity of society. Course plan will be reworded to read: This is a survey course that fulfills 5 credits of the requirements of the AA-DTA social science distribution list or that may be used as an elective and that transfers to most four-year colleges and universities. Proposal form will be amended to read "C" only and to show the course will be added as a Permanent Diversity course.

Resolution:

*Dawn made a motion to approve as amended; Mary seconded. Motion carried.
Effective Summer 2010.*

Prof/Tech Curriculum Review Presentations:

3. Tim Allwine	Business (BUS) Management Program
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Discussion:

The Business Management curriculum is designed to meet both industry/employer needs and student/learner needs. The overall topical/subject requirements are discussed with, and approved by, the BUS-ACCT Advisory Committee which includes members that are highly representative of the employer population in the LCC region, including alumni from LCC Business Management Program. All core program course plans have been reviewed and adjusted as appropriate. Proposal to remove prereq of ENGL& 101 from BUS 244 will be presented during the current academic year. New course being prepared is an integrated Customer Relationship Management course that will consolidate the current BUS 150 and BUS 165 offerings. Review information is being transferred to the revised Prof/Tech form and will be available electronically by month end.

Resolution:

*Charlotte made a motion to approve as provisioned for current format; Andrea seconded. Motion carried.
Effective Fall 2010*

4. Jim Stanley	Accounting (ACCT)
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Discussion:

Course plans are current and reflect the intended outcomes within the program. There are no proposed changes to any courses within the discipline at this time. The short-term goal is to obtain Curriculum Committee approval to remove five credits from the current AAS degree and replace those credits with a personal income tax course. Long-range goals include working with the Business/Accounting Advisory Committee to add governmental accounting to the curriculum without increasing the number of credits in the program and revising the AAS-T degree. Review information is available electronically.

Resolution:

*Dave made a motion to approve; Mark seconded. Motion carried.
Effective Fall 2010*

Proposal to revise AS-T degrees:

5. Adam Wolfer	Biological Sciences Chemistry Computer Science Earth Science Environmental Science Geology Physics
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Discussion:

The “Learning Experience” or “Evaluation Requirement” for the AS-T degrees was added 6-8 years ago. The rationale for the addition was not shared with the faculty who teach in these academic areas, nor were the criteria for courses to meet the requirement. The requirement has led to confusion with students, advisors, faculty and registration staff, as to what courses meet the requirements. The faculty have designated the following courses as meeting this requirement:

- Organic Chemistry III (CHEM& 263)
- General Biological Science (BIOL 203)
- General Physics III (PHYS 253)

According to the program planners, all of the listed courses are major course requirements for completion of the appropriate degree, making the Learning Experience/Evaluation Requirement redundant. To remove the redundancy, confusion and extra work on registration staff, the Science and Computer Science faculty ask that the requirement be removed.

Resolution:

Charlotte made a motion to approve; Jim seconded. Motion carried.

Effective Fall 2010

Informational Item due to Curriculum Review –Descriptions, Prof/Tech Requirements,Outcomes:

	AH 112 , Body Structure, Function and Terminology <i>Effective Spring 2010</i>	1 cr, 11 lec
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Due to time constraints the following items will be placed on the May agenda:

Curriculum Review Presentations:

1. Dave Cordero	Earth Sciences	
Proposal for final consideration:		
2.	ART 151 , Beginning Black & White Photography	cr,lec,lab,descrip.,outcomes

Those involved in the Curriculum Review process were reminded of their charge – to make a deep but quick analysis of the curriculum at the course level and more broadly, then to give a brief presentation to the Curriculum Committee summarizing their findings. The desired outcome of this action will show us how to further improve teaching and learning at Lower Columbia College. All items need not be completed at the time the Action Plan is prepared. Detailed Curriculum Review criteria and forms may be accessed from the Internal Page and clicking on:

1. Committees / Curriculum / Course Plans – or –
2. Faculty Resources / Faculty Tools / Course Plans

Meeting was adjourned at 5:05. The next meeting will be Wednesday, May 12, 2010.