

# CURRICULUM COMMITTEE MEETING REPORT

Mindy Boucher, Transitional Studies  
 Renee Carney, eLearning Director  
 Dave Cordero, Natural Science, Health & Engineering  
 Dawn Draus, Math  
 Troy Farnham, Library & Archives  
 Brendan Glaser, Dean for Workforce and Continuing Education  
 Kyle Hammon, Dean of Instructional Programs  
 Joan Herman, Language & Literature  
 Karen Joiner, Chair, Dean of Instruction, Director of Nursing Programs  
 Lynn Lawrence, Registrar  
 Chad Meadors, Advising and Testing  
 David Rosi, Business & Information Technology  
 Dan Schabot, Humanities  
 Courtney Shah, Social Sciences  
 Maggie Stuart, Dean of Instruction, Director of Library Services  
 Larry Woodruff, Industrial Technology  
 Sue Yarbrough, Nursing & Allied Health  
 McKinzi Williams, ASLCC Student Representative

<b>To:</b> Committee Members	<b>Copies to:</b>
<b>From:</b> Karen Joiner	Library, Meghan Averett
<b>Subject:</b> Minutes from June 12, 2013 Meeting	Karla Rivers, Kristy Enser
<b>Date:</b> June 12, 2013	

**Members present:** Mindy Boucher, Renee Carney, Dave Cordero, Dawn Draus, Troy Farnham, Brendan Glaser, Kyle Hammon, Joan Herman, Karen Joiner, Lynn Lawrence, Chad Meadors, David Rosi, Dan Schabot, Courtney Shah, Maggie Stuart, and J. Wylie, ASLCC President

**Also Attended:** Don Derkacht, Katrina Fuller, Mary leach, Nadine Lemmons, Anita Quirk, Jim Stanley, Ann Williamson, Adam Wolfer, and Fran Nelson, Recorder

The Curriculum Committee met Wednesday, June 12 at 3 p.m. in LIB 103.  
 Introductions and opening remarks by Karen Joiner.

**Informational Items:**

- PHED 252 shall reflect 1 cr/22 lab (was 1 cr/11 lec) matching the same change made to PHED 152 in May.
- DRFT 107, 151, 210, 252 shall no longer reflect references to METC in the course description/context since METC has been deleted.
- NURS 104 now reflects current course outcomes. No other changes.
- ECED& 107 now reflects current course outcomes. No other changes.
- ENL 051, 052, 053, 054 (Listening series), 061, 062, 063, 064 (Speaking series), 071, 072, 073, 074 (Reading series), 081, 082, 083, 084 Writing series), and 099 (ESL level Reading/Writing/Listening/Oral skills) have been reactivated from 'suspended' status for summer enrollment.

**Proposals from Dawn Draus:**

1. revise course	MATH 088, Pre-College Math II (Description, Outcomes)	3 cr, 33 lec
2. revise course	MATH 089, Pre-College Math II (Description, Outcomes)	2 cr, 22 lec
3. revise course	MATH 098, Pre-College Math III (Description, Outcomes)	3 cr, 33 lec

**Rationale:** Revisions change the alignment of topics covered in pre-college courses. The content in 088, 089, and 098 will be moved around. Approval of these changes will retroactively make identical changes to TECH 088, 089, and 098.

**Resolution:** Courtney made a motion to approve; Dave Cordero seconded. Motion carried.  
 Effective: Fall 2013

4. new course	<b>MATH&amp; 141</b> , Precalculus I	5 cr, 55 lec
5. new course	<b>MATH&amp; 142</b> , Precalculus II	5 cr, 55 lec
6. delete course	<b>MATH 112</b> , College Algebra	5 cr, 55 lec
7. delete course	<b>MATH 113</b> , Trigonometry	5 cr, 55 lec
8. delete course	<b>MATH 150</b> , Precalculus	5 cr, 55 lec
<b>Rationale:</b> Moving away from the 3-course sequence leading to calculus, 112, 113, and 150, series and moving to the CCN 2-course sequence, 141 and 142, will align our college level sequence of courses with other community colleges and 4-year schools in our system. This will shorten the path to calculus for our STEM students, make transfer from LCC to the 4-year schools easier, and help smooth the transition from high school coursework to LCC. Properly labeling the courses that lead to calculus as “precalculus” courses should facilitate advising students into the appropriate college-level math courses. SBCTC approved CCN’s May 24, 2013.		
<b>Resolution:</b> Dave Cordero made a motion to approve; Kyle seconded. Motion carried. Effective: Fall 2013		
<b>Proposal from Anita Quirk:</b>		
9. revise course	<b>BUS&amp; 201</b> , Business Law (Description, Prerequisite, Outcomes, Assessment)	5 cr, 55 lec
<b>Rationale:</b> Revisions update Outcomes to ensure compliance with state-wide CCN requirements; prerequisites (ENGL& 101 OR BUS 119, or equivalent, with a grade of C or better, or instructor permission) now ensure students are prepared for the writing requirements in the course, and Assessment Methods reflect actual practice. Assessment methods are reworded and simplified.		
<b>Resolution:</b> Dave Cordero made a motion to approve with suggested amendments; Joan seconded. Motion carried. Effective: Fall 2013		
<b>Proposal from Don Derkacht:</b>		
10. revise course	<b>CS 282</b> , Assembly Language Programming (was Microprocessors) (Title, Lec/Lab, Description, Outcomes)	5 cr, 44 lec, 22 lab (was 5 cr, 33 lec, 44 lab)
<b>Rationale:</b> The equivalent class at WSU-V is focusing on 32-bit protected mode assembly language programming, along with the C programming language. LCC uses C++ so hardware outcomes have been deleted while retaining the software (assembly language) outcomes. Course description and outcomes were amended.		
<b>Resolution:</b> David made a motion to approve with suggested amendments; Dawn seconded. Motion carried. Effective: Fall 2013		
<b>Proposal from David Rosi:</b>		
11. revise course	<b>CS 230</b> , Database Development (Prerequisite)	5 cr, 55 lec
<b>Rationale:</b> Prerequisite CS 170, Fundamentals of Computer Programming, is removed to align with program changes and coordinate better with student advising. Programming is not required to be successful in this course.		
<b>Resolution:</b> Dawn made a motion to approve; Dave Cordero seconded. Motion carried. Effective: Fall 2013		
<b>Proposal from Katrina Fuller:</b>		
12. revise course	<b>BIOL 150</b> , Human Genetics and Society (Lec/Lab, Diversity, Global skills, Assessment Methods)	5 cr, 44 lec, 22 lab (was 5 cr, 33 lec, 44 lab)
<b>Rationale:</b> This course is currently taught in a hybrid format: 2.5 hours on campus with lecture and other activities online. Many of the lab activities done outside of class could also be considered active-learning in a lecture class. This change will more accurately reflect the lecture:lab ratio for this class. Course as currently written shall <u>not</u> be considered as a Diversity class. Global Skills shall reflect Critical thinking and Interpersonal Skills. Assessment Methods will include peer evaluations since this method is applicable in assessing interpersonal skills. Course description was updated and presented to the committee. Will be IS course winter 2014.		
<b>Resolution:</b> Motion was made and seconded. Motion carried. Effective: Fall 2013		
13. revise course	<b>BIOL&amp; 260</b> , Microbiology (Description, Global Skills, Outcomes, Assessment Methods)	5 cr, 33 lec, 44 lab
<b>Rationale:</b> Course description is updated to be more specific. Global Skills shall reflect Communication, Critical thinking and Interpersonal Skills. Outcomes are updated to meet the American Society for microbiology’s 2012 recommendations for an introductory microbiology course. Assessment Methods will include peer evaluations since this method is applicable in assessing interpersonal skills.		
<b>Resolution:</b> David Rosi moved to approve; Dawn seconded. Motion carried. Effective: Fall 2013		
<b>Proposals from Jim Stanley:</b>		
14. revise course	<b>ACCT&amp; 203</b> , Principles of Accounting (Prerequisite)	5 cr, 55 lec
<b>Rationale:</b> Prerequisite is changed from ACCT& 202 to ACCT& 201. The only skill required in ACCT& 202 that is relevant to ACCT& 203 is math concepts which students pick up in one of their required math courses. The only logical reason for ACCT& 202 to have been listed as a prerequisite for ACCT& 203 is the numerical sequence. Course will not reflect ‘quantitative/symbolic reasoning’.		
<b>Resolution:</b> Courtney made a motion to approve; Dave Cordero seconded. Motion carried. Effective: Fall 2013		

15. revise degree	<b>Accounting Technician-AAS</b> , Principles of Accounting (Prerequisite)	5 cr, 55 lec
<b>Rationale:</b> Adds ECON 105 as a third option for students. ECON 105 does not have any prerequisites, but it includes some of the important microeconomic concepts contained in ECON 201. Students will also benefit from studying concepts related to the national economy, which will help them better understand the role of accounting in society.		
<b>Resolution:</b> Dave Cordero made a motion to approve; David Rosi seconded. Motion carried. Effective: Fall 2013		
<b>Proposals from Nadine Lemmons:</b>		
16. revise degree	<b>Administrative Services Manager-AAS</b> , (was Administrative Assistant-AAS) (Title, Program Requirements, total credits)	92 total credits (was 90 credits)
<b>Rationale:</b> Industry standards for Administrative Assistants have changed significantly over the past decade and continue to change at a very rapid pace as the office environment becomes more automated and Internet technology becomes the method for communication and organization. Proposed changes will not only better prepare students for the current needs of industry but will also provide industry with an employee that has a much richer education in the areas of Internet technology, critical thinking, and management.		
<b>Resolution:</b> David Rosi made a motion to approve; Dave Cordero seconded. Motion carried. Effective: Fall 2013		
17. revise course	<b>BTEC 147</b> , Introduction to Desktop Publishing (Prerequisite, Outcomes, Assessment)	1-3 cr, 22-66 lab
<b>Rationale:</b> Prerequisites are revised to align with the changes in course outcomes and objectives that were submitted and approved at the May Curriculum Committee meeting. Outcomes and Assessment language is clarified. Course will be listed as 'restricted' as well as 'elective'. Outcomes were updated.		
<b>Resolution:</b> Dave Cordero made a motion to approve with suggested amendments; David Rosi seconded. Motion carried. Effective: Fall 2013		
<b>Proposal from Tamara Norton presented by Karen Joiner:</b>		
18. new degree	<b>Focus of Study: Nursing – AA-DTA</b>	90 credits minimum
<b>Rationale:</b> New degree prepares students for upper division coursework in nursing. This option is designed for students who intend to complete the Associate Degree Nursing program at LCC and continue their education for a baccalaureate degree in nursing at an institution that offers an RN to BSN program. This proposed change to the Nursing DTA will be presented to Instructional Council in fall quarter for further consideration.		
<b>Resolution:</b> Joan made a motion to approve; Dave Cordero seconded. Motion carried with three abstentions. Effective: Fall 2013		
<b>Proposals from Adam Wolfer:</b>		
19. revise course	<b>CHEM&amp; 161</b> , General Chemistry w/Lab I (Lec/Lab, Outcomes)	5 cr, 38.5 lec, 33 lab (was 5 cr, 33 lec, 44 lab)
20. revise course	<b>CHEM&amp; 162</b> , General Chemistry w/Lab II (Lec/Lab, Prerequisite, Outcomes)	5 cr, 38.5 lec, 33 lab (was 5 cr, 33 lec, 44 lab)
21. revise course	<b>CHEM&amp; 163</b> , General Chemistry w/Lab III (Lec/Lab, Prerequisite, Outcomes)	5 cr, 38.5 lec, 33 lab (was 5 cr, 33 lec, 44 lab)
<b>Rationale:</b> Lecture/Lab hours are adjusted to match a 3-hour lab creating 1.5 hours of credit for lab and 3.5 hours for lecture. The added lecture hours will allow for more group and active learning strategies to be implemented into the course. Outcomes are adjusted to be consistent with the suggested outcomes published by the American Chemical Society.		
<b>Resolution:</b> Kyle made a motion to approve with the understanding the outcomes on each course plan will be explored further. Dave Cordero seconded. Effective: Fall 2013		
<b>Proposals from David Rosi:</b>		
22. new degree	<b>Homeland Security Emergency Management-AAS</b>	98 credits
23. new certificate	<b>Homeland Security Emergency Management-COC</b>	26 credits
<b>Rationale:</b> <b>AAS</b> – designed to prepare the next generation of emergency management and policy leaders with the knowledge and skills needed to improve outcomes in disasters of all types. The <u>98 credit online degree</u> program includes instruction in policy as well as planning and operational components of emergency management and homeland security, including opportunities to gain practical experience and work with current incident management technologies. The curriculum provides policy foundations and advances students through core competencies in hazard identification; risk and vulnerability assessment; planning; terrorism; mitigation, preparedness, response and recovery; and planning for diverse populations. The degree will provide students the competencies to work in an all-hazards preparedness environment, including an understanding of socioeconomic and cultural diversity issues. <b>COC</b> – offered at Pierce College through online course work. The certificate is designed to prepare the next generation of emergency management and policy leaders with the knowledge and skills needed to improve outcomes in disasters of all types. The program addresses competencies required of emergency management professionals in careers in federal, state or local government. Students will explore the complex world of emergency and disaster management issues and learn the critical thinking and decision-making skills necessary to support and supervise comprehensive, integrated and effective management in the event of natural, system-wide or		

human-induced crisis.			
<b>Resolution:</b> Courses will be listed on our inventory and degree (certificate) will be from LCC. Dave Cordero made a motion to approve; Joan seconded. Motion carried. Effective: Fall 2013			
<b>Proposals from Gina Osborn:</b>			
24. revise course	<b>MUSC 117</b> , Music Cultures of the World:DIV (Cr/Lec, Description, Outcomes, Assessment Methods, Diversity)	5 cr, 55 lec (was 2,3,4, or 5 cr, 22-55 lec)	
<b>Rationale:</b> Course focuses on representative music of the non-Western world and touches on the influence of World music in America with an emphasis on the cultural background of each genre. Outcomes were clarified.			
<b>Resolution:</b> Kyle made a motion to approve as amended. Courtney seconded. Motion carried. Effective: Spring 2014			
25. revise course	<b>MUSC 119</b> , American Music:DIV (Description, Outcomes, Assessment Methods, Diversity)	5 cr, 55 lec	
<b>Rationale:</b> Examines the development of American popular music with an emphasis on the cultural context of specific genres. Because America is a "melting pot" there are many diverse genres in American pop music which are directly tied to specific culture; i.e. African-Americans developed Blues, R&B, Gospel, soul, Rap, etc.; Latin Americans brought their genres of Salsa, Mambo & Mariachis; Jamaican Reggae appeared in America in the 70's; Celtic Music, World Music, and Afro-beats arose—all express cultural influence on American Music.			
<b>Resolution:</b> Courtney made a motion to approve; Kyle seconded. Motion carried. Effective: Fall 2013			
26. revise course	<b>MUSC 209</b> , Blues Culture:DIV (Description, Outcomes, Assessment Methods, Diversity)	5 cr, 55 lec	
<b>Rationale:</b> Course examines the uniquely African-American musical development of the Blues from its roots in work-songs to its influence on Rock & Roll, Jazz and Popular music as a whole. This course focuses on the cultural context of the Blues.			
<b>Resolution:</b> Dan made a motion to approve; Joan seconded. Motion carried. Effective: Fall 2013			
<b>Proposals from Anne Williamson:</b>			
27. revise course	<b>EDUC&amp; 115</b> , Child Development (Add as Human Relations credit for AAS degrees)	5 cr, 55 lec	
<b>Rationale:</b> This course has a significant component that covers human relations. It is requested that this course be listed in the catalog in the list of courses providing human Relations credit for AAS degrees.			
<b>Resolution:</b> Dan made a motion to approve; Dave Cordero seconded. Motion carried with one abstention. Effective: Fall 2013			
28. revise course	<b>EDUC&amp; 205</b> , Intro to Education w/Field Experience:DIV (Description, Outcomes, Assessment Methods, Diversity)	5 cr, 33 lec, 44 lab	
<b>Rationale:</b> Course explores the impact of student diversity on the learner in the American K-12 educational system. Examines the effect of the educators' response to diversity on the learner. Course Outcomes will critically evaluate and assess personal beliefs about race, ethnicity, class, gender, ability and religion; comprehend the historical effects that racial discrimination, bigotry, and other forms of intolerance have on the field of education; examine the diversity of students in America's educational system; develop educational strategies to support the education needs of diverse students.			
<b>Resolution:</b> Brendan made a motion to approve; Dan seconded. Motion carried. Effective: Fall 2013			
<b>Proposals from Mary Leach:</b>			
29. new course	} <b>CHIN&amp; 121</b> , Chinese I:DIV (Humanities, Diversity)	5 cr, 55 lec	
30. new course		<b>CHIN&amp; 122</b> , Chinese II:DIV (Humanities, Diversity)	5 cr, 55 lec
31. new course		<b>CHIN&amp; 123</b> , Chinese III:DIV (Humanities, Diversity)	5 cr, 55 lec
<b>Rationale:</b> New series of courses provide a greater breadth of options for students seeking their DTA and for those who plan a career in regions or fields where Chinese is a language of commerce. As Diversity offerings the culture and history of China will be emphasized in the selection of texts, discussions of the development of the writing system, and explanations of linguistic and cultural phenomena related to the study of the Chinese language, i.e. rules of politeness, gender roles, traditions, rituals, elements of contemporary Chinese culture, etc. All three courses were approved as CCN's for LCC by SBCTC 06-13-13.			
<b>Resolution:</b> Kyle made a motion to approve the courses; Dave Cordero seconded. Motion carried. As a diversity consideration Dave Cordero moved to approve; David Rosi seconded. Motion carried with one abstention. Effective: Fall 2013 (CHIN& 121); Winter 2014 (CHIN& 122); Spring 2014 (CHIN& 123)			

The meeting adjourned at 5:15. The next meeting will be held Wednesday, October 09 @ 3:00 LIB 103.