

CURRICULUM COMMITTEE MEETING REPORT

Mindy Boucher, Transitional Studies
 Renee Carney, eLearning Director
 Dave Cordero, Natural Science, Health & Engineering
 Rob Davis, Humanities
 Dawn Draus, Math
 Troy Farnham, Library & Archives
 Brendan Glaser, Interim VP of Instruction, 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
 Corry Kile, Industrial Technology
 Lynn Lawrence, Registrar
 Chad Meadors, Advising and Testing
 David Rosi, Business & Information Technology
 Courtney Shah, Social Sciences
 Maggie Stuart, Dean of Instruction, Director of Library Services
 Sue Yarbrough, Nursing & Allied Health
 ASLCC Student Representative

To:	Committee Members	Copies to:
From:	Karen Joiner	Library, Nichole Seroshek
Subject:	Minutes from November 13, 2013 Meeting	Karla Rivers
Date:	November 14, 2013	

Members present:	Mindy Boucher, Renee Carney, Dave Cordero, Rob Davis, Dawn Draus, Brendan Glaser, Kyle Hammon, Joan Herman, Karen Joiner, David Rosi, Courtney Shah, Maggie Stuart, Sue Yarbrough, Max Everett, ASLCC Student Representative
Also Attended:	Gina Challed, Katrina Fuller, Mark Gaither, Nadine Lemmons, Rhonda Meyers, Natalie Richie, Melinda Weatherford (to fulfill her Tenure Track obligation), and Fran Nelson, Recorder

The Curriculum Committee met Wednesday, November 13 at 3 p.m. in the Heritage Room.
 Opening remarks by Karen Joiner.

ACTION ITEM – Follow-up discussion from the October meeting on the intention of the Health requirement having been incorporated into certificates and degrees. In researching this requirement, which began in 1973 as part of the ATA degree, we were not able to locate any clear objectives or requirements; therefore, this was brought to Instructional Council for consideration. The question was posed to Instructional Council, “is there a current need for professional technical degrees to have a specific health requirement or could this be program specific?” Please discuss at the department level so department chairs can bring recommendations to Instructional Council.

Informational Item: Karen clarified the reasons that certificates may require a higher GPA than degrees.

Informational Item: Restricted Electives on the Distribution List may be confusing by showing a whole discipline as restricted except for one or two courses. This will be clarified in the new catalog.

Proposals from Gina Challed:		
1)	revise course MUSC 144 , Show Choir (Cr/Lec/Lab)	2 cr, 11 lec, 22 lab (was 3 cr, 33 lec)
2)	revise course DANCE 144 , Show Dance (Cr/Lec/Lab)	2 cr, 11 lec, 22 lab (was 3 cr, 33 lec)
3)	revise course MUSC 140 , Concert Choir (Cr/Lec/Lab)	2 cr, 11 lec, 22 lab (was 3 cr, 33 lec)
4)	revise course MUSC 222 , Opera Workshop (Lec/Lab)	2 cr, 11 lec, 22 lab (was 2 cr, 22 lec)

Rationale: After researching comparable choral/dance courses in regional community colleges it was discovered that the average credit value is 2 credits and the average amount of time the courses are meeting weekly is 3.5 hours. Most of these courses are listed as partial lab courses. To make LCC's choral/dance courses comparable the courses should each be 2 credits/11 lecture/22 lab which meet three days a week for 50 minutes. This new and final schedule change more accurately represents the course work in the class and offers us the time we need to prepare and perform a concert at the collegiate level. It also makes the class more affordable and will potentially help with enrollment. Courses shall be marked as Performance Based Courses.

Resolution: Courtney made a motion to approve items 1 thru 4; Joan seconded. Motion carried.
Effective: Winter 2014

Proposal from Courtney Shah:

5) new course	HIST 214, Sports in American History	5 cr, 55 lec
---------------	---	--------------

Rationale: This course is an attempt to increase the offerings available to students who want to fulfill their Social Science distribution credit or to those interested in history or athletics/sports as an elective. This class will draw on readings, videos, and discussions regarding important events like prize-fighting in 19th century immigrant communities, Jackie Robinson's (re-)integration of baseball, Cold War-era Olympic competition between the US and the Soviet Union, the growth of (and resistance to) female athletics, globalization of the marketplace and the professional leagues, and sports as a way of "Americanizing" and instilling values in our children. This class should have a strong appeal among college athletes and sports fans alike. It will push them to think deeply about the meaning of sports in America and how sports have developed alongside our national identity. Minor modification was suggested to the course description.

Resolution: Brendan made a motion to approve with suggested amendments; Dave Cordero seconded. Motion carried.
Effective: Winter 2014

Proposals from Rhonda Meyers:

6) revise course	BIOL& 241, Human Anatomy and Physiology I (Outcomes)	6 cr, 49.5 lec, 33 lab
7) revise course	BIOL& 242, Human Anatomy and Physiology II (Outcomes)	6 cr, 49.5 lec, 33 lab

Rationale: The proposed changes in the course outcomes are to better align with our college assessment goals as the previous ones were too narrow. These are now linked to all the chapter objectives in the course so that assessment can show that the outcomes have been learned. Even though the outcomes for both 241 and 242 are the same, these course outcomes were taken directly from the HAPS (Human and Anatomy and Physiology Society) guidelines which were developed over a few years by their curriculum committee. Minor rewording was suggested to course descriptions and clarification to course outcomes. The addition of the following statement is proposed for both courses: "These outcomes are based on the Human and Anatomy and Physiology Society".

Resolution: David Rosi made a motion to approve; Sue seconded. Motion carried.
Effective: Winter 2014

Proposal from Katrina Fuller:

8) revise course	BIOL& 260, Microbiology (Prerequisites, Outcomes)	5 cr, 33 lec, 44 lab
------------------	---	----------------------

Rationale: It is proposed to change the prerequisites to BIOL& 160 or BIOL& 211 with a C or better or instructor permission (was BIOL& 242 or BIOL& 211 with a C- or better or instructor permission). Both of these prerequisites are cell biology courses. A comparison with other Washington community colleges reveals cell biology as the most common prerequisite for BIOL& 260. Since this course is being offered in both hybrid and DE formats, we have a wider range of students registering for microbiology. Many are not expecting A&P as a prerequisite to microbiology. Some are in programs that don't require Human A&P. Course Outcomes were updated in spring 2013, according to the latest recommendations from the American Society for Microbiology. The addition of the following statement is proposed: "These outcomes are based on the American Society for Microbiology's recommendations for an introductory microbiology course".

Resolution: Dave Cordero made a motion to approve; Brendan seconded. Motion carried.
Effective: Spring 2014

Proposal from Nadine Lemmons:

9) new course	BTEC 144, OneNote Fundamentals	1 cr, 22 lab
---------------	---------------------------------------	--------------

Rationale: This course is being added to the Business Technology program to not only enhance the offerings LCC has, but also as a recommendation from our advisory committee. PeaceHealth and Red Canoe specifically felt that we should offer a OneNote course as it is a tool they use within their organizations daily. This course will eventually replace a course that will be suspended in the future. Course description and assessment methods will be revised.

Resolution: Courtney made a motion to approve with suggested amendments; Sue seconded. Motion carried.
Effective: Winter 2014

Proposal from Mark Gaither:

10) new course

BTEC 165, Cultural Awareness for Care Professionals

2 cr, 22 lec

Rationale: This course is part of the essential core curricula identified for advocates/community health workers by a variety of federal and state agencies, healthcare organizations, and other health and wellness groups. The course provides a common thread in culturally and linguistically appropriate care for students entering any health and wellness profession including the Community Health and Wellness Advocate. Supports the Health and Wellness certificate as an elective. Course description, outcomes, and assessment methods were amended.

Resolution: *Kyle made a motion to approve with suggested amendments; Dave Cordero seconded. Motion carried.*

Effective: Winter 2014

The meeting adjourned at 4:00. The next meeting will be held Wednesday, December 11 @ 3:00 in the Heritage Room.