

Curriculum Committee Meeting Minutes

Tamra Bell, Dean of Instructional Programs
 Nicole DiGerlando, Language & Literature
 Jim Dillinger, Industrial Technology
 Kyle Hammon, Dean of Instructional Programs
 Melinda Harbaugh, Dean of Instruction & Learning Resources
 Jason Malozzi for Mary Hebert, Math
 Karen Joiner, Chair, Dean of Instruction, Director of Nursing Programs
 Peter Livins, Natural Science, Health & Engineering
 Jennie Mynhier, Performing & Visual Arts
 Tamara Norton, Nursing & Allied Health
 Courtney Shah, Social Sciences
 Maggie Stuart, Business & Information Technology
 Jin-Sun Sung, Transitional Studies
 ASLCC Student Representative

To: Committee Members From: Karen Joiner, Chair Subject: Minutes from May 8, 2019 Meeting Date: May 9, 2019	Copies to: Library, Nichole Seroshek, Kara McElroy, Marisa Geier, Britney Deal, Dani Trimble
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Members present: Tamara Bell, Nicole DiGerlando, Kyle Hammon, Melinda Harbaugh, Mary Hebert, Karen Joiner, Peter Livins, Robert Kamau, Tamara Norton, Courtney Shah, Maggie Stuart, Jin-Sun Sung Also Attended: Amber Lemiere and Nicole Buffham, Recorder	
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The Curriculum Committee met Wednesday, May 8 at 3:04 pm in HSB 235.
 Opening remarks were made by Karen Joiner.

Informational Items:
Clean-up: INFO 1 – PMFG 154 – Revising the title of PMFG 154 Fundamentals of Instrumentation to include PLCs in the title. No other changes.

Proposals from Amber Lemiere:			
A.	Revise Course	ENGL 124 , Arts Magazine Publication I (credits, description, outcomes)	1-3 cr, 22-66 lab
B.	Revise Course	ENGL 125 , Arts Magazine Publication II (credits, description, outcomes)	1-3 cr, 22-66 lab
C.	Revise Course	ENGL 126 , Arts Magazine Publication III (credits, description, outcomes)	1-3 cr, 22-66 lab
Rationale: A – C: The plans were outdated (did not reflect the nature or complexity of what the course has become, or the interdisciplinary attributes), and the revisions have the potential to “revitalize” the program by increasing enrollment (more flexibility and appeal).			
D.	Revise Course	ENGL 224 , Arts Magazine Publication IV (credits, description, outcomes)	1-3 cr, 22-66 lab
E.	Revise Course	ENGL 225 , Arts Magazine Publication V (credits, description, outcomes)	1-3 cr, 22-66 lab
F.	Revise Course	ENGL 226 , Arts Magazine Publication VI (credits, description, outcomes)	1-3 cr, 22-66 lab
Rationale: D – F: Arts Magazine Publication IV, V, and VI (English 224, 225, and 226) have been revised to reflect the interdisciplinary attributes of the courses; these revisions reveal an opportunity to cross-list the courses with art so that students can earn credit for either discipline as their learning outcomes relate to both. These revisions have the potential to “revitalize” the program by minimizing barriers for enrollment (more flexibility and appeal). As well, we are working toward a collaboration between <i>The Salal Review</i> and the growing Graphic			

Design and other art course offerings. This mirrors what is being offered at other institutions with student literary and visual arts magazines.

Resolution: A – F: Nicole made a motion to approve; Melinda seconded. Motion carried.
Effective Fall 2019

G.	New Course	ART 134 , Arts Magazine Publication I (new)	1-3 cr, 22-66 lab
H.	New Course	ART 135 , Arts Magazine Publication II (new)	1-3 cr, 22-66 lab
I.	New Course	ART 136 , Arts Magazine Publication III (new)	1-3 cr, 22-66 lab

Rationale: G – I: Arts Magazine Publication I, II, and III (English 124, 125, and 126) have been revised to reflect the interdisciplinary attributes of the courses; these revisions reveal an opportunity to cross-list the courses with art so that students can earn credit for either discipline as their learning outcomes relate to both. These revisions have the potential to “revitalize” the program by minimizing barriers for enrollment (more flexibility and appeal). As well, we are working toward a collaboration between *The Salal Review* and the growing Graphic Design and other art course offerings. This mirrors what is being offered at other institutions with student literary and visual arts magazines.

J.	New Course	ART 234 , Arts Magazine Publication IV (new)	1-3 cr, 22-66 lab
K.	New Course	ART 235 , Arts Magazine Publication V (new)	1-3 cr, 22-66 lab
L.	New Course	ART 236 , Arts Magazine Publication VI (new)	1-3 cr, 22-66 lab

Rationale: J – L: Arts Magazine Publication IV, V, and VI (English 224, 225, and 226) have been revised to reflect the interdisciplinary attributes of the courses; these revisions reveal an opportunity to cross-list the courses with art so that students can earn credit for either discipline as their learning outcomes relate to both. These revisions have the potential to “revitalize” the program by minimizing barriers for enrollment (more flexibility and appeal). As well, we are working toward a collaboration between *The Salal Review* and the growing Graphic Design and other art course offerings. This mirrors what is being offered at other institutions with student literary and visual arts magazines.

Resolution: G – L: Tamara made a motion to approve; Kyle seconded. Motion carried.
Effective Fall 2019

Proposals from Lucas Myers:

M.	Revise Course	PHED 109 (was 190) , Baseball Coaching Theory (course num./title, credits, description, outcomes)	2 cr, 22 lec
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Rationale: This course will provide equity amongst all the sports in regards to coaching theory courses. The course will also provide an opportunity for baseball student athletes to gain credit for studying the occupation of coaching in their respective sport. The course will help fulfill their DTA credits.

N.	Revise Course	PHED 114 (was 160) , Applied Baseball I (description, outcomes)	2 cr, 44 lab
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Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for baseball student athletes. It also accurately represents the time and effort invested by student athletes.

O.	Revise Course	PHED 214 (was 260) , Applied Baseball II (course num./title, credits, description, outcomes)	1 cr, 22 lab
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Rationale: We are consolidating our PHED Activity Courses with more specific enrollment for student athletes. This course will be required by all baseball student athletes in their second year of courses and will go towards satisfying their 3 credit PHED activity credits for their DTA

P.	Retire Courses	PHED 162 , Applied Baseball PHED 262 , Applied Baseball (retire)	2 cr, 44 lab 2 cr, 44 lab
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Rationale: Courses are being replaced, due to restructuring of PHED Sport specific activity courses. It will consolidate our courses, require student athletes to take them, and maintain consistent enrollment in those courses.

Q.	Revise Course	PHED 115 (was 140) , Men’s Applied Basketball I (course num./title, description, outcomes)	2 cr, 44 lab
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Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for Men's basketball student athletes. It also accurately represents the time and effort invested by student athletes.		
R. Revise Course	PHED 119 (was 192), Men's Basketball Coaching Theory (course num./title, description, outcomes)	2 cr, 22 lec
Rationale: This course will provide equity amongst all the sports in regards to coaching theory courses. The course will also provide an opportunity for men basketball student athletes to gain credit for studying the occupation of coaching in their respective sport. The course will help fulfill their DTA credits.		
S. Revise Course	PHED 215 (was 240), Men's Applied Basketball II (course num./title, credits, description, outcomes)	1 cr, 22 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for Men's basketball student athletes. It also accurately represents the time and effort invested by student athletes.		
T. Retire Courses	PHED 164, Applied Basketball – Men PHED 264, Applied Basketball – Men (retire)	2 cr, 44 lab 2 cr, 44 lab
Rationale: Courses are being replaced, due to restructuring of PHED Sport specific activity courses. It will consolidate our courses, require student athletes to take them, and maintain consistent enrollment in those courses.		
U. Revise Course	PHED 116 (was 141), Women's Applied Basketball I (course num./title, credits, description, outcomes)	2 cr, 44 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for basketball student athletes. It also accurately represents the time and effort invested by student athletes.		
V. New Course	PHED 159, Women's Basketball Coaching Theory (new)	2 cr, 22 lec
Rationale: This course will provide equity amongst all the sports in regards to coaching theory courses. The course will also provide an opportunity for women basketball student athletes to gain credit for studying the occupation of coaching in their respective sport. The course will help fulfill their DTA credits.		
W. Revise Course	PHED 216, Women's Applied Basketball II (description, outcomes)	1 cr, 22 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for women's basketball student athletes. It also accurately represents the time and effort invested by student athletes.		
X. Retire Course	PHED 165, Applied Basketball-Women PHED 265, Applied Basketball-Women (retire)	2 cr, 44 lab 2 cr, 44 lab
Rationale: Course is being replaced, due to restructuring of PHED Sport specific activity courses. It will consolidate our courses, require student athletes to take them, and maintain consistent enrollment in those courses.		
Y. New Course	PHED 169, Women's Soccer Coaching Theory (new)	2 cr, 22 lec
Rationale: This course will provide equity amongst all the sports in regards to coaching theory courses. The course will also provide an opportunity for soccer student athletes to gain credit for studying the occupation of coaching in their respective sport. The course will help fulfill their DTA credits.		
Z. Revise Course	PHED 117 (was 149), Applied Soccer I (course num./title, description, outcomes)	2 cr, 44 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for women's soccer student athletes. It also accurately represents the time and effort invested by student athletes.		
AA. Revise Course	PHED 217 (was 249), Applied Soccer II (course num./title, credits, description, outcomes)	1 cr, 22 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for women's soccer student athletes. It also accurately represents the time and effort invested by student athletes.		
BB. Revise Course	PHED 118 (was 146), Applied Softball I (course num./title, description, outcomes)	2 cr, 44 lab

Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for softball student-athletes. It also accurately represents the time and effort invested by student-athletes.		
CC. Revise Course	PHED 179 (was 145) , Softball Coaching Theory (course num./title, credits)	2 cr, 22 lec
Rationale: This change will provide equity amongst all the sports in regards to coaching theory courses and eligible credits.		
DD. Revise Course	PHED 218 (was 147) , Applied Softball II (course num./title, credits, description, outcomes)	1 cr, 22 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for softball student-athletes. It also accurately represents the time and effort invested by student-athletes.		
EE. Retire Course	PHED 147 , Softball (retire)	1 cr, 22 lab
Rationale: This course is no longer necessary as a second year option. Student-athletes will now be required to take the first-year sequence, which will satisfy their limit of PHED activity credits.		
FF. Retire Course	PHED 247 , Applied Softball (retire)	2 cr, 44 lab
Rationale: This course is no longer necessary as a second year option. Student-athletes will now be required to take the first-year sequence, which will satisfy their limit of PHED activity credits.		
GG. New Course	PHED 189 , Volleyball Coaching Theory (new)	2 cr, 22 lec
Rationale: This course will provide equity amongst all the sports in regards to coaching theory courses. The course will also provide an opportunity for volleyball athletes to gain credit for studying the occupation of coaching in their respective sport. The course will help fulfill their DTA credits. course will now be required for volleyball student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for volleyball student athletes. It also accurately represents the time and effort invested by student athletes.		
HH. Revise Course	PHED 119 (was 167) , Applied Volleyball I (course num./title, description, outcomes)	2 cr, 44 lab
Rationale: This course will now be required for student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy their PHED activity credits for volleyball student athletes. It also accurately represents the time and effort invested by student athletes.		
II. Revise Course	PHED 219 (was 267) , Applied Volleyball II (course num./title, description, outcomes)	1 cr, 22 lab
Rationale: This course will now be required for volleyball student athletes to enroll in, which will increase enrollment for activities courses and will help to satisfy the PE credits for volleyball student athletes. It also accurately represents the time and effort invested by student athletes.		
Resolution: M – II: Courtney made a motion to approve; Robert seconded. Motion carried. <i>Effective Summer 2019</i>		
Proposals from Tamra Bell:		
JJ. Revise Course	WELD 105 , Related Welding I (course credits, global skills, description, outcomes)	1-6 cr, 33 lec, 66 lab
Rationale: Requesting to change WELD 105 from a 2-6 credit course to a 1-6 credit course for consistency with other WELD courses.		
Resolution: Nicole made a motion to approve; Mary seconded. Motion carried. <i>Effective Summer 2019</i>		
KK. Retire Certificate	Fundamentals of Manufacturing COC (retire)	28-32 cr total
Rationale: Request to retire the COC for Fundamentals of Manufacturing as this short-term program no longer aligns with industry standard/entry level employment requirements.		
Resolution: Nicole made a motion to approve; Courtney seconded. Motion carried. <i>Effective Summer 2019</i>		
LL. Revise Degree	Information Technology AAS (outcomes)	107-115 cr total
Rationale: Requesting to update outcomes for the Information Technology AAS degree to identify Global Skills (GS).		
Resolution: Kyle made a motion to approve; Nicole seconded. Motion carried. <i>Effective Summer 2019</i>		

MM. Revise Degrees	All LCC AA-DTAs (Nat. Sci. distribution list language)	90 cr total
Rationale: Request to update the language on the AA-DTA Distribution List for Natural Science to reflect current ICRC guidelines.		
Resolution: Tamara made a motion to approve; Robert seconded. Motion carried. <i>Effective Summer 2019</i>		

Additional: Amber's Art and English courses have the same descriptions and outcomes and may be offered simultaneously. They are not officially cross-listed.

The meeting adjourned at 4:10 pm. Curriculum Committee is suspended until further notice.