



# Curriculum Committee Meeting Minutes

Merry Bond, Co-chair, Dean of Instructional Programs  
 Gina Challed, Performing and Visual Arts, Communications, & Library  
 Becky Connolly, Language & Literature  
 Mark Gaither, Business and Information Technology  
 Stefanie Gilberti, Dean of Instructional Programs  
 Tamra Gilchrist, Co-Chair, Dean of Instructional Programs  
 Elissa Loren, College and Career Preparation  
 Jason Malozzi, Mathematics & Engineering  
 Jamie Martin, Dean of Instructional Programs  
 Tamara Norton, Nursing, Allied Health and Wellness  
 Morgan Salisbury, Natural Science  
 Courtney Shah, Social Sciences & Humanities  
 Nathan Shepherd, Education, BAS, & Industrial Technology  
 Theresa Stalick, Dean of Instructional Programs  
 ASLCC Student Representative

To:	Committee Members	Copies to:
From:	Merry Bond, Tamra Gilchrist Co-Chairs	Library, Magnus Altmayer,
Subject:	Minutes from May 10, 2024 Meeting	Rosemary Perkins, April Tovar Villa,
Date:	May 10, 2024	Britney Deal, Dani Trimble

Members present:	Gina Challed, Theresa Stalick, Jamie Martin, Morgan Salisbury, Stefanie Gilberti, Courtney Shah, Mark Gaither, Becky Connolly, Nathan Shepherd, Tamara Norton, Jason Malozzi, Tamra Gilchrist, Merry Bond
Also Attended:	Britney Deal, Mersady Hurley, Ashley Cahill, Michaela Jackson, Rosemary Perkins, Emme McCarthy, Magnus Altmayer, Hiedi Bauer, Leszek Cromwell, and Nicole Buffham, Recorder

The Curriculum Committee met Friday, May 10 at 2:00 pm via Zoom.  
 Opening remarks were made by Tamra Gilchrist.

<b>Informational Items:</b>
<b>INFO 1 – POLS&amp; 203:</b> The outcomes to the POLS& 203 proposal from the April meeting had minor revisions to better match our <a href="#">Course Description Style Guide</a> .
<b>INFO 2 – CCP 88:</b> There was a minor title change to CCP 88, effective summer 2024. There were no other changes. <ul style="list-style-type: none"> <li>• Old title: CCP Math 88/Level D IV</li> <li>• New title: CCP Math 88/Level D</li> </ul>
<b>INFO 3 – BSN:</b> NWCCU has approved the RN to BSN program, effective summer 2024. The first cohort will begin fall 2024.

<b>Proposal from Hiedi Bauer:</b>			
<b>A.</b>	Revise Course	<b>ENGL&amp; 102, English Composition II</b> (description, outcomes)	5 cr, 55 lec
<b>Rationale:</b> To increase the transferability of this course (to remove barriers to students who want to transfer to our institution) and to revise language that opens the course more to the direction that English composition is heading nationally.			
<b>Resolution:</b> Becky made a motion to approve; Gina seconded. Motion carried. <i>Effective Summer 2025</i>			
<b>Proposal from Leszek Cromwell:</b>			
<b>B.</b>	Revise Degrees	<b>Substance Use Disorder Studies AAS</b> <b>Substance Use Disorder Studies AAS-T</b> (elective option)	90-92 cr total 90-92 cr total
<b>Rationale:</b> Adding Crisis Intervention For Profession to the SUDS elective options. This will provide students with additional assessment and crisis intervention skills.			
<b>Resolution:</b> Courtney made a motion to approve; Jason seconded. Motion carried.			

Effective Summer 2024

**Proposals from Ashley Cahill:**

<b>C.</b>	New Course	<b>EDUC 315, Equitable Instruction for Multilingual Learners</b> (new)	5 cr, 55 lec
<b>Rationale:</b> The BAS-TE program is developing courses to meet the growing demand for educators prepared to teach multilingual/English Learners. The number of multilingual/English learners in Washington state increased by nearly 30% from 2015 to 2023 and now makes up more than 13% of all students in PK-12 public schools. There are over 140,000 students who qualify as multilingual/English learners in Washington, and they speak over 250 different languages. Multilingual learners need strong support to develop critical academic skills and to reach the same levels as their peers in English language arts (ELA), mathematics, and all content areas. EDUC 315 will prepare BAS-TE candidates with the content knowledge necessary to teach multilingual/English learners, a required skill for the profession. This is a content course as part of the program. This course will help the BAS-TE program offer the high-demand English Language Learner (ELL) endorsement, an area the BAS-TE advisory board has been seeking since 2020. Having an ELL endorsement will increase BAS-TE graduate's job opportunities upon program completion.			
<b>Resolution:</b> Jason made a motion to approve; Merry seconded. Motion carried. Effective Summer 2025			
<b>D.</b>	Revise Course	<b>EDUC 319, Anti-Bias Education: DIV</b> (description, outcomes)	5 cr, 55 lec
<b>Rationale:</b> The updates to this existing course will help support the outcomes of our new English Language Learner education endorsement. With an increasing number of students coming from linguistically diverse backgrounds, educators require specialized training to effectively support their academic and social-emotional needs. This endorsement provides future teachers with essential knowledge in language acquisition theory, cultural competency, and differentiated instructional strategies tailored to ELL students.			
<b>E.</b>	Revise Course	<b>EDUC 320, Language Arts for Teachers</b> (description, outcomes)	5 cr, 55 lec
<b>Rationale:</b> The updates to this existing course will help support the outcomes of our new English Language Learner education endorsement. With an increasing number of students coming from linguistically diverse backgrounds, educators require specialized training to effectively support their academic and social-emotional needs. This endorsement provides future teachers with essential knowledge in language acquisition theory, cultural competency, and differentiated instructional strategies tailored to ELL students. Also, to allow for more content for support this endorsement to be placed in EDUC 430, some reading course outcomes were added to this course from EDUC 430.			
<b>F.</b>	Revise Course	<b>EDUC 335, Professionalism, Collaboration &amp; Classroom Leadership</b> (description, outcomes)	5 cr, 55 lec
<b>G.</b>	Revise Course	<b>EDUC 345, Curriculum Development and Design</b> (description, outcomes)	5 cr, 55 lec
<b>Rationale F-G:</b> The updates to this existing course will help support the outcomes of our new English Language Learner education endorsement. With an increasing number of students coming from linguistically diverse backgrounds, educators require specialized training to effectively support their academic and social-emotional needs. This endorsement provides future teachers with essential knowledge in language acquisition theory, cultural competency, and differentiated instructional strategies tailored to ELL students.			
<b>H.</b>	Revise Course	<b>EDUC 401, Reflective Seminar I</b> (outcomes)	1 cr, 11 lec
<b>I.</b>	Revise Course	<b>EDUC 402, Reflective Seminar II</b> (description, outcomes)	1 cr, 11 lec
<b>J.</b>	Revise Course	<b>EDUC 403, Clinical Seminar in ELL Instruction</b> (title, description, outcomes, credits)	2 cr, 22 lec
<b>K.</b>	Revise Course	<b>EDUC 412, Student Teaching II</b> (description, outcomes)	10 cr, 330 clinical
<b>L.</b>	Revise Course	<b>EDUC 413, Student Teaching III: Clinical Applications in ELL Instruction</b> (title, description, outcomes)	2 cr, 66 clinical
<b>Rationale H-L:</b> The updates to this existing course will help support the outcomes of our new English Language Learner education endorsement. Multiple changes are happening with the clinical courses in the advised program model. One key adjustment involves transforming EDUC 403 and EDUC 413 into ELL-focused clinical courses, necessitating the redistribution of standards to other courses within the 400 level clinical series. Additionally, we're transitioning our clinical courses from a traditional practicum model to a more centralized student teaching approach, prompted by valuable input from our community partners (mentor teachers and human resources).			

<b>M.</b>	Revise Course	<b>EDUC 429, Assessment</b> (description, outcomes)	5 cr, 55 lec
<b>Rationale:</b> The updates to this existing course will help support the outcomes of our new English Language Learner education endorsement. With an increasing number of students coming from linguistically diverse backgrounds, educators require specialized training to effectively support their academic and social-emotional needs. This endorsement provides future teachers with essential knowledge in language acquisition theory, cultural competency, and differentiated instructional strategies tailored to ELL students.			
<b>N.</b>	Revise Course	<b>EDUC 430, Advanced Language and Literacy</b> (description, outcomes)	4 cr, 44 lec
<b>Rationale:</b> The updates to this existing course will help support the outcomes of our new English Language Learner education endorsement. With an increasing number of students coming from linguistically diverse backgrounds, educators require specialized training to effectively support their academic and social-emotional needs. This endorsement provides future teachers with essential knowledge in language acquisition theory, cultural competency, and differentiated instructional strategies tailored to ELL students. Within this course a greater focus on language acquisition was added, and some of the reading focus was moved to EDUC 320.			
<b>Resolution D-N:</b> Jason made a motion to approve; Courtney seconded. Motion carried. <i>Effective Summer 2025</i>			

The meeting adjourned at 2:25 pm. The next meeting will be held Friday, June 7 at 1:00 pm via Zoom.