

CURRICULUM COMMITTEE
September 18, 2015
MINUTES

MEMBERS PRESENT:

Deborah Vess (chair), Tamra Rocsko, Jodi Lindseth, Karen Taylor, Kim Crowley, Mark Rowh, Kelly Prater, Lou Ann Seabourn, Diane Brice, Edie Carter, Dan Ferguson, Frank Sobey, Claudie Biggers, Jason Norman, Tamara Clunis, Becky Byrd, Kristin Edford, Scott Rankin, Toni Gray, Jerry Terry, Kristin McDonald-Willey, Judy Isbell; Sarah Davis as recorder

ABSENT:

Brian Farmer, Richard Pullen, Kim Hays

Dr. Vess welcomed members and announced new ex-officio members. Kristin McDonald-Willey, Director of Institutional Effectiveness, will be entering information on the State site and will serve as an ex-officio representative on the committee. Other new ex-officio members include Lou Ann Seabourn, Director of Dual Credit, and Becky Burton, K-16 Project Liaison and Career Clusters Coordinator.

CURRICULUM REVISION/ REQUEST FORM (Handouts)

The committee discussed the process for curriculum revision and suggested revisions to the current forms.

Dr. Vess explained the importance of curricular decisions being data driven and based on demonstrated need. The committee was asked to:

- 1) Work in teams and look at these current forms
- 2) Identify the top 2 strengths of the form.
- 3) Identify 3 areas where we need to improve or need additional information

SUGGESTIONS:

- Need specific instructions for completing the forms;
- Need to specify if fees are involved;
- Need to specify the deadlines for submissions. The Committee agreed to receive forms **one week** at a minimum before meetings.
- Need to automate the form online;
- Need to include reference to CB rules and incorporate elements of THECB forms;
- Will flow better if those completing the form can see it all ahead of time. Have WECM and GIPWE loaded onto the AC Connect for easy access then: WECM and GIPWE information is available and can be included on the form.
- Diane Brice: GIPWE requirements as well as program requirements, certificates, all items that would be required for the Data and Market sources needs to be included.
- Meet and discuss with VP office **before** submitting to the Committee, (before forms are completed) to keep things moving early. **Especially new Programs**, do not want it presented at a meeting before being discussed with VP office.
- Need a place on the form for **enrollment data** and **standardized data** to be considered. This is needed specifically for prerequisite and how it affects students.

Need a Curriculum Specific Website.

- Committee discussed the difference between deactivation and discontinuation. Discontinue: Class or program is GONE. Deactivate: Class or program can come back.
 - We should not create a new class if there is one that is the same or similar that was deactivated that could be brought back without starting something new.
 - People need to understand that when discontinuing (sun setting) a program we have to have a three-year teach out. May need this noted on form.
- Need to indicate transferability issues;
- Need to indicate consultations that have occurred, from advisory board, to others within the institution whose courses and/or programs may be impacted;
 - Colleague can run a report to help in this area. Diane Brice would be able help with this;
- Need to know how the proposal relates to issues of course sequencing and how it fits into degree plan and guided pathways;
 - Need to know how the courses and/or programs may relate to a broad endorsement area or career path;
- Need to check that the proposal does not conflict with another institution's area of service;
- Need to indicate the lecture and lab hours for state reporting; credit hours, class hours, contact hours;
- Need to be able to easily see what the changes being requested are from current programs and/or courses to proposed programs and/or courses, as in a strike through or something of an edited version;
- Need to specify whether the approval of an accreditation agency is required for the proposal;
- Need to specify whether the outcomes mandated by the state or any other relevant agency are met;
- Need to describe the role in the program's curriculum map, how it supports the learning outcomes;
- Need to demonstrate how the proposal aligns with AC's Strategic Plan and outcomes.
- Need to make the form and the process user friendly.
- Need to describe work done to ensure there is need for the program and to use market data where available;
- Need to describe the plan for growth;
- Need to describe any technology, staff, space, or other needs.
- Need to indicate class cap where appropriate.
- Need to develop a Committee website with forms and resources.

Dr. Vess will be working with the VPAA Council and Curriculum Committee representatives to get a form together based on the above feedback. We will send a draft out to the Committee for comments. When we meet next time we can discuss/approve and develop a Curriculum Committee website.

PROPOSALS FOR TODAY

*The Committee heard a brief introduction to three Health Sciences proposals and one from English. Dr. Vess will send them out electronically. No vote was taken at this meeting, since the proposals did not arrive in time for the Committee to review. Everything that comes in after today should use the new forms.

Becky Burton: Health Sciences Proposals.

1. Advanced Technical Certificate: this is to create an Advanced Technical Certificate that will allow graduate of the radiography, nuclear medicine, sonography and radiation therapy programs to gain a secondary certification in their field.
2. Advanced Certificate with course additions: CTMT 2232, Principles of Computed Tomography, CTMT 2336, CT Equipment and Methodology and CTMT 2460- Practicum I.
3. Addition of courses for CT Certificate: CTMT 2461-Practicum II.

These type certificates are not available in Texas without going to Dallas or Houston.

Becky will revise her proposals since she did not include lecture and lab hours and use the new form and send them electronically to Dr. Vess.

Dr. Vess: This is a very important area we want to expand; there is so much going on Kim's area in continuing ed.; we were not able to make the link between the CE and the Academic area before these partnerships. It's not just post degree education, but building bridges to the high schools through dual credit and articulated credit. They are taking the same certificates we offer, and we are not articulating those certificates. We need those high school students to enroll and to be able to stack their credentials to grow enrollment.

ONE MORE PROPOSAL

Frank Sobey for English:

Proposal: Remove ENGL 1302 and ENGL 2311 prerequisite for the following English courses:
ENGL: 2322 British Literature I, 2323 British Literature II, 2326 American Literature, 2331 Non-Western World Literature, 2332 World Literature I, 2333 World Literature II, and 2341 Selected Study in Literature.

What has happened over the years many students are not required to take 1301 for their degree programs, so many of these classes are not being filled. If these classes no longer have these prerequisites, some wonder if they are going to be prepared. The English Department feels they will be successful, as more students are more prepared than they were in past years. The content of 1301 has been redesigned from years past and this too will help assist students succeed.

Discussion of prerequisites and class caps.

Action Items:

- develop a new form;
- submissions must come at least one week before the committee meets and be sent to Dr. Vess, with a copy to Kristin;
- Committee will meet every third Friday, 9:30 – 11:30 am;
- Deans will have to sign off on proposals before committee reviews the forms

DISCUSSION OF PATHWAYS AND BLOCK SCHEDULING

AC's strategic plan relates to guided pathways. We want a clearer and more consistent pathway to graduation. We are finding our students declare a major then often change their minds, losing credits in the process.

With a Guided Pathways approach we provide for that student a path through clusters of related disciplines. If they have an endorsement area in high school in STEM they may want to change to health science, or vice versa or even into a liberal arts area when they get to our level. What we are working on now is how to develop the guided pathway for the students through advising; we can hand that student a block of courses for their first year and then allow them to branch off in any number of related areas. We are focusing on general studies. This is data driven; almost all of our graduates and a large portion of our enrollment are declaring general studies. So we are looking at four large endorsement areas on which to focus the degree: STEM, multi-disciplinary, liberal arts/humanities, and Business/industry. We have developed a plan for block scheduling for spring, and the group's input was solicited.

Dr. Vess will be sending you this document and would like to have your reaction to the document. If you have proposals or questions regarding the scheduling be sure to forward them to Dr. Vess.

Becky Burton has been facilitating the committee's work and explained this was a group effort. Jason Norman, Carol Buse, Lana Jackson, and Ann Fry are also on this committee. They looked at Humanities, STEM, business and industry, and developed a two-year block schedules.

Presently there are loose blocks and tight blocks. Tight block is one where a student registers for one block and then are automatically registered for all courses. These are being used for developmental education blocks with paired credit-bearing courses. We also created loose blocks; students are not automatically registered for all the courses at once. The blocks usually consist of one 16-week course and two 8-week courses, enabling a student, if they choose, to become full-time while still taking a part-time load on an eight week format.

The committee discussed ways to ensure students complete more hours faster, complete stackable certificates, have multiple entry points, and build on dual and articulated credit received in high school.

Dr. Vess noted that in Hereford we need to be articulating more, especially in the technical areas and in the Health Sciences.

Eight week courses are an enrollment generator. Dr. Vess noted that Odessa College started this and their enrollment sky rocketed. The goal is for 80% of our courses to go to the 8-week model. The class time period is longer, so a different pedagogical approach may be needed, but the contact hours are the same.

Dr. Vess noted that the Millennial Learners workshops next week are being offered by Mark Taylor. He has lots to offer. There are two sessions on 1:30-4:30, Thursday and Friday. Dr. Vess encouraged the committee to attend.

Motion to adjourn by Kim Crowley
Seconded by Diane Brice Adjourned 11:28