

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Minutes
April 3, 2013
Sylvania CC, Conference Rm B

x	Jim Parks, Chair	x	Torie Scott		Melody Wilson
	Ross Kouzes		Mike Guthrie	x	Joe Wright
	Doug Jones	x	Jeremy Estrella	x	Amy Clubb
x	Ed Lindsey	x	Rick Willebrand	x	Linda Fergusson-Kolmes
x	John Sparks	x	Sherry Hanchett		Ivan Kidoguchi

Committee Support:

	Craig Kolins	x	Dorothy Badri	x	Anne Haberkern
x	Stacey Timmins	x	Leslie Hackett	x	Sally Earll
x	Frederick Olson		Rachel McMillen		

Guests:

Elizabeth Bilyeau	Heidi Diaz	Diane Shingledecker
Andrea Pace	Scott McBeth	Ann Carey
Marie Sivak	Kendra Cawley	Barb Kauffman
Jason Palmer		

Information Items from the Curriculum Office:
(These items do not require curriculum committee recommendation)

Experimental Courses:

- LAT 199 – Permaculture Design
- ART 199N – The Feminine In Photography
- ART 199O – Spirit Photography
- MM 299T – Broadcast I
- MM 299U – Broadcast II
- SPA 199B – Culture in Context: Spain
- MM 299M – Cinematography/Lighting

Course Inactivation:

None

Available Grading Option:

None

Old Business:

152. D 275 – Dance and Hip Hop Culture

New Course

Recommend outcomes:

Identify the artistic, social, historical, and cultural contexts of dance in order to appreciate dance as an integral part of our lives

Recognize artistic movements in Hip Hop history as they related to social and political themes of the same time period.

Examine how personal bias, cultural perspectives, and aesthetic values shape our response to various forms of artistic expression inherent in Hip Hop.

464. MUS 191A – Class Guitar I - beginning

Course Revision – Number, Des, Out

Withdrawn at SAC Request

465. MUS 191B – Class Guitar I

New Course

Withdrawn at SAC Request

466. MUS 191C – Class Guitar I

New Course

Withdrawn at SAC Request

467. MUS 192 – Class Guitar II

Course Revision – Number, Des, Out

Withdrawn at SAC Request

468. MUS 192B – Class Guitar II

New Course

Withdrawn at SAC Request

469. MUS 192C – Class Guitar II

New Course

Withdrawn at SAC Request

476. MUS 221 – Chamber Chorus

Course Revision – Number, Des, Out

Recommend description:

Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. Includes possible local, regional and/or other off-campus public performances. Audition required.

477. MUS 221B – Chamber Chorus

New Course

Recommend description:

Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. Includes possible local, regional and/or other off-campus public performances. Audition required.

478. MUS 221C – Chamber Chorus

New Course

Recommend description:

Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. Includes possible local, regional and/or other off-campus public performances. Audition required.

479. MUS 221D – Chamber Chorus

New Course

Recommend description:

Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. Includes possible local, regional and/or other off-campus public performances. Audition required.

480. MUS 221E – Chamber Chorus

New Course

Recommend description:

Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. Includes possible local, regional and/or other off-campus public performances. Audition required.

and outcomes:

Use an advanced intermediate understanding of musicianship and performance etiquette to perform advanced/intermediate-level repertory to a public audience as a member of a small vocal ensemble.

Use an understanding of music literacy to prepare and rehearse advanced/intermediate repertory as a member of a small vocal ensemble.

Use an advanced/intermediate understanding of the stylistic differences in advanced /intermediate repertory to learn, rehearse and accurately interpret vocal music in performance.

481. MUS 221F – Chamber Chorus

New Course

Recommend description:

Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. Includes possible local, regional and/or other off-campus public performances. Audition required.

New Business:

513. COMM 212 – Voice and Diction

Course Revision – Requisites

Recommend outcomes:

Upon successful completion, student should be able to:

1. Use learned skills in phonetics and voice variation to improve effective speech.
2. Manage voice production and articulation by understanding basic speech physiology, acoustics, and phonetics.
3. Use learned tools of linguistic contrastive analysis to build communication competence in Standard American speech.

514. CAS 123 – Production Keyboarding

Course Revision – Outcomes

Recommend

515. OS 280F – CE: Administrative Assistant

Course Revision – Outcomes

Recommend description:

Provides field experience for the administrative assistant. Recommended: RD 115, WR 115 and satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission required.

and outcomes:

1. Successfully meet work goals and objectives created with supervisor.
2. Perform tasks related to an entry-level administrative assistant office position utilizing acquired classroom skills.
3. Communicate effectively with co-workers, supervisors, and staff.

516. OS 280G – CE: Administrative Assistant- Seminar

Course Revision – Outcomes

Recommend description:

Supplements the work experience portion of cooperative education and the on-campus program through feedback sessions and instruction in job-related area.

Prerequisite/concurrent: OS 280F. Recommend: RD 115, WR 115 and satisfactory progress through at least 15 credit hours of CAS/OS

and outcomes:

1. Prepare relevant, current job search materials.
2. Critically evaluate and modify thinking and/or behavior to be an effective and efficient employee.
3. Integrate classroom skills learned and professional experience to enhance success as an employee.

517. BMZA 105 – Comparative Vertebrate Anatomy and Physiology I

Course Revision – Des, Req

Recommend

518. BMZA 106 – Comparative Vertebrate Anatomy and Physiology II

Course Revision – Des, Req

Recommend

519. BMZA 110 – Animal Nutrition

Course Revision – Des, Out

Recommend

520. BMZA 240 – Zoo Water Quality Management

Course Revision – Des, Req

Recommend

521. CS 160 – Exploring Computer Science

Course Revision – Des

Postponed at Committee Request

522. CS 161 – Computer Science

Course Revision – Des

Postponed at Committee Request

523. ART – Expanded Studio Art Courses

Designation – General Education

Recommend

Discussion

Clarifying language on equivalent courses – Jim Parks

The committee discussed and came up with the following language:

PS 221, EC 221 and SOC 221 are equivalent and only one may be taken for credit.

Recommend

NWCCU Policy on Credit Hour - Kendra

Kendra presented the federal definition of credit hour as recognized by the Northwest Commission on Colleges and Universities (see attached). Kendra confirmed that we, as a college have been doing our part to evaluate credit hours. First of all, we rely heavily on the Faculty, the experts, to know how much time is required to cover the content necessary to meet the outcomes of each course. Additionally, the Curriculum Committee, as part of their charge, can/will ask questions regarding contact/credit hours.

Cross-listed and Equivalent courses - Anne

The Committee discussed cross-listing and equivalent courses (see attached), and whether there should be some sort of policy/guidelines around what defines a course as either or both. Amy is going to write up a definition for course equivalency and send it to the committee members, which will start the discussion around what would/should a policy look like and then forward the committee's recommendation.



Policy on Credit Hour

Federal Definition of Credit Hour

In accordance with federal regulations effective July 1, 2011, both institutions and accrediting agencies are required to come into compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24.

Federal regulations mandate that all candidate and accredited institutions comply with the definition of the credit hour as set forth in Section 600.2, which defines the credit hour as:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

- (1) *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- (2) *At least an equivalent amount of work as required in paragraph (1) of this definition. For other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Institutional Fulfillment of this Policy

As required by Section 600.24, the Commission will evaluate as part of the *Resources and Capacity* (Year Three) evaluation the extent to which the institution meets the federal definition by reviewing:

- (1) The adoption of a policy on credit hour for all courses and programs at the institution;
- (2) The processes the institution employs to review periodically the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate and reliable; and
- (3) Any variations in the assignment of credit hours to assure that these variations conform to commonly accepted practices in higher education.

In implementing this policy, evaluation committees will review institutional documentation including the institution's policy on credit hour and expectations at each degree level, evidence of the implementation of institutional review processes to assure the consistency and accuracy of credit hour assignments in all courses and programs, and through sampling, a variety of course credit assignments

based on degree level, academic discipline, delivery modes, and types of academic activities. Evaluation committee findings will be included in reports to the Commission and where deficiencies are found, they shall be so noted, and the Commission will act to assure that these deficiencies are addressed through follow-up reporting. If the Commission finds systematic non-compliance with the policy regarding one or more programs at the institution, the Commission will promptly notify the Secretary of Education in addition to any follow-up required by the Commission.

November 2012

*** Title 34: Education CFR 668.8 (k) and (l)**
STUDENT ASSISTANCE GENERAL PROVISIONS
Subpart A—General

§ 668.8 Eligible program.

(k) *Undergraduate educational program in credit hours.* (1) Except as provided in paragraph (k)(2) of this section, if an institution offers an undergraduate educational program in credit hours, the institution must use the formula contained in paragraph (l) of this section to determine whether that program satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and the number of credit hours in that educational program for purposes of the title IV, HEA programs, unless—

(i) The program is at least two academic years in length and provides an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Secretary; or

(ii) Each course within the program is acceptable for full credit toward that institution's associate degree, bachelor's degree, professional degree, or equivalent degree as determined by the Secretary provided that—

(A) The institution's degree requires at least two academic years of study; and

(B) The institution demonstrates that students enroll in, and graduate from, the degree program.

(2) A program is considered to be a clock-hour program for purposes of the title IV, HEA programs if—

(i) Except as provided in paragraph (k)(3) of this section, a program is required to measure student progress in clock hours when—

(A) Receiving Federal or State approval or licensure to offer the program; or

(B) Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue;

(ii) The credit hours awarded for the program are not in compliance with the definition of a credit hour in 34 CFR 600.2; or

Cross-listing and Equivalencies (Revised 3/13/13)

Currently, the Curriculum office feels we have *practices*, but no real *policies* established and documented by the appropriate bodies (Curriculum Committee/DAC/EAC, ASAP).

The terms “cross-listed” and “equivalent” are often used interchangeably by faculty, and department decisions about which option to use/request often seem to be made on basis of variable understandings about what each option really implies. This is understandable given lack of policy structure, but it contributes to our concerns that there is not a shared understanding across committees, SACs and DOIs of how these do and should function.

There are also no guidelines regarding when and how each option should be acceptable, and no consistent oversight beyond the SAC level of either cross-listing or equivalence. So, for example, whether or not to create two courses from two different SACs as equivalent is entirely up to those two SACs. In theory, ANY two courses could be cross-listed or equivalent, so long as both SACs approve. Typically there seems to be a basic logic at play, but from a policy standpoint there are no guidelines and therefore no basis on which any proposal could be referred for further oversight/review.

CURRENT PRACTICE

Cross-listing:

...is done at the CRN, not the course level; cross-listed courses have distinct CCOGs and must be re-cross-listed each term. Cross-listed courses *are not the same course and have different content; they are simply taught in the same room at the same time.*

- Repeat restrictions don't apply; a student may enroll in one cross-listed course one term, and the other cross-listed course the following term, as if they were two completely unrelated courses.
- There are no formal guidelines/parameters as to what courses can or can't be cross-listed.
- There is no formal oversight at the committee level, and (because cross-listing is done at the CRN rather than course level) no tracking in the Curriculum Office of cross-listed courses. The department chairs decide which courses will be cross-listed at the CRN level each term.
- In 2012-2013 approximately 150 sets of two or more courses across more than 25 SACs were cross-listed each term,

Typical scenario:

- Two students enrolled in two different courses, sitting in the same classroom at the same time, but with different requirements, CCOGs, and work. A single instructor may teach the course or the course may be jointly taught by two instructors. Some courses are routinely cross-listed (for example, the a/b/c levels of the newly “exploded” art and music course sequences, or varying levels (beg/int/adv) of group fitness classes), while others may be cross-listed only occasionally.

Equivalency:

...is done at the course level; once courses are designated as “equivalent” in Banner, they remain so until departments request a change. **Equivalent courses must have identical CCOGs** (exception: Honors courses are required to have one “honors” outcome that is different from the outcomes for the

equivalent non-Honors course). Equivalent courses *are for credit purposes the same course and have identical content*.

- Repeat restrictions apply; if a student enrolls in one equivalent course one term, and the other equivalent course the following term, it will be treated in Banner as if the student is repeating the same course.

- There are no guidelines/parameters as to what courses can or can't be equivalent (for example, where one course is CTE and the other is LDC, or where one is approved as GE and the other is not).

- In theory, the "equivalent" designation is reviewed by the Curriculum committee; there is a question on the curriculum forms. However, equivalency requests can also be, and regularly are, made post-facto by request to the Curriculum Office (for example, in the graduation request scenario below). Post-facto requests are currently not reviewed by the Curriculum Committee.

Typical scenarios:

- Self-paced and regular instruction versions of the same course.
- Two different departments offering same class with identical content, which may be taught by an instructor from either area. For example, many PE and Dance courses are equivalent (D 184 Ballroom Dance and PE 186d Ballroom Dance, etc.); SOC 211 Peace and Conflict and PS 211 Peace and Conflict.
- Graduation request for individual student– graduation may request that courses be made equivalent rather than substituted (for example, making an inactive Photography course equivalent to ART 141). Typically these cases involve making an inactive course equivalent to a similar active course, but there is no policy limiting this scenario to inactive courses. The Curriculum Office refers these requests to the appropriate SAC(s) for final approval; once approved, an equivalency is in system permanently for all students.

Cross-listed and Equivalent:

- Some courses may be both cross-listed *and* equivalent in a given term.

- In this scenario, single or multiple CRNs of two courses approved as equivalent (same CCOG, repeat restrictions apply) are offered in the same classroom by a single instructor in a given term.

CURRICULUM OFFICE CONCERNS:

- Lack of consistent committee oversight.
- Lack of documented understanding/definitions of cross-listing and equivalency.
- Lack of written guidelines/parameters for faculty and SACs regarding the implications of each, and when each should be appropriately used.
- Frequent reports/indications of confusion by SACs, faculty, students regarding what the status of a course is and what the implications are (courses that are equivalent believed to be cross-listed or vice versa; repeat restrictions believed to apply to a course which is cross-listed; etc.).
- Possible lack of awareness among stakeholders (committees, DOIs) regarding current practices and oversight.

All of the above create confusion for students, and potentially negative impacts for students when they do not understand or are improperly advised regarding the implications of enrolling in one course vs. its equivalent, or regarding the equivalent vs. cross-listed status of a course, and make enrollment choices based on these misunderstandings. Furthermore, the lack of defined parameters can potentially lead to differential impacts on different students. For example, Course X and Course Y are equivalent, but Course X is approved for Gen Ed and Course Y is not. In Fall 2013 the SAC decides to cross-list these 2 courses, and they are taught simultaneously in a single classroom with a single instructor. Student A enrolls in Course X, Student B enrolls in Course Y. Even though they are learning exactly the same content with exactly the same CCOG, in the same classroom with the same instructor at the same time, Student A will receive Gen Ed credit and Student B will not.

RECOMMENDATION:

The Curriculum Office would like the Curriculum Committee to review the current practices and consider the following questions:

- Should there be more consistent committee review/oversight of SAC decisions to make courses equivalent and/or cross-listed, or is it appropriate to leave all of these decisions to individual SACs with no further review?
- If these remain primarily a SAC decision, should committee review be required under certain circumstances (for example, if courses from two different SACs are involved), and if so, what circumstances?
- Should there be parameters/guidelines regarding which courses may be made equivalent or cross-listed (for example, a CTE and an LDC course, a GE and non-GE course, etc.)?

We would like the Curriculum Committee to review and discuss this issue, and share its conclusions/recommendations with the Degrees and Certificates Committee (equivalency in particular has implications for D&C, so both committees probably need to weigh in). Ultimately, we hope that the committees and recommend to EAC either:

- a) that the current practices and definitions be formally recognized and documented as appropriate policy, or
- b) that new/enhanced policies are required, and recommend what those should be

It may be that all of the current practices are appropriate, that no oversight beyond the SAC level is necessary and no guidelines/parameters for designating courses as equivalent or cross-listed are needed. However, it is difficult for the Curriculum Office to determine if this determination has actually ever been reviewed and made by the appropriate committees, or if there is simply a “policy gap” that stakeholders are not fully aware of. And if there is no need for further policy, at the very least the current practices should be formally approved by EAC and documented to reduce confusion and misunderstandings.