Triton College

District #504

College Curriculum Committee

Agenda

February 7, 2013

Call to Order

Approval of Minutes December 6, 2012

Old Business

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<td>RHT 095</td>
<td>Introduction to College Writing I</td>
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Tabled at Meeting Revised Course B. Griffin
First Reading Revised Course B. Greenwald
First Reading Revised Course B. Greenwald

New Business

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First Reading Revised Course C. Dewey
First Reading New Course P. Jaswilko

Other:

A) Prerequisite vs. Course Description – S. Campos
B) Credit Hour Policy – C. Antonich
C) AA/AS Applicable Courses – S. Campos
D) Combining Course Outline/Course Syllabus – S. Campos/C. Antonich
E) Course Outline Updated w/General Education Outcomes – M. Tobin
F) Printing of CCC Packet – M. Tobin
G) Approval of New Programs for TA1 and TA2 Grant – C. Antonich

Distribution: Academic Deans, Associate Deans, Department Chairpersons/Coordinators, College Curriculum Committee, Agendees and the President

Printed: 1/31/2013
CALL TO ORDER/ROLL CALL

S. Campos called the meeting to order at 2:40 p.m.


Members absent: (voting) C. Harris, R. Jaimes, R. Connor and L. Carvajal

Resource Members present: N. De Mayo, V. Howard, M.A. Tobin, Mary McClean-Scanlon and M. Ange-Zicher

Resource Members absent: P. Jensen, D. Baness-King and S. Zachariah

Agendee(s): C. Dewey, R. Wright (for R. Greenwald) and P. Jaswilko

Visitor(s): S. Gallagher, M.A. Olson and L. Wester

APPROVAL OF COLLEGE CURRICULUM MINUTES
Motion to approve the minutes of December 6, 2012, passed unanimously by voice vote.

OLD BUSINESS

NEW BUSINESS

<table>
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<tr>
<td>12-95</td>
<td>BUS 122</td>
<td>rev crs</td>
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BUS 122 will remain on the agenda until the item is either withdrawn or addressed. B. Griffin requested that his name be reflected as the presenter.

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R. Wright stated that updated copies were submitted by R. Greenwald. A. Turner suggested more discussion occur regarding the writing skills test. R. Wright noted those scores have not yet been implemented. M. Flaherty noted that the score of the writing test are not changing only updating to reflect COMPASS writing skills test instead of the essay test scores. The level of test, e.g. ACT score is not changing; there will be a different numbering system using the writing skills test versus the essay test. The ACT score was removed because there is no need for an ACT score, as COMPASS scores are currently being used for RHT 095/096. R. Wright added that it is less confusing if we remove the ACT requirement. J.B. Halpin questioned if all schools use COMPASS scores. R. Wright responded that not all schools do, but we do. J.B. Halpin questioned if all high schools use ACT scores. A. Turner replied that most high schools do in Illinois. COMPASS scores are used in colleges for placement in courses. J.B. Halpin questioned if students do not have an ACT score of 20 or higher, there is no need for COMPASS scores. A. Turner replied those students would begin with taking RHT 095 or RHT 096,
based on their placement. If students scored 17-19 on their ACT, they would be placed in RHT 096, which is an 67-82 COMPASS score. The change made to the prerequisite was to make RHT 086 read as RHT 096. C. Antonich questioned if A. Turner was uncomfortable with these changes. A. Turner replied she is fine with the changes, but her concern is using the numbering system versus equity. C. Antonich stated that equity could be an issue. A. Turner added it could be how ACT identifies scores. There was previous discussion on equity of the score of 83 on the writing skills test for students and whether the test met the RHT 101 reading level based on objectives. The reading score should be adjusted using our data from RHT 101 performance. We should follow this further to see if students are successful. M. Flaherty added that we are not raising numbers. A. Turner is aware, but this is a different tool. C. Antonich suggested that we need to address this issue again at some point. M. Flaherty stated that feedback he was given is that too many students in RHT 101 should be in RHT 096 and in response to this situation, he and B. Greenwald reviewed and made the decision for changes. We are using a different form of measure for the graduate, which is even if more difficult. A. Turner recommended that we continue to monitor data for RHT 095, RHT 096 and RHT 101 and see whether students are placed correctly. C. Antonich concurred with A. Turner’s point as well taken and that we need to look at data with commitment to follow up, as this has been a concern and suggested looking at courses from other schools for comparison. M.A. OLSON noted that we should be basing scores on national standard tests and we are setting scores based on ACT and COMPASS. R. Wright noted that Triton students perform below normal statistics. M. Flaherty agreed with R. Wright and added that this will not be a perfect system, only believe to be better. A ‘P’ grade will allow students to move only into RHT 086, RHT 096. To move into RHT 095 and RHT 096, the student needs a grade of ‘C’ or better for RHT 085 or RHT 095. The prerequisite for RHT 101 is not RHT 096; therefore the ‘P’ grade will not allow the students into RHT 101.

Motion to approve item numbers 12-252 and 12-253, passed unanimously by voice vote.

13-1   CSG 150 Career Life Planning   rev crs   X   approved

C. Dewey stated that CSG 150 was updated to the new form. Assessment and objectives were added and topics were updated. S. Campos noted that the semi colon in the textbook citation should be removed. Topical should identify the field of interest and be reflected in the objectives. M. Ange-Zicher suggested marking ‘Social Media’ under ‘Instructional Strategies’, as this is utilized.

Motion to approve item number 13-1, passed unanimously by voice vote.

13-2   AHL 202 Comprehensive Medical Ethics   rev crs   X   discussed

P. Jaswilko presented new course AHL 202, Comprehensive Medical Ethics, was developed as the result of student requests and includes content that will allow clients to make decisions that are right for them. There are many changes in technology, pharmacology, etc. happening in health care. The students will gain much perspective for understanding why clients make certain decisions. S. Campos stated that students are more and more frequently confronted with this situation. B. Decker suggested checking ‘Social Media’, under ‘Instructional Strategies’, as students use to gain information, and also check ‘Oral Participation’ and ‘Student Survey’. M. Flaherty noted his appreciation for the development of this course and questioned the degree needed for the instructor. P. Jaswilko replied that a bedside practitioner, licensed person lives in these types of situations, which plays a big role. It is ultimately the clients’ decision. S. Collins stated that there are two faculty with an ethics background that could teach. P. Jaswilko added that all health career faculty are licensed. M.A. Tobin asked if there is a diversity element included. P. Jaswilko replied that there absolutely is a diversity element included. M. Flaherty stated that the requirement in the English department is that faculty must have credits in English to teach and he can also make that a requirement in his area. P. Jaswilko stated that the students are more excited when an instructor has experiences. S. Campos questioned if P. Jaswilko will try to obtain Humanities credit requirement also. P. Jaswilko replied that he would in the future. C. Antonich concurred with P. Jaswilko that full time faculty in Health would have the first right, however other professionals, e.g. attorneys have the right background to also teach this course. S. Campos congratulated P. Jaswilko on a well-written course. J.B. Halpin suggested mentioning diversity in the
course. M.A. suggested adding to the topics.

OTHER:

A) Prerequisite vs. Course Description – S. Campos
S. Campos suggested, as an FYI for faculty, to look at the course descriptions and prerequisites, as some prerequisites may need to be removed as prerequisites and added to the course descriptions, because the new ERP system only recognizes prerequisites if they are course-related; not, for example, 'tread water’. There may be additional general petitions to sign at first. Another option is to use a Pseudo course, e.g. PMA 010, equals all equivalent possibilities for placement in a Math course. Different levels would have a different pseudo course. M. Flaherty can be contacted for Reading and Writing equivalencies.

B) Credit Hour Policy – C. Antonich
C. Antonich stated that the Higher Learning Commission (HLC) requires all schools have a credit hour policy on file. This was discussed at the previous CCC meeting. The draft version of the policy would need to be presented and approved at CCC, then Academic Senate and Board of Trustees. The HLC will look at our courses and how we schedule them. C. Antonich requested that the policy be reviewed and welcomes any suggestions. The policy was written according to the federal definition of a credit hour. S. Campos noted that one hour of instruction converts to 50 minutes at Triton and asked if that is fine. C. Antonich replied that is fine. J.B. Halpin questioned if a course is three credits, which equals one hundred and fifty minutes, and converts to two hours and thirty minutes for class, including the break rule. C. Antonich replied that after the first hour of instruction, students should get a break. The ICCB has ranges and if in acceptable range, it’s OK. S. Campos noted the 1-3 ratio for Nursing clinical labs, which is should be one credit for every 30-60 contact hours.

C) AA/AS Applicable Courses – S. Campos
S. Campos noted that Page 50 lists the AA/AS Applicable courses for transfer is not an inclusive list, as there are many other courses that can be used. This list of electives was added in the catalog years ago and has not been updated. Students are not graduating and are given wrong information. V. Howard stated that the list has been updated. S. Maratto added the list was updated by removing courses when withdrawn and added courses that were added to the emphasis in the AA and AS Degrees. N. DeMayo stated that many years ago different symbols were used on courses that were used for AA/AS degrees. V. Howard uses this list and asked what additional courses could be used if they are not on list. M.A. Tobin replied that other options of where to look for additional electives are noted on the top and bottom. S. Maratto added the bottom of page 50 directs you to MYADMIN page to ‘xfer courses’, which shows each course and how it transfers and students can also be directed to u.select to find out what to register for and how it would transfer to the four-year institution the student plans to attend. R. Segovia suggested that it would be a good idea to add the u.select link to our marketing pieces, on-line internal. A. Turner is a proponent of having a comprehensive list, as students want to leave with something in hand to follow. S. Maratto noted that the Associate in Arts, Associate in Science and the Associate in Applied Science degrees were being revised, but the review was not completed. C. Antonich stated that we rely too much on the catalog and added that some colleges do not have one. We don’t always serve our students well by
identifying everything for them and maybe we need to think of a better way to serve them, besides updating catalog pages, as we should not have to rely on this page because it needs to be monitored. J.B. Halpin suggested having one central location where students can go for this information. A. Turner questioned how we would identify courses applicable to the degrees if we don’t have an electives page, such as Page 50, to choose from. S. Maratto suggested listing all of the IAI general education and major Illinois Articulation Initiative (IAI) courses on one page. L. Dodt questioned where the IAI symbol can be found for a course. S. Maratto replied they are located in the course descriptions. S. Campos stated there is no solution at this time. B. Decker asked who is responsible for updating Page 50. S. Maratto replied that she has been, as courses included on this page are either IAI general education courses and/or located in the AA and AS emphasis in the catalog. C. Antonich stated that Arts & Sciences Department should be responsible for updating this page. L. Wester suggested removing the note at the bottom of Page 50 referring to RALPH, as RALPH is being replaced by Colleague. S. Campos stated that three years ago, review had begun on the AA/AS/AAS Degrees, but was not completed and now is the time to re-convene. C. Antonich suggested the first step is to develop committees. S. Maratto stated that she has all documentation from the previous committee meetings held in 2010. S. Campos will evaluate who was on which committee last time.

D) Combining Course Outline/Course Syllabus – S. Campos/C. Antonich
S. Campos noted that combining the course outline with the course syllabus was proposed in 2010 and approved only at by the CCC and is being brought back to look at because 1) IAI approval is easier, as they want to see the course syllabus. L. Dodt stated that the Board policy requires all faculty to submit their syllabus to the dean/chairperson and/or coordinator. S. Campos asked what departments currently have a standard syllabus. Business and Math have standard syllabus. M. Flaherty stated that the English faculty won’t agree on exact wording. M.A Olson stated that she had issues this semester and had to pull a syllabus, as it did not make sense. S. Campos noted that teachers have different teaching standards. C. Antonich added anything above and beyond the information on the template is ok. B. Justiz said that he received complaints from adjuncts and deans, as the adjuncts need guidance, as they do not know how to write a syllabus and a template would be beneficial. C. Lynch stated that the syllabus is a contract between student and instructor. C. Lynch stated that some faculty in Nursing attended a conference and was informed that students want to sue instructors and if you don’t have enough on your syllabus students can sue. M.A. Zicher added that there needs to be a standard syllabus. M.A Tobin noted that we are not suggesting the college have one grading policy. C. Antonich added that the college does have a grading policy and there should be some consistency with the course, as the same content and objectives need to be covered. This will be looked at and brought back to this Committee. M.A. Tobin added that the current Board policies, there are standards of what is on the syllabus and course outline. S. Maratto added that if the course outline is combined with the course syllabus in one document, it is better evaluation with the four-year school articulation and submission to the IAI, as they ultimately request the course syllabus after submitting only the course outline. A. Turner questioned do we not have one grading scale. M. Flaherty replied that different numbering systems are used for different assignments. M.A. Olson added they are weighted differently too. L. Dodt stated that there used to be standards.
Antonich added institutional standards are in the catalog.

E) Course Outline Updated w/General Education Outcomes – M. Tobin
M. A. Tobin noted that the Course Outline form was updated to include the general education outcomes to help us close the assessment loop, using the same outcomes as assessment outcomes, which align together. Nine boxes were added to the last page of the outline template. New and revised submissions from now on will use the new template. C. Antonich gave kudos to all for this addition. M.A. Zicher questioned if we have courses that don’t accomplish the gen-eds and objectives.

F) Printing of CCC Packet – M. Tobin
M.A. Tobin in an effort to follow sustainability, the CCC would like to stop printing the packet, especially when they are 400+ pages to save money on paper and toner. There are laptops available to use or you may bring your own laptop iPads or iPhones.

G) Approval of New Programs for TA1 and TA2 Grant – C. Antonich
C. Antonich alerted the Committee that there may be an additional meeting before the end of the Spring semester. S. Campos added there are new programs and courses coming that must adhere to a tight deadline. We need to expedite the approval process and needs to be approved at the next meeting to make the Academic Senate, Board and ICCB approvals. We can either count one read with the Technical Review Committee (TRC) review or add another meeting. S. Campos is in favor of the TRC review and one reading by the CCC, but fears setting precedence, as we are only doing this as a special circumstance to comply with two grants. C. Antonich stated they are first time Department of Labor Grants, TA1 and TA2 for Sustainable Agriculture and Mechatronics. A. Sharris and an adjunct faculty are developing the programs and courses, which need to be active for fall 2013. S. Gallagher is an instructional designer at today’s meeting, which is a position from the TA1 Grant. She is working alongside the faculty to ensure the programs and courses are done correctly and to get this done. M. Flaherty stated we would only set precedence if the circumstances are the same and this does not seem to be the case. S. Campos added that we have a short timeline. C. Antonich added that the ICCB has stated when the programs and courses are submitted to them they will expedite approval. Twenty one to twenty six schools are impacted by grants from the Department of Labor. M. Flaherty stated that if the submitters make a commitment to work with the TRC he is in agreement. M.A. Tobin suggested that the TRC group can be expanded if this would expedite the process further.

Adjournment: S. Campos adjourned the meeting at 4:25 p.m.

Submitted by: S. Campos, Chairperson

Susan Misasi Maratto
Recording Secretary