

Curriculum Committee

12/12/17, 01/09/18, and 01/16/18

The below information was approved on 12/12/17, 01/09/18, or 01/16/18 by the Curriculum Committee (CC) to be moved forward to the Academic Senate.

NEW CURRICULUM PROPOSALS:

Advanced Electric Drive – Alternative Fuels, CA

Architecture Technologist, AAS

The Architecture Technology Program (Trades Technology Department) stated that the purpose of this curriculum is to provide students with the skills to work in an entry level position in the office of architects, engineers and related professions. Students interested in architecture are looking for opportunities within the profession after obtaining a two-year degree. Currently the ARCH program offers students a 2-year AAS degree in Architecture Technology that directly transfers to accredited programs in architecture to complete the requirements to become registered architects. Because our current two-year degree is a first step in becoming an architect, it is comprised of beginning courses that provide a foundation of future coursework. Students must transfer to an accredited program to complete a Master of Architecture degree, complete an internship and pass seven national examinations to obtain licensure to become a registered architect. This entire process can take eight years or more to complete. The Architecture Technologist curriculum will offer ARCH students jobs in the office of an architect, engineer, or related professions after obtaining a two-year degree that includes an internship. This curriculum and employment also offers the opportunity of continued education to pursue a professional degree while working and gaining knowledge and skills in a professional setting. The CC recommends the new curriculum proposal for the Architecture Technologist AAS move forward as a recommendation to the Academic Senate.

Automotive Technologies, AAS & CA

Brakes and Suspensions, CC

Electrical and HVAC, CC

Engines and Transmissions, CC

Engine Performance and Drivability, CC

Automotive Technologies Program (Technical Careers Division) stated that these curricula prepare individuals to work as automotive technicians. Students will build upon the ASE Master Automobile Service Technician (MAST) skills to specialize in repair, maintenance, and diagnosis in all areas of automobile repair. This prepares the student for ASE testing and certification in all eight (8) areas which leads to an ASE Master Technician certification that is recognized nationally. ASE Certified technicians are more desirable to employers. All credits in each certificate of completion will apply toward the Automotive Technologies Associate in Applied Science degree. The Automotive Technologies Program is a National Automotive Technicians Education Foundation (NATEF) Accredited Training Program, evaluated by the National Institute for Automotive Service Excellence (ASE). Also, these curriculum guides are all nested, going from CC to CA to AAS save the Advanced Electric Drive-Alternative Fuels, Certificate of Achievement as that is aimed more at technicians looking to go back to school to update themselves on current technology. The CC recommends the new curriculum proposals for the Automotive Technologies AAS, the Automotive Technologies CA, the Brakes and Suspensions CC, the Electrical and HVAC CC, the Engines and Transmissions CC, and the Engine Performance and Drivability CC move forward as a recommendation to the Academic Senate.

NEW COURSE PROPOSALS:

ARCH 124 - Architectural Drawing/CAD II

The Architecture Technology Program (Trades Technology Department) stated that this course is being created as a requirement of the proposed Architectural Technologist AAS degree. The purpose of this degree is to create graduates who will be able to step into entry-level positions in architect and engineering offices. These professionals have stated that these students need to have more advanced skills in CAD than we were providing. We have developed this advanced CAD class to fulfill this demand. The CC recommends the new course proposal for ARCH 124 (Architectural Drawing/CAD II) move forward as a recommendation to the Academic Senate.

ARCH 243 - Revit Architecture BIM II

The Architecture Technology Program (Trades Technology Department) stated that this course is being created as a required course of the new Architectural Technologist AAS degree. The purpose of this degree is to create graduates who will be able to step into entry-level positions in architect and engineering offices. These professionals have stated that these students need to have more advanced skills in Revit than we were providing. We have developed this advanced Revit class to fulfill this demand. The CC recommends the new course proposal for ARCH 243 (Revit Architecture BIM II) move forward as a recommendation to the Academic Senate.

ARCH 290 - Architectural Internship

The Architecture Technology Program (Trades Technology Department) stated that this course is being created as a requirement of the proposed Architectural Technologist AAS degree. Area employers have indicated an internship would be highly desirable in a job candidate. The CC recommends the new course proposal for ARCH 290 (Architectural Internship) move forward as a recommendation to the Academic Senate.

AUTM 102 - Automotive/Collision Safety

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program and Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 102 (Automotive/Collision Safety) move forward as a recommendation to the Academic Senate.

AUTM 111 - Automotive Electrical I

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 111 (Automotive Electrical I) move forward as a recommendation to the Academic Senate.

AUTM 113 - Automotive Electrical II

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic

Certification testing areas. The CC recommends the new course proposal for AUTM 113 (Automotive Electrical II) move forward as a recommendation to the Academic Senate.

AUTM 125 - Manual Drive Train and Axles

The Trades Technology Program (Automotive Technologies Department) stated that this course prepares students for ASE and State of Michigan certification testing in manual drivetrains and axles. Topics include theory and operation, maintenance, diagnosis, disassembly, inspection, repair, and overhaul of manual transmissions/transaxles, clutch systems, differentials, four-wheel drive systems, and other driveline components. This course meets NATEF Master Automotive Service Technology (MAST) standards for manual transmissions. The CC recommends the new course proposal for AUTM 125 (Manual Drive Train and Axles) move forward as a recommendation to the Academic Senate.

AUTM 126 - Automatic Transmissions

The Trades Technology Program (Automotive Technologies Department) stated that this course prepares students for ASE and State of Michigan certification testing in automatic transmissions. Topics include transmission theory and operation, maintenance, diagnosis, disassembly, inspection, repair, and overhaul of modern electronic automatic transmissions/transaxles. This course meets NATEF Master Automotive Service Technology (MAST) standards for automatic transmissions. The CC recommends the new course proposal for AUTM 126 (Automatic Transmissions) move forward as a recommendation to the Academic Senate.

AUTM 131 - Automotive Engine Repair

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 131 (Automotive Engine Repair) move forward as a recommendation to the Academic Senate.

AUTM 141 - Braking Systems and ABS

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 141 (Braking Systems and ABS) move forward as a recommendation to the Academic Senate.

AUTM 151 - Suspension and Steering

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 151 (Suspension and Steering) move forward as a recommendation to the Academic Senate.

AUTM 161 - Auto Heating/Air Conditioning

The Automotive Technologies Department stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory

Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 161 (Auto Heating/Air Conditioning) move forward as a recommendation to the Academic Senate.

AUTM 211 - Automotive Electrical III

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. The CC recommends the new course proposal for AUTM 211 (Automotive Electrical III) move forward as a recommendation to the Academic Senate.

CITN 253 - Networking with Windows Server

The Computer Information Technologies Department (Networking Program) stated that this course is being developed to enhance our CIT offerings and to support transfer agreements with other universities. The CC recommends the new course proposal for CITN 253 (Networking with Windows Server) move forward as a recommendation to the Academic Senate.

CITN 256 - Identity with Windows Server

The Computer Information Technologies Department (Networking Program) stated that this course is being developed to enhance our CIT offerings and to support transfer agreements with other universities. The CC recommends the new course proposal for CITN 256 (Identity with Windows Server) move forward as a recommendation to the Academic Senate.

ELTE 129 - Machine Controls I – A

The Electrical Technology Program (Trades Technology Department) is dividing our current ELTE 131 – Machine Controls I course in half so that students can complete our Electrical Machine Controls, CC (0966) in one year. By dividing the course, students can take this first half – ELTE 129 – in the fall semester which will give the students the background and knowledge to take ELTE 232 and ELTE 260 in the spring semester where they would have had to wait until the next fall to take these classes. This will enable students to complete this certificate and allow them to enter the workforce faster. The CC recommends the new course proposal for ELTE 129 (Machine Controls I – A) move forward as a recommendation to the Academic Senate.

ELTE 130 - Machine Controls I – B

The Electrical Technology Program (Trades Technology Department) is dividing our current ELTE 131 – Machine Controls I course in half so that students can complete our Electrical Machine Controls, CC (0966) in one year. By dividing the course, students can take this first half – ELTE 129 – in the fall semester which will give the students the background and knowledge to take ELTE 232 and ELTE 260 in the spring semester where they would have had to wait until the next fall to take these classes. This will enable students to complete this certificate and allow them to enter the workforce faster. The CC recommends the new course proposal for ELTE 130 (Machine Controls I – B) move forward as a recommendation to the Academic Senate.

ENGL 098 - Integrated Reading Writing I

Center for Transitional Learning proposed a new integrated reading/developmental writing course for Fall 2018 to allow for the development of a 6-credit model to provide support for students who place above Foundations for Success level (READ 1/WRIT 1) but whose reading and writing placement information indicates need for more intensive review than is possible when students with READ 4/WRIT 4 placements are included in the class population. Reading and Developmental Writing faculty would like to place the

intensive support at entry for this course because students' writing samples allow clear identification of the sentence structure problems that most often limit success in ENGL (WRIT) 117 or in college-level classes which require WRIT 4 placement. In Reading, students placing at the READ 2 level have consistently scored below a 10th-grade-level equivalency on multiple standardized testing measures including Accuplacer, ACT/SAT, and the Nelson Deny Reading test. The proposed model would allow a student entering LCC with placement scores of Reading 2/Writing 2 to enroll in Integrated Reading/Writing I and college-level courses allowing concurrent enrollment. Concurrent enrollment opportunities are listed below: ACAD 101, MUSC 157, MUSC 163, DANC 101, DANC 102, DANC 103, DANC 104, THEA 120, THEA 110, RELG 150, HUMS 140, FREN 121, FREN 122, FREN 201, FREN 202, GRMN 121, GRMN 122, GRMN 201, GRMN 202, JAPN 121, JAPN 122, JAPN 201, JAPN 202, SPAN 121, SPAN 122, SPAN 201, SPAN 202, PSYC 200, AUTB 101, AUTB 104, all AUTM, METS 102, DCTM 102, CIVL 101, CIVL 110, CIVL 136, HERT 140, HERT 145, HERT 120, HERT 125, HERT 115, HERT 135, HERT 130, HERT 110, CITF 102, CITF 103, CITF 108, CITF 125, WELD 103. Under the proposed model, students requiring reading/writing remediation would enroll in ENGL 098 and college-level courses selected with assistance from an academic advisor. The CC recommends the new course proposal for ENGL 098 (Integrated Reading Writing I) move forward as a recommendation to the Academic Senate.

ENGL 099 - Integrated Reading Writing II

Center for Transitional Learning proposed a new integrated reading/developmental writing course for Fall 2018 to allow for a 4-credit model to provide support for students who enter with Reading 4/ Writing 4 placement scores. In this model, a student entering LCC with placement scores of Reading 4/Writing 4 would enroll in Integrated Reading/Writing 2 and ENGL 121. Students seeking full-time enrollment status would also enroll in one of several possible co-requisite courses that are included in students' programs of study, allowing a student to exit with college-level reading and writing levels after completing only one course, and to have completed college-level coursework in their first semester. Concurrent enrollment options are listed below: ACAD 101, ENGL 121, ENGL 124, ENGL 127, BIOL 120, SOCL 120, PSYC 200, HUMS 120, HUMS 140, RELG 150, COMM 110, BUSN 118, ARTS 102, HUMS 120, HUMS 140, THEA 110, RELG 150, FREN, 121, FREN 122, FREN 201, FREN 202, GRMN 121, GRMN 122, GRMN 201, GRMN 202, JAPN 121, JAPN 122, JAPN 201, JAPN 202, SPAN 121, SPAN 122, SPAN 201, and SPAN 202, CHSE 100, CHSE 108, CHSE 151, CHSE 143, CHDV 100, or technical career courses in the areas of Welding, Automotive, Manufacturing, Construction, Electrical Technology, or Computers as well as courses currently requiring READ 4/WRIT 4 such as FASH and HUSE courses. This model aligns with national models such as the Accelerated Learning Program (Community College of Baltimore County) and the Tennessee co-requisite remediation model. ENGL 099 would allow students to move more quickly toward a degree or certificate by creating the opportunity for them to earn college-level credits including completing ENGL 121 while remediating reading and writing skills, and would reduce the total number of credits required at this instructional level from 8 (the number required under READ 170 + WRIT 117) to 4 in the integrated-skills model. The CC recommends the new course proposal for ENGL 099 (Integrated Reading Writing II) move forward as a recommendation to the Academic Senate.

METS 260 - Advanced Robotics

The Trades Technology Program (Mechatronics-Robotics Department) advisory committee and industry partners have indicated that a capstone class was needed in the Mechatronics Program which would enable the student to apply all the knowledge gained in the curriculum to complete projects a student might face when employed in an industrial setting. This is that course. The CC recommends the new course proposal for METS 260 (Advanced Robotics) move forward as a recommendation to the Academic Senate.

REVISED COURSE PROPOSALS:

AUTM 180 - Intro to Alternative Fuels

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. This particular course is going to be a primarily Online course and will contain only theory and no lab work. Course outcomes are remaining basically the same just reformatted for no lab work so the billing hours will be reduced to 2. The CC recommends the revised course proposal for AUTM 180 (Intro to Alternative Fuels) move forward as a recommendation to the Academic Senate.

AUTM 270 - Gas Eng Drivability Diagnosis

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. This particular course is not changing, we are reformatting the course outcomes and grading and are tweaking the course description. The CC recommends the revised course proposal for AUTM 270 (Gas Eng Drivability Diagnosis) move forward as a recommendation to the Academic Senate.

AUTM 275 - Ignition/Emission Sys Diag.

The Trades Technology Program (Automotive Technologies Department) stated that due to new NATEF standards and job tasks, an analysis of our curriculum by the Automotive Technologies Program, Automotive Technologies Advisory Committee, there is a need to better align automotive courses and curricula. To meet this need, the Automotive Technologies Program is revamping all courses and curricula. This will better align with the National Institute for Automotive Service Excellence (ASE) and the State of Michigan Mechanic Certification testing areas. This particular is not changing, we are just reformatting the course outcomes and grading and tweaking the course description. The CC recommends the revised course proposal for AUTM 275 (Ignition/Emission Sys Diag.) move forward as a recommendation to the Academic Senate.

ELTE 131 - Machine Controls I

The Electrical Technology Program (Trades Technology Department) is updating/reformatting the outcomes and grading so it was easier to split into two courses, the proposed new courses ELTE 129 and ELTE 130 which together will be composed of the content from ELTE 131. See the ELTE 129/130 new course proposal for the rationale. The CC recommends the revised course proposal for ELTE 131 (Machine Controls I) move forward as a recommendation to the Academic Senate.

CORE PROPOSALS:

ANTH 270 – Cultural Anthropology - Global Perspectives & Diversity Core Area

The Anthropology Program (EHS Department) stated that the Introduction to Cultural anthropology course compares ways of life for societies worldwide using anthropological theory and methodology. Basic institutions of pre-industrial society, such as kinship, religion, law, politics, and economics are examined to provide a better understanding of the diversity of contemporary societies. Cultural variations and the role culture plays in adapting to the environment is emphasized. This course provides a “tool kit” for a global age. It introduces students to the fascinating work of anthropologists and the research strategies and analytical perspectives that anthropologists have developed that will help students better understand and engage in

today's world as they navigate through it. The introductory lecture "Anthropology in a Global Age" establishes an analytical framework for the study of globalization. This is developed on the succeeding lectures-whether the topic is language, gender, sexuality, class or health- and gives students the tools to understand the impact of globalizations as they encounter them in ethnographic examples (from cultures as diverse as the Kwakiutl of the Pacific Northwest coast of North America to the !kung people living in the Kalahari desert in Namibia, Botswana and Angola, to the Trobrianders who live in the atolls of the east coast of New Guinea) highlighted in the textbook, class lectures and discussions. The anthropological perspective is holistic (4-field approach: linguistics, cultural, physical and archaeology), comparative (evolutionary and cross-cultural) and global and this will be the basis for studying and comparing ways of life in the US and in cultures around the world. The CC recommends the ANTH 270 (Cultural Anthropology) Global Perspectives & Diversity Core proposal move forward as a recommendation to the Academic Senate.

ANTH 271 - Medical Anthropology - Global Perspectives & Diversity Core Area

The Anthropology Program (EHS Department) stated that: across time and space, human cultures have dealt with issues of health, illness, and healing. This course explores the diversity across space and time of health ideas, beliefs and values in creating health care systems, systems of illness classification, health disparities and procedures for caring and curing illness that have been intimately interwoven with social, and political life. Students will learn qualitative and quantitative approaches to understanding the cultural and biological factors influencing human health and well-being. Medical anthropology deals with these problems from a bio-cultural perspective, identifying the integration between cultural patterns, and bio-physiological processes. The bio-cultural approach to medical anthropology examines the role of cultural differences in defining and dealing with health and illness and investigates the health-related factors that link humanity cross-culturally and through time. In particular, this course will explore the relations between medical and social categories: how social differences become medicalized; how certain medical conditions become associated with stigmatized social groups; and how these classifications and categories of identities (race, gender, sexuality, disability) shape access to health care. The CC recommends the ANTH 271 (Medical Anthropology) Global Perspectives & Diversity Core proposal move forward as a recommendation to the Academic Senate.

ANTH 272 - Food and Sustainability - Global Perspectives & Diversity Core Area

The Anthropology Program (EHS Department) stated that Anthropology 272 addresses how food systems are a foundational component of social and cultural order, or the macro view, and its impact on individual socialization and enculturation or the micro view. In this course, there is an emphasis on social hierarchy related to food economies and how they have changed over time due to changes in its relationship to the environment, using the cultural ecological model. In this course, students learn about the history of why humans eat what they eat and of the intimate relationship between culture and food production, distribution and consumption. They also gain an understanding of the global food industry, its birth in Western culture, and therefore its position of power, and its impact on the cultures of minority groups/indigenous cultures. Students work on Service Learning Project throughout the semester. The CC recommends the ANTH 272 (Food and Sustainability) Global Perspectives & Diversity Core proposal move forward as a recommendation to the Academic Senate.

ANTH 275 - Physical Anthro & Archaeology - Science Core Area

The Anthropology Program (EHS Department) stated that this course provides an overview of human biological and cultural evolution as evidenced by the fossil and archaeological methods. Mechanism of biological and cultural evolution and adaptation will be traced from prehistoric origins through the development of Homo sapiens. Major theoretical and approaches and methodologies within the discipline of physical anthropology will be discussed. Physical anthropology, one of the sub-fields of anthropology, is a diverse discipline focused on understanding humanity by examining the relationships between biology, environment, behavior, and culture. The field is dynamic and ever changing, so this course will reflect both historical and modern approaches to physical anthropology. This course is intended to be a survey of

theories, important themes, and research topics in physical anthropology. Cultures disparate in time and space are understood by physical anthropologists using a bio-cultural approach that is holistic and broadly anthropological in nature. Students in this course will be required to think critically about the biological, cultural, and environmental aspects of humanity. Students will also learn about how science has been used in the past to justify eugenics, racism and even genocide. The CC recommends the ANTH 275 (Physical Anthro & Archaeology) Science Core proposal move forward as a recommendation to the Academic Senate.

FREN 121 - Elementary French I, FREN 201 - Intermediate French I, FREN 202 - Intermediate French II, GRMN 121 - Elementary German I, GRMN 201 - Intermediate German I, GRMN 202 - Intermediate German II, JAPN 121 - Elementary Japanese I, JAPN 201 - Intermediate Japanese I, JAPN 202 - Intermediate Japanese II, SPAN 121 - Elementary Spanish I, SPAN 201 - Intermediate Spanish I, SPAN 202 - Intermediate Spanish II - Communication Core Area

The Foreign Language Program (Communication, Media, and the Arts Department) stated that originally all FLANG 121 courses were included on the Communication Core list; however, the decision was made to change this so that all FLANG 122 courses would be on the list instead. This decision was based on the belief that this would increase enrollment since students would then need to complete two FLANG courses in order to meet the Communication Core requirement. However, with Operation 100% and research, such as that found in *Paying the Price* by Sara Goldrick-Rab, emphasizing the importance of students completing their studies/goals in the way that best suits their needs, it is necessary to reconsider this decision. The Foreign Language Program now recognizes students' needs are best met by including all FLANG courses on the Communication Core list. Just as different levels of MATH and BIOL cover CORE requirements, we would like all FLANG courses to be considered for the Communication CORE requirement. Currently all FLANG 122 courses count for Communication Core. If students transfer in a FLANG 122 course (French, German, Japanese, and/or Spanish), these transfer credits count for CORE. Because all of our FLANG courses (121, 122, 201, and 202) teach not only language skills in a progressive manner from elementary to intermediate, but also communication skills, such as communication model, which includes information about communicators, message, channel, feedback, critical listening skills the Communication Core objectives are met in all of these courses. As an integral part of foreign language courses, we also address such issues as appropriate, clear and responsible verbal communication as well as nonverbal communication and cultural differences between U.S. culture and that of the countries where the target language is used. Much of class time is spent on paired and/or small group or team settings, thus naturally providing ample opportunities for small group communication. We also require research and oral/visual presentations by our students about the target language or target culture, which satisfy the Communication Core Learning Outcome #5. As seen in all the Concourse Template syllabi for FLANG courses numbered 121, 122, 201, and 202 all the Core Learning Outcomes are listed under the Student Learning Outcomes. Because research also shows that learning is reinforced when the content is introduced in a cyclical approach, being re-introduced over time, the FLANG Program believes that incorporating the Communication Core Learning Outcomes in each course will not only help students receive Communication Core credit regardless of the FLANG course they are taking, but also help the students learn the Communication Core concepts better as they will be re-introduced to these in each FLANG course. The CC recommends the FREN 121 (Elementary French I), FREN 201 (Intermediate French I), FREN 202 (Intermediate French II), GRMN 121 (Elementary German I), GRMN 201 (Intermediate German I), GRMN 202 (Intermediate German II), JAPN 121 (Elementary Japanese I), JAPN 201 (Intermediate Japanese I), JAPN 202 (Intermediate Japanese II), SPAN 121 (Elementary Spanish I), SPAN 201 (Intermediate Spanish I), SPAN 202 (Intermediate Spanish II) Communication Core proposals move forward as a recommendation to the Academic Senate.

DISCONTINUED CURRICULUM PROPOSALS:

Advanced Technology Vehicle Specialist, CA

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Advanced Technology Vehicle Specialist CA move forward as a recommendation to the Academic Senate.

Architecture Technology, Sustainable Residential Design and Building Science, AAS & CA

The Architecture Technology Program (Trades Technology Department) is creating a new curriculum guide, Architecture Technologist, which is designed to have more of the skill set architecture and engineering offices are looking for in entry level employees. This curriculum does not really have what is needed by employers so we are discontinuing it. The CC recommends the discontinued curriculum proposals for the Architecture Technology, Sustainable Residential Design and Building Science AAS and CA move forward as a recommendation to the Academic Senate.

Brakes and Suspension Systems Specialist, CA

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Brakes and Suspension Systems Specialist CA move forward as a recommendation to the Academic Senate.

CNC Technician, CC

Trades Technology Department stated that the Manufacturing Engineering Technology curricula currently has two different career paths – Machining and Computer Automated Design. Upon direction from our industry partners and curriculum committee, we are separating these curricula into their own distinct career paths. In doing so, we are proposing new stackable CC, CA and AAS for Machining and another stackable CC, CA and AAS for Computer Automated Design. With these new curricula, we will be discontinuing the old combined MET guides. We also need to discontinue this CNC Technician, CC as it is very similar to the new proposed CC but updated and more relevant to the workplace today. The CC recommends the discontinued curriculum proposal for the CNC Technician CC move forward as a recommendation to the Academic Senate.

Driveability and Electrical Diagnostic Specialist, AAS & CA

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposals for the Driveability and Electrical Diagnostic Specialist AAS and CA move forward as a recommendation to the Academic Senate.

Electrical and Air Conditioning Diagnostic Specialist, CA

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Electrical and Air Conditioning Diagnostic Specialist CA move forward as a recommendation to the Academic Senate.

Engine and Transmission Overhaul Specialist, CA

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Engine and Transmission Overhaul Specialist CA move forward as a recommendation to the Academic Senate.

Hybrid and Alternative Fuels, AAS

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Hybrid and Alternative Fuels AAS move forward as a recommendation to the Academic Senate.

Maintenance/Light Repair Specialist, CC

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Maintenance/Light Repair Specialist CC move forward as a recommendation to the Academic Senate.

Manufacturing Engineering Technology, CA & CC

Trades Technology Department stated that state the Manufacturing Engineering Technology curricula currently has two different career paths – Machining and Computer Automated Design. Upon direction from our industry partners and curriculum committee, we are separating these curricula into their own distinct career paths. In doing so, we are proposing new stackable CC, CA and AAS for Machining and another stackable CC, CA and AAS for Computer Automated Design. With these new curricula, we will be discontinuing the old combined MET guides. The CC recommends the discontinued curriculum proposals for the Manufacturing Engineering Technology CA and CC move forward as a recommendation to the Academic Senate.

Nurse Aide: Acute & Long-Term, CC

The Community Health Services Education Department stated that the rapid job entry certificate curriculum has been inactive since Fall 2016 while the program administrator and lead full-time faculty member reviewed employment changes for this position in the local job market. An updated, more robust Patient Care Technician Certificate of Completion has replaced this certificate and the 1019-Acute Care Nurse Assistant Certificate of Completion. The CC recommends the discontinued curriculum proposal for the Nurse Aide: Acute & Long-Term CC move forward as a recommendation to the Academic Senate.

Training for CDA, CC

The Child Development and Early Education Department stated that CDA is the Child Development Associate Credential issued by the Council for Professional Recognition. The Training for CDA Certificate of Completion is no longer required for students in the workforce or entering the workforce. The CHDV courses required for this Certificate of Completion are required in the Child Development and Early Education AAA degree and Certificate of Achievement. Students working toward earning a CDA can continue to take CHDV courses needing only an official college transcript as proof of completed courses and earned credits. A certificate of completion is not required. Enrollment and graduation rates have significantly declined over the past five years. Fall 2012 - Summer 2013 had 10 students enrolled and 8 graduates. Fall 2016 – Summer 2017 had only one student enrolled and one graduate. The CC recommends the discontinued curriculum proposal for the Training for CDA CC move forward as a recommendation to the Academic Senate.

Undercar Maintenance and Repair Specialist, AAS

Trades Technology Department stated that this program is being discontinued because it is being replaced with reworked curricula that better meets students' needs. The CC recommends the discontinued curriculum proposal for the Undercar Maintenance and Repair Specialist AAS move forward as a recommendation to the Academic Senate.

Submitted by Kari Richards, Ph.D.
Curriculum Committee Chair