



AGENDA & NOTES

Name of Committee or Team: **Curriculum Committee**

- **Committee Members Present via WebEx:** Jodi Wiley, Rafeeq McGiveron, Ian Leighton, Heather Bunce, Mieko Phillips, Mark Kelland, Courtney Geisel, Dan Rafail, Eric Bennett, Michael Pemberton, Tracy Nothnagel
- **Resource Members Present via WebEx:** Laurie Kinne, Mary Ellen Laatsch, Jackie Womble, Kelly Ellis
- **Guest:** Bradley Hicks
- **Scribe:** Penny Tucker

Date: November 2, 2022

Time: 2:30 pm – 4:30 pm

Room: WebEx

Agenda Item	Tentative Time	Discussion	Next Steps
Approval of the November 2, 2022 Agenda	2:30-2:35 2:31: 2:31	<ul style="list-style-type: none"> • FREN 121-Exp Rev-added comment from Laurie K (in purple) • CIMT Course Revisions: updated several notes from Kelly E (in purple) • MATH 126: info updated (in purple) • COMM 260: info updated (in purple) • Objections: none • Approved with Amendments 	Approved with amendments
Approval of minutes from CC meeting on October 19, 2022 <i>(All)</i>	2:35-2:40 2:32-2:32	<ul style="list-style-type: none"> • Objections: none 	Approved
Approval of CC consent agenda <i>(All)</i> Course Expedited Revisions Approved by Director of Assessment and CC Reviewed: <ul style="list-style-type: none"> • ARTS 102 – Design Communication 	2:40-2:50 2:32-2:33	<ul style="list-style-type: none"> • All expedited course revisions on consent agenda received no objections from CC members and were forwarded to the Academic Senate for review on October 28th, 2022. • Mark moves to approve consent agenda, Jodi seconded • Objections: none • Approved 	APPROVED: <i>ARTS 102 – Design Communication</i> <i>ARTS 151 – Color and Design</i> <i>ARTS 173 – Web Design I</i> <i>CHDV 100 – Foundations Early Childhood Ed</i>

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> • ARTS 151 – Color and Design • ARTS 173 – Web Design I • CHDV 100 – Foundations Early Childhood Ed • CHDV 111 – Child Guidance/Communication • CHDV 215 – Infant Toddler Program Dev • CHDV 284 – Early Childhood Practicum • DMAC 120 – Digital Audio Production I • DMAC 140 – Pre-Production Design • MATH 120 – College Algebra • MUSC 138 – Keyboard Harmony I • MUSC 145 – Beginning Piano II • NDXT 120 – EEG Pre-Clinical Preparation • NDXT 130 – Principles of EEG • NDXT 131 – Electricity Principles/Safety • NDXT 132 – EEG Instrumentation I 			<p>CHDV 111 – Child Guidance/Communication</p> <p>CHDV 215 – Infant Toddler Program Dev</p> <p>CHDV 284 – Early Childhood Practicum</p> <p>DMAC 120 – Digital Audio Production I</p> <p>DMAC 140 – Pre-Production Design</p> <p>MATH 120 – College Algebra</p> <p>MUSC 138 – Keyboard Harmony I</p> <p>MUSC 145 – Beginning Piano II</p> <p>NDXT 120 – EEG Pre-Clinical Preparation</p> <p>NDXT 130 – Principles of EEG</p> <p>NDXT 131 – Electricity Principles/Safety</p> <p>NDXT 132 – EEG Instrumentation I</p> <p>NDXT 200 – EEG Procedures Pathology I</p> <p>NDXT 201 – EEG Instrumentation II</p> <p>NDXT 220 – EEG Clinical Practice I</p> <p>NDXT 221 – EEG Clinical Practice II</p> <p>NDXT 231 – EEG Procedures Pathology III</p>

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> • <i>NDXT 200 – EEG Procedures Pathology I</i> • <i>NDXT 201 – EEG Instrumentation II</i> • <i>NDXT 220 – EEG Clinical Practice I</i> • <i>NDXT 221 – EEG Clinical Practice II</i> • <i>NDXT 231 – EEG Procedures Pathology III</i> • <i>POLS 120 – American Political System</i> • <i>POLS 121 – State and Local Government</i> • <i>POLS 260 – Comparative Political Systems</i> • <i>PSYC 175 – PSYC of Death/Prep for Living</i> • <i>PSYC 200 – Introduction to Psychology</i> • <i>PSYC 202 – Psychology of Personality</i> • <i>PSYC 203 – Social Psychology</i> • <i>PSYC 205 – Human Growth and Development</i> • <i>PSYC 209 – Cognitive Psychology</i> 			<ul style="list-style-type: none"> <i>POLS 120 – American Political System</i> <i>POLS 121 – State and Local Government</i> <i>POLS 260 – Comparative Political Systems</i> <i>PSYC 175 – PSYC of Death/Prep for Living</i> <i>PSYC 200 – Introduction to Psychology</i> <i>PSYC 202 – Psychology of Personality</i> <i>PSYC 203 – Social Psychology</i> <i>PSYC 205 – Human Growth and Development</i> <i>PSYC 209 – Cognitive Psychology</i> <i>PSYC 210 – Brain and Behavior</i> <i>PSYC 221 – Child Psychology</i> <i>PSYC 222 – Adolescent Psychology</i> <i>PSYC 240 – Psychology of Human Sexuality</i> <i>PSYC 250 – Abnormal Psychology</i>

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> • <i>PSYC 210 – Brain and Behavior</i> • <i>PSYC 221 – Child Psychology</i> • <i>PSYC 222 – Adolescent Psychology</i> • <i>PSYC 240 – Psychology of Human Sexuality</i> • <i>PSYC 250 – Abnormal Psychology</i> 			
CC + CASL Work Group Update Learning Outcomes (Tami M.)	2:50-3:00 2:33	<ul style="list-style-type: none"> • Tami McDiarmid not in attendance and no updates 	Move to next meeting
CC & Degree Works Update (Zachary Foster)	3:00-3:10 2:34	<ul style="list-style-type: none"> • Zachary Foster not in attendance 	Move to next meeting
5-Star Ticket / Curriculum Committee Webpage Update (Penny T)	3:10-3:15 2:34-2:38	<p>Update to Resources/Information document, Guidebook, and LMS video</p> <ul style="list-style-type: none"> • Grading scale in says Failure, kinda harsh? • Rafeeq suggests Failing instead of Failing? • Mary Ellen will talk with Registrar’s office to change to Fail or Failed 	Request CC members to review the documents and provide feedback/updates. Mary Ellen will meet with Registrar’s office to discuss the word “failure” on grading scale and make recommendation of fail or failed instead. Will follow up at next meeting
Sub-Committee Report Update	3:15-3:25 2:38-2:43	<ul style="list-style-type: none"> • Credit Hour Assignment document • Updated New Course Proposal form • Objections: none • Accepted • Clarification of language; not to accepted a report, but make changes to the new course process • Does anyone object to making these changes? 	<p>APPROVED:</p> <ul style="list-style-type: none"> • New Course Proposal Worksheet • Credit Hour Assignment

Agenda Item	Tentative Time	Discussion	Next Steps
		<ul style="list-style-type: none"> • None • We approve the recommendations 	
Extent of curriculum title and pathway changes would constitute a new curriculum code (Mary Ellen Laatsch)	3:25-3:35 2:43-2:55	<ul style="list-style-type: none"> • Situation with Computer Networking and Cybersecurity where they had changes in pathway and a in title change to curriculum. Screening was completed through HLC and cleared • Some students who graduated in program of study, but were disappointed upon completing of to receive a diploma with the title change. as Banner does not have a term effective for program of study title changes so once the change is made, it is effective right away and the changes must be made in the Spring to align with the Fall application and registration cycle. • This has happened in the past with other curriculum title changes but seemed to be more of an issue with this program of study, • What should constitute as a new curriculum code - type of changes, titles, HLC screening process, or the HLC application process? • Massage therapy changed code due to credit change, CA to CC, FA change • HLC might say change is okay, but if know changing a title is changing in a way that it is going to be an issue for students, does LCC want to give it a new code? • What is the criteria? • Disclaimer language of possible changes are on the webpage and the pathways to warn students of those types of changes. • Pathway title-changes does not normally come through CC. 	CC to return to next meeting with suggestions or ideas of how to help this matter.

Agenda Item	Tentative Time	Discussion	Next Steps
		<ul style="list-style-type: none"> • Both curriculum codes could appear on a student's diploma Problem with assigning a new code when there isn't a substantial change is that a student could receive essentially the same degree twice. This creates data problems also. • Can a student declare multiple majors? No, but can apply for multiple degrees <p>Mary Ellen recommends to return to this discussion for advisement and return at the next meeting so we can make a recommendation to Academic Affairs on the criteria that would result in a new code.</p>	
Items for Review			
New Courses: <ul style="list-style-type: none"> • n/a 	3:35 2:55	<ul style="list-style-type: none"> • n/a 	
Course Revisions: <ul style="list-style-type: none"> • ARTS 171-Adobe Photoshop • ARTS 240-Art for Elementary Teachers • COM 260-Nonverbal Communication • COMM 280-Intercultural Communication • DMAC 260-World Cinema • HUMS 213-World Civilizations to 1600 • HUMS 214-world Civilizations from 1600 	3:35-4:00 2:55-3:45	<ul style="list-style-type: none"> • ARTS 171: <ul style="list-style-type: none"> ○ All edits from Dir of Assessment completed ○ LO G still not reading correctly ○ Mark advises grammatical change does not hold up and can approve, then correct. ○ Mark moves to approve pending grammatical correction of learning outcome, Jodi seconded ○ Approved pending grammatical correction of learning outcome • ARTS 240: <ul style="list-style-type: none"> ○ Outcome H was updated and approved by Karen ○ Tracy moves to approve ○ Objections: none ○ Approved • COMM 260: 	APPROVED <ul style="list-style-type: none"> • ARTS 171-Adobe Photoshop • ARTS 240-Art for Elementary Teachers • COM 260-Nonverbal Communication • DMAC 260-World Cinema • HUMS 213-World Civilizations to 1600 • HUMS 214-world Civilizations from 1600 • LING 230-Introduction to Linguistics

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> • LING 230-Introduction to Linguistics 		<ul style="list-style-type: none"> ○ Learning outcomes approved by K. Hicks 11/02/22 ○ Course description change ○ Removal of recommended ENG 121 ○ Learning outcomes updates ○ Jodi moves to approve, Mark seconds ○ Objections: none ○ Approved • COMM 280: <ul style="list-style-type: none"> ○ Pre-req updates, move recommended to required, ENG 121 ○ Learning outcomes update ○ Learning outcome A, change from specific cultures to different cultures. Mark doesn't agree ○ What about American and other cultures? ○ Mark moves postpone to obtain response to that specific recommendation for adjustment to LO A. Mieko seconded. ○ Objections: 1 nay ○ Approved to postpone until further clarification at next meeting • DMAC 260: <ul style="list-style-type: none"> ○ Adjustments to a few learning outcomes ○ Mark moves to approve, Ian seconds ○ Objections: none ○ Approved • HUMS 213: <ul style="list-style-type: none"> ○ Request to title change to The Western World to 1500 	<p>POSTPONED TO NEXT MEETING FOR FURTHER CLARIFICATION:</p> <ul style="list-style-type: none"> • COMM 280-Intercultural Communication

Agenda Item	Tentative Time	Discussion	Next Steps
		<ul style="list-style-type: none"> ○ TRT recommended new course number and comma additions to some of the learning outcomes ○ Bradley Hicks stated curriculum is remaining the same, textbooks remaining the same. ○ Program is revising back to original content and title. Per Laurie K: This is inaccurate; the courses were never titled Western Civilization. Even pre-term ('92) the courses were World Civ I and World Civ II, just diff. course codes and numbers. ○ Prior to brad's arrival at LCC, two different books, world history and world civ confusing to students. ○ Transfer schools agree and accept as western ○ Course is already being taught right now; not a new course. ○ LOs are more specific and accessible, the old ones were terrible ○ Brad advised if not approved; the program will continue to teach as world civ and same outcomes ○ Rafeeq advised that it cannot continue as a world civ and teach western; this is a Provost matter ○ Brad advised that the association of the Native American or _____ is just by associate. ○ Mark-if you do make a new course then you can further tailor the LOs, a bit, to clarify it more so as a western course. ○ Rafeeq encourages new course number 	

Agenda Item	Tentative Time	Discussion	Next Steps
		<ul style="list-style-type: none"> ○ Brad advised that his concern is about getting correct data for assessment. He would be happy to make sure HUMS 213/214 data for program review ○ HUMS 213/214 would not be equivalent? ○ Rafeeq advised no, it cannot be. Cannot be SCADETL as equivalent ○ Brad advised they would cancel HUMS 213/214 ○ Four credit course; would you recommend credits? ○ What do they transfer as? ○ Brad concerned that reducing credits would hurt his Adjunct faculty ○ Rafeeq and Mark explained that course credits are determined by pedagogy and, if necessary, transfer but not by faculty load. ○ Rafeeq advised that the few of the TOP 8 transfer as a 4 credit ○ Brad brings in the other continents as by trade, technology, and travel. ○ Jodi asked why no new course proposal? ○ Brad advised too much paperwork. Per Laurie K: The feeling was that Brad had already put a lot of time, energy, and thought into what's in the revised course proposal and there would be nothing more to add/gained from duplicating the same information on a different form. ○ Jodi, why would you want a new proposal instead of revised? 	

Agenda Item	Tentative Time	Discussion	Next Steps
		<ul style="list-style-type: none"> ○ Mark stated the students would have two different course names, ○ Mieko motions to approve new course code, new title and learning outcomes revisions, Jodi seconds ○ Objection: 1 nay ○ Approved ● HUMS 214: <ul style="list-style-type: none"> ○ Request to title change to The Western World since from 1500 ○ review comments from HUMS 213 discussion above ○ Mieko motions to approve new course code, new title, and learning outcomes, Tracy seconds ○ Objections: 1 nay ○ Approved ● LING 230 <ul style="list-style-type: none"> ○ Updating course description and outcomes ○ Mark moves to approve, Tracy seconds ○ Objections: none ○ Approved 	
<p>Expedited Revisions:</p> <ul style="list-style-type: none"> ● FREN 121-Elementary French I ● BUSN 118-Introduction to Business ● DMAC 121-Digital Audio Production II ● MATH 126-Precalculus ● MUSC 193-Music Theory I 	<p>4:00-4:10 3:45-3:55</p>	<p>FREN 121: Rafeeq has a question about FREN 121: In Outcome 10, is that French verb tense truly just "near," or is it "near future"?</p> <p>When I googled "near tense French"...</p> <p>...it wants to auto-fill as "near future," and simply hitting Enter on "near tense French" gives a bunch of hits that call it "near future tense" (?).</p> <p>Laurie's response: That's a good question, Rafeeq. On the revised syllabus, with tracking on, it indicates "deleted: future," and near was inserted in its place. I can check, if you'd like.</p>	<p>APPROVED:</p> <ul style="list-style-type: none"> ● FREN 121-Elementary French I ● BUSN 118-Introduction to Business ● DMAC 121-Digital Audio Production II ● MATH 126-Precalculus ● MUSC 193-Music Theory I

Agenda Item	Tentative Time	Discussion	Next Steps
		<p>Rafeeq’s response: Thanks, Laurie—yes, the terminology sounded a little odd, so I figured maybe I was just out of the loop...but Google didn’t necessarily say so, so...hmm.</p> <p>From: Laurie Kinne <kinnel@lcc.edu> Sent: Wednesday, November 2, 2022 9:18 AM To: LCC-Helpdesk-Reply@lcc.edu; lcc-cc@lcc.edu Subject: RE: 5StarServiceCenter Service Request #505369 (FREN 121-Expedited Revised ...) Comment Added</p> <p>Rafeeq was right; the correct terminology is “near future,” and the updated worksheet indicates the change.</p> <p>Mark moves to approved, Jodi seconds Objections: none Approved</p> <p>BUSN 118:</p> <p>Mary Ellen: I’m not objecting to this but this is a big change in the evaluation methods. This course is the milestone course for all of the Business Career Community pathways and now only assignments and participation are required. Quizzes and Final Exams were dropped.</p> <p>Rafeeq: I’ll also comment that the percentages previously were odd—Assignments 17-23%, Participation 27-33%, Final 7-13%, and Quizzes 34% to the astoundingly normal 40%--and they’re still odd: Assignments 78% and Participation 22%. Like Mary Ellen, I won’t say no...but ‘tis peculiar, and her observation about completely ditching Final and Quizzes is interesting.</p>	

Agenda Item	Tentative Time	Discussion	Next Steps
		<p>Mark: Same here, It would be nice if we could just get a brief explanation about what sort of assignments there are (a variety would be nice). But, in the end, it is up to the program faculty.</p> <p>Karen Hicks: I commented during the review that I could not see a clear assessment method for the course. It is faculty choice and okay to move forward, however, we need to have a clear picture of how assessment is done across the course.</p> <p>I've reached out to Mary Stucko and asked her to work with me to develop a course assessment plan for BUSN118. She responded and is interested. I am waiting to hear back from her with a date/time that works to get the process started.</p> <p>Per Laurie K: Karen asked earlier in the process for assessment methods. Here are the details that followed: <i>From Karen Hicks:</i> What is/are the assessment methods for this course? <i>From the program:</i> For Assignments: Weekly module subject will be comprised of various assessments, which tie to the learning outcomes of the course. The assessments for each module could include video cases, simulations, adaptive learning and/or writing assignments.</p> <p>For Class Participation: Online class participation will be comprised of online activities as detailed in the syllabus schedule. These could include Keyboard Navigations or iSeelt assessment. Face-to-Face class participation will be comprised of in-class activities, as determined by each professor.</p>	

Agenda Item	Tentative Time	Discussion	Next Steps
		<p><i>From KH:</i> It sounds like there is not a course assessment plan from this description and each section has their own way of assessing the CLOs. This is approved as is, with a recommendation that this course develops a shared course-level assessment plan. The variety of methods under assignments is fine; however, I wonder how does this course gather, analyze, and collate these assignments into their insight of CLOs that inform course-level pedagogical changes. When we report their student learning outcomes for general education, which method or methods would we use? Please ask the course faculty to reach out to me at their next opportunity to begin course assessment planning. ← This has been done (LK)</p> <p>I have asked the program for some rationale for the change in evaluation methods and weights.</p> <p>Mary Stucko's response: We don't do quizzes anymore, but these simulations and video cases ask questions for their points. It is structured very differently to be more interactive. Yvette and I are piloting it this semester, The students are responding better to more interactive learning and grading assignments. Would you prefer we break these assignments down a bit more?</p> <p>Mary</p> <p>Mark requested an explanation and received</p> <p>Mark moves to approve</p> <p>Objections: None</p> <p>Approved w/o objections</p>	

Agenda Item	Tentative Time	Discussion	Next Steps
		<p>Mar Ellen was asking if there was a push to remove exams and final exams in the college? Mark said no, but knowing Karen Hicks, when she talks to folks she is very down on MC exams and more authentic exams. Unsure if a connection, CASL is moving away from MC exams and being more authentic. Nothing official</p> <p>DMAC 121:</p> <p>Mary Ellen: With the minimum Assignments of 20%, and the maximums in the other categories, the total is only 95%. So, either the Assignment minimum needs to increase by 5, or the maximum(s) need to increase by 5%.</p> <p>Rafeeq: Nice on Outcome N.</p> <p>However, here are some minor tweaks to the existing—</p> <ul style="list-style-type: none"> • Outcome B – Either add comma after “compare” or replace comma after “Create” with “and.” • Outcome C – Add comma after “save.” • Outcome I – Add comma after “Shuffle.” • Outcome J – Add comma after “Copy.” • Outcome J – Hyphenate “edit-based.” • Outcome M – Add “and” in front of “Audio Suite Processing.” That is, we are using A, B, and C, and [then] recording, etc. <p>Mark moves to approve Objections: none Approved</p> <p>MATH 126:</p> <p>Mary Ellen: The “Other” category sounds like Assignments.</p> <p>Rafeeq: Hm...! Yeah, so...whatis “Other,” such that it’s something that could not already be in “Assignments”?</p>	

Agenda Item	Tentative Time	Discussion	Next Steps
		<p>Tami: I agree with Mary. The other designation as explained sounds like assignments.</p> <p>From: Laurie Kinne <kinnel@lcc.edu> Sent: Wednesday, November 2, 2022 9:29 AM To: LCC-Helpdesk-Reply@lcc.edu; lcc-cc@lcc.edu Subject: RE: 5StarServiceCenter Service Request #506429 (MATH 126-Expedited Revised ...) Comment Added</p> <p>An updated worksheet is attached. The program agreed that those things listed in the “Other” category would fall under “Assignments” or “Class Participation.” The “Other” category will be removed.</p> <p>Heather moves to approve Objections: none Approved</p> <p>MUSC 193: Rafeeq: Under “Class Participation” there’s a parenthetical that says “Homework”—but homework is done at home, not in class...so does this make sense?</p> <p>Tami: I echo Rafeeq. Evaluations are fine, but an explanation on the participation would be nice.</p> <p>Jon Ten Brink’s response: Pretty sure that parenthetical is a holdover and not an addition. It’s not necessary and the Program would have no problem getting rid of it.</p> <p>Per Rafeeq, 11/2/22: Nice, this makes perfect sense. Sounds like sort of “follow-up to the homework” as opposed to doing the homework itself, and of course that is Class Participation stuff. Rafeeq</p>	

Agenda Item	Tentative Time	Discussion	Next Steps
		<p>From Laurie K 11/2/22: Per Jon Ten Brink:I won't speak for Jon G, who teaches the class, but...The simple solution is just to erase the parenthetical. No problem. The longer answer is "homework" for this class is a both/and—students have to grapple with it at home (but assessing it immediately at that stage is both impractical as well as problematic in pedagogy—the students can't progress to the next step until they have mastered the skill at hand)—so it is addressed in the following class until mastery occurs, and thus is also "participation." If CC feels that's problematic and these need to be separated out, I get why they'd think that, but it's a bit cumbersome for the instructor and not necessarily in the student's best interest, even if it makes the assessment boxes cleaner. The simpler answer is just to eliminate the parenthetical reference to "homework."</p> <p>Per Jon Gewirtz: You said exactly what I was going to say, JTB (more eloquently, though😊). The homework and the class participation go hand in hand for this class. The work is introduced in class, completed by the student on their own, and then addressed in the following class as a whole. It is integrated into the class participation, and some of the work is completed in class in addition to at home.</p> <p>However, I also understand for reasons of semantics if it needs to be separated into two grade items.</p> <p>-Jon G</p> <p>Unless there's an objection, I've removed "Homework" from the Class Participation entry; updated worksheet attached.</p> <p>Thank you, Laurie</p> <p>Heather moves to approve, Mark seconds Objections: none Approved</p>	
<p>New Programs/Pathways:</p> <ul style="list-style-type: none"> • n/a 	<p>4:10 3:55</p>	<ul style="list-style-type: none"> • 	
<p>Program of Study Discontinuation:</p>	<p>4:10 3:55</p>	<ul style="list-style-type: none"> • 	

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> n/a 			
General Ed-Applied / MTA Course Proposal <ul style="list-style-type: none"> n/a 	4:10 3:55	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
CIMT Course Revisions: <ul style="list-style-type: none"> MATH 105 CHDV 113 CHDV 189 ARTS 164 DENT 280 HUSE 293 HUSE 294 HUSE 297 MASG 110 (replaced by MSGE 110) MASG 131 (replaced by MSGE 131) MASG 132 (replaced by MSGE 132) MASG 132A (replaced by MSGE 132A) MASG 132B (replaced by MSGE 132B) MASG 137 (replaced by MSGE 137) 	4:10-4:20 3:55-4:05	<ul style="list-style-type: none"> MATH 105: Cancel, Course last offered SP '22; will not be offered again. CHDV 113: Cancel, Health/Safety:Early Child Prog: was a limited choice req. in program. Is no longer a necessary requirement for students, accreditation doesn't req. we teach this content & there is now an abundance of free to low cost training available online. Child care center employees complete req'd. annual hlth & safety training on-the-job thru their employer. CHDV 189: Cancel, Help Children Value Diversity: has not been offered in 5 yrs; stopped offering because diversity, equity, inclusion, & anti-bias are now embedded in all CHDV courses. ARTS 164, Change: Course title to Digital Illustration from Vector Drawing; Pending Expedited Revised course proposal for learning outcome updates DENT 280, Cancel-Dental Special Topics; last offered SP '17; will not be offered again. HUSE 293, Cancel-Human Services Special Topics; last offered Sp'18; will not be offered again. HUSE 294, Cancel-Human Services Special Topics; never offered; will not be offered. HUSE 297, Cancel-Human Services Indep Study; last offered F'10; will not be offered again. MASG 110 (replaced by MSGE 110), Cancel-Teachout of MASG courses ends Su2023. MASG subject code 	APPROVED: MATH 105 CHDV 113 CHDV 189 ARTS 164 DENT 280 HUSE 293 HUSE 294 HUSE 297 MASG 110 (replaced by MSGE 110) MASG 131 (replaced by MSGE 131) MASG 132 (replaced by MSGE 132) MASG 132A (replaced by MSGE 132A) MASG 132B (replaced by MSGE 132B) MASG 137 (replaced by MSGE 137) MASG 139 (replaced by MSGE 139) MASG 139A (replaced by MSGE 139A) MASG 139B (replaced by MSGE 139B)

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> • MASG 139 (replaced by MSGE 139) • MASG 139A (replaced by MSGE 139A) • MASG 139B (replaced by MSGE 139B) • MASG 141 (replaced by MSGE 141) • MASG 150 (replaced by MSGE 150) • MASG 151 (replaced by MSGE 151) • MASG 151A (replaced by MSGE 151A) • MASG 151B (replaced by MSGE 151B) • MASG 151C (replaced by MSGE 151C) • MASG 151D (replaced by MSGE 151D) • MASG 170 		<p>replaced by MSGE subject code effective Fall 2022. Course will no longer be offered.</p> <ul style="list-style-type: none"> • MASG 131 (replaced by MSGE 131), Cancel-See rationale under MASG 110. • MASG 132 (replaced by MSGE 132), Cancel-See rationale under MASGDigi 110. • MASG 132A (replaced by MSGE 132A), Cancel-See rationale under MASG 110. • MASG 132B (replaced by MSGE 132B), Cancel-See rationale under MASG 110. • MASG 137 (replaced by MSGE 137), Cancel-See rationale under MASG 110. • MASG 139 (replaced by MSGE 139), Cancel-See rationale under MASG 110. • MASG 139A (replaced by MSGE 139A), Cancel-See rationale under MASG 110. • MASG 139B (replaced by MSGE 139B), Cancel-See rationale under MASG 110. • MASG 141 (replaced by MSGE 141), Cancel-See rationale under MASG 110. • MASG 150 (replaced by MSGE 150), Cancel-See rationale under MASG 110. • MASG 151 (replaced by MSGE 151), Cancel-See rationale under MASG 110. • MASG 151A (replaced by MSGE 151A), Cancel-See rationale under MASG 110. • MASG 151B (replaced by MSGE 151B), Cancel-See rationale under MASG 110. • MASG 151C (replaced by MSGE 151C), Cancel-See rationale under MASG 110. • MASG 151D (replaced by MSGE 151D), Cancel-See rationale under MASG 110. 	<p>MASG 141 (replaced by MSGE 141)</p> <p>MASG 150 (replaced by MSGE 150)</p> <p>MASG 151 (replaced by MSGE 151)</p> <p>MASG 151A (replaced by MSGE 151A)</p> <p>MASG 151B (replaced by MSGE 151B)</p> <p>MASG 151C (replaced by MSGE 151C)</p> <p>MASG 151D (replaced by MSGE 151D)</p> <p>MASG 170 (replaced by MSGE 170)</p> <p>MASG 231 (replaced by MSGE 231)</p> <p>MASG 232 (replaced by MSGE 232)</p> <p>MASG 235 (replaced by MSGE 235)</p> <p>MASG 241 (replaced by MSGE 241)</p> <p>MASG 242 (replaced by MSGE 242)</p> <p>MASG 251 (replaced by MSGE 251)</p> <p>MASG 251A (replaced by MSGE 251A)</p> <p>MASG 251B (replaced by MSGE 251B)</p>

Agenda Item	Tentative Time	Discussion	Next Steps
<p>(replaced by MSGE 170)</p> <ul style="list-style-type: none"> • MASG 231 (replaced by MSGE 231) • MASG 232 (replaced by MSGE 232) • MASG 235 (replaced by MSGE 235) • MASG 241 (replaced by MSGE 241) • MASG 242 (replaced by MSGE 242) • MASG 251 (replaced by MSGE 251) • MASG 251A (replaced by MSGE 251A) • MASG 251B (replaced by MSGE 251B) • MASG 251C (replaced by MSGE 251C) • MASG 251D (replaced by MSGE 251D) 		<ul style="list-style-type: none"> • MASG 170 (replaced by MSGE 170), Cancel-See rationale under MASG 110. • MASG 231 (replaced by MSGE 231), Cancel-See rationale under MASG 110. • MASG 232 (replaced by MSGE 232), Cancel-See rationale under MASG 110. • MASG 235 (replaced by MSGE 235), Cancel-See rationale under MASG 110. • MASG 241 (replaced by MSGE 241), Cancel-See rationale under MASG 110. • MASG 242 (replaced by MSGE 242), Cancel-See rationale under MASG 110. • MASG 251 (replaced by MSGE 251), Cancel-Course no longer offered. • MASG 251A (replaced by MSGE 251A), Cancel-Teachout ends Su2023. Content moved to MSGE 252 (new course created Fall 2022). • MASG 251B (replaced by MSGE 251B), Cancel-Teachout ends Su2023. Content moved to MSGE 252 (new course created Fall 2022). • MASG 251C (replaced by MSGE 251C), Cancel-Teachout ends Su2023. Content moved to MSGE 252 (new course created Fall 2022). • MASG 251D (replaced by MSGE 251D), Cancel-Teachout ends Su2023. Content moved to MSGE 253, new course created Fall 2022. • MASG 254 (replaced by MSGE 254), Cancel-See rationale under MASG 110. • MASG 256 (replaced by MSGE 256), Cancel-See rationale under MASG 110. • MASG 258 (replaced by MSGE 258), Cancel-See rationale under MASG 110. 	<p>MASG 251C (replaced by MSGE 251C)</p> <p>MASG 251D (replaced by MSGE 251D)</p> <p>MASG 254 (replaced by MSGE 254)</p> <p>MASG 256 (replaced by MSGE 256)</p> <p>MASG 258 (replaced by MSGE 258)</p> <p>PFFT 103</p> <p>PFFT 120</p> <p>PFFT 180</p> <p>PFHW 100</p> <p>PFWT 124</p> <p>ACCG 100</p> <p>ACCG 101</p> <p>ACCG 220</p> <p>ACCG 240</p> <p>ACCG 280</p> <p>LABR 200</p> <p>MGMT 201</p> <p>MGMT 202</p> <p>MGMT 237</p> <p>MGMT 280</p> <p>MGMT 337</p> <p>MGMT 345</p>

Agenda Item	Tentative Time	Discussion	Next Steps
<ul style="list-style-type: none"> • MASG 254 (replaced by MSGE 254) • MASG 256 (replaced by MSGE 256) • MASG 258 (replaced by MSGE 258) • PFFT 103 • PFFT 120 • PFFT 180 • PFHW 100 • PFWT 124 • ACCG 100 • ACCG 101 • ACCG 220 • ACCG 240 • ACCG 280 • LABR 200 • MGMT 201 • MGMT 202 • MGMT 237 • MGMT 280 • MGMT 337 • MGMT 345 <p>(Any courses on CIMT Course Revision .pdf document that are highlighted in green are pending cc course reviews and are NOT listed here.)</p>		<ul style="list-style-type: none"> • PFFT 103, Cancel-Total Fitness D-Life Fitness; last offered F'17; will not be offered again. • PFFT 120, Cancel-Aerobic Exercise; last offered F'18; will not be offered again. • PFFT 180, Cancel-Seminar: Special Subjects; last offered Sp'17; will not be offered again. • PFHW 100, Cancel-Health and Wellness Seminar; last offered Sp'17; will not be offered again. • PFWT 124, Cancel-Weight Training II; last offered F'18; will not be offered again. • ACCG 100, Change-F,Sp. Sequencing; course is offered F, not SP • ACCG 101, Change-F,Sp,Su. Course not offered during summer • ACCG 220, Change-Prerequisite Course: Minimum 2.0 in ACCG 211210, Placement Score: Reading Level 5, Co-requisite Course: ACCG 211 • ACCG 240, Change-F,Sp,Su. Sequencing; not offered in Fall • ACCG 280, Change-Credits: 3 (was 2), Billing Hr: 3 (was 2). Changes to credit hours is due to the amount of work that is done in the class and to make the course comparable to other colleges' and universities' courses. This is traditionally a 3 credit hour class at universities. It was changed to 2 credit hour back in 2014 (it had been a 4 credit course) and we'd like to increase it to 3. The main reason is preparing a student for employment in governmental accounting versus just meeting the minimal requirements of the CPA exam. The change to 2 credit hours focused on only meeting the minimal requirements of the exam. 	

Agenda Item	Tentative Time	Discussion	Next Steps
		<p>When Lisa Mazure redesigned the class back in 2018, she focused on preparing a student for a career in government and increased the workload and material coverage tremendously. With the majority of the students in the CPA Prep program wanting to work for the State of Michigan, we believe the class should remain career focused, thus, requiring more content than a 2 credit hour class.</p> <ul style="list-style-type: none"> • Increasing credit without changing Learning outcomes, it is doable, no objection from Mark. • LABR 200, Change-F,Sp. Sequencing; only offered SP • MGMT 201, Change-F,Sp,Su Sequencing • MGMT 202, Change-F,Sp,Su Sequencing • MGMT 237, Change-F,Sp. Sequencing • MGMT 280, Change-F,Sp. Sequencing • MGMT 337, Change-F,Sp. Sequencing • MGMT 345, Change-F,Sp. Sequencing <p>Mark moves to approve CIMT Course Revisions Objections: none Approved</p>	
<p>Agenda Items for Future Meeting:</p> <p>Next Meeting: November 16, 2022, 2:30-4:30pm</p>	<p>4:20-4:30 4:05-4:07</p>	<ul style="list-style-type: none"> • METM 195 – Quality-Metrology-Inspection: Meeting was rescheduled to November 9th-matter postponed until that time • METM 160 - included with METM 195 meeting and discuss at next CC meeting 	<p>Discuss at next meeting</p>

Meeting adjourned 4:07

WebEx Chat Information:

November 2, 2022 2:30 PM from Jodi Wiley to everyone: I actually have to go at 4pm. Sorry.

November 2, 2022	2:31 PM	from Rafeeq McGiveron to everyone: no prob
November 2, 2022	2:37 PM	from Laurie Kinne to everyone: Just "Fail" or "Failed"
November 2, 2022	3:46 PM	from Mieko Philips to everyone: Sorry, I have to leave now.
November 2, 2022	3:51 PM	from Eric Bennett to everyone: Have to bow out.
November 2, 2022 has been discussed.	4:03 PM	from Kelly Ellis to everyone: I need to leave for an appointment. I believe that everything for HHS