

September 2011 Curriculum Committee Minutes
September 19th, 2011, 2:30 - 4:00
North Campus
Building 46 Room 152

Members Present

Deborah Hefferin (Chair), Michelle Apps, Robert Downey, Frank Kurz, Greg Lindeblom, Jose Macia, Deborah Martin, Jan Shakespeare, Jamonica Rolle, Leo Stitsky, Mario Toussaint, Julia Vattiato

Members Absent

Gino Galli, Linda Landers

Ex-Officio's Present

Willie Alexander, Avis Proctor, Monica Ramirez

Ex-Officio's Absent

David Asencio, James Evans, Teresa Hodge, Hank Martel, Roy Pocknee, Janice Stubbs

Students Present

Students Absent

Visitors Present

South: Juan Ospina, Mary Rousseau,

Central: Elaine Cohen, Steve Obenauf, David Serrano, Linda Washington-Brown

WHC: Deborah Hopkins, Linda Howdyshell, Martin McClinton, Mark Swearingen

North: Barbara Bryan, Jacqueline Donovan, Marie Dugan, Lloyd Holness, Eugene Jones, Kevin Keating, Michele Marshall, Jeffery Nasse

(RWFR: Request Waive of First Read)

(\$: Request to include in General Education by Gen. Ed. Ad Hoc Committee)

I.Call to Order

Chair Hefferin called the meeting to order at 2:30 p.m.

II.Approval of the September 18, 2011 Agenda

A motion was made, seconded and unanimously approved to accept the September 19th, 2011 agenda

III.Approval of the [April 2011 Minutes](#)

A motion was made and seconded to approve the April 18, 2011 minutes.

IV.FYI Business (non-voting presentations)

1. **Martin McClinton**, District Director for Academic Affairs, Curriculum, WHC

a. Course User Fee changes that are going to the Board for approval

Martin McClinton reported that the final list of course fee revision that resulted from the Review of Course User Fee project was available on Curriculum Services web site via the September Agenda.

A question was asked regarding how it was determined what the fee would be when the difference between current fee and the calculated fee was large. Dr. Howdysshell replied that it was decided that it would be unfair to impose large fee increases on students and where large increases in fees would result from implementing the calculated fee, the recommended fee was determined by dividing the increase over several years. She reported that the project is actually only 89% complete and the remaining courses would have their fees set to \$0. Those courses affected could come back in the future meetings if fees were needed.

b. Corrections to HIM Courses Information

Martin McClinton reported that an issue arose over the summer regarding some HIM courses. Some errors had occurred and in order to correct them, changes were made to three courses' credits and contact hours: HIM1260, HIM2012 and HIM2112.

c. Reactivation of HLP2949

Martin McClinton reported that HLP2949 has been reactivated since it is an Internship course that was accidentally purged a number of years ago, but was needed for a student's internship this Fall.

d. Pilot Courses for Transportation Security Agency

DSC 1006, Introduction to Homeland Security 3 credits

This course will introduce students to the vocabulary and important components of Homeland Security. Students will learn about the important agencies associated with Homeland Security and their inter-related duties and relationships. Students will examine historical events that impact Homeland Security. Students will explore state, national, and international laws impacting Homeland Security. Students will examine the most critical threats confronting Homeland Security.

Lecture: 48 hours Lab: 0 hours Clinical: 0 Hours
Prereq: none Co-req: none Fee: none

DSC 2242, Transportation & Border Security 3 credits

Overview of modern border and transportation security challenges (post 9/11 attacks to the present) as related to our transportation infrastructure, including seaports, ships, aircraft, airports, trains, train stations, trucks, highways, bridges, rail lines, pipelines and buses. The course will also explore technology used to enhance security of borders and transportation systems. Students will be required to discuss the legal, economic, political and cultural concerns associated with transportation and border security.

Lecture: 48 hours Lab: 0 hours Clinical: 0 Hours
Prereq: none Co-req: none Fee: none

DSC 2590, Intelligence Analysis & Security 3 credits

This course examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks or disasters, man-made and natural. It also explores the vulnerabilities of our national defense and private sectors and threats posed to these institutions. Students will discuss substantive issues regarding intelligence support of homeland security measures and explore how the intelligence community operates.

Lecture: 48 hours Lab: 0 hours Clinical: 0 Hours
Prereq: none Co-req: none Fee: none

Martin McClinton reported that the Institute of Public Safety had been approached after the last Curriculum Meeting of 2010-11, by the Federal Transportation Security Administration (TSA) to offer training to their workforce at Port Everglades, and Ft. Lauderdale International Airport as part of an Associate's degree program. In order to move forward, Dr. Howdysshell approved these courses as Pilot courses per the procedure in the Curriculum Committee manual.

Elaine Cohen reported that the courses started two weeks ago.

V. Old Business

Deborah Hefferin stated that it was the Committee's procedure that the last meeting of the academic year does not accept New Business because, one committee would be present for First Read, while a different committee would vote on the proposal. Hence, there was no Old Business.

VI. New Business

1. Elaine Cohen, Associate Dean, IPS, Central Campus

Request for Action: [Add 3 Electives for A.S. Criminal Justice](#)

RWFR

a. Pilot-to-Permanent Course

DSC 1006, Introduction to Homeland Security 3 credits

As above

DSC 2242, Transportation & Border Security 3 credits

As above

DSC 2590, Intelligence Analysis & Security 3 credits

As Above

b. Program Revision

21101, [Criminal Justice Technology - Criminal Justice Emphasis Associate In Science](#)

Add the three DSC courses as elective within this program

Summary of Proposal

The Transportation Security Agency (a Federal Law enforcement agency under the Department of Homeland Security, responsible for maintaining the integrity of our nation's airports and seaports), has begun a nation-wide initiative to support the educational advancement of their employees in the area of Homeland Security. They have requested that Broward College, Institute of Public Safety, offer 3 specific courses to their employees at Port Everglades and Ft. Lauderdale International Airport as part of an Associate's degree program. These were approved as Pilot courses during the Summer of 2011 by Dr. Howdysshell in order to allow the courses to be scheduled for the 20121 semester. We request that these courses be added permanently to BC's offerings and included as Criminal Justice electives in the AS Criminal Justice degree (major code 21101).

Rationale for Proposal:

Since the Sept. 11th attacks of almost 10 years ago, there has been an increasing focus in the area of homeland security among law enforcement agencies, both federal and local. The need to provide specific courses in this area is apparent in the request from the TSA agency, and will serve their employees as they seek an Associate's degree. This proposal was approved by our Advisory Committee.

Presentation

Elaine Cohen reported that TSA had approached the College to offer three courses that were part of an internal TSA certificate. These courses were approved as pilot courses in the summer. She ask the committee to consider the proposal to add these courses permanently to the College's course inventory and add them to the list of elective courses in the Criminal Justice Technology - Criminal Justice Emphasis Associate In Science. She elaborated that the course content was created by experts hired by TSA and that the only way that the college could be involved with this TSA project that provided educational opportunities to TSA employees was to

adopt these course's prescribed content. Further, the course content was reviewed and approved by the IPS curriculum committee and that the courses were going well in their first two weeks.

A question was asked how they fit into the program. Elaine Cohen replied that Criminal Justice Technology - Criminal Justice Emphasis Associate In Science degree current contains a set of criminal justice courses that students can select from as elective credit and that these courses would be added to this set.

Action

A motion was made, seconded and approved to "Waive the First Read".

Motion was made, seconded, and unanimously approved to accept the addition of the three courses permanently to the college's offering and to the electives within the Criminal Justice Technology - Criminal Justice Emphasis Associate In Science degree.

2. Janine Czarnec, Associate Dean, IPS, Central Campus

Request for Action: [Auxiliary Police Academy](#)

RWFR

a. New Courses

- CJK 0240, [Law Enforcement Auxiliary Introduction](#) 27 contact hours**
Course covers requirements for completing the basic recruit training program, ethics, values, and professionalism in both personal and professional lives. Also covered in this course are the criminal justice system and its functions.
Lecture: 27 hours Lab: 0 hours Clinical: 0 Hours
Prereq: none Co-req: none Fee: none
- CJK 0241, [Law Enforcement Auxiliary Patrol and Traffic](#) 19 contact hours**
This course covers officer survival, patrol techniques, contact, arrest, and transporting prisoners, crowd control, incident command and traffic direction, stops and crash investigations.
Lecture: 19 hours Lab: 0 hours Clinical: 0 Hours
Prereq: none Co-req: none Fee: none
- CJK 0242, [Law Enforcement Auxiliary Investigations](#) 17 contact hours**
Course covers the patrol officer's responsibilities in crime scene investigations and criminal investigations to include all types of crimes against both persons and property.
Lecture: 17 hours Lab: 0 hours Clinical: 0 Hours
Prereq: none Co-req: none Fee: none

b. New Program

XXXX, [Auxiliary Police Academy](#)

This program is a Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission state mandated curriculum. This program is established for the purpose of providing job-related training to students for employment or appointment by criminal justice agencies, with or without compensation, to assist or aid full-time or part-time officers. Auxiliary police officers are volunteer personnel and do not have arrest powers or responsibility for care, custody, or control of inmates, are not required to take a licensure examination, and are not registered with the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission. An Auxiliary law enforcement officer is a position that requires entry level certification in accordance with Chapter 11B-35, Florida Administrative Code and Chapter 943, Florida Statutes.

Summary of Proposal

This program is a Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission state mandated curriculum. This program is established for the purpose of providing job-related training to students for employment or appointment by criminal justice agencies, with or without compensation, to assist or aid full-time or part-time officers. Auxiliary police officers are volunteer personnel and do not have arrest powers or responsibility for care, custody, or control of inmates, are not required to take a licensure examination, and are not registered with the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission. An Auxiliary law enforcement officer is a position that requires entry level certification in accordance with Chapter 11B-35, Florida Administrative Code and Chapter 943, Florida Statutes.

Rationale for Proposal:

The Institute of Public Safety will be able to serve the students of the surrounding communities with job related training. It will also aid those criminal justice agencies seeking volunteer, trained law enforcement personnel to supplement their police departments, especially in these difficult financial times. Secondly, the Broward Sheriff's Office Fire Rescue Chief and Broward Sheriff's Office Training Division Captain approached the Institute of Public Safety and requested this program. Their goal is to train all of the SWAT MEDICS as auxiliary police officers. SWAT Medics are utilized during a SWAT emergency call out where there is potentially a violent incident which could erupt. This program will enhance the skills and understanding of the responsibilities, legally and safely, of a law enforcement officer. It will also allow the medics to assist the officers if they should come under fire or violent attack.

Presentation

Elaine Cohen reported on behalf of Janine Czarnec that the College had been approached by the community, in particular the county Fire Chiefs, to provide training for their personnel using the State's Auxiliary Police Academy curriculum. In certain situations, it was important that employees of the fire departments were legally placed under the command of the police force and that the Auxiliary Police Academy program would allow this to occur.

A question was asked, who would want to take the program. Elaine explained that this program, like other IPS programs, (were) not opened to the public and that the students would be sent to them by the police departments.

Another question was asked regarding the start date and was that the reason for the requested Waive of First read. Martin McClinton responded that IPS's PSAV programs do not follow BC standard semesters and that the program would be offered as soon as Board approval was obtained and the courses set up in the system. Since there is no mechanism to approve programs in the Summer, this was the first opportunity to move this forward. Initial dates discussed were for the courses to be offered in the October-November time frame. Elaine Cohen added that another reason for the Waive of First Read was that the curriculum was State mandated.

Action

A motion was made, seconded and approved to "*Waive the First Read*".

Motion was made, seconded, and unanimously approved to accept the addition of the three courses to the college's offering and to addition of a new PSAV program, the Auxiliary Police Academy.

3. **Genevieve Chungschickle**, Professor, Biological Sciences, Central Campus **Steve Obenauf**, Associate Dean, Biological Sciences, Central Campus

Request for Action: [Change in the BOT 2800 course title](#)

RWFR

a. Course Revisions

BOT 2800, [Ethnobotany](#)

Course Title: from *Ethnobotany* to *Plants and People*

Summary of Proposal

Change course title of BOT 2800 to "Plants and People" from Ethnobotany.

Rationale for Proposal:

1. Title change will more clearly describe course content.
2. Students are having difficulty understanding the current title.
3. Title change would result in a name more similar to the Florida Department of Education Statewide Course Numbering System term for BOT 800 course - "Plants and Man."

Presentation

Steve Obenauf reported on behalf of Genevieve Chungschickle that this proposal is to align this course's title to UF's course title and to make the course's name more meaningful to students. He also stated that this proposal was reviewed by faculty on all three campuses. A question was asked whether the course was already offered for General Education credit. Deborah Hefferin affirmed that it was and stated that the reason for the request for Waive of First read was because this course will be offered in the Winter term and that students would be registering in October.

Action

A motion was made, seconded and approved to "*Waive the First Read*".
Motion was made, seconded, and unanimously approved to accept the change in the name of BOT2800 to Plants and People.

4. David Serrano, Assistant Professor, Biological Sciences, Central Campus

Request for Action: [Proposed title change for ENY 1001](#) **RWFR**

a. Course Revisions

ENY 1001, [Insects, Man and Environment](#)

Course Title: from *Insects, Man and Environment* to *Bugs and People*

Summary of Proposal

We propose to change the title of ENY 1001 from "Insects Man and Environment" to "Bugs and People".

Rationale for Proposal:

"Bugs and People" is the title the University of Florida uses for the same course code (ENY 1001). In order to facilitate transferability of this course without issue we wish to change our version to match UF's in terms of title. The course content will not change and is equivalent to UF's course content. As many of our students transfer to UF we believe this change will benefit our students.

Presentation

David Serrano reported that this proposals request that the name of ENY1001 be changed from *Insects Man and Environment* to *Bugs and People* in order to align with UF with the same rationale as the previous proposals.

A question was asked regarding whether universities other than UF use similar titles for these courses. David reported that UF offers the course to 700-800 students per year; FAMU has the course on their books but have not offered it in some time.

Action

A motion was made, seconded and approved to "*Waive the First Read*".
A Motion was made, seconded, and unanimously approved to accept the change in the name of ENY1001 to *Bugs and People*.

5. David Serrano, Assistant Professor, Biological Sciences, Central Campus

Request for Action: [New course in the Biological Sciences](#)

a. New Course

BSC 2910, [Directed Independent Research](#)

1-3 credits

Research projects or certain aspects of research carried out by one or more students under the supervision of an instructor. Intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. Hours may vary.

Lecture: 0 hours Lab: 0 hours Clinical: 0 Other: 16-48 hours

Prereq: Instructor's Permission Co-req: none Fee: none

Summary of Proposal

We propose to offer the course: Directed Independent research (BSC 2910)

The Course description is as follows:

Research projects or certain aspects of research carried out by one or more students under the supervision of an instructor. Intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. Hours may vary.

Rationale for Proposal:

I proposed to offer the course Directed Independent research (BSC 2910) here at BC. This course would offer an opportunity for students that is currently absent at BC. Although research is not a required element of faculty, many faculty do currently carry out regular research projects / projects (such as the Wildflower project) and many more have conducted substantial research in the past.

Presentation

David Serrano reported that he and another faculty had taken a group of student to Columbia over the summer. Some student's on the trip had already taken zoology and could not obtain credit a second time, while others wanted to go beyond the zoology curriculum and do research. He followed up with information regarding the access to student research classes at other institution and the details of Florida SCNS's BSCX910 course. The proposed course would be 1-3 credit (16 -48 contact hours).

A question was asked how it differed from Independent Study courses. David replied that this course had specific guidelines within the outline on how to carry out the research.

A question was asked regarding the lack of pre-requisites. David replied that the course was offered by a faculty member and that person would determine whether a student could complete the course given their academic history. Steve Obenauf followed up with the fact that this course was deliberately created to be broad so that it could be used in a variety of biological sciences at different levels of research. Martin McClinton said that it would be difficult to code a broad range of pre-requisite and would be unnecessary if the faculty member had to approve the student.

A question was asked, whether the student would have to take 3 credits for this to count as AA elective credit. David replied no, the student could just take the course for 1 credit.

A question was asked, how many times a student could repeat the class for credit. Martin McClinton replied that it was possible to set the class to be repeated a number of times using the same course number.

A question was asked, whether a physical science research project could use this number. David answered that the Physical science faculty were preparing a proposal for a complementary physical science research class.

A question was asked about the mechanism for paying faculty for this class. David replied that it would be the same as internship class: 1/15 of the pay amount per student.

A question was asked regarding assessment for the class. David replied that this was not a General Education course so he did not fill out that portion of the Course Outline. Martin McClinton responded that the older version of the course outline had an evaluation section that was separate from the General Education status that seems to be lost in the newer version and

that it was important to have an evaluation section to inform, at a minimum, adjunct faculty of the methods expected by the discipline.

A question was asked whether the faculty had looked at the library resources necessary for this course. David replied that this was a second year course and the information needed for the typical literature review would be available using existing databases or from the faculty's own collections.

A question was asked whether this course was offered at other state colleges. David replied that Edison State offered the course.

A question was asked whether this course would add excess credit hours to the student's transcript as most students pursuing AA degree science tracks have very full course loads in order to meet the Common Prerequisites of their desired upper division program. David said that while pre-med and pre-pharmacy students do have full course loads, there was room for this course for students pursuing biological science majors. (*Note from Author: Zoology requires 24 credits of lower division coursework with 7-11 credits counting as General Education, rather than elective credit in the AA degree, thus allowing the student to take this course and not incur excess credits*).

Action

David will return in October for the second read after reviewing the repeatability of the course and adding the course evaluation to the course outline.

6. Michele Marshall, Assistant Professor, Office Systems Technology, North Campus

Request for Action: Updating OST Degree from AAS to AS plus typo in Certificate

a. Terminate Programs

- A0211, [Office Administration Legal Office Specialization AAS](#)
- A0212, [Office Administration Medical Office Specialization AAS](#)
- A0213, [Office Administration Office Management Specialization AAS](#)
- A0214, [Office Administration Office Software Specialization AAS](#)

b. New Programs

- 2XXX1, [Office Administration Legal Office Specialization AS](#)
Adds ENC2210 in place of OST1110C while requiring AS degree General Education courses for General Education Electives and is more specific on the elective to be selected if OST2949 is not taken.
- 2XXX2, [Office Administration Medical Office Specialization AS](#)
Adds ENC2210 in place of OST1110C while requiring AS degree General Education courses for General Education Electives and is more specific on the elective to be selected if OST2949 is not taken.
- 2XXX3, [Office Administration Office Management Specialization AS](#)
Adds ENC2210 in place of OST1110C while requiring AS degree General Education courses for General Education Electives and is more specific on the elective to be selected if OST2949 is not taken.
- 2XXX4, [Office Administration Office Software Specialization AS](#)
Adds ENC2210 in place of OST1110C while requiring AS degree General Education courses for General Education Electives and is more specific on the elective to be selected if OST2949 is not taken.

c. Program Revision

- 6279, [Office Management TC](#)
Replace OST1110C, Keyboarding and Document Processing II, with OST1100C, Keyboarding and Document Processing I.

Summary of Proposal

Updating the OST program from an AAS degree to AS degree. Adding ENC 2210 to the General Education requirements by moving down CGS 1060C to the Program Core Requirements.

Math/science and humanities/fine arts no longer electives but requirements to the program.
Removing KEY II (OST 1110C) from the program core requirements.
Fixing typo in TC 6237. Replacing Key II with Key I.

Rationale for Proposal:

Making changes in anticipation of State mandated changes.

Presentation

Michele Marshall reported that the OST department proposes to change the existing AAS degrees to AS by clarifying the math/science and humanities/fine arts electives that students can select from; adding ENC2210, Technical Writing to the program as a General Education course in place of the Program Core class OST1110C and moving CGS1060C from the General Education requirements to the Program Core requirements. These changes aligns the program with the AS degree General Education requirements.

The proposal also request correcting an error in the Office Management technical certificate (6237): OST1110C Keyboarding and Document Processing II is being replaced by its prerequisite course OST1100C Keyboarding and Document Processing I.

A comment was made applauding the addition of the ENC2210 Technical Writing course because this course is really designed for this type of programs.

A question was asked regarding the courses listed for the math/science and humanities/fine arts electives. Michele Marshall stated that the courses listed were copied directly from the latest list of General Education courses in the catalog.

Discussion Regarding Termination of AAS degrees in April 2011

A question was asked regarding the termination of the AAS programs that were approved in the April 2011 meeting. Specifically it was asked whether the Registrar's office had sent the students who were still active in the program letters outlining their options for completing their studies as Policy requires. Deborah Hopkins replied that a list of all students in these programs has been created in the CTE office and this list is being sent to the appropriate departments to complete processing using the draft procedure. Barbara Bryan stated that our policy was to send certified letters from the Registrar's office to all students. It is not known whether that had occurred.

A comment was made regarding the exact wording on the proposal that stated how the Speech requirement was met by the OST degrees: Deborah Hefferin stated that the program had been exempted from the Speech requirement since students in the program met these requirements by 'successfully completing both OST2235 AND completing the programs of study'. She requested that this language be used on the proposal making clear how the speech requirement is met.

Action

Michele will return in October for the second read after updating the Proposal with the appropriate language concerning the speech requirement.

7. Julia Vattiato, Associate Dean, Teacher Education Program, South Campus

Request for Action: [EDF4930 Special Topics Included in All TEP BS Degrees](#)

a. Program Revisions

S100, [Exceptional Student Education BS](#)

EDF4930, Special Topics, added to the program in place of the 1 credit removed from EEX 4945, Student Teaching Internship in ESE in the Fall of 2010.

S200, [Middle Grades General Science BS](#)

EDF4930, Special Topics, added to the program in place of the 1 credit removed from SCE 4945, Student Teaching Internship in ESE in the Fall of 2010

- S300,** [Exceptional Student Education BS](#)
EDF4930, Special Topics, added to the program in place of the 1 credit removed from SCE 4945, Student Teaching Internship in ESE in the Fall of 2010
- S400,** [Middle Grades Mathematics BS](#)
EDF4930, Special Topics, added to the program in place of the 1 credit removed from MAE 4945, Student Teaching in the Fall of 2010
- S500,** [Exceptional Student Education BS](#)
EDF4930, Special Topics, added to the program in place of the 1 credit removed from MAE 4945, Student Teaching in the Fall of 2010

Summary of Proposal

In the Winter 20112 term, the Curriculum Committee approved the EDF4930 pilot course to be made a permanent course. The TEP is now requesting that the EDF4930 course be considered as a degree program requirement for the five TEP BS degree program (S100, S200, S300, S400 and S500).

Also, the Teacher Education is requesting to update the existing program sheets for S100-S500

Rationale for Proposal:

The students in the Teacher Education Program (TEP) are required to do so much more than just complete their coursework. The TEP students are mandated by State Statute and FLDOE Rule to participate in a variety of field experiences (in the K12 setting), pass at least three state certification examinations as well as master various standards and competencies prior to program completion.

The TEP would like to require the EDF4930 course as a mandatory first semester course. The TEP faculty and administration consider this Special Topics course as a "Student Success" course. The topics covered in this course provide the students with the necessary skills and knowledge to be successful in the TEP. The program sheets are to be updated per The Curriculum Committee approved changes in TEP course prerequisites, field experience hours and credit hours in the Winter 20112 term. The TEP is also requesting additional modifications in the Fall 20121 term.

Presentation

Julia reported when the request was made to convert EDF4930, Special Topics from a pilot course to a permanent course in the Spring of 2011, a request should also have been made to add the course the BSED degree programs in place of one credit of the internship courses. This action corrects that omission.

A comment was made that Special Topics courses' content varied from time to time, but this course appeared to be a core course in the program. Julia responded that the course would teach students current topics that were relevant to students in their first semester as well as providing an overview of the whole degree program: for example, the course this semester covers the current 12 Florida Educator's Accomplished Practices while next semester the course will cover the new 6 Florida Educator's Accomplished Practices. Leo Stitsky suggested that this did not seem to be a Special Topics course and therefore a different course name/ID might be more applicable. Other comments supported the recommendation. There were further discussions regarding the Special Topic seminar in the BAS program in which student's had to take the seminar twice. However, it was reported that the department have concerns about this course as it was proving to be time consuming to ensure students had taken two different topics in their seminar courses. Currently, there are only three topics taught in the seminar course, a different topic each semester. Jose Macia reported that there was an issue with Special Topics courses and transcripts: while the department was allowed to change the Title of the Special Topics course each semester to highlight different topics, the Short Title that is used on transcripts and CID screens and the Web Registration pages could not be changed. Therefore they had to add notes to the course description to try and educate students on the topic being covered, but even this did not succeed as students arrived at the first class and stated that they did not realize the course was teaching Topic A this semester rather than Topic B.

Action

Julia will return in October for the second read after investigating a name/course ID change for the course.

8. **Mitzi Fulwood**, Assistant Professor, Teacher Education Program, South Campus **Julia Vattiato**, Associate Dean, Teacher Education Program, South Campus

Request for Action: [Prerequisites for MAE 4320 and MAE 4330](#)

a. Course Revisions

MAE 4320, [Methods of Teaching Mathematics in the Middle School](#)

Prerequisites: from *EDF3280* to *EDF3280 and MAC2311*

MAE 4330, [Methods of Teaching Mathematics in the Secondary School](#)

Prerequisites: from *EDF3280* to *EDF3280 and MAC2311*

Summary of Proposal

The Teacher Education Program is requesting that new prerequisites be added to the S400 Middle Grades Mathematics program of study for two courses.

Rationale for Proposal:

Currently, MAC2311 is listed as a mathematics prerequisite for full acceptance into the Middle Grades Mathematics Program. Students are permitted to begin their upper-division coursework as long as they are not missing more than three prerequisite courses. Students are required to complete their prerequisite coursework before completing 15 credits of upper-division courses. The TEP strongly encourages students to follow the Educational Plans they create with their Teacher Education Specialist but students do sometimes choose to drop/add courses that are not part of their Ed Plan. Dr. Fulwood strongly believes that students need the material covered in MAC2311 in order to be successful in the MAE4320 and MAE4330 courses. TEP is therefore requesting that the MAC2311 course be added as a prerequisite requirement for MAE4320 and MAE4330 courses.

Presentation

Julia Vattiato reported on behalf of Mitzi Fulwood that students taking MEA4320 and MAE4330 were having difficulty in these classes because they had not completed MAC2311, Calculus and Analytical Geometry I. This proposal would add MAC2311 as a prerequisite to the class.

A comment was made stating that the education courses should come after the content specific classes so that the students are prepared to create the work such as lesson plans that the education courses require and that the suggestion was very appropriate.

Action

Julia and/or Mitzi Fulwood will return in October for the second read.

9. **Susan Edelstein**, Associate Dean, Physical Therapy Assistant, North Campus

Request for Action: [Revisions in Course Descriptions and Pre/Corequisites in PTA program](#)

a. Course Revisions

PHT 1010 [Physical Principles for the Physical Therapist Assistant](#)

Pre-requisites: from *none* to *PHT1103L*

Co-requisites: from *none* to *PHT1211*

Pre-/ Co-requisites: from *PHT 1200 & PHT 1103* to *none*

Course Description: updated

PHT 1020 [Therapeutic Communication for the PT Assistant](#)

Pre-requisites: from *PHT1103 & PHT1200* to *PHT1801L & PHT 1010*

Co-requisites: from *none* to *PHT2224*

PHT 1103	<u>Anatomy for the PT Assistant</u> Pre-requisites: from <i>BSC 1086 & BSC 1086L</i> to <i>none</i> Co-requisites: from <i>PHT1103L</i> to <i>PHT1200</i> Pre-/ Co-requisites: from <i>none</i> to <i>BSC 1086 & BSC 1086L</i>
PHT 1103L	<u>Anatomy for the PT Assistant Lab</u> Co-requisites: from <i>none</i> to <i>PHT 1103, PHT 1200</i> Pre-/ Co-requisites: from <i>PHT 1103 & PHT 1200L</i> to <i>none</i> Course Description: updated
PHT 1200	<u>Introduction to Physical Therapy</u> Co-requisites: from <i>none</i> to <i>PHT 1300, PHT 1200L</i> Pre-/ Co-requisites: from <i>PHT 1103 & PHT 1200L</i> to <i>none</i> Course Description: updated
PHT 1200L	<u>Introduction to Physical Therapy Lab</u> Co-requisites: from <i>none</i> to <i>PHT 1103L, PHT 1200</i> Pre-/ Co-requisites: from <i>PHT 1103L & PHT 1200</i> to <i>none</i> Course Description: updated
PHT 1211	<u>Disabilities and Therapeutic Procedures I</u> Pre-requisites: from <i>PHT 1103, PHT 1200,</i> to <i>PHT1103, PHT 1200, BSC 1086, BSC 1086L</i> Co-requisites: from <i>none</i> to <i>PHT 1211L, PHT 2224, PHT 1010</i> Pre-/ Co-requisites: from <i>PHT 1211L, PHT 2224</i> to <i>none</i> Course Description: updated
PHT 1211L	<u>Disabilities and Therapeutic Procedures I Lab</u> Co-requisites: from <i>none</i> to <i>PHT 1211, PHT 2224L</i> Pre-/ Co-requisites: from <i>PHT 1211, PHT 2224L</i> to <i>none</i> Course Description: updated
PHT 1300	<u>Survey of Pathological Deficits</u> Pre-/ Co-requisites: from <i>PHT 1200</i> to <i>PHT1200, PHT1300</i> Course Description: updated
PHT 1310	<u>Survey of Musculoskeletal Deficits</u> Pre-requisites: from <i>BSC1086</i> to <i>none</i> Pre-/ Co-requisites: from <i>none</i> to <i>BSC1086, BSC1086L</i> Course Description: updated
PHT 1350	<u>Basic Pharmacology for the PT Assistant</u> Pre-requisites: from <i>PHT1300</i> to <i>PHT2224, PHT1010</i> Pre-/ Co-requisites: from <i>PHT1211</i> to <i>PHT2162</i> Course Description: updated
PHT 1801L	<u>Clinical Practicum I</u> Pre-requisites: from <i>BSC 1086, PHT 1103,</i> to <i>PHT 1300, PHT 1200L</i> Co-requisites: from <i>none</i> to <i>PHT 2224, PHT 1211</i> Course Description: updated
PHT 2120	<u>Applied Kinesiology</u> Pre-requisites: from <i>PHT 1020</i> to <i>PHT 2224, PHT 1010</i> Co-requisites: from <i>PHT 2120L</i> to <i>PHT 2810L</i>
PHT 2120L	<u>Applied Kinesiology Lab</u> Pre-requisites: from <i>PHT 2224L</i> to <i>PHT 2224L, PHT 1211L</i> Co-requisites: from <i>none</i> to <i>PHT 2120, PHT 1350</i> Pre-/ Co-requisites: from <i>PHT 2120</i> to <i>none</i> Course Description: updated
PHT 2162	<u>Survey of Neurological Deficits</u> Pre-requisites: from <i>PHT 1020, PHT 2224</i> to <i>PHT 1211</i> Co-requisites: from <i>PHT 2810L,</i> to <i>PHT 2810L, PHT 2120</i> Course Description: updated
PHT 2224	<u>Disabilities and Therapeutic Procedures II</u> Pre-requisites: from <i>PHT 1103,</i> to <i>PHT 1103, PHT 1310</i>

	Co-requisites:	from <i>none</i> to <i>PHT 1211, PHT 2224L, PHT 1801L</i>	
	Pre-/ Co-requisites:	from <i>PHT 1211, PHT 2224L</i> to <i>none</i>	
	Course Description:	updated	
PHT 2224L		<u>Disabilities and Therapeutic Procedures II Lab</u>	
	Co-requisites:	from <i>none</i> to <i>PHT 1211L, PHT 2224, PHT 1020</i>	
	Pre-/ Co-requisites:	from <i>PHT 1211L, PHT 2224</i> to <i>none</i>	
	Course Description:	updated	
PHT 2704		<u>Rehabilitation Procedures</u>	
	Pre-requisites:	from <i>PHT 2162,</i>	to <i>PHT 2162, PHT 1350</i>
	Co-requisites:	from <i>none</i>	to <i>PHT 2704L, PHT 2931</i>
	Pre-/ Co-requisites:	from <i>PHT 2704L, PHT 2931</i>	to <i>none</i>
	Course Description:	updated	
PHT 2704L		<u>Rehabilitative Procedures Lab</u>	
	Pre-requisites:	from <i>PHT 2162,</i>	to <i>PHT 2162, PHT 2120L</i>
	Co-requisites:	from <i>none</i>	to <i>PHT 2704, PHT 2931</i>
	Pre-/ Co-requisites:	from <i>PHT 2704, PHT 2931</i>	to <i>none</i>
	Course Description:	updated	
PHT 2810L		<u>Clinical Practicum II</u>	
	Pre-requisites:	from <i>PHT 1801L,</i> to <i>PHT 1801L, PHT 1020, PHT 2224L</i>	
	Co-requisites:	from <i>none</i> to <i>PHT 2162, PHT 2120</i>	
	Pre-/ Co-requisites:	from <i>PHT 2162</i> to <i>none</i>	
	Course Description:	updated	
PHT 2820L		<u>Clinical Practicum III</u>	
	Co-requisites:	from <i>none</i> to <i>PHT 2704, PHT 2704L, PHT 2931</i>	
	Course Description:	updated	
PHT 2931		<u>Transition Seminar</u>	
	Pre-requisites:	from <i>PHT 2120, PHT 2162</i>	to <i>PHT 2120, PHT 2810L</i>
	Co-requisites:	from <i>none</i>	to <i>PHT 2704</i>
	Pre-/ Co-requisites:	from <i>PHT 2704</i>	to <i>none</i>
	Course Description:	updated	

Summary of Proposal

This proposal is to submit revisions for the PHT courses within the PT Assistant program - related to more accurate course descriptions and/or pre and co-requisite designators.

Rationale for Proposal:

To align the course descriptions more accurately with the current course content and to provide a sequential order to the PHT courses in the pre/co-requisites.

Presentation

Lloyd Holness reported on behalf of Susan Edelstein that the department had done a review of the whole Physical Therapy Assistant at the request of the Advisory Committees. This resulted in suggestions for the realignment of course pre- and co-requisite.

A comment was made to confirm that this proposal resulted from Advisory Committee's recommendations. Lloyd affirmed that it was, with the exact details coming from the faculty.

Action

Lloyd or Susan Edelstein will return in October for a second read.

VII.Reports / Announcements

1. Martin McClinton, District Director for Academic Affairs, Curriculum, WHC

a. 5 Year Course Purge List

b. 5 Year Course Review List

Martin McClinton announced that the annual 5 Year Course Purge and the 5 Year Course Review lists have been created and would be sent to the Deans in the near future with North Campus leading the college for those courses that are offered college-wide, while specific Deans such as the Dean of the Institute of Public Safety or the Deans of Health Sciences coordinating the review of their specific courses. Martin noted that all Independent Study courses had been added to the 5 Year Course Review list so that they can be reviewed together. He asked and Dr. Howdyshell confirmed that courses that had fees associated with them needed to have the fees reviewed this year in addition to the course outlines so that Course Fees were reviewed on a five year cycle. Courses with user fees are identified on the 5 Year Course Review list with an asterisk. No questions or comments were made.

c. CurricUNET Update

Martin McClinton introduced the CurricUNET website to the assembly though the attempt to have the participants use laptops to access the site was only partially successful due to the limited Wi-Fi access in the room. He reported that the implementation of CurricUNET had moved forward since the last report in April with two testing sessions involving staff and faculty. The main Course and Project web pages were now created and being finalized. More testing and training are forthcoming.

VIII. Adjournment

Submitted by Martin McClinton and Joanne Renwick Oct 7, 2011