

Curriculum Committee Minutes for February 22nd, 2019

Meeting held 1:34-2:50 pm in Kwina 113

Members Attending:

Bernice Portervint
Brandon Morris
Brian Compton
Carole Rave

Christina Grendon
John Rombold
Lynda Jensen
Matteo Tamburini

Miguel Ramos
Patricia Cueva

Guests Present:

Elizabeth Boland
Laura Maudsley

Lisa Brooks
Nahrin Aziz-Parsons

Ted Williams

1) Call to Order and Establishment of Quorum

The meeting was called to order at 1:34 pm. A quorum was present.

2) Previous (1/25/19) Minutes—Approved

3) Announcement—Catalog Development for the 2019-2021 Catalog

Patricia reminded the Committee of the March 22, 2019 deadline for completion of all proposed changes to the NWIC Catalog. She also indicated that she sent out sections of the catalog to various people for review, all of whom have responded.

4) Report—Status of Curriculum Committee Materials in Process

The Curriculum Committee Chair received routing slips for the following materials on 1/31/19:

- Program Cancellation: ATA Information Technology
- Program Cancellation: CERT Computer Repair Technician

5) Report—Six Month Report to the Vice President of Instruction and Student Services

- The six-month report for the period of June-December 2018 is available from the Curriculum Committee website.

6) Discussion—Curricular Review

Bernice led discussion of this topic and provided copies of the draft program review form, which reflects revisions to past curricular review processes based on feedback by faculty and members of the Academic Leadership Committee. The three programs to be reviewed are the AAS General Direct Transfer, the AAS-T Early Childhood Education, and the BS Native Environmental Science. All program reviews are to be completed by March 17 in preparation for the new catalog.

The discussion of this topic also included the following points:

- Some elements of past curricular reviews, such as requests for faculty to review syllabi for completeness, etc., have been omitted from the new process.
- Some elements of the 2014 program prioritization have informed the new process, such as reviewing enrollments.
- Additional elements focus on student success and challenges to students' program completion.

- Department chairs requested that assessment be included in the curricular review to not be highly detailed but to include updates only over the last two years, with narrative reports to include reference to capstone topics and presentation, and aspects related to Indigenous content.
- Emphasis has been placed on program weaknesses.
- Feedback regarding the proposed process included describing how program goals relate to institutional mission fulfillment, how mapping of Indigenous content may be lacking and may encourage a superficial approach to emphasizing Indigenous considerations.
- Further discussion of the topic of Indigenous content included the question of whose standards will be employed in determining the nature and appropriateness of any Indigenous content, as well as the relationship of Indigenous content to how a course may focus on Indigenous considerations, how faculty expertise may support Indigenous considerations, how a course that otherwise may be considered to lack explicit Indigenous content may be regarded as being valid in providing student knowledge and expertise in support of the application of student learning for Indigenous purposes, and how students may contribute to the definition and consideration of Indigenous content, approach, and application within a course that otherwise not be explicitly included in a course description, related learning outcomes, etc. This discussion included the value of the more hands-on experiential approach that instructors may employ in working with students as, e.g., compared to coursework as presented at more mainstream institutions.
- Bernice offered to work further with Christina, Brandon, and others in support of improving how the process may more effectively treat Indigenous considerations regarding programs of study.
- Finally, the proposed process was characterized as being somewhat light in its approach, relating deeply and broadly to matters of assessment, and requiring deeper consideration in advance of the next curricular review.

7) **Course Creation—TVRS 309 Tribal Voc. Rehab. Foundations: Medical Aspects (first reading)**

Beth Boland led discussion of this topic, which relates to the other two TVRS course creations considered at today's meeting. These three courses have been identified as of high interest and need in communities' Tribal vocational services programs and are being considered as additional curriculum to supplement the existing seven TVRS courses that comprise an award of completion, but not to be incorporated into the award of completion. Interested students could take these courses to develop additional knowledge and skills as well as to obtain continuing education (CEU) credits.

The discussion of this topic also included the following points:

- This course treats more in-depth medical aspects of Tribal vocational rehabilitation services clients, viz., physical and cognitive disabilities, which are considered very briefly in other introductory TVRS coursework. This course also includes a more cultural focus, and increased attention to relevant terminology.

- It is to be presented similarly to other TVRS courses, i.e., with two telecourse meetings per week and one face-to-face meeting, and to include final projects that allow students to bring information back to their Tribal programs, such as something that may be prevalent in their communities or perhaps to help inform their communities of something that may be less common, but which in their practice they see clients as experiencing.
- Clarification regarding what is indicated by the term *medical*, included that this course is not focused on aspects of disease, diagnoses, and prescriptions, but rather on what it means for a client to have a diagnosis of physical, sensory, or cognitive disabilities as related to vocational rehabilitation considerations. The term *medical* is established within the discipline as having this meaning, and as such should be understood by others in the profession.
- Other issues are prevalent in Indigenous communities, such as trauma, addiction, and mental health considerations and the proposed TVRS 310 Tribal Voc. Rehab. Foundations: Psychiatric Disabilities course focuses more on psychiatric considerations, as a single course with medical and psychiatric content was deemed to be too much information to present effectively in a 10-week quarter. And, the topic of trauma has been considered separately. In preparing for today's discussion, it was determined that the current proposed courses were of higher need and would be easier to develop first. An additional course focusing on aspects of trauma is being considered for development later.
- Feedback regarding the course learning outcomes included minor suggestions such as adding *physical* to reference to disabling conditions in the second outcome and making other minor revisions.
- Other feedback included commendation for the welcoming and informative character of the approach to the final course presentation requirement.
- Reference to *traditional healing practices* in the syllabus was discussed with consideration of replacing that text with other text such as *culturally relevant*, *culturally appropriate*, or *culturally responsive healing practices*.

8) **Course Creation—TVRS 310 Tribal Voc. Rehab. Foundations: Psychiatric Disabilities (first reading)**

Beth Boland led discussion on this second of three related course creations, which extends content considered in TVRS 309 with emphasis on psychiatric considerations. It is designed to address how a Tribal vocational rehabilitation counsellor may be part of a team including psychiatric treatment personnel to support clients more fully.

The discussion of this topic also included the following points:

- Dr. Susan Kincaid (Associate Professor Emeritus, Woodring College of Education at Western Washington University) was integral in developing this course. A goal was to focus on good mental health for all participants and how to promote it (see learning outcome 6), including for persons without psychiatric disabilities.

- The final learning outcome focuses on information for Tribal vocational rehabilitation counsellors to educate and encourage participants to maintain good mental health, including people in the process of learning to live with a disability as related to employment. It involves behaviors that promote good mental health and learning how to coach clients.
- The form of the final presentation that may be best for allowing students to demonstrate their knowledge was discussed, including role-playing and posting in Canvas discussions. Further consideration will be given to finding out if a good evaluation tool appropriate for the final presentation exists.

9) **Course Creation—TVRS 311 Tribal Voc. Rehab. Foundations: Financial Management (first reading)**

Beth Boland led discussion on this third of three related course creations, which focuses on aspects of financial management and is intended for a different student audience of Tribal vocational rehabilitation program directors, including experienced and new program directors.

The discussion of this topic also included the following points:

- Finding obtained for a financial management toolkit included support to develop this course. All the course materials will be available as an online toolkit. This toolkit is available for stand-alone use, and the proposed course is intended to help program directors learn about the toolkit with lots of hands-on support. The toolkit comprises the main course materials, but the course will also contain additional resources for students.
- Financial management focuses on two aspects. The first is managing grant budgets (which are funded by the federal government on a five-year timeline) and tracking program budgets as when working in a Tribal budget office with reference to reporting rules, etc. The other involves how to manage staff members with emphasis on leadership, hiring, human resources rules and best practices, hiring and keeping staff, developing teamwork, etc. The course projects are based on a student's own agency.
- Other aspects of this course include that it is intended for two credits rather than three to allow program directors to complete it in less time than a three-credit course, once-weekly class meetings and postings, no quizzes, and a different type of final project.
- The outline of topics may benefit from identifying the toolkit elements as related to each learning module.

10) **Course Revision—ECED 206 Building Relationships: Culture, Family, Community (first reading)—Approved**

Nahrin led discussion of this topic, which involves several very minor revisions to ECED 206. These include removing ECED 104 Early Childhood Program Management (which has already been deactivated) as a prerequisite, adding the word *and* to the course title, and adding numerals to all the course outcomes for consistency. Because of the nature of the proposed revisions, this proposal was approved by the Dean of Academics and Distance Learning for Curriculum Committee approval on a first reading.

11) **Annual Instructional Calendar**

Bernice led discussion of this topic. The calendar involves a single revision regarding Thanksgiving, and has already been approved by the Board of Trustees.

13) Curriculum Committee Handbook Update (first reading)—Approved

Brian led discussion of this topic, which derives from discussion of the instructional calendar during the November 30, 2018 Curriculum Committee meeting. During that meeting it was indicated that the instructional calendar is presented to the Board of Trustees for final approval, which is not indicated in the current Curriculum Committee Handbook. The following updated text is presented to be included in a revised version of the handbook:

- Currently, the text under the section entitled "Post-Curriculum Committee Processes Associated with Approvals or Recommendations reads: 6. Recommendations concerning the instructional calendar are made to the Vice President of Instruction and Student Services and the Dean of Academics and Distance Learning who communicate them to the Administrative Team.
- The proposed revised text (with changes underlined) is as follows: 6. Recommendations concerning the instructional calendar are made to the Vice President of Instruction and Student Services and the Dean of Academics and Distance Learning who communicate them to the Administrative Team and then to the Board of Trustees for their approval.

The meeting was adjourned at 2:50 pm.

NEXT MEETING: March 8th at 1:30 pm in Kwina 113

Minutes recorded by Brian Compton