

Curriculum Committee Minutes – Cumulative Winter 1998-Summer 2009

Note: This file contains all available minutes to the date of the last entry and is intended to facilitate those seeking to determine details regarding topics that have been considered by the Curriculum Committee. It also contains some additional details not found in the original approved minutes which are available upon request.

~~1998-1999~~

Curriculum Committee Meeting
Dec 15, 1998

Present: Joe Rich, Lynn Yurovchak, Barbara Roberts, Jan Hagan, Lucy Wood-Trost, and Barbara Perry

Courses for The Evergreen Bridge Project were discussed. A separate department for Evergreen classes was vetoed. Classes that had been approved in previous quarters with 188 numbers were left the same because 188 numbered courses are now being accepted with no limit for an AAS degree

Other courses were accepted and assigned numbers as follows:

Human Services: HUMS 101, 3 credits

Management and Leadership: PTAD 240, 3 credits

Intro to Legal Resources: POLS 125, 3 credits

Intro to Counseling and Informational Counseling Skills: HUMS 106, 3 credits

Work for the following needs to be done:

History200 level (number to be decided soon) accepted for 3 credits with a more generic course description—no specific texts. Barbara Perry and Joe will work on a course description.

Phil 200 level (number to be decided soon) accepted for 3 credits with a more generic course description—no specific texts. Barbara Perry and Joe will work on a course description.

English credit accepted as 155, “Creative Writing”; Barbara Perry will submit a course revision that indicates variable credit (2-3).

Intro to Edu, possibly there is already a course for this in course listings—BP will check.

Intro to American Indian Linguistics – Anthro 200 level; BP will talk with Sharon
approval

Kinley for

Curriculum Committee Meeting
Friday, February 5, 1999
12:00 PM – SAC1

Attending: Lucy Wood-Trost, Lynn Yurovchek, Jan Hagan, Nancy Carroll, Shelley Macy, Barbara Roberts, Joe Rich, Lowell Wester, Julie Jefferson, and Barbara Perry

- I. HUMS 162 Court Appointed Special Advocate Training (3 cr) APPROVED as non-transferable elective with recommendation to change title and rewrite course description. (NOTE: On the New Course Proposal form change P/U to S/U and letter grade from A-Z to A-F)

ECE 221 Health, Safety, and Legal Issues (3 cr) – APPROVED for ATA in ECE and non-transferable elective for AAS

- II. Revision to HMDV 110 Intro to Successful Learning – Tabled until Tom Eck is able to meet with committee.

NASD 125 & NASD 126 – increase ceu course only to 5.0 – DENIED based on the following:

- If this course was originally approved as a 3-credit/3-ceu course don't change for ceu reasons.
- The committee realizes that they need to address the issue of NASD cultural activity courses.
- An option would be to give cultural activity courses a totally separate number.
- If this course is more activity than lecture/lab then assign it 188.
- No changes to NASD 125/125U & NASD 126/126U

III. PROGRAM OF STUDY REVISION

Award of Completion for CDA Preparation – Since this is an award issued by the department it does not have to come to the curriculum committee. (same with the Chemical Dependency Award of Completion)

Reactive ATA in Chemical Dependency – APPROVED with modifications:

- List the 8 CD Credits approved by CD advisor
- English 100 or above
- List *“NASD requirements can be met through Humanities or Social Science courses or additional electives”*

Retract Patrick Paul's submission of ATA in Chemical Dependency Studies based on the following concerns:

- Most of courses are offered in workshop format, whereas Elaine's have text book and homework
- If college has a structure degree program then it doesn't justify offering an Individualized Degree for a similar or the same college degree.
- Since Patrick is not qualified to teach all of the courses, the college needs more information on instructors teaching GER courses.

Jan made recommendation to drop the AAS Chemical Dependency degree. Have students sign up for ATA in Chemical Dependency; student can always change to an AAS transfer degree.

IV. CURRICULUM/PROGRAM REVIEW

Joe presented a draft schedule for reviewing curriculum and academic programs. Following are some notes from the presentation:

*This should be done over 3-years.

*This schedule help establishes a time frame on what to review, develop a form to use to determine where to begin, sets up a reasonable time frame for department heads/faculty to meet with curriculum committee.

*Division Deans would be responsible for coordination of program review.

*Instructors will present syllabi for Curriculum committee to check, e.g. course outlines/syllabi, and if course is lecture, lab, independent study, continuing education, and practicum credits (*Faculty should check handout on Definition of a Credit Hour*)

* Program Review – committee will need to assess that appropriate courses are in Degrees/Certificate programs.

V. PROPOSED RULES & REGULATIONS FOR CEUS

Joe presented a draft letter that Dr. Lorence developed regarding CEUS. Joe wanted committee to keep updated on proposed rules & regulations for CEUS.

VI. Coming is a draft of the course and program evaluation form.

ADJOURNED: Next meeting February 19 at 12:00 in SAC1

Barbara Perry

From: Barbara Perry
Sent: Friday, March 05, 1999 8:27 AM
To: curriculum committee; Nancy Carroll; Joe Rich
Subject: CC meeting

There was nothing for the agenda as of Thursday, so we decided to cancel the CC meeting. Joe Rich, Lynn Yurovchak, and I will be meeting in **Lynn's office at 12:15** to discuss and finalize the course evaluation form.

Barbara

Curriculum Committee Meeting
Minutes of March 12, 1999

Attending: Lynne Yurochak, Lucy Wood-Trost, Joe Rich, Nancy Carroll, Shelly Macy, Barbara Roberts, Lowell Wester, and Barbara Perry

Course Evaluation Form:

Course Evaluation Form—Approved by the Committee with a couple tiny changes

Joe's letter to faculty—Committee discussed and made several suggestions for the next draft.

For the April 2 meeting, Joe will begin Course Evaluations by completing courses for the Speech Department. He will also give the letter and an example, completed form to the faculty.

Joe will send the calendar for courses to be evaluated out to faculty.

Division Administrators will remind faculty of when their courses will be evaluated.

DX Courses:

Lucy brought up a discussion about DX courses and how students at sites need DX courses in order to get full financial aid.

Barbara Perry suggested that a form be given to instructors that clarifies how videos for the courses will be used. Someone also suggested that a form be created for students as well. Joe added that the full faculty could discuss video and DX classes at their faculty meeting on March 19.

Next Meeting:

Some committee members could not meet next quarter at noon, so all members were asked to submit their spring quarter schedules to Barbara Perry so that a good time could be established.

CURRICULUM COMMITTEE MEETING

Friday, April 16, 1999

12:15 p.m. – SAC1

Present: Dan Burns, Lynne Yurovchak, Nancy Carroll, Guy Pace, Joe Rich, Barbara Perry, Lucy Wood-Trost

ABSENT: Susan Given-Seymour, Jan Hagan, Shelley Macy, Barbara Roberts

NEW PROGRAM

ATA in Computer Maintenance and Repair

This is an extension of current 1 year Computer Repair Certificate

95 credits of fundamental and basic topics included

New program approved with the following recommendations:

- change number of credits for CMPS 270 to 3 for a total of 44 core requirements
- for GER list SPCH 105 Interpersonal Communication as being an option
- change NASD (6 credits required) to May be met through Humanities or Social Science
- change the Total Degree Requirements to 95 credits

NEW COURSE PROPOSALS – Each course includes journal writing and reports

CMPS 270 Hardware II: Assembly, Maintenance and Diagnostics (3 cr) – APPROVED

In this course students have a required textbook to provide more depth in workbench on computer.

CMPS 243 Networking III: Windows NT Network Administration (3 cr) – APPROVED

This course is a Microsoft curriculum course, which will help student move towards certification, a lot of hands on

MEMO to All Faculty

Joe Rich shared information on the memo that is currently being sent out to all full-time and part-time faculty members. Attachments included curriculum and program review schedule, NWIC Course Evaluation Form and a sample course outline. The evaluation process is a requirement for NWASC.

Barbara Perry

From: Julie Jefferson
Sent: Friday, May 21, 1999 10:41 AM
To: Barbara Perry
Subject: RE: revised Curriculum Committee Minutes

Barbara

The committee did not approve the courses for seaquest, the committee only assigned numbers. Linda will have new course proposal forms for two seaquest courses (communication and science survey).

-----Original Message-----

From: Barbara Perry
Sent: Friday, May 21, 1999 9:13 AM
To: Julie Jefferson
Subject: RE: revised Curriculum Committee Minutes

Jullie, I'm confused. I do not remember the committee approving the new courses, only recommending to Linda how to devise new courses. I would change the following to recommended course changes:

HMDV 097 Seaquest Communication Skills (2-3 cr) - APPROVED ??
SCI 096 Seaquest Science Survey (5 cr) - APPROVED ??

-----Original Message-----

From: Julie Jefferson
Sent: Thursday, May 20, 1999 1:47 PM
To: Barbara Perry
Subject: revised Curriculum Committee Minutes

Hi Barbara

Please review the revised minutes for Curriculum Committee Meeting, May 14, 1999. See attached

<< File: ccm51499.doc >>

Thank you,

Julie Jefferson

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Curriculum Committee Meeting – September 15, 2000

We considered and approved the following:

New Courses:

LING 182 – Classroom Mgt.

LEGS 101 – Intro to Legal Studies. This will be a new department with a program to be presented later.

Course Revisions:

LING 190 to LING 205

Evaluations

READ 76

HMDV 179

HMDV 199

PSYC 101

PSYC 201

The following courses were sent back to Tom Eck for changes:

HMDV 110 – Need to list writing activities and correct homework and total hours.

HMDV 107 – Needs to more clearly specify grading and correct homework and total hours.

HMDV 102 – Grading info (page may be missing). CC asked to think about putting S/U option on syllabus.

Joe showed us a new evaluation form for existing programs and asked for feedback. It will be put on the next agenda for further discussion.

Joe shared information about our collaboration with Heritage College and also about awards of competency proposals from Gley B.

Curriculum Committee Meeting
Thursday, January 4, 2001
3:00 p.m. – OFPR Building

Minutes

Present: Lynne Yurovchak, Barbara Roberts, Barbara Perry, Lucy Wood-Trost, Joe Rich, Tom Eck, Jan Hayes and Tami Julius

1. COURSE REVISION

- ECE 205 – Early Childhood Education Seminar II – Approved to change course description. Barbara Roberts explained that it is a seminar, rather than a regular class and hence the hours are slightly different than those normally required.

2. COURSE EVALUATION

- ECE 205 – Approved

During the discussion of ECE 205, the subject of “homework/other outside activities” was considered. Barbara Roberts asked if it was necessary on the evaluation at all. After this discussion it was approved to delete it from the form. Tami will delete, and send a copy of the form to Lucy, as requested.

3. HMTS 110 – Encounters in Humanities II
Still waiting for syllabus

4. LEGS 103 – Need to do for Spring Quarter

5. 190/290 Courses – is it okay to use 290 for Practicum/Internships/Work Experience Courses? 190 courses will be work experience and can be repeated. 290 courses will be for Practicum/Internship purposes. For right now, it will be verbally until it can be put in the catalog. Need to draft a generic course description to fit. The 190/290 courses will be 1-10 credits.

Curriculum Committee Meeting
Thursday, March 1, 2001
3:00 p.m. – SAC-1

The regular scheduled curriculum committee meeting was held in SAC-1 at 3:00 p.m. The following is the agenda we discussed at this meeting:

MINUTES

2. **CERTIFICATE PROGRAM OF STUDY DRAFT**

Marty Cavalluzzi and Marty Riche presented a draft of a program of study

for the Aquaculture Certificate. The certificate is designed to help the student become employable as a Hatchery Technician. The certificate program of study was not the purpose of the meeting.

The Marty's just wanted to inform the committee of the program of study and to introduce the following five new course proposals. Marty Riche also presented a detailed assessment of need and justification for the certificate.

3. **COURSE PROPOSALS**

FISH 107 – Applied Math in Fisheries	APPROVED
FISH 115 – Chemical Safety and Applications	APPROVED
FISH 154 – Water Quality Techniques	APPROVED
FISH 170 – Intro to Aquaculture	APPROVED
FISH 225 – Fish Hatchery Management	APPROVED
FORS 223 – Forest Protection	APPROVED
SAHA 201 – Sahaptin Language III	APPROVED

2. **COURSE REVISION**

BIOL 203 – Zoology – Marty Cavalluzzi requested the pre-requisite be removed. He felt that it was not necessary for this particular course. APPROVED

Minutes

Curriculum Committee Meeting
Thursday – May 3, 2001

Discussion:

While waiting for enough members to constitute a quorum we discussed the plagiarism policy. The stimulus for the discussion was a student who had recently submitted a paper written by someone else for a different class. The original name was still on the paper.

The catalog does state a policy for such action. Tom Eck said he does consciousness raising about the subject with students in his HMDV 110 class. The general consensus was that helping students understand the seriousness of plagiarism is far more important than punishment.

Course Evaluations:

HMDV 179 – Resume Writing – Approved.

HMDV 199 – Improving Interviewing Skills – Approved.

New Course Proposal:

Barbara Roberts presented a new Introduction to Philosophy course. The committee recommended the number be changed from 100 to 101 so it would definitely be accepted as college level for transfer. The committee also recommended a small change in the course/catalog description and that ENGL 100 be included as a prerequisite. The course was approved with these changes.

New Course Proposal Template:

Tami presented changes she had made on the template. The committee further discussed the form and suggested other changes. Tami will include these in the new template. All changes were made for clarity, effectiveness and ease of use by faculty.

New Sites Approved by NW Association:

Joe Rich announced that he had just received word that Seattle, Yakima and Suquamish have been approved for academic class sites.

Minutes written by Lucy Wood-Trost. Tami was serving on an interview team for part of the meeting.

CURRICULUM COMMITTEE MEETING

January 17, 2002

3:00 in SAC-2

PRESENT: Tom Eck, Barbara Roberts, Barbara Perry, Joe Rich, Dave Oreiro,
Nancy Carroll, Sherrie Lutsch, Rebel Harjo, Lucy Wood-Trost

GUEST: Patricia Paul, PTAD Director

MINUTES

1. **COURSE REVISION**

ENGL 230 – Introduction to American Literature – Barbara Perry

Barbara would like to change the credits in this course from 4 to 4-5 variable. Tom Eck moved to approve the change, and Sherrie Lutsch seconded the vote. All in favor – **APPROVED**

2. **COURSE REVISION**

ARTD 101- Introduction to Visual Arts – Ramon Murillo

Ramon would like to change this course from 3 to 5 credits per students request. Dave mentioned **that changing** this course to 5 credits would {change it to a humanities theories course.} **I can't recall what Dave said but the course already is a Humanities theory so it couldn't be that. Why don't you ask Barbara Roberts or Dave.** This course has no book **required.** Barbara Perry **pointed out that it is supposed to** be a writing enriched course **but** there are no writing assignments listed. Barbara Roberts will talk with Ramon and get back to the committee. Joe reminded everyone **that courses need to be offered once every 2 years if they are listed as part of a degree or certificate.**

3. **DISCUSSIONS:**

LGST Courses – Patricia Paul

Patricia Paul was introduced to the curriculum committee as the new Public & Tribal Administration Director. She informed the committee that she **plans to propose** two new courses for Spring Quarter for the Legal Studies Program. Joe asked the committee what decision was made on the concept of changing the acronym from LEGS. This acronym was changed a while back to LGST. Patricia also mentioned that they are having the Legal Studies Advisory Committee meeting on January 30th, here at the college. There will be a representative from the Tribal Law and Policy Committee, and from UCLA Law School

CASINO COURSES – Rebel Harjo

The gaming director from the River Reef Casino **approached Rebel about the possibilities of Northwest Indian college offering gaming instruction.** The casino is working on the funding to begin these courses. They are hoping to get these courses going by Spring Quarter. Dave stated that in actuality, we could start any of these courses at any time, as we do for the other off-campus sites.

4. **EVALUATIONS** – Barbara Roberts

Barbara suggested **that the curriculum committee, as a group, consider deleting courses that no longer are associated with faculty or on-going programs. It is important to have such courses removed before the new catalog is printed.** Dave suggested having the HMDV courses that have to do with SeaQuest deleted from the catalog listing. Lucy **offered to complete deletion forms for all of the Sequest classes.** Barbara Perry made the motion to approve, and Dave seconded this motion. **APPROVED.**

5. **ADJOURNED:** 4:00 p.m.

Minutes prepared by:
Tami Julius, Adm. Asst. to
Vice President, Joe Rich

CURRICULUM COMMITTEE MEETING

Minutes

March 21, 2002

SAC-1 @ 3:00 p.m.

Present: Tom Eck, Sherrie Lutsch, Jan Hayes, Lucy Wood-Trost, Nancy Carroll, Phil Duran, Ravina Engler

Absent: Barbara Perry, Dave Oreiro, Mercedes Hinkson, Susan Given-Seymour

Guest: Renee Waite

COURSE EVALUATION

ECED 209 – Early Childhood Classroom Management – APPROVED (pending signature)

COURSE REVISION

CMPS 100 – Basic Computers

A motion was made by Sherrie Lutsch and seconded by Ravina Engler to approve CMPS 100 – Basic Computers, changing from a one (1) credit course to a two (2) credits course. (pending signature)

ECED 209 – Early Childhood Classroom Management – APPROVED (pending signature)

ADDITIONAL ITEMS (as time permits)

Curriculum Committee Chairperson

Lucy asked the committee if they would like her to step down as the chairperson for the Curriculum Committee, because of the change in her job title. The committee agreed that Lucy can continue being the chairperson.

Request by Phil Duran – see if Candace would be able to modify the syllabus template, as the time/location and instructor run in together.

Curriculum Committee Meeting
Thursday, May 2, 2002
Minutes

Present: Lucy Wood-Trost, Ravina Engler, Lisa Santana, Mercedes Hinkson, Sherrie Lutsch.

1. COURSE DELETION

- ENVS 233** – Water Policy – **APPROVED**
- ENVS 270** – Natural Resource Measurement – **APPROVED**
- ENVS 266** - Landscape Analysis – **APPROVED**
- ENVS 260** – Mapping – **APPROVED**
- ENVS 205** - Environmental Pollution – **APPROVED**
- ENVS 250** - **APPROVED**

2. COURSE REVISION

- ENVS 115** – Water Resources and Management – **APPROVED** – Changing the number and title, it will be ENVS 226 Water Law and Policy.
- ENVS 110** –Water Quality – **APPROVED** – Changing to ENVS 225 to Introduction to Water Quality.
- CMPS 116** – Survey of Microsoft Office I – **APPROVED** - Name change to Microsoft Office I.
- CMPS 224** – Windows NT 4.0 – **APPROVED** – Changed the name to Microsoft Office II. Credits changed from 4 to 3.

3. NEW COURSE PROPOSAL

- LGST 219** - Water Law and Policy – **APPROVED** – English 101 concurrently.
- LING 199** – Structure of a Northwest Native Language – **APPROVED** – Changed the name to suit more of a generic course, this way it can be used by all tribes.
- ARTD 191** – Digital Art Marketing & Design 1 – **APPROVED**
- ARTD 200** – Digital Art Marketing & Design 2 – **APPROVED**
- ENVS 102** – Northwest Zoology and the Human Context – **APPROVED**

Curriculum Committee Meeting
Thursday, May 16, 2002
3:25 p.m. in Cultural Learning Center

1. Curriculum Committee Minutes – April 25, 2002 and May 2, 2002

Reviewed - **APPROVED**

2. Associate of Arts and Sciences Degree EDUCATION: OKSALE

Math 281 to be taken out of the Core Requirements, it is not quantitative skill.

Move down to General Education Requirements to be read in the catalog as:

Electives Any course numbered 100 and above (Math 281 recommended). Changes also were made in the natural science requirements and elective credits.

Approved to be listed in the catalog as: Associate of Arts and Sciences Degree OKSALE: Education.

3. REQUEST FOR NEW COURSE PROGRAMS

Type of Program: Certificate and Associate of Technical Arts (ATA) in Legal Studies.

After discussion it was agreed that Rebel would ask Patricia to meet with Jan to discuss remaining issues. The committee agreed to approve the final result.

4. REQUEST FOR CANCELLATION OF A PROGRAM

Certificate in Shellfish Management – **APPROVED**

5. REQUEST FOR REVISION OF A PROGRAM

Tribal Environmental and Natural Resources Management – **APPROVED**

6. Discussion

No new business.

Curriculum Committee – 11/04/02

People attending: Ravina Engler, Barbara Perry, Linda Kenny, Kathy Humphreys-Shafer, Sherrie Lutsch, Linda Ward, Candace Kelly and Lucy Wood-Trost.

The following business was conducted:

Revisions:

ENGL 237 A-E – This class was approved as NASD.

COMH 102 – Revised course description approved.

CMPS 101 – Revised course description approved.

HMDV 041 – Approved pending form completion with signature.

New Courses:

BIOL 100 – Basic Biology – 5 credits. Class approved. NS credits.

HMDV 051 – Personal Development – 3 credits. Approved pending signature.

HMDV 061 – Intro to Career Development – 3 credits. Approved pending signature.

Deletions:

ECED 141 & 142 – approved.

Evaluations:

CMPS 101 – approved.

ECED 108 – approved pending signature and revision form.

Discussion:

Developmental education courses. Linda Kenny and Kathy Humphreys-Shafer will bring this back to the next meeting for further discussion when more people are present.

Next meeting: November 18 – 3 – 5 pm– FAC I

People attending: Rissa Wabaunsee, Lisa Santana, Nancy Carroll, Barbara Perry, Sherrie Lutsch, Linda Kenny, Lucy Wood-Trost.

We discussed the following issues.

HMDV 110 –

A revision needs to be done, creating HMDV 110 A – 2 credits and HMDV 110 B – 2 credits. This is important so that the transcripts of TCUP students reflect the true situation. Without this change it appears that the students have taken the same class twice. Lucy will contact Wayne and Renee about this.

It was agreed that any future split classes should be handled in a similar way.

Developmental Studies Classes

Linda Kenny brought her ideas and concerns back to the committee for further discussion.

The committee agreed that the READ designation for classes might be eliminated. The classes will be evaluated and revised into the categories in which they fit. For example, READ 031 – Life Sciences – would become SCIE 031. A new category, Social Studies, will be created for some of the classes. Another possibility discussed for handling these classes was collapsing the large number of offerings into a few that reflect the student's progression toward completing the GED process. Linda will follow up on the discussion.

We considered MATH 70 and how it fits the needs of students as well as with the numbering of the Developmental Studies classes. Linda suggested that MATH 85 be used instead of 70 for most students. She said that many students only need MATH 70B which is comparable to MATH 85. Another issue is how students taking the Compass test might be placed in MATH 85. A third consideration is the \$70 cost of the MATH 70 textbook for students who only need the last 3-4 chapters for MATH 70B. Because any changes affecting MATH 70 might impact in a wide range of ways for those both on and off campus, further discussion is required.

Linda will arrange a fact-finding meeting between Linda, Sherrie, John Frey, and Dan Woods. Later meetings also will include Susan Given-Seymour and Lucy.

The next meeting will be December 2 from 3-5 pm in FAC 1.

Curriculum Committee
December 2, 2002

Members present: Lisa Santana, Sherrie Lutsch, Nancy Carroll, Ravina Engler, Renee Waite and Lucy Wood-Trost. *Visitors:* Tom Eck and Roxanne Chinook. Candace Kelly taking notes.

HMDV 110 – Discussion of sectioning into two 2-credit courses for TCUP. We agreed it should be done. Renee will do the paperwork in conjunction with Lisa and will get it to me. It has to be put through as two new courses. The committee approved it contingent upon the paperwork. HMDV 110 – 4 credits - will continue to exist.

ARTD 191 and 200. Roxanne presented the request to change these classes to BUAD classes. They need to be business because the primary focus is marketing and they are part of a grant. The committee approved deactivating the ARTD classes and creation of the new courses BUAD 191 and 200.

ENGL 95 – Evaluation. The evaluation was approved.

MATH XXX - A new above 100 concept-based math class designed for transfer students. Sherrie presented the course for Mimi Lam. The committee members had a number of questions. Sherrie will discuss these with Mimi and Ted Williams. A primary question is whether the class would be acceptable for transfer to 4-year colleges. Lisa will check this out with ICRC and let us know.

This was the last fall quarter meeting. During Winter Quarter the committee will meet the 1st and 3rd Tuesdays, beginning at 3. The place will be SAC 1

Curriculum Committee Notes
1/7/03 meeting

Members present: Rissa Wabaunsee, Lisa Santana, Barbara Perry, Sherrie Lutsch, Nancy Carroll, Linda Kenny, Candace Kelly, and Lucy Wood-Trost.

New Courses:

ENGL 101 A - 2 credits – Approved pending signature of Dean and minor wording changes.

ENGL 101 B – 3 credits – Approved pending signature of Dean and minor wording changes.

ENGL 102 A - 2 credits – Approved pending signature of Dean and minor wording changes.

ENGL 102 B – 3 credits – Approved pending signature of Dean and minor wording changes.

Before approving the above, committee members discussed the pros and cons of creating new split credit courses. Approval was unanimous but with reservations.

Revisions:

ENGL 101 – Change in wording to include the split credit option – Approved pending signature of Dean.

ENGL 102 - Change in wording to include the split credit option – Approved pending signature of Dean.

Curriculum Committee Minutes
February 4, 2003

Members attending: Rissa Wabaunsee, Renee Swan-Waite, Ravina Engler, Lisa Santana, Sherrie Lutsch, Ted Williams, Candace Kelly, and Lucy Wood-Trost.

Visitor: Mimi Lam

Members who sent word of being unable to attend: Barbara Perry, Nancy Carroll.

1. New Course Proposal:
 - a. Conservation Biology (BIOL 215) **Approved.** This course will replace ENVS 215.
2. Program Change:
 - a. In response to the above changes, the TENRM program will alter its requirement from ENVS 215 to ENVS 215 or BIOL 215. **Approved.**
3. Course revisions:

Prior to our considering the following revisions, Ted Williams, Sherrie Lutsch and Mimi Lam presented a new plan for the sequence of math classes. As part of the plan MATH 99 will be deactivated. (Ted will submit the course deactivation form at the next meeting.) Students will move from MATH 98 to MATH 151.

 - a. MATH 102 – revised to make MATH 151 or MATH 99 prerequisites – **Approved.**
 - b. MATH 107 - revised to make MATH 151 or MATH 99 prerequisites. **Approved.**
 - c. MATH 151 – revision approved as further revised in committee. Ted will make the agreed upon changes and resubmit the paper work to Lucy. – **Approved.**
 - d. PHIL 120 – revised to make MATH 98 prerequisite.
4. New Course Proposal:
 - a. MATH 101 – **Approved.** It is planned that this course will replace MATH 151 after transferability to four-year colleges has been determined. It will not be offered until that time. Ted will do the paperwork and submit it to Lucy.
5. Discussion. If all of the courses listed under HMTS, SS, and NS in the AAS degree should have English prerequisites or if low English skills should be handled in some other way that allows students to take classes of interest to them. It was recommended the discussion be continued at greater depth.
6. *The date of the next meeting has been changed to the 4th Tuesday of February. That will be the 25th at 3 pm in SAC 1.*

Curriculum Committee Minutes
February 25, 2003

Members present: Rissa Wabaunsee, Sherrie Lutsch, Lisa Santana, Linda Kenny, Nancy Carroll, Ted Williams, Ravina Engler, Candace Kelly and Lucy Wood-Trost.

Member who reported being unable to attend: Barbara Perry

Visitor: Mimi Lam

I. Rissa reported that there is a *misconception* on campus that this is a faculty committee. It is not. *Membership on the Curriculum Committee includes all academically-involved division/departmental heads. If you are receiving this message, you are on the committee.* Since the committee deals with issues that affect the college in many ways, it is important that you attend and take part in the discussions and decision-making.

II. Rather than following the prepared agenda, the committee discussed the following roles, issues, and processes of the Curriculum Committee.

*Whether Rissa has veto power. We came to the conclusion that she does.

* The need for written procedures for the committee.

*The sequence of math classes. We agreed temporarily to rescind and table the sequence changes approved at the last meeting.

*The need for a timetable for implementation of all changes approved by the committee. It would reflect the needs of all areas impacted by the changes.

*The nature of the issues considered by the committee and that deeper discussion would call for a slower moving and more deliberating pattern.

*That the committee is responsible for continual evaluation of all classes. Many courses have not yet been brought to the committee while others were evaluated years ago and are close to beginning a new cycle.

III. The following motion was made and approved:

*Math 151 will have the prerequisite "Math 99 or permission of instructor."

IV. The new course proposal for Math 101 was tabled.

V. The next meeting will be on March 18th at 3 pm in SAC 1. The issues discussed above will be the major focus. **All members and those nonmembers with interest in the above are urged to attend.**

March 18, 2003
Curriculum Committee Minutes

Members present: Rissa Wabaunsee, Nancy Carroll, Lisa Santana, Rebel Harjo, Ted Williams, Sherrie Lutsch, Barbara Perry, Linda Kenny, Candace Kelly, Lucy Wood-Trost.

Member reporting unable to attend: Ravina Engler

The following discussions and/or business took place:

1. Barbara Perry presented the idea of creating a new sequence of English classes for the AAS degree. The proposed required classes would be ENGL 101 – 4 credits, ENGL 102 – 3 credits; and ENGL 103 (Research Paper) – 3 credits. This would give more composition credits than our present requirements but break them up into more manageable chunks.

After discussion, it was agreed that Lisa will check with ICRC about transferability. If made, the change would take place with publication of the next catalog. Even if implemented, the five credit classes would continue to be offered for a full year (or at the very least 2 quarters) to allow students already in progress to complete on the old system.

2. Ted presented a revision of the TENRM degree to allow for the change (last meeting) of BIOL 215 replacing ENV5 215. It was agreed that the requirement will now be for ENV5 215 “OR” BIOL 215. This will allow those who already have completed ENV5 215 to use it for the degree. The change was **approved**.

Ted also presented a deletion for ENV5 215. It was **approved**.

3. Linda Kenny asked about guidelines for formatting online classes. Since the platform has not yet been chosen, this cannot be considered until this basic step has taken place.
4. Ted presented an Upward Bound request that MATH 187 – math lab – be changed from 1 credit to variable 1-3 credits. The proposal was **sent back** to be considered either as a below 100 level course or as a MATH 188 – Special Topics.
5. Written procedures for meetings. It was agreed that they should exist. Barbara will research what is done at other schools. Barbara, Lisa, and Lucy will work together as a subcommittee to look at what is done at other schools and this will be brought back to the committee.
6. New course time line. Rissa said that any proposed new course should remain in the Division initiating it for at least one Quarter. Then, it will have to be brought to the committee two or three times for deliberation before being approved. This will take from two additional quarters to a year. For example, if you want a new course implemented by fall, you must present it to the committee for the first time the previous winter. A new course could be taught prior to approval, but only as a 188/288 special topics course.
7. Evaluation of all academic classes over 100 level. Rissa will look at the process of evaluating classes to see if it is busy work in its present form. If so, we will set up a new process. It was discussed that the evaluation has been effective for defining course requirements and goals for off-campus classes.
8. Discussion of the difference between inactive and deleted courses. Lisa will bring copies of the list to the next meeting. The committee will define the terms active, inactive and pending.

9. The last agenda item, final approval of CC business, will be continued to the next meeting.
10. Those present agreed to continue our meeting times on the first and third Tuesdays of every month from 3 – 5 in spring quarter. Candace will check on room possibilities and get back to us.
11. Since April has 5 Tuesdays and the first is the very busy beginning of the quarter, the committee will meet on April 8th and April 22 instead of the normally scheduled time.

Minutes written by Lucy Wood-Trost with input from those attending.

Minutes – May 6, 2003
Curriculum Committee

Members attending: Rissa Wabaunsee, Susan Given-Seymour, Lisa Santana, Ted Williams, Sherrie Lutsch, Barbara Perry, Linda Kenny, Renee Swan-Waite, Lucy Wood-Trost

The committee spent the whole meeting brainstorming the process and timetable for new courses being added to the curriculum. Our jumping off point was a proposal by Bill Freeman.

Lucy will prepare a rough draft of the brainstorming ideas and it will be brought to the next meeting for further work.

The next meeting is May 20 at 3 pm in SAC 1. The meeting is open and interested individuals are encouraged to attend.

Curriculum Committee Minutes

May 20, 2003

Members present: Rissa Wabaunsee, Lisa Santana, Ted Williams, Barbara Perry, Nancy Carroll, Sherrie Lutsch, Linda Kenny, Candace Kelly, Lucy Wood-Trost

Visitors: Bill Freeman, Mimi Lam.

1. Mimi presented her ideas about splitting the five credits for CHEM 111/112/113 into 3 and 2 credit portions. One section would be theoretical and the second, experimental. The committee asked questions and gave feedback. Further discussion of the issues involved will be held in the division.
2. Lisa updated us on the transferability situation for the proposed MATH 101 course. The possible timetable for it to replace MATH 151 was discussed with the conclusion that fall 2003 is too soon. Changes will have to be made in the content of MATH 98 also so students can transition smoothly from it to MATH 101.
3. New Course Process Brainstorming. We reviewed and altered the rough draft from the May 6 meeting. Lucy will make changes and bring it back to the next meeting for further discussion.
4. Brief discussion of the structure of the CC. The subject will be considered in greater detail at the next meeting.

Next meeting: June 3 in SAC 1 beginning at 3 pm. This will be the final meeting for this academic year.

Curriculum Committee Minutes
June 10, 2003

Members present: Sherrie Lutsch, Linda Kenny, Ted Williams, Tom Eck, Ravina Engler, Lucy Wood-Trost, Candace Kelly.

Visitor: Bill Freeman

- Ravina presented a course revision for ENGL 100. She proposed to change the course title to “Introduction to College Writing.” After discussion her proposal was approved.
- The rest of the meeting was devoted to considering the drafts of the Process for Creating New Courses at NWIC and the New Course Questionnaire. Both were provisionally approved after a few revisions. Lucy will send out the revised material for final approval.
- It was agreed that the previous “New Course Proposal” should also be used as a cover sheet for the other material. The committee also revised the form and it will be sent out for final approval.

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2.

Curriculum Committee Minutes – November 20, 2003

Members Present: Rissa W, Lisa S., Linda K., Misty F., Rebel H., Bill F., and Lucy W-T

Guest: Kelly T.

1. New Course Proposal: Nez Perce History.

Justin Guillory submitted the material. The course was approved as HIST 120 with the following stipulations or suggestions:

- The title be changed to “Introduction to Nez Perce History”
- The suggestion that a prerequisite be added, i.e., “ENGL 100 or permission of the Instructor.” The committee members were aware that this might be a problem if the class is recruiting community members. It was suggested that another possibility might be a project of some type rather than a required research paper.
- The course was approved for the AAS degree as fulfilling requirements for SS, NASD, and TE.
- Lucy will pass on the information to Justin. When he sends a new cover sheet and syllabus, it will be sent on its way.

2. Course Revision: HMDV 120 – Credit for Life Experience I – 3 credits.

The revision had been approved before but the paperwork was lost and never reached registration. It was re-approved with the following changes:

- The course title is: Exploring Prior Learning
- It is 1 credit.
- The grading is S/U.

3. Discussion of prior learning credits led to a consideration of how and when inactive courses may be reactivated. A future agenda item will be: defining the categories of active and inactive and developing a process by which they may be reactivated.
4. Discussion of how we might connect to Washington On Line as a way of getting courses our students need for certification in technical fields while also having them entered into a program of study that will allow them to receive FA. Lisa will follow up with a contact. at Washington On Line.
5. Lisa passed out Cascadia College catalogs for discussion about how degrees and certificates are handled and presented. Linda gave information on other colleges she had contacted: Fort Peck, Peninsula College, Grey’s Harbor and Big Bend. Many of the colleges offer AAS and AS transfer degrees with specializations under them instead of many different degrees such as we offer.
6. Lucy read the responses to the first two questions on the survey. They were mainly to TENRM and OKSALE, with one each for AAS-DTA, Allied Health, Native American Studies, PTAD, and Business. A discussion followed.

The next meeting will be the last for Fall Quarter. It will be held on Dec. 4 from 3 – 5 in SAC 1.

Members Present: Ted Williams, Lisa Santana, Nancy Carroll, Rebel Harjo, Linda Kenny, Dick Poole, Lucy Wood-Trost, Candace Kelly.

Member reporting unable to attend: Bill Freeman.

Guests attending: Jan Super, Ane Berrett, Kelly Tessitore.

1. Jan Super presented information about the requirement for Teacher's Assistants/ParaPros/ParaEducators to obtain an AAS degree before 2006. To meet this need Jan was considering the possibility of reactivating the Para-Educator Certificate.

Discussion brought out the following points. Because students need a transferable degree it would be better to make any needed changes in the AAS – OKSALE Education degree or encourage students to work on the AAS – DT, using Paraeducation courses as electives. The difficulty with Paraeducation courses in transfer degrees is that they only can be used under the category of NE (15 credit limit.)

Jan is teaching two Paraeducation classes in the Winter 04 and they are still active so no further action was required.

Jan will do research about the requirements for the teacher education degrees at a variety of 4-year institutions. She intends to contact Heritage, UW, and Evergreen and will report back to the committee with her findings.

2. Kelly Tessitore and Ted Williams asked for feedback from the committee about a year long integrated science curriculum they are developing. NWIC is a participant in an NSF grant with this purpose. They are working with WWU, Skagit CC, Whatcom CC and Everett CC as part of the grant.

Kelly said she was thinking it might be divided into three consecutive courses, with the last possibly being a research module self-chosen by the student. The committee members discussed how the three courses might fit with the new "First Year Experience" classes. One possibility is that it might become part of that sequence with other science courses being taken later if/when a student decides on the science area of greatest interest.

Lisa pointed out the need for AAS students to take classes in two different areas of science/math. She also suggested the new integrated curriculum might be a good way to make students aware of the possibility of working on an AS transfer degree rather than an ATA. Kelly and Ted suggested that the last of the three classes could be a choice among a variety of fields for the research class.

Ted and Kelly said they had received valuable feedback and will continue with the planning. When they are ready, they will bring the appropriate paperwork to the committee.

3. Rebel brought up questions about courses in medical terminology, anatomy and physiology, and the possibility of working with WA Online. Lisa will check further and report back to Rebel and the rest of the committee.
4. Lucy asked the committee to work out a process for reactivating classes that have been officially retired. Discussion led to the awareness that two different types of situations would require approval and processes were worked out for each.
 - A. In order for a deactivated course to be offered to a group of students as a class, a syllabus and reactivation form need to be completed and submitted to the Curriculum Committee for approval.
 - B. In order for an individual student to receive Life Experience Credit for a deactivated class; a paper signed by a qualified expert consultant and appropriate faculty chair will be submitted to Enrollment Services. Lisa will also sign it and it will be returned to the Individualized Studies Office to be placed in the student's file.

The committee moved, seconded and approved these procedures. Lucy will create the reactivation form and submit it to the Curriculum Committee for approval. Candace will ask Rissa if she wants further discussion on the above.

During the above discussion, Dick Poole talked about the need to reactivate some of the fisheries courses. There is renewed interest in Harvest Diving and it appears that funding has been developed to this end. Rebel said that the Training Institute also has been approached about the Harvest Diving Training and that it and NICMERE may be working together on it in the future.

5. Ted offered to give a presentation in January about the First Year Experience.

The next meeting will be Jan 15, 2004 from 3 – 5 in the Log Building

(Minutes written by Lucy Wood-Trost with input from Rebel and Ted.)

CURRICULUM COMMITTEE MINUTES

January 15, 2004

People Present: Lisa Santana, Linda Kenny, Nancy Carroll, Sherrie Lutsch, Rebel Harjo, Mercedes Hinkson, Valerie Bob, Renee Waite, Shelley Macy, Ted Williams, Candace Kelly and Lucy Wood-Trost.

Bill Freeman reported he was unable to attend.

1. Lucy presented a new form for reactivating classes. After discussion the committee voted to approve a changed version.
2. Lisa reported her findings about Washington OnLine. She gave the contact information to Rebel whom will pursue the contact further.
3. Ted reported about the possibility of collaborating with Salish Kootenai and NASA to develop a number of professional engineering degrees. We discussed if this fits with the college's mission and if the degrees would be of interest to the present NWIC students. The general opinion was that it would not be attractive to NWIC students.
4. Ted presented his visual summary of the First Year Experience. Discussion followed. This was simply a sharing of information so no action was taken.
5. Lisa asked for a general discussion about the next catalog and pointed out we are getting very close to deadline. Of concern was the layout. Valerie suggested that degrees and certificates in the same field should be presented together rather than as now with types (AAS, ATA, Certificates) placed together. There was general agreement with this idea. Lisa will do a print out of the various layouts and bring them to the next meeting.

There was a great deal of discussion about how to simplify and decrease the degrees by developing emphases rather than separate degrees. The general opinion was in favor of this option. People differed in how simply they thought the presentation could be done without losing clarity.

We discussed the difficulty of proceeding without knowing the details of our further appreciative inquiry process or whether or not NWIC will move to the semester system in the fall. We thought it was necessary for Rissa to be present during the consideration of degrees and certificates. Because of the many other meetings in which people are involved and other time commitments, it seemed best to ask faculty and chairs to do some preliminary work by considering and proposing changes to the programs for which they are responsible. Course deletions should also be considered for courses that are not being offered. Lucy said she will send out forms for revision of programs and courses and for deletion of courses.

Next Meeting: February 5, Thursday, 3 – 5 in the Log Building

Minutes written by Lucy Wood-Trost

Curriculum Committee Minutes
February 5, 2004

People present: Bill Freeman, Nancy Carroll, Lisa Santana, Misty Fuller, Linda Ward, Debbi Williams, Linda Kenny, Sherrie Lutsch, Barbara Perry, Shelley Macy, Ted Williams, Rebel Harjo, Fred Dorr, Ravina Engler, Lucy Wood-Trost

1. New course proposal – Addiction and Native Communities. After discussion the course was approved without a decision about department or number. Lisa will check further on the implications for the transfer degree of assigning either ComH or HUMS and will discuss this issue further with Bill. Lucy will hold the paperwork until the decision is made.
2. ENVS 210 – Watershed Ecology – presented by Linda Ward. The course was reactivated and a revision approved for 4 to 5 credits and a new course description. Linda will be offering this course in an Online form.
3. Discussion about the characteristics of a good academic program. Lucy reread the comments she'd received last fall from staff and students. The group brainstormed additional characteristics then considered prioritizing them. It was agreed that Lucy will type the characteristics and send the info out to all who were at the meeting for e-mail feedback and further e-mail discussion. When a list is agreed upon, the items again will be sent to those involved and each person will be asked to give the top three choices. From these responses, Lucy will compile the prioritized list. The “Hypothetical Situation Exercise” was put on hold until the next meeting when we have the priorities in place.
4. English discussion – presented by Barbara Perry, Ravina Engler, and Ted Williams. We considered;
 - a. Whether ENGL 99 is a necessary class. It was agreed it should remain but be used sparingly. It is an important offering for Independent Learning students because the lower level English classes are not available to many of them.
 - b. Possible inaccuracies in the Compass test placements. It was agreed that the Compass is based on grammar and punctuation and does not take into account a student's ability to write. This results in some students with considerable skill at writing being placed in classes far below their actual ability. An example was given of a student who Compass tested at ENGL 95 but could write at a 101 level.
 - c. A way for instructors to over-ride the “prerequisite flag” that comes up if a student registers out of sequence. Barbara reported that she'd had students who did unusually well in ENGL 99 and that she'd told them to register for 101. The “flag” stopped them. The group agreed the flags are important and needed but that there should be a way for an instructor to over-ride them. Lisa and Debbi will create a form that instructors can sign and give to students so they may register for courses out of sequence.

Next Meeting: February 19 – from 3 – 5 in the Log Building.

Minutes prepared by Lucy Wood-Trost, Chair.

CURRICULUM COMMITTEE - MINUTES FOR February 20, 2004

Present: Lucy Wood-Trost, Nancy Carroll, Linda Kenny, Sherrie Lutsch, Ted Williams, Kathy Humphreys-Shafer, and Shelley Macy.

The meeting began with a discussion of the New Course Proposal EDUC XXX Introduction to Teaching submitted by Jan Super. A motion was made by Sherrie and seconded by Nancy that the course be approved, with the proviso that Jan write a new course description for the catalog. The course was so approved and will go in the catalog as EDUC 102.

The committee continued the discussion of what makes a program successful. We discussed the comments and voting list (for the “What makes a program successful?” survey) and went over a sheet handed out by Ted on what the evaluator thought made the TENRM program successful.

Then we went to the Hypothetical Situation and started brainstorming as to how we would decide what programs we would put on hold to save money (to fund a new program) and why we chose them.

Since we couldn't figure out how putting programs on hold that were not currently being utilized would save money, Lucy suggested we think about the problem in a more positive light. How could we generate more money by changing how we organize our degrees? What else could we do to generate more income.

One solution we came to was to create degrees with a number of different emphases and decrease electives in the areas of humanities, science, and social science. For instance, we could have an AAS degree in Native Studies with different emphases such as Legal Studies, Public and Tribal Administration, Tribal Environmental Studies, Education, etc. This would increase the numbers of students in a classroom and support the programs by making them more cost effective. We would maintain the AAS – DTA. A general ATA degree also could be created with different emphases but sharing more basic courses than they do now.

We talked about the difficulties of including some emphases in the AAS (i.e., HUMS, legal studies, and PTAD) because many of the core classes fit only as non-transferable electives. This situation causes such degrees to have more credits than the normal 90 –96 required.

We agreed that the degrees the college offers should all be given what they need to be successful – marketing, faculty, funding, etc

Building dorms and providing nearby daycare also will increase our student numbers and hence our income. It was pointed out that one of the drawing points for Native students to programs such as TENRM is the frequent sharing of meals. This seems to fit very much with the tribal culture where business often is conducted in conjunction with dinners.

We also all agreed that NWIC should be more aggressive in promoting, marketing and recruiting (especially locally) and improving the counseling of students.

Next meeting will be on Tuesday March 2 (Lucy will be out of town on the 4th).

Respectfully Submitted, Nancy Carroll

Curriculum Committee Meeting

March 18, 2004

People attending: Shelley Macy; Brian Compton; Nancy Carroll; Sherrie Lutsch; Ted Williams; Lisa Santana; Dick Poole; William Freeman; Ron Horn, Lucy Wood-Trost

1. ANTH 150 – Course reactivation APPROVED
2. HUMS 187 – Sharing and discussion of new syllabus by Bill Freeman and Ron Horn. This did not need approval by the committee.
3. HUMS 244 – PLE course reactivation – APPROVED
4. Election of Chair for next year. Lucy volunteered and was unanimously elected.
5. Discussion of Rissa’s material relating to programs and the catalog. Most of our discussion does not apply in light of clarifying information given by Rissa after the meeting.

One important suggestion by Ted Williams concerning the 2004-05 catalog by was to list and summarize programs but to eliminate the course requirement details. This would allow us to evaluate and change the programs between catalogs and use advising sheets for enrolling students.

We all agreed that the catalog should not be a driving force for major decisions.

Rissa’s materials suggested that some programs may become parts of new programs. We all agreed that programs that might become part of new programs should not be taken out of the catalog without having the replacement program available.

We discussed the fact that we need a process for pulling together the right people for decision-making about program and course changes. Just who to bring together is no longer clear since the elimination of departments.

6. After the meeting Rissa and I discussed the process of handling changes in programs and courses. She explained that the programs listed on the material she gave us were simply the first to be considered and evaluated by the appropriate people and the Curriculum Committee over the next year.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes
April 8, 2004

Attendees: Nancy Carroll, Jan Super, Misty Fuller, Kathy Humphries-Shafer, Linda Kenny, Sherrie Lutsch, Ted Williams, Shelley Macy, Bill Freeman, Lucy Wood-Trost.

Those reporting unable to attend: Lisa Santana.

1. MATH 281 revision – to have it fulfill QS requirements for the AAS degree. Jan presented the revision and a comparison of the WWU and NWIC education curriculum. Sherrie said she had taught the course in the past and found it rigorous and comparable to MATH 151. After further discussion, the revision was **approved** pending further discussion with Lisa about the implications for transfer.
2. HMDV 120 revision. Presented by Lucy. It was new description. **Approved.**
3. HMDV 121 revision. Presented by Lucy. The primary changes were in the number of total credits and how many credits a student can possibly receive after registering. The old formula called for a student to register for 1 credit for every 3 credits s/he will request. The new formula is that a student registers for the *same number* of credits s/he will request. The change was initiated because of difficulties caused in financial aid, billing, and student records because of the old formula. After discussion, the revision was **approved.**
4. Linda Kenny and Kathy Humphries-Shafer presented their evolving plans for the revision of the ABE curriculum to a Vocational Prep curriculum. They asked for feedback from the committee. The response was very positive. A number of people noted how well the new levels flowed from one into another. Linda explained that a student completing the sequence of levels and content areas could pass the GED test without further course work. Jan suggested Linda and Kathy contact the State Migrant Curriculum Program for information about the literacy level of that program.
5. Discussion of 188/288 classes. In Leadership Team meeting on April 7th Cheryl asked that we revisit this subject. These numbers have proliferated, particularly through the Evergreen Bridge Program that has relied almost exclusively on these numbers spring quarter. There are many problems in this. A second facet of the problem is that some courses are offered as 188/288 on a continuing basis when this number is to be used only for new offerings, seminars, or similar things.

The committee wrote a draft policy about the 188/288 courses. The draft will be passed on the Cheryl, Rissa, and Lisa for further action. The draft policy follows:

“If a 188/288 course is offered two times and will continue to be offered, it must then be put through the Curriculum Committee for approval under its appropriate name, department and number.

All new courses (including 188/288) that are created by partner institutions must be approved by Curriculum Committee.”

Minutes written by Lucy Wood-Trost with input from those attending.

Next meeting has been postponed until April 29 because several people will be in Port Townsend for the workshop arranged by Barbara Perry.

CURRICULUM COMMITTEE Meeting

May 6, 2004

People attending: Jan Super, Barbara Perry, Dick Poole, Nancy Carroll, Ted Williams, Linda Kenny, Tom Eck, Bill Freeman, Lucy Wood-Trost.

People sending word could not attend: Rissa Wabaunsee, Sherrie Lutsch, Kathy Humphries-Shafer.

1. Contract Learning - a Discussion - Barbara Perry.

The discussion was stimulated by a situation at Makah. Three students were very angry when the CMPS 101 class they were taking was cancelled after three weeks. It was suggested that the instructor could have asked them register for an LC version as a way to continue the class. This would only be economically feasible if he were paid for the hours he already had taught.

This discussion led into further consideration of blended courses. Instructors at various sites are offering courses that are a combination of meetings with students and independent work. They are given special sections in the Independent Learning program such as L1, L2, etc that are connected to the site where the meetings take place. An example is Barbara Perry's blended classes at Skokomish. They are implemented as L3. There are other similar classes at Tulalip, Nooksack, Muckleshoot, Nez Perce and Nisqually.

Barbara suggested that blended classes should be described briefly in the next catalog. Lucy said she will write such an additional paragraph under Independent Learning.

2. ENGL 230 - Course revision change credits from 4-5 to 3-5 - Linda Ward

The revision was **approved** pending an acceptable course syllabus and outline. Lucy will contact Linda about this. Linda was out of town and could not attend.

3. FISH 102 - Intro to Shellfish - Reactivation of class -Dick Poole.

The reactivation was **approved**. Discussion included if this course and other vocational classes should be handled in a different way, given the proposal that they will be moved out of the main academic arena.

Dick said his request for reactivation of the course is motivated by his plan to get the program back into operation. Those attending agreed there is a strong need for fisheries training in this coastal fishing community. The same is true for vocational training.

Those attending agreed that we need more information about how to deal with vocational classes in the future. Lucy will ask Rissa and Rebel to discuss this with us.

4. The Workfirst discussion was tabled to the next meeting. At that time Kathy Pierre plans to bring proposals for new classes. Linda will get together with her before the meeting. Linda said that Rissa has asked that the WorkFirst and Vocational Preparation programs be coordinated with each other.
5. Proposal for certificate for Vocational Preparation - Discussion - Linda Kenny.

Linda presented us with Kathy and her proposal for the vocational preparation program. She asked for feedback on it. The new curriculum will totally replace the old GED courses. (They will not be deactivated until fall because they may be used during the summer.) The new courses will present basic skills in the context of relevant subjects such as communication skills.

Linda asked for feedback about the idea of how open entry/open exit might change. She said she favors something less open than now exists. For example, entry might be limited to once every two weeks and group orientations required. This might help students to make a commitment rather than registering on a whim and never appearing again.

A second part of the question is at what point in their educational development students are allowed to take the GED test without having to pay their own way. Some students take the test and pass on the lowest levels. If they enter college they then have to take preparatory classes below 100 in order to gain the skills they might have developed in the GED classes.

Linda suggested students might be required to do the work to obtain a certificate before taking the test. This would also help those students who might do well on the GED test but need more skills in interpersonal development.

Further discussion included the funding for GED/Vocational Preparation classes and their relationship to NWIC.

Course numbering was discussed. Barbara suggested each basic area be split into smaller parts in a way similar to her ENGL 237 A - E. Each class could have letters attached - each letter representing specific work and being a prerequisite to the next letter. This system also could give students a greater sense of accomplishment as they completed each small bit of the overall material. Those attending liked this idea.

The next Curriculum Committee meeting will be Thursday, May 13.

Minutes written by Lucy Wood-Trost with feedback from those in attendance.

Curriculum Committee Minutes

May 13, 2004

People attending: Renee Swan-Waite, Linda Kenny, Bill Freeman, Sherrie Lutsch, Rissa Wabaunsee, Jan Super, Elva Eisel, Ted Williams, Shelley Macy, Lucy Wood-Trost. Kathy Pierre also joined us for a short while.

People reporting unable to attend: Lisa Santana, Nancy Carroll, Dick Poole.

1. Course deletions – OFPR 149 and 124. Requested by catalog committee. Forms completed by Valerie

Bob. **Approved**

2. Revision of a Program – Office professions to reflect the above changes. **Approved.**
3. Report on FISH 102 changes.

Rissa explained that Dick, Lucy, and she had met to discuss further the issues involved. Since FISH 102 does not fit in any current program, she is not willing for it to be reactivated at this time. Meanwhile, the course is being offered during the summer quarter as FISH 188 OL and LC. This discussion lead directly into the following item.

4. Questions for the Curriculum Committee to ask before approving new or reactivated courses - a discussion.

Key questions are:

- Why is this class being offered for credit? Could it better be offered as a CEU and as a vocational offering?
- What degree plan is this class part of or will it be part of? Classes may be approved or reactivated if a degree plan does not yet exist but is in the process of being created. The committee needs to see the plan before approving the class.

Discussion continued with the question of whether vocational courses should all be noncredit or if credit (and degrees) for such classes were important for the student's career advancement. Bill Freeman gave the example of the Indian Health Service trainings that did not advance an employee's career in any other organization because no course credit was attached. Rissa gave a different sort of example.

ESL training could be taken either for credit or noncredit. It was solid training in the field but not squished into an academic mold.

Questions arose about whether financial aid will be available for vocational training classes. Other possibilities were that tribes, WorkFirst, or similar entities might pay for the courses (trainings) and offer them to their employees or clients.

Also discussed were the future academic directions of NWIC including the types of degrees and funding being based on priority levels.

5. Elva Eisel presented proposals for two new WorkFirst classes that have been offered under the 188 number. They are “Accounting for Payroll and Special Journals” and “Accounting Research, Communication and Ethics.” We agreed that during this period of change it was not a good idea to give these two valuable courses their own number and it was best to continue offering them as 188 classes. **We amended the proposed policy about how long a 188 class may be offered. They now may be offered more than 2 quarters *with permission*.**
6. New program in vocational preparation. Linda Kenny said it has now been mandated by the state that WorkFirst and ABE/GED must work closer together. Linda presented a new draft of the vocational preparation program. In that draft she wrote, “This is a new competency-based program providing foundation skills in an interdisciplinary, Native American curriculum. This program is designed to prepare students for entry-level employment and/or vocational certifications.” The courses will all be variable credit and the program will continue to be open ended. The contextual themes are: communications, decision-making, interpersonal, lifelong learning, and technology. Students may enter at different levels.

The next meeting will be June 3 at 3 pm in SAC 2.

Minutes written by Lucy Wood-Trost, Chair, with feedback from those attending.

Curriculum Committee Minutes
June 3, 2004

People attending: Linda Kenny, Renee Swan-Waite, Nancy Carroll, Sherrie Lutsch, Kathy Schafer-Humphries, Dick Poole, Lisa Santana, Lucy Wood-Trost.

Jan Super, Barbara Perry, Ted Williams, Rissa Wabaunsee, and Bill Freeman reported being unable to attend the meeting.

1. Linda Kenny presented course proposals for the new vocational preparation curriculum and course deletions for the courses being replaced. Responding to a question from Rissa about course credit, Linda said she had been thinking ahead to a semester system but for the present time 1 – 3 credits (instead of 3-5) was appropriate. With that change in place the committee unanimously approved all material presented. It was agreed also that Linda has done a phenomenal job of creating the courses and presenting and asking for feedback all along the way. She has done this in the carefully thought out and deliberate way that the committee requires.
2. Dick Poole presented a paper about NWIC and the National Indian Center for Marine Environmental Research and Education. He talked a bit about the history of the program. In it's earlier incarnations it trained, graduated and found jobs for many students. He pointed out there is still a strong need for the program.
3. The CC considered the material about the proposed new programs, the 2-year student template, AST details and flow chart, etc.

The discussion led to many very large concerns;

- *Why have these programs not been presented to the Curriculum Committee?* It has always been part of the charge of the CC to approve new programs. This has not happened. The only time we saw the programs was when flow charts were sent to us and Ted explained them as he understood them. At the end of that discussion, we stated our concerns about them in a number of different ways. They have not been presented since that time. Bypassing the required approval by the CC is making a lie of the information we have given in our accreditation reports. For example, the following is quoted from the "Revised Report to Northwest Association of Schools and of Colleges and Universities: Commission of Colleges and Universities", dated April 22, 2003. It emphasizes the importance of the Curriculum Committee as part of the checks and balances so important to a college.

"STANDARD 6.A – Governance System

6.A.1. The system of governance makes provision for the consideration of faculty, student and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.

NWIC utilizes a committee structure to ensure adequate involvement of constituencies in the decision making process..Another example is the submission of curricular changes to the Board through the Curriculum Committee comprised of various staff and faculty representatives and the Instructional Affairs Administrative Office. Once the [C]curriculum [C]committee approves changes they are either implemented or submitted to the Board for approval depending upon the circumstances.

Students and faculty approve all applicable documents governing their activities and relationships prior to submission to the Board for approval.”

- Another major concern is that new programs must have financial aid approval or students will not be funded. This can't be done until the programs are approved and in place. If our students are not funded, they will not come.
- The same concern is true for approval by ICRC. The plans are presently in such an unfinished state that there is nothing to send them. That body operates in a slow and deliberate way and will not respond for many months. Without approval our students cannot transfer to 4 year colleges. When we have 4-year degrees this may be less important but it is extremely important at present and in the near future.
- A related concern is that we do not know if the programs will be approved as substantive changes. We agreed they are major changes and surely must fit in that category.
- When will the new courses be developed and presented to the CC? We have been charged with only accepting courses that have been given careful deliberation and presented to us both initially and at the end of the process for approval.
- Most faculty are not on campus during the summer and the CC does not normally meet during that time. The CC can chose to meet (and will if needed) but the fact that faculty will not be available to take part is also a serious consideration. One of our important points to the Northwest Assn was that faculty do play a large role in such deliberations.
- A number of members expressed serious concern and confusion about what to tell students and potential students.
- What is the big rush? It seems as though the timing is a set up for failure in a big way.
- What happened to the Student Success course? It is not on the draft two-year schedule. When the plan to fold it into speech was presented, the Curriculum Committee had a lot of questions, serious reservations, and did not approve it.
- Another concern is the lack of flexibility in the new programs and whether initially putting all students into the Native Studies track is the right process. This needs to be thought out to a greater degree.
- We agreed there still should be some vocational options as degree or certificate programs. Without them many potential students and tribal needs are being left out.
- The Curriculum Committee wants it to be known, we are open to changes such as those included in these documents but that we believe the timetable is wrong and the appropriate processes are not being followed. We have severe concerns about where this will lead.
- Minutes written by Lucy Wood-Trost, Chair. Those attending approved my sending out such a summary.

Curriculum Committee Minutes
June 17, 2004

People present: Linda Ward, Kathy Humphries-Shafer, Ane Barrett, Dick Poole, Bill Freeman, Ted Williams, Tom Eck, Rissa Wabaunsee, Sherrie Lutsch, Rebel Harjo, Lucy Wood-Trost

People reporting unable to attend: Shelley Macy and Lisa Santana.

The meeting began with a general discussion of the expectations of the role of the Curriculum Committee, processes and procedures from the past, and who has the right to do what with respect to curriculum. Everyone recognized both the expertise possessed by the Curriculum Committee, and also its role of providing expert feedback and of representing a critical stakeholder (the faculty) in any curriculum change. Nothing conclusive was decided and Bill suggested that in light of the time constraints we move on. We did.

Rissa then presented the plan for the AAS - NASD degree. In general those attending liked the plan. There was a concern about the emotional impact of some of the Native Studies classes and how students would be able to handle the anger and pain that might flood to the surface.

Rissa said the college is defining the experience of a student – not the type of student. Many of the classes will be renumbered – returning to the principle of 100 classes for 1st year students and 200 classes for 2nd year students. Lucy said that renumbering might not be possible – that is a Lisa question. If it is not, new courses would have to be created.

Changes in HMDV 110 were again discussed with no conclusion. It was pointed out that interpersonal communication is a good choice for a required speech class for this degree.

Rissa said that interdisciplinary areas can include other classes that are offered as parts of other degrees. Anything that will not fulfill a degree will not be offered.

The CC then considered the AST degree. This led to more discussion about Spch 105 and HMDV 110.

This was a discussion and feedback session so nothing was voted on or passed. Rissa will bring more detailed material to us at the next meeting.

The next meeting will be July 8 from 10 – 12 am. The meeting place will be determined later.

Minutes written by Lucy Wood-Trost, Chair.

Curriculum Committee Minutes

July 8 from 10 – 12 Building 6

Participants: Rissa Wabaunsee, Lisa Santana, Dick Poole, Sherrie Lutsch., Ane Berrett, Ted Williams., Shelley Macy, Kathy Humphries-Shafer, Bill Freeman, Lucy Wood-Trost..

Observer: Dave Oreiro.

People reporting unable to attend: Nancy Carroll.

*While we awaited a quorum, Rissa handed out the NASD 110 materials for informal discussion.

*When Ted arrived we moved to discussion of his materials because NASD 110 is better understood in the context of that data. Ted explained the material that included the following:

1. The requirements for the areas of NWIC, general ed, and concentrations for the 4 versions of the AAS – Native American Studies degree.
2. The same requirement breakdowns for the AAS in Native Education, AST in Life Sciences, and ATA in Chemical Dependency. (The latter does not have concentration requirements.)
3. The draft course schedule for 2004 – 2005.

A good deal of discussion ensued. Lisa offered to work with Lani to develop advising sheets and templates that the committee can review. (She will also update the course deletion template.)

* Rissa formally presented the NASD 110 and reiterated the earlier discussion. She explained that the class is new and entry level. It focuses on the Native American experience. It fits the category of NWIC requirements. (She added this category on the New Course Proposal form and the CC concurred with the addition.)

Bill presented the idea that the integration of new knowledge into the life of each student needs to be a consideration for every new class developed. He proposed that this element be added to the New Course form. After discussion and acknowledgement of the importance of considering this subject while prepared course plans, it was suggested that the proposal be tabled temporarily. It will be revisited in the first or second meeting in the fall.

The committee then moved, seconded and approved NASD 110.

* The committee discussed whether or not all of the present forms used for new courses should still be required. Rissa suggested that the course outline is no longer necessary. **The committee moved, seconded and approved the change. That means all future new courses only should include the cover sheet, the new course form and a detailed syllabus.**

* Ted presented a new course proposal for a 100 level version of EDUC 299 and the concurrent deactivation of the 299 course. Lisa said she had done some research and discovered there already is a class that seemed to fit the new requirements. It is EDUC 110 – Intro to Indian Education. After discussion the committee moved, seconded and approved the reactivation of EDUC 110 (pending appropriate paperwork), and the deactivation of EDUC 299.

* Dick Poole initiated discussion about the place of fisheries training in the curriculum. Dick pointed out that a part of the mission of Land Grant Colleges is to provide extension services. Since Lummi is a fishing nation, fisheries training is an important part of that. Rissa said there is no institutional money for that at this time for vocational training so the money needs to come from grants or other outside sources. It also is a good subject to bring to the Vocational Training Committee (not yet formed.)

This led to a discussion of how students might receive FA for taking fisheries courses and what it would take to activate such classes. Rissa said they had to be part of a certificate program. Ted said he'd seen certificates offered for as little as 12 credits. Lisa reminded us that only 36 credit certificates are eligible for FA support to students. Bill said he is reactivating the CHR program on a certificate basis. The Tribal Grants for Economic Development might support such trainings. Rissa also talked about how a college grows and how developing programs might fit with that.

The next meeting was set for July 22 – from 12:30 to 2:30. If Bldg 6 is available during those hours, we will meet there.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

July 29, 2004

People Attending: Sherrie Lutsch, Nancy Carroll, Ane Berrett, Debbi Williams, Lisa Santana, Beth Boyd, Ted Williams, Lucy Wood-Trost

Bill Freeman reported he would be out of town for this meeting and the next.

Course Revisions - Ted Williams

Ted passed out a flow chart of the proposed NWIC requirements and other prerequisites.

After discussion, it was agreed that EDUC 110 should NOT be a prerequisite for POLS 225. The reason for the change is that the AST degree in Life Sciences requires POLS 225 but not EDUC 110.

The following changes were presented.

POLS 225 - Prerequisites HIST 112 and ENGL 101. **APPROVED.**

ENGL 236 - Prerequisites NASD 110, ENGL 101 or permission of instructor.
APPROVED.

HUMS 130 - *Title changed to "Physiology and Pharmacology of Alcohol and Drugs". Description also changed.*
APPROVED.

HUMS 208 - *Title changed to "Law and Ethics in Chemical Dependency." Description also changed.*
APPROVED.

HUMS 240 - *Title changed to "Cross Cultural Perspectives and Addressing Diverse Needs." Description also changed.*
APPROVED.

HUMS 222 - Committee members agreed that the proposed title change was too far from the old and that this should be a new class instead. Contingent on the appropriate paperwork, the class is **tentatively APPROVED** as **HUMS 223 - Chemical Dependency Assessment and Treatment.** Ted will supply the required paperwork.

Program Revision - Beth Boyd and Ted Williams

ATA in Chemical Dependency Studies

APPROVED contingent upon appropriate paperwork for HUMS 223.

Other:

Ted said the following new classes will be coming to the committee.

HIST 111 and 112 - Sharon Kinley

MATH 217 - Biostatistics - Sherrie Lutsch.

The next meeting is August 12 from 1 - 3 in BLDG 6.

Minutes written by Lucy Wood-Trost with approval from those who attended.

Curriculum Committee Minutes

August 12 from 1 - 3

People present: Rissa Wabaunsee, Sherrie Lutsch, Misty Fuller, Terri Thayer, Linda Kenny, Dick Poole, Lucy Wood-Trost.

Bill Freeman and Nancy Carroll reported being unable to attend.

1) BIOL 210 - New course - Biostatistics - presented by Sherrie Lutsch

Approved. The committee members agreed this will be an excellent class and applauded Sherrie and Ted for its creation.

2) NASD 131 - Course revision

Discussion. The conclusion was that NASD 131 should be deactivated and a new course created that will be generic for tribal history. When it is offered by a tribal site, that specific tribal name will become part of the title but there will be only one course in the catalog. Rissa will present the paperwork for this at the next meeting.

3) Process for cross listing classes. Question by Shelley.

Discussion. We came to the conclusion that we need input from Lisa.

4) Other.

Rissa presented her findings about whether or not it was necessary to keep the name OKSALE. She said the name is important to the community and needs to be kept. We talked about how it might be listed in the catalog and proposed it be - OKSALE*- Native Teacher Preparation. The * will explain it is a 2 year program rather than the past 4 year program that used the same title.

The next meeting will be August 26 from 1 - 3 in Building 6.

The agenda will include HIST 111 and 112, NASD XXX - Tribal History, and the deactivation of NASD 131.

Minutes written by Lucy Wood-Trost

Curriculum Committee Minutes

August 26, 2004

Members present: Rissa Wabaunsee, Sherrie Lutsch, Misty Fuller, Terri Thayer, Linda Kenny, Lucy Wood-Trost.

Bill Freeman reported being unable to attend.

1. The minutes from the last meeting were **approved**.
2. Misty presented a request for reactivation of MATH 85 and 99 because of a need at Muckleshoot. Discussion included the problem students have with the large jumps between 70 and 98 and 98 and 102. An additional problem is that the TABE test does not clearly differentiate the class a student needs.

The reactivations were **approved** on a "non-required but available" basis. The math sequence will be considered in greater depth at a later date.

3. HIST 111 & 112 - New classes. Presented by Rissa. Brian Compton presently is doing indepth syllabi for both classes. These courses will replace HIST 209, although it will not be deactivated until some time in 2005. At this point it is being kept available for the teach-out students.

Approved tentatively until appropriate paperwork is submitted.

4. Certificate in General Studies. Presented by Rissa. The certificate will serve a number of important purposes. It will give students a short term goal, accomplishment of which will help them to feel successful and motivated. It will be used by students attending the bridge program to Evergreen. It will be a short term possibility for displaced fishers and those in Work First.

Approved. Rissa will check to be sure that 44 credits are enough for FA funding. If not, an elective will be added to increase the number of credits to 47. She will also explore other possible titles than General Studies. The committee was lukewarm about the name, although willing to accept it.

5. Linda asked about the catalog. Rissa said that Lisa is finishing up on it at home. Rissa further explained that no courses are deleted since they must be available for the teachout.
6. Lucy asked about the possible redefining of the Curriculum Committee. The committee will continue to function as it is in the

fall but changes will be considered for the future. Rissa plans to create a working paper (draft for discussion) about this.

The next meeting will be September 30 from 3 - 5. Meeting place for the fall quarter will be SAC 2.

Minutes written by Lucy Wood-Trost and will be submitted for approval at the September meeting.

Curriculum Committee Minutes
September 23, 2004

People Attending: Lisa Santana, Dena Bunton, John Rombold, Dick Poole, Sherrie Lutsch, Ted Williams, Linda Kenny, Michael Cochrane, Bill Freeman, Lucy Wood-Trost

1. Certificate in Shellfish Management – Dick Poole – **Discussion leading to motion and amendment of motion.**

Dick told members about the fisheries training that is now underway and explained the details. He has four enthusiastic students who begin the program at 6 am every morning. Other sites have expressed interest as well.

Discussion included whether or not the courses should be for credit as well as for CEU and whether or not the program should be part of the academic program.

After discussion Ted made the following motion reflecting some of the discussion.

That the subsequent FISH courses to be considered (during this meeting) are reactivated as either CEU or credit or both and that they be reactivated solely within the context of the Certificate in Shellfish Farming (not for catalog publication or open enrollment). Dick will meet with Rissa to negotiate a final decision.

Bill amended the motion as follows:

“NICMERE is given the charge to evaluate the courses and certificate in order to assess their potential as academic offerings.”

John asked that NICMERE present a report to the committee when the evaluation is completed.

The amendment Approved.

The motion Approved.

2. **FISH 102** – Introduction to Shellfish Culture – Dick Poole - **Reactivation Approved (with above amended motion).**
3. **FISH 151** Shellfish Hatchery Practicum – Dick Poole - **Reactivation Approved (with above amended motion).**
4. **ENVS 220** – New Course – Habitat Assessment– Michael Cochrane **Tabled until the science instructional faculty and chair discuss it in greater depth.**
5. **NASD 188** – request for permanent number. Lisa Santana. **Approved as NASD 105 A, B, C.**

Discussion of the syllabus led to the request that Ted consider reworking the syllabus after receiving more faculty input about subject matter. The courses cover a great deal of information and not all faculty may be qualified or comfortable presenting some of it.

Another consideration was whether the courses would be more appropriately labeled as HMDV classes.

The committee consensus was to leave it as NASD.

7. **FISH 188** – Intro to Shellfish Farming – Discussion of the place of this course in the certificate. **Since this is a special topics class it does not require Curriculum Committee approval.**

6 **Certificate** – General Studies - **Title changed to Native American Studies** – Lisa Santana explained the certificate had already been approved. She wanted to change the title and specify the GE requirements. **Title change and GE specifics approved.**

7 Reconsideration of meeting time for this quarter.
The meeting time was **changed to Tuesday 3 – 5** to allow Ane Berrett to attend. **Our next meeting will be October 5 in SAC 2.**

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

October 5, 2004

People attending: Rissa Wabaunsee, Misty Fuller, Linda Kenny, Nancy Carroll, Lisa Santana, John Rombold, Sherrie Lutsch, Bill Freeman, Ane Berrett, Ted Williams, Terri Thayer, Shelley Macy, Lucy Wood-Trost.

People reporting unable to attend: Rhonda Weir.

1. Reconsideration of meeting time. The group decided to continue meeting from **3 – 5 on the first and third Tuesday of each month.**
2. **Discussion.** What is the role of the Curriculum Committee in setting standards for online classes?

The following ideas and information were brought forth and discussed.

At some other colleges classes must be approved by modality (online, interactive TV, etc) A different situation exists at NWIC. When a class is approved it can be offered in any modality.

Should online courses be required to be approved by the Curriculum Committee? Opinions differed. Those opposed pointed out such a requirement would slow the development of classes. It might be better to put the time and energy into helping faculty put classes on line.

Rissa requested the committee think about setting standards for online classes. Linda pointed out there are two types of standards – design and curricula.

Bill pointed out that interactive TV is very similar to face to face but online classes are different. He said that in class discussions often yield valuable information for those attending while the slowness of online discussion may mean that critical information is not fully considered.

Hybrid classes were a topic of discussion and various ideas shared about how widely separated distant students could be included. Special meeting days, site meetings, strategic enrollment of students (all in one general geographical area), or conference calls were possibilities. John shared his experience with online teaching and pointed out there is a difference between what is practical and what the teacher would like. This led into the idea that students have better success if they are self-paced. An example might be using modules rather than a week to week schedule.

All courses should have web page links to resources.

Terri explained how tutoring is done now for distant students. (Mainly e-mail)

In online classes, materials also may be mailed to or by instructor and experiential work may be required. Lisa shared her experiences while working on a degree online and the sorts of projects that are part of the program. Shelley shared her experiences with taking an online course.

Ted shared information from a visit he and Lucy made to SVC a few years ago and that teachers there agreed on the importance of a technical support person to faculty.

It was suggested we develop guidelines for structure and facilitation.

What are the goals for creating online classes? For cost effectiveness? They are not more cost effective. In order to serve the needs of students? Yes, our students are located in isolated places and it may be the only way they will get an education. They also tend to be older, married with children, and in the workforce. They need to be able to do class work in the middle of the night or other free periods.

NWIC should develop guidelines and resource people to help. It is important to involve sites in discussion and creation of guidelines.

Annual student evaluation of online courses should be done – in terms of what did and didn't work and what they would like added to help meet their online needs.

Rissa asked this discussion be continued at the next meeting.

Minutes written by Lucy Wood-Trost with input from those attending.

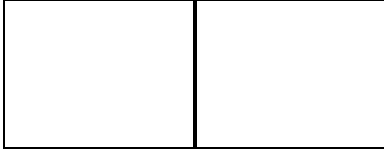
The next meeting will be October 19 at 3 pm in SAC 2.

10-19-04 Minutes
Curriculum Committee

People attending: Rissa W., Misty F., Linda K., Shelley M., Rhonda W., Sherrie L., Ted W., Lucy W-T.

Ane B. reported she was unavoidably held up by the clean up after Sam Tso's luncheon talk.

1. Discussion of attached draft material.



A. Rissa asked for feedback on the visual definition handout. Those present agreed it was a helpful way to look at class offerings.

The committee members discussed the various categories of classes and workshops as shown on Rissa's handout. We decided those on the far left (One time workshops and CEUs) were clearly defined. For such offerings, only a syllabus or other written description of the course and an implementation form are required. These will simply be filed in the office of the AVP and do not need to be approved by the Curriculum Committee.

We decided that those on the far right also are clear. They should be handled in the well-researched, deliberate way described in the CC information prepared last year.

It is the central area of non-core academic, 188's and 288's that remains a bit muddy. Courses such FISH and ECED would fall in this general category. For such classes the Curriculum Committee needs more details than for the non-transcripted courses but less than for the Core area. Brainstorming about this included separating such courses in the schedule or offering them in chunks with a certificate being the end product.

Lucy will revise the Core courses question sheet to fit the above central category. The committee will then consider it further.

B. The committee members discussed the Curriculum Committee procedures document.

Brainstorming included:

- That the meetings should remain open to all.
- In addition to the standing members of the committee, other interested NWIC staff may attend and request membership.
- The question of whether a student should be a voting or nonvoting member or if participation simply should be invited. We agreed that a student would not be a member but the student Council would be sent the agendas and invited to send a representative to any open meeting.
- Academic faculty should be from different disciplines.
- Responsibilities and procedures for approval. After reviewing the material written last year dealing with approval, we decided it was clear and would be maintained.

- C. Rissa gave the committee a handout about the Design of Constructivist Learning Environments (CLE's) and shared some of her thoughts about it. She sent the same material to faculty as an e-mail attachment.
- D. We discussed the role of the CC in setting academic standards for online classes - Continuation of discussion from previous meeting.

Linda handed out " Summary of E-CLASS guide" and "E-Class: Creating a Guide to Online Course Development for Distance Learning Faculty." She argued that whole programs must be developed rather than piece meal offerings. She asked if the DL committee was the correct body to deal with the subject. Rissa said Linda could spearhead getting this started and Linda accepted enthusiastically. Ted pointed out that the Bush grant has lots of money to pay faculty extra for creating online versions of their classes and that some people are doing this now.

- E. Shelley asked what to do about courses that were not yet developed and approved but were included in programs of study in the new catalog. Rissa told her simply to asterisk them and say "under development." The catalog is going to print within a few days and it is too late to make any changes or additions.

Minutes written by Lucy Wood-Trost with feedback from those attending.

The next Curriculum Committee meeting is Tuesday, November 2 from 3 – 5 in SAC 2.

Curriculum Committee Minutes

November 2, 2004

Members attending: Ane B., Bill F., Rhonda W., Sherrie L., Ted W., Nancy C., John R., Rissa W., Shelley M, and Lucy W-T.

Members reporting unable to attend: Lisa S., Beth B., and Linda K.

Guest: Cal S.

1. **HUMS 160** - *Course revision* - Cal Scheidegger. The revision was to delete the word "concept" from the catalog description. **Approved.**
2. **PHIL 240** - *deletion*. **Approved.**
3. **PHIL 140** - *New course*. Ted Williams. This course is designed to replace PHIL 240 with a more appropriate number for a first year class. After a good deal of discussion about the title and general philosophic issues about review of courses, the committee **approved** the number and the new title, *Philosophies of the Natural World*.

Rissa will create a list of questions that should be included in future reviews and evaluations of ongoing courses.

4. **ENGL 236** - *revision to change prerequisite to ENGL 101*. - Ted Williams. Rhonda presented her reasons for wanting to change the prerequisite. This is a second year class that requires a great deal of reading and writing. Students need to have the appropriate skills to succeed and an ENGL 101 prerequisite will help to assure they do. Discussion focused around whether that will discourage students who have many lower level English courses to take. Rhonda said that ENGL 155 and 156 require only ENGL 100. Many students enjoy these classes and it helps to alleviate writing negativity. Ted listed the NWIC requirements and the group members discussed how various courses might fit within that framework. **Approved.**
5. **Drafts of new course proposal form and cover sheet for Non-Core classes**. Lucy Wood-Trost. **Tabled** for discussion next meeting when more time is available.
6. **Online meeting notes** - Linda Kenny was unable to attend but asked the committee to *consider* and give approval to the priorities set for development of online classes. **No conclusions were reached** in the small amount of remaining time. Rissa suggested that Curriculum Committee members and other faculty **give Linda direct feedback**.

The next meeting is Tuesday, November 16 from 3 - 5 in SAC 2.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

November 16, 2004

People present: Rissa W., Shelley M., Ane B., Linda K., Rhonda W., Peter S., Ted W., Sherrie L., Misty F., John R., Lisa S., Lucy W-T.

Nancy C. reported being unable to attend.

1. Discussion of Online academic procedures. Linda Kenny and Peter Sheldrup.

Linda and Peter handed out a draft of online course procedures – including roles and responsibilities, a developmental timeline for new classes, administrative and academic guidelines, and faculty workload. The document was the starting point for a great deal of discussion. Topics included the following:

- *Hybrid vs OL classes. How hybrid classes can be tracked and should they be?* We did not come to a definitive conclusion.
- *The levels of WebCt usage by instructors.* Ted pointed out that there are four levels of classes (with some embellishment):
 - 1) no online component - regular face-to face class
 - 2) online component used on for resources only, such as a single WebCT account for all students or a class webpage with resources and no WebCT
 - 3) online with WebCT component integrated in (hybrid)
 - 4) Full online (no or minimal face-to-face)
- *Will all classes proceed to being 100% online?* Probably not. Rissa believes the time of completely online courses has passed and most will be blended types with greater flexibility.
- *Who decides who creates an online class?* VP for Instruction. Rissa will develop an application form to initiate the process.
- *Who owns the course?* The answer is NWIC.
- *Should there be administrative access?* Administrators have the right to walk into any class at any time. Having access to OL classes would be a similar right. Beyond this consideration, it was agreed someone besides the instructor should have access in case of an accident or similar sudden loss of an instructor. The possibilities for an easy administrative online access need to be explored.
- *Ways students will be supported in taking OL classes.* Ideas included extending the time during which phone help is available. It was suggested a computer savvy work-study student might be additional support, at least until more funding becomes available for hiring.
- *What about students bailing from on-campus/site classes and into OL classes? Is this likely to be a problem?* No definitive answer but it is unlikely if "OL classes have a higher level of deliverables (reading and submitted work) than face to face." (Quote from Ted.)

2. Discussion of forms for new non-Core classes – Lucy Wood-Trost

The committee members brainstormed and voted on a different title for the above category. There was one abstaining vote with the rest of the committee agreeing to call them *Community Education* (at least temporarily). A footnote, defining the category, will be included.

Creating different forms is part of the process of streamlining approval for *Community Education* classes. These new courses will be considered as temporary to one degree or another.

Discussion of the new form and cover sheet will be continued at the next meeting.

3. The role of the Curriculum Committee in catalog updates – Lisa Santana and Rissa Wabaunsee.

Lisa handed out copies of the new catalog and pointed out it is already time for work on the *next* one. She and Rissa thought that updating catalogs and the consideration of academic issues both should be the responsibilities of the Curriculum Committee. In the future the first or last half hour of each meeting will be kept free for catalog and/or academic affairs concerns.

Lisa asked us to review the copy she handed out and let her know immediately if we see errors or omissions.

The committee members agreed unanimously that Lisa and Ted had done a lot of work and a great job in getting the catalog ready for printing.

4. Curriculum Committee Handbook – Rissa Wabaunsee

Rissa passed out a revised copy of the Handbook. She asked that we read it and give feedback. She particularly wants responses to pages 2 –3 –4 of the procedures section. Rissa asked people to send comments. Discussion of the material will be continued at the next meeting.

The date of the next meeting has been changed to November 30 from 3 – 5 in SAC 2. It will be the last meeting for fall quarter.

“Hurrah!” Quote by Ted Williams.

Minutes written by Lucy Wood-Trost with feedback from committee members.

Curriculum Committee Minutes

November 30, 2004

People Attending: Sherrie Lutsch, Ane Berrett, Linda Kenny, Rissa Wabaunsee, Shelley Macy, Michelle Vendiola, Rhonda Weir, John Rombold, Lucy Wood-Trost

People reporting unable to attend: Lisa Santana, Nancy Carroll.

1. **Report on writing lab – Discussion.** Rhonda W. One hour of writing lab is integrated into ENGL 101 and the First Year Experience classes. The idea is that students need more time being helped to write in a lab setting as opposed to being given more writing assignments. The text “The Least You Should Know About English” is being used.
2. **New NonCore (Community Education) Course - LeadershipPlenty: Community -Based Leadership Training.** (LeadershipPlenty is one word..) The LeadershipPlenty is a packaged curriculum developed by the Pew Center for Civic Change. Rissa W. presented the course for Kay Kidder at Nez Perce. Michelle pointed out the class fits wonderfully with both service learning and the strategic plan. There is a trainer at Lummi. Rissa said that the modules can be incorporated into different classes for service learning. Since group work is a large part of the class, the experience will be different for every group. Since this is the first course to be considered using the Community Education forms, John asked if all future non-core classes will be handled in a similar way. Additional discussion focused around this issue. A further consideration was whether to assign the course to POLS or HMDV. There were strong arguments on both sides. The course was **Approved as POLS 112 - 1 - 3 credits or CEUs.**
3. **Community Education New Class Proposal Form and Cover Sheet (Discussion Continued from last meeting)** - Lucy W-T The forms were revised. Lucy will make changes and send out forms for final consideration.
4. **Curriculum Committee Policy and Procedures with the expanded duties as Academic Policy Committee included.** Discussion. Since we were almost out of time, Rissa. asked the group to consider the new version of the handbook from the perspective of someone who does not know much about the workings of the Curriculum Committee. The idea is to make the information user friendly. Rissa will send committee members an electronic version of the handbook.
5. **Meeting time for Winter Quarter – Discussion.** Winter quarter meetings will take place on the 2nd and 4th Thursdays from 12 – 2.

Curriculum Committee Meeting
January 13, 2005

People present: Lani Ignacio, John Rombold, Kim Lamborn, Linda Kenny, Nancy Carroll, Rhonda Weir, Ted Williams, Sherrie Lutsch, Ane Berrett, Rebel Harjo, Bill Freeman (via phone).

People reporting unable to attend: Rissa Wabaunsee and Shelley Macy.

1. **CHR training** – Rebel Harjo and Bill Freeman. **Discussion.** A one-year program, resulting in an Award of Competency is being developed. Two courses will be offered in three sections of three months each. The program is designed to meet the needs of people already working in the field and to upgrade the quality of the profession. The paper given to the CC states this as follows: “Provide CHR’s with the education and training needed to offer exemplary home health care services to their clients.” Barbara Finkbonner (Lummi Clinic) has been involved with developing the plan and is presenting a survey questionnaire at the NWPAHB Directors meeting in January. Feedback already has been obtained from clinical directors, medical directors, CHR supervisors, and working CHRs from tribes in the service area.

The plans include extending the training into a second year, with the possibility of a two-year degree.

At this point, ten to fifteen people already are planning to undertake the CHR training.

Discussion in the committee included the following questions or information:

*The program is 45 credits. Rebel and Bill will make sure students can receive FA for taking the classes.

* Bill explained that training in the past has led to dead end and low paying jobs that have been a good part transporting patients. This training, by increasing quality, may open up new career pathways into other medical professions.

* To get FA, the student must either complete HS, have a GED, or be tested to show ability to benefit. Rebel and Bill both agreed students should have the academic skills to benefit. Discussion included how those with low reading and writing skill levels might be included in the training while they also increase their academic capabilities. Linda suggested including writing/math modules for those who need it. Lucy will e-mail her a copy of the English placement used by at large Independent Learning students and Linda will set up scoring for the 6th to 8th grade level.

*NWIC offered CHR training in the past and the details of the certificate are in earlier catalogs. Rebel will obtain a copy from Lucy or from the library.

* Committee members agreed this is an exciting program that will help a lot of people (students and their patients) in a lot of ways.

* Rebel will prepare the paperwork for a more formal presentation for approval.

2. **Textbook and Related Issues** – Ane Berrett – **Discussion.** The focus was on alleviating problems for students when a number of instructors teach the same class but use different textbooks. The problem is especially difficult for distant students. Receiving the wrong book can set them back many weeks. Although group members sympathized with faculty who want to choose their own texts, the general belief was that our small size and many distant students makes coordination essential. All those teaching the same class should discuss and come to a conclusion about what book(s) will be used. The group discussed who has the right to make the decision if faculty cannot agree. Would it be the person who has taught the course the longest or the one who has the highest qualifications in that specific field? In the case of continued disagreement, Shelley or Ted might mediate the discussion. That failing, Rissa would have the final word. The sites might be told to order their own books if they want to use something other than the agreed upon texts. Included in the discussion was information from the Student’s First Meeting (held the day before) about textbook issues.

3. **The Status of English 99** – Ted Williams – **Discussion.** Many people are unclear about the class flow of the English curriculum. Ted and Rhonda presented some of the history of the problem, such as the original ENGL 99/100 (Basic Writing) being split into two separate courses with different names. The major question is whether ENGL 99 is needed. Ted reported that John Frey believes that the sequence should be ENGL 95 to ENGL 101, with a few students taking ENGL 98 (if they need extra work.) The issue has been discussed in Curriculum Committee before, without conclusion. Lucy suggested that Ted, Rhonda, or John F. present a deletion form for ENGL 99 as a forum for bringing the question to a definite conclusion.
4. **ARTD 111** – Ted – **Revision.** The course is now offered for credit. The revision was to offer it for CEUs as well. The revision was initiated by one of a group of students who wants to take the course but has no FA. It was pointed out that it might be better to offer it as ARTD 188U for that student. It also was reported that in the past some students who took a course for CEUs, later tried to get credit for it. **The committee voted to refer the matter to Lisa Santana for a final decision.**
5. **Proposal that the catalog be made a standing agenda item. Approved.**

The next meeting will be January 27th 12 – 2 in SAC 2.

Minutes written by Lucy Wood-Trost, with feedback from those attending.

Curriculum Committee Minutes
January 27, 2005

People attending: Sherrie Lutsch, Rissa Wabaunsee, Nancy Carroll, John Rombold, Ted Williams, Michelle Vendiola, Ane Berrett, Kim Lamborn, Lucy Wood-Trost.

People reporting unable to attend: Linda Kenny, Rhonda Weir, Bill Freeman, Lisa Santana.

1. **NASD 131 – Revision** – Ted Williams. Two aspects of the revision were discussed. The first was offering CEU's as well as credits for the class. The second was to change the title to a generic form of Tribal History I. The correct tribal designation would be included on transcripts. For example, if someone took Muckleshoot History under this title and number, it would appear on the student's transcript as Tribal History I - Muckleshoot. Lummi History would also be taught under the same number and title and would appear on a transcript as Tribal History I - Lummi. This system is comparable to the one presently used for tribal languages. Both revisions were **approved**. Ted will prepare a revised description for the course. The committee agreed that Lucy and Ted can decide on the final form of the description and it will thereupon be approved.
2. **Discussion – Ways of teaching tribal languages** – immersion method vs the standard weekly class meeting times. It was also suggested that math and science might be taught by the immersion method.
3. **Discussion – Library Databases** – Nancy Carroll. Nancy reported she does not get adequate feedback from faculty on the usefulness of the databases she is considering ordering or renewing. Rissa suggested she bring the discussion to the committee. It was agreed that Nancy will use a laptop and projector to give a demonstration of those that are coming up for renewal. People attending the meeting will give immediate feedback. Nancy may do another demonstration, later in the spring, for a couple of new databases being considered. The first demonstration probably will be given in February.
4. **Discussion – Financial Aid Issues**. It was suggested we invite Mike Fentress to a meeting to answer questions. Lucy will follow up on that for the second meeting in February.
5. **Discussion – Catalog Update**. Rissa said that presently listed courses need to be considered as part of the catalog update. The question is whether to keep the current courses as they are, revise them in some way, or delete (deactivate) them. We discussed how to initiate this process. The conclusion was that the committee will begin (on February 10th) by examining the art classes in the present catalog. Rissa will ask Sharon to attend to give input. A philosophic portion of this discussion included how to define Native American art.

The next meeting will be February 10th, noon to two in SAC 2. The meeting will be completely devoted to consideration of the art classes. All interested individuals are encouraged to attend.

Minutes prepared by Lucy Wood-Trost, with feedback from those attending.

Curriculum Committee Agenda

February 10, 2005

People attending: Sherrie Lutsch, Kim Lamborn, Lisa Santana, Rhonda Weir, Ane Berrett, John Rombold, Sharon Kinley, Daniel Jones, Lucy Wood-Trost

People reporting unable to attend: Rissa Wabaunsee, Linda Kenny, Bill Freeman, Nancy Carroll.

1. **Art classes** - Discussion - Sharon Kinley.

Sharon gave an overview of her plans for the art classes. She said she will apply the same ideas to the NASD and tribal language classes. In general, she's tried to consolidate classes covering the similar areas and to eliminate duplication.

Daniel explained that his interest in attending the meeting was that Tulalip wants to create an art certificate. Sharon asked if creating new certificates was allowed as part of the present direction of NWIC. Further discussion led to the idea of creating a new track, Native American Art, as part of the AAS – NAS. Courses in the concentration could form a certificate. The result would be a type of upside down degree.

Lisa said that James Madison, a Tulalip artist, presented his ideas to Cheryl Crazy Bull. He is proposing a Native Fine Arts Program. The plan includes involving Sharon and the Coast Salish Institute. Meanwhile, Susan Given-Seymour, Sharon, and Lisa will work with Daniel in setting up courses in Tulalip. Lisa also mentioned that the American Indian Arts Institute wants to partner with NWIC.

Sharon went over her consolidation and deletion plans in greater detail. Some courses, such as ARTD 201 Seminar, would be left as they are. She said she doesn't have the background to make decisions about some of the basic classes such as drawing or painting and asked that the Curriculum Committee decide. She will complete the appropriate forms (revision/deletion/new course) and come back to the Committee for official approval.

2. **How do the Coast Salish Institute Course Offerings align with the strategic plan and how do they relate to the academic program?** - Discussion

Will on campus students be allowed to take courses offered by the Institute and will those courses be offered in ways that regular students can take them? Short, intensive classes do not work for the general student population. Lucy said she will put the question of the academic and Institute cross-over relationship on the agenda for the next meeting and ask Rissa to discuss it with us.

John asked how many art classes this institution can support. He pointed out that the answer is critical to a decision about which courses to keep and which to delete. A related question is "Can the college support both the Coast Salish Institute and a more general Indian Education?" It was pointed out we already are serving many different tribes and that the cultural diversity most likely will increase when housing is available to students from other states. NWIC already receives queries from many distant students who decide not to come because of housing concerns. Do we have enough students to support a narrowly focused Coast Salish traditional perspective?

What is the Coast Salish Institute's strategic plan? Is there one? How does it interface with the NWIC strategic plan? This information and structure is needed for the Curriculum Committee to make decisions about curriculum and how to determine

classes that may be cross-overs and/ or serving targeted populations. Is the Curriculum Committee considered when it applies to classes offered by the Coast Salish Institute alone?

3. Transferability issues.

Since Ted was out of town, we did not deal with the Math concerns.

Rhonda presented her thoughts about combining English 102 and 236. After discussion she decided it would be best to keep them both and simply change the content of ENGL 102 to make it more attractive to Native students.

4. Lucy passed out packets from Rissa:

- Procedures Manual – Office of the Vice President for Instruction
- Procedures Manual for the Curriculum Committee.

Rissa asked that we read them and give feedback at the next meeting. Cheryl wants them finalized in the near future.

The next meeting is February 24th from 12 – 2 in SAC 2.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

February 24, 2005

People Attending: Mike Fentress, Linda Kenny, Kim Lamborn, Rissa Wabaunsee, Rhonda Weir, John Rombold, Ane Berrett, Sherrie Lutsch, Lisa Santana, Dick Poole, Bill Freeman, Ted Williams, Lucy Wood-Trost.

People reporting being unable to attend: Shelley Macy, Nancy Carroll, Mercedes Hinkson.

- 1. GPA resetting – Academic Policy Discussion** - This refers to allowing a student to “start over” after a bad beginning and a break from attending college. Both WWU and WCC have such policies, although they differ in specifics. Rhonda said that WWU requires that a student start back at the beginning and retake all of the classes. This led to a discussion of ways repeat classes are transcribed. At some schools the second course and grade replace the earlier lower grade. Kim said that WCC averages the two grades. NWIC leaves both on the transcript. The attending members were positive about the idea of having a new policy for resetting the GPA. This subject will be revisited when there is more time.
- 2. Financial Aid presentation and discussion – Mike Fentress.** Mike began by reminding us that the Curriculum Committee, faculty, and the FA department are team players in helping students receive financial aid. The federal government considers our catalog. It is important that our degrees stay strong and accredited. Mike then compared and explained how WWU and NWIC handle course attendance and FA. At NWIC, attendance verification and date of last attendance are very important. If a student has been given money and does not attend more than 60% of class time, the money has to be paid back. If the student cannot do this, NWIC is liable. The reality is that the college does most of the paying back.
In the future, faculty may be asked to give attendance information on the class rosters. The info may also be given to Independent Learning staff so that they can encourage students to get in touch with the instructors and to send work (that they may have been holding.)
Further discussion included the “V” and “F” grades and the Non-abandonment Policy of NWIC.
- 3. Instructional Calendar – Ted Williams** - Ted passed out the draft of the next academic year’s instructional calendar. The Administrative Team has decided that faculty contracts will be for 171 faculty days for the 2005-6 and the draft calendar still needs to be made to fit 171 days. Other issues that need to be resolved are the Monday holidays in winter quarter and the Thursday/Friday holidays in Fall which cause problems in setting up the calendar because each class must meet a certain number of hours. If two Mondays are holidays, for example, they must be included later in the quarter to give enough contact time in the quarter. Student Services and Instruction are also working on a plan to have a student orientation before the Fall quarter begins.
- 4. Textbook buyback and related elements – Ted Williams.** Ted handed out a draft flow chart of “Textbook Adoption Process and Student Textbook Buyback.” He asked for comments.
- 5. Math sequence – Ted Williams** – The math faculty met about reinstating MATH 99 so that the flow will be MATH 85 (or 70) – 98 – 99 – 151 (or 107). It was suggested that the prerequisite for MATH 151 be “MATH 99 or test above intermediate algebra.” This will allow students with a good grasp of intermediate algebra to skip over 99 and go directly into 151 or other courses requiring intermediate algebra as a prerequisite. MATH 99 is being reinstated because many students were not able to make the leap from elementary algebra to college level math courses, and also because it more clearly follows ICRC guidelines. The paperwork to make this change officially will be coming to the committee.

6. **Procedures document – Discussion - Rissa Wabaunsee.** Rissa shared comments that have been made and how she has responded to them. The group looked at comments from Mercedes and discussed some of the points. Rissa handed out a revised copy of her document and pointed out that some of the changes from the last version that were based on feedback she had received. It was suggested that the larger faculty group should have an opportunity to respond. Although procedures may not be as important as the policy they implement, they still can strongly impact the lives of those affected by them. Suggestions for wider dissemination included a discussion during the faculty inservice next Friday and/or that the document be posted on the Bear server. Rissa pointed out that the document deals with procedures – not policy – and that it can change and evolve to reflect the ongoing reality of the college.
7. **Coast Salish Institute and the Academic Program. How do they inter-relate? – Discussion - Rissa Wabaunsee.** Rissa explained that the courses offered have been for special target markets and that the situation is similar to that of NICMERE and the Tribal Training Institute. All provide both credit and noncredit courses and workshop training and all have stakeholders outside of NWIC. It is still uncertain how the classes offered by the Institute interface with the academic program. It was pointed out that some students were upset because the recent language workshop was not open to them and no other language classes are available. Rissa said that the workshop was a pilot project in immersion learning of the language. A teacher is being sought to offer on campus classes, but they will *not* follow the old type of M/W/F (or variation) scheduling. How they will be done is not yet determined.

It was pointed out that there is a major difference between the Institute and the other two programs. Classes, once offered on campus, are now completely under the Institute. Basically they have been withdrawn from the academic program and are no longer available to students. This includes art classes and those with an NASD designation.

The general consensus was that the Coast Salish Institute needs to clarify its mission and communicate that to the rest of the college. Such a clarification would aid the Curriculum Committee in making more informed decisions about courses that stand in both camps, eg. Coast Salish and general college courses. (Native American Studies, Art, Language.)

The next meeting will be March 10th. At that time, the committee will make decisions about the art classes that will be included in the next catalog.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes
March 10, 2005

People attending: Lisa Santana, Linda Kenny, Shelley Macy, Sherrie Lutsch, John Rombold, Brian Compton, Ted Williams, Ane Berrett, Sharon Kinley, Lucy Wood-Trost

People reporting unable to attend: Rissa Wabaunsee, Rhonda Weir, Bill Freeman, Nancy Carroll.

1. **New Program – Career Enhancement Certificate – Linda Kenny.** This certificate is awarded to students who complete four of the five new career enhancement modules at the highest level (064). Students studying for the GED test will complete the modules. Other students also may take them for the career enhancement aspects; the certificate may confer increased employability.

Committee members approved the certificate and moved on to consider where it should be advertised. It was agreed it will be in the quarterly schedule. A brief statement, relating it to other similar programs, will be included in the catalog.

2. **Art classes to keep or deactivate for the next catalog.** After detailed discussion and consideration of Sharon's plan for consolidating classes, we agreed that only the following art classes will be included in the catalog. All others will be deactivated.
 - ARTD 103 (Appreciation of American Indian Art)
 - ARTD105 A - E (Studies in Pacific NW Coastal Indian Art).
 - Three new Coast Salish Carving classes I, II, III
 - ARTD 151, 152, and 153 (Basketry I, II, and III).
 - ARTD 115 and 116 (Design classes but with changed and cultural titles. The descriptions will be rewritten so the classes qualify as humanities theory (HT), rather than HP as now designated.).
 - ARTD 185 (Drum-making).
 - ARTD 258 (History of Coastal Salish Weaving)
 - ARTD 171, 173, 174, and 175 will be maintained until the three new carving classes replace them. After that they will be deactivated.

Sharon will be going to Tulalip next week and will arrange to meet with Jim Madison about the new Coast Salish Carving classes and the art certificate being developed there.

3. **Astronomy Courses – Ted Williams.** Ted recommended the listing under this category remain as it is. After discussion, the group **voted to approve.**

The next meeting will be March 24. Lucy will bring the deactivation and revision paperwork for all art classes except those listed above. Language, NASD courses, and Anthropology also will be considered during the meeting.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

March 24, 2005

People attending: Rissa Wabaunsee, Lisa Santana, Ane Berrett, Linda Kenny, Shelley Macy, John Rombold, Brian Compton, Bill Freeman, Lucy Wood-Trost

People reporting unable to attend: Kim Lamborn, Nancy Carroll, Rebel Harjo

1. **Catalog consideration** – Anthropology. Brian Compton and Lucy Wood-Trost – Classes in this category **approved unchanged** for next catalog.
2. **Revisions** of three art classes (105 A-E, 115 and 116). – Lucy Wood-Trost. The revisions were further revised and then **approved**.
3. **The revised “Course Deactivation Form.”** Does it need further revision? Lucy Wood-Trost. The revised form was further revised and **approved**.
4. **Tulalip Art Certificate proposal draft** – Discussion – Linda Kenny. A number of suggestions were given, including the revisions of ARTD 172 and 173. Shelley will discuss these ideas with Sharon.
5. **Tulalip request for program** – Discussion – Linda Kenny. The Tulalip tribe has asked if NWIC can provide massage therapist training. Tulalip is now sending tribal members to another very expensive school and would prefer to work with NWIC. It was pointed out that implementing a new program requires an immense amount of work, a market and cost effectiveness survey, possibly special facilities, approval by the Board of Trustees, and that the tribe would have to employ a full time faculty person to do the developmental work. NWIC could provide the prerequisites to the program.
6. **Evaluation of NWIC programs by independent person** – Lisa Santana. Lisa announced that Jan Hayes is being employed for this purpose. She will meet with Admissions people at WWU to discuss their related questions. Jan will give NWIC her recommendations. Lisa will bring those recommendations to both the Leadership Team and the Curriculum Committee. The evaluation will be used to discuss transferability of our degrees with ICRC. Ted and Lisa will attend that meeting next month and, while there, will meet with the ORR subcommittee (that makes recommendations about accepting transferable degrees.)

The next meeting will be April 14. At that time we will consider the EDUC courses to be included in the next catalog.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

April 28, 2005 – 1 – 4 pm

People attending: Lisa Santana, Ane Berrett, Kim Lamborn, Shelley Macy, Ted Williams, John Rombold, Dick Poole, Sherrie Lutsch, Dan Woods, Valerie Bob, Ray Levesque, Lucy Wood-Trost

Those reporting unable to attend: Rissa Wabaunsee, Rhonda Weir, Bill Freeman, Nancy Carroll.

1. **CHR – New Program - Discussion and feedback** – Valerie Bob.

Valerie presented the proposed Community Health Representative certificate as well as the proposed nine new classes that will be part of it. Committee members agreed this is an exciting program that will benefit both the students and the community. Valerie will take the suggestions and comments back to Bill Freeman. The next step will be bringing the final drafts to the committee for approval. The classes are projected to begin in the fall of 2005. (For more details see the January 13, 2005 CC minutes.) Committee members also agreed that we need administrative direction about requirements for new certificates or ATA degrees. For example, are HMDV 110, NASD 105 A-C, Native Studies credits, CMPS 101 required now as they were in their prior form? Lucy will talk with Rissa about this next week.

2. **Instructional Calendar for 2005-06** – Ted Williams. Discussion of calendar. Of special concern was that grades are due on the last day of the quarter. It is strongly suggested that grades be due the following day at 5. Instructors can still turn them in early but have the extra time for grading if needed.
3. **The evening class and cohort concept** – Ray Lavesque. Ray said the idea is that working students will be encouraged to get a degree by taking night classes. They will be offered via ITV. The idea is to create a motivation and a support cohort rather than “floating” single classes. Many students in the Yakima area may be interested in such courses and NWIC soon will have an ITV connection there through Heritage.
4. **New Science courses (North Cascades and Olympic Science Partnership NCOSP) – Discussion.**
Ted Williams. Ted has brought this to the committee before. Three science classes, with a deeper,

broader focus than usual, are being developed by a five-college consortium. Ted's question to the committee was how to put the courses into the NWIC curriculum. Members expressed concern about the dilution factor i.e., offering new classes that compete with the classes already offered. Would there be enough students for both?

5. **First Year Experience revision to include writing workshop** – Lisa Santana

Lisa said that she believes the change should have come to CC as a course revision. That might have eliminated many of the problems that arose. The group agreed with her. Since it was 4 pm, we did not discuss this in detail.

Minutes prepared by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

May 19, 2005 – 1 – 4 pm

People attending: Rissa Wabaunsee, Gary Brandt, Kim Lamborn, Shelley Macy, Ted Williams, John Rombold, Sherrie Lutsch, Brian Compton, Nancy Carroll, Lucy Wood-Trost

Those reporting unable to attend: Rhonda Weir, Bill Freeman, Ane Berrett.

1. **HIST 111 and 112 - Discussion** – Brian Compton. At question was whether to increase the credits of HIST 112 to 3 (from 2). That would mean the two classes together would be 6 credits. That might cause a problem in other programs. That led to the idea of changing 111 to 2 credits and making 112 – 3 credits. Such a revisions would reflect to a greater degree the amount of material covered in the classes. Brian and Ted will discuss this issue further and bring any recommended changes back to the committee.
2. **EDUC classes for the catalog – Recommendation** – Rissa Wabaunsee. All of the classes but 1 will be left unchanged. The EDUC 275 revision was **approved**.
3. **CMPS classes for the catalog – Recommendation** – Gary Brandt. The following courses were **approved for deactivation**; CMPS 101A, 103, 108, 125, 155 F & G, and 246. Gary will do the appropriate paperwork and give it to Lucy. CMPS 250 may also be deleted if further research shows it is not needed. The following courses may be revised and submitted to the committee. CMPS 155, 155A, 155D, 156, 156A, 156D, 157, 236, and 237. Gary and Ted will discuss whether they are best revised for the new certificate, or if creating new courses is the better route.
4. **Program revision – Computer Maintenance and Networking** – Gary Brandt. CMPS 144 Networking II is being changed from 4 to 3 credits. The Related Instruction Requirements will now include only CMPS 244 and 245. Both must be taken. That category, along with the internship/capstone requirements will be moved under core requirements. The changes were **approved with the following requirements**; 1. The GE and NWIC requirements be changed to those approved later in the meeting. 2. The corrected paperwork be submitted to Lucy.
5. **Program revision – Computer Repair Technician – Certificate.** – Gary Brandt. As stated above CMPS 144 is changed from 4 to 3 credits. The changes were **approved with the following requirements**; 1. The GE and NWIC requirements be changed to those approved later in the meeting. 2. The corrected paperwork be submitted to Lucy.
6. **New program – Award of Competency – Microsoft Office Specialist Prep – 18 credits.** Gary Brandt. **Approved** with the condition that Gary and Ted work out the numbering for the classes and submit the changed paperwork.
7. **New course proposal – CMPS 118 – Word** – Gary Brandt. **Approved with the condition** that Gary and Ted suggest the correct number and that the title and description are made more inclusive. Paperwork to be submitted to Lucy.
8. **ECED classes for the catalog – Revisions** – Shelley Macy. The following courses were **approved** as revised; ECED 107, 120, and 210. After discussion of a revision of ECED 240, Shelley will deactivate that course and create a new course proposal to replace it.
9. **ECED classes for catalog – deactivations.** Shelley Macy. The following courses were **approved** for deactivation; ECED 171, 172, 173, 200, 205, 208, 209, 235.
10. **Associate of Applied Science – Transfer in Early Childhood Education - Discussion.** Shelley Macy. Shelley presented a degree checklist and explained how it was developed and why. She asked for feedback and received it. It will require creating new courses and additional revisions. These will be brought to the committee later.
11. **ENGR classes in catalog.** Ted Williams. The classes will be left in the catalog as they are now. The classes are used in the CAD program.

12. **Program revision - Individualized ATA.** Lucy Wood-Trost. **Approved.** (See attached revision for details.)
13. **Program revision - Individualized certificate.** Lucy Wood-Trost. **Approved** (See attached revision for details.)
14. **Program revisions - Requirements for all ATA and certificates** – The details of the above revisions will also be used for all ATA and certificates (with the exception that HMDV 150 will not be included.) Revisions 12, 13, and 14 all came out of a meeting that included Shelley, Ted, Linda K, and Lucy. **Approved.** (See attached revisions for details.)

The next meeting is May 26th from 1 – 3 in TS –4

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Meeting Minutes

July 6, 2005

People attending: Sherrie Lutsch, Ted Williams, Nancy Carroll, Lisa Santana, Ane Berrett, Bill Freeman, and Lucy Wood-Trost.

People reporting being unable to attend:, Adib Jamshedi, Brian Compton

1. The committee decided that five people constitute a **quorum**. That number will be used in the future to determine if we can do official business.
2. **ENGL 237 A – E – Revision.** Ted Williams. Changes in wording and in prerequisite - **Approved.**
3. **PSYC and SOCI classes** – Ane Berrett. The following courses were considered for deactivation. PSYC 051, 106, 200, 230, 240 and SOCI 204, 270. All were **approved for deactivation (when appropriate paperwork is completed)**. Also discussion about PSYC 210 and ECED 210 as similar courses, and that PSYC 210 is transferable as a SS. The committee **recommends** to **Shelley Macy** that PSYC 210 be made an option (along with ECED 210) in the ECED degree.
4. **SCIE classes** – Ted Williams. SCIE 051 and 105 were approved for **deactivation (when appropriate paperwork is completed.)**
5. **CVET 101** – Ted Williams – That word “recommended” be deleted from end of description. **Revision approved (when appropriate paperwork received.)**
6. **ECON 240** – Committee – **Deactivation approved (when appropriate paperwork received.)**
7. **Forestry Classes** - Discussion of need to keep these courses active but to remove them from catalog. Lucy will create a form for this process. Meanwhile, Ted will check with John Rombold to see if this is alright with him. If so the courses are **approved to be decataloged but remain active (when appropriate paperwork received.)**
8. **Catalog** – ***The next catalog will be for 2 years.*** **Approved.**
9. **Catalog** – Lisa Santana – **Layout, design, and content.**

- A. For both front and back covers, Lisa will explore creating a combination of pictures and NW Native design.
- B. The *catalog agreement* section will be rewritten and put under the *catalog disclaimer* section. The material about the catalog under which a student can graduate will be re-introduced under graduation.
- C. Ann Marie will be including a section about Institutional Assessment. It will be placed between Strategic Initiatives and Accreditation.
- D. Educational Partners and Affiliations and Memberships also will be updated.

10. Agenda Items for next meeting include the following areas with the people in charge as designated:

BIOL – Brian Compton

BUAD – Adib Jamshedi

COMH – Bill Freeman

DRMA – Wayne Woods – (Subsequently, Wayne said that all of these classes can remain as they are.)

ENVS – Emma Norman

The next meeting will be July 14th from 1 – 3 in TS –4.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes
July 14, 2005

People attending: Sherrie Lutsch, Ane Berrett, Ted Williams, Lisa Santana, Adib Jamshedi, Maria Orloff, and Lucy Wood-Trost.

People reporting being unable to attend: Brian Compton

1. **BIOL** – Brian Compton – **catalog considerations.** Via e-mail, Brian reported no response from the biology instructors he contacted for feedback. He did talk with Sharon Kinley, and she wants BIOL 241 to remain in the catalog. The Curriculum Committee discussed the possible deletion or decataloging of BIOL 242, 243, and 245. Ted will give this further consideration and come back with his recommendations.
2. **BUAD** – Adib Jamshedi – **catalog considerations.** **BUAD 107 –Deactivation approved.** Lucy will do the paperwork. Adib and Ted will further consider the other BUAD courses and include the OFPR classes in that discussion.
3. **COMH** – Bill Freeman – **catalog considerations.** Via e-mail, Bill reported that the COMH courses should remain as they now are.
4. **ENVS 101 and 102** – Emma Norman – **Deactivations approved.**
5. **Decataloging form** – Lucy Wood-Trost. Form **approved.**
6. **Recataloging form** - Lucy will create a very brief form as a way to put active courses back in the catalog once they have been removed. She will bring it to the next meeting.
7. **Engineering courses** – Ted will consider whether or not these courses should be decataloged. He will bring his recommendations back to the committee.
8. **GEOG 203** – The course will be left in the catalog. Lisa will check to see if it was changed to a 5-credit class and make sure it is correct in the new catalog. (It is 4 credits in the present catalog.).
9. **GEOL 211** – **Approved for deactivation.** Ted will complete the appropriate paperwork.
10. **188/288 and 189/289 classes.** These numbers have been included for some subject areas but not for others. It was suggested that the courses should be handled consistently in the next catalog and

included for all disciplines. **Approved.** A second issue is that the descriptions and titles were confusing. The Curriculum Committee members worked together to reword both of the above. 188/288 will now be *Topics in _____* (discipline). The description will read “Taught in a classroom setting.” 189/289 will now be *Individualized Studies in _____*. The description will be “Individualized learning contracts between a student and an instructor.” Credits for both sets of classes will be 1 – 5. **Changes approved.** Lucy will do the paperwork for title and description revisions.

11. **190/290 classes.** These numbers are used for internships or practicums. However, at present the titles and descriptions are different for different disciplines. The committee **approved consistency of title, description, and credits.** The title in all areas is now “*Practicum/Internship in _____*.” Credits are 1 – 6 for each class. The new description was **approved** when Ted read a rewritten version to the committee. Ted will do the paperwork. He will also suggest the disciplines in which the 190/290 should be included.

12. **HIST 050 – 055 – Approved for decataloging.** Ted will do paperwork.

13. **HIST 209 – Approved for deactivation.** Ted will do paperwork.

14. **Agenda set for next meeting.** The following areas will be considered for inclusion in new catalog.

HLTH – Bill Freeman

Languages – Linda and Ted will contact those involved.

HIST 215 – 216 – Committee

HRCM – Hospitality. Linda will talk with Rissa.

AAS – DTA – Lisa gave us Jan Hayes report and a copy of the DTA as in the past. This is a very important discussion area for the next meeting.

The next meeting will be Weds July 20 from 1-3 in SAC 2. (Please note change in day and place.)

Notes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes
July 20, 2005

People attending: Nancy Carroll, Sherrie Lutsch, Ane Berrett, Ted Williams, Lisa Santana, Jan Hayes, Linda Kenny, Bill Freeman, Dave Oreiro, Maria Orloff, and Lucy Wood-Trost.

People reporting being unable to attend: Brian Compton, Adib Jamshedi

1. Recataloging form – Lucy Wood-Trost - Approved with minor changes.
2. Catalog timeline – **Jan Hayes**. The catalog will go to the printer on August 11th.
3. General DTA degree – **Lisa Santana & Jan Hayes** – Approved to be included in the next catalog. **The details of the degree will be approved later. Lisa, Jan, and Ted will work out the details and bring the revised degree back to the committee next week. Ted will ask Rissa if a substantive change report was filed with the NW Assn. Further discussion included the following issues.**

The DTA is being put back in the catalog for a number of reasons. Transfer students and those moving on to fields such as medicine or business need to have more options for applying credits from another college or taking classes that fit a professional plan. While the AAS – NASD does meet the requirements for a DTA degree, students, faculty and ICRC members have expressed concern about its lack of choice. The NASD DTA with multidisciplinary concentration does allow greater choice although most students have not been aware of that option. At a meeting several months ago, Cheryl did request that the multidisciplinary version be delineated in the next catalog. An evaluation sheet for that emphasis has been developed and is on the “off campus students Bear site.” The multidisciplinary emphasis has been used for those IL students who are not at sites or on campus.

A concern was expressed that students might use the General-DTA to circumvent the Native Studies components of the other degrees. However, most of the available classes do reflect that emphasis and that trend will increase in the future. It also was suggested that the NASD credit requirements be increased for the DTA degree and that NASD 105 be included as a college requirement.

4. **AAS – OKSALE - Jan Hayes.** Discussion. **The ECED emphasis, as in the present catalog, does not meet the requirements of the AAS degree. It is short TE credits because the ECED classes fall into the NE gray area. Additional discussion included whether the K-12 emphasis is actually a K-8 program. Ted said that Shelley has done a lot of work on redesigning the ECED emphasis of the OKSALE degree and that he will ask Rissa if she has that information. Unless the degree can be made to fit the AAS requirements, it cannot be included under OKSALE in the next catalog.**
5. **AST – Life Sciences – Jan Hayes – Discussion.** **The degree contains “hidden” prerequisite math courses to those listed. Jan and Ted will discuss this further. Another subject of discussion was whether students might be ahead to complete and AAS – DTA.**
6. **HLTH – Bill Freeman – Course deactivations.** **The following health classes are approved for deactivation, pending the filing of the paperwork: 106, 115, 116, 130, 131, 132, 170, 191, 192, 214, 215. Bill will give his suggestions for HLTH 105 after his discussion with Cheryl about the CHR certificate.**
7. **Languages – Linda Kenny – Decataloging approved for all of the language courses used for specific situations. Sharon must be involved in any final decision about deactivation so this is a temporary measure to simplify for the next catalog. NASD 101, 102, and 103, Conversational Native American Language I, II, and III, will remain in the catalog and will be used for most tribal languages.**
8. **HRCM – Hospitality. Linda Kenny/ Rissa Wabaunsee.** Deactivations approved for: HRCM 119, 121, 122, 123, 124, 126, 140, 142, 143, 144.
9. **HIST 215 – 216 – Moved to next week’s agenda.**
10. **Changing the 190/290 numbers used on last weeks new course proposal. Ted Williams and Lucy Wood-Trost. The 190 and 290 numbers have been used for a variety of specific subjects and not just Internship/ Practicum. Ted suggested using the numbers 197/297 instead for all Internship/ Practicum classes. Approved. Some of the 190/290 classes (the**

old internships/practicums) will need to be deactivated. Ted will review these classes and bring his suggestions back to the committee next week.

11. Agenda items for next week.

AAS – DTA – The details. Lisa Santana, Jan Hayes, Ted Williams
ARTD Certificate - Linda Kenny/Ted Williams
190/290 classes for deactivation – Ted Williams
HIST 215 – 216 – Curriculum Committee
HMDV – Ray Levesque/ Lucy Wood-Trost
Journalism – Wayne Woods – Ted Williams
Linguistics – Sharon Kinley /Ted Williams
NASD – Michelle Vendiola
BUAD 191 and 200 – Ted Williams

The next meeting is July 28th from 1 – 3 in SAC 2.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee Minutes

July 28th, 2005

People attending: Nancy Carroll, Sherrie Lutsch, Ane Berrett, Ted Williams, Lisa Santana, Brian Compton, Bill Freeman, and Lucy Wood-Trost.

1. **HIST 215 – 216 – Discussion** - Brian Compton - Courses will be left in present form in the catalog.
2. **HMDV – deactivations** – Curriculum Committee. The following deactivations were **approved pending paperwork**. (Lucy will do the deactivation forms.) **HMDV 105, 107, 108, 109, 111, 113, 116 and 139**. Ted will follow up in discussion with Linda Kenny as to whether the ABE/GED classes will be included in the next catalog. The committee members also **recommended** the following: 1. That Lucy check that HMDV 120 has been changed to 1 credit and that 121 has been changed to 1 – 18 credits. And 2. That HMDV 177 – 2 credits be revised as follows: Description rewritten and credits changed to 1. (Lisa ask Ray to do this.)
3. **Departmental designations - Suggestions and discussion** – Ane stated that the HMDV designation does not fit the subject matter of the listed courses. She suggested that a different departmental designation be considered during the next academic year. Ane also pointed out that the question is more widespread than HMDV. For example, why is BIOL 104 a biology course? Bill's related concern focused on HMDV 177 Workplace Ethics Communication and he argued that ethics is such an important and timely topic that a good solid course should be created rather having the subject included in a variety of disciplines. While people agreed these concerns are worthy of more attention, they have to be put on the back burner until after the catalog work is done.
4. **Journalism deactivations - 111, 112, 113 – Approved pending appropriate paperwork**. (Ted will be responsible for this.)

5. **Legal Studies** – The committee members **recommended** that the introductory course (LGST 101) be retained and the other courses be deactivated. Ted will talk with Rissa about her plans relating to these courses and will bring back appropriate paperwork to the next meeting for formal action.
6. **Linguistics** – Discussion – Curriculum Committee. **Courses will remain as currently in the catalog.**
7. **Deactivate BUAD 191 and 200** – Ted Williams – **Approved.**
8. **ARTD Certificate** - Linda Kenny/Ted Williams. Ted will contact Linda to see if she will be bringing this forward at the next meeting.
9. **AAS – DTA – Discussion of revision.** Lisa Santana, Ted Williams

The revision will include more NASD credits. (The old version required only six credits.)

A. Ted proposed twenty NASD credits, with specific requirements of NASD 110 and History 111 and 112. Ane strongly argued for the inclusion of a Native language class among specific requirements.

B. Lisa proposed the requirement of a minimum of one class in each of HMTS, SS, NS, and electives areas, credits to total twenty or more.

The discussion focused on whether to be specific or allow greater choice among all credits and how either option would impact transfer students and students who want to focus on an area of special interest. The more general proposal would make the degree more acceptable to the ICRC (AAS standards setting group). On the other hand, it is important that students get a good basic grounding in Native Studies as taught in the suggested courses. It was pointed out that the proposed required courses are the same as those NASD classes that would be used to fulfill humanities, social science, science, and electives credits. In short, students would be most likely to take those classes even if they are not required to do so.

A second area of discussion was what determines if a course is NASD. For example, NASD 105, as taught by various people, may or may not have a Native studies content. The group members again agreed this is an important concern but one that must be put on hold until the next academic year.

No decision was reached. The changes will be discussed again at the next meeting. Meanwhile, Ted and Lisa will continue their discussion and fact-finding on the proposals.

The next (and last for summer) meeting will be held on Weds – August 3. The meeting will begin at 1 and continue as long as necessary (within reason) to finish the catalog work.

The agenda will include:

- 1. ARTD Certificate**
- 2. AAS – DTA revision.**
- 3. ABE/GED classes – Linda Kenny**
- 4. NASD courses – Michelle Vendiola**
- 5. Legal Studies Classes – Ted will discuss this with Rissa and bring back his recommendations.**
- 6. All the departmental courses in the catalog that have not yet been considered by the Curriculum Committee.**

Faculty, if you have not yet given us recommendations or forms for revisions, deactivations, etc for your areas of expertise – PLEASE DO SO IMMEDIATELY (or live with the results for the next two years.)

Curriculum Committee Minutes

August 3, 2005

Members attending: Lisa Santana, Nancy Carroll, Sherrie Lutsch, Ane Berrett, Ted Williams, Bill Freeman, Dick Poole, and Lucy Wood-Trost.

Members reporting unable to attend: Brian Compton, Adib Jamshedi

People attending to present material: Sharon Kinley, Jamie Sluys, Ray Levesque.

7. **ARTD Individualized Certificate** - Linda Kenny. **Discussion.** Rather than being a separate certificate, the ARTD will follow the Individualized Certificate requirements and a waiver can be requested for the HMDV 150 requirement. This decision was made so that students are eligible for financial aid in the fall. A future option may be to reconsider creating a separate certificate and to go through the steps required for financial aid to be granted to eligible students.
8. **NASD classes – Deactivations – NASD 118 and 119.** Sharon Kinley. **Approved pending appropriate paperwork.** (Lucy will do forms.)
9. **NASD classes – Revisions – NASD 115, 116, 137, 138.** Title and description changes to make courses less specific to tribe and/or region. **Approved pending appropriate paperwork.** (Lucy will do forms.)
10. **PHED classes – New Courses** – Jamie Sluys and Ray Levesque.
112 – Lacrosse, and 172 – Horsemanship were **approved.**
11. **PHED 131, 157-158 – Reactivations.** Jamie Sluys. **Approved.**
12. **AAS – DTA revision** – Lisa Santana/Ted Williams. **Approved.** Lisa Santana will make a few additional changes to the draft and it will then be sent to faculty, and Leadership Team and Curriculum Committee members. The new plan will include a minimum number of credits (25) that must be completed at NWIC and an attendance requirement, as well as designation of general areas in which NASD courses must be completed.

- 13. ABE/GED classes – Linda Kenny – Informational.** This is about deletion of all ABE/GED courses other than those in the Pre-vocational certificate. The deletions were actually passed by the CC over a year ago, but put on hold until now.
- 14. New Heading in catalog for prevocational certificate courses – Career Enhancement.** Informational. (The Career Enhancement classes replace the old GED classes.) New heading has already been created. Linda Kenny
- 15. Legal Studies Classes – Deactivations, decatalogations, and recommendation.**
- * **Deactivations approved: LGST 102, 196, 204, 206, 210, 211, 212, 213, 215, 216, 218, 219.**
 - * **Decataloging approved: LGST 214 and 217.**
 - * **Recommendation:** LGST 101 will be maintained for the time being. The committee strongly suggests that a POLS version of this course be created and cross listed with LGST 101.
- 10. Course revisions – BIOL 104, ENVS 201, and ANTH 202 – Ted Williams.** Both courses were **approved pending paperwork** to have the NASD designation included at the end. (Ted will do paperwork.)
- 11. New CMPS classes 118, 119, 120, 121, 122, 219, 220.** discussed originally at May 19, 2005 meeting. –Ted Williams. **Placed on hold** because new course forms and syllabi have not been submitted. (Note for later consideration; the number 120 has already been used and is not available.)
- 12. Consideration of all the departmental courses in the catalog** that have not yet been considered by the Curriculum Committee.
- * **PRED classes – all approved to be decataloged.** (Lucy will do paperwork.)
 - Recommendation:** Shelley should decide which to deactivate. Suggested she consider creating new classes and using the COMH designation instead of PRED.

*** PHIL 120, 225, and 230 Approved for deactivation pending paperwork.** (Lucy will do paperwork)

*** PHYS 100, 121, 122, and 123. Approved for deactivation pending paperwork.** (Lucy will do paperwork)

*** POLS 232 - Approved for deactivation pending paperwork.**
(Lucy will do paperwork)

*** PTAD - All courses to be decataloged. Approved pending paperwork.** (Lucy will do paperwork)

*** TECH 151, 152, 154, and 160. Approved for deactivation pending paperwork.** (Lucy will do paperwork)

Recommendation: A new course, in a different discipline, should be developed for TECH 154 - Native American Architecture.

• VOCC - Deactivate all. Approved for deactivation pending paperwork. (Lucy will do paperwork)

Next Meeting - 4th week in September. Time and place to be established later.

Minutes written by Lucy Wood-Trost with feedback from those attending.

Curriculum Committee
Meeting minutes 13 October 2005

Present: Lucy Wood-Trost, Sherrie Lutsch, Dan Woods, Kathy Humphreys-Shafer, Dick Poole, Brian Compton, and John Rombold

People reporting they would be unable to attend: Nancy Carroll, Bill Freeman, Lisa Santana, Ted Williams, Shelley Macy, Linda Kenny.

1. Election of Chair

Lucy Wood-Trost agreed to serve again as the committee chair, provided that others help with recording and distributing notes from the meetings. Debbi Williams and John Rombold agreed to assume note-taking duties.

2. Reactivation of Philosophy 120 (Logic)

Approved. Jerry Herbert will offer the course at the Port Gamble/Upper Peninsula site as part of a computer technology program.

3. Special courses for Muckleshoot ABE

This item will be addressed during the next curriculum committee meeting (Linda Kenny not able to attend).

4. Other items

A. Journalism class at NWIC

Dan Woods told of plans for a class beginning winter quarter. Since JOUR 111, Newswriting, is still active and fits what will be taught, that number will be used. The course may also be of interest to community members.

B. Science special topics courses.

NOAA has provided a total \$30,000 to fund students up to \$3,000/year to conduct science research. How can the students conduct research and receive credit? Possibilities:

- a. 188/288 special topics courses.
 - b. 197/297 internship/practicum.
 - c. develop a specific 200-level research in science course.
 - d. BIOL 140 – Issues in Fisheries. An advantage of this class is that it can be used for Natural Science credits for AAS students.

Some of the advantages and disadvantages of these alternatives were discussed. One concern was that too many special topics courses on a transcript might create transferability issues.

Curriculum Committee
Meeting minutes 1 December 2005

Present: Lucy Wood-Trost, Sherrie Lutsch, Brian Compton, John Rombold, Shelley Macy, Linda Kenny, Ted Williams, Gary Brandt, Dick Poole. Unable to attend: Nancy Carroll, Bill Freeman, Ane Barrett.

I. Agenda items

A. Introduction to digital and analog electronics (Gray Brandt).

This would be part I of a three-course series offered within the NWIC Computer Technology Program. The goal of the three courses would be to train students to work with microcontrollers and robots. The first course, Introduction to digital and analog electronics, will be tested winter quarter 2006.

Course approved as CMPS 106 – 3 credits.

B. Meeting time for next quarter.

Several people indicated that the current meeting time (Thursday 10-12am) excludes their participation in the Curriculum Committee. Alternative times suggested included:

1. 1-3 pm Thursday
2. 1-3 pm Wednesday

It was agreed that Lucy will ask Sherrie Lutsch if the second and fourth Weds from 1 – 3 will work for her.

The committee meeting time will be resolved pending further data.

C. EBSCO Program (Nancy Carroll).

Nancy Carroll was not present so this item was tabled.

D. Other items.

a. Proposed Tulalip slot technician courses.

The Tulalip Tribe is unenthusiastic re. paying the costs of having their technicians take courses outside the core technical courses required to maintain slot machines. Additionally, employers have to grant more time off if NWIC College requirements are added to a technical training program. NWIC Certificate programs require 22 units of general requirements. For some, this may be 22 units too many. Questions:

- i. How clearly should the College draw a line between training courses and academic courses?
- ii. How can the College best meet the technical training needs of the Native Community?
- iii. Would an undesired precedent be set by dropping the 22-credit general education requirement for the Tulalip slot machine program?

Edmonds Community College is apparently willing to offer the core technical program for slot machine maintenance without academic add-ons if NWIC does not.

Merry Christmas everyone!!!

Curriculum Committee
Meeting minutes 3 February 2006

Present: Lucy Wood-Trost, Sherrie Lutsch, Brian Compton, John Rombold, Debbi Williams, Ane Barrett, Linda Ward, Jason Myers, Ted Williams, Shelly Macy, Jerry Herbert (at NWIC Port Gamble), Daniel Jones (at NWIC Tulalip and Kay Kidderer (at NWIC Nez Perce).

I. Agenda items

A. VOCC 188 reactivation. A Certificate in Automotive Technology is being offered at the Port Gamble site, with 14 students currently enrolled. Three courses would form the core of the certificate: Mechanics I, Mechanics II, and a shop internship. The problem is that financial aid can only be given to students in an approved program. The Automotive Technology program cannot be approved until the accrediting association reviews it—a process that could take months. Meanwhile, the 14 enrolled students are unable to receive financial aid.

The interim solution to the problem is to designate the three courses as engineering: ENGR 188, ENGR 288, and ENGR 197, and then have the students declare the AAS – DT as major. The ENGR classes will fit under NE. No action by the committee is required to do this because the three ENGR classes are listed in the catalog. It became apparent during the ruminations of the committee, however, that the Northwest Indian College should develop a plan for vocational education rather than rely upon a series of band-aid solutions. Tulalip, Nez Perce, Port Gamble and other NWIC sites all have strong demand for vocational education. The development of a NWIC plan for vocational education would involve the entire NWIC community.

The curriculum committee encourages the college to develop a plan for vocational education.

B. ARTD 106 (Native American Art History) reactivation.

Currently, ARTD 103 is the only ITV humanities theory course offered by the College. If reactivated, ARTD 106 would be an alternative.

- a. The Coast Salish Institute has been reviewing the art curriculum; it would be good to solicit the Institute's opinion on reactivating ARTD 106.
- b. Change the title to Indian Art History of Place, where place would be the coast, plateau, etc?

Motion: approve Native American Art History (ARTD 106), subject to the following:

- i. "Native American Art History" be changed to "Indian Art History of Place."
- ii. The proposal to reactivate ARTD 106 must be approved by the director of the Coast Salish Institute.
- iii. The appropriate paperwork must be submitted.

Course reactivation approved subject to the above-mentioned conditions.

C. New name for Physics 111.

PHYS 111 (Matter and Energy in Physical Systems) is one of three courses developed by the North Cascades Initiative. The purpose of the initiative was to develop inquiry-based science courses for students who are pursuing education degrees. No students have enrolled in PHYS 111 at Northwest Indian College, perhaps because the title of the course is intimidating. The proposal is to change the name of the course, thereby increasing its appeal to students

Suggested titles for PHYS 111:

- i. Finding things out in physics
- ii. Explorations in physics
- iii. Exploring physics
- iv. Painless physics
- v. Easy physics
- vi. Really easy physics
- vii. Fun with physics

One suggestion was to make the curriculum of PHYS 111 math-rich and offer the course as an alternative to MATH 151.

The new course title, “Finding Things Out in Physics”, was approved for PHYS 111.

D. Changes to Curriculum Committee forms

1. Class Reactivation form

changes in bold

- a. item 3: **delete** “K-20” **replace with** “ITV”
- b. item 4: **delete** “If temporary, please give details” **replace with** “If temporary, please specify the de-activation date”.
- c. Signature lines: **delete** “Academic Vice President” **replace with** “Vice President for Instruction”
- d. **Place** “ temp permanent” **check boxes in the header of the form.**

2. New Course Proposal form

changes in bold

- a. “Form must be accompanied by course syllabus, **including outcomes**”
- b. “Course Title (30 characters **maximum**)”
- c. **delete:** “total hours a student meets...”
- d. **delete:** “Chair approval” **replace with** “Dean approval”
- e. **add** “ NE” after “ TE”
- f. after “Designed to meet requirements (check those that apply)” **add new check boxes:** “ ATA/AAS” and “ Award of Competency”
- g. **remove:** “ Rel Inst” check box
- h. **delete:** “Signed and completed form processed by: _____” **replace with:** “Person processing form _____”

Debbi Williams offered to make the changes on the forms and format them consistently.

**The next Curriculum Committee Meeting
will be held 1-3pm 17 February 2006 in DL-2**

Curriculum Committee
Meeting minutes 17 February 2006

Present: Lucy Wood-Trost, Leilani Ignacio, Sherrie Lutsch, Brian Compton, John Rombold, Debbi Williams, Jason Myers, Ane Barrett, Jason Myers, Ted Williams, Nancy Carroll, Daniel Jones (at NWIC Tulalip), and Oscar Tiegs and Kay Kidder (at NWIC Nez Perce).

I. Agenda items

A. Revision of ECED 103. The proposal was to make ECED 100 a prerequisite for ECED 103.

Revision approved

B. Professional technical degrees. The sites have not had an adequate period of time to review some of the new ideas re. professional technical degrees.

Discussion on professional degree technical degrees was tabled to provide more opportunity for review and feedback.

C. Course reactivation form. The course reactivation form is part of a process intended to ensure 1) that courses support a degree program; and 2) that courses integrate with the broader college curriculum. This process can help build a focused program of study at the NWIC, and avoid a proliferation of new courses.

1. Proposed changes to the course reactivation form:

- a. Add a new question #2: Which program of study and program outcomes does this course support?
- b. original question #2 becomes question #3
- c. original question #3 becomes question #4
- d. change chair approval to “Dean of Academics”

D. New course proposal form. The new course proposal form examines 1) how new courses relate to existing or proposed programs of study, and 2) how new courses relate to existing courses.

1. Syllabus questions: is standardization needed? The Dean of Academics will talk with Rissa re. the degree of specification needed in the syllabus that accompanies the New Course Proposal form.

2. Proposed changes to the new course proposal form:

- a. change title to: “Proposal form for new academic courses”
- b. add: outcomes and syllabus forms available at <http://www.nwic.edu/faculty>
- c. change “class title” to “course title”
- d. add new question #1: “What are the rationale for offering this course?”
- e. add new question #2: “How will this course affect existing courses of study?”
- f. original question #1 becomes question #3.

- g. add “ theory” and “ practice” check boxes after humanities in the categories check list (new question #3.)
- h. original question #2 becomes question #4.
- i. original question #3 becomes question #5.
- j. original question #4 becomes question #6; eliminate part 2 of this question: “If yes, why should the course be created”
- k. original question #5 becomes question #7.
- l. eliminate original question #6.
- m. original question #7 becomes question #8.
- n. eliminate questions 1-9 on page 2. under the heading: “how does this course fit with the following content areas?”

**The next Curriculum Committee Meeting
will be held 1-3pm 3 March 2006 in DL-2**

Curriculum Committee
Meeting minutes 3 March 2006

Present: Lucy Wood-Trost, Leilani Ignacio, Sherrie Lutsch, Brian Compton, John Rombold, Debbi Williams, Jason Myers, Ted Williams, Linda Kenny, Nancy Carroll, and Daniel Jones (at NWIC Tulalip).

I. Agenda items

A. Professional Technical degrees. NWIC has been receiving many requests for job skills certificates, especially from the site campuses. Important issues for a NWIC certificate include: 1) how much general education should certificate students take?; and 2) at what level should the courses be taught?

Proposed core (+/- 17 credits):

1. A Native American Studies class, potentially on issues/history relevant to the specific tribe where the course is being offered; 3 credits.
2. English: BUAD 100 or ENGL 100; 5 credits.
3. A revised Computer Science 155 that would introduce the student to computer applications relevant to his/her field of interest; 3 credits.
4. Human relations for the work place; 3 credits. Course must be created.
5. Applied math (perhaps the first 3 credits of Math 190); 3 credits.

The proposed core for a NWIC professional certificate will be clarified and brought back to the committee for formal approval. Any new classes also need to be approved first.

B. Workshops & classes offered by other groups – Can they apply toward NWIC academic credits?

Some students have the opportunity to attend content-rich workshops. Can they receive NWIC credit? Yes—students can receive a maximum of 12 units of 189/289 credit if the student both submits a proposal and writes a paper before and after the workshop, respectively.

C. Continued work on revision of Curriculum Committee forms. Linda Kenny and Debbi Williams generously agreed to work together to revise the committee forms. Lucy will be available for any needed input.

**The next Curriculum Committee meeting
will be held 1-3pm 17 March 2006 in DL-2**

Curriculum Committee
Meeting minutes 17 March 2006

Present: Lucy Wood-Trost, Anne Barrett, Sherrie Lutsch, John Rombold, Debbi Williams, Linda Kenny, Nancy Carroll, Mike Fentress, Lisa Santana and Shelly Macy

I. Agenda items

A. Draft Human Services 2-year degree (AAS). An AAS degree in Human Services has been in development at Northwest Indian College since the spring of 2005. The degree is being developed to provide a more transferable program for students interested in a B.A. in Human Services. The AAS degree could become the foundation of a 4-year Human Services degree at NWIC. Lisa Santana presented the draft of the Human Services AAS to the curriculum committee to obtain feedback.

Comments:

1. CHEM 100 is not normally offered.
2. HUMS 101 already exists—a course revision would meet the objectives of the degree.
3. How does the proposed program fit with the 1st year experience?
4. Most of the 1st year courses are already offered at the sites.
5. Some courses will be co-taught by Western Washington University faculty.
6. The demand from the Lummi Community for this program could be high.
7. The four-year degree in Human Services at NWIC could be potentially launched in Fall 2008.

B. Certificate proposals (Linda Kenny). Focus areas:

Office professions
Coast Salish Art
Mechanics
Slot Technician
Work Readiness
Native American Studies

Proposed core:

NASD 100 Introduction to Native American Studies	3 credits
BUAD 100 Practical English for the Workplace	5 credits
MATH 190/BUAD 146 Vocational Math/Business Math	5 credits
HMDV 210 Tactics for change/personal development	<u>3 credits</u>
	total 16 credits

Comments:

Community education vs. vocational education. The general problem is financial aid: if students are to receive financial aid, the certificate must be approved. To be approved, the college must fully support the program. Certificates listed in the catalog must be offered to students and supported with the resources of the college. Motion: Lisa Santana, Ted Williams, Rissa Wabaunsee, Linda Kenny and Mike Fentress will meet to define what the issues are regarding career/technical programs, and how to resolve them.

Motion approved.

II. Other items.

Early Childhood Education 103 approval (Shelly Macy). Series of three courses:
ECED 103 – ECED 104 – ECED 105.

Course approved

Northwest Indian College
Curriculum Committee Meeting Minutes
April 21, 2006

Present: Lucy Wood-Trost, Debbi Williams, Nancy Carroll, Brian Compton, Crystal Bagby, Ted Williams, Mike Fentress, Sherrie Lutsch and John Rombold.

Unable to attend: Lisa Santana, Ane Berrett.

Petition for Exclusion of Low Grades

Mike Fentress originally brought up this issue because some institutions are offering a "fresh start" option. It allows the student's GPA to be reset upon request. Since NWIC has open enrollment this policy probably would not be of benefit to our students. At the end of the discussion, Mike recommended dropping pursuit of this issue. No action was taken.

The instructional calendar for 2006-07 – Ted Williams

Ted distributed the first draft of the 2006-07 Instructional Calendar for review and comment. There was some discussion and comments made regarding the proposed calendar.

English, math, etc. prerequisites for 200 level courses – Ted Williams

Ted asked if there should be particular guidelines to 200 level courses. If so, could we come up with the guidelines, and do they apply to other 200 level courses? There was a lengthy discussion about what prerequisites should apply and whether or not ICRC would influence the decision. Several proposals were made and withdrawn. After lengthy discussion, Crystal Bagby proposed the following:

To discuss putting prerequisites of Math and English to specific distribution areas course by course. **CONSENSUS** was to review this at the next meeting.

Ted agreed to e-mail the course list to Curriculum Committee and to faculty and advisors for us to vote on prerequisites. Lucy declared this to be the high priority for the next meeting.

The Curriculum Committee handbook
Was not discussed at this meeting.

Meeting adjourned at 2:53 p.m.

Northwest Indian College
Curriculum Committee Meeting Minutes
May 5, 2006

Because of a request by Rissa Wabaunsee, this meeting was devoted to revision of the Curriculum Committee Handbook.

Other items, such as prerequisites for 200 level classes and discussion of “Writing Across the Curriculum” were put on hold until sometime in the future.

Next meeting is May 19 from 1 – 3 in DL-2.

Northwest Indian College
Curriculum Committee Meeting Minutes
May 19, 2006

This meeting was devoted to revision of the Curriculum Committee Handbook. We completed the work. Ted will post it on the website and give a copy to Rissa.

Ted distributed a sheet of possibilities for designations of hybrid classes.

Next meeting June 7th will be the last one for this academic year.

Curriculum Committee Minutes

June 7, 2006 – CAC 2-4 pm

People attending: Ted Williams, Shelley Macy, Linda Kenny, Santi Alston, Nancy Carroll, Crystal Bagby, Debbi Williams, Brian Compton, John Rombold, Dick Poole, Bill Freeman, Jason Meyers, Lucy Wood-Trost.

1. The proposed AAS-T ECED degree – **Discussion**. Shelley Macy.
Shelley explained the differences between the AAS-T and the other AAS degrees. Many AAS-T degrees use speech as a humanities course, for example, while we have always used it for communication skills. The group also discussed others of the classes included in the degree and suggested other possibilities. It was suggested that ECED 210 be removed, leaving PSYC 210 as the option. Shelley will consider the issues brought up in discussion and formally present the new degree at the July 20th CC meeting.
2. New ECED classes – Shelley Macy.
ECED 101 – **Approved**. Following the model from other colleges using the AAS-T, the committee approved it as a Social Science, *if* both Jan Hayes and Lisa Santana will also approve. If they do not, it will be designated as a TE class.
3. Course revisions – Shelley Macy.
ECED 206 – Description changed. **Approved**.
4. New departmental designation for generic vocational classes – Ted Williams
PTED designation created and approved. PTED stands for Professional Technical. It will automatically include 188/288, 189/289, and 197/297 classes.
5. Election of a Chair.
Lucy Wood-Trost was nominated and **elected**.

Next meeting Thursday, July 20th, from 10 – 12 am in DL1. We will downlink to those interested.

Curriculum Committee Agenda

July 20, 2006 – DL-1 from 10 – 12 am

People attending: Crystal Bagby, Shelley Macy, Lisa Santana, Debbi Williams, Toby Langen, Nancy Carroll, Sherrie Lutsch, Mary Suttle, Linda Kenny, Ted Williams, Ane Berrett, Sharon Kinley, Lucy Wood-Trost
People reporting unable to attend: Bill Freeman

6. **New ECED classes** – Shelley Macy

- a. ECED 104 – Program Management and the CDA – 3 cr. **Approved.**
- b. ECED 106 – Guidance in Early Childhood – 3 cr. **Approved**

7. **ECED class reactivations** – Shelley Macy

- a. ECED 101 – Introduction to Early Childhood Education - 5 cr. **Approved**
- b. ECED 220 – Communication, Language, and Literature – 3 cr. **Approved**

8. **ECED class revisions** – Shelley Macy.

- a. ECED 101 – Course description changed. **Approved.**
- b. ECED 220 – Title change to “Communication, Language, and *Literacy*”. Also description changed and prerequisites to ECED 101 and ENGL 101. **Approved.**

9. **AAS – T – ECED degree** – Shelley Macy. **Approved** after the following discussions and changes.

- i. Can ECED 101 be used as a social science requirement? Lisa checked the ICRC guidelines and said that the course would fit the criteria. She added that some 4-year colleges might accept it and others may not. She and Ted will take the issue to the ORR committee of ICRC. If that group approves it as a SS, then it could be used for SS credit for the DTA. Until that time Lisa recommended that ECED 101 *only* be approved as a SS for the AAS-T- ECED degree. Lisa will write the disclaimer statement for this.
- ii. HIST 112. It was not included on the degree, even though it is required for all other degrees. Shelley explained she was trying to keep the required credits close to 90 and that HIST 112 would increased them to 95 credits. The group agreed **HIST 112** should be **added**. That was done.

10. Native language courses – credit/title revision - Toby Langen. **Rejected with the suggestion that Toby create seven new courses and bring them to the committee next fall. The CC also suggested a temporary reactivation of LSHT 101 until the new courses are created and approved.** Discussion included the following issues.

- i. Toby teaches a much more theoretical version of Lushootseed than is taught in the current conversational language courses. Several other sites also teach theoretical versions of their language while others teach the conversational form. CC members agreed the best answer is to create a series of new classes with descriptions that reflect the theoretical content and that can be used for many different tribal languages.
- ii. The new language classes would be created as 5-credit courses. This would make them more appropriate for transfer to 4-year institutions.
- iii. Clear course outcomes and evaluation criteria need to be created for the new classes. Other language teachers also need to be involved in this.
- iv. The intent is that the new courses will meet the criteria to be classified as HMTS – T (Theory) classes. (Conversational classes are HMTS – P)

11. LSHT 101 – Temporary reactivation – Toby Langon. **Approved pending appropriate paperwork.**

12. ARTD 102 – Permanent reactivation – Sharon Kinley. **Approved pending appropriate paperwork.**

Sharon explained that this course best fits the needs for the summer YESS program. **It will not be included in the catalog.**

13. New Curriculum Committee forms – Lucy Wood-Trost **Approved pending discussion with and recommendation of Rissa.**

Discussion in committee included whether or not CEU info should be requested on forms, who is the gatekeeper for CEU's, and how Rissa wants CEU's handled (with respect to CC) in the future. (*Note: After discussion with Rissa the CEU questions will not be included on the forms.*)

14. HMDV 210 – Deactivation and creation of a replacement course at the 100 level – Ted Williams for Elva Eisel. **Not approved.**

The Committee questioned how this course differs from HMDV 110. It seems to cover much of the same material and the request included it's being approved as an alternative to the HMDV requirement. Because HMDV 110 is required for all degrees and certificates, making the new version of HMDV 210 a substitute for it would have far reaching consequences.

It was suggested that Mary (who is writing courses outcomes for HMDV 110), the instructors of the courses, and Elva discuss this issue. If a second course still is needed, it can then be brought back to the CC. Ted will talk with Elva.

Next meeting: Fall 2006 – Date and time not yet specified.

Minutes written by Lucy Wood-Trost

Curriculum Committee Minutes

October 12, 2006

Present: Brian Compton, John Rombold, Debbi Mele Mai, Jason Myers, Ted Williams, Linda Kenny, Shelley Macy, Ane Berrett, Shidon Aflatooni, Susan Given-Seymour, Vanessa Cooper, Lucy Wood-Trost.

Reporting unable to attend: Nancy Carroll, Lisa Santana, Bill Freeman.

15. Certificate in Basketry/Weaving – Discussion – Susan Given-Seymour

Susan brought the proposed certificate for feedback. She said it may be followed by an AAS – NAS type degree with an emphasis in cultural arts. The plan is for it to be a flexible degree with a number of emphases. The system would be similar to the past catalog listings of emphases for AAS-NAS. Committee members mentioned the hunger in Native communities for cultural arts, and that many tribal people are looking to the college to help with a renewal of those arts.

Linda said the new accrediting standards may have changed and impact the current NWIC certificate requirements. She will check that possibility and report back to the committee. If changes are needed they will impact all our current certificates.

Susan said that one of the new classes for the certificate will be for portfolio development and asked if there are any similar inactive courses. No one could recall NWIC ever having a similar course, but *Lucy will give Susan a copy of the list of the earliest art classes that are no longer in the NWIC database. Debbi will provide information on deactivated art courses in the database.*

Brian agreed to work with Teresa Parker in developing a plant identification class for the certificate.

16. Compass test issues – discussion - Shidon Aflatooni

(This discussion was conducted while the committee was operating as the “Academic Policy Committee” – a role included in its new duties.)

Linda K said she took the Compass test for a first hand understanding of why our students have problems with it. She explained a lot of it is culture-bound and does not fit the background and knowledge of our students, yet most of the questions are inferential and assume a certain level of experiential knowledge.

We explored the possibilities of changing the “cut level” but did not come to a conclusion except that those more intimately involved with the test would have to decide that. Shidon explained that only federal financial aid requires use of a standardized test and only for those students who have not completed high school or a GED.

Shelley and Lucy shared info about the placements they have used for distant students not at sites. (Shelley brought copies to the CC .) The placements used are the Botel Word Opposites plus a writing sample for English and the Wide Range Achievement for math. Both are quick, fairly stress-free for students, and, over the years, have proven to be more accurate than the standardized tests. (The above placements were those originally used at this college.) Ted said that the First Year Experience uses writing samples, as well as Compass scores, to determine the correct English placement for students. John Frey and Kathy MacKenzie determine the final placement.

Shidon will research the placement policies and tests used at other tribal colleges.

Ted proposed that a faculty-driven committee be created to look at policy change with respect to the placements. He suggested that Mike Fentress and Lisa Santana will want to give input on the subject. *Ted will set up the committee.* He noted those in attendance who wanted to be part of it.

17. Course evaluation form – Discussion of changes - Lucy Wood-Trost

The old form is not very helpful. The discussion focuses on what should be evaluated at this time. What is the purpose of the evaluation? Why are we doing it? Two very obvious reasons are that it is required for meeting accrediting standards, and it is included in the duties of the Curriculum Committee. (It was pointed out that the CC is required to do the evaluations, but how they are done is determined by the group.) In addition, the evaluations help to determine which courses should be kept and which deactivated, whether or not they are relevant and fit with the institutional mission and goals, etc.

Discussion also focused on the relationship of the evaluations to the course outcomes work of Ann Marie and Shidon and who determines whether a course actually meets the on-paper course outcomes?

It was suggested all the relevant material to courses and their evaluation should be assembled into an electronic database. One existed in the past, but fell into disuse many years ago.

Debbi offered to collect ideas for data to be included on the new form. Committee members and any other interested staff member are invited to send ideas to her. She will bring them back to the committee.

CC members agreed that the Standard 2 group needs to look at the evaluation criteria and give feedback to the committee. *Ted will bring the subject to the attention of that group.*

18. **Online Courses** – Linda Kenny. PHIL 225 by Phil Allen will be offered during winter quarter. It needs to be **reactivated**. Linda will bring the paperwork.

19. **Meeting time** – *Ted agreed to schedule the Curriculum Committee for the rest of the academic year.*

The meetings will be the 2nd and 4th Thursdays from 12 – 2 and downlinks will be available to sites.

This quarter the Committee will continue to meet in CAC.

Next Meeting: October 27th – noon to 2 in CAC.

Minutes written by Lucy Wood-Trost with feedback from those in attendance.

Curriculum Committee Minutes

October 26 – Noon – 2 CAC

Present: Brian Compton, John Rombold, Jason Myers, Ted Williams, Ane Berrett, Lisa Santana, Bill Freeman, Crystal Bagby, Elva Eisel, Dick Poole, Lucy Wood-Trost.

Reporting unable to attend: Nancy Carroll.

20. **Reactivation of PHIL 225** – Jason Myers. **Approved with the following stipulations.** *The information will be re-entered on the current form. The syllabus will include the outcomes and be cleaned up. Jason will communicate this info to Phil Allen who will teach the course OL from Nez Perce.*

A larger discussion included the dangers in (again) creating too many options with the result that courses compete against each other and only a few students sign up for each. When PHIL 225 was deactivated, it was for that reason. It was pointed out that while the Lummi campus students might have too many options, those at sites and other off-campus locations often have too few. Another caution was against creating courses for a specific person to teach. That does not apply in this case, however. The course was already created, has been offered in the past, and simply was being reactivated. The request came from Nez Perce because Phil has a good background in this area, thought it was very relevant to NWIC students, and wants to teach it. That meshed perfectly with the OL program because it needed more HMTS – theory courses to be developed.

Another part of the discussion included possible overlaps of this course with SOCI 110 and possibly ANTH 202 and HUMS 240. Ane made a motion that a subcommittee be created to look at how courses are integrated. *Ted will pull together groups to consider the situation and make recommendations.*

21. Changing the “cut Scores” on the COMPASS – **Report.** A group will meet to consider this issue. Their recommendations will be brought to the committee.

22. Certificate in Professional/Technical Studies – Ted Williams. Rissa, Lisa, Mike F., Linda K, and Ted met and recommended the requirements. Lisa explained the certificates will allow the college to

respond to workforce needs quickly and with FA approval (3 – 6 months). **Approved with the following changes:**

- a. *That these changes only apply to certificates in Professional/Technical Studies.* It was agreed that Academic Certificates should be considered separately to bring them into compliance with the accreditation requirements of including a computational component. *Ted will bring that to the Curriculum Committee in the future.*
- b. *The requirement for SPCH 105 is changed to “SPCH 105 or HMDV 110.”*
- c. *That CMPS 101 be included in the Slot Technician Core Credits.* It will replace 3 of the 4 electives.
- d. *That CMPS 197 – Internship – is changed from 5 to 6 credits.* This eliminates the remaining 1 credit of electives. This suggestion was made by Mike Fentress after the meeting. The Committee members were poled about the change via e-mail. Seven responded affirmatively, no one negatively. Mike will “run this by” Linda when she returns to campus. If she also approves, it will be included. (Copies of the amended certificate requirements are attached.)

More general discussion included the numbering of the math courses. John pointed out that MATH 98 would prepare students to challenge and pass MATH 190. The latter is a college level course and the former isn't and another course is required to reach the college level acceptable for the AAS degrees (MATH 102, 107, and 151). It was generally agreed the numbering is a problem and needs to be resolved. *John will bring this back to the CC as an agenda item.*

Further discussion included HMDV 110 vs. HMDV 210 and how course outcomes could to be created for HMDV 110 that would still allow the course to be tailored for either an academic or vocational/technical students. HMDV 210 is used for that purpose currently.

23. Process for Creation of a Specific Professional-Technical Certificate. Ted Williams. **Discussion and follow up request.** Ted handed out a draft of his ideas and asked for feedback. (Attached) *Ted will bring it back to the Committee in the future.*

24. Reactivation of READ 041 and HMDV 041 – Wendy Davis. **Approved.** Wendy explained that the courses provide reading remediation including visual screening and actually reprogram the brain for

deficiencies in learning skills. They have been having a powerful impact on students. Committee members agreed that the courses are important and meeting a large need. The long-term impact is that they will bring us more students who can succeed in college level work.

Wendy will revise course descriptions and bring them back for approval.

25. Course evaluation form – Discussion of changes - Lucy Wood-Trost **Continued.** *Lucy will send out her rough draft ideas for the form and requests that committee members and other faculty send their ideas before the next meeting. She will integrate them.*

Next Meeting: November 9th – Noon to 2 in CAC. The meeting will be available by downlink.

Meeting notes written by Lucy Wood-Trost with feedback from those who attended.

Curriculum Committee Minutes

November 9, 2006

Present: John Rombold, Jason Myers, Ted Williams, Ane Berrett, Lisa Santana, Bill Freeman, Crystal Bagby, Mike Fentress, Daniel Jones, Shidon Aflatooni, Lucy Wood-Trost.

People attending as presenters: Gary Brandt, Wayne Woods

1. **Program revision – Title change from “Computer Networking and Maintenance” to “Information Technology”** – *Gary Brandt*. **Approved contingent on Ted signing the form.** Gary pointed out that the new title fits better with what he is doing. Those present agreed it was a good change.
2. **Discussion and request to administrators.** CC members requested more training in some of the information technology in common use on campus. This is particularly true for the system of accessing student information. The group thought that Fridays would be a good time to schedule such a thing.
3. **New Course - ECED 106A – Building Relationships and Understanding Behavior – 1 cr.** *Shelley Macy* – **Approved contingent on appropriate revision of course description and outcomes.**

Shelley explained that this course and ECED 106B and C (both still to be developed) are being created to meet state requirements for training of early childhood workers. Money is available to pay for tuition and books. The state has very specific requirements for the titles and structure of the modules. That is the reason Shelley is creating three 1-credit courses that together equate to ECED 106 – 3 credits.

The question arose about possible database difficulties stemming from using both ECED 106 – 3 credits and ECED 106A, B, C - each with a different title. Lisa said that would not be a problem. *It was recommended that Shelley bring a course revision for the description of ECED 106, adding the words “Also may be taken as ECED 106A , B, C.”*

Further discussion focused on the meanings of unfamiliar terms on the syllabus, such as “harmed” or “off track” behaviors. Shelley explained the words in the context of early childhood situations.

4. **New course - HMTS 201 - "Oral Interpretation of Literature" – 3 credits** *Wayne Woods.*

Approved as HMTS- theory and NASD contingent upon appropriate revision of course outcomes and description, the latter in consultation with Lisa.

Wayne explained that many colleges now have similar courses that fulfill education and theatre requirements for four-year colleges. He cited as examples Clackamas CC, Whatcom CC, and Western Washington U. He said the class might be given the departmental designation of DRMA or of HMTS. By the end of the discussion he decided to stay with HMTS.

It was pointed out that the description sounded more like a performance class than a theory class. Lisa offered to work with Wayne on the wording so that the theoretical basis will be obvious.

Discussion also focused around making the course outcomes more clearly accessible to students.

5. **Course Evaluation Form – Committee discussion.** Ted and Anne Marie both made additions to the draft considered at the previous meeting. We looked at the most recent version. Much of the discussion focused on the added phrase “Attach syllabi from all of the sites and modalities where the course has been taught within the past year (including face-to-face, online, hybrid, individualized learning.)” The big question was who is responsible for getting the syllabi? It was agreed it should *not* be the teacher who is bringing forth the course evaluation. We discussed where the current syllabi now reside and how they could be used for this purpose.

Additional discussion dealt with

- Order and repetition in the items under course outcomes. Suggestions for change were made. Based on these and other considerations below, *Ted will make changes to the draft on the website.*
- Cultural outcomes are not assessable or clear in meaning. Ted explained he was aware of that but felt something needed to be on the form in place of “under construction.”
- The need for a template or information about what should be included in a syllabus. Having such information in an easy to use form is particularly critical when elders (or others)

unfamiliar with academic procedures are creating a syllabus. A template existed in the past, but it was not a very good one. Committee members agreed that it would be best to have both a template and a clear rendition of what to include in the syllabus. Use of the template would be optional. *Daniel will create a draft template and information sheet and bring it to the Curriculum Committee at the next meeting.* It was suggested that these documents then be brought to a faculty meeting for discussion.

The next and last meeting for fall quarter will be November 30th from 12 – 2 in CAC. It will be downlinked to sites.

Meeting notes written by Lucy Wood-Trost with feedback from other CC members.

Curriculum Committee Minutes
January 26th, 2007

Present: Ane Berrett, Ted Williams, Bernice Portervint, Lisa Santana, Crystal Bagby, Mike Fentress, Debbi Mele Mai, Cal Scheidegger, Shelley Macy, Elva Eisel, Bill Freeman, Dick Poole, Lucy Wood-Trost.

1. **HUMS 120** – Survey of Chemical Dependency – Cal Scheidegger – **Discussion.** Cal suggested that we consider the course be made a required one for all NWIC students. He pointed out that chemical dependency severely impacts (or has impacted) a large portion of our students. Therefore, giving them more knowledge about the subject is critically important and foundational. It was suggested that the transmission of this information might be better handled by;

- a. Making it a knowledge competency required for all graduating students.
- b. Embedding the material in many different classes, such as the First Year Experience.

Cal was also concerned about the transferability of HUMS 120 to a 4-year institution. Lisa said that since it is a survey class it is coded as a transferable elective (TE).

2. **Presentation on 4-year science degree** – Ted Williams

Ted said this item was from an earlier agenda that was cancelled because of severe weather. Since the presentation is scheduled for an all staff meeting the following day, there is no point in going over it in this meeting.

3. **Role of CC as Academic Policy Committee** – Ted Williams

There was consensus that **from this point on, conditional approvals will NOT be given to any courses brought to the committee. All paperwork must accompany the presentation.** The reason for this is that it has been difficult to get the agreed upon paperwork. **Courses without approval will no longer be included in the class schedules.**

Lisa reminded people that a new catalog is in the works. She asked that faculty and administrative staff review the old catalog, especially academic policy portions. Faculty should review course descriptions for accuracy. Changes must be brought to the Curriculum Committee (with required paperwork) for approval – *before the end of winter quarter.*

4. **Midterm grades** – Ted Williams. Lisa said the system allows the entry of a nonbonding, midterm grade. Discussion included what the grade options might be. For example, P,F,V,I, Y were mentioned.

The main value of the grades is to give students feedback about how they are doing. The midterm grade

could be difficult to determine for continuous enrollment classes that allow more than one quarter for completion. Bernice explained how the mid-term grade might help her staff increase student retention. No conclusion was reached. A subgroup will further discuss the issue.

5. **Syllabus template**

The committee members worked over the rough draft developed by Daniel Jones. Lucy will give Daniel feedback on it and explore who would do a template.

6. **Course evaluation form** – The committee members decided it is important to “test drive” the form with a class taught in many locations. HMDV 110 was chosen for that purpose. Ted and Lisa will together designate the person to gather information and present the class.

**Written by Lucy Wood-Trost with feedback from those attending.
Next meeting February 8th from noon to 2 pm in CAC. Downlinked.**

Curriculum Committee Minutes
February 8, 2007

Present: Ted Williams, Lisa Santana, Shelley Macy, Elva Eisel, Linda Kenny, Lucy Wood-Trost.

7. **Course Evaluation Form – Discussion** – Ted Williams. Ted received feedback from several other people about the form. It is now posted on the website. The group agreed that the completed approved evaluations will be filed in the following places: the files in the AVP's office, in a separate binder kept by the Curriculum Committee Chair, and in PDF form on the faculty website.
8. **Evaluation (test drive) of HMDV 110 – Informational and discussion.** Lisa reported that Mary Suttle is writing the outcomes. The course will be evaluated when the outcomes are completed. Crystal Bagby has already begun the process of contacting instructors and getting syllabi for the many HMDV 110 classes offered at sites and by different modes.
9. **ECED 106A – Revision** – Shelley Macy. Shelley explained that creating the additional two classes in this series made her aware that a revised course description was needed. The revision was **approved**.
10. **ECED practicum – Discussion.** The 197/297 courses do not come through the Curriculum Committee. When they are set up for implementation they are given titles. It is important the titles differ (ECED Practicum I and II, for example) so that it does not appear that the student took the same course twice.
11. **New Course - ECED 106B – The Encouraging Classroom – 1 cr.** Shelley Macy. Shelley explained this is the second course in the 3 course series. **Approved.**
12. **New Course - ECED 106C – Positive Guidance – 1 cr.** – Shelley Macy. This is the third and last in the 3 course series (that also equates to ECED 106 – 3 cr.) **Approved.**
13. **Course revision ECED 106 – 3 cr.** – Shelley Macy Description changed. **Approved.**
14. **Question about follow up. AAST – ECED degree that was approved by the CC last year.** Shelley Macy. Shelley asked if anyone knew where that degree was in the further approval process. It has stalled somewhere because it has not yet reached financial aid. That is a large problem for the funding

of students. *Ted and Lisa will bring the question to Cheryl Crazy Bull.* Discussion included whether or not it was really a substantive change or if it could be considered a revision of the old degree.

15. CMPS 188 classes at Tulalip – Discussion. Linda Kenny. Linda reported that Daniel Jones is offering many of the same classes as those in Gary Brandt’s program, but they are being offered as 188 classes because Gary’s classes are 3 credits and Daniel wants 5 credit courses. It was agreed that the 188 should only be used for initial offerings and that Daniel and Gary should discuss the situation. If they conclude that both 3 and 5 credit versions are required, a course revision could be done so that the classes become 3 or 5 credits, making them useful in both situations. *Linda will follow up with Daniel about this.*

16. BS in Native Environmental science course matrix review – Presentation and discussion. Ted Williams. After considerable study of the matrix, the committee members made a motion that NWIC move forward with the development of the Native Environmental Science four-year degree. **Approved**

17. Meeting concluded at 2 pm when Maria Orloff and Patrick Jefferson arrived with a birthday cake and ice cream as part of a surprise birthday party for Ted. Happy Birthday, Ted!

Next Meeting – February 22nd from noon to 2.

Meeting notes written by Lucy Wood-Trost, with feedback from those attending.

Curriculum Committee Minutes
February 22, 2007

Present: Ted Williams, Lisa Santana, Crystal Bagby, Bernice Portervint, Shelley Macy, Elva Eisel, Linda Kenny, Jason Myers, Brian Compton, Mike Fentress, John Rombold, Lucy Wood-Trost.

18. **Follow up report: AAST- ECED degree** – Where it is in the process. Ted Williams/Lisa Santana. It is still unknown if it has gone to the Board. Victor is checking the Board minutes and will let Ted know.

Shelley reported that she wrote the letter Rissa requested for the process but apparently that did not reach President Crazy Bull. *Shelley will make a copy of the letter and give it to Ted who will pass it on.*

(Note: Ted later reported that the degree has been approved by the NWIC Board and will be included in the next catalog. A status check with NW Commission is underway.)

19. **Independent Learning time frame – Discussion and Motion •** – Ted Williams. The Committee began by considering what the questions were. It was agreed two different time frame questions were on the table.

- a. *Does NWIC want to change the two quarter framework IL students are given now for course completion?* Discussion included benefits of both changing or keeping the current time frame, grading policies, the differences and similarities between OL and IL classes, book ordering and obtaining issues, tribes paying for classes whether or not students ever complete them, and the financial aid impact of Y grades. It was agreed that the two quarters policy should remain as it is but that students in *all* classes should be given a strong message that they must complete in one quarter if they are receiving federal financial aid. It was suggested that this message be emblazoned at the top of *all* syllabi. Both “I” and “Y” grades cause students financial aid problems if they fall below a required minimum of completed class credits.
- b. Does NWIC want to shorten the time period during which IL students may register? Currently 5 weeks are allowed. After much discussion, Ted made the following motion that was seconded and **approved.**

“That the registration timeline for IL classes be reduced from 5 to 4 weeks beginning in the fall of 2007. After the 4th week, IL students can blue slip into a course if their doing so is authorized by the IL Director or designee.”

20. **Slot Technician Certificate – Revision** - Linda Kenny. Name change to “Casino Gaming Technician”, drop CMPS 110, Data Base Management II, and changed description. **Approved.**
21. **New Course: Project Management – Discussion** – Linda Kenny Linda shared the syllabus given to her by the person who would teach the course. The plans were developed in response to a tribal training request. The committee members decided that the syllabus was consistent with a 5-credit BUAD course. However, the request from the tribe emphasized the need for training in using software involved with project management, and this was not reflected in the syllabus. It was suggested that two courses might have to be created to meet the need; a 3 credit CMPS and a 5 credit BUAD class.
22. **Midterm grades - Discussion and Proposed Recommendation** – Ted Williams. Ted gave us a follow up to what has happened since our last discussion. He said that President Crazy Bull plans to draw together a group to further hammer out the details of the system. The midterm grades will be P/NP and will NOT be transcribed. They will serve both as a wake up call to students and as information for the retention team. Ted proposed the following recommendation: “The Curriculum Committee recommends to the President the implementing of a midterm grade, with the change effective in the Fall of 2007.” Recommendation was **approved.**
23. **Process for creating non-credit courses** – Ted Williams. The courses are a third type, differing from both CEU and academic credit courses. Information about the process for bringing them into being was not included in the CC handbook and needs to be. Non-credit courses usually come into existence when a special training is requested by an entity that will pay for it. An example of this might be the Forestry Department of a tribe requesting and paying for a 2-day training in management. The end result might be a piece of paper documenting the title and that a person has attended for a certain number of hours. Non-credit courses are not transcribed and do not have to meet accrediting standards although quality

control and accountability are important. Conversely, credit or CEU courses are both transcribed and must meet the accrediting standards.

Ted said that many people contact him about the process of creating a non-credit training. He suggested developing a new CC form that would ask a series of questions walking the planner through the required process and documentation. *Ted will develop a form and draft of the handbook write-up and bring them back to the Curriculum Committee for discussion and approval.*

The next meeting will be March 8th, noon to 2 in CAC. It will be the last for winter quarter.

Meeting notes written by Lucy Wood-Trost with feedback from those attending.

People attending: Bernice Portervint, Ted Williams, Daniel Jones, Brian Compton, Crystal Bagby, Jason Myers, Linda Kenny, Debbi Mele Mai, Karyl Jefferson, Sunshine Carlow, John Rombold, Ane Berrett, Lucy Wood-Trost

People reporting being unable to attend: Shelley Macy, Elva Eisel

1. **ECED 101 – Revision of description** – Shelley Macy (Presented by Ted Williams). Shelley was off campus on a site visit but sent word that she had met with Jan Hayes. They discussed the possibility of ECED 101 being approved (by ICRC)* as a transferable social science class. Shelley reworded the description based on Jan’s recommendations. The revision was **approved.**
2. **Discussion/info update - Going to semesters** – Ted Williams. Ted reported that a subgroup of the self-study steering committee is exploring this possibility. If made, the change would be a substantive one and need to be presented to the NW Commission. At this point, it is not yet determined if making the change will be included in the accrediting report. Crystal explained the next step is obtaining more info. The group will be contacting other colleges, both those who have successfully made the change and those that did not feel semesters worked and returned to quarters. At this point, most tribal colleges are on the semester system and BIA money is given out based on semesters. In the state, however, most colleges use the quarter system. Anne Marie did a research report on the pros and cons of making the change. *Ted will forward the report to the committee members.*

The CC group discussed its role (in an Academic Policy function) in approving any such changes. Will the committee be expected to make a recommendation? The answer to that question is still unclear. It is certain, however, that the CC will be involved in related course and curriculum changes.

3. **Discussion - Continuation about updating and expanding the CC handbook.** – Ted Williams. A recent case was the jumping off point for the discussion. Wendy Davis will be offering many of the old construction trades courses as CEU’s. However, almost none of them have had a CEU version in the past. Does that mean they have to be handled as new courses or

* Intercollegiate Relations Commission. A group that approves transfer degrees from 2-year colleges.
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can they simply be reactivated in the CEU form? A clear policy about this has never existed.

Another possibility is offering all of the courses under 188/288, an option that would not require the classes to be put through a formal CC approval process. *Linda will discuss this further with Wendy and report back to Ted, Lisa, and Lucy.*

Linda reported that she and Susan Given-Seymour have been talking about similar issues regarding trainings and CEUs. *Linda will work further with Susan with the intent of writing guidelines for inclusion into the CC Handbook. Once a draft has been created, Ted and Lucy will give feedback. Finally, the proposed procedures will be brought back to the Curriculum Committee.*

4. **Discussion – Proposal for a new degree (or degrees)** – Ted Williams. Ted said that President Crazy Bull asked that an Entrepreneurship degree be developed. The group discussed whether it would be an ATA or a DTA or both. It was pointed out that the ATA can be a ladder step into the DTA. *Ted will decide whom might best get this process underway and meet with that person.*
5. **Update - Status of course review** – Ted Williams. *Ted will let us know if the most recent version of the form is now on the website. He will also follow up on this with Lisa Santana, designated as the person spearheading the review plans.*
6. **Discussion/request for feedback – Online course development.** – Linda Kenny. Linda presented a list of OL courses already developed and those for which she still needs instructors. A number of suggestions were made.

The next meeting will be April 12 from noon to two in CAC. Downlinks available.

Meeting notes were written by Lucy Wood-Trost, with feedback from those attending.

People attending: Bernice Portervint, Ted Williams, Lisa Santana, Crystal Bagby, Mike Fentress, Jason Myers, Linda Kenny, Elva Eisel, Kathy Humphries-Shafer, Ane Berrett, Shelley Macy, Dick Poole , Lucy Wood-Trost

People reporting being unable to attend: Brian Compton

1. **BUAD 163 – Customer Service - Reactivation.** Elva Eisel. Elva explained that she wanted a permanent reactivation. Many employees at Silver Reef Casino are interested in taking this course. Others have already taken it as a BUAD 188 class. The course will support the Office Professions Program. Course and NWIC outcomes were included in the attached syllabus. BUAD 163 was **approved for permanent reactivation.**
2. **Review of Two-Year Instructional Calendar** – Ted Williams. Ted asked that the committee members notice and discuss any substantive issues related to the schedule. The group focused on the listing of “Student Opening Days” and recommended that they *not* be included in versions printed in the schedule or catalog. The dates of the quarters already are listed. It was the general opinion that students are less likely to come for the student days if they know they are not regular class days. Another question is “What are we trying to accomplish on these days?” It was suggested that further discussion about the opening days be taken to the Social Services and Instructional team. The Curriculum Committee **approved** the schedule.
3. **AAST - ECED Program Revision** – Shelley Macy. Shelley explained that she wants to deactivate ECED 211 and replace it with another practicum ECED 297. The Committee members discussed at length whether or not to create two new numbers (198/298) for all practicums or work-study classes. The reason for doing so would be that each of the four ECED practicums would have their own number, i.e., 197, 198, 297, 298. The change would simplify the financial aid situation because it would not appear that students were retaking the same classes. Other disciplines also might have use for the additional numbers. The group agreed creating 198/298 classes was a good idea. However, Jan Hayes later told Mike, Lisa , Shelley, Ted, and Lucy that creating the new numbers was a very poor idea and explained why.

(proliferation of unnecessary numbers, etc.) Therefore, Shelley went back to her original plan of using only 197 and 297. The degree will now include four practicum classes: 197- P 1: Expressing Warmth to Children; 197 – P II: Playing Responsively; 297 – PIII: Talking Informatively, and 297 – P IV – Attending to Initiative, Cooperation, and Perseverance. Each course will be three-credits. The revision with these changes was **approved**.

4. **ECED 211 –Ethics, Advocacy, and Lifelong Learning – Deactivation** – Shelley Macy. Shelley explained that no one has ever taken this class and the material is included in other courses that are part of the degree. **Approved**.
5. **ECED Degree – Discussion..** Shelley expressed concern that the degree has not yet gotten to the point of approval for students receiving financial aid. *Lisa, Ted, and Shelley will work together to shepherd it where it needs to go for this to happen.*

The next meeting is April 12th.

Minutes written by Lucy Wood-Trost with feedback from those in attendance.

Curriculum Committee Meeting 4/12/07

People attending: Shelley Macy, Ane Berrett, Ted Williams, Gary Brandt, John Rombold, Brian Compton, Kathy Humphreys-Shafer, Lisa Santana, Lucy Wood-Trost.

People reporting Unable to Attend: Mike Fentress

1. **LSHT 103 – Revision** – Toby Langen. **Placed on hold** until a meeting when Toby can attend and answer questions.
2. **CMPS 244 – Revision** - Gary Brandt. **Approved.** Change was from 4 credits to 3 credits to reflect more accurately what the course covers.
3. **New Course - CMPS 170 – Web Page Development – 3 credits** - Gary Brandt. **Approved.**
4. **New Course - CMPS 271 – A+ Exam Preparation – 3 credits** - Gary Brandt. **Approved.**
5. **Program Revision – ATA in Information Technology** – Gary Brandt. **Approved.** Description changed. CMPS 170 and 271 added. Other minor changes in presentation of degree.
6. **Program Revision – Certificate Computer Repair Technician** – Gary Brandt. **Approved.** MATH 190 was added to the GE requirements. It was supposed to be included in the last catalog but was accidentally left out.
7. **Discussion of AAS and AS Transfer degrees** – The group members agreed the names of the AAS degrees should be left as they are (**Associates of Arts and Sciences in ...**). The AS transfer may be a different matter as NWIC develops it's own 4-year science degree. At that point the AAS – DTA might serve students equally well if they plan to transfer to a different college. Lisa will follow up with Mike about federal funding availability and with Cheryl, if needed, about the issue of substantive change so that the degree can be included in the new catalog.

Next Meeting: April 26th – Noon to 2 in CAC.

Notes written by Lucy Wood-Trost with feedback from those attending.

[4-26-07 Minutes]

People attending: Ted Williams, Crystal Bagby, Gary Brandt, Brian Compton, Kathy Humphreys-Shafer, Lisa Santana, Jason Myers, Mike Fentress, Toby Langen, Al Moser, Debbi Mele Mai, Lucy Wood-Trost.

People reporting Unable to Attend: Ane Berrett

8. LSHT 103 – Revision – Toby Langen Toby attended via ITV and answered questions. She will revise the course description and the course outcomes. **Tabled until next meeting and the revised paperwork.**
9. Report back about follow up to AAS-T ECED discussion –
 - a. Federal funding availability - Mike Fentress. Mike explained that once a degree program is approved by NWIC, it is eligible for financial aid funding for students. Mike handed out copies of the US Dept of Education print out for the NWIC eligible degree. He said that the AAS-T ECED was covered under the categories of “Education, Other” and “Child Care Provider/Assistant.”
 - b. Issue of substantive change and inclusion in the catalog - Lisa Santana. Lisa said that she has emailed Cheryl outlining the situation and asking if a substantive change report needs to be filed with the accrediting agency. She has not yet had an answer.
10. Discussion – New classes and revisions to current Information Systems classes - Al Moser.
 - a. Tulalip has requested a three-quarter training in Project Management – resulting in a certificate. It will be a combination of theoretical and hands on study. The attending CC members discussed whether it would be an informal certification that would not go in the catalog or a certificate that meets the NWIC requirements. The latter is a much more complicated process, and the certificate would need to fit with the NWIC strategic initiatives as well as being a long-term offering. *Al will begin by developing and offering the three course series.*

- b. Central WA U offers and AAS-T degree in Applied Sciences. *Al will gather more info about this and discuss the NWIC possibilities with Ted and Gary. Al plans to physically attend the next meeting. (As opposed to attending via ITV).*
- c. *Al will create the new course to replace CMPS 188 in the Casino Gaming Technician Certificate. He will have it ready for the next meeting.*
- d. Al suggested a capstone class that could be done on ITV and offered to students at the casino. *He will continue to develop this idea.*

11. Discussion –CC chair position. Ted Williams and Lucy Wood-Trost

Lucy explained she wants someone else to take over chairing the committee for the next academic year. The intent of this discussion was to make her wishes clear and to sound out who might be willing to take on this important job. The actual change/election will take place during the last meeting of spring quarter.

12. OAR report – Ted Williams.

The OAR stands for Ongoing Academic Review – a subcommittee of the ICRC. NWIC is a member of the latter. The OAR reviews catalogs for alignment with the ICRC guidelines. The response of the college to the recommendations is voluntary, but if the catalog becomes too out-of-line with the guidelines negative repercussions are possible.

The OAR recently reviewed the NWIC catalog and had questions about the following;

- A. The AAS-T in Life Sciences as a transfer degree. *Ted said he plans to talk with Cheryl about whether this degree is something the college wants to continue offering.*
- B. The DTA distribution. At question was the offering of ENGL 201 as an alternative to ENGL 102. The problem is that it is not really a composition class. It was created to serve the needs of students in the TENRM program. The committee consensus was that ENGL 201 should be changed to a transferable elective. *Ted will bring the revision to the next meeting.*
- C. LING 160 – At question was the fact this course is coded as HP. After discussion, the committee agreed that the description and title should be changed so that LING 160 fits the HP criteria and is

acceptable to the OAR committee. To do this, the theoretical content of the course would be stated more clearly both in the title and the description. *Crystal will contact Toby for more discussion. She will bring a revision to the next meeting so the change can be made in time for the next catalog.* The revision should include coding LING 160 as an NASD course as well.

D. EDUC 151, 152, 153, and 154 – Native Language Certification – The OAR questioned the HP code for these classes, as well. The CC agreed that they are not HP classes. *Ted will bring revisions to the next CC meeting. Crystal will ask Toby if they are still being taught at Tulalip.* Possibly the courses should be decataloged.

13. Question: What other courses in the catalog should be removed/deactivated/revise? Civil Engineering was suggested as one area that might be deactivated. *CC members are asked to review the catalog and bring suggestions to the next meeting. Ted will check with the sites.*

14. The catalog will go to the printer by July 1, 2007. The Curriculum Committee also is the Catalog Committee but Ted reported that a “Catalog Executive Council” exists, and it is doing most of the hard work involved with putting out the new catalog. That group is composed of Jan Hayes, Lisa Santana, and Ted Williams. Jan is in charge of pulling it all together.

The next meeting is May 10th from noon to 2 in CAC.

Minutes written by Lucy Wood-Trost with feedback from those attending.

People attending: Lisa Santana, Ted Williams, Bernice Portervint, Crystal Bagby, Brian Compton, Jason Myers, John Rombold, Janice Brendible, Lucy Wood-Trost.

People reporting Unable to Attend: Ane Berrett

15. **Office Professions Certificate** – The CC voted to confirm approval the certificate. Originally it was presented to the CC in the October 26th, 2006 meeting.
16. **Coast Salish Art Certificate** – It also was presented at the October 26th, 2006 meeting, but the problems have not yet been resolved. The proposal was initiated at the Tulalip Site. *Ted will contact Daniel Jones to discuss this further.*
17. **Course Revision – LSHT 103** – Toby Langen **Approved.** Change of description, including the course outcomes
18. **Course Revisions – EDUC 151, 152, 153, 154** – Ted Williams. Changed from HT to NE. **Approved.**
19. **Course Revision – ENGL 201** – Ted Williams. **Approved.** Changed to an NE class.
20. **Course Revision Discussion – LING 160** – Crystal Bagby. Crystal presented a new, more academic translation of the old course description. This was done at the request of the Committee so that it could be approved as meeting SS requirements for the AAS degree. Crystal has asked Toby to create the syllabus and course outcomes. Brian will e-mail some of his ideas to Crystal and Toby.
21. **Discussion – Renaming Classes.** The above discussion led into this more general area of the naming or renaming of courses to fit better with the tribal identity of NWIC. Many of the courses that are part of the 4-year degree are proposed for such re-naming. Curriculum Committee members expressed concern about the possible transferability difficulties for students if courses from the first two years (especially) were given new titles that no longer clearly fit with requirements of four-year colleges. Of additional concern was how such titles might impact students completing a 4-year program at NWIC and then moving on to graduate school. Some programs, such as Fairhaven’s Law and Diversity, have changed back to more standard titles because of transferability issues. It also was pointed out that titles drive the

content of a course and a change impacts in that larger way. *Ted said that he plans to present an update about the progress in creating the 4-year degree. Ted and Dan will give the update at the next CC meeting on May 24th.*

22. Catalog changes - Removals/deactivations/revisions of courses –

- a. CVET – All of the courses will be deactivated and the department removed from the catalog.
Lisa will do the paperwork. Ted and Lucy also will sign.
- b. ENGR - All of the courses will be deactivated and the department removed from the catalog.
Lisa will do the paperwork. Ted and Lucy also will sign.
- c. JOUR – Will be left as is. A possibility has arisen for a teaching partnership in the near future.
- d. LGST – Only the following numbers will be kept active; 188/288, 189/289, 197/297. The other courses will be deactivated. *Lisa will do the paperwork. Ted and Lucy also will sign.*
- e. MATH – The instructors are meeting to look at the sequence. CC suggestions included MATH 190 being changed to MATH 100 and MATH 151 being changed to MATH 101.
- f. OFPR - *Lucy will ask Elva to review.*
- g. PHED – *Ted will ask Jamie, Dan, and Don to review.* Crystal suggested course numbers (other than 188) for classes that are offered frequently and at various sites. She gave the example of yoga. Another concern of committee members was the large number of credits offered for some of PHED classes. They are out of line with the standard of three hours of class time for every one credit. For example, a 5-credit course such as PHED 137 would require the class be offered 15 hours per week for 10 weeks.
- h. Wayne has been asked to review DRMA and SPCH.
- i. EDUC – *Ted will ask Shelley to review.*

Next Meeting: May 24th from noon to 2.

Minutes written by Lucy Wood-Trost with input from those attending.

Curriculum Committee Minutes – May 24th, 2007

People attending: Lisa Santana , Ted Williams, Bernice Portervint, Brian Compton, Jason Myers, John Rombold, Dick Pool, Daniel Jones, Al Moser, Lucy Wood-Trost.

People reporting Unable to Attend: Shelley Macy, Crystal Bagby, Bill Freeman

1. **New Course - BIOL 310 – Ethnobiology** – Brian Compton **Approved as BIOL 350.**
2. **New Course - SCIE 1XX, Encounters in the Sciences** – Brian Compton **Tabled.**
3. **New Course – BIOL 3XX – Ecology and the Web of Interrelatedness** – Ted Williams, John Rombold **Approved.** *Ted and the science department will discuss numbering and send the course number to Lisa.*
4. **Four-year science degree** – Ted Williams – **Discussion.** Ted shared a draft version of the degree and received feedback from those attending.
5. **New Courses – Web Page Development II and III** – Al Moser. **Discussion.** Al will present the classes formally at the next CC meeting. *He plans to attend on campus and will bring copies of the forms for committee members. Al is to email and talk to Ted about the revisions on the courses and certificates before they are printed so issues can be worked out before CC.*
6. **New Certificate – Web Design** – Al Moser. **Discussion.** Al will present the certificate formally at the next CC meeting. *He plans to attend on campus and will bring copies of the forms for committee members. He is to e-mail and talk with Ted as stated above.*
7. **EDUC – Review for catalog.** **Discussion.** Lucy reported that Shelley did not think she was the right person to decide about the courses. *The CC members decided to ask Ted to do this review.*

Next Meeting: June 7th – Noon – 2 - CAC

Minutes written by Lucy Wood-Trost with feedback from those who attended.

Curriculum Committee Minutes – June 14, 2007

People attending: Lisa Santana , Crystal Bagby, Ted Williams, Bernice Portervint, Brian Compton, Jason Myers, John Rombold, Justin Guillory, Al Moser, Dan Burns, Debbi Mele Mai, Shelley Macy, Brooke Waite-Keller, Lucy Wood-Trost.

People reporting Unable to Attend: Ane Berrett

8. Course Revision – CMPS 170 -Web Page Development – Al Moser - **Approved.**
9. New Course – CMPS 172 - Web Development II – 5 credits -Al Moser – **Approved.**
10. New Course - CMPS 272 - Web Development III – 5 credits - Al Moser - **Approved**
11. New Certificate – *Web Page Development – Al Moser – **Approved.**
12. New certificate - *Project Management = Al Moser – **On hold for further discussion.**
13. Revised Certificate – Slot Technician – Al Moser - **On hold for further discussion.**
14. Course revisions – Addition of prerequisites ECED 197 (II), ECED 297 (I), ECED 297 (II), , ECED 220, ECED 221 – Shelley Macy - **Approved.**
15. ENVS 370 – Field Study Methods for Ecology – 3 credits. John Rombold/Dan Burns – **Approved.**
16. ENVS 440 –Ecology of the Salish Sea – 5 credits – Dan Burns **Approved.**
17. BIOL 420 – Ecophysiology – Dan Burns **Moved to next meeting.**
18. Election of new Chair. **Brian Compton is the new Chair of the Curriculum Committee.**

NEXT MEETING: June 20th – Noon

Minutes written by Lucy Wood-Trost

Curriculum Committee Minutes for June 20th, 2007

Meeting held 12:00-2:00 PM in CAC

Attendees:

Ane Berrett

Brian Compton, Chair

Dan Burns

Dick Poole

Jason Myers

John Rombold

People Reporting Unable to Attend:

Debbi A. Mele Mai

Lucy Wood-Trost

- 1) Upcoming meeting proposed schedule & details (all meetings to be held from 12:00-2:00 PM in CAC):
 - a) July 2nd, 2007:
 - i) New Course - BSNE capstone course - John Rombold
 - ii) New Course - BSNE project management - Dan Burns
 - iii) New Courses - BSNE directed studies and seminar courses - Brian Compton
 - b) July 9th, 2007:
 - i) New Course - BSNE hydrology course - Dan Burns
 - ii) New Course - BSNE images course - Mark Moss/Dan Burns
 - iii) New Course - BSNE technical writing course - Rochelle Troyano
 - c) July 16th, 2007
 - i) New Course - BSNE economics course - Dan Burns
- 2) New Course— ENVS 430 *Aquatic Ecology: Water Webs & Cycles* - 3 credits - Dan Burns - **Approved with the following recommendations:**
 - a) Revise the credits from 3 to 5 to allow increased emphasis on lab activities, especially those focusing on aspects of local streams and rivers
 - b) Consider the addition of service learning elements in this and other courses in the B.S. in Native Environmental Science program
 - c) Consider the addition of cultural, quantitative, and further college-level written communication outcomes (related to the requirement of a data-based final paper perhaps with cultural reflections for this course) pending further discussion
 - d) Consider the case studies approach to curriculum development for this course
 - e) Present this course for review by representatives of Lummi Natural Resources and the Northwest Indian Fisheries Commission
- 3) New Course— ENVS 481 *Ecophysiology* - 5 credits - John Rombold - **Approved**
- 4) Course Revisions - Revision of titles and prerequisites for BIOL 202 *Plant Biology* (formerly: *Botany*) & BIOL 203 *Animal Biology* (formerly: *Zoology*) - Brian Compton - **Approved**
- 5) Discussion of First Year Experience, with the following comments and recommendations:
 - a) FYE is a very important element of instruction, especially with regard to the new B.S. in Native Environmental Science (e.g., to include foundational science courses in the first year for incoming science students)
 - b) FYE meetings should resume

NEXT MEETING: July 2nd - Noon @ CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for July 2nd, 2007

Meeting held 12:00-2:00 PM in CAC

Attendees:

Ane Berrett

Brian Compton, Chair

Dan Burns

Dick Poole

Crystal Bagby

Lisa Santana

Ted Williams

People Reporting Unable to Attend:

Lucy Wood-Trost

- 1) New Course - XXXX 4XX *Untitled* (capstone course for B.S. in Native Environmental Science) – proposal postponed, ENVS 499 suggested as course number
- 2) Discussion of new courses and numbering to be proposed:
 - a) BIOL 388/488 *Special Topics in Biology*
 - b) BIOL 389/489 *Individualized Studies in Biology*
 - c) BIOL 397/497 *Internship/Practicum in Biology*
 - d) ENVS 388/488 *Special Topics in Environmental Science*
 - e) ENVS 389/489 *Individualized Studies in Environmental Science*
 - f) ENVS 397/497 *Internship/Practicum in Environmental Science*
 - g) ENVS 293/393/493 *Seminar*
- 3) Course Revisions – ECED 104, 206, 210, 212 and 213 – **Approved** (with minor edits and recommendations)
- 4) Curriculum Committee forms preliminary revisions discussion (suggestions for changes and recommendation for annual review of Curriculum Committee handbook)

NEXT MEETING: July 9th- Noon @ CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for July 9th, 2007

Meeting held 12:00-4:30 PM in CAC

Attendees:

Ane Berrett

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Carole Rave

Dan Burns

Lisa Santana

Phill Allen

Rochelle Troyano

Ted Williams

People Reporting Unable to Attend:

Bill Freeman

Crystal Bagby

Lucy Wood-Trost

- 1) New Course - ENGL 305 *Technical Writing for Tribal Leaders* - 5 credits - **Approved with the following changes:** Course title, description and outcomes
- 2) New Course - BUAD 430 *Project Management: Vision, Action and Learning* - 5 credits - **Approved with the following changes:** Course title and description
- 3) New Course - ENVS 330 *Hydrology* - 4 credits - **Approved with the following changes and recommendation:**
 - a) Course description
 - b) Designation as NSL
 - c) Deactivate ENVS 213 *Introduction to Environmental Hydrology*
- 4) New Course - ENVS 375 *Exploring Place Through Imaging* - 4 credits - **Approved with the following changes:** Course title, description and NSL designation
- 5) Course Revision - ENVS 430 *Aquatic Ecology: Water Webs and Cycles* - (Edit course description and change from 3 credits to 5 credits with 4 -hour lab.) - **Approved**
- 6) New Course - ENVS 499A & 499B *Environmental Science Capstone Project* - 2 credits each for 499A & 499B - **Approved with the following changes:** Course description and credits (*Final implementation pending further discussion.*)
- 7) New Course - NASD 310 *Native Science* - 5 credits - **Approved with the following changes:** Course title and description (*Final implementation pending further discussion.*)
- 8) New Course - NASD 410 *Native Environmental Ethics* - 5 credits - **Approved with the following changes:** Course title and description (*Final implementation pending further discussion.*)
- 9) New Course - NASD 3XX/4XX *Traditional Ecological Knowledge* - ? credits - **Tabled with the following recommendation:** Request suggested course number and credits from Steve Pavlik
- 10) New Program preliminary discussion - B.S. Native Environmental Science - Dan Burns (preliminary presentation of program outcomes, credit analysis matrix and course flow)

NEXT MEETING: July 16th- Noon @ CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for July 17th, 2007

Meeting held 12:00-2:30 PM in CAC

Attendees:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Dan Burns

Dan Woods

Dick Poole

Lisa Santana

Ted Williams

People Reporting Unable to Attend:

Bill Freeman

- 1) **Creation of New Course Code - NESC (Native Environmental Science) – Approved** The following courses will be NESC courses pending course title or number revisions to follow:
 - a) NESC 293 A-C *Seminar in Native Environmental Science II*, 393 A-C *Seminar in Native Environmental Science III* and 493 A-C *Seminar in Native Environmental Science IV*
 - b) NESC 310 *Native Science* (previously considered as NASD 310)
 - c) NESC 388/488 *Topics in Native Environmental Science* (previously considered as *Special Topics in Native Environmental Science*)
 - d) NESC 389/489 *Individualized Studies in Native Environmental Science*
 - e) NESC 397/497 *Internship/Practicum in Native Environmental Science*
 - f) NESC 410 *Native Environmental Ethics* (previously considered as NASD 410)
 - g) NESC 499A & 499B *Native Environmental Science Capstone Project* (previously considered as ENVS 499A & 499B *Environmental Science Capstone Project*)
- 2) **Review of New Course Description - BIOL 481 *Ecophysiology* - Approved**
- 3) **New Course – NESC 315 *Traditional Ecological Knowledge* - Approved**
- 4) **Course Deactivation - ENVS 213 *Introduction to Environmental Hydrology* - Approved**
- 5) **Course Revision - MATH 210 *Biostatistics* - Approved**
- 6) **Course Revision - ECON 202 *Principles of Microeconomics* - Approved**
- 7) **New Program Request - B.S. Native Environmental Science – Approved** with revisions made to the catalog program listing
- 8) **Other Matters:**
 - a) **X88/89/97 Course Description Revisions:** Following this meeting, Ted, Lisa and Brian discussed further re-wording of the course descriptions for the X88 (*Topics in...*), X89 (*Individualized Studies in...*) and X97 (*Internship/Practicum in...*) courses for all the course codes with which they will be associated (BIOL, ENVS and NESC). The course descriptions were revised to consist of complete sentences and to ensure their consistency throughout as follows:
 - i) X88 (*Topics in...*): This course will allow students to investigate a topic taught in a classroom setting.
 - ii) X89 (*Individualized Studies in...*): This course requires an individualized learning contract between a student and a faculty member.
 - iii) X97 (*Internship/Practicum in...*): A student participates in an internship/practicum project under the direction of a faculty member.

- b) **New Program Request for B.S. in Native Environmental Science and NESC 410 *Native Environmental Ethics***: During the final processing of the Curriculum Committee materials pertaining to the new B.S. in Native Environmental Science it was also determined that no distribution requirements were noted for NESC 410 *Native Environmental Ethics*. Following discussion with Ted and Dan Burns, Ted made the motion that we approve the inclusion of the HT designation for NESC 410 on the grounds that the course is about moral philosophy, a humanities theory focus, and the associated changes to the new BSNES program listing. Brian seconded the motion and sent copies of the revised New Course Proposal Cover Sheet for NESC 410 (with "HT" checked) and the revised BSNES program listing, which reflected the changes to NESC 410, HT and other credits, to members of the committee via email on Wednesday, July 18, 2007. Dan Burns, Ted and Brian already approved of these changes; so one additional vote in favor of the motion was required for passage (consensus minus no more than one opposing vote being necessary for approval). A sufficient number of yes votes (from Ane, Dan Woods and Lucy Wood-Trost) were received by 5:00 on Wednesday with no votes in opposition to the motion. Brian made the corrections to the final materials and forwarded them to Carole Rave.
- c) **MATH 107 Course Title Error**: An additional error subsequently was noted in the title of MATH 107 as it appeared in the final New Program Request for the B.S. in Native Environmental Science (the course was identified as "Introduction to Statistics" but the title as currently listed in the NWIC Catalog is "Elementary Statistics I"). Brian noted this change and communicated this information to Dan Burns and Ted Williams. Ted requested that Brian change this in his copy of the new program listing with new catalog publication details to follow, and Brian provided copies of the corrected new program listing to Dan and Ted.

NEXT MEETING: to be announced

Minutes recorded by Brian Compton

Curriculum Committee Minutes for September 27th, 2007

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Carole Rave

Crystal Bagby

Jason Myers

John Rombold

Justin Guillory

Katrice Shuler

Lisa Santana

Mike Fentress

Ted Williams

People Reporting Unable to Attend:

Shelley Macy
Steve Pavlik

1) Minutes for 7-16-07 (revised)¹—Approved

2) Associate of Science Transfer Degree (AS-T) in Life Sciences—Revision—Approved (with explanatory notes below)

- a) This was approved based upon a recommendation by Ted via an email vote on September 18-19, 2007. (The following people voted to approve, with zero nay votes received: Crystal Bagby, Ane Berrett, Brian Compton, Dan Woods, Mike Fentress, Bill Freeman, Lucy Wood-Trost, Bernice Portervint, Lisa Santana and Ted Williams.)
- b) The Revision involves the replacement of MATH 210 *Biostatistics* with MATH 125 *Calculus and Analytic Geometry II* (Note that the ICRC guidelines for the AS-T require Calculus I and one course that has Calculus I as a prerequisite. Since MATH 210 no longer has MATH 124 as a prerequisite then the only course that currently fits the requirement for the second math course is MATH 125.)

3) Incomplete grade—Revision—Approved (A grade of Incomplete will now be recorded in the form of "I/other letter grade earned," where the "other letter grade earned" is what the student earned at the end of the quarter, and which will be recorded in the event that the student submits no further work as per the completed Incomplete Agreement Form. If the student does submit further work as per the Incomplete Agreement Form, a grade higher than the aforementioned "other letter grade earned" may be recorded based upon the faculty member submitting a grade change form. In any event, the grade will remain in the form of "I/other grade" to indicate the historical details of how the grade was earned.)

4) Deadline for Incomplete grades to be completed—Approved as follows:

- a) The maximum amount of time that an Incomplete ("I") can remain on a student's record is the end of the next regular quarter, not counting the summer quarter. If not completed within that time frame, the grade will remain as originally reported (i.e., "I/other grade" as noted under #3 above).
- b) Faculty are encouraged to set an earlier date for completing academic work to result in a grade change from "I" to another grade.
- c) This change should be implemented this quarter (F07).

¹ The revisions consist of annotations regarding preliminary new course information presented in the agenda for this meeting to unambiguously associate that course information with details regarding final course information later presented in the minutes.
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- d) In addition, the information must be clearly communicated to students as well as to faculty so that they can apply the "I" grade correctly.
- 5) **Y grade (for Work in Progress)—Deletion—Approved** (The Y grade will no longer be used for students enrolled in Independent Learning courses, learning contracts and other continuous enrollment or late starting courses.)
- 6) **All other items—Discussion postponed**

NEXT MEETING: October 4th, 2007 12:00-2:00 pm @ DL-1

Minutes recorded by Brian Compton with revisions provided by Ted Williams and Debbi Mele Mai.

Curriculum Committee Minutes for October 4th, 2007

Meeting held 12:00-2:00 PM in CAC

Attendees:

Ane Berrett (to 1 pm)
Brian Compton, Chair
Carole Rave (to 1 pm)
Crystal Bagby

John Rombold
Justin Guillory (to 1 pm)
Katrice Shuler
Lisa Santana

Mike Fentress
Shelley Macy
Ted Williams

1) Correction to Agenda:

- a) The date appearing on today's agenda was corrected to October 4, 2007.

2) Correction to 9-27-07 Minutes—Incomplete ("I"):

- a) The 9-27-07 minutes were revised to include the following information regarding a motion regarding the deadline for Incomplete grades to be completed, which was approved as follows:
 - i) The maximum amount of time that an Incomplete ("I") can remain on a student's record is the end of the next regular quarter, not counting the summer quarter. If not completed within that time frame, the grade will remain as originally reported (i.e., "I/other grade" as noted under #3 above).
 - ii) Faculty are encouraged to set an earlier date for completing academic work to result in a grade change from "I" to another grade.
 - iii) This change should be implemented this quarter (F07).
 - iv) In addition, the information must be clearly communicated to students as well as to faculty so that they can apply the "I" grade correctly.

3) Discussion—Professional Technical Certificate—Ted

- a) **Background:** This was brought forward by Linda Kenny (in 2005) from Tulalip site meetings where there was interest in a certificate program that could be quickly developed, where students could obtain financial aid, and originally to provide diesel mechanic training. This was later expanded to include certificates in Coast Salish Art, Office Professions, and what eventually came to be called Casino Gaming Technician (originally, this was referred to as the Slot Technician certificate).

In addition to Curriculum Committee minutes that include reference to this topic, the following documents pertain to this topic: 1) "Office Professions Certificate," 2) Professional Technical Certificates 10-26-06-1,"² and "Process for fast track approval Professional Technical Studies CertificateDraft [sic] 10-26-06." According to Ted Williams, only the first of these documents, which contains the general and NWIC requirements for all certificates, and the certificate core Office Profession requirements) was approved by Curriculum Committee (on 10-26-06). The second document, which contains additional information on all three emphases, was not, although such approval is indicated in that document. The third document was prepared by Ted Williams and contains information regarding what is needed to proceed with approval of the certificate.

Some of the required courses were in the current catalog, while others had been deactivated (especially ARTD courses). No courses specific to the Casino Gaming Technician and Office

² Note that an earlier version of this document, lacking the "-1" in the filename, does not include "Approved by Curriculum Committee on..." [March 26, 2006].

Professions certificates had been developed, with only the overall certificate program of study having been completed with Coast Salish art, casino gaming and office professions emphases listed.

Discussion: According to Mike Fentress, Certificate and technical programs of study must be approved by the U.S. Dept. of Education in order for students pursuing those programs to be eligible for financial aid. Only the Office Professions meets the qualifications for this. Also, the next opportunity to submit additional programs of study for federal financial aid will occur in January-to-February of 2008. However, financial aid may not be required if the Tulalip Tribe chose to fund students in these certificates, but this should be made clear where this certificate is presented (e.g., NWIC catalog) to prevent confusion among students and others regarding student funding (e.g., with a statement to check for financial aid). There is also the issue that programs such as this are intended to lead to employment for the students who completed them, the U.S. Dept. of Education requirements indicate that NWIC would need to evaluate and demonstrate evidence of how many jobs resulted from such programs.

The Coast Salish Institute has not yet presented requests for new ARTD core courses or to reactivate any existing ARTD courses for use in the Coast Salish Art certificate. Nor has the Tulalip site presented requests for further consideration of the certificate with the forms and associated materials that would be required for further Curriculum Committee consideration of this certificate.

Justin Guillory expressed concern on the part of the Tulalip site regarding further delays in developing and approving the certificate. Ted Williams indicated that Cheryl Crazy Bull considers the creation of certificates to fulfill special needs to be appropriate for the college, but the question of how such certificates fit into the overall mission and goals of the college has not yet been fully addressed. This should be pursued with input from the sites.

Crystal Bagby suggested that the certificate could include more electives choices within one or more emphases, where students could select a combination to fulfill the total credits requirements. For example, the certificate could state that "28 credits of the following are required" (i.e., a list with more than 28 credits) rather than re-doing all the credit loads.

Carole Rave contributed to the discussion regarding the creation of new certificates as related to accreditation issues, and faculty and Curriculum Committee approval.

There was discussion regarding the possibility that CMPS 188 could be replaced in the Casino Gaming Technician certificate with CMPS 270 *Hardware II: Assembly, Maintenance and Diagnostics*, the relationship of this certificate to the Computer Repair Technician Certificate, and the need for new courses specific to Casino Gaming for this certificate. The question of designing the Casino Gaming Technician program as a CEU Certificate as opposed to an academic certificate also was raised. This would involve a different and simpler process to approve, and the resulting certificate would represent one point on the spectrum between fully institutionalized core programs on one end and non-

transcribed, self-supporting, used-as-needed certificates on the other end. It was noted that the Curriculum Committee Handbook currently focuses on the more academic end of this spectrum, which suggests that revision of the handbook may include more focus on the other end of this spectrum (and input from Susan Given-Seymour regarding various types of trainings, etc.).

Recommendations: Daniel Jones may wish to consider the CEU-based approach here, and it was suggested that both Daniel and Al Moser should attend a future Curriculum Committee meeting with the specific purpose of focusing on this certificate and working to resolve any lingering questions to expedite progress in its development and approval. This could be scheduled on a Friday, when others who would have much to offer also could attend, i.e., Crystal Bagby, Mike Fentress and Gary Brandt.

Sharon Kinley would be the appropriate person to address further questions related to the development of ARTD 000 for the Coast Salish Art Certificate.

Questions: To offer a certificate (e.g., in Coast Salish Art), does the college require a full-time art faculty member? Or, given that there is probably no actual or potential art instructor who would have expertise in all the various media, etc. involved in the certificate, would a combination of part-time art faculty be sufficient?

4) Course Revision—MATH 190—Approved as follows:

- a) MATH 190 was revised to provide the option of taking it as MATH 190A (3 credits) and MATH 190B (2 credits) to allow IL students adequate time to complete the course.
- b) MATH 190 may still be taken as a single course, as the intent of the revision was not to replace MATH 190, but rather to provide an additional option for IL students who routinely do not complete the course as currently offered within a single quarter.
- c) The Course Revision form will be annotated with this information.³

Discussion: According to John Rombold, no IL student has completed MATH 190 within a single quarter, and it is more realistic to ask students to take this course in two installments, as an option to the regular approach. Lisa Santana raised the question of whether splitting courses in this manner improves completion, and there was discussion of problems in completion where this approach was taken in the TENRM program. Shelley Macy indicated that this approach works very well with students at Nooksack and Yakama with MATH 70 being divided into separate MATH 70A and MATH 70B.

5) Discussion—Unofficial Withdrawal ("V")—With the following discussion and recommendations:

Discussion: There was a wide-ranging and thorough discussion of issues and concerns related to the "V," including the following topics: This grade varies by school, and does serve a useful purpose although it frequently is not applied by NWIC faculty as described in the current catalog.

³ Submitted to Carole Rave with "Attachment to Course Revision Form for MATH 190 (October 4, 2007)."

This designation originally was intended for students who never show up in class where a punitive F grade would not be appropriate, especially since students are already financially responsible for such situations. This should truly reflect a student who "vanishes," and some schools use "V/P" for "vanish with a passing grade" and "V/F" for "vanish with a failing grade." NWIC has about as many "V" entries in student transcripts as "A" grades. A "V" entry should include the last date a student appears in class. Currently, some faculty members use the "V" instead of the more punitive "F" grade.

Shelley Macy raised the point that there are reasons a student may appear to "vanish" through no fault of that student (e.g., if improperly advised to take a course without having the prerequisites already dealt with, and not advised to drop by the required date). The Administrative Withdrawal ("AW") should be applied in cases where NWIC staff members have made a mistake in advising and enrolling students or in cases where the student may be prevented from officially withdrawing (e.g., accident, etc.), and is initiated by Enrollment Services staff, not by faculty.

Further discussion of this topic involved the various times within a quarter when students may drop classes, receive a W (for student-initiated withdrawal), or receive an AW (for administratively-initiated withdrawal), and how these dates relate to the time when students receive financial aid checks.

The following options were presented for consideration: 1) Retain the V grade (which serves a purposes), 2) If the V is retained, define its purpose, 3) If retain the V, use it a) in cases of a student "no show" (i.e., when the student never appeared or communicated), or b) in cases where the student appears then disappears before the census date (in which case the student cannot receive financial aid, which coincides with the census date).

It was noted that a "V" automatically becomes a "Y" with IL students. Mike Fentress noted that 50% of our students are successful, which led to a philosophical discussion regarding the relationship of flexibility and accountability as related to grade recording being enabling in some cases to punitive in others.

Another option, which was said to be undesirable, is to apply the "V" if a student disappears at any point in the quarter (e.g., to avoid a punitive "F"). Yet another option was to calculate the "V" as an "F" (0 points in calculating GPA), which is how other institutions receive the "V" on a student's transcripts. Lisa Santana indicated that if the "V" were punitive, students would still have the option of applying for Administrative Withdrawal.

Crystal Bagby made the motion to retain the "V" and use it only in cases where a student never shows up, and report an "F" if the student does show up. The motion was not seconded or taken to a vote.

Recommendation: Shelley Macy suggested that all individuals with interest and information to share regarding this matter should meet to generate additional information in support of making a more

fully considered and informed decision (including faculty, Lisa Santana, Mike Fentress, and others).
Shelley Macy will communicate this to faculty to request their participation.

NEXT MEETING: October 11th— 12:00-2:00 pm @ DL-1

Minutes recorded by Brian Compton with assistance from Katrice Shuler and Shelley Macy

Curriculum Committee Minutes for October 11th, 2007

Meeting held 12:00-1:30 PM in CAC

Attendees:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Crystal Bagby

Gary Brandt

John Rombold

Kathy MacKenzie

Katrice Shuler

Mike Fentress

Shelley Macy

Steve Pavlik

Wayne Woods

People Reporting Unable to Attend:

Carole Rave
Lisa Santana
Ted Williams

- 1) **Minutes for 10-04-07—Approved**
- 2) **Course Revision—CMPS 260 Capstone Project—Approved** (change from 3 to 4 credits, to correct an error in listing this course as having 4 credits in the Associate of Technical Arts Degree in Information Technology [formerly "Computer Maintenance and Networking"] when it actually was a 3-credit course)
- 3) **Unofficial Withdrawal (V)—Recommendation for Deletion—Approved as follows, including with other recommendations:**
 - a) The Unofficial Withdrawal (V) should be deleted from the grading policy effective winter quarter 2008, with this information to be presented in the upcoming NWIC catalog. The rationale for this recommended deletion should be presented along with thorough orientation of faculty, site coordinators, students and others who may be impacted by this change.
 - b) **Recommendations:** The rationale for recommended deletion, including advantages and disadvantages of the V, should be presented during orientation, with HMDV 110 being a good place to give orientation on this change to students. Students also should be fully informed of withdrawal processes.

The F grade (for failure to meet minimum requirements) also should be reviewed by Curriculum Committee to discuss how and when it should be applied. This should include discussion regarding whether or not students should be required to re-take any course in which they receive an F, or if they could receive a grade change with the completion of further coursework.

Also, there needs to be a specific policy regarding instances of "no-show," i.e., a student that never shows up in class after enrolling.

The advantages, disadvantages and some other aspects of the V, as discussed today, are:

i) **Advantages:**

- (1) The V is considered by some to be non-punitive [however see #1 under "disadvantages" and the notes regarding Administrative Withdrawal below] and gives students a better chance of returning to school in cases, for example, where unplanned crises make formal withdrawal difficult. Many such students return later and become good students, but may be less likely to do so with an F on the transcript, seeing themselves as poor candidates for academic pursuit. (Note; An Administrative Withdrawal [AW] indicates that a student was withdrawn from a course through an official in the Registrar's Office. This grade is given when a student is unable to officially withdraw from a course due to an unavoidable reason. This is

non-punitive and denotes a good reason to withdraw a student, but requires input from the student except in cases of expulsion.)

ii) **Disadvantages:**

- (1) The V grade is not uniformly applied in accordance with its definition and original intent.
- (2) It eliminates the need for student responsibility in terms of properly dropping or withdrawing from classes that the student no longer wishes to complete. The V is currently recorded in student transcripts with a higher frequency than both A's and B's combined, often as a form of "non-punitive F." However, when a student transfers to another institution, the V may be received by that institution as an F in which case the calculation of GPA at that institution will result in a lower GPA figure than what the student had with the V's at NWIC.
- (3) When a student applies for a scholarship and has many V's on his or her transcript, the GPA may suggest a much higher level of student achievement than is actually the case given that the V's are simply placeholders that do not figure into the calculation of a student's GPA at NWIC.

iii) **Other Aspects:**

- (1) Students have already registered based on the inclusion of V in the grading policy as it appears in the 2005-2007 NWIC Catalog, and will need to receive orientation prior to the issuing of grades that will no longer include the V.
- (2) This may have other heretofore-unrecognized implications that may emerge at sites and in cases of students pursuing IL studies, and which may require further attention.
- (3) The overall impact of any change regarding the V must be that it benefits our students.

4) **Course Syllabus Checklist and Template—Approved as follows:**

- a) Curriculum Committee will develop a checklist of 1) information required in all NWIC syllabi, 2) information that is recommended for inclusion, and 3) a syllabus template to be available for those who wish to use it. (Note that the required information is based on what is required by a variety of Curriculum Committee forms such as those related to new course proposals and course revisions.) The following is a draft syllabus checklist:⁴

i) Required information:

- (1) Course title
- (2) Course number (including department)
- (3) Credits
- (4) NWIC outcomes
- (5) Course outcomes

ii) Recommended information:

⁴ Please see the Curriculum Committee website at <http://online.nwic.edu/> for a copy of a draft syllabus template.
Curriculum Committee Minutes – Cumulative Winter 1998-Summer 2009.doc

- (1) Meeting place and time
- (2) Instructor information (including the instructor of record in the case of team teaching by two or more faculty, office location, telephone, email and office hours)
- (3) Course description (which may be expanded beyond the 50-word limit for catalog purposes)
- (4) Prerequisites
- (5) Text(s)/Readings/Materials
- (6) Course policies (e.g., no cell phones, etc.)
- (7) Outline/Schedule of topics
- (8) Assessment & assignments
- (9) Grading

NEXT MEETING: October 25th—12:00-2:00 @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for October 25th, 2007

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Bernice Portervint
Brian Compton, Chair
Carl Symmons
Carole Rave

Crystal Bagby
John Rombold
Justin Guillory
Katrice Shuler

Lisa Santana
Ted Williams

People Reporting Unable to Attend:

Ane Berrett

1) Minutes for 10-11-07—Approved

2) Discussion—Grading Policy

- a) Lisa Santana checked on the Enrollment listserve and found out that Western Washington University and the University of Washington both count the V (unofficial withdrawal) as an F in GPA calculations for incoming students. Some other schools count the V the same as a W (official withdrawal).
- b) The Curriculum Committee recommendations regarding changes to the NWIC grading policy have been forwarded to Carole Rave, who will decide what further action will be taken. For now, the current grading policy stands.

3) Discussion—AS-T in Life Sciences—Discussion of a revision of the CHEM sequence for this program of study arose from an ICRC (Intercollege Relations Commission) review of NWIC approximately a year and a half ago. The CHEM 111 (*Inorganic Chemistry*), 112 (*Organic Chemistry*) and 113 (*Biological Chemistry*) sequence is what most students at NWIC take, but WWU has a requirement for CHEM 121 (*General Chemistry I*), 122 (*General Chemistry II*) and 123 (*General Chemistry III*), which are listed in our catalog. The following points were discussed:

- a) To be compatible with WWU requirements, NWIC would need to offer a full year of inorganic chemistry followed by organic and biological chemistry (5 total courses). The CHEM sequence currently most frequently taught at NWIC supports students in the life sciences, while other schools divide their students into two chemistry tracks—one for biologists and the other for people focusing more on chemistry itself, e.g., those studying chemical engineering.
- b) The CHEM 111-113 sequence does not transfer with full credit to WWU and does not count in terms of entry to the chemistry department. The CHEM 121-123 sequence was designed to mirror WWU's sequence.
- c) It would be difficult for NWIC to offer a more in-depth chemistry sequence, which also would create two tracks of chemistry students.
- d) NWIC currently meets ICRC transfer requirements. We can continue what we are doing for now (CHEM 111-113), and check any updated ICRC requirements in the future so as to best advise our students who may be interested in transferring.
- e) Renumbering of any CHEM 111, etc. courses should be avoided as it may create other transfer issues.
- f) No further action is required regarding the AS-T in Life Sciences CHEM sequence for now.

4) Course Deactivation—MATH 187 *Math Lab*—The proposal was withdrawn, with a view to reconsidering this during either the winter or spring quarter.

- 5) **New Program Request— Professional Technical Studies Certificate in Casino Gaming Technician and Coast Salish Art**—Discussion included the following:
- a) *Background*—This certificate was developed last year with emphases in Office Professions, Casino Gaming Technician and Coast Salish Art. Curriculum Committee approved only the general education core, not the three emphases. The office professions component was complete, but the casino and art emphases that were proposed by Daniel Jones at Tulalip were not, and therefore could not be more fully considered by Curriculum Committee.
 - b) The course (CMPS 188) required for the Casino Gaming Technician emphasis has been developed, but the materials to be approved by Curriculum Committee are not yet available. Carl Symmons indicated that the syllabus is complete but that the IS Department would need to see all the materials in order to make final recommendations. This course would need to be approved prior to approval of the entire Casino Gaming Technician component. Brian Compton can assist in developing learning outcomes to accompany the syllabus, if necessary.
 - c) If the Casino Gaming Technician emphasis were approved, it may be possible to include it in the new NWIC catalog. It could be featured in a separate brochure, which must be approved by the P.R. Committee, if it doesn't make it into the print catalog.
 - d) The Coast Salish Art certificate requires much further work. As a result of extensive discussion regarding this certificate, three options were considered:
 - i) **Option 1:** Make the Coast Salish Art Certificate a generalized place-based certificate to allow those at various sites to customize it as needed to reflect their cultures. This option was presented with the recommendation that Daniel Jones, Sharon Kinley, content specialists and site representatives consider this possibility then present their views to Curriculum Committee at a future date. This option has the following additional recommendations:
 - (1) It would focus on "Native art of place" with a corresponding change in the title of this certificate (suggestions include "Northwest Native Art, " "Native Art, " "Indigenous Art" and "Art of the People").
 - (2) It should include CMPS 101 or above (CMPS 250 *Multimedia Development* recommended).
 - (3) It needs 25 credits worth of ARTD and NASD courses.
 - ii) **Option 2:** Work out all the necessary details to make it a certificate in Coast Salish Art, which may take a very long time to complete.
 - iii) **Option 3:** Make it an award of completion rather than a certificate (also see Item #7 below).
- 6) **Decision:** Approved to recommend Option 1 and send it for approval and comment to site managers, their content experts and Sharon Kinley, and ask them to respond to us before the next Curriculum Committee meeting (post-meeting addendum, 10-29-07). Ted agreed to forward it to this group.

- 7) **Discussion—Process for Creating a New Program of Study vs. an Award of Completion—Ted Williams** presented a document clarifying the differences between these approaches to assist those wishing to develop either a new program of study or an award of completion. This was discussed in the context of the Professional-Technical Studies Certificate. Discussion was tabled until the next meeting due to lack of time to fully discuss this item.
- 8) **Not Discussed:** Fast Track Process for the Creation of Professional-Technical Studies Certificates (to be discussed at a future meeting).

NEXT MEETING: November 8th — Noon @ DL-1

Minutes recorded by Brian Compton with additions by Ted Williams

Curriculum Committee Minutes for November 8th, 2007

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Bernice Portervint
Brian Compton, Chair
Carole Rave
Elva Eisel

John Rombold
Justin Guillory
Katrice Shuler
Lisa Santana

Shelley Macy
Ted Williams

People Reporting Unable to Attend:

Ane Berrett
Bill Freeman
Crystal Bagby
Nicole Baker

1) **Minutes for 10-25-07—No action**

2) **Discussion—200-level courses and sophomore student standing**

- a) Ted raised the issue of the relationship of 200-level courses to student standing and prerequisites, which was discussed at length with Ted's suggestion that the Curriculum Committee produce a statement regarding these matters for advising and enrollment database purposes.
- b) The discussion included reference to the following statement in the 2005-2007 NWIC Catalog: *Courses numbered below 100 are designed to meet the pre-college, vocational, or self-improvement needs of students. Courses numbered 100-199 are normally designed for first-year college students and those numbered 200 or above are normally second-year courses. Freshman students with appropriate background or permission of the instructor may enroll in second-year courses during their freshman year.*
- c) Lisa raised the point that we need to produce comparable statements regarding 300 and 400-level courses (such as those in the current B.S. in Native Environmental Science program).

3) **Course Revision—ECON 202 *Microeconomics*—Approved as follows:**

- a) The course description was revised.
- b) The following prerequisites were added: ENGL 100 and MATH 99.
- c) Carole requested the development of cultural outcomes for this course.
- d) There was discussion regarding the inclusion of graphing in MATH 99 to support ECON 202, which includes the use of graphs.

4) **Course Revision—BUAD 212 *Financial Accounting II*—Approved as follows:**

- a) The course title was changed to *Financial Accounting*.
- b) The course description was revised.
- c) The prerequisite was changed from BUAD 211 to BUAD 115 or assessment by instructor.

5) **Course Deactivation—BUAD 211 *Financial Accounting I*—Approved for the following reason presented by Elva:**

"Current practices in financial accounting education, what we call BUAD 115, which leads directly to BUAD 212, includes the contents of BUAD 211. Therefore we do not need to continue to offer BUAD 211. I recommend that we deactivate it and revise the BUAD 212 course to reflect what the students need within a 5 credit course structure."

6) **Not Discussed:**

- a) Fast Track Process for the Creation of Professional-Technical Studies Certificates
- b) Processes for developing programs of study and awards of completion

NEXT MEETING: November 29th—Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for November 29th, 2007

Meeting held 12:00-2:00 PM in CAC

Attendees:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Cal Scheidegger

John Rombold

Katrice Shuler

Shelley Macy

Ted Williams

People Reporting Unable to Attend:

Bill Freeman

Carole Rave

Lisa Santana

1) **Minutes for 10-25-07 and 11-8-07—Approved**

2) **New Course Proposal—HUMS 201 *Survey of Human Services* (for the B.A. in Human Services)—
Discussion**

- a) This is to represent the introductory course in a B.A. program in Human Services to be developed at a later date. Discussion of this item included:
 - i) The distinctions between human services and social work (the former having been chosen by NWIC for the broader opportunities it represents for potential graduates of the program).
 - ii) The projected timeline of more than two years to complete the development of this program. (Additional four-year programs may not be approved pending final accreditation approval of the new B.S. program in Native Environmental Science.)
 - iii) Recommendations for changes and additions to the proposal materials.
- b) Cal Scheidegger, who presented the proposal, was asked to return to the committee in the new year with edits and expanded information based on the following comments and recommendations:
 - i) The course description will be edited to include reference to the cultural relevance of the course to Native Americans and possibly the relationship of the course to career possibilities.
 - ii) PSYC 101 and possibly other courses will be listed as prerequisites, meaning that this should remain as a 200-level course.
 - iii) This course will satisfy social science distribution requirements.
 - iv) The course may involve 5 rather than 3 credits.
 - v) Cultural outcomes will be added (including the college outcome of understanding what it means to be a people and specific course outcomes related to how human services relates to tribal communities).
 - vi) *A Gathering of Wisdoms: Tribal Mental Health, a Cultural Perspective* (published by the Swinomish Indian Tribal Community), and *The World We Used to Live in: Remembering the Powers of the Medicine Men* (by Vine Deloria) will be considered for use in this course.

3) **New Course Proposal—ECED 160A *Supporting Healthy Social and Emotional Development* —
Approved as follows:**

- a) This is non-transferable elective (rather than core) course.
- b) The text publisher information will be corrected on the syllabus (it currently appears correctly on the outcome form).
- c) Note: This is the first of three related new course proposals related to caring for infants and toddlers. Shelley Macy expects to present ECED 160B (Part 2 focusing on physical and health matters) and ECED 160C (Part 3 focusing on environments for learning) later this academic year.

- 4) **Course Revision—ECED 108 *Re-Evaluation Counseling: Tools of the Trade*—Approved as follows:**
- a) With the change to the course title on the forms presented from "RC: Tools of the Trade" to "Re-Evaluation Counseling: Tools of the Trade." (Note: This previously was entitled "Re-Evaluation Counseling Tools.")
 - b) With edits to the course description subsequently corrected (by Shelley Macy on 12-4-07) to read: Offers the opportunity to acquire additional co-counseling skills, to increase the ability to use and support the emotional discharge process, to apply theory to practice in early learning settings, and to develop leadership skills. Co-counseling sessions among members of the class are required between class meetings.
- 5) **New Community Education Course Proposal—ECED 108 U *Re-Evaluation Counseling: Tools of the Trade*—Approved as follows:**
- a) This course is the same as ECED 108 (see above) with the exception that this version is to be presented for the benefit of students who do not require academic credit.
- 6) **Discussion—Professional-Technical Certificate (Native Art)—Laid on the Table** (pending receipt by Ted Williams of further information pertaining to this topic)
- 7) **Discussion—Professional-Technical Certificate (Casino Gaming Technician)—Laid on the Table** (pending receipt by Ted Williams of further information pertaining to this topic)
- 8) **Discussion—Curriculum Review and Approval Process—Ted Williams**
- a) This discussion included topics previously referred to as the fast track process for the development of Professional-Technical Studies Certificates and processes for developing programs of study and awards of completion. Ted Williams presented a draft version of the "Process for Creating a New Program of Study, Training Certificate or Certificate of Completion" document based on the need for processes outside of the standard process for developing programs of study in a clear, efficient and timely manner where the standard Curriculum Committee procedures are not required. This discussion also included reference to:
 - i) An email communication from Susan Given-Seymour dated November 29th, 2007;
 - ii) The role of Enrollment Services and Susan Given-Seymour in contributing to the development of these processes;
 - iii) The need for clarification of terminology and definitions (e.g., as related to "certificate" and "award") with respect to existing and future courses, programs or training activities;
 - iv) The question of whether financial aid may be available for students pursuing a certificate involving less than 45 credits; and
 - v) The value of a separate catalog listing CEU courses.
 - b) Ted will further discuss this matter with Cheryl Crazy Bull and Carole Rave.

NEXT MEETING: December 6th — 1:00 pm @ DL-1

Minutes recorded by Brian Compton with revisions provided by Shelley Macy

Curriculum Committee Minutes for December 6th, 2007

Meeting held 1:00-2:30 PM in DL-1

Attendees:

Al Moser

Ane Berrett

Brian Compton, Chair

Brooke Waite-Keller

Carl Symmons

John Rombold

Justin Guillory

Katrice Shuler

Lisa Santana

Susan Given-Seymour

Ted Williams

People Reporting Unable to Attend:

Bill Freeman

Crystal Bagby

Lisa Santana

Shelley Macy

1) Minutes for 11-29-07—Laid on the Table

2) New Program Request—Professional-Technical Studies Certificate in Native Art—Approved with the following recommendation:

- a) There is a need to ensure financial aid will apply to this program of study.
- b) Note: This was previously referred to as the Professional-Technical Studies Certificate in Coast Salish Art.

3) New Academic Course Proposal—CMPS 175 *Casino Gaming Systems*—Approved as follows:

- a) With the addition of a colon following "hardware and software features, including" in the course description.
- b) With the addition of the following course outcomes:
 - i) Describe the history of Indian casino gaming.
 - ii) Recognize and define the acronyms used in the casino industry.
- c) With deletion of the reference to Everett Community College on page 3 of the syllabus.

(Note: This was the final course required to consider approval of the Professional-Technical Studies Certificate in Casino Gaming Technician.)

4) New Program Request—Professional-Technical Studies Certificate in Casino Gaming Technician—Approved

5) Discussion—Professional-Technical Studies Certificate in Project Management—With the following details and recommendation:

- a) Both Justin and Ted led this initial discussion of a proposed new Professional-Technical Studies Certificate that derives from earlier discussion regarding the different types of programs of study that NWIC may develop. The intent of today's discussion was to open the topic for consideration by the committee, leading to fuller consideration by additional members of the committee at future regularly scheduled committee meetings. Today's meeting was meant to help expedite the process of developing such a program of study so that further efforts over the holiday break would be possible to prepare for a fuller discussion to continue winter quarter with a goal of completing this program for presentation next fall and in time to get approval for financial aid.
- b) Today's discussion included reference to the various programs and how specific small blocks of courses could be approved for inclusion in training certificates, certificate of completion, etc. that would not require full Curriculum Committee approval. These blocks of courses potentially could lead to their expansion into fuller programs of study that may require fuller Curriculum Committee consideration and approval, and which would qualify for financial aid support.

- c) New programs of study that would not require full Curriculum Committee approval may include certificates of some type in subjects such as water quality testing, emergency management, and museum studies. Susan Given-Seymour currently is researching these possibilities.
- d) **Project Management**—The discussion of this topic included several issues.
 - i) Elsewhere (e.g., several institutions in the Seattle area), project management training is offered in groups of three courses. Project management could be developed into a larger program of study of some type at NWIC in a way that would meet industry standards for project management training for a variety of applications as indicated by the NorthWest Center for Emerging Technologies (NWCET) at Bellevue Community College.
 - ii) NWIC currently has a course involving project management, BUAD 315 *Project Management: Vision, Action and Learning*, which was developed for inclusion in the new B.S. in Native Environmental Science program and also for possible use in future bachelor's-level programs of study (e.g., in human services), which would help ensure sufficient enrollment for that course.
 - iii) **Recommendation**—Change the name of BUAD 315 (e.g., by the addition of "capstone") to distinguish it from the project management certificate under discussion, or perhaps to properly position it within a sequence of such courses to be developed for a certificate or possible application within other 4-year programs of study.
 - iv) **Action Items**—Dan Burns will be responsible for moving forward on the name change for BUAD 315 and Carl Symmons will spearhead the other efforts to move forward on the project management topic.

NEXT MEETING: To be announced.

Minutes recorded by Brian Compton

Curriculum Committee Minutes for January 10th, 2008

Meeting held 12:00-2:15 PM in DL-2

Attendees:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Carole Rave

John Rombold

Justin Guillory

Katrice Shuler

Shelley Macy

Ted Williams

1) **Approval of Previous (11-29-07 and 12-06-07) Minutes—Approved with the following recommendation:**

Action Items—Dan Burns will be responsible for moving forward on the name change for BUAD 315 and Carl Symmons will spearhead the other efforts to move forward on the project management topic.

2) **Discussion—Program Reactivations—With the following details:**

Ted Williams and Justin Guillory led this discussion based on interest from Colville and Port Gamble site representatives in reactivating the Construction Trades Certificate (Colville) and the Hospitality Management Certificate (Port Gamble).

Colville has plans for undergoing some major restructuring in the spring and will require additional workers who would be involved in these programs once they are reactivated. Both the Colville and Port Gamble sites wish to have these certificates available next spring.

In order for students to be able to begin their studies related to these certificates, the certificates and many of the courses that comprise them will need to be reactivated. Those courses also will require the development of college and course outcomes for eventual approval by Curriculum Committee for reactivation prior to reactivation of the certificates themselves.

Both of these certificates could be presented under the heading of the Professional-Technical Studies Certificate. This would help satisfy the need for a certificate at Colville where there is interest in including elements of the Native American Studies degree at NWIC (e.g., HMDV coursework) and having students pursuing the certificate be eligible for financial aid.

Justin Guillory will work with Jerry Hebert (at Port Gamble) and Ray Tupling (at Colville) to develop the necessary outcomes. Jay Conway has agreed to review the construction trades materials, as he originally created the certificate, and Susan Given-Seymour can assist with arrangements for Frank Cornet (who originally developed the hospitality management programs) to contribute to the reactivation of the hospitality management materials with additional details to follow.

Safety is a priority for the construction trades certificate, and the safety course was mentioned as being the first to be reactivated for this certificate.

3) **Discussion—Academic Policy Issues—With the following details and recommendation:**

a) *New Programs, Certificates and Awards of Completion*—Ted Williams led this discussion which included topics previously referred to in discussions of the fast track process for the development of Professional-Technical Studies Certificates and processes for developing programs of study and awards of completion. Ted presented a revised document ("Process for Creating a New Program of Study, Training Certificate or Award of Completion"), which was reviewed with suggestions for further revisions. When completed, this document may be incorporated into a revised version of the

Curriculum Committee Handbook along with other information to increase the readability and clarity of the handbook content. This would be helpful as related to facilitating the efficient development and approval of new programs, certificates and awards of completion in response to site requests.

One benefit of having a clearly articulated process for developing new programs, certificates and awards of completion is that complementary pieces may be developed so that when a full program of study is created (consisting of general education requirements and core courses), the core courses could also be included in some type of award of completion.

This process also will require the development of new forms for new training certificates and awards of completion along with identifying the appropriate persons to be consulted as these new programs, certificates and awards of completion are developed (e.g., Ted Williams, Dean of Academics, or Susan Given-Seymour, Director of Community Extension, the appropriate faculty and others).

Justin emphasized the need for clarity and simplification in the forms and processes to help ensure that new programs, certificates and awards of completion may be developed without the process being unclear or unnecessarily burdensome, especially to those unfamiliar with Curriculum Committee processes. Additional possible revisions to the document that Ted presented may include additions to the associated flow chart if financial aid were not the most important first question in determining what type of program would be needed in any particular situation. Other starting questions may refer to the need for a new program, potential audience, or duration of any new program, certificate or award of completion. (Ted's draft materials present the information in different ways, i.e., by program definitions, by a flow chart and from the point-of-view of what questions might help guide a person to choosing the best path to creating a new program of study.) Current college forms related to the development of new programs involve many questions already, but Justin indicated that administrators, site coordinators and others outside of Curriculum Committee may benefit from having the information presented in a different manner with the inclusion of additional questions.

Further discussion included the need for clear communication and increased coordination involving Instruction, Community Extension, faculty, and those persons who may propose new programs and well as the need for related processes and forms that may require signatures from those in Instruction, Community Extension and the faculty. These topics also were related to accreditation issues, ensuring that NWIC maintain high quality in its academic efforts; achieving balance regarding quality, expediency, college goals, site and student needs, etc. in efforts to create new programs; faculty workload; the potential for faculty employment and remuneration for teaching CEU courses and student recruitment.

Recommendation—Lead faculty should be identified in each subject area for the purpose of directing new materials (e.g., CEU courses) to appropriate faculty to increase communication within the

college and to ensure faculty awareness about such educational efforts, which is required for accreditation purposes. Examples of lead faculty and subject areas include Shelley Macy for Early Childhood Development and Cal Scheidegger for Chemical Dependency Studies.

- b) ***Incomplete Grades***—The topic of Incomplete grades and other grading policy issues is to be discussed at future faculty meetings so that faculty can present their thoughts regarding these topics for consideration by the Curriculum Committee. Discussion at today's meeting included timelines for making grade changes, the relationship of grades to student financial aid issues, and the need for the development of a number of academic policies related to such matters.

Ted provided a document entitled, "Academic Policy Issues to discuss during Winter Quarter 2008," (dated January 10th, 2008) as a guide for further discussion.

- c) ***Framework for Approving Academic Policies***—This was mentioned as a topic for further discussion at a later date.

NEXT MEETING: January 24th — Noon @ DL-2

Minutes recorded by Brian Compton

Curriculum Committee Minutes for January 24th, 2008

Meeting held 12:00-12:35 PM in DL-2

Attendees:

Brian Compton, Chair

John Rombold

Katrice Shuler

Shelley Macy

People Reporting Unable to Attend:

Ane Berrett
Bill Freeman
Ted Williams

1) Discussion—Materials Used for Challenging Courses—Katrice Schuler

This discussion has to do with Katrice's recent communication with Paul Nelson, who teaches CMPS 101 *Introduction to Computers* at Muckleshoot, and Gary Brandt regarding students wishing to challenge that course. Katrice asked if course challenge materials existed for college-wide use in such situations, and what role the Curriculum Committee may play with regard to course challenges.

Currently, students may challenge courses in which case they work with individual faculty whose standards of demonstrating student knowledge and skills with regard to any given course may vary (e.g., passing a specific comprehensive examination as opposed to a portfolio of prior work). Individualized Learning uses a form that students fill out and which indicates whether a student wishes to challenge any course. Those students then must make arrangements with a faculty member including the production of a written contract indicating what is needed to demonstrate that a challenge may be met (e.g., a portfolio of student work, evidence of existing academic or professional credentials, writing samples, etc.).

As far as was known by those attending today's meeting, no formal standards regarding any college-wide policies and procedures for challenging courses exist, which could allow for potential abuse of the challenge process. If such policies and procedures do exist, they may not be widely known or adhered to.

The discussion included topics such as the ideal timeline by which courses should be challenged (prior to the first week of classes), and situations where those with expertise on a particular course's subject matter (e.g., Shelley Macy, in her position regarding Early Childhood Development curricula) and off-site faculty should work together regarding course challenges. There also was discussion of the intent of such policies, which should be to help facilitate a student's progress to the appropriate and challenging coursework, not to simply provide any additional roadblocks to student advancement.

Action Items—Katrice will seek to find out what, if any, current policies and related information exist regarding course challenges to bring back to Curriculum Committee for further discussion.

2) Discussion—Reactivation of PRED 117 *Positive Indian Parenting* in Nisqually—Shelley Macy

Shelley Macy inquired about what would be needed to reactivate this course currently being taught as a 188 course at Nisqually, and which was formerly assigned a course number (PRED 117). The consensus was that the formal course reactivation process should be followed, including the completion of all required forms and associated work. Shelley indicated that she will work with the teacher at Nisqually to complete those materials for consideration by Curriculum Committee.

3) **Discussion—Curriculum Committee Membership**

The topic of the formal membership of Curriculum Committee was raised. The discussion included the notion that the membership should include both the Dean of Academics (Ted Williams) as well as the Dean of Extended Campus (Justin Guillory), which is not mentioned in the current Curriculum Committee Handbook. Also, Lisa Santana's recent change of position from Dean of Enrollment Services to Director of Development has created a void, which presumably will be filled by Barbara Delzell, Registrar.

NEXT MEETING: February 14th — Noon @ DL-2

Minutes recorded by Brian Compton with corrections by Shelley Macy and Ted Williams

Curriculum Committee Minutes for February 14th, 2008

Meeting held 12:00-2:00 PM in DL-2

Attendees:

Barbara Delzell

Brian Compton, Chair

Carl Symmons

Carole Rave

Debbi Mele Mai

John Rombold

Justin Guillory

Katrice Shuler

Shelley Macy

Ted Williams

People Reporting Unable to Attend:

Ane Barrett

1) Minutes for 1-10-08 and 1-24-08—Approved as follows:

1-24-08 Minutes: *ECED* 117 is changed to *PRED* 117 under item #2.

2) Course Revision—BUAD 315 *Project Management: Vision, Action and Learning*—Dan Burns (presented by Brian Compton)—Laid on the Table with the following recommendations:

- a) Propose a course title (e.g., *Project Planning* or *Project Development*) different from what was proposed (e.g., *Project Planning and Implementation*), as this course has an intended purpose different from what Carl Symmons is proposing (project management, which is detailed below under item #3) and because of other considerations mentioned below.
- b) Request that Dan Burns and the B.S. in Native Environmental Science group reconsider the scope and content of the course, the course outcomes and possibly the course description in light of today's discussion. This discussion included questions about the suitability of including "implementation" in the title, course outcomes and elsewhere in course-related materials; the relationship between theoretical and practical considerations in this course; and the relationship of this course to the BSNES capstone courses where implementation of some project initiated in BUAD 315 actually may occur.
- c) Request that Carl Symmons, who currently is working on the development of a program of study in project management also consult with the BSNES group regarding changes to BUAD 315.

3) Discussion—Project Management Program of Study and Associated Courses—Carl Symmons

Carl presented background information regarding the development of a program of studies in project management as a Professional-Technical Certificate and possibly to include other components, e.g., a training certificate or award of completion (as per the 12-6-07 minutes and including reference to the document entitled "Certificate Professional-Technical Studies, Project Management, Draft 2-14-2008"). This relates to the work regarding a course title change for BUAD 315 (see item #2 above), which does not represent what is recognized as project management outside of NWIC, and which should be renamed to avoid confusion with the program of studies under development.

Carl provided additional information regarding what a project management program of study should include in order to compare with similar programs offered elsewhere, and some comments regarding the employment potential for students completing this program as well as its relationship to the Project Management Professional (PMP) certification, which is the highest in this field.

The program under development will consist of three levels of coursework: 1) Beginning/introductory (definition, theory, some hands-on work, and a student portfolio); 2) Intermediate (focusing on the software and tools involved in project management); and 3) Advanced (to integrate the first two levels of coursework

and to involve students in the implementation of some project). A further goal of the program would be to prepare students to take the PMP exam for higher certification.

Recommendations—The project management program require CMPS 101, so it needs to be listed as a prerequisite for the courses to which it applies. A one-credit course to prepare students for taking their PMP exam could be offered in this program (e.g., *Project Management Professional Exam Preparation*). Also, it would be useful to know what other universities offer to address quantitative skills in project management studies (math and accounting courses) to ensure that NWIC students obtain the necessary skills in this area and also to comply with accreditation guidelines in this area.

Carl, Ted and others need to complete further work on the program, and they plan to present those materials at the next committee meeting.

4) **Other Discussion Topics**

a) **Curriculum Committee Membership & Meeting Attendance**

The committee's membership is defined in the current handbook. Representatives of the Library and Student Services, and the Financial Aid Director are encouraged to attend future meetings of the committee.

b) **Materials Used for Challenging Courses—Katrice Schuler (action item from 1-24-08 minutes)**

Since the last meeting, Katrice, Lucy Wood-Trost and Barbara Delzell have communicated regarding this matter. Barbara wishes to develop a list of courses that cannot be challenged, which may be made available as needed.

c) **Academic Policy Issues**

The role of the Curriculum Committee regarding the review of academic policies and procedures was discussed with respect to the approval of outcomes (college, program and course) and the committee handbook. A formal written policy for the approval of outcomes needs to be developed with the involvement of those within and outside of the committee including Anne-Marie Karlberg.

5) **Course Deactivation—HUMS 222 *Ethics and Chemical Dependency Treatment*—Approved**

During 2004 the Chemical Dependency Studies program was revamped and other major curriculum changes were made. HUMS 222 had been part of the Chemical Dependency Studies program prior to that period, but was removed in light of changes in state guidelines. The course was retained at that time because of current student needs, and was never deactivated following the completion of those students' work. Elements of this course were incorporated into other courses, so there is no further need to retain this course.

6) **Course Revisions—Change all 188/288 (*Topics in...*), 189/289 (*Individualized Studies in...*) and 197/297 (*Internship/Practicum in...*) courses to NE (Non-transferable Elective) code**

This topic included discussion regarding the fact that some of these courses are currently listed as transferable electives (TE) while others are listed as non-transferable electives (NE), an apparent inconsistency that may impact student graduation and transferability issues.

Following much discussion, the motion to reclassify all such courses to NE was approved. However, Ted spoke with Jan Hayes (former president of the Intercollegiate Relations Commission and in-house expert on transfer issues) following today's meeting and Jan provided clarification that the current course listings are, in fact, correct. So, *never mind*.

(Please note that a summary of relevant points from Ted's follow-up email regarding this is included as an addendum at the end of these minutes for the valuable clarification that it provides regarding this issue.)

7) Discussion—Appropriate use of Learning Contracts

Several learning contract courses have been listed separately in the NWIC quarterly class schedule for reasons unrelated to the real intention of LC courses, for courses not originally intended to be offered in this manner (e.g., 188 courses lacking outcomes at this point), and in a manner inconsistent with the idea that LC courses are to be initiated by students (as opposed to Independent Learning courses, which are offered to the general student population).

The basic question is, "What is the place of learning contracts in terms of academic quality and the bigger picture?" Additional important points include the need to clarify the distinctions between LC and IL in the NWIC catalog, the need to create realistic solutions for students at sites needing such courses, faculty agreement regarding what courses may be offered in LC mode (beyond current faculty consent to provide such courses), instances of faculty feeling pressure to offer LC classes when it is difficult for them to do so and because of the lack of other course offerings, and the need to ensure that LC lab courses include proper lab elements. This last point may be particularly important as site students become involved in the new B.S. in Native Environmental Science program, including enrolling in lab courses.

Katrice Schuler and Lucy Wood-Trost were identified as the point persons to lead the effort to develop a clear process for dealing with Learning Contracts and other aspects of Individualized Studies.

Shelley mentioned that the current self-study work for accreditation purposes has involved reporting on this topic, which may be helpful for further consideration of the various issues.

8) Discussion—Process for creating a new program of study, training certificate or award of completion—Laid on the table

NEXT MEETING: February 28th— Noon @ DL-2

Minutes recorded by Brian Compton

Addendum—Summary of points from Ted Williams' 2-14-08 post-meeting email to Curriculum Committee:

- Any 188/189/288/289 course that is in an academic department (such as English, Biology, Humanities, etc.) would be considered as a transferable elective (TE) by transfer institutions
- Any 188/189/288/289 course that is in what universities usually consider a vocational department (such as CMPS, Hospitality management, HUMS, HMDV, etc.) would be treated as a non-transferable Electives (NE).by transfer institutions.
- The 197 and 297 courses are normally considered non-transferable electives by transfer institutions, regardless of whether they are in academic or vocational departments.
- All of the courses in question in the current NWIC catalog satisfied these criteria (since Jan had previously reviewed the catalog).
- An additional interesting note is that 188/189/288/289 courses can be developed to satisfy distribution requirements for transfer institutions. If for example, we have a literature scholar visiting the college one quarter and that person offers an ENGL 188 course on "The Literature of Shakespeare." Receiving institutions would normally accept this course as a humanities theory course (like the other literature courses we offer, such as ENGL 236). The receiving institution would contact NWIC and ask for the syllabus for the course in order to determine the way in which they would transfer the course. We can make our own determinations about how we accept these courses for graduation. In other words, we can override the NE or TE designation in specific cases both for internal purposes (graduation) and external purposes (transfer).

Curriculum Committee Minutes for February 28th, 2008

Meeting held 12:00-2:00 PM in DL-2

Attendees:

Brian Compton, Chair

John Rombold

Ted Williams

Barbara Delzell

Katrice Shuler

Ane Berrett

Justin Guillory

People Reporting Unable to Attend

Shelley Macy

1) Minutes for 2-14-08—Approved

2) Process for Creating a Training Certificate or Award of Completion—Approved with the following discussion:

Ted presented a draft version of a form entitled, "Process for Creating a New Training Certificate or Award of Completion", which was based on the existing "New Program Request Form." This would apply to training certificates or awards of completion that would not require Curriculum Committee approval, and which may be brought forward by the Director of Education and Community Education (currently Susan Given-Seymour), whose signature would be required for approval. However, any new courses that may comprise part of these certificates or awards would still require Curriculum Committee approval, and any 188/288 courses involved could be implemented outside of Curriculum Committee.

Katrice raised the point that awards of completion are not usually fundable by financial aid. However, for example, a student could sign up for the Associate of Technical Arts Degree in Information Technology (which could be supported by financial aid), and possibly receive an award of completion for a set of courses within that broader program of study. Further clarification is required by the Director of Financial Aid with regard to whether a student could be funded to work on a block of courses that might comprise an award of completion, whether a student is signed up for a broader program of study or not. Depending on where the student was located, financial aid may or may not be an issue (e.g., students at Tulalip may be supported financially by their tribe, while students at Nez Perce may require financial aid).

John suggested that following a year or so of NWIC granting training certificates and awards of completion, it would be a good idea for Curriculum Committee to reconsider these to see if there would be any need for further discussion or action regarding any academic policies that may relate to them.

3) Discussion—Approval Process for College & Course Outcomes—Ted Williams & Brian Compton

Ted presented the document entitled, "Process for Approval of Institutional, Program and Course Outcomes (2-28-08 draft)" for review and discussion, where "institutional" outcomes are those that elsewhere have been referred to as "college" outcomes. Until now, no formal process for approving such outcomes has been developed, and no program outcomes have been developed in accordance with other outcomes work at NWIC (i.e., with rubrics, etc., although the beginning steps of program outcomes have been developed for the B.S. in Native Environmental Science).

Ted also presented a document entitled, "Lead Faculty for given departmental codes – February 28, 2008." Lead faculty are those who should be consulted with regards to any proposed changes in outcomes, or when creating new courses, or whenever expertise in any given field is required. The identification of lead faculty

helps to address the fact that the Director of Assessment cannot be expected to have expertise in all fields and that faculty have a governance role with regards to their discipline areas. Curriculum Committee would be the final body to approve of any proposals, changes, etc.

Other topics of discussion included 1) how this process may allow for faculty input regarding the integration of content (sociology and anthropology) at NWIC that is typically kept separate at other institutions, 2) how cultural outcomes will continue to be developed and included in more of the college curriculum in conjunction with other academic outcomes, 3) the need for further training regarding the development of outcomes to help the Dean of Extended Campus move forward with site requests more efficiently and effectively, 4) the importance of bringing both cultural and academic outcomes together at a tribal college to transform the educational process in fundamental and powerful ways (e.g., with the academic elements always being grounded in culture), 5) the possibility that the First Year Experience classes is where much of this work could be focused for the immediate future, and 6) the question of the ongoing role of the Curriculum Committee in ensuring integrity and quality in curriculum.

**4) Discussion—Beginning the Process of Reviewing the Curriculum Committee Handbook and Forms—
Laid on the table (to be added to the next agenda)**

NEXT MEETING: March 13th — Noon @ DL-2

Minutes recorded by Brian Compton

Curriculum Committee Minutes for March 13th, 2008

Meeting held 12:00-1:40 PM in DL-2

Attendees:

Brian Compton, Chair
Ted Williams

John Rombold
Katrice Shuler

Justin Guillory

People Reporting Unable to Attend:

Ane Berrett

Shelley Macy

1) Minutes for 2-28-08—Approved with the following comments:

Because 188/288 courses should not be offered repeatedly with the same content, vigilance is required to ensure that this course designation is not misapplied. Any course presented as a 188 or 288 offering beyond its application as a pilot or other special purpose course should go through the proper Curriculum Committee process, including being assigned a unique course number.

2) Discussion—Beginning the Process of Reviewing the Curriculum Committee Handbook and Forms—

Brian Compton

The committee handbook and forms have been partially revised and updated and require further changes and additions to reflect recent decisions by the committee. These include changes that involve the activities and responsibilities of Susan Given-Seymour, Director of Outreach and Community Education (i.e., Training Certificates and Awards of Completion, which do not require committee approval). The following schedule was established for proceeding with the review and updating of the committee handbook and forms:

- a) Thursday, April 3rd, 2008 from 12:00-2:00 pm in DL-1: First special meeting to distribute copies of the handbook and forms to the committee members for initial review and discussion. (Note that this is not a regularly scheduled committee meeting, and that Brian will provide the materials for this meeting.)
- b) Thursday, April 17th, 2008 from 12:00-2:00 pm in DL-1: Second special meeting for follow up discussion of handbook and forms. (Note that this is not a regularly scheduled committee meeting, and the intent is for members of the committee to have the opportunity to bring forward any corrections, suggestions, other comments or questions they may have.)
- c) Thursday, April 24th, 2008 from 12:00-2:00 pm in DL-1 (a regularly scheduled committee meeting): Committee approval of the updated handbook and forms will be on the agenda.
- d) Thursday, May 1st, 2008: Due date for delivery of the updated handbook and forms to administration. (Brian will deliver the final materials, with any subsequent revisions that may be necessary, to Ted, to allow for administration to review them prior to presenting them to the NWIC Board of Directors for their approval during the May 16th, 2008 Board meeting.)

Action Items—In addition to the action items indicated above, Brian Compton will 1) extend the invitation to attend those meetings to Susan Given-Seymour, and 2) provide Justin Guillory a copy of the

committee handbook without further delay to allow him time to review it and suggest improvements that may assist with its use by site representatives.

3) **Discussion—Curriculum Committee Membership—Brian Compton**

The current (approved 2006) Curriculum Committee Handbook lists amongst the members of the committee "Three or more academic faculty from different disciplines, including at least one from a full service site." The intent of the latter part of this requirement was to have site representation, which can be fulfilled by the change of the site faculty requirement to the Dean of Extended Campus. That dean, who communicates regularly with site representatives and whose office is on the main NWIC campus, can represent site concerns in the event that faculty at other sites may not be able to attend committee meetings.

Approved Motion—The membership requirement was changed from "Three or more academic faculty from different disciplines, including at least one from a full service site" to "Three or more academic faculty from different disciplines" and "Dean of Extended Campus."

The handbook also calls for one member of the student services advising staff to be a member of the committee, but no such member has attended recent committee meetings. Those persons identified as being associated with student advising are Nicole Baker (Transfer Advisor), Chris Flack (Career Advisor), Bernice Portervint (TRIO/Student Support Services Director), Charlie Sitting Bull (Off-campus Advisor) and Dan Woods (Life Skills/Wellness Coordinator).

Action Item—Brian Compton will contact Cindy Dodd, Dean of Student Life, to request attendance at future Curriculum Committee meetings by one of the aforementioned student advisors.

The Curriculum Committee email distribution group has been updated to include the addresses of the following members:

Ane Berrett
Barbara Delzell
Brian Compton
Carole Rave
Jani Costilla
John Rombold
Justin Guillory
Katrice Shuler
Mike Fentress
Shelley Macy
Ted Williams

Action Item—Brian Compton will request the addition of the address for a student advising representative once Cindy Dodd identifies that person.

4) Program Reactivation—Certificate in Hospitality Management—Approved with the following discussion and recommendations:

The Colville and Port Gamble sites have requested that the Certificate in Hospitality be reactivated. This was active and included in the NWIC Catalog for 2002-2004, and all the included courses currently are active. Colville will be opening a new casino, and Port Gamble will be expanding their existing casino, and both communities want this as training for new casino employees.

As per current Curriculum Committee practices, this certificate may be approved without the need for formal committee review of syllabi, outcomes, etc. for all of the included courses.

The following issues relate to this certificate and the included courses:

- a) No Curriculum Committee "Program Reactivation Form" exists, so the certificate was approved based upon the use of a "New Program Request Form," which is the closest existing form to what is required for program reactivation.
- b) No formal committee process for reviewing and approving outcomes and related information associated with the included courses currently exists.
- c) Many of the included courses lack pre-existing syllabi or outcomes that may be used in the development and presentation of the courses involved in the certificate, which is to be presented beginning Spring Quarter 2008. Some syllabi and related course materials may be present in the curriculum files that were maintained last by Rissa Wabaunsee (former Vice President for Instruction), and some course outcomes are available on the NWIC website. Because of this and the preceding point, it is recommended that Justin Guillory obtain as many pre-existing materials as possible and provide them to the site representatives and individuals who will develop the instructional materials for these courses.
- d) According to Mike Fentress (Financial Aid Director), financial Aid is available for students pursuing this certificate.
- e) Spring Quarter classes begin in two weeks. This is a pressing concern given the amount of work that needs to be completed by this time, although the students could proceed with some of the general education requirements, which have outcomes developed and faculty to teach them.
- f) Details of how full-time faculty may contribute to the development of outcomes were requested by Justin, since some of the courses in the certificate will be associated with full-time faculty previously identified as "lead faculty" in terms of academic content area expertise. Justin also enquired about how other courses, such as the Hospitality Management (HRCM) courses, would have outcomes, etc. developed (e.g., by an outside paid consultant, such as Frank Cornet, who originally developed the hospitality managements programs). Neither process is well delineated at present, but these are under

discussion outside of Curriculum Committee. Justin and Ted will have responsibility for helping to ensure that the HRCM courses will be brought forward, to include assistance from the Director of Assessment. The Colville and Port Gamble representatives will need to identify potential instructors and work with them to help ensure that many other courses included in the certificate can be offered soon.

Recommendation—Curriculum Committee should establish a schedule for the review of courses (including but not limited to those in the Certificate in Hospitality Management) to verify the inclusion of outcomes that conform to NWIC requirements. Information regarding what schedule for course review will be followed needs to be added to the handbook currently under revision. A course evaluation form currently exists for this purpose.

5) Change in Grade Definition—Administrative Withdrawal (AW)—Ted Williams (discussion, with the following details)

This follows from discussion last quarter regarding NWIC grading policies, including the elimination of the Unofficial Withdrawal (V, or "vanish") grade. The Administrative Withdrawal (AW) grade currently is defined as follows:

An Administrative Withdrawal is granted when a student was unable to complete a quarter or a course due to an emergency or a major life difficulty such as severe illness, accident, death in the family or call to active military service. An Administrative Withdrawal Petition and supporting documentation must be submitted to the Registrar's office. This grade is posted only upon approval of the Registrar.

Of particular concern for now is whether the AW grade may be extended to apply to students that faculty determine are not attending or adequately progressing in their classes, or what alternative process and grading element should be developed and pursued in order to achieve a faculty-initiated student withdrawal.

This has become an important point of discussion because in the past some students have initiated the process of removing themselves from courses very late in the quarter, well beyond the census date (with negative GPA, financial aid and other consequences) and any other date associated with a realistic timeline for their successful completion of the courses. In many cases, students have been billed for those courses that they did not complete, and have never paid for those courses. This relates to several other topics, such as Indian Student Count (ISC) funding to the college (counted on the census date), when student financial aid checks are issued, and the elimination of the V (Unofficial Withdrawal) grade, which necessitates further action regarding how to deal with students who are not attending, etc., and for whom faculty otherwise have no option except to record an F. If a student drops a course by the census date, that student's name is removed from the class roster and not grade is reported or appears on that student's transcript.

Currently, the census date seems to be the logical point beyond which an unsatisfactory student should remain enrolled in any course. Several faculty members support the idea of implementing some new procedure

to withdraw students in specific circumstances, and such actions might also help to motivate students to petition to get re-enrolled and complete their courses.

A new approach could involve the following:

- a) A new grade definition for a "faculty-initiated student withdrawal" (other than AW, since the AW grade remains valid as it stands for specific applications as per its definition and other than what was discussed today).
- b) The procedure for applying any new proposed faculty-initiated student withdrawal grade could involve the following steps:
 - i) The faculty members, upon determining a student is in academic jeopardy due to lack of attendance, participation, and academic progress, notifies Student Services of the situation.
 - ii) Student Services responds with outreach efforts to contact the student whose progress is in question and obtain further information from the student regarding that student's situation.
 - iii) The student is informed of his or her responsibility to respond appropriately by contacting the faculty member and determining the most appropriate further course of action.
 - iv) Failing all of these steps, the faculty member, Student Services representative, or other college representative completes the faculty-initiated student withdrawal to remove the student from the enrollment roster.
- c) **Recommendation**— Faculty should initiate the further discussion of grading policies with support by administration, including consideration of today's Curriculum Committee discussion. Brian Compton and Katrice Shuler have agreed to lead the discussion of this matter amongst the faculty at the next regularly scheduled faculty meeting. Because Student Services and Enrollment Services will have formal roles regarding any change in grading, their participation in the process also should be requested.

NEXT MEETING: April 3rd — Noon @ DL-1 (Please note the change from DL-2 to DL-1, and that there will be no meeting on March 27th during Spring Break.)

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 3rd, 2008

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Brian Compton, Chair

Crystal Bagby

Katrice Shuler

Bernice Portervint

Ane Berrett

John Rombold

Barbara Delzell

Justin Guillory

Ted Williams

People Reporting Unable to Attend:

Shelley Macy

1) Minutes for 3/13/08—Approved with the following change:

As Anne Marie Karlberg has announced her resignation from the college, Bernice suggested that the minutes be revised to omit her name and include only her position title.

2) Discussion—Handbook & Forms Review and Revision—Brian Compton:

Handbook—As per the plan developed during the last meeting, the committee reviewed the current and partially updated committee handbook. Several suggestions for minor edits or corrections to the revised draft were made, and the discussion subsequently led to committee consideration of a range of larger issues, including the following:

- a) According to the current handbook, the committee also serves as the Catalog and Calendar Committees but those who serve on Curriculum Committee and attend the regular meetings are not involved in the process of creating the catalog or the academic calendar. Nor are the committee members aware of any established procedure for developing the catalog, calendar or academic schedules. These further responsibilities were added to the Curriculum Committee some time ago as a result of the lack of any other formal committee or process for developing the catalog and calendar.
- b) A process similar to that which resulted in the committee having responsibility for the catalog and calendar currently also resulted in the Curriculum Committee having responsibility for reviewing academic policies and procedures. This was also linked to the Vice President for Instruction and Student Service's recent request for the Dean of Extended Campus to discuss the reestablishment of the Academic Standards Committee with the Curriculum Committee. Further discussion today focused on the role of the Academic Standards Committee (to deal with financial aid issues such as termination of financial aid to students, gaps in policies relating to such matters, and efforts to help ensure satisfactory student performance) and its relationship to academic policies and procedures as considered by the Curriculum Committee. This also led to discussion regarding the need for consistency and support for such issues throughout the institution, and how the majority of the Curriculum Committee Handbook deals with course-related processes and procedures with minimal treatment of academic policies and procedures. There is no formal procedure by which the Curriculum Committee deals with such topics. At other institutions, a curriculum committee may deal exclusively with curriculum issues with academic policies being treated by a separate body. However, with the responsibilities as currently listed for the Curriculum Committee, it would seem that the committee should review any academic standards policies that may be put into practice by the Academic Standards Committee. This is further linked to how faculty deal with grading, and the ongoing evolution of grading practices at NWIC.

- c) The discussion also included reference to questions regarding the role of Curriculum Committee in the consideration of programs of study, First Year Experience, and other topics as well as what part of the college community is the driving force for its mission.
- d) The Curriculum Committee Handbook as currently revised in draft form is more formal than the currently approved version but also provides a balance between content that is specific and that which is less specific where increased specificity may not be needed and, in fact, may not be helpful given the size of our college and the way in which it functions. Further steps are needed to help prioritize the content to be included.
- e) Curriculum Committee meetings are open and the committee maintains records that are made widely available to members of the college community. Other NWIC committees do not hold open meetings and distribute their records, nor do all other members of the college know information regarding how they conduct their business and make decisions.
- f) Major decisions affecting many programs of study have for the most part over the last several years been made at the administrative level and the roles of members of the committee, and other faculty and staff in making such decisions is unclear. The committee handbook indicates that the committee reviews and makes recommendations regarding academic curriculum, policies and procedures to the Vice President for Instruction and Student Services but there is no defined process for feedback to the committee regarding how those recommendations are treated once the committee makes them. Other members of the college may not be informed of administration decisions regarding committee recommendations in a timely fashion with the rationale for their decisions.
- g) Some major overarching questions that emerged involve many aspects regarding which positions have authority over various decisions affecting the college, the flow of communication between the committee and others, governance related to oversight and checks and balances within the college regarding decision making, and related issues in a tribal college. These questions were determined to be important to communicate to the college leadership team.
- h) The idea of inviting a representative from the student body to participate in the Curriculum Committee was discussed.
- i) It was suggested that the revised committee handbook should clarify the roles of the Dean of Academics and the Chair of the Curriculum Committee in terms of their functions related to how business is taken care of by the committee.
- j) The question of why both the Vice President for Instruction and Student Services and the Director of the Library are identified in the handbook as *ex officio* members was discussed. The Vice President for Instruction and Student Services should be an *ex officio* member, as that member ultimately receives all committee recommendations and has veto power over them. Because of this, it is unclear why the

current handbook indicates that all members of the committee may vote on committee matters. For similar reasons to those for the Vice President, the President should not be able to vote on committee matters. It is unclear that the Director of the Library should continue to be an *ex officio* member.

- k) The cycle for revisions to committee handbooks was discussed, but there is no time frame for delivering a revised version of the Curriculum Committee Handbook for current accreditation purposes.

Forms—Further discussion related to the forms of the committee, which currently include those related to new community education courses, and workshops and trainings. These are not associated with the academic programs of study associated with Curriculum Committee functions, instead being associated with Outreach and Community Education, but may involve the presentation of academic for-credit courses that do require consideration by the Curriculum Committee.

Beginning with the last (2006) committee handbook, proposals or requests regarding CEU's and training workshops were not required to be presented to the committee, but the committee still had forms relating to them. These are no longer required for Curriculum Committee purposes.

New forms for use by the committee may include a "Program Reactivation Form." And the current "Program Cancellation Form" should perhaps be renamed "Program Deactivation Form" to allow for the use of the aforementioned form. In a previous meeting (3/13/08), the cancelled Certificate in Hospitality Management was reactivated using a "New Program Request Form," which is the closest existing form to what is required for program reactivation. An "Outcomes Approval Form" may also be considered at some point in relation to the role of the Curriculum Committee as the academic policy body and the current lack of a formal committee process for reviewing and approving outcomes and related information associated with courses that require outcomes for committee consideration (cf. 3/13/08 minutes).

- 3) **New Course Proposal—ECED 160 *Infant-Toddler Caregiving*—Barbara Delzell for Shelley Macy - Postponed**

NEXT MEETING: April 10th — Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 10th, 2008

Meeting held 12:00-1:50 PM in DL-1

Attendees:

Ane Berrett,
Barbara Delzell
Bernice Portervint

Brian Compton, Chair
Crystal Bagby
Katrice Shuler

Shelley Macy
Ted Williams

People Reporting Unable to Attend:

Mike Fentress

1) Minutes for 4/3/08—Approved with the following change:

Shelley Macy reported as unable to attend.

2) Course Revision—ECED 160 *Infant-Toddler Caregiving*—Approved with the following discussion and changes:

Background—This is the "parent" course related to the three "child" courses, ECED 160A, 160B and 160C. ECED 160A *Supporting Healthy Social and Emotional Development* previously was approved without the required approval of ECED 160. Although ECED 160 was identified as a new course proposal in today's agenda, this actually represents a course revision, as ECED 160 was previously offered at NWIC with the title, "Caring for Infants and Toddlers." It also needs to be reactivated. **(Note that no reactivation form was provided, but that this will be attended to at the next meeting of the committee.)**

Shelley explained that the situation with ECED 160 is similar to that of ECED 106, where there are three "child" courses (ECED 106A, 106B and 106C) that, when completed, collectively comprise the full credit for the "parent" course for the purposes of graduation. With both ECED 106 and ECED 160, if the "child" courses are taken separately, they will be documented as such in a student's transcripts but should be interpreted by any receiving institution to which a student may transfer as representing the full credit equivalent to the corresponding "parent" course. The course outcomes presented for ECED 160 are duplicated in each of the associated "child" courses.

Changes—The second parenthetical paragraph of the course description was revised to read: "May be offered as three 1 credit courses: ECED 160A, Supporting Healthy Social and Emotional Development; ECED 160B, Encouraging Healthy Physical Development; ECED 160C, Responsive Learning Environments."

Other minor typographical errors also were corrected.

Finally, the original New Academic Course Proposal form on green paper that was presented to the committee was copied to a pink sheet and annotated to denote it as a course revision, with an attachment containing the other changes as indicated above.

Discussion—Shelley indicated that if the original 3-credit ECED 160 was completed by a student years ago, it would still be accepted for graduation requirements in the Early Childhood Education program of study if a student were to complete that program in the foreseeable future.

Furthermore, the 3-credit ECED 160 "parent" course may be taken as a single course or the three 1-credit "child" courses (ECED 160A, 160B and 160C) may be taken separately in any order to comprise the full three hours of credit for the "parent" course.

3) **Course Revision—ECED 160B *Encouraging Healthy Physical Development*—Approved with the following discussion and changes:**

Background—This is a "child" course related to ECED 160 *Infant-Toddler Caregiving*, and was presented to the committee as a new academic course proposal, but actually represents a course revision related to ECED 160.

Changes—The second parenthetical paragraph of the course description was revised to read: "May be offered as three one-credit courses: ECED 160A, Supporting Healthy Social and Emotional Development; ECED 160B, Encouraging Healthy Physical Development; ECED 160C, Responsive Learning Environments.) (NE)"

[*Chair's note: Shelley Macy also presented a new corrected Course Revision Form for ECED 160 containing the wording indicated under "Changes" above.*]

Finally, the original New Academic Course Proposal form on green paper that was presented to the committee was copied to a pink sheet and annotated to denote it as a course revision, with an attachment containing the other changes as indicated above.

Discussion—This (and the other "child" courses to ECED 160) should be listed in the catalog in a similar fashion to ECED 106 in the current catalog.

4) **Course Revision—ECED 160C *Responsive Learning Environments*—Approved with the following discussion and changes:**

Discussion—This was not included in today's agenda, but Shelley was prepared to present this to the committee in connection with the other related ECED items. This is the third and final "child" course to ECED 160.

Various members of the committee remarked on the appealing nature of the syllabi prepared by Shelley for the ECED 160 courses. Further discussion focused on the importance of syllabi as a form of communication to students and that syllabi templates or exemplars should be included in the agenda for the 4/17/08 special meeting regarding the committee handbook and forms.

Changes—The second parenthetical paragraph of the course description was revised to read: "May be offered as three one-credit courses: ECED 160A, Supporting Healthy Social and Emotional Development; ECED 160B, Encouraging Healthy Physical Development; ECED 160C, Responsive Learning Environments.) (NE)"

[*Chair's note: Shelley Macy also presented a new corrected Course Revision Form for ECED 160 containing the wording indicated under "Changes" above.*]

Finally, the original New Academic Course Proposal form on green paper that was presented to the committee was copied to a pink sheet and annotated to denote it as a course revision, with an attachment containing the other changes as indicated above.

5) Discussion—Catalog and Academic Policy Questions—Ted Williams:

This was not included in today's agenda, but Ted introduced the topics and requested that Brian consult with Carole Rave for her thoughts on them. Following on past discussion, he indicated that Carole clarified that the Academic Standards Committee is separate from Curriculum Committee, which has no responsibility for the responsibilities and activities of the Academic Standards Committee.

However, the relationship of Curriculum Committee to academic policy issues and corresponding administrative decisions, catalog and calendar issues requires further clarification from Carole. The Curriculum Committee Handbook currently states that the committee also serves as the Catalog and Calendar Committees, as it was helpful in the past for the committee to review the catalog and calendars to check for errors and to generate further ideas related to curriculum.

**6) Course Reactivation—LGST 101 *Introduction to Legal Studies I*—Ted Williams for Esther John—
Approved with the following discussion, change and recommendations:**

Discussion—This reactivation was requested by Esther John at Muckleshoot where students reportedly took this course last quarter and were graded despite the course being inactive at the time, which resulted in problems for Enrollment Services and the students.

The question of transferability or the lack thereof with regard to this course and LGST 102 was discussed, and Crystal subsequently consulted with Jan Hayes regarding this matter with the following clarification: Both this course and LGST 102 are non-transferable electives (NE) because Legal Studies courses offered at a community college are considered to be vocational, and therefore are not transferable electives (TE). This is further substantiated on p. 28 of the Intercollege Relations Commission (ICRC) handbook, where the limitations of transferability of legal studies courses are outlined.

Discussion of the course outcomes led to a more general discussion regarding details involved in the approval of course, program and college outcomes in light of the resignation of the current Director of Assessment.

The committee reiterated that course outcomes are living documents, which may be modified if and when the need arises, and should be consistently followed regardless of the instructor teaching the course. Many college employees require further training regarding the development and use of course outcomes, and the process should be one that will address the needs of those at sites as well as at the main campus. The committee also should follow a process of reviewing courses on a regular basis, to include the review of their outcomes.

The current and newly-formed Assessment Team includes the Director of Assessment, Dean of Academics, Director of Institutional Research, Director of the Coast Salish Institute and Vice President for Instruction and Student Services.

Ted suggested that the committee, which has proposed having a role in the approval of outcomes, recommend the details involved in such a process, which, based on today's discussion, are as follows:

1. Any course requires both a syllabus and course outcomes.
2. The individual proposing a new course or any revisions to an existing course would work with the Director of Assessment for training on outcomes development.
3. That individual would consult with the appropriate content faculty, with the Dean of Academics being the default content person in the event that no current faculty member has expertise in any particular academic discipline.
4. That individual would consult with the Dean of Academics prior to presenting to the Curriculum Committee.
5. That individual would present the request to the Curriculum Committee, which would approve the course outcomes (and possibly also program and college outcomes, to be developed in a similar manner as course outcomes).
6. A possible next step may involve the Assessment Team, which is overseen by the Vice President of Instruction of Student Services and the Director of Assessment.

Change—The date indicated the last date the outcomes form was updated or edited needs to be changed from the current "N/A" to a date in March of this year.

Recommendations—The course outcomes should be more fully developed to indicate measurable outcomes in accordance with materials and processes as indicated on the NWIC website under Assessment. And the grading elements should add up to a total of 100% of the final grade on the syllabus.

**7) Course Reactivation—LGST 102 *Introduction to Legal Studies II*—Ted Williams for Esther John—
Approved with the following change and recommendations:**

Change—The course title was corrected to read "II" instead of "I," on the Course Reactivation Form.

Recommendations—The same recommendations apply as indicated above for LGST 101.

NEXT MEETING: April 17th — Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 17th, 2008

Meeting held 12:00-1:25 PM in DL-1

Attendees:

Brian Compton, Chair

Crystal Bagby

John Rombold

People Reporting Unable to Attend:

None

- 1) **Approval of Previous (4/10/08) Minutes—Postponed**
- 2) **Follow Up—Handbook & Forms Review & Revision—Postponed**
- 3) **Discussion—ECED 160 *Infant-Toddler Caregiving* Course Reactivation & Recataloging— Postponed with the following Discussion:**

Course revisions to ECED 160, the "parent" course to ECED 160A, 160B and 160C, including the creation of those "child" courses, were approved but these are not active nor are they listed in the catalog with the exception of ECED 160A.

4) **Other Details**

A quorum was not present for today's meeting, nor was their sufficient attendance to productively discuss any of the agenda items. Those who were present agreed to postpone further action until the next regularly scheduled meeting.

NEXT MEETING: April 24th — Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 24th, 2008

Meeting held 12:00-2:05 PM in DL-1

Attendees:

Ane Berrett

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Carole Rave

Crystal Bagby

Katrice Shuler

Mike Fentress

Shelley Macy

People Reporting Unable to Attend:

None

1) Minutes for 4/10/08—Approved with minor typographical corrections

2) Minutes for 4/17/08—Approved with the following changes:

Corrections to the parenthetical course descriptions for ECED 160A, B and C were made so that they would be consistent with the wording for other "parent-child" course combinations already included in the *2007-2009 Northwest Indian College Catalog*. Shelley presented a revised course revision form with the following changes to replace the original version that was approved by the Committee on 4/10/08 and to accompany the course reactivation and recataloging paperwork: "May be offered as three one-credit courses: ECED 160A, Supporting Healthy Social and Emotional Development; ECED 160B, Encouraging Healthy Physical Development; ECED 160C Responsive Learning Environments.) (NE)"

3) Course Reactivation & Recataloging—ECED 160 Infant-Toddler Caregiving—Approved

4) Discussion—Physical Education (PHED) Contact Hours & Course Credits—Crystal Bagby

Crystal raised the question of how many contact hours are associated with course credits for physical education courses in preparation for offering PHED courses over the Summer 08 session for TRIO purposes because student athletes will be on the main campus during this time to participate in orientation and computer literacy activities as well as PHED courses. This item will be added to a future agenda, and may include revision of one or more Curriculum Committee forms (including the Cover Sheet: New Academic Course Proposal Form) requiring presenters to include information regarding "student hours per week spent" (the number of contact hours associated with each hour of course credit) for PHED courses where this does not already appear on such forms.

5) Discussion—Program Transfer Guide—Crystal Bagby

Associated Documents—Crystal presented the following documents: 1) Transfer guide information (Transfer guide.doc), and 2) Transfer for BSNE students missing NASD courses (transfer NASD.doc).

Background—Based on several other meetings involving others outside of the Curriculum Committee, it was determined that a draft Program Transfer Guide needs to be delivered to the NWIC Board of Trustees for their consideration during the May 7th, 2008 meeting. This is the first discussion involving the Curriculum Committee regarding the preparation of this guide, and the materials that Crystal presented include the final recommendations at this point to the Committee. By the next special meeting on April 30th, the Committee needs to provide input on a completed draft version.

Crystal completes the transfer articulations for incoming transfer students, and briefly described the process for a transfer request. NWIC doesn't currently have a lot of standards associated with this process, so she listed

what the College does and does not do in the "Transfer guide information" document. Discussion of this topic included the following points:

- a) Most rules regarding transfers apply to the AAS degrees.
- b) Most Early Childhood Education (AAS-Transfer Degree) courses are non-transferable electives (NE), and would transfer by approval of that program for non-AAS programs. This may present additional problems if a student changed their program of study to the AAS (DTA) program of study.
- c) The topic of which courses may be challenged is an ongoing item of discussion, but currently any course may be challenged. The process by which courses are challenged also was discussed, including who should be involved in the process, both within (e.g., faculty, the Dean of Academics and the Vice President of Instruction and Student Services) and outside of the college (e.g., Washington State Department of Health in the case of Chemical Dependency Studies), as well as how to maintain an approach to that process that includes consistent and correct information.
- d) There will be many instances of 100-level vs. 200-level course numbers involved in the transfer process, and Crystal is working on a database of courses involved in transfer issues as detailed in the transfer guide information handout. Crystal currently uses Western Washington University's guidelines, but it is not feasible at this time to complete a database of all courses involved in transfer articulation for all Washington schools.
- e) Our math courses do not have a one-to-one correspondence to WWU courses but they count towards graduation here. If a NWIC graduate has completed up to the first course in calculus here, that student should be able to enter WWU without taking the assessment test. If, however, a NWIC student who has had MATH 102 and wants to take pre-calculus at WWU, that student would need to take an assessment test for pre-calculus, and typically our students do not do well on that assessment test. And, WWU doesn't offer college algebra, so there is no one-to-one correspondence between our college algebra course and any WWU course.
- f) Some NWIC math courses (e.g., MATH 102 and 151) do not transfer to WWU, and do not meet the minimum WWU requirements for graduation. Any NWIC student transferring from NWIC to WWU would need to do developmental math at WWU, and students who completed MATH 102 at NWIC will test lower at WWU if placement tested there. MATH 102 is a common course number for college algebra, but WWU is a very rigorous institution with higher standards in many disciplines than many other schools have.
- g) Our MATH 151 is similar to WWU's *Discrete Mathematics* course (MATH 209 for 4 credits), but 151 does not match that course. Jason Boline currently is working with Ted Williams and John Frey to improve this situation for our students so that their math courses will better match WWU's requirements.

This may include revising MATH 102 to more closely match WWU's lowest-numbered math course (MATH 99 *Introductory Algebra*), although it may be better to create a new math course to do this.

Currently, math courses taught at NWIC do not support programs very well that utilize math, e.g., the BSNE program. We should ensure that math taught at NWIC is useful and is used elsewhere in our curriculum. All those involved in this process (Crystal, Jason, John F., John R., other faculty, etc.) need to be able to clarify any confusion and provide input regarding the best course of action to follow.

- h) Washington State common course numbering is in process at this time to allow all common courses to be called the same thing. The current database of such courses contains approximately 200-300 courses, and 41 of NWIC courses would meet those requirements (and have an ampersand ["&"] in the title to indicate a common course number).
- i) A decision was made by individuals involved in the transfer issues discussion prior to consideration by the Committee for our students transferring to the BSNE to allow them to waive the first and second year seminars (NASD 105 A-C and NESD 293 A-C). If this decision is finalized, it must establish a standard. A recommendation was suggested that any student with a DTA completed who transfers here for a B.S. program should not have to take first and second year seminars.
- j) We have no minimum grade for transfer courses and will transfer in any non-failing grade (a D- is acceptable for transfer at NWIC). However, this is less common at community colleges where a C- usually is the lowest grade acceptable for transfer purposes. At NWIC there is no policy preventing a student from entering MATH 102 if they passed MATH 99 with only a D-. Crystal would like to see higher standards in some fields, including math, and Crystal indicated the same for English.
- k) The aforementioned topics led to discussion of competency-based grading, which currently is used by some faculty members at NWIC. This involves a grade of C for basic competency in the subject matter, with higher grades available for demonstrating advanced competencies (higher-level applications of the knowledge), and no D's, or D-'s issued except in rare occasions. This is in contrast to other systems of grading where statistically one would expect some students to perform at an average level and others both above and below that average level. This needs further discussion.
- l) There is a long-standing misconception at NWIC that a student needed to have a GPA of 2.0 in each distribution area, and that a grade of D- is not passing because it actually represents a barely passing grade. This latter issue recently has affected a student in the Early Childhood Development program. Many schools rarely accept a grade of lower than C in prerequisite courses for transfer purposes. This may vary, e.g., with a math course if further math instruction is involved in the receiving program.
- m) Crystal provided further information regarding the materials she brought, including proposed "internal equivalencies," i.e., courses that may not actually be equivalent, but which would trump another course in where a student is entering a program with prior credits. For example, in the BSNE program, which

requires POLS 118 (and POLS 119, but not POLS 225), would completion of POLS 225 trump the requirement for POLS 118? This led to further discussion of the implications of such actions for future requirements such as the required POLS courses for other B.S. programs, e.g., in Political Science, and the question of which POLS courses would best serve the needs of BSNEs students. Two students have unofficially been given permission allowing them to waive the POLS 118 requirement in the BSNEs program because they have already completed POLS 225, which means that further discussion and action is required on this topic.

- n) Other courses mentioned in this discussion included NASD 110, HIST 111, HIST 112, POLS 225 and EDUC 110, and the discussion was extended to include the question of reviewing all such courses in order to coordinate their outcomes both at the course and program levels and also examine issues related to the modes of instructional delivery involved in these courses.
- o) All of this involves the need to make recommendations regarding methods and policies to apply to a program transfer guide, and the following motions were made:

Motion Failed— Crystal made the motion that: "POLS 225 will meet the requirement of POLS 118 in any degree that requires it, with the following implications: POLS 118 and POLS 225 cannot both be required for any degree, and degrees requiring POLS 118 must be changed to say they require 'POLS 118 or POLS 225'." (This would involve a program revision for the BSNEs and possibly other degrees later.) Barbara seconded this motion, but it received two nay votes from Bernice and Mike. Bernice indicated that the course outcomes should be evaluated to see how the courses are being taught with regard to foundational learning principles. This led to further discussion of what is contained in HIST 112 as different faculty members teach it, and how its historical foundation would relate to the legal foundation of POLS 225 involving federal Indian policy. Mike voted nay because he believes the BSNEs is well-planned as it stands, and a student re-entering NWIC several years after taking HIST 209 (the precursor to HIST 111 and 112), it would be good for them to take POLS 118 within the BSNEs program to provide the information on which they could build further knowledge. He also indicated that it would be good to have a blanket policy for matters such as the waiving of POLS 118 in order to get away from a case management approach to such matters. Crystal also commented that if we are offering two truly different courses (POLS 118 and 225), then we cannot say that one supersedes the other, to which Mike agreed. Bernice later indicated that she was in favor of the motion with specific reference to the BSNEs program, but that it should be reworded to refer only to the BSNEs with the implication for re-evaluation for future programs of study.

Motion Approved— Crystal made the revised motion that: "The BSNEs will require POLS 118 or POLS 225, with the implication that the catalog needs to be changed to read accordingly." Ane seconded the motion, which was passed unanimously. Ane further stated that there is a need for more context from the prior discussions outside of the Committee regarding the program transfer guide to help the members have a fuller

understanding the history of the BSNES program, the reason for various recommendations, and that more faculty need to participate in the discussion (especially those who teach HIST and POLS courses).

Motion Postponed Pending Further Discussion—Crystal made the motion that "For the B.S. in Native Environmental Science Program, NASD 131 *Tribal History I* (3 credits) would be taken instead of NASD 110 *Introduction to Native American Studies* (3 credits) (with the understanding that this would require further changes for the AAS in Native American Studies). The reason for this motion is that a core of Native American studies is required for the BSNES program of study and NASD 131 could comprise part of that Native content and could provide more relevant content than the current NASD 110 requirement. Discussion of this motion involved the following points:

- a) NASD 131 is not required for any program of study, and that this is only an issue for the BSNES program of study.
- b) Site representatives have not been notified of this topic of discussion.
- c) It would be good to have faculty who teach these courses be involved in the discussion.
- d) A broader overview of tribes and environmental issues than may be delivered in NASD 131 might be worthwhile for BSNES students.
- e) NASD 110 has been developed as a platform for HIST 111 and 112, which are also part of the first year studies at NWIC.

Meeting adjourned at 2:05 pm

NEXT MEETING: April 30th — Noon @ CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 30th, 2008

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Ane Berrett
Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Carole Rave
Cindy Dodd
Crystal Bagby
Dan Burns

Katrice Shuler
Mike Fentress
Phill Allen
Shelley Macy

People Reporting Unable to Attend:

None

1) Minutes for 4/24/08—Postponed

2) Discussion—Program Transfer Guide—Crystal Bagby

Associated Documents—Crystal presented the following documents: 1) Transfer guide information (Transfer guide.doc), and 2) Transfer for BSNES students missing NASD courses (transfer NASD.doc).

Barbara presented the document entitled, "Meeting flow chart – Curriculum Committee special meeting re transfer guide issues" to assist with progress on this topic. The following topics were discussed:

- a) Minimum GPA/grade for transfer—Crystal indicated that we have no current transfer policy regarding minimum incoming grades, that eventually the College will list all transfer courses with associated details on student transcripts and that Salish Kootenai College only accepts C-'s or better for their four-year program. Carole indicated that Oglala Lakota College only accepts C's, and that the University of south Dakota only accepts C's or better (with no minus or plus designations being applied). By comparison, NWIC currently allows any grades for incoming courses, and our graduates may have D-'s in math.

Having taken 100-level math elsewhere with a D- from NWIC does not indicate that we have high standards and people are surprised that we accept such low grades. On the other hand, many of our students work hard to obtain a grade of D- in math and want it to transfer.

Further discussion related to the relationship of incoming grades to NWIC's open enrollment policy (student may enroll regardless of incoming grades), the fact that incoming GPA's are not used to calculate grades here, and the fact that there is increasing interest in having teachers of Early Childhood Development understand science, humanities, etc. to provide rich experiences for their students in those subjects. If our students have low marks in subjects such as math they may not be the most well equipped to teach those subjects. This also related to students transferring to NWIC to enroll in the B.S. in Native Environmental Science program, where higher incoming grades would be preferable and would help to ensure student success in that program. Other topics under this heading included:

- The topic of what a grade of D- actually means, under what conditions it may be reported, and how such low acceptable grades are perceived outside of NWIC.
- The assumption that policies established as a result of today's recommendations on minimum acceptable grades would take affect at the beginning of a subsequent quarter and that they may be discussed in the Student Handbook.
- That any transfer evaluation approved by NWIC would need to be honored.
- Higher grades look better on transcripts for future employment purposes.

- How higher acceptable grades would relate to student preparation for upper-level courses
- Inequalities between potentially not accepting transfer students with grades as low as D, while allowing them from our students.

Motion Approved— Transfer credits should be limited to C- or 1.7 or better to be allowed for credit as the minimum requirement for transferring in to NWIC. Further discussion of this topic included:

- Reference to p. 17 of the ICRC Handbook regarding guidelines for acceptable grades.
- Differing standards above and beyond the DTA fulfillment to transfer elsewhere.
- Provisos indicated in the ICRC Handbook that may relate to acceptable grades in certain circumstances.
- How the establishment of minimum acceptable grades may relate to grade inflation (e.g., if instructors may be motivated to report a C if it is required to pass even if the student otherwise actually only earned a lower grade).
- The assumption that D is below average work and that most schools will only accept average or better to meet transfer requirements.
- How students may "college-hop" to acquire better GPA's (e.g., transfer into NWIC with many D's and a GPA of 0.7 then make C's here to achieve a GPA of 1.2 with the minimum of 25 credits and graduate).

b) Course age for transferability (see "Transfer guide information" document)—Currently, there is no age limit for when a course was taken to be acceptable for incoming transfer students. Dan had suggested a period of less than five years, and Crystal indicated that five years would be appropriate because of the time that may be involved in completing NWIC's B.S. program. Further discussion of this topic included:

- The acceptability of various course ages for different subject matter (where, e.g., information may or may not change rapidly).
- What standards may exist elsewhere (such as a 10-year limit).
- The fact that any course age requirements may be challenged by students such as those who have worked in science-related employment prior to transferring to NWIC for the BSNE. And there is a difference between challenging courses taken further back than the acceptable course age limit as opposed to course not taken but where employment in the field may qualify a student for that course waiver (and that this may be included in the course challenge policy).
- The difference between a course challenge (which needs to be further defined) and a credit for prior experience situation (the former resulting in credit on a transcript and the latter involving a more involved process), and what may be involved in course challenges while guaranteeing that students will be able to succeed in subsequent coursework. The age of the student may be relevant to consider in terms of their potential for success, and that we do not want to create unnecessary hurdles for students and we want them to succeed.

- That this involves the catalog-as-contract issue.
- Implications for returning NWIC graduates (TENRM graduates) and DTA students.

Motion Approved— For the BS degree, 7 years would be the maximum age limit for credit for science courses with the exception of Math and other program-specific prerequisites (see program section for details) in which case 5 years would be the maximum. Petitions to waive are always possible if a student contests their knowledge of the subject matter.

c) How old can computer courses be to meet requirements of CMPS 101 equivalency or waiver?

Discussion of this topic included that Gary Brandt and Mark Moss have an easy test to use for assessing student knowledge of the CMPS 101 course requirements.

Motion Approved— The equivalent of CMPS 101, if older than 10 years, will not be accepted but students can take a proficiency test to waive the requirement.

d) How old can computer courses be for transferability to the IT (Information Technology) program?

Motion Approved— For the B.S. in Native Environmental Science degree, 7 years would be the maximum for computer courses with the exception of program-specific prerequisites in which case 5 years would be the maximum. Petitions to waive are always possible if a student contests their knowledge of the subject matter.

e) Any limits to IL courses accepted? Discussion of this topic included:

- A recommendation for no limit.
- That at most colleges, students cannot get financial aid for IL courses and can take only two towards their major (e.g., at WWU).
- That Shelley has treated this topic in the current self study.
- That students may take numerous course as IL and that they are not transcribed as such.
- That our students require a variety of modalities, including IL.
- That these changes should take effect in the new academic year.

Motion Approved— There is no limit to the number of incoming IL courses for them to be accepted.

f) How many upper-division credits will be required? Discussion of this topic included:

- That the following questions being considered today are specific to the current four-year program but may be applied to all further four-year programs once they are developed.
- The recommendation of 60 as a minimum and that most programs likely will have more (80 for the BSNES).

Motion Approved— Sixty upper-division courses are required for graduation in a Bachelor's program.

g) How many NWIC credits will be required for graduation? Discussion of this topic included:

- That 25 hours are required for graduation in an associate's degree from NWIC (with 30 required at WWU).

- That this number would not be a problem as a student will take more credits to get the unique courses that only NWIC offers.
- That 30 hours are required at WWU for their BS degree, and that it will take more than 30 here for the BS.
- That we don't want to prevent future students from coming here with many courses from elsewhere and that we may get tribal college transfer students where they have many other Native content credits.
- Whether this should be a matter of credit hours or quarters enrolled.

Motion Approved— Regardless of the number of credits transferred, a student must earn a minimum of 35 quarter credits through NWIC to be eligible for graduation with a bachelor's degree.

- h) Will courses be accepted with "on-par" titles, like Marine Ecology" be accepted? Discussion of this topic included the point that the level of comparably named courses may come up, but it is unlikely to be common to have the same title for courses numbered at different levels (and this will mostly apply to upper-level courses).

Motion Approved— Courses with the same titles will be accepted directly. If the transfer course is worth fewer credits, the student is still responsible for an overall total of 180 credits, with 60 being upper division. Upper level transfer courses will be accepted for equivalent courses at lower levels. If a lower-level course is being considered for transfer, then content faculty must review the course syllabus description, outcomes, etc. for appropriateness of transfer. The student will still be responsible for a minimum of 60 credits of upper division credits.

- i) How to handle the lack of NASD core course in transfer? (See handout entitled, "Transfer for BSNES students missing NASD courses.") Discussion of this topic included:
- Because many lower level courses required for the BSNES are linked in two-to-three course sequences, it could mean that students would take a long time to complete all of them as currently offered (i.e., BIOL 104 and PHIL 140 [formerly PHIL 240]; NASD 110, HIST 111 and HIST 112; and POLS 118 [or POLS 225] and POLS 119).
 - Potentially, there are several categories of students who would be affected by this matter including those who have taken none of the courses, and those who have taken only some of them. Three options for addressing this were presented: Option 1) Make all students take all the courses, Option 2) Waive the courses that students have not taken, or Option 3) Develop upper-level equivalents to these course sequences to involve fewer credits and to meet the competencies on a more accelerated and intensive level as is fitting for upper-level courses involving more advanced and well-prepared students. With this last option, students could have the option of taking either the lower or higher-level courses, or possibly delivering them in a summer intensive session. The proposed upper-level courses would be:

- ENVS 3XX (to be the upper-level equivalent to BIOL 104 [5 credits] and PHIL 140 [5 credits], and to serve as the prerequisite for ENVS 310)
- HIST 3XX (to be the upper-level equivalent to NASD 110 [3 credits], HIST 111 [2 credits] and HIST 112 [3 credits])
- POLS 3XX (to be the upper-level equivalent to POLS 118 [3 credits] and POLS 119 [3 credits])

Additional discussion of this topic involved:

- The need for a timeline to be established for development of these internal equivalency courses.
- The question of how these courses compare with those offered at other tribal colleges.
- That the NWIC DTA degree may be obtained without taking any of these courses (which is further evidence for the need for higher-level accelerated courses for our DTA graduates wishing to enroll in the BSNE program).
- Prerequisite issues.
- General university requirements (GUR's).
- Different instructors may teach some or all of these courses differently, at different sites, using different texts.
- The feasibility of offering the necessary content at a higher, accelerated level within a quarter system and with fewer credits.
- That junior-level students should be prepared for this greater challenge.
- The question of where local tribal history is or should be taught.
- The need for a balance between social and environmental science in this program.
- Pros and cons of the various options with regard to financial aid.
- The opportunity and need to revisit course outcomes for all the involved courses for consistency and to ensure the courses serve the program and student needs well.

Motion Approved—Option 3 will be accepted with 12-15 total credits among the three upper-level courses to be determined by those who develop the courses at the 3XX level.

Meeting adjourned at 2:30 pm

NEXT MEETING: May 8th — Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for May 8th, 2008

Meeting held 12:00-1:20 PM in DL-1

Attendees:

Ane Berrett

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Crystal Bagby

John Rombold

Katrice Shuler

Mike Fentress

Shelley Macy

People Reporting Unable to Attend:

None

1) Minutes for 4/24/08—Approved with the following change:

Bernice Portervint's name was added to the list of attendees and corrections, and corrections were made to 5.e. regarding math courses.

2) Minutes for 4/30/08—Approved with the following changes:

The addition under 2.i. of the following text: " The need for a timeline to be established for development of these internal equivalency courses."

3) Discussion—Physical Education (PHED) Contact Hours & Course Credits

Crystal indicated that the basis for the contact hour-to-course credit ratio of 3:1 for physical education courses derives from Section 2.G.7 of the Northwest Commission on Colleges and Universities (NWCCU) *Accreditation Handbook*. This section states the following:

The granting of credit for continuing education courses and special learning activities is based upon institutional policy, consistent throughout the institution, and applied wherever located and however delivered. The standard of one quarter hour of credit for 30 hours or one semester hour of credit for 45 hours of student involvement is maintained for instructional programs and courses.

4) Discussion—Development of a 2-year DTA Degree Program: Associate of Arts and Sciences in Native Environmental Science

The purpose of this item was for Crystal to present to the Committee for their review a draft new program catalog description for a DTA in Native Environmental Science (filename: New Program Catalog Description Listing Template.doc).

The draft catalog description is based on the first two years of the BSNES program where pre-100 level courses listed in Dan Burn's program matrix are not considered and with humanities and social sciences courses to comprise a DTA degree that students could complete instead of or prior to completion of the BSNES degree at NWIC.

The Committee regarded this as an elegant, well-argued plan for such a degree with many merits (e.g., it comprises a DTA that consists of 92 hours with no new classes, addresses many of the issues associated with students taking the BSNES program as previously discussed by the Committee, it could work well for our students whether they choose to pursue the BSNES or not, and it offers an opportunity for completing an NES degree in under four years).

The discussion of this item also included the following points:

- a) There is only one 200-level course (NESC 293A-C *Native Environmental Science Seminar II*), but NWIC has no standard number of 200-level courses required for such degrees.

- b) Students will require many other 200-level courses for the BSNES, which John considers to ideally take place in the second year of the BSNES program rather than in the 3rd year, which is how the program is now designed as the developmental education courses bump the 200-level courses to the third year. John also believes that the chemistry sequence should have priority.
- c) The suggestion was made by Dan Burns (to Crystal) to omit the text from the description that refers to the degree being transferable in order to help ensure that students focus on doing their further studies here, but Committee members felt that as a DTA, this should be included.
- d) In the current description, not all NSL courses were identified as such, and given that this is an environmental science program of study, this text was unnecessary.
- e) The current description should be changed to read:
 - i) "Students completing this degree will be able to begin the Bachelor of Science degree at a junior level with all prerequisites met." to "Students completing this degree will be able to begin the *NWIC* Bachelor of Science degree at a junior level with all prerequisites met." (as it does not prepare them for *any* B.S. degree).
 - ii) Students should consult with their advisor or the science department to plan a transition from this degree to the Bachelor of Science degree." to "Students should consult with their advisor or the *Science Director* to plan a transition from this degree to the Bachelor of Science degree." (as *NWIC* does not have departments).
- f) If *NWIC* develops other B.S. degrees, this description will need to be reworded to match their details.
- g) Finally, there has been discussion at *NWIC* in terms of revising the BSNES to have more emphasis options.

Motion Approved—The details regarding the proposed Associate of Arts and Sciences Degree in Native Environmental Science catalog description is approved with the changes noted above under point f.

Crystal will take the next step of bringing a new program request for this program to the Committee at a future date so that the new program itself can be approved.

Meeting adjourned at 1:20 pm

NEXT MEETING: May 22nd — Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for May 22nd, 2008

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Brian Compton, Chair
Justin Guillory
Crystal Bagby

John Rombold
Bernice Portervint
Mike Fentress

Katrice Shuler
Barbara Delzell
Shelley Macy

People Reporting Unable to Attend:

Ane Berrett

1) Minutes for 5-8-08—Approved with the following changes:

Correction of "ration" to "ratio" in item #3.

Correction of item #4 to read "The draft catalog description is based on the first two years of the BS-NES program where pre-100 level courses listed in Dan Burn's program matrix are not considered and with humanities and social sciences courses to comprise a DTA degree that students could complete instead of or prior to completion of the BS-NES degree at NWIC."

Deletion of unnecessary item #4a.

2) New Program—Associate of Arts and Sciences in Native Environmental Science—Approved with the following discussion and recommendation:

Discussion—Crystal indicated that the new program materials presented today reflect the changes discussed during the last Committee meeting and with the rationale as indicated at that time. She also indicated that President Crazy Bull indicated that the first two years of the BS-NES program will be available at all the extended campus instructional sites, which this new program will help to ensure. Crystal indicated that the AAS-NES would satisfy that, and should be offered. Crystal has begun to prepare some of the materials that will be necessary for advertising and related purposes, and stated that she could have all such materials ready so that students could possibly enroll as early as this summer.

However, according to Crystal, who spoke with Dr. Ron Baker, Executive Vice President of the Northwest Commission on Colleges and Universities (NWCCU) during his recent visit to NWIC, Dr. Baker verbally informed Crystal and Carole that this new program comprises a substantive change that will require NWIC to submit a substantive change approval request to the NWCCU. This would follow the regular procedure of having the new program approved first by the Vice President of Instruction and Student Services, then President Crazy Bull and the Board of Trustees. The new program is a Direct Transfer Agreement program with no new courses, and the College has approved similar new programs before without them being regarded as substantive changes. The basis for Dr. Baker's comments may have to do with the fact that the new BS-NES program is not yet accredited, and as the basis for the new Associate of Arts and Sciences in Native Environmental Science (AAS-NES) program, this may require the substantive change approval. Mike also stated that the substantive change issue may be related to financial aid issues and that he would check into this. If this approval is required, the timeline for obtaining it may mean that the new program cannot be offered this summer, and may have to wait until the fall quarter.

Recommendation—Carole Rave, as the Accreditation Liaison Officer (ALO), should send a formal request to the NWCCU for official notification in writing that the new program comprises a substantive change. Crystal offered to update Carole about this issue and to draft a letter for Carole to send to the NWCCU.

3) Discussion—Use of "BSNES"—John Rombold

John indicated that the use of "BSNES" to refer to the Bachelor of Science in Native Environmental Science may be misleading and cause confusion with academic programs in the field of business. Crystal stated that for Jenzebar purposes, the program officially is coded as "BS-NES." The use of the basic acronym is already well established, but it is more correctly written using the latter hyphenated form.

4) Discussion—IL Courses & Financial Aid—Mike Fentress

Mike provided two pages from the Federal Student Aid (FSA) Handbook (1-15 and 3-21), which deal with this topic. Federal Student Aid will not fully cover students taking courses in IL for more than half-time, which is a concern considering the situation with such students at NWIC. Mike indicated that discussion of this topic needs to continue with Carole Rave and Justin Guillory as we plan for the upcoming academic year.

5) Annual Election of the Curriculum Committee Chair—Chair elected for 2008-2009 academic year with the following discussion:

Those present at today's Committee meeting decided that this matter, which is typically dealt with on the last meeting of the academic year, should be considered today. Normally, this would have been addressed on the next regularly scheduled Committee meeting planned for June 12th. However, that is the last day of the quarter when grades are due, and concerns were raised about the potential for meeting attendance insufficient to elect the new Chair prior to the end of the academic year.

The Committee members also discussed the relatively informal manner in which the Chair has been selected in the past, the information regarding the election of the Chair in the Committee handbook, and other factors involved in the process.

The Committee agreed that eligibility for assuming the position of Chair should be limited to a member of the Curriculum Committee with sufficient tenure in that position to be adequately familiar with issues and processes of the Committee to help ensure continued progress with regard to Committee activities.

Mike Fentress nominated Brian Compton for election as Chair for the upcoming academic year. John made the motion to move forward on the election with Brian as the nominee. Crystal seconded the motion, and Brian was selected to remain as Chair for the upcoming academic year.

6) Final Committee Meeting of the Academic Year

Following discussion indicated in the previous item, the Committee agreed to meet next on June 5th, rather than on June 12th, as the last meeting of the academic year.

7) Discussion—Academic Standards Committee Meeting—Justin Guillory

Justin announced that the Academic Standards Committee will meet Friday, May 23rd. One topic of discussion at that meeting will be the proposed student withdrawal process currently referred to as the Faculty Initiated Withdrawal (FIW), which was proposed by the Faculty following the abolishment of the unofficial withdrawal or "V" grade. Justin indicated that extended campus site managers also are interested in some type of personnel initiated withdrawal, and that the final process may be named to reflect further discussion regarding the nature and use of such a process. Justin indicated that he will bring the results of Friday's meeting back to the Curriculum Committee.

Crystal stated that she would like additional background information on why the V grade was abolished, which led to discussion at previous Curriculum Committee meetings (10-4-08, 10-11-08 and 10-25-08) as well as at the 3-13-08 Faculty Roundtable meeting where the Faculty statement regarding the proposed FIW grade.

Katrice mentioned the need for adequate time to familiarize staff and students of any new grade, e.g., a personnel initiated withdrawal.

Brian indicated that the instruction that takes place on Fridays (labs for several courses) precludes the participation of some faculty at Friday afternoon meetings, such as the Academic Standards Committee meeting planned for Friday, May 23rd.

8) Discussion—Attendance Verification—Mike Fentress

Mike raised the topic of the need for some type of attendance verification during the first week of classes to ensure that students receiving federal financial aid have at least begun their studies by the time they receive their financial aid. The former Attendance Verification form, which currently is not being used, helped to accomplish this but no other methodology—electronic or otherwise—has been introduced since the use of the form was discontinued.

The lack of any attendance verification method is an issue in the event that the College would be audited. This discussion also included several other topics, including:

- a) The need for Financial Aid to have attendance verification information regardless of the social or other dimensions regarding student attendance.
- b) What other institutions do with regard to this matter (e.g., Sinte Gleska University's no-show list and Western Washington University's requirement that students sign an acknowledgement form indicated they understand the penalties available for fraudulently accepting financial aid).
- c) The relationship of student attendance issues to the proposed FIW grade.
- d) The value of students obtaining faculty signatures indicating attendance verification within the first week of classes.
- e) The lack of any College policy regarding the distribution of student financial aid payments throughout an academic period (and Mike indicated that federal representatives prefer a single, beginning-of-term

payment to students and that distributing payments throughout the quarter would increase the workload for Financial Aid staff)

- f) The usefulness of a Financial Aid representative to send out an email request to faculty for attendance verification for students receiving financial aid.
- g) The relationship of the focus on students who are not attending, succeeding academically, etc. as opposed to the larger proportion of our students who do navigate the college system well, succeed in their studies and graduate.
- h) Student persistence and retention as related to satisfactory academic progress.

9) **Discussion—Outcomes & Related Issues—Brian Compton & Shelley Macy**

This is a broad topic with many elements related to:

- a) How we ensure that various faculty members use outcomes for the same course consistently.
- b) The relationship of outcomes review and development with regard to the new upper-level internal equivalency courses (or "bridge courses") as previously discussed by the Committee (for students entering the BS-NES program of study—see 4/30/08 minutes).
- c) The need for faculty to work collaboratively on these issues, especially for the new internal equivalency or bridge courses so that they may be offered in the upcoming fall quarter.
- d) The need for Carole Rave to establish a mandate for faculty to accomplish this work soon so that the new courses may be completed and implemented by Fall Quarter 2008, and to help establish how faculty will have time to do this, including financial remuneration for those faculty who may not have contracts during the summer if this work extends into the summer.
- e) The relationship of outcomes work regarding internal equivalency or bridge courses to ongoing modification of the First Year Experience.
- f) The need for program outcomes to be developed for the recently approved AAS-NES program of study.
- g) The relationship of outcomes to the work Shelley Macy is doing to get the AAS-T in Early Childhood Education articulated with the four-year education degree at Heritage College for the benefit of students at Yakama who need a U.S. history credit (looked at HIST 111, 112, etc. courses and determined that the relevant course is probably HIST 216 *American Studies*), which is also needed by students enrolled in the Law and Diversity Program at Western Washington University.
- h) The need for the Curriculum Committee to fully develop an outcomes review and approval process (as previously discussed by the Committee, and to be linked to the Committee's periodic review of courses).
- i) The need for the Committee to establish a timeline and method for doing course evaluations linked to course outcomes review and approval (which should be improved now with the development of many course outcomes)

- j) The need to prioritize courses for evaluation with a corresponding timeline. (This may be indicated by information from Instruction. Also, when a new course is offered it could be tagged in some way to identify the need to review it in three years, which was the time period formally used for the periodic review of courses.)
- k) The need for more fully developed cultural outcomes.
- l) The need to link assessment of outcomes (e.g., through student course evaluations) to other outcomes consideration such as the review and approval of outcomes by the Curriculum Committee (a process that has not yet been developed).
- m) The location and availability of student course evaluations for consideration by the Committee (the former Assessment Coordinator worked with Chris Flack regarding student course evaluations, and he can help locate past evaluations for review purposes), and
- n) The methods by which College personnel process student course evaluations and student complaints.

Meeting adjourned at 2:00 pm

NEXT MEETING: June 5th — Noon @ DL-1

Minutes recorded by Brian Compton

Curriculum Committee Minutes for June 5th, 2008

Meeting held 12:00-2:00 PM in DL-1

Attendees:

Ane Berrett

Barbara Delzell

Brian Compton, Chair

Crystal Bagby

John Rombold

Justin Guillory

Katrice Shuler

Ted Williams

1) **Minutes for 5-22-08—Approved with the following changes:**

- a) Under item #2, in the second sentence of the paragraph the text reading "...President Crazy Bull wishes for this program to be available..." was corrected to read "...President Crazy Bull indicated that the first two years of the BS-NES program will be available..."
- b) Under item #2, the following sentence was added after the second sentence of the first paragraph:
"Crystal indicated AAS-NES would satisfy that, and should be offered."

2) **Discussion—New Native Environmental Studies Track for the Bachelor of Science in Native Environmental Science Program—Ted Williams**

Ted discussed new items for the upcoming fall quarter, including the creation of a new track and courses in Native Environmental Studies in the Bachelor of Science in Native Environmental Science (BS-NES) program of study. The discussion of this topic included the following points:

- This new track has been discussed by others outside of the Committee for some time but not presented to faculty involved in the program during the information-gathering phase for their consideration and feedback. This topic is based on student-initiated concerns regarding the BS-NES program being overly specified, which involved discussions by President Crazy Bull with concerned students, Ted Williams and other members of the administration, Crystal Bagby, and perhaps others.
- President Crazy Bull has made the decision to develop this new track in the BS-NES, which was discussed in a recent Administrative Team meeting where Ted was informed about it to bring to the Committee and begin the process of involving faculty in the conversation.
- Concerns about revising this new program of study so early in the process of delivering it and potentially dismantling it by dilution where separate tracks may affect the strength of the program.
- Questions about what may have been discussed about the program and the new track during a recent meeting between President Crazy Bull and members of the science faculty (where John and Brian were unable to attend due to other teaching commitments, i.e., Friday lab sessions).
- The Faculty Liaison Committee represents an opportunity for faculty to obtain feedback from Administration on such matters.
- Administration did not consult with faculty prior to making the decision in a way that would help ensure their buy-in to the process and good decision-making thereby creating circumstances that may jeopardize the quality of further discussions and actions on this item. This was identified as an important institution-level issue.
- This is being considered based upon student interest and the belief that many additional new students would be interested in this new track.

- Many students may be looking for a four-year program and may be attracted by our BS-NES program but subsequently decide that it is not what they wanted. Many students in our first cohort in this program signed up for a four-year program, but not necessarily for a science program or with the understanding of what the program would entail.
- It may make more sense to offer Native American Studies separately as an option rather than a new BS-NES track.
- Questions regarding why the BS-NES was decided upon as the flagship four-year degree instead of, e.g., a Human Services degree program, which has already been developed at NWIC.
- The idea of working on developing a two-year program of study in Human Services (based on prior work on this), making changes to the BS-NES program once we have received accreditation for it, and then working to develop another four-year program based on what was learned in the previous process and to have time to do it properly.
- It was a detriment for some College representatives to have been under-informed about the BS-NES program last fall as this gave very little time to properly inform all the students about it. If we are to add a new track to that program, it would be good to have sufficient lead time to prepare advertising and advising materials to attract and inform students properly.

3) **Discussion—Summer Meetings—Ted Williams**

Ted discussed the need to schedule some Committee meetings for the upcoming summer and that some members of the Committee may receive stipends for their attendance and participation if they are not otherwise contracted for the summer. The discussion of this topic included the following points:

- The schedule of meetings and topics to consider will be developed at a later date.
- It is important to have faculty present at Committee meetings, especially when important topics such as revisions to the BS-NES program are being considered, but summer meetings preclude the possibility of broader faculty participation.
- Discussion of revisions to the BS-NES program will necessarily involve substantial discussion, possibly more than will be possible in the few Committee meetings planned for the summer.
- The importance of discussing BS-NES program revisions in the fall, when increased participation in full and open discussions would be possible, perhaps to include representatives of the Administration, science faculty and other interested faculty members, Lummi Natural Resources or other potential employers of BS-NES graduates.

4) **Course Revision—BUAD 315 *Project Management: Cycles of Vision, Action & Learning*—Approved [Now: Project Leadership]**

5) **New Program—Project Management Certificate—Postponed**

6) **Discussion—Faculty Discretionary Drop (Formerly: Faculty Initiated Withdrawal)—Approved with the following recommendation:**

Justin provided a handout entitled, "Curriculum Committee June 5, 2008 – Topic: Faculty Initiated Withdrawal." Justin indicated the need to identify the main issues, criteria and timeline associated with this item in order to make a final decision regarding it and develop guidelines for its use. The discussion of this topic included the following points and recommendation with associated procedure and forms:

- Two statements on this topic have been prepared and presented to Administration: 1) One, entitled "Faculty Position on the Proposed 'FIW' Grade," from the 3-13-08 faculty meeting, 2) Another presented by Steve Pavlik.
- The relationship of this item to the census date, problems involving late student registration and student retentions, and the idea of moving the census date from three weeks to two weeks from the beginning of the quarter. (The census date is the date after which a student cannot enroll in a class without permission from the instructor, or drop a class without an administrative withdrawal process. It is also related to financial aid and accounting issues.) The change in the census date [should read: add/drop date] from three to two weeks after the beginning of the quarter was approved for the upcoming six-week summer quarter (i.e., the 2nd Friday in the summer quarter or the following Monday). The current census date [should read: add/drop date] date for a regular quarter is the 3rd Friday.
- The need for a faculty signature to drop a student (vs. an email message from a faculty member).
- The recommendations and procedures that are required for the Committee to develop and present on this item.
- The best way to develop how this will be used based on consideration of 1) how to properly inform students about the FDD and ensure that they understand it, 2) the census date and various instances where students may not be able to attend class prior to that date (e.g., in the event of emergency, funeral, etc.), 3) how this will be added to existing forms, i.e., the registration form and class roster form, 4) what exactly constitutes attendance in all modalities of course delivery (e.g., in-person attendance for F2F and ITV classes, logging on for OL classes, or initiating contact with the instructor for IL courses), 5) the manner in which Enrollment Services would accumulate and process FDD requests on the census date, 6) how other institutions may deal with this topic, and 7) when the FDD would take effect (presumably no sooner than the next fall quarter).

Recommendation—The item previously discussed as the Faculty Initiated Withdrawal will henceforth be identified as the Faculty Discretionary Drop (FDD), with the following details:

The faculty member of record or their designee may initiate a student be dropped from the roster of their class if the student has not attended class (or the appropriate equivalent based on modality). Faculty can initiate

a student drop from his/her class no later than the end of the day in writing (hand delivered or faxed) by 5:00 pm on the census date. Applies to all modalities (F2F, OL, IL, etc.).

Faculty do not have discretion to drop students after the census date. Students who disappear after that date earn an F grade. FDD begins Fall 2008 quarter.

Procedure—New Forms:

1. Students sign a red consent form at the time of registration indicating their understanding that he/she understands that he/she may be dropped if they do not attend by the add/drop date. The consent language will be added to the registration form when it is reprinted.
2. Faculty class rosters at the census date will have a place for faculty to record student drop.
3. Syllabi for all modalities include language to students.

Meeting adjourned at 2:00 pm

NEXT MEETING: July 17th — 10:30 am @ CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for July 17th, 2008

Meeting held 10:30 AM - 2:30 PM in CAC

Members Attending:

Ane Berrett

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Carole Rave

Justin Guillory

Mike Fentress

Ted Williams

Valerie McBeth

Members Absent:

Crystal Bagby (reported unable to attend)

John Rombold
(unavailable for the summer)

Katrice Shuler (reported unable to attend)

Guests Present:

Lisa Santana

1) **Minutes for 6-5-08—Approved with the following changes:**

- a) Changes to the 5-22-08 minutes were specified in the section dealing with their approval.
- b) Annotations to indicate incorrect use of "census date" where "add/drop" was meant.
- c) Addition of "add/drop" date to point #1 under "Procedure—New Forms:" under discussion of the Faculty Discretionary Drop.

2) **Discussion—Faculty Discretionary Drop/Faculty No Show Drop—Ted Williams**

Ted presented the results of prior Curriculum Committee discussion of this topic to the Administrative Team,⁵ who approved a 6-11-08 version of the Faculty No Show Procedure (filename: Faculty No Show Procedure - Administrative Team approved 6 11 2008.doc), which reflects the Administrative Team's preference for the use of "no show" vs. "faculty discretionary drop." In previous discussions, this has been referred to as the Faculty Initiated Withdrawal. As a result of the Administrative Team's consideration, the use of "census date" in the description was replaced by "add/drop date." President Crazy Bull stated that there is no need for a student signature to indicate a student's acknowledgement of details of the no show drop on the proposed form to be presented to students at the time of registration. Instead, information regarding this topic would be presented in the quarterly course schedules.

Barbara and Bernice expressed their disagreement regarding President Crazy Bull's comment regarding the student signature on the Faculty No Show Drop form. They and other members of the Committee discussed various points, including the following:

- The Faculty No Show Drop represents a significant change from present grading policy that students and others will need to be made aware of. Past Committee discussion and recommendations specifically dealt with the importance of student awareness and acknowledgement of the Faculty No Show Drop. The Committee suggested that the Faculty No Show Drop should have a form for the student to sign as acknowledgement of his/her awareness and comprehension of the Faculty No Show Drop because it is too late to add such an element to the recently acquired Enrollment Forms. The color of this form was discussed and red was deemed to be difficult to photocopy.
- Including Faculty No Show Drop information in the quarterly without having an additional form as previously described would be insufficient to ensure that students would be fully aware of this new policy.
- Insufficient student awareness, comprehension and responsibility regarding the Faculty No Show Drop potentially would result in numerous problems where students may complain about being dropped from classes without their prior knowledge. Having student signatures on record indicating

⁵ Note that the original text regarding the Faculty Discretionary Drop that was developed near the end of the 6-5-08 meeting was incomplete in some minor details. Ted and Brian subsequently made some minor revisions, and Ted presented that revised version to the Administrative Team.

their acknowledgement of the Faculty No Show Drop would be important for such cases given that this is a new and different policy with many important ramifications.

- Currently, the only way in which a student may be dropped from a class requires the student's signature. Although other schools may have some type of faculty-initiated drop with no requirement for student signatures, our situation is unique. We have a different fee collection structure and our situation requires additional measures to help ensure student success. The presence of a student signature provides another opportunity for helping to address student retention issues.
- It is so common for students at NWIC to enroll but not attend class, that the Faculty No Show Drop and increased student awareness, comprehension and responsibility regarding this matter is very important, especially given that some students already believe that the school will drop them from a roster in the event that they do not attend classes.
- Students must clearly understand that faculty have the ability to initiate a drop procedure, and that this is actually a beneficial approach considering the multiple potential negative ramifications for students who enroll but do not attend class in terms of failing grades, tuition bills, Accounts Receivable holds, implications for external student funding sources, and barriers and delays in re-enrolling.
- The Muckleshoot site pays students in the first week of classes prior to the time when they may actually show up for their courses.
- Current paper and online registration materials (as well as the Catalog) contain information regarding student responsibilities for tuition and fees due to NWIC, but those materials currently do not address the Faculty No Show Drop.
- Although there are improvements in how early class rosters are provided each quarter, there is currently no effective method at NWIC to determine which students are no-shows by the end of the first week of each quarter.

Request—The Committee would like to receive clarification from Cheryl and the Administrative Team regarding their thoughts and position on the Faculty No Show Drop.

Recommendation—Sites should be advised that if they are going to pay students they should wait until the second week to see if they show up.

Action Items—Barbara and Bernice can prepare a registration form that includes something about the Faculty No Show Drop to bring to Carole and perhaps pilot test with some students.

3) **Discussion—New Courses in Casino Executive Training—Ted Williams for Adib Jamshedi and Susan Given-Seymour**

Both Adib and Susan (of Community Outreach and Extension) have been involved with this topic recently but were unable to attend today's Committee meeting because of other commitments, so Ted presented this item on their behalf.

The courses involved in the discussion are:

- a) CET 270 *Building Human Capital*
- b) CET 275 *The Regulatory Environment*
- c) CET 280 *Cultural Diversity and Marketing*
- d) CET 285 *Leadership and Financial Management*
- e) CET 290 *Building and Protecting Gaming Assets*
- f) CET 295 *Organizational Development in Tribal Gaming Environment*
- g) CET 298 *Internship*

These courses are being presented by NWIC in conjunction with San Diego State University. Students enrolled in the program take 15 credit hours of online instruction through San Diego State University accompanied by 15 credit hours of face-to-face instruction at NWIC for each of the first seven classes listed above. Each class is therefore a 3-credit course with half online and half face-to-face instruction provided in a series of short workshops. Together with the internship, these comprise an Award of Completion in Casino Executive Training.

This instructional structure was developed by San Diego State University and has demonstrated itself as a way to help ensure student success.

As determined by earlier changes to the way in which instructional programs are developed at NWIC, the Committee no longer has involvement with Awards of Completion, which are instead dealt with through Outreach and Community Education. But all new courses, including those listed above, require consideration and approval by the Committee.

Several people have been involved in the development of this Award of Completion and associated courses, including Alex Prue, Sr., Cheryl Crazy Bull, Larry Robinette and most recently, Adib Jamshedi who has offered to complete the paperwork to present the courses for consideration by the Committee at a future date.

Today's discussion included the following points.

- This program was advertised by NWIC in advance of the courses being approved and several students are already enrolled prior to the courses being presented to the Committee for approval or implemented in Enrollment Services. As a result, none of the students are in our system to allow them to obtain transcripts, etc. In addition, various tribal representatives have contacted the Financial Aid office regarding having students take this instruction. Work must be done soon to resolve various issues regarding this program.

- CET is a San Diego State University departmental code. A pre-existing or new course four-letter code needs to be applied to these at NWIC (e.g., CETP). Although a CET code formerly was used at NWIC, it applied to Civil Engineering courses and later was changed to CVET. The Business departmental code (BUAD) was suggested as most appropriate for use with these courses considering their content, and would probably be preferable to receiving institutions in terms of transferability issues. Business (BUAD) is a broader topic, with casino training being a narrower field of study, thereby likely leading to transferability issues. There are no current business courses using the numbers listed above for these eight courses.
- For now, the students taking this instruction could be enrolled in 188 and 288 courses to be implemented. Once the casino executive training courses are approved, students could then be switched over to the correct enrollment rosters.
- This situation has highlighted the need for a proper procedure to help ensure that a program not be offered prior to completely approving and implementing the courses and program of study.

Action Items—Barbara will consult with Jan Hayes regarding the use of the numbers as presented with the BUAD departmental code. Adib or his designee will present the appropriate paperwork at a future meeting of the Committee.

4) Course Deactivation—MATH 187 *Math Lab*—Approved with the following discussion, changes and action items:

Discussion—This is a one-credit course that is currently active and listed in the Catalog. It was created several years ago at the initiative of a former Dean of Academics as a new structure for offering mathematics instruction where the lab would accompany a four-credit course in math where this initiative was not fully developed. It has not been used for some time on the main Lummi campus, but has been used recently at sites.

This was brought to the Committee for discussion some time ago and there was a request from the Colville site to add MATH 187 to the summer schedule, which is why it is being raised again as a discussion item in the Committee.

This involves the question of whether we wish to give credit to students for studying mathematics where there may be no instruction, guidance or monitoring of student work. The College has other means of providing math tutoring support to students in place of credit-bearing math lab. And as applied, MATH 187 does not fit the description of supplemental instruction, which typically would involve a person other than the instructor providing further clarification to students following completion of the class.

The aforementioned points are the basis for the rationale for deactivating this course along with Ted's claim that this was not a preferred method of instruction by former math instructors and is not an instructional model that will be resumed at NWIC.

Changes such as this are not reflected in the current catalog, which suggest the need for a place on the NWIC website to include addenda to the catalog.

Change—The request date on the course deactivation form was corrected from 7/17/2007 to 7/17/2008.

Action Item—Barbara will talk to Jan Hayes about posting addenda on the NWIC website to indicate changes to curricula not included in the current catalog.

5) New Academic Course Proposals—Professional-Technical Studies Certificate in Project Management—Ted Williams for Carl Symmons

a) New Course—BUAD 180 *Introduction to Project Management*—Approved with the following discussion and changes:

Three courses—BUAD 180, 181 and 182—are proposed to be part of a professional-technical studies certificate in Project Management with only these three courses required to complete the program of study. This topic was initiated from the Tulalip site some time ago and have involved the input of Al Moser (associated with the Tulalip site and Everett Community College) and Carl Symmons (working at the main NWIC campus with Susan Given-Seymour). Ted has brought the final materials forward on behalf of Carl, who is not currently on contract with NWIC. The discussion included the following points:

- The math requirement in this proposed program of study is part of the overall Professional-Technical Studies Certificate and is in response to accreditation requirements for a quantitative element.
- This certificate includes a practicum requirement and the question of how to ensure that we can place students to fulfill that requirement was raised.
- The BUAD 197 practicum course title is "Practicum in Project Management." It and other internship/practicum courses need not necessarily be titled "Internship/Practicum in... [discipline to be designated]," and titles for such courses may vary somewhat. According to Ted, originally they were designed to allow such flexibility in naming. The same is true for 188 courses, and courses such as ECED 197 and ECED 297. The point was made that titles for such courses should be the same in the course and program approval materials as what appears in the catalog, but Ted indicated that the titles might vary somewhat between those materials.
- The form and content of the syllabus for this (and the related courses) was discussed, which led to discussion of a general syllabus template for use at NWIC. This topic will be added to a future agenda.

Changes—1) The associated course outcomes form should have the line reading "Presentation skills – is there an NWIC outcomes associated with this" deleted from A. NWIC outcomes. 2) The outcomes on the associated outcomes form need to be included in the BUAD 180 syllabus.

b) New Course—BUAD 181 *Intermediate Project Management*—Approved with the following changes:

Changes—1) The associated course outcomes form should have the line reading "Presentation skills – is there an NWIC outcomes associated with this" deleted from A. NWIC outcomes. 2) The outcomes on the associated outcomes form need to be included in the BUAD 181 syllabus. 3) On the New Academic Course Proposal form, under #3, "no" should be checked instead of "yes," and "humanities practice" should not be checked. 4) On the syllabus, the prerequisite should be changed from CMPS 180 to BUAD 180.

c) **New Course—BUAD 182 *Advanced Project Management*—Approved with the following discussion and changes:**

Changes—1) The associated course outcomes form should have the line reading "Presentation skills – is there an NWIC outcomes associated with this" deleted from A. NWIC outcomes. 2) The outcomes on the associated outcomes form need to be included in the BUAD 182 syllabus. 3) On the New Academic Course Proposal form, under #3, "no" should be checked instead of "yes."

6) **New Program of Study—Professional-Technical Studies Certificate in Project Management—Approved with the following discussion, changes and action items:**

Discussion—Because this program of study was initiated from Tulalip some time ago, the question of whether it is still desired at that site was raised. Several key people involved in the design of this program are no longer affiliated with NWIC or may be only peripherally affiliated (Daniel Jones, the former Site Coordinator at the Tulalip site is no longer employed by NWIC, Carl Symmons currently is not on contract with NWIC, and Al Moser has not been involved in the most recent work associated with this program). Carl was working with Susan Given-Seymour on this until very recently, so Susan may have further information on whether this program is still wanted at Tulalip.

However, this situation raises the broad general question of what will happen to this program once it is approved, and it is possible that it will be a program that may not be delivered as originally envisioned. This highlights the importance of a process to check in with the initiator of such courses and programs to see if they are still needed. Even so, Carl previously indicated that there was a nationwide need for this type of training so there will likely be students interested in it in the future.

During discussion of this certificate, Mike reminded the Committee that it may take up to six months to obtain approval for financial aid for new programs of study, and that these approvals are considered every six months. He indicated that it would be more efficient to submit materials to federal financial aid case managers in batches rather than individually. This also relates to case manager information that students may not be able to gain employment following completion of their studies (e.g., as was the case with the Professional-Technical Studies Certificate, Individualized Program), and that the College needs to provide feedback regarding job tracking of graduates in all our certificates.

He also differentiated between academic programs of study and vocational programs (any non-two-year or four-year degree intended for work preparation) in terms of accreditation and financial aid considerations to have such programs active for funding.

Changes—The program description provided by Ted is somewhat different in form from those appearing in the current catalog where, e.g., the general description for the "Certificate, Professional-Technical Studies" is followed by details of specific certificates in professional-technical studies, e.g., "Certificate, Web Page Development." Ted presented a program description for "Certificate, Professional-Technical Studies, Project Management" with the general program description included. To be consistent with other materials in the current catalog this description should read "Certificate, Project Management" and should include the specific project management description that appears on the new program form that Ted presented at today's meeting.

Action Items—Justin will check with Brooke Waite-Keller, the current Site Coordinator at Tulalip, regarding local interest in this program of study.

7) **Discussion—Outcomes Approval Process and Form—Postponed**

8) **Discussion—Course Evaluation Form—Postponed**

Meeting adjourned at 2:30 pm

NEXT MEETING: July 31st @ 10:30 in CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for July 31st, 2008

Meeting held 10:30 AM - 2:30 PM in CAC

Members Attending:

Ane Berrett
Barbara Delzell

Brian Compton, Chair
Crystal Bagby

Ted Williams
Valerie McBeth

Members Absent:

Bernice Portervint (on vacation)
Carole Rave
John Rombold (unavailable for the
summer)

Justin Guillory
Katrice Shuler (reported
unable to attend)

Mike Fentress (reported unable to
attend)

Guests Present:

Adib Jamshedi
Charlie Sitting Bull

Chris Flack
Dan Burns

Jeri Marcus
Nicole Baker

1) **Minutes for 7-17-08—Approved with the following changes:**

- a) Addition of "am" to the meeting start time.
- b) Addition of Justin Guillory to the list of members attending.
- c) Change from "Cheryl Crazy Bull indicated" to "Cheryl Crazy Bull stated" under item #2.
- d) Correction of "NWIVC" to "NWIC."

2) **Discussion—Program Revision to B.S. in Native Environmental Science—Sharon Kinley, Dan Burns and Ted Williams**

Sharon, Dan and Ted provided details regarding President Cheryl Crazy Bull's instructions to revise the BS-NES program, which is based in discussions involving Cheryl, students enrolled in the program and Sharon and which has involved recent collaboration between Sharon, Ted and Dan. Ted presented a draft copy of a revised catalog description for the BS-NES that reflected his, Sharon's and Dan's work to date for review by the Committee.

Sharon, Carole, Dan and Ted visited the Dean and faculty at Fairhaven College at Western Washington University and Carole and Ted met with Brad Smith and staff at Huxley College to discuss the program revision and associated faculty workload and student advising issues. She also stated that President Crazy Bull and WWU President Karen Morse are working to update the MOU with Western to allow for courses in the BS-NES to be cross-listed with Western so that students could take some courses there.

This discussion included the following points:

- The program revisions were to include 1) making the program more flexible through the creation of what are to be referred to as two options within the program with a new option to address additional non-science elements of the program, and 2) determining what additional work should be completed to improve and fully develop the program.
- The two options are: Option A, the Native Environmental Science option containing more science content and intended for biologists; and Option B, the Interdisciplinary Concentration, involving a student-directed focus and intended for students interested in content other than what appears in Option A. The title of the concentration selected would appear on the student's diploma.
- Both options would have the same preparatory requirements, including several courses that most transfer students would likely already have taken prior to transferring to NWIC and four additional courses unique to NWIC. This helps to address the issue of making it easier for incoming transfer students to enter the program. Both options also would involve the same core requirements.
- The inclusion of 22 credits of electives in Option A allows expanded student choices in the program.
- If a student started the BS-NES as a junior last year and followed the pre-existing program, this revised description would encompass that student's prior work.

- Although all the courses included in the former BS-NES program currently exist and have been approved, further work is necessary to more fully develop several of those courses as well as to develop new courses, including 1) a POLS 3XX course to represent an expanded and renumbered version of the current POLS 119 course (Native American Fisheries Treaty Rights), 2) an NASD/NESC XXX course on Native American origin stories as they relate to science, 3) an NESC 3XX Transfer Seminar for incoming transfer students to learn about the program and options and how to develop a proposal for their further studies, 4) an NESC 4XX Senior Project, and 5) a 5-credit graded NESC 3XX NES Concentration Seminar in which the student would work in conjunction with a three-member committee of a full-time faculty member and others to be identified (e.g., Native community members, etc.) to develop a proposal regarding their concentration within the program (in Option B as described above). Each concentration could be designed to address student interest in, e.g., natural resources management, environmental leadership, stream restoration, etc. This process would require and allow for significant effort on the part of the student to research and develop ideas for the program, and it would be structured with real deadlines to help ensure that high quality and integrity of the program would be maintained.
- Having additional student involvement and responsibility in the development of a program of study will allow students to develop more self-discipline and motivation and will involve more problem solving activities and other higher level skills.
- Additional work required for this program includes 1) the development of specific guidelines for the creation of concentrations within the program under the interdisciplinary concentration, 2) a comprehensive review of all learning outcomes for courses in the program, 3) the development of learning outcomes where they do not exist, and 4) a faculty guide and advising materials for use with the program. Several guides for designing such programs currently exist, and could be adapted or otherwise used in the development of materials for use at NWIC.
- Additional details regarding a template for the DTA portion of the program would be helpful to students and would assist in the development of a computer-based advising module for the revised BS-NES program. This relates to the AAS-NES program that recently was approved by the Committee and which Ted presented to the Administrative Team in early June. That program was not approved by that team, which determined that it required additional changes as presented and addressed in today's discussion. The AAS-NES program description was used in the development of the revised BS-NES program description, which still allows for the easy articulation of the AAS-NES program.
- The requirement for a three-member committee including others from outside of the college to work with students on their concentrations will help establish more connections to the communities outside of the college.

- Additional work in reviewing current student transcripts will help to determine when students can enter into the program, especially to see if they can enter later than the beginning of their second year.
- Additional work will be needed to map out the entire program, including the relationship of each course to the others and to the entire program in terms of learning outcomes.
- The value of internal and external transfer guides for use with the program to address various issues such as alternative allowable courses, prerequisites, most beneficial choices considering each student's concentration, upper level course requirements, etc.
- Suggestions for revising the program description to make it clear to students reading the catalog what the program involves, including the two options.

3) New Course—BUAD 280 *Cultural Diversity and Marketing* (for Casino Executive Training Award of Completion)—Adib Jamshedi

This is the first of several courses included in the Casino Executive Training Award of Completion to be brought to the Committee for approval. It is one of several courses that involve students completing separate online Casino Executive Training (CET) courses through San Diego State University (SDSU) prior to taking the NWIC course, which combined with the SDSU course comprises total credit for the NWIC course. In the case of this course, students will take 30 hours of online instruction in a course entitled Cultural Imperatives followed by (or overlapping with) 15 hours of face-to-face instruction at NWIC as BUAD 280. Students who have completed the SDSU online instruction provide materials and a certificate from that course to the NWIC instructor as evidence of completion. The NWIC courses are delivered as fast track instruction.

Adib indicated that this course targets those involved or with interest in tribal casinos but involves instruction in general management skills that are applicable in various settings and could be modified in the future to be a stand-alone 5-credit course to be offered independently of the SDSU instruction.

Other topics of discussion included 1) how the proposed course was developed with the express intent of being offered in conjunction with an online version and not by itself, 2) similar courses presented prior to this course (this is the third course presented at NWIC so far), 3) the cycle by which this course will be repeated (in another six weeks), 4) that current students should be enrolled in BUAD 188 then transferred to BUAD 280 once it is approved and implemented, 5) how to record enrollment figures for these courses, and 6) possible ramifications of changes by SDSU to the associated CET courses to instruction at NWIC.

The following changes are required in the new academic course proposal materials that were submitted for approval:

- The course outcomes need to be revised so that they are measurable. And the outcomes included in the outcomes form should be consistent with what is presented in the syllabus.
- The new academic course proposal materials should not identify this course as being for a certificate because it is part of an Award of Completion.

- Prerequisite information on the prior or concurrent enrollment in SDSU course work, the fast track delivery, and contact hours should be moved to or included in the course description.
- Three lecture credits should be indicated.
- The grading details need more specificity.
- It is a non-transferable elective.

4) Discussion—Syllabus Template—Approved

Lucy Wood-Trost, former Chair of the Committee, provided a draft syllabus template to Brian when he assumed the role of Chair. Brian made some edits to that form, which Ted also edited and presented to the Committee following his review of what other schools do with regard to syllabus templates. He found that some schools have very specific requirements for their syllabi but that most schools do not.

Today's discussion of this item included what syllabi need to include for current Curriculum Committee purposes (e.g., when presenting a new academic course proposal), what they might also logically include for use at NWIC, and how a syllabus template may be beneficial to new faculty members to help them in developing their own syllabi.

Based on further edits discussed at today's meeting, a revised syllabus template was developed and approved by the Committee.

5) New Form—Program Reactivation and Cataloging Form [Program Reactivation Form]—Approved

A number of previously cancelled programs of study have been discussed for the purpose of reactivating them but the Committee currently has no program reactivation form (the last such reactivation having been accomplished with the use of the New Program Request Form).

Following discussion with Ted, Brian prepared a draft form for this purpose. The Committee suggested further additions to the proposed form, which Brian added during the meeting for presentation to the Committee, which approved the final version to include the following points:

- The form is based on the existing New Program Request Form.
- It includes an additional line to indicate if the program is to be added to the catalog or not.
- It will include the follow text: "Use this form to reactivate previously deactivated or decatalogued programs."
- It will include the requirement to be printed on gray paper.

6) Discussion—Outcomes Approval Process and Form—Ted Williams—Postponed

7) Discussion—Course Evaluation Form—Ted Williams—Postponed

8) Discussion—Guidelines for Defining 100, 200, 300 & 400-level Courses—Ted Williams—Postponed

The meeting adjourned at 2:10 pm

NEXT MEETING: August 14th @ 10:30 in CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for August 14th, 2008

Meeting held 10:30 AM - 12:30 PM in CAC

Members Attending:

Ane Berrett

Barbara Delzell

Brian Compton, Chair

Crystal Bagby

Katrice Shuler

Ted Williams

Valerie McBeth

Members Absent:

Bernice Portervint

Carole Rave

John Rombold

Justin Guillory

Mike Fentress

Guests Present:

Kathy Stuart-Stevenson

1) **Minutes for 7-31-08—Postponed**

2) **Discussion— NASD/NESC XXX *The Ecology of the First People*—Sharon Kinley**

This is the "new origins and science course" indicated in previous materials to be a preparatory requirement in the revised BS-NES program of study. It will be presented to the Committee for approval at a later date.

3) **Discussion— POLS 3XX *Nilh tu o - From the Beginning of Time*—Sharon Kinley**

This is the "renumbered and expanded POLS 119" indicated in previous materials to be a Native Environmental Science core requirement in the revised BS-NES program of study. It will be presented to the Committee for approval at a later date.

4) **Discussion—Program Revision to AAS and BS in Native Environmental Science—Ted Williams and Sharon Kinley**

Ted updated the Committee on this topic following his presentation to the Board of Trustees on August 6th, 2008, which included changes discussed during the July 31st Committee meeting and as detailed in his handouts, "Revised program of study for AAS in NES for Board of Trustees presentation – Aug. 6, 2008" and "Revised program of study for BS in NES for Board of Trustees presentation – Aug. 6, 2008." The discussion of this topic also included the following points:

- The remaining work that is required for the revision of the B.S. in Native Environmental Science program of study, including what concrete things are needed to help get students into the program as well as the time required to complete the required work.
- The need for student advising and related purposes for a complete outline of the program of study with all courses involved in each of the two program options and when they will be offered throughout the year. This is necessary to prepare a degree checklist, advising sheets, advising module, etc.
- Current problems associated with past practices that allowed for courses to be approved pending further work resulting in them lacking proper computer codes associated with the registration module to allow them to appear in the advising module properly. And unless the registration module is working correctly, the advising module will not work correctly.
- The ongoing need to ensure that all courses are dealt with properly and completely to avoid future issues as above.
- This relates to the need to have correlation between the registration and advising modules so that transcripts match advising audits, eventually to be available online for student use.
- Cultural aspects of the program of study that go beyond practical and academic matters.
- The relationship of foundational elements of the program of study to higher-level requirements of the program, especially as related to aspects of student preparation not currently included in pre-existing curriculum.

- The need for further information and revision regarding outcomes in courses involved in the program.
- A multitude of topics relating to teaching and learning philosophies, including how to ensure that instruction is consistent with the needs of students and the focus and intent of the program.
- Further work and corrections required in terms of the calculation of credits in the AAS-NES and the position of CHEM 112, CHEM 113, MATH 102 and MATH 107 in the AAS as related to preparation for the BS-NES options.
- Four new courses need to be developed for the revised BS-NES:
 - NASD/NESC XXX *The Ecology of the First People*
 - NESC XXX *Concentration Seminar*
 - NESC XXX *Transfer Seminar*
 - POLS 3XX *Nilh tu o - From the Beginning of Time*
- Of the various courses available as electives (e.g., astronomy), each would need to be included in a student's concentration plan with the relevance of the course to be approved by that student's program committee as moving the student towards that student's goals.
- The need for a concentration guide for the use of students and faculty, for advisors to be familiar enough with the program to properly advise students, etc.
- The Board of Trustees has agreed to determine whether to approve the program revisions via email rather than at a regularly scheduled meeting.
- Implementation of program changes is not likely for the upcoming fall quarter, but possibly for the winter quarter.
- Possible immersion experiences (e.g., making a canoe and participating in the Canoe Journey) for students and faculty, perhaps as a First Year Experience element, and similar site-based experiences.

5) Discussion—College Reading 1 and 2—Kathy Stuart-Stevenson

Kathy updated the Committee regarding two developmental reading courses that she is researching and developing to bring to the Committee for approval by the end of August for implementation in the 2008-2009 academic year. *College Reading 1* would be for students who score less than 50 in reading on the COMPASS test, and *College Reading 2* would be for students who score between 50-70 on the COMPASS. Kathy has reviewed the last two years of the COMPASS reading scores, which have not been used. These courses would make use of the Reading Plus software that Wendy Davis currently uses, may be linked to texts used in First Year Experience classes, and may involve some writing because of the relationship between reading and writing.

The meeting adjourned at 12:30 pm.

NEXT MEETING: August 21st @ 10:30 AM in CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for August 21st, 2008

Meeting held 10:30 AM - 2:00 PM in CAC

Members Attending:

Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Carole Rave
Justin Guillory
Katrice Shuler

Mike Fentress
Ted Williams
Valerie McBeth

Members Absent:

Ane Berrett

Crystal Bagby

John Rombold

Guests Present:

Sharon Kinley

- 1) **Minutes for 7-31-08—Approved with Corrections**
- 2) **Minutes for 8-14-08—Approved with Corrections**
- 3) **Discussion—Course Evaluation Form—Ted Williams**

Ted presented copies of the current (2-8-07) Course Evaluation Form for discussion and provided some background on the topic. The last time courses were reviewed was in 2004 in preparation for the 2005-2007 Catalog. Cheryl directed then-Vice President of Instruction Rissa Wabaunsee to review and focus the College's curriculum. At that time many courses that were not being offered or that did not fit with current program offerings were administratively decataloged without any formal Curriculum Committee record of course deactivations or decataloging (using the corresponding course deactivation and decataloging forms). The current self-study report will contain additional details about this.

Based on current work with the NWIC self study, Ted indicated the need to establish a set cycle by which to conduct course evaluations, suggesting a three-year cycle as a possibility. Further discussion of this topic included reference to the cycle of catalog preparation, which is currently published every two years, in order to make the catalog as accurate as possible with respect to course offerings.

The discussion of this topic also included the following points:

- The Curriculum Committee Handbook will need to be edited to reflect increased specificity in terms of the time frame for conducting course evaluation as related to catalog production and its corresponding time frame (see items #4 and #5 below).
- Aspects related to financial aid and accreditation considerations with regard to vocational as opposed to academic programs of study. If vocational programs are to be approved for financial aid, they should lead to jobs for graduates and the federal Education Department wants a list of graduates in the corresponding fields. While some programs (computer networking, chemical dependency and early childhood education) have a record of graduates working in their fields, consideration of some centralized method of tracking employment data of our graduates is being considered as part of the self-study process.
- The manner in which efforts regarding course and program evaluations will be distributed. Ted presented a draft table from the self-study report for review entitled "Programs of Study and Core Faculty at NWIC," which indicates which faculty members are to be associated with program reviews. This complements the list of lead faculty in different academic areas that was prepared earlier, and which relates to the manner by which lead faculty may be identified to assist in bringing documents and information together to assist in conducting course evaluations with the assistance of other individuals and in light of faculty work loads.

- Revisions to the current Course Evaluation form may include 1) adding instructions on its use to the form (including how lead faculty in content areas may spearhead the process of gathering information from others, then assembling it, bringing it to the Committee, etc.), 2) indicating what other forms may be required in addition to the course evaluation form (e.g., outcomes forms with the outcomes section being removed from the evaluation form), 3) adding a signature line for the Vice President for Instruction and Student Services and 4) adding something related to if the course will be presented in the upcoming catalog.
- Some aspects of course evaluations may be suited to a student work-study position (e.g., some paperwork, scanning completed forms, etc.).
- Student course evaluations may be useful for the student feedback they provide as we conduct course evaluations.
- How textbooks should be considered in the context of course evaluations (e.g., in terms of course outcomes, appropriateness, etc.).
- Consideration of characteristics of courses based on course level (100, 200, etc.) and the relationship of total credits based on a quarter system as compared to a semester system in the event that NWIC moves to a semester system. A standard multiplier ratio of 3 to 2 currently is used, e.g., a 3-credit semester course is equivalent to 4.5 credits in a quarter system.
- The need for new Casino Executive Training courses to be formally approved by Curriculum Committee to allow them to be added to the NWIC registration module (as indicated in previous Committee meetings).
- The creation of a new assessment team at NWIC by Carole Rave.
- Should active but decataloged courses also be evaluated (e.g., an American Sign Language course that Susan Given-Seymour is looking to make available)?
- How new courses may be assigned numbers indicating they are being piloted prior to establishing permanent course numbers to prevent out-of-sequence and other problematic course numbering issues.
- Prior Committee consideration of course evaluations (few details are included in the past minutes of the Committee).
- Determining whether courses are numbered appropriately or not may be part of the course evaluation process (also see related details under the discussion below regarding guidelines for defining 100, etc. level courses).
- Work by Katrice and Jason Myers to gather syllabi and make them available to students as part of ongoing work on IL and OL matters. This is associated with having syllabi linked to courses listed in quarterly schedules for courses taught in various modalities to allow students to select which modality may work best for them.

Recommendations—Representatives of the Committee will look to see how other institutions conduct course evaluations, including what forms they use, to consider as we develop a revised course evaluation form and process. Mike offered to contact representatives of Western Washington University and Salish Kootenai College for information. Brian offered to check with the University of Washington for the same.

4) **Curriculum Committee Handbook Revision Regarding Course Evaluations—Approved as follows:**

The following text will be added to a revised version of the Curriculum Committee Handbook: "All active courses are to be evaluated and approved by the Curriculum Committee prior to the approval of each catalog."

5) **Curriculum Committee Handbook Revision Regarding Program Evaluations—Approved as follows:**

The following text will be added to a revised version of the Curriculum Committee Handbook: "All active programs are to be evaluated and approved by the Curriculum Committee prior to the approval of each catalog."

This will require forms and a time frame to be developed for the purpose of evaluating programs of study.

6) **Discussion—Guidelines for Defining 100, 200, 300 & 400-level Courses—Ted Williams:**

This topic focused on what exactly defines 100, 200, etc. level courses. To date, only the new 300 and 400-level courses for the BS-NES have been explicitly designed to fit into third and fourth years at NWIC.

Discussion of this item included the following points:

- There is some relevant text in the current Catalog (on p. 16) under "Course Numbering System" under the heading of "Academic Standards."
- It is possible for students to complete a two-year degree at NWIC (and other community colleges in Washington) by taking only 100-level courses, although ENGL 236 and POLS 225 are the most commonly taken 200-level courses. Program revisions would be required to make taking any 200-level courses mandatory.
- Many of our students require developmental coursework and by the time they have completed their required courses they may not have the time to take higher-level coursework.
- Current course numbering and content may not necessarily link lower course numbers to higher course numbers within the same subject area or provide foundational content at the lower level for related upper level courses (e.g., POLS 118 and POLS 225).
- Course numbering should relate to foundational and prerequisite work, the amount and type of work required for the courses, course outcomes, and perhaps also to aspects of the College mission, etc.

7) **Discussion—Definitions of Distribution Codes—Postponed**

8) **Discussion—Outcomes Approval Process and Form—Postponed**

The meeting adjourned at 2:00 pm.

NEXT MEETING: August 28th @ 10:30 AM in CAC

Minutes recorded by Brian Compton

Curriculum Committee Minutes for August 28th, 2008

Meeting held 10:30 AM - 2:00 PM in CAC

Members Attending:

Ane Berrett

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Carole Rave

Crystal Bagby

Katrice Shuler

Ted Williams

Valerie McBeth

Members Absent:

John Rombold

Justin Guillory

Mike Fentress

Guests Present:

John Frey

Kathy Stuart-Stevenson

1) **Minutes for 8-21-08—Postponed**

2) **New Courses—READ 90 *College Reading 1* and READ 91 *College Reading 2*—Approved**

In preparing these new courses, Kathy has reviewed other NWIC reading courses (including several designed to prepare students for reading in various disciplines), taken the Compass reading test, obtained a total of 200 Compass reading scores from 2006-2008 and established cut scores for placing students in the proposed new reading courses, and did the Reading Plus program placement test with Wendy Davis.

As a result of her work and based on the College reading outcomes, Kathy presented two new courses tentatively referred to as "College Reading 1" and "College Reading 2," to be offered sequentially. Both courses are multi-modality, employing Reading Plus, some website work, other reading such as textbook samples from some first year courses and library work. As developed, there would be a total of up to 25 sessions per quarter for a total of 50 over two quarters, which is what Wendy Davis' data indicate as optimal. The curriculum for these two courses comprises approximately 50 pages per course to be bound for use by any instructor of these courses.

Kathy noted that seats are already paid for to allow students to take the Reading Plus program for the upcoming academic year, which can be done at sites as well as on the main campus. Students could start this program at sites without being tested on the main campus and by doing the work online.

The discussion of this topic also included the following points:

- The use of a dictionary and thesaurus with the courses rather than any particular required textbook.
- The recommendation that advisors and faculty take the Reading Plus diagnostics to be able to explain them to students and to help ensure faculty buy-in regarding the use of Reading Plus and the proposed reading courses. For now the complete diagnostics must be taken at the main campus where equipment used to diagnose eye movement is available, but the rest of the diagnostics can be taken online elsewhere.
- In the event of a Compass reading score of zero, the student would be advised to take GED studies with Kathy Humphreys-Shaffer. Such scores could also suggest other causes of low reading ability such as learning disabilities.
- This reading initiative is part of the current First Year Experience assessment, so there will be measurable data on it at the end of the year, and there needs to be the same assessment for students at the beginning and end of their studies with Reading Plus data suggested as better than Compass data.
- It is important to work towards connecting various reading efforts throughout the College.
- As some advising for incoming students has already taken place, it may be necessary to conduct some re-advising in order to help ensure that students can begin taking the first of these courses when they are

implemented in the fall quarter if necessary and to contribute towards the production of data on the reading instruction.

- This will be the first time that Compass reading scores will be used at NWIC for reading placement purposes.
- The determination by Kathy and John that ENGL 99 is not necessary, and that students should instead be placed in ENGL 100.
- The relationship of these changes regarding upcoming student course evaluations.

3) **New Course—NESC 301 *The Ecology of the First People*—Approved**

This is the "new origins and science course" previously identified as NASD/NESC XXX, which was developed by Sharon Kinley. It is intended to be available to second year students who may not be enrolled in the BS-NES program or have permission of the instructor, which would typically be required for such a student interested in upper-level course work. It is the first of today's course revisions intended to be included in the proposed BS-NES program revision, which follows.

The discussion of this topic also included the following points and recommendation:

- How it relates to important foundational knowledge for students both within and outside of the BS-NES program.
- Sharon should more fully develop NWIC outcomes for this course.
- Carole has formed an assessment team to review courses and programs.

4) **New Course—POLS 319 *Nilh tu o – From the Beginning of Time*—Approved**

This course is intended to take the place of POLS 119, Native American Fisheries Treaty Rights, expand on it, and provide foundational cultural information regarding inherent as opposed to treaty rights. POLS 119 will then be deactivated once current students who may need it for their program of study can complete it.

The discussion of this topic also included questions regarding the potential need to retain this course and its relationship to legal studies instruction at Muckleshoot as well as to other POLS courses (POLS 118 and POLS 225).

5) **New Course—NESC 303 *Native Environmental Science Interdisciplinary Seminar*—Approved**

Several personnel at NWIC are graduates of Fairhaven College (Sharon Kinley, Laurel Ballew and Lisa Santana) where they were introduced to the idea of an interdisciplinary education with independent study elements. They were consulted regarding the development of this course.

This course is intended for incoming transfer students and AAS-NES graduates wishing to enroll in the BS-NES program. It is related to the proposed concentration seminar (NESC 305) where BS-NES students interested in the interdisciplinary concentration will develop their concentration proposals working with a concentration committee. It is intended to provide such students the necessary framework for that type of

thinking and reflective writing. If additional similar concentrations in other disciplines are developed in the future, this could serve as a basis for those concentrations as well.

A retired full time faculty member from Fairhaven College, Joseph Bettis, has agreed to work with the College on the development of this course.

6) New Course—NESC 305 *Native Environmental Science Concentration Seminar*—Approved

This course is discussed above, and is considered to be "core" to the interdisciplinary concentration in the BS-NES program, although not to the program itself. This distinction suggests the need to address the definition of various types of "core" courses in the Curriculum Committee Handbook.

It will be developed based on what is used at Fairhaven College, including their concentration handbook.

7) Course Revision—NESC 499 A&B *Native Environmental Science Senior Project*—Approved

This involves a revision to the title and description of what was previously referred to as the BS-NES capstone course, which is to be used for both options within the BS-NES program of study and to connect with other parts of that program including the interdisciplinary concentration.

8) Program Revision—BS in Native Environmental Science—Approved

Ted indicated that BS-NES program revisions have already been reviewed during past meetings of the Curriculum Committee, Administrative Team and the Board of Trustees in essentially the same form with minor revisions.

The current proposal includes further changes including the need for the new courses and course revision indicated above, the development of a concentration handbook and related work regarding the program based on similar approaches used at Fairhaven College.

The discussion of this topic also included the following points:

- The upper division courses in the program do not need to have distribution codes associated with them on the course proposal documentation, as this is only needed for the DTA. The approach to omitting these should be consistently followed because it will impact the computer programming work required for advising purposes.
- Program changes such as this require removing all students from the computer advising module and replacing them once the changes are made in order for the module to accurately indicate what each student will need.
- This course has a lengthy course description. Current course description limits are related to the current field size for this information in the Enrollment Services computer system as well as the NWIC Catalog, and adjustments may be possible to allow descriptions over the current limit of 50 words as determined by a computer-based character count. Carole and Ted indicated that they would consult with Sharon and Brian about these limits with regard to possible adjustments in them.

- References to "individualized learning" should be revised under the electives in the program and the interdisciplinary concentration in accordance with financial aid considerations (i.e., students taking such courses will not get financial aid until 70% of the course work is completed) to be included in the concentration handbook and elsewhere. Specific reference should be made to 189/289 courses in the program description.
- Other corrections as noted on the hard copies.

9) **New Program—AAS in Native Environmental Science—Approved**

This program was approved with the addition of a line regarding electives above the general education requirements.

The meeting adjourned at 3:10 pm.

NEXT MEETING: September 11th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for September 11th, 2008

Meeting cancelled

Curriculum Committee Minutes for September 25th, 2008

Meeting held 12:00-2:00 PM in Kwina 104

Members Attending:

Ane Berrett
Brian Compton, Chair

Crystal Bagby
Justin Guillory

Katrice Shuler
Valerie McBeth

Members Absent:

Barbara Delzell
Bernice Portervint

Carole Rave
Mike Fentress

Guests Present:

Dan Burns
Shelley Macy

1) **Minutes for 8-21-08—Approved**

2) **Minutes for 8-28-08—Approved**

3) **Discussion—Cancellation of 9-11-08 Meeting—Brian Compton**

The Committee meeting scheduled for 9-11-08 was cancelled due to a lack of presenters prepared to bring items for consideration.

4) **Discussion—Changes to Curriculum Committee Membership—Brian Compton**

Recent changes to positions at NWIC impact the description of the membership as presented in the current Curriculum Committee Handbook (approved June 2006).

The former positions of Dean of Academics and Dean of Extended Campus have been combined into the single position of Dean of Academics and Distance Learning, which is currently held by Justin Guillory.

In addition, changes in the positions and titles associated with personnel at the College impact the people who serve on the Committee. The following people will serve as members of the Committee for the 2008-2009 academic year although John Rombold's attendance during fall quarter will be prevented by scheduling conflicts associated with his teaching schedule:

- Ane Berrett, Faculty Member
- Barbara Delzell, Registrar
- Bernice Portervint, Associate Dean of Academics and Distance Learning
- Brian Compton, Faculty Member & Chair
- Carole Rave, Vice President for Instruction and Student Services
- Chris Flack, TRIO/Student Support Services Director (representing Student Services)
- Crystal Bagby, Associate Dean of Student Life (with involvement and expertise regarding transfer articulations, the advising module and graduation audits)
- John Rombold, Faculty Member
- Justin Guillory, Dean of Academics and Distance Learning
- Katrice Shuler, Co-Director of Individualized Studies (representing off-site students)
- Mike Fentress, Financial Aid Director
- Valerie McBeth, Director of Library Services

5) **Course Revision—POLS 319 *Nilh tu o – From the Beginning of Time: Native American Fishing Rights*—Approved**

Dan Burns informed the Committee of plans to revise the Bachelor of Science in Native Environmental Science (BS-NES), which includes this and several following course revisions.

The revision to this course involved the elimination of the Lummi language phrase, *Nilh tu o*, from the title at the request of Sharon Kinley. Ane commented that the use of native language wherever possible provides supports for the language.

6) **Course Revision—NESC 305 *Native Environmental Science Concentration Seminar*—Approved as follows:**

The proposed revision included a course title change and corresponding course description change where

"concentration" was replaced by "thesis." This was intended to clarify the intent of the course and to emphasize that students pursuing the interdisciplinary concentration in the BS-NES program will produce an undergraduate thesis in addition to portfolios.

Several members commented about confusion regarding the use of thesis in a seminar context where the concentration proposal is to be the final course product. The course description also was determined to be excessively lengthy with non-essential elements that were recommended for inclusion in the syllabus rather than in the course description.

The course revision was approved with the original title retained and a revised, shortened course description.

7) Course Revision—NESC 499 A&B *Native Environmental Science Senior Project*—Approved as follows:

The proposed revision included a course title change and corresponding course description change where "senior project" was replaced by "senior thesis." This senior project, formerly referred to as the program capstone, is to be the BS-NES student's culminating project.

The course revision was approved with the course title and description changes and with the recommendation for a revision to the course outcomes where under the section regarding course textbooks, etc. the word "none" would be changed to "To be determined by students in collaboration with Concentration Committee."

8) Program Revision—BS in Native Environmental Science—Approved as follows:

This proposed revision included the aforementioned course revisions as well as discussion of the following points:

- The use of "independent study" with reference to 21 credits as indicated under the Interdisciplinary Concentration is confusing given the nature of the definition and application of this term at NWIC and reference to "individualized interdisciplinary courses" on the second page of the proposed program revision. Katrice indicated possible confusion with IL/Learning Contracts, and also reminded the Committee of the need for a more formal process to ensure that faculty will be available to do learning contracts for independent study courses as currently full time faculty receive no compensation for such learning contracts nor are they included in the current definition of faculty workload.
- After much discussion of the use of "independent study" and the relationship to individualized learning coursework (389 and 489 courses) and the interdisciplinary concentration handbook to be developed, the phrase "concentration electives" was used instead.
- Under the heading of "concentration electives," service learning could be involved if it were attached to credits.

- Crystal raised the question of whether the proposed revisions comprised a substantive change as determined by the Northwest Commission on Colleges and Universities (NWCCU), which Carole Rave will need to address.

9) **Course Revision—ECED 213 *Curriculum Development and Implementation*—Laid on the Table**

Shelley developed this course in collaboration with Bonnie Hayward, the former director of Head Start [and Early Childhood Education and Assistance Program, ECEAP] at Upper Skagit. It is currently included as a core education requirement in the Associate of Applied Science-Transfer Degree in Early Childhood Education.

Shelley presented this to the Committee with a view toward revising the program to allow the option of taking either ECED 213 (a 3-credit course focusing on 3-to-5-year old preschool children) or ECED 160 (a 3 credit course focusing on infants and toddlers).

Following extensive discussion of this topic including the need to develop articulation agreements with other schools regarding this program, she ultimately requested that this item be laid on the table pending further clarification from other sources. Discussion of this topic included the following points:

- Shelley contacted several schools in the spring regarding articulation agreements for this program but so far only The Evergreen State College has responded.
- Shelley indicated that a 3-credit class could only deal either with infants and toddlers or with 3-to-5-year old preschool children and that including both these groups of children in the content would require too much information for the number of credits.
- She indicated that it would be helpful for students in this program to have an infant and toddler care giving course (ECED 160, Infant-Toddler Caregiving, which is currently offered as ECED 160A, B and C) but that adding this would increase the total number of credits in the program from 95 to 98, where 95 is already a large number of credits for such a program.
- Shelley suggested that ECED 213 could be revised to contain content for infants and toddlers as well as 3-to-5-year olds, and changed from 3 to 5 credits but this would increase the number of credits in the program.
- She questioned whether the program should indicate that students must take either ECED 213 or ECED 160, or whether ECED 213 should be revised to focus on preschool curriculum development and implementation with a corresponding title change to "Preschool Curriculum Development" and course description change to indicate change the wording from "...learning experiences for Native children..." to "...learning experiences for preschool-aged Native children."
- The question of whether ECED 160 could be taken in place of ECED 213 was raised, considering that they are not at the same course level. Shelley did not think this would be an issue with regard to state requirements.

- It was suggested that many teachers could benefit from both courses given that they may move from working with infants and toddlers to pre-school children in their jobs, but that many people would focus on one age level or the other.
- It was suggested that an infant-toddler caregiving course might also be a good course to offer to the community as a continuing education course.
- Any proposed changes in the program should be checked against state requirements.
- Other courses in the program deal with the entire spectrum of children, so ECED 213 or ECED 160 may be selected by students interested in working with either infants and toddlers or pre-school children should make a decision as to which course to take.
- Any changes to the program of study will need to involve specific language for the purposes of computer programming for student advising if ECED 160 were to be an option where a student could take the "parent" course" ECEFD 160 or the "child" courses ECED 160A, 160B and 160C.
- Crystal also indicated problems with regard to Jenzabar issues involving ECED 197 and 297. Currently, AAS-T-ECED students must take 6 credits each of 197 and 297 and these are offered as follows: ECED 197A, Expressing Warmth to Children (3 credits); ECED 197B, Playing Responsively (3 credits, with 197A as prerequisite); ECED 297A, Talking Informatively (3 credits); ECED 297B, Attending to Initiative, Perseverance and Cooperation (3 credits, with 297A as prerequisite). These are not in Jenzabar as four items, so Crystal has had to manually enter the titles for these. What is required are course revisions to allow ECED 197 and 297 to be input into the computer as ECED 197 A and B, and ECED 297 A and B. Crystal requested that Shelly complete paperwork to formalize the course numbers and titles for use in Jenzabar.

10) Discussion—Early Childhood Education Program Revision (AAS-T in ECED)

Shelley requested this discussion topic to examine making ECED 160 an option to ECED 213 in the AAS-T in ECED to better meet the needs of teachers who work with infants and toddlers. Following the discussion of this topic as indicated above, she requested that this item be laid on the table pending further clarification from other sources.

The meeting adjourned at 2:00 pm.

NEXT MEETING: October 9th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for October 9th, 2008

Meeting held 12:00 AM - 2:00 PM in Kwina 104

Members Attending:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Justin Guillory

Shelley Macy

Valerie McBeth

Members Absent:

Barbara Delzell

Carole Rave

Crystal Bagby

John Rombold

Katrice Shuler

Mike Fentress

William Freeman

Guests Present:

Adib Jamshedi

1) **Approval of Previous (9-25-08) Minutes—Approved with corrections**

2) **Membership & Members of the Curriculum Committee**

Ane made a motion, which was approved, to add to the upcoming agenda a discussion topic regarding the Committee's membership details as presented in the current Curriculum Committee Handbook.

3) **New Course—HRCM 270 *Building Human Capital*—Approved with the following discussion, corrections and recommendations:**

This is the first of several new courses (HRCM 270, 275, 280, 285, 290, 295 and 297) to be included in a proposed Casino Executive Training Award of Completion, which Adib Jamshedi presented to the Committee (HRCM 280 having formerly been considered as BUAD 280 on 7-31-08).

Adib informed the Committee that 10 students currently are enrolled in coursework related to the Casino Executive Training Award of Completion and that nine of them are full-time employees at tribal casinos. Three of them have already received promotions at their workplaces, although Adib could not confirm that these promotions were related to this training.

The HRCM 270 course was approved with the following changes:

- a) Change of "Award of Competency" to "Award of Completion" on the new course proposal form.
- b) Revised course outcomes to make them more specific or measurable as noted on the outcomes form and to be included in the syllabus.
- c) Revision of the syllabus to include ISBN information for the required textbook.

The discussion of this topic also included the following points:

- The departmental code "HRCM" (for Hotel/Restaurant/Casino Management) was chosen for use with these courses, which are identified as non-transferable electives. Previous discussion of departmental codes included reference to the use of BUAD, which was rejected in favor of HRCM.
- There was some confusion as to whether both college-level and course-level outcomes should be included on course syllabi.
- The need for additional work to more fully develop cultural outcomes was highlighted.

4) **New Course—HRCM 275 *The Regulatory Environment*—Approved with the following discussion, corrections and recommendations:**

This course, to be included in a proposed Casino Executive Training Award of Completion, was approved as follows:

- a) With the changes noted above for HRCM 270, including adding the final entry on the outcomes form to the syllabus.
- b) With a revised course description.

- 5) **New Course—HRCM 280 *Cultural Diversity and Marketing*—Approved with the following discussion, corrections and recommendations:**
- a) With the changes noted above for HRCM 270, including the addition of ISBN information for the required textbooks.
 - b) With the recommendation that the last three course outcomes be made more measurable.
 - c) With a revised course description.
- 6) **New Course—HRCM 285 *Leadership and Financial Management*—Approved with the following discussion, corrections and recommendations:**
- a) With the changes noted above for HRCM 270.
 - b) With a revised course description.
- 7) **New Course—HRCM 290 *Building and Protecting Gaming Assets*—Approved with the following discussion, corrections and recommendations:**
- a) With the changes noted above for HRCM 270.
 - b) With a revised course description (with the original course description, which includes a rationale statement, retained in the syllabus).
- 8) **New Course—HRCM 295 *Organizational Development in Tribal Gaming Environment*—Approved with the following discussion, corrections and recommendations:**
- a) With the changes noted above for HRCM 270.
 - b) With a revised course description.
- 9) **Discussion—HRCM 297 *Internship/Practicum in Hotel/Restaurant/Casino Management***
- The original internship course as presented at San Diego State University was identified as CET 298, which is a number that is inconsistent with Northwest Indian College internship/practicum course numbering (i.e., 197, 297, 397 or 497).
- As internship/practicum course numbers are already established for use at NWIC, this course will only need to be implemented in order to be offered to interested students. Bernice offered to prepare the implementation form for this course.
- 10) **Course Revision—ECED 213 *Curriculum Development and Implementation*—Approved**
- Shelley informed the Committee that she has spoken with Brenda Boyd at Washington State University (WSU) regarding an articulation agreement for coursework involved in the Associate of Applied Science-Transfer Degree in Early Childhood Education and that we will soon have a memorandum of agreement on this topic. This would mean that any student completing the AAS-T in ECED here would be able to move into the online program in Human Development at WSU with a specialization in early childhood learning and care making this program of study very accessible to our students.

The proposed revisions includes changing the course title to "Preschool Curriculum Development" and changing the course description to reflect this change, both of which will clarify that this course will focus on curriculum associated with preschool-aged children (3-to-5-year olds).

11) Program Revision—Associate of Applied Science-Transfer Degree in Early Childhood Education—Approved

The proposed program revision involves making ECED 213 an option to ECED 160, Infant-Toddler Caregiving, and is based on Shelley's communication with Dr. Boyd at WSU. The addition of ECED 160 will better meet the needs of teachers of infants and toddlers, as ECED 213 is focused on preschool-aged children.

12) Course Revision—ECED 197 *Internship/Practicum in Early Childhood Education*—Approved with the following discussion and recommendation:

Currently, AAS-T-ECED students must take 6 credits each of two specific internship/practicum courses: ECED 197 and ECED 297. However, each of these is offered as two separate 3-credit courses with unique titles and comprising a total of 6 credits.

Because neither ECED 197 nor ECED 297 have been properly revised according to Curriculum Committee procedures, these do not exist as four separate courses in Jenzabar with their respective unique titles. Because of this, Crystal has to manually enter the titles into Jenzabar, Jenzabar currently does not distinguish both 197's or both 297's from each other, and proper advising and transcript preparation are complicated by the current situation.

This and the subsequent proposed revisions to ECED 297 are intended to correct these problems. ECED 197 was revised to reflect its presentation as the following:

- ECED 197A, Practicum I: Expressing Warmth to Children (3 credits), and
- ECED 197B, Practicum II: Playing Responsively (3 credits, with 197A as the prerequisite), and

The course revision for ECED 197B was approved with the recommendation that the class topics be included in the syllabus.

13) Course Revision—ECED 297 *Internship/Practicum in Early Childhood Education*—Approved

This is the second of two required internship/practicum courses in the AAS-T in ECED program of study as indicated above. ECED 297 was revised to reflect its presentation as the following:

- ECED 297A, Practicum III: Talking Informatively (3 credits, with 197B as the prerequisite); and
- ECED 297B, Practicum IV: Attending to Initiative, Perseverance and Cooperation (3 credits, with 297A as the prerequisite).

14) Discussion—Overview of Curriculum Committee Processes—Postponed

15) Discussion—Library Resources/Research Course—Postponed

E. Adjournment

The meeting adjourned at 2:00 pm.

NEXT MEETING: October 23rd @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for October 23rd, 2008

Meeting held 12:00 AM - 2:10 PM in Kwina 104

Members Attending:

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Crystal Bagby

Katrice Shuler

Shelley Macy

Members Absent:

Ane Berrett

Bill Freeman

Carole Rave

John Rombold

Justin Guillory

Mike Fentress

Valerie McBeth

Guests Present:

Ted Williams

1) **Approval of Previous (10-9-08) Minutes—Approved with corrections**

2) **Course Review Form—Approved**

Bernice indicated that Carole directed her to look for course review forms, which she has done. Brian also offered during the August 21st Committee meeting to check with the University of Washington to find out what forms they use. He subsequently contacted both the University of Washington and Western Washington University but was unable to obtain any course evaluation forms from those schools. Ted also looked elsewhere to see what other schools use and determined that most schools refer to the process as a "course review," rather than a "course evaluation." This former phrase has been routinely used at NWIC for a Curriculum Committee-based process while elsewhere it typically refers to student evaluations of courses.

For this reason, Ted has suggested the use of "course review" and "program review" for future purposes. Based on discussion with Brian, and taking into account information discussed at the August 21st meeting, Ted produced and presented for discussion a draft "NWIC Curriculum Committee Course Review Form" for use in the upcoming review of the College's curriculum as detailed in the *Curriculum Committee Handbook*. The form was approved with revisions as suggested during the meeting, but no formal process for the approval of outcomes has yet been developed.

The discussion of this topic also included the following points:

- Shelley suggested that the syllabus template be revised to include more clear reference to the need to list both college and course-level outcomes, as there seems to have been some confusion in the past regarding whether the college-level outcomes need to be included on syllabi. Both the current outcomes form and the current approved syllabus template indicate the need to add both types of outcomes to syllabi.
- The Committee discussed what financial, personnel and scheduling issues will be involved in the curriculum review, including that these have not yet been resolved to support the course and program review processes. Additional staff support will be critical in conducting the review of curriculum required at this point, as will time for the work perhaps to be scheduled on Fridays. It would be helpful to identify all these needs to present to administration prior to fully engaging in the process.
- No staff person has yet been identified to assist in the process, but additional suggestions included identifying a work study student to assist with some work, or looking into the possibility of time release or other compensation for faculty to assist. This may be especially important for part time and site-based faculty.
- It will be important to strategically assign the review of specific courses to faculty who can assess their content based on their discipline-related expertise.

- Given the time and personnel limitations, the question was raised regarding how much work is required for the review of each course prior to retaining it as active and listing it in the catalog.
- Because many courses currently lack defined learning outcomes, the course review process will require that they be developed.
- It would be helpful to have a plan to stagger and rotate activities related to course reviews over a period of three years, and to have personnel serving as Dean of Academics and Distance Learning and Vice President of Instruction and Student Services remain in their positions long enough to establish a workable process and carry it out over an extended period.
- The curricular review is related to issues of curricular governance, with decisions regarding which courses and programs remain active coming from the Curriculum Committee rather than from the administration.
- During the last course review process, some courses that were not being taught (e.g., journalism courses) were retained to error on the side of caution in the event that those courses would be needed at a later date.
- The course and program review processes should be contemplated seriously at this point to best consider all future ramifications of deactivations.
- The relationship of the content of each course to that of other courses and programs, including reference to the program curriculum maps that have been developed was identified as something to include on the course or program review form.
- The course and program reviews may comprise a reiterative process requiring further work on course reviews following program review work.
- The committee members present at today's meeting provided several suggestions for revisions to the course review form presented by Ted, including that because the Committee no longer deals with CEU's, they do not need to be included on the course review form.
- Course numbering issues should be examined in the course review process.
- The approved course review form has several places to check "yes" with regard to a number of matters, and the question was raised regarding how to confirm that "yes" on the form really means that these matters have been addressed as indicated in the form. Attaching supporting evidence and documentation to the course review form was suggested to address this question.
- There is currently no central repository or single process regarding the collection of course syllabi to allow them to be accessed when necessary, e.g., during the curriculum review or for transfer purposes. They should be maintained for historical and other recordkeeping purposes. All such materials should go to the office of the Vice President of Instruction and Student Services.

3) **Discussion—Course Review Process—Postponed**

Ted presented a draft of a document entitled, "Curriculum Committee Course and Program Review Process" to accompany the aforementioned course review form and in relation to other discussion items listed below. Ted will make further changes to the document stemming from today's discussion for presentation to the Committee at a later date.

4) **Discussion—Outcomes Approval Process & Form—Postponed**

5) **Discussion—Clarification of Review Process for Different Course Modalities—Postponed**

6) **Discussion—Course Review Schedule—Postponed**

7) **Clarification of Post-Curriculum Committee Processes**

This topic is related to several other topics, including the overview of basic course and program process and sequences that Brian presented to the Committee.

Crystal and Ted discussed the value of some type of routing slip to accompany Committee paperwork to help guide the path of such materials following approval by the Committee to all the necessary next destinations for proper action. This could include a checklist involving the necessary personnel and actions required for any such paperwork to help ensure full awareness and communication of necessary steps and processing.

8) **Discussion—Academic Policy Committee Role of Curriculum Committee—Postponed**

9) **Certificate in Construction Trades**

Background—Brian and Justin met with Steve Waschke on October 22nd to discuss reactivation of the Certificate in Construction Trades, which would also require reactivation of four courses. Neither Justin nor Steve attended today's Curriculum Committee meeting, so Brian provided some background information regarding the proposed reactivations to the members who were present.

The proposed reactivation is based on interest originally expressed by Colville site representatives. Prior to the October 22nd meeting, Steve discussed this reactivation with Wendy Davis, WorkFirst Director at NWIC, and a local contractor who expressed interest in participating in the delivery of this certificate. However, Colville is no longer an extended campus instructional site for NWIC and recent events regarding homebuilding have resulted in the lack of opportunities for students to actually participate in the construction of a residential structure, which the certificate instruction would require.

During the October 22nd meeting, Steve indicated to Brian and Justin that this certificate would emphasize some "green" construction technologies and techniques associated with sustainable housing. This focus may help prepare students to gain employment as if the housing market recovers with future emphasis on more "green" techniques. Justin indicated that this would be good to emphasize for advertising purposes.

Ted assisted Steve in the development of the paperwork presented to the Curriculum Committee today.

The discussion of this topic also included the following points:

- The need to check with Mike Fentress regarding the availability of financial aid to students interested in this program.

- The need for variable credits in the courses to be reactivated to deal with projects of variables sizes (e.g., a house as opposed to a small outbuilding), and reflects how the courses existed prior to deactivation. This may affect programming in Jenzabar.
- Further details as appear below.

10) Course Reactivation—TECH 151—Approved with the following recommendation:

The course outcomes should be revised to make them measurable.

11) Course Reactivation—VOCC 105— Approved with the following recommendation:

The course outcomes should be revised to make them measurable.

12) Course Reactivation—VOCC 106—Approved with the following corrections and recommendation:

The course outcomes should be revised to make them measurable, and where it appears the text reading "Ono-on-one discussion..." should be corrected to "One-on-one discussion..."

13) Course Reactivation—VOCC 107— Approved with the following recommendation:

The course outcomes should be revised to make them measurable.

14) Program Reactivation—Certificate in Construction Trades— Approved with the following revision:

The program description should be revised to emphasize the "green" aspects of the program with the addition of a sentence to read "This program includes an emphasis on new technologies for sustainable housing, including low environmental impact and energy requirements."

15) Catalog Development Timeline

Barbara presented a timeline for the development of the next NWIC Catalog.

16) Curriculum Committee Timeline

Brian presented a draft version of a timeline of upcoming Curriculum Committee items covering the entire year included the catalog timeline items as presented by Barbara.

17) Brief Overview of Basic NWIC Curriculum Committee & Related Course & Program Processes & Sequences

Brian presented a draft version of an overview of basic course and program process and sequences for review and discussion with the intent of making this available to other personnel and perhaps including in a revised version of the *Curriculum Committee Handbook*. Crystal suggested some revisions to reflect the need for approvals from the Northwest Commission on Colleges and Universities associated with substantive changes. Brian will revise the document.

18) Discussion—Description of General Education/Distribution Codes—Postponed

19) Discussion—Guidelines for Defining 100, 200, 300 & 400-level Courses—Postponed

20) Discussion—Program Outcomes Approval Process & Form—Postponed

21) Discussion—Program Review Process & Form—Postponed

The meeting adjourned at 2:10 pm.

NEXT MEETING: November 13th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for November 13th, 2008

Meeting held 12:00-2:05 PM in Kwina 104

Members Attending:

Ane Berrett
Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Carole Rave
Chris Flack
Crystal Bagby
Katrice Shuler

Shelley Macy
Valerie McBeth

Members Absent:

John Rombold
Justin Guillory

Mike Fentress
William Freeman

Guests Present:

Susan Given-Seymour
Ted Williams

1) **Previous (10-23-08) Minutes—Approved**

2) **MUSE 2XX *Tribal Museum Collections Management***

Based upon requests from tribal representatives, Susan has worked with several people to develop three new courses, which if approved, would comprise an award of completion. "Tribal Museum Collections Management" is the first of those three courses, which Susan wanted to discuss with the Committee for preliminary feedback prior to presentation for approval as a new course. The main purpose of this course is to provide training regarding proper handling and management of museum materials so that tribal museum staff may receive and work with materials obtained from other museums.

To date, Susan has worked with James Nason, professor emeritus at the Burke Museum of Natural and Cultural History, and Megan Nobel, Assistant Archaeology Collections Manager/NAGPRA Coordinator at the Burke Museum to begin the process of developing the materials required for presentation to the Committee. The first proposed course is based on a 500-level course that Ms. Noble teaches at the University of Washington. Susan, Megan and Brian have proposed that the course be offered as a 200-level course at NWIC, to be the first in a series of courses in Museology, with the proposed departmental code of "MUSE."

The discussion of this topic also included the following points:

- Susan indicated that she has spoken with Cheryl Crazy Bull recently regarding possible reimplementation of concentration courses in the AAS in Native American Studies, which had associated concentrations courses listed in the 2004-2005 Catalog. This and the other planned museum studies courses could conceivably be offered as concentration courses in the AAS-NAS along with other courses currently under development such as the cultural resource management courses that Sharon Kinley is working on.
- The question of what English requirements would apply to students taking this course was raised given the extensive reading list included in the syllabus. Susan indicated that people having a wide range of educational backgrounds might be interested in taking this course, including those who may have GED's or master's degrees in business. This suggests that the English and reading background of at least some prospective students' English may be an issue related to their success in the course if extensive reading is required. The related qualifications required of students taking this course should be made explicit in the course materials to be presented to the Curriculum Committee.
- Currently, most people working in local tribal museums do not have degrees in museum studies, and in Washington only a master's degree or a continuing education certificate in museum studies (which Megan Noble teaches) are available, both at the University of Washington.
- The question of whether this course could be delivered online was raised. Ms. Noble has not taught online before, and intends to deliver the course during the upcoming spring quarter in the face-to-face

modality in Seattle. It will be presented in several weekend installments, including field trips to various locations.

- Susan has been in touch with people at the National Museum of the American Indian at the Smithsonian Institution, which currently offers weeklong training sessions in topics related tribal museums (e.g., starting a tribal museum, running a tribal museum shop, etc.). She has discussed with them the possibility of such instruction being presented as NWIC offerings for credit towards NWIC programs of study.

3) **BS-NES Program Description Corrections**

Dan Burns recently contacted Brian regarding errors in the most recently approved BS-NES program description, and Ted prepared an updated version with corrections and some other revisions to provide additional clarity in the text. The committee members reviewed both copies of the program description, and Crystal suggested further edits to the text to be included in the new NWIC Catalog under development. She indicated that she would consult with Barbara and Dan regarding those revisions.

The discussion of this topic also included the following points:

- Inconsistency of usage of the phrase "individualized learning" and potential confusion that may arise from text regarding the interdisciplinary concentration as it relates to courses numbered X89 (Individualized Studies in... [subject area to be named]) and the independent learning (IL) mode of instruction.
- An interdisciplinary concentration guidebook for use in the NESC 305 course to be offered for the first time next quarter will provide additional details regarding how students will make plans for taking the interdisciplinary concentration. Ted and Dan have collaborated on the development of that guidebook, and Adib Jamshedi and Brian will teach the course next quarter.

4) **Brief Overview of Basic NWIC Curriculum Committee & Related Course & Program Processes & Sequences (Revised 10/25/08 Version)**

Brian presented a revised version of an overview of basic Curriculum Committee processes related to courses and programs of study, which incorporated changes suggested during the last Committee meeting. He will make this revised version available on the Curriculum Committee website.

5) **Program and Course Review Process—Approved**

This topic is related to prior and continuing discussion of the curricular review that has begun in preparation for the new NWIC Catalog. Ted produced a document entitled "Program and Course Review Process" with details regarding these activities. The Committee suggested a number of revisions, and approved a revised copy of this document.

The discussion of this topic also included the following points:

- Questions related to the amount of detail and efforts that the review will involve and how the process can be completed so that the new NWIC Catalog can be produced as scheduled.
- Several aspects of textbook selection were discussed, including standardization of textbooks for each course, academic freedom for faculty to select the textbooks they wish to use, textbook availability, students changing modalities of courses during a given quarter that may result in them needing to obtain one or more different textbooks to continue their studies in the same course, and the relation of textbooks to learning outcomes.
- How some of the information required in the curricular review process may be generated by a single large report from the Registrar's Office and then separated by courses rather than running a number of separate reports, which would require more time and effort. It will be important for this work to be coordinated by a single person to avoid unnecessary duplication of effort and to provide the necessary information to the curricular review working groups.
- In the future, the curricular review should be staggered over the course of two years to coincide with catalog development and to allow additional time for the work to be completed. During this academic year, the curricular review results will need to be provided to the Catalog Committee on a regular basis to avoid creating a backlog of work for that committee late in the year.
- The Curriculum Committee Chair will need to work in collaboration with administration to develop a schedule for work related to the curricular review and identify and organize working groups.
- Courses and programs lacking outcomes will require them to be developed, which will require additional work by faculty and support for that work.
- There are other matters (e.g., related to enrollment and graduate issues as related to the health of programs of study, definitions of what constitutes 100, 200, 300 and 400-level courses, etc.) that will go beyond the basic elements involved in the curricular review. Carole will work with Nadine Bill to determine what data should be collected in the curricular review, which itself will help to illuminate and inform other further work that needs to be done.

6) Program Review Form—Approved

Ted presented a new form, entitled "NWIC Curriculum Committee Program Review Form," for use in the curricular review, which was approved.

7) Program & Course Outcomes Approval Process & Form—Postponed

The meeting adjourned at 2:05 pm

NEXT MEETING: November 20th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for November 20th, 2008

Meeting held 12:00-2:25 PM in Kwina 104

Members Attending:

Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Carole Rave
Crystal Bagby
Katrice Shuler

Mike Fentress
Shelley Macy
Valerie McBeth

Members Absent:

Ane Berrett
Chris Flack

John Rombold
Justin Guillory

William Freeman

Guests Present:

Azmat Hussain

1) **Previous (11-13-08) Minutes—Approved**

2) **Curricular Review Schedule**

Brian, Bernice and Ted presented some details regarding their work to establish a schedule for the upcoming curricular review.

The current plan is to proceed with two tracks to the process – one with a priority on courses that are most frequently required and delivered (NWIC and general education requirements courses) and another to focus on core courses associated with select programs of study.

In addition to the curricular review process and forms that were approved by the Committee on 10/23/08 and 11/13/08, Bernice is working to develop a worksheet to gather ancillary information regarded to courses and programs of study that will have application within and outside of the review process, to provide an opportunity for reviewers to make recommendations, and to document participation of those involved in the review process.

The discussion of this topic also included the following points:

- Part of the challenge of this process will be to assemble all the necessary materials for the reviewers.
- The approved process will include presentation to the Dean of Academics and Distance Learning prior to presentation to the Committee to help ensure that the review process has been completed as far as is possible and practical to that point and to help ensure efficient use of Committee meeting time for what the members will need to do when the review materials are presented to them.
- Additional Committee meetings may be required to complete the process, including some devoted specifically to the topic of the curricular review.
- Some questions were raised regarding 1) how much of the materials used by reviewers actually need to be reviewed by the Committee members and how this may be accomplished; 2) what Committee approval of the reviewers' work actually means; 3) how this work connects to other work, e.g., Administrative Team efforts regarding assessment, enrollment, successful student completion and other matters; and 4) who will prepare learning outcomes and syllabi where they may be incomplete or non-existent.
- The assessment plan provides details regarding how the curricular review will be conducted, but it is largely being driven by the new catalog production timeline.
- The Registrar will require a formal Jenzabar report request to generate a report containing details that will be required in the curricular review process. Crystal, Katrice, Carole and Brian will collaborate to prepare this report and deliver it to Barbara.

3) **Description of General Education/Distribution Codes**

Ted led this discussion and presented a draft document entitled, "General Education and Distribution Area Definitions," which included some preliminary results from his work on this topic.

This work stems from the NWIC self-study report, which identified issues regarding the definition of terms such as "social science," "humanities practice," etc. as used when determining the character of courses to be delivered at NWIC with a view to transfer issues as well.

To gather information, Ted conducted an Internet search, looked at the Washington Administrative Code, reviewed Northwest Commission on Colleges and Universities (NWCCU) materials, spoke with Lisa Santana, who has experience in working with the Intercollege Relations Commission (ICRC), and reviewed the *ICRC Handbook*. He stated that neither the *ICRC Handbook* nor any NWCCU materials define these terms, which is an indication that it is our role to define and monitor the use of these terms with the input of those with relevant experience.

In addition, Crystal contacted Jeanne Gaffney of Western Washington University, who formerly served as the Chair of the ICRC's On-going Articulation Review (OAR) Board, which looks at subjects codes used by colleges. Ms. Gaffney indicated that there are no specific definitions or guidelines regarding these codes, and that they are determined based on the experience and expertise of those who apply them. Crystal also examined some past correspondence dealing with this matter, and found that the language related to these codes was not particularly concrete in terms of how they should be applied.

The discussion of this topic also included the following points:

- When NWIC students have completed our Associate of Arts and Sciences Degree (designed to meet the Direct Transfer Agreement [DTA] guidelines), they have satisfied the general education requirements of receiving institutions that subscribe to these guidelines. However, the general education requirements of four-year institutions are broader than what is in the DTA, and other institutions may code courses differently than we do. There is no cross-school definition for these codes, nor do all Washington schools automatically accept our DTA without the possibility of additional requirements.
- Some NWIC courses may satisfy more than one requirement, e.g., BIOL 104 meets Native Studies and science requirements, which is rarely seen in other college and university catalogs. And NWIC considers speech a communication skill, while it is generally considered a humanities topic elsewhere.
- Based on her expertise regarding transfer issues, Crystal could help to further develop the preliminary definitions that Ted presented. Ted also offered to speak to faculty members regarding the definitions prior to bringing this topic back to the Committee for further discussion. Shelley offered to look for definitions of "social science."
- Once the definitions are completed and approved by the Committee, they could be included in, e.g., the *NWIC Catalog* or other documents.

4) Guidelines for Defining 100, 200, 300 & 400-level Courses

Ted led the discussion of this topic, which also relates to our self-study report text regarding definitions or descriptions of the basic characteristics of courses at various levels. This is important for Committee work, which requires the use of appropriate course numbering, e.g., for new courses or in course revisions. The *NWIC Catalog* (p. 16) includes some brief text on this topic, but it is insufficient. It would be helpful to establish basic tenets of what constitutes course work at each of the four course levels.

The discussion of this topic also included the following points:

- The Committee identified requirements that might be included in new definitions, such as completion of lower-level courses; rigor, intensiveness or volume of writing; intensiveness of research; or prerequisites (or permission of instructor) for all 200-level courses.
- The question of what other colleges do was raised.
- This relates to academic policy and faculty input issues.
- This may come up in the curricular review process.
- Students at NWIC and elsewhere can obtain their DTA degree without taking any 200-level courses.

5) English expectations for proposed new course, MUSE 2XX *Tribal Museum Collections Management*

Brian led discussion of this topic, which stems from the discussion that took place during the last Committee meeting, and which also relates in some ways to the previous topic of today's meeting.

The Committee recommended 1) that this course initially be offered as ANTH 288 with the potential for later being changed to a 200-level course with a different departmental code, 2) that it should have a prerequisite of ENGL 101 or permission of instructor, and 3) that it best fulfills social science and Native American studies distribution requirements.

Offering this as ANTH 288, a one-time special topics course, would preclude the need for Committee approval and allow this course to be presented during the upcoming spring quarter. If the course is approved as a new course, with a different departmental code and number, the records of students who completed it as ANTH 288 could be amended to reflect those changes.

The meeting adjourned at 2:25 pm

NEXT MEETING: December 11th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for December 11th, 2008

Meeting held 12:00-2:10 PM in Kwina 104

Members Attending:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Crystal Bagby

Justin Guillory

Katrice Shuler

Shelley Macy

Members Absent:

Barbara Delzell

Carole Rave

Chris Flack

John Rombold

Mike Fentress

Valerie McBeth

William Freeman

Guests Present:

Susan Given-Seymour

1) **Previous (11/20/08) Minutes—Approved**

- 2) **MUSE 2XX Tribal Museum Collections Management— Approved (as ANTH 260) with the following recommendations:** The syllabus should be revised to provide fuller bibliographic details where they may be lacking, and Jan Hayes should be consulted for her recommendation for the distribution requirement code(s) to be associated with the course.

The discussion of this topic also included the following points:

- Crystal felt that this course, if presented at another school, might be regarded as an elective for incoming transfer purposes at NWIC based on information from the ICRC's On-going Articulation Review (OAR) Board and the specific focus of this course. However, if a program of study in this subject area were to be developed at NWIC, this and related courses may perhaps be considered to fulfill some other type of distribution requirements. If this were to happen, the distribution code for this course could be changed as a later date through the course revision process.
- Barbara researched other similar courses presented elsewhere to help determine appropriate course numbering, naming, etc.
- The ANTH departmental code was recommended as a less specific designation than MUSE and one that would be consistent with the identification of SS (Social Science) and NASD (Native American Studies) as the intended AAS requirements. The Committee determined that ANTH 250 may be useful in the future as the number for an advanced ethnobotany course (ANTH 150, Pacific Northwest Ethnobotany already exists). This would leave other numbers such as ANTH 263 and 265 for use with the other tribal museum courses to be brought forward in the near future by Susan.

3) **Curricular Review Update**

Bernice discussed course and program of study information that Ted Williams compiled to support the curricular review, which is planned to begin next week. Several courses have been prioritized for review, and the AAS-T in Early Childhood Development will be the first program to be reviewed.

The discussion of this topic also included the following points:

- It is unclear how long the review process will take, but Bernice suggested that reviewers will work in teams. According to Bernice, Carole Rave has discussed the possibility of additional pay for reviewers who work outside the normal college workweek.
- Many other topics may emerge within the context of the curricular review, although the focus of the review should be to work in accordance with the process and forms that have been approved by the Committee.

4) **Catalog Committee**

Crystal mentioned that the NWCCU accreditation team recommended that NWIC formalize a catalog committee. A catalog committee, task force or working group ideally would be co-chaired by the Dean of Academics and Distance Learning and the Registrar with others to be recruited by them as well as some *ex officio* members, e.g., the Human Resources Director and directors of various non-academic departments associated with information to appear in Catalog (e.g., Student Services). She also indicated that NWIC is out of compliance with accreditation standards in the way in which personnel are listed in the Catalog.

The idea of establishing a specific data for printing the catalog regardless of its status with addenda to be issued as needed also was discussed.

Shelley recommended that we consider identifying our courses as listed or unlisted based on how the ICRC considers courses in terms of meeting their requirements.

Justin stated that he would meet with Ted Williams and Lisa Santana, who have worked on catalog development in the past, as well as anyone else with experience and interest in this matter.

5) Curriculum Committee Routing Slip

The potential value of a routing slip to assist in the movement and processing of various Curriculum Committee materials throughout the College was discussed. Brian presented a draft routing slip for review by the Committee, and Crystal provided suggestions for revisions to that slip. Brian offered to revise the form based on any feedback for later consideration by the Committee and eventual use by the Committee.

6) 388/488, 389/489 & 397/497 Courses in Departmental Codes Required for BS-NES Programming

This topic relates to various upper division (300 and 400-level) course codes required for BS-NES programming so that they can be added to the electronic catalog, referenced in the advising module and be available to students.

Crystal offered to produce a list of all required course codes as required that would correspond to the departmental codes associated with the current BS-NES program description regarding electives that a student may take within the Environmental Science Option track of the program (BIOL, BUAD, CHEM, CMPS, COMH, ECON, ENVS, GEOG, GEOL, MATH, NASD, PHYS and POLS).

This will allow a proposal to be made at a later Committee meeting to consider the creation by Enrollment Services of all necessary 388/488, 389/489 and 397/497 courses needed for BS-NES programming without the need to create them through the use of new course proposal forms.

7) Revision to Curriculum Committee Handbook (Re: X88, X89 & X97 Courses)

Brian discussed a preliminary draft of text regarding the nature and use of X88, X89 and X97 courses to consider for inclusion in a revised version of Curriculum Committee Handbook on this topic.

8) BS-NES Program Revision

Brian discussed various topics related to the need for a BS-NES program revision (including adding NESC as a departmental code for allowed electives, and adding NESC 305, Native Environmental Science

Concentration Seminar, as an allowable elective for students in the Environmental Science Option track of the BS-NES). This would allow students who may be interested in the Interdisciplinary Concentration track to take NESC 305 and receive credit for it even if they subsequently decide to pursue the Environmental Science Option track).

Crystal also identified the need for eight-or-less-character codes for the BS-NES program tracks for Jenzabar purposes, e.g., "BSNESESO" for the Environmental Science Option track and "BSNESIC" for the Interdisciplinary Concentration track.

The meeting adjourned at 2:10 pm

NEXT MEETING: January 8th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for January 8th, 2009
Meeting cancelled—NWIC closed due to flood conditions.

Curriculum Committee Minutes for January 13th, 2009

Meeting held 12:00-2: 00 PM in Kwina 104

Members Attending:

Ane Berrett
Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Crystal Bagby
Justin Guillory
Katrice Shuler
Mike Fentress

Shelley Macy
Valerie McBeth

Members Absent:

Carole Rave
Chris Flack

John Rombold
William Freeman

Guests Present:

Gary Brandt
Susan Given-Seymour
Ted Williams

1) Previous (12/11/08) Minutes—Approved

2) Curriculum Committee Routing Slip—Approved

The routing slip for use in tracking the basic movement and processing of various Curriculum Committee materials throughout the College that was discussed during the last meeting was revised based upon Crystal's suggestions and approved for use. An additional suggestion was made regarding the development of an Excel spreadsheet to track the status of those materials and updates to be reported at each Committee meeting.

3) 300 & 400-level X88, X89 & X97 Courses for the BS-NES—Approved

As discussed during the last Committee meeting, Crystal prepared a list of all required course codes that would correspond to the departmental codes associated with the current BS-NES program description regarding electives that a student may take within the Environmental Science Option track of the program.

The creation of these courses was approved through the use of a single implementation form to be accompanied by the list of all courses required, which Crystal prepared. This provides the basic documentation required for College purposes while at the same time allowing for the creation of these courses in an efficient and simplified manner.

These courses include the following departmental codes: BIOL, BUAD, CHEM, CMPS, COMH, ECON, ENVS, GEOG, GEOL, MATH, NASD, PHYS and POLS. Such courses already exist for NESC.

Additional discussion of this item included using ENGL 305, Technical Writing, as an allowable elective for the BS-NES Environmental Science Option and the suggestion for the inclusion of wording to the effect of "...or other courses as approved by your advisor" to be added to the electives section of the Environmental Science Option track of the BS-NES program description and the development of a process to notify Crystal of such courses as they are approved for use by students in that track.

4) Individualized Learning Courses and Financial Aid Considerations

Mike informed the Committee that federal auditors look to see that courses of instruction involve some type of contact between instructors and students for the purposes of allowing financial aid for those courses, and that students taking only individualized learning coursework in any given quarter may be scrutinized by those auditors looking for such interaction. This point was raised in light of the requirement for several individualized learning courses within the Interdisciplinary Concentration track of the BS-NES. However, for students in the BS-NES program of study, the requirement for at least one seminar class would demonstrate evidence of the required interaction between instructors and students. In other circumstances, such as where students are only pursuing learning contacts using correspondence or other individualized learning instruction, it may be helpful to address this issue in response to the specific features auditors may be concerned with, which is related to who would be completing such coursework. Mike indicated that he would research this further to bring additional information to the Committee at a later date.

5) **Creation of New Departmental Code: TMSD, Tribal Museum Studies Department—Approved**

Following approval during the 12/11/09 Committee meeting of the new course, ANTH 260, Tribal Museum Collections Management, Susan spoke with Jan Hayes regarding the associated departmental code and distribution requirements (NASD and SS). Jan indicated that ANTH 260 and other tribal museum new course proposals to be presented to the Committee in the near future would be considered for transfer purposes to represent vocational coursework that should be coded as non-transferable electives, like various courses associated with Chemical Dependency Studies at NWIC, and that they should be associated with a departmental code indicated that they are Tribal Museum Studies courses. Additional details regarding ANTH 260 follow below.

6) **TMSD 260, Tribal Museum Collections Management—Approved**

The course originally approved as ANTH 260, Tribal Museum Collections Management, was revised in light of the aforementioned creation of a new departmental code, and to fulfill both NASD and NE distribution requirements.

7) **BS-NES Program Revision**

Brian reported on a number of topics related to the BS-NES that have emerged from preparation of the *Native Environmental Science Program Handbook* that may suggest a program revision prior to the development of the next *NWIC Catalog*.

Discussion of this topic also included reference to financial aid and coursework considerations associated with the program (also discussed above), especially those that students in the Interdisciplinary Concentration may elect to pursue outside NWIC. The Committee members were interested in knowing more about how students may pursue such coursework, and what school-to-school arrangements may be required in support of their work.

8) **CMPS 212, Digital Technology and Graphics Design—Approved with the following**

recommendations: Removal of "an acceptance in the Digital Media and Web Technology program" from the prerequisites, revision of the course outlines (to replace "understand" with a more suitable verb), and spelling corrections as needed.

Ted provided background for the development of this new course proposal, which relates to a U.S. Department of Education "grant back" program related to a Native American vocational and technical education program. Originally, the College had to repay some grant funds, but was then able to request them again, which it did in support of this and related courses to be offered as an Award of Completion in Digital Media and Web Technology. This is the first of eight courses to be offered over a total of 20 weeks, with six courses offered in the first ten weeks and two other internship/capstone courses to be offered in the second ten weeks. The ultimate goal of this instruction is for students to obtain their national certification in Adobe software use.

Based on funding requirements, this instruction will commence February 16th of this year and be completed by September 30th. Carl Symmons will serve as the project director, and recruiting is planned to attract 12 students for the first cycle of instruction, with two additional cycles involving 16 students each. If the instruction is not successfully completed by the end of September, and in accordance with the grant requirements, NWIC will be liable for any other costs associated with the instruction, which are expected to be minimal.

Based on his work with Ted on the development of these courses, Gary asked why there was a requirement for a course schedule in the syllabus template that was approved by the Committee. This led to further discussion of the syllabus that may lead to its revision and clarification of some of the contents with reference to required and suggested elements.

9) **CMPS 216, Web Page Development in Digital Media and Web Technology Design—Approved with the following recommendations:** Removal of "an acceptance in the Digital Media and Web Technology program" from the prerequisites, revision of the course outlines (to replace "understand" with a more suitable verb), and spelling corrections as needed.

This is the second of eight courses to eventually be presented for approval to comprise an Award of Completion in Digital Media and Web Technology.

10) **Feedback from the Curricular Review Process to Date—Postponed**

11) **Contact-to-Credit Hours for Seminars—Postponed**

The meeting adjourned at 2:00 pm.

NEXT MEETING: January 15th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for January 15th, 2009

Meeting held 12:00-1:45 PM in Kwina 104

Members Attending:

Ane Berrett
Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Chris Flack
Crystal Bagby
John Rombold
Katrice Shuler

Shelley Macy
Valerie McBeth

Members Absent:

Carole Rave
Chris Flack

Justin Guillory
Mike Fentress

William Freeman

Guests Present:

Elaine Malloway

1) **Previous (1-13-09) Minutes—Approved with correction**

2) **Status of Curriculum Committee Materials in Process**

Brian reported that he used the routing slip that was recently approved by the Committee for the most recently approved course revision and new academic course proposals. He will update the Committee on the status of these and future items as information on them becomes available.

3) **Feedback from the Curricular Review Process to Date**

Bernice reported that Elaine Malloway would attend Committee meetings that focus on the curricular review. She also provided background information on the review process to date, copies of spreadsheets reflecting the review status of various courses and the Chemical Dependency and Early Childhood Development programs of study, and review materials that were prepared over the recent holiday break.

The discussion of this topic also included the following points:

- The curricular review is linked to completion of the NWIC Catalog, which is approximately one month behind the timeline originally established for its completion. The curricular review and catalog development processes continue to require coordination to best support both processes.
- This curricular review process is different in many ways from prior curricular reviews, which has raised many questions related to what may be the best approach to the process. In particular, some course reviews were completed with all data being complete and acceptable while others were incomplete, some only lacking syllabi that are consistent with the approved syllabus template as required by the approved review process.
- The syllabus template that was approved by the Committee was discussed in terms of required and recommended elements, the level of necessary detail to include in syllabi, and suggested changes to reflect Committee and faculty perspectives and to support the curricular review process. Further discussion included the ways in which learning outcomes are indicated in syllabi and reflected in associated assignments, the current lack of defined cultural outcomes, and the idea of including information regarding students with disabilities and policies, e.g., regarding plagiarism. The question of what elements may be included based on faculty preference and what elements might be included to reflect institutional policies was raised. Revision of the syllabus template was identified as a future agenda item. John, Shelly and Brian offered to present a revised syllabus template to faculty for their consideration and to subsequently bring back to the Committee for discussion.
- Syllabi for "fast track" courses involved in the Chemical Dependency and Early Childhood Development programs should be obtained for the curricular review.
- For course or program reviews indicating the need for further work prior to Committee approval, the question of who will do that further work and how to best complete it was raised. This included

reference to how supervisors should be involved in ensuring completion of this work as related to performance reviews for various personnel.

- The question of where course content and the interrelationships between courses will be considered in the review process was raised.
- The course review form was discussed in terms of necessary and redundant elements.

4) **Curricular Review Items Completed**

Bernice reported on the curricular review items that have been prepared for Committee review, and indicated that she would bring the full set of completed curricular review materials to the next Committee meeting dedicated to this process.

Crystal stated that she would review the spreadsheets that Bernice prepared to help determine which courses may be recommended for decataloguing to help prioritize aspects of catalog development in the context of the curricular review as well as other courses that may need to be recatalogued, e.g., for use as electives within the BS-NES program.

The meeting adjourned at 1:45 pm.

NEXT MEETING: January 22nd @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for January 22nd, 2009

Meeting held 12:00-2:00 PM in Kwina 104

Members Attending:

Ane Berrett
Bernice Portervint
Brian Compton, Chair

Chris Flack
Crystal Bagby
Justin Guillory

Katrice Shuler
Mike Fentress
Valerie McBeth

Members Absent:

Barbara Delzell
Carole Rave

John Rombold
Shelley Macy

William Freeman

Guests Present:

Gary Brandt
Ted Williams

1) **Previous (1-15-09) Minutes—Postponed**

2) **Status of Curriculum Committee Materials in Process**

Brian reported that no Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

3) **Contact-to-Credit Hours for Seminars**

The discussion of this topic included the following points:

- Currently, NWIC offers three types of seminars, viz., NESC 105 for first year students, NESC 293/393/493, Native Environmental Science (NES) Seminar for NES students, and NESC 305, Concentration Seminar, for NES students pursuing the Interdisciplinary Concentration track of the BS-NES program of study. The contact-to-credit hours for NESC 105 currently is 1:1, while for the NES Seminar it has fluctuated between 2:1 and 1:1, and NESC 305 is a 5-credit course with a 1:1 ratio. In addition, the Winter 2009 NESC Seminar has been offered as the Tribal Perspectives on Ocean Policy course in conjunction with the University of Washington (UW), a new course originally offered during the winter quarter as NESC 388 where there is an expectation of work from NWIC that may exceed the current 1:1 contact-to-credit hours ratio for the winter quarter.
- This topic also relates to how seminars are presented at NWIC extended campus instructional sites, where that instruction may be inconsistent with what is offered at the main Lummi Campus, as well as to student experiences, expectations and frustration with regard to coursework and credits.
- The question of how to address the work expectations of students currently enrolled in the NES seminar has been raised, including the possibility of assigning them extra credits in, e.g., a special topics course, although this would have implications for student financial aid, tuition costs, graduation requirements, transcript and course coding requirements. This ultimately also would suggest the need for a program revision to allow a credit range for seminars, e.g., 1-6 credits, where various seminar experiences may have different time and effort requirements and which may have several negative implications.
- There are recent cases of BS-NES students having received or being enrolled for credit for more than one NESC X93 course simultaneously (e.g., NESC 293 and 393 during the same quarter) while actually only experiencing a single seminar experience. This has a range of negative implications, and brings into question the credit that is being awarded such students with regard to the work they are actually expected to do. This topic also included discussion of adding prerequisites where appropriate to require students to complete an underlying seminar course prior to receiving credit for another higher-level seminar course.

- The questions of what "seminar" means at NWIC, and how various courses identified as "seminars" were raised, including whether there should be a common understanding and approach to seminars at NWIC and what amount of structure and fluidity in approach and content is appropriate for seminars.
- The question of how much outside-of-class work is expected from students enrolled in seminars was raised, with discussion of a total of three hours expected for each contact hour.
- The original use of seminar at NWIC was intended to be similar to its use at The Evergreen State College or Fairhaven College, with a rather broad definition, the involvement of limited outside student work, and a focus on people coming together to discuss topics in seminars. Now, in the BS-NES program, seminar students are being expected to conduct more outside work, and the current NES seminar is being presented more like a lecture course.
- In its current form, NESC 499, Thesis Project, allows for a culmination project in the BS-NES to comprise a seminar, which could be offered as a special topics (X88) course.
- Various questions related to seminars as indicated above need to be resolved in terms of how these issues may affect concentration proposals designed by students enrolled in the Interdisciplinary Concentration within the BS-NES.

4) **Contact-to-Credit Hour Ratio for Seminars—Approved**

Following the aforementioned extensive discussion regarding seminars, the motion that seminar classes will have the same contact-to-credit hour ratio as lecture classes (1:1) was approved.

5) **Curricular Review Items Completed**

Bernice updated the Committee regarding the curricular review and indicated that several course reviews were completed with all "yes" responses on the associated course review forms with the exception of the one dealing with syllabus conformity to the approved syllabus template. In the current course reviews, the missing elements covered a broad range of topics (e.g., course policies, assignment outlines and NWIC outcomes).

The discussion of this topic included the following points:

- The aforementioned syllabus issue has stopped the curricular review process, which in its current form requires that course syllabi conform to the NWIC syllabus template guidelines. If they do not, they are to be updated prior to the course review being forwarded to the Curriculum Committee. This raised questions about how syllabi will be completed, if necessary.
- The importance of syllabi and their content was discussed, including the assertion that a syllabus comprises a contract between instructor and student, which may be reviewed in the event of student complaints against instructors with regard to course details.
- Many courses that were recently reviewed lack NWIC and cultural outcomes.
- Questions were raised regarding how to list NWIC and course outcomes on syllabi, either separately or with NWIC outcomes embedded within the more specific course outcomes. The current Assessment

Plan and learning outcomes forms indicate only that the NWIC and course outcomes should be included in syllabi.

- Questions were raised with regard to what results would prevent a course review from being completed and approved by the Committee as opposed to what results should result in actions to correct incomplete results prior to the next curricular review.

6) Syllabus Template

Brian presented a revised draft syllabus template based on work by John Rombold, Shelley Macy and Brian to present to faculty for their feedback and suggestions. The history of the development of the current syllabus template and the underlying intention of its development were discussed, including the prior existence of a syllabus template associated with past Curriculum Committee work, and the value of the template for Committee processes and instructors, especially newly-hired instructors or those who may be asked to teach new courses.

7) Course Review Form Revision—Approved

Based on discussion of the curricular review and the syllabus template, a motion was approved to revise the Course Review Form to eliminate text related to the need for syllabus conformity to the approved syllabus template and to replace it with text requesting reviewer recommendations for syllabi under review, which could form the basis for subsequent syllabus revisions.

8) BS-NES Coursework at Other Institutions

The BS-NES Interdisciplinary Concentration allows students to design concentration proposals involving coursework to be taken at other institutions. Mike indicated that this involves the need for consortium agreements with other schools to allow BS-NES students to receive financial aid for coursework taken at other schools for credit within the BS-NES.

9) New Course—CMPS 209, Media Technology Applications—Approved

This is the third in a series of new courses to be offered as an Award of Completion in Digital Media and Web Technology, the first two of which were approved on 1-13-09. It was originally presented to the Committee with the suggested course number 210, which previously was applied to an introduction to computer accounting course, hence the change to CMPS 209, which will preserve the intended course number sequence of all the courses to be included in this Award of Completion.

Discussion of the proposal included reference to the wording of some learning outcomes, which was designed so as not to be too restrictive given the lack of information regarding the background experience of students who may be taking these courses and the web design clients they may work with.

This and other related new courses do not have a separate lab component, as all the computer work is closely integrated with instruction that might otherwise be regarded as lecture.

10) New Course—CMPS 214, Desktop Publishing in Digital Media and Web Technology—Approved

This is the fourth in a series of new courses to be offered as an Award of Completion in Digital Media and Web Technology.

11) Comments From the NWCCU Regarding the BS-NES

Valerie recently attended a meeting regarding the upcoming self study linked to the BS-NES program. She reported to the Committee that during that meeting the comments from the Northwest Commission on Colleges and Universities accreditation team on the BS-NES were discussed, viz., that they extremely impressed with how student discontent with the original BS-NES program was responded to, including development of the new Interdisciplinary Concentration track within the BS-NES.

The meeting adjourned at 2:00 pm.

NEXT MEETING: February 12th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for February 12th, 2009

Meeting held 12:00-2:20 PM in Kwina 104

Members Attending:

Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Chris Flack
Crystal Bagby
Justin Guillory

Katrice Shuler
Shelley Macy
Valerie McBeth

Members Absent:

Ane Berrett
Carole Rave

John Rombold
Mike Fentress

William Freeman

Guests Present:

Azmat Hussain
Gary Brandt
Ted Williams

- 1) **Previous (1-15-09) Minutes—Approved with correction**
- 2) **Previous (1-22-09) Minutes—Approved with corrections**
- 3) **Report—Status of Curriculum Committee Materials in Process**

Brian reported that several recent committee materials with routing slips have been delivered to the Registrar's Office where they are being processed.

- 4) **Report—Six Month Report to the Vice President of Instruction and Student Services**

Brian reported that he has followed the practice of generating summary reports of Curriculum Committee activities on a six-month basis, which was established during the tenure of the previous Curriculum Committee Chair. He has posted these reports to the Curriculum Committee website, and presented the most current report (for July-December 2008) to the Committee for review and feedback. Comments from the members present included corrections and positive feedback regarding the value of these reports, e.g., within Enrollment Services and for the recent self-study work.

- 5) **Discussion—Revised Curriculum Committee Forms**

Brian provided some background information regarding his suggested revisions to the forms that are required for various Curriculum Committee processes. His revisions are based on feedback from representatives both within and outside of the College, including Enrollment Services personnel and others recently involved in the use of several forms, especially those required for new academic course proposals and course revisions.

The revisions address a number of matters related to the forms, including reports of redundancy and unnecessary complexity in some forms, missing elements in some forms, and other matters.

Action Item—Justin and Shelley offered to form a subcommittee to review the revised forms and provide feedback to the Committee at a future date.

- 6) **Discussion—Internship and Practicum Definitions**

Several types of internships have been offered at NWIC, notably those as supported by Tribal Colleges and Universities Program (TCUP), National Science Foundation (NSF) Research Experience for Undergraduate (REU), and National Oceanic and Atmospheric Administration (NOAA) funding. Practica appear within the Early Childhood Education (ECED) program of study. Most recently, internships have been developed to target BS-NES students who require a minimum of 5 internship credits in NESC 497.

Courses numbered 197, 297, 397 and 497 are internship or practicum courses. They exist automatically and are available for use with all departmental codes as needed. They typically follow the naming convention of "Internship/Practicum in... (discipline to be specified)," but some internship or practicum courses exist with unique specific titles relating to their content and are included as program of study requirements (e.g., in ECED).

Recent changes to the BS-NES – the approval of the Interdisciplinary Concentration track – as well as the evolution of internships required for BS-NES students have highlighted the need for immediate discussion of this topic to address a number of unresolved issues. Students currently enrolled in NESC 305, Native Environmental Science Concentration Seminar, are writing their Concentration Proposals, which must include at least the required 5 internship credits in NESC 497 as well, perhaps, as other internships or related activities at NWIC or elsewhere as desired and appropriate for their concentrations.

Based on today's discussion, no member of the Committee reported awareness of any official institutional definition for either "internship" or "practicum." The discussion included a number of topics related to internships or practica, including a history of paid student internships at NWIC that has resulted in current student expectations of payment for future internships, and the need for additional information regarding internships or practica for advising NESC 305 students who need to file their Concentration Proposals by the eleventh week of the Winter 2009 quarter (five weeks from the time of this meeting).

Action Items—Brian will provide the results of his preliminary research regarding internships and practica to Bernice, who offered to explore this topic and provide feedback to the Committee.

7) **Discussion—NWCCU Site Visit Comprehensive Evaluation Comments on Curriculum Committee**

Brian informed the members of information pertaining to the Committee in the recent report by the Northwest Commission on Colleges and Universities based on the October 15-17, 2008 site visit, entitled "A Full-Scale Evaluation Committee Report." [NWICCompEvalF08.pdf]

On page 7 of the report, under the heading of "Standard Two: Educational Program and Its Effectiveness," the following text appears:

There is one concern regarding the membership and operation of the curriculum committee. Presently, the committee operates in a rather casual manner which fits the style of the present campus and helps guarantee a degree of flexibility that is necessary. However, as the school grows, this committee may need to regularize its operation and its membership. With the size of the faculty, it is relatively simple to guarantee that all academic interests are represented at the curriculum committee. As the school grows and the faculty numbers increase, a more formal way to guarantee representation may be necessary.

Brian emphasized the text regarding the report that the "... committee operates in a rather casual manner ..." with a potential need for "... a more formal way to guarantee representation ...". Although the Commission's concern does not rise to the level of a formal recommendation, he felt that the Committee should address this matter and, in particular, seek to clarify what the Commission meant.

Possible points related to the text that were discussed by the member present include:

- Advertising who serves on the Curriculum Committee and how they represent different constituencies within the College.
- The need for this information to appear in the Curriculum Committee Handbook (which it does, but which has also been the topic of Committee discussion regarding revisions to this information).

- The possibility of faculty serving on the Curriculum Committee on a rotating basis to ensure representation of different disciplines.
- Invitation to others to attend and participate in Curriculum Committee work.
- Inconsistency with regard to voting procedures as related to Committee membership and meeting attendance as described in the current handbook.
- Communication regarding Committee activities between the Committee and NWIC Administration.

8) **Discussion—Curriculum Committee Handbook Revisions**

Discussion under the previous point regarding necessary revisions to the handbook led to fuller discussion of this topic. Brian mentioned several aspects of the handbook, which require discussion and revision, as well as the extent of those aspects and other priorities that have prevented action regarding the handbook. He suggested that one approach to making progress on a revised version of the handbook might be to address discrete topics on a periodic basis, rather than trying to complete revision of the entire handbook all at once. One element of the handbook that could be addressed soon could involve elements dealing with the Committee's membership, meetings and voting. The handbook review could then be linked to a regular cycle of review, as discussed recently with regard to the curricular review and catalog production.

9) **Discussion—NWCCU Annual Meeting and the Revised Accreditation Standards and New Oversight Process**

Following discussion of the previous topic, Chris provided information regarding the revised accreditation standards and new evaluation cycle that was discussed at the recent NWCCU Annual Meeting, which was held February 5-6, 2009 in Seattle, and which Carole Rave, Dave Oreiro, Chris and Brian attended.

A major change that will take place is that the new self-study work will revolve around a seven-year cycle, with several two-year sub-cycles. This may influence other scheduling as related to Curriculum Committee processes to help bring them in sync with the NWCCU schedule.

The discussion of this topic also included the NWCCU's shift from a "compliance-based" approach that emphasized analysis in self-study work to one involving a process that can be more NWIC-driven in terms of goals, values, synthesis and improvement.

10) **Discussion—Syllabus Template**

Shelley led discussion of this topic, and provided information regarding feedback on the evolving syllabus template. Several people shared syllabi with Shelley for reference, Michelle Vendiola suggested the inclusion of some information regarding service learning, and the Committee discussed a number of other topics associated with the template, including the distinction between required and recommended elements, the format, and the need for additional faculty input.

Beyond this, the Committee discussed various perceptions regarding the impetus of the syllabus template; which persons were involved in developing and approving it; what the future of the template may be in terms of

its use and subsequent revision; how some information may not apply to every teaching modality; how the template may be communicated to instructional personnel (including site, part-time, etc. faculty), such as through the *Faculty Handbook*; and how it relates to the curricular review, faculty evaluations and student complaints regarding items not included in syllabi.

Recommendation—The new version of the template to be approved by the Committee should include information regarding how long the template should be used prior to subsequent review and possible revision.

Action Item—The syllabus template will be added to the next faculty meeting agenda.

11) Discussion—Proposed MATH Course Changes (MATH 102 Course Deactivation) and (MATH 103 and MATH 105 Course Revisions to incorporate MATH 102 content)

Azmat led discussion of this topic based on his past and current teaching experiences, review of math textbooks, and an analysis of math course descriptions from other nearby and more distant colleges (Bellingham Technical College, Minnesota West Community & Technical College, Skagit Valley College, Western Washington University and Whatcom Community College). He indicated that it is his belief, which is supported by his recent teaching at NWIC, that students will rise to meet increased math expectations. He also presented a written summary with conclusions based on his analysis and interest in merging the content of MATH 102 (College Algebra) into MATH 103 (Precalculus I), and deactivating MATH 102 (leaving MATH 103 and MATH 105, Precalculus II, as an intact sequence).

The discussion of this topic also included the following points:

- What NWIC presents as MATH 102 is equivalent to MATH 99 at Bellingham Technical College or Whatcom Community College, which causes problems with regard to inter-institutional course numbering and transfer issues. And, MATH 102 only includes a small amount of College Algebra, which doesn't help our students who are capable of doing more.
- NWIC's MATH 102 lacks exponential and logarithm functions in its content, which should be included in College Algebra.
- Past NWIC experience in a similar situation regarding actions related to two courses based on comparison with other schools has proven to be problematic, i.e., the deactivation of BUAD 211, Financial Accounting I, and revision of BUAD 212, Financial Accounting II, including change in the prerequisite from BUAD 211 to BUAD 115 [Essentials of Accounting] or assessment by instructor. As a result, BUAD 212 does not meet the requirements of other colleges for transfer purposes (i.e., Western Washington University requires both BUAD 211 and 212 to transfer as equivalent to ACCT 240, Financial Accounting, and now BUAD 212 will not transfer alone).
- Based on new Washington State course numbering practices, Precalculus I and II (MATH 103 and 105) are courses that will transfer if titled as such and if they include what is included in terms of expected content on a statewide basis.

- MATH 102 is less significant in terms of transfer issues, as it typically transfers to other institutions as "transfer math," and at WWU this does not fulfill any DTA requirements.
- Elsewhere, students go from a MATH 99 course to a higher-level course without taking something equivalent to MATH 102, a number which doesn't exist elsewhere.
- It may be preferable to include content of MATH 102 in MATH 103, and retain the MATH 103-105 sequence. In turn, the content of MATH 99 or, perhaps, MATH 151 (Survey of Mathematics, which is modeled after WCC's MATH 125 by the same name, and which is the bare minimum math course to obtain the DTA) could be expanded to prepare students for going directly to MATH 103 without the need to take MATH 102.
- Now would be a good time to consider common course numbering for math and other courses in preparation for publishing the new *NWIC Catalog*.
- The MATH 98-99 and 103-105 sequences are what other schools offer, sometimes with an elective "bridge" course, which is what our MATH 102 course represents.
- MATH 151 is helpful to ECED students in terms of their ability to like math and express this to young children.
- Students passing MATH 99 with a C grade could go to MATH 103, or could go from MATH 99 to MATH 102, with 102 as the terminal course, depending on what they expect to take afterward. This may suggest some changes in prerequisites and course descriptions. Any changes to prerequisites prior to completion of the catalog will require revision of program of study descriptions, advising modules, etc.

Recommendations and Action Items—Mathematics and other faculty may meet to review previous analysis of math coursework to bring formal recommendations to the Curriculum Committee at a later date. This could include feedback from sites, where developmental and other math courses may be offered, and where site students may experience transfer issues with other nearby institutions, e.g., Lewis and Clark College, which does not accept MATH 102, and those which typically do not accept MATH 151. The strong recommendation is to retain MATH 103 and MATH 105 because most schools accept these courses in transfer and they follow a common numbering system. The content of MATH 102 could be merged into MATH 103. Crystal and Barbara should continue to be consulted with regard to these efforts to help ensure ideal transfer and related outcomes.

12) New Course—CMPS 218, Project Management in Digital Media and Web Technology

Ted led discussion on this course which, combined with the other CMPS courses that were presented today, comprise the balance of those to be offered in the Digital Media and Web Technology Award of Completion.

The discussion of this topic also included the following points:

- This and other recently approved related courses have course titles longer than the maximum allowed, and such long titles cannot be included in transcripts. As a result, Barbara has to shorten titles to the point where they may be difficult to interpret (or may suggest undesirable interpretation, e.g., "dimwit" for "DMWT," the possible abbreviation for Digital Media and Web Technology).
- This and the other related courses should be approved soon, as they are to be offered immediately and students need to register for the entire block of courses to be offered in the Award of Completion. The option of enrolling students in the short term in "X88" courses exists, where the Enrollment Services personnel could later replace the temporary course numbers with the final, approved numbers.
- There is no standard approach to the numbering of capstone courses (e.g., CMPS 260 as compared to NESC 499 in the BS-NES).
- This and the other related courses require some modification to course descriptions and learning outcomes.

Recommendations—Ted and Gary should revise the new course proposals based on comments from the Committee regarding course descriptions and outcomes, and bring these items back to the Committee.

13) **New Course—CMPS 220 Career Exploration in Digital Media and Web Technology—Postponed**

14) **Course Revision—CMPS 260, Capstone Project—Postponed**

15) **Discussion—188 Courses—Postponed**

16) **Discussion—Curricular Review/Concentration Courses for AAS in Native American Studies—Postponed**

17) **Discussion—Library Resources/Research Course—Postponed**

The meeting adjourned at 2:20 pm.

NEXT MEETING: February 19th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for February 19th, 2009

Meeting held 12:00-2:10 PM in Kwina 104

Members Attending:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Crystal Bagby

John Rombold

Katrice Shuler

Shelley Macy

Members Absent:

Barbara Delzell

Carole Rave

Chris Flack

Justin Guillory

Mike Fentress

Valerie McBeth

William Freeman

1) **Previous (2-12-09) Minutes—Approved with corrections**

2) **Discussion—MATH Courses**

Drawing from the content dealing with MATH courses in the 2-12-09 minutes, John commented on various aspects of math instruction at NWIC, including the following comments:

- College algebra taught elsewhere differs from the content of MATH 102 (College Algebra) at NWIC, and if MATH 102 is to be revised, then MATH 70, MATH 98 and MATH 99 also need to be revised.
- It would be good to see as many students as possible take calculus at NWIC, especially science students.
- The pathway of two precalculus courses in preparation for students taking calculus is a long one and a single good precalculus course could adequately prepare students for taking calculus.

The discussion of this topic also included the following points:

- MATH 102 is not particularly useful for students transferring to mainstream institutions, as it does not transfer well, and MATH 103 and MATH 105 match up better with math requirements elsewhere. Nor does MATH 099 transfer well.
- Mathematics instruction addresses basic skills and general requirements and it would be good to have a better integration of math and science at NWIC
- Many topics discussed today will likely come up as the mathematics courses are reviewed in the current curricular review, where those topics may be addressed in fuller detail than was possible today.
- Some mathematics instructors associated with extended campus instructional sites also have taught or currently teach at other nearby community colleges, and may be able to add additional perspectives on the subject of mathematics instruction.

Recommendation—Faculty at the main campus (i.e., Asmat Hussain, John Rombold, John Frey and Ted Williams) and elsewhere are encouraged to meet to discuss the topic of mathematics instruction to address the aforementioned points and others related to math course revisions.

3) **Discussion—Curriculum Committee Membership**

The foregoing discussion also led to the topic of the Curriculum Committee membership, including reference to lead faculty in various discipline areas and how faculty may be selected or may volunteer to represent their disciplines on the Committee. Diverse faculty representation also may help to ensure stronger linkages between discipline areas in terms of Committee deliberations and decisions.

4) **Report—Status of Curriculum Committee Materials in Process**

Brian reported that he was unaware of any new information or developments regarding this topic.

5) **Discussion—Curricular Review Update**

Bernice reported that Shelley had worked on the review of the Early Childhood Development program of study and the ECED courses. She also stated that we otherwise have not really progressed beyond the point

reached during the winter break. She has obtained some additional course syllabi from sites and faculty, and is now offering faculty members additional remuneration for further curricular review work. The next steps will involve review of the approximately 60 of the most commonly offered courses.

The Chemical Dependency Studies courses have been reviewed and the associated program is to be reviewed soon. The Chemical Dependency Studies courses that are offered in the fast track mode comprise a special case for review consideration, as they are delivered elsewhere under various circumstances, but they do appear as NWIC courses for transcript purposes.

6) Early Childhood Development Program and Course Review

Shelley reported on her review of the Early Childhood Development curricular review, which Ane assisted with, and both Shelley and Ane indicated that the fuller program review should be conducted following completion of the course review process. Shelley has reviewed all the ECED courses based on the syllabi and other information that she could gather from the main Lummi campus and other sites where the courses are taught. She indicated that the ECED courses that she reviewed fall into one of the following four categories: 1) Courses that have been taught, reviewed and meet all requirements (a total of nine such courses); 2) courses that have been taught but not reviewed, 3) courses that have not been taught but have had some review, 4) and those that have been taught, reviewed and require revisions.

Shelley or Ane indicated the following points:

- Some ECED courses do not have their outcomes posted online on the Assessment website.
- A variety of minor errors and omissions to syllabi have been corrected or otherwise addressed (e.g., adding outcomes where missing, etc.) but many outcomes need to be rethought, reworded, updated, etc. Some syllabi still lack specificity with respect to assignments and grading.

The discussion of this topic also included the following points:

- Cultural outcomes are still as yet undefined, but the curricular review process needs to move forward.
- As per the approved process, Bernice has reviewed all the materials that Shelley brought forward for Committee consideration today.
- The curricular review process will allow for feedback to instructors without stopping progress on the review of courses and programs.
- Decisions regarding the possible deactivation and decataloguing of courses will be made elsewhere.
- The process of reviewing courses one-by-one may preclude the opportunity for considering them in a more holistic way with multiple perspectives represented, e.g., in terms of overlap or other relationship to other courses (e.g., ECED and SOCI courses).
- Some ECED courses may be well suited for presentation through Outreach and Community Education, outside of a full program of study.

- Student course evaluations are linked to the curricular review process, as they are treated in the process of faculty evaluation, e.g., in the faculty self evaluation, and where faculty have the opportunity to communicate regarding various matters to the Dean or Associate Dean of Academics and Distance Learning. Course outcomes also will be reviewed in the faculty evaluation process, which helps to ensure a system of checks and balances in the curricular review.
- Faculty may wish to address some issues related to the review of instruction within the context of faculty meetings but the Curriculum Committee meetings afford ideal opportunities for discussing curriculum issues
- Changes to scheduling may be made to allow for more faculty and other personnel to participate in Curriculum Committee meetings and other important meetings requiring fuller participation than is currently possible given instructional and other scheduling demands.
- It was also suggested that the Committee might select a subset of course reviews to examine in some depth, to help ensure the quality of the process.
- There is a need for an institutional instructional framework to ensure that courses delivered, e.g., at sites, involve the proper amount of contact time as related to credits.
- It was suggested that the course or program reviewer present a written summary of recommendations to share with the Committee members who would in turn provide feedback and input to comprise the final recommendations to include in the course or program review forms as per the approved process. With this approach, the Committee members would not need to fully review each course or program review packet, which would remain the responsibility of the reviewer. This approach would help streamline the process to ensure the more efficient use of time spent in Curriculum Committee meetings.
- Shelley provided a course-by-course account of the status of each course, and indicated that she would provide her detailed written comments to the Committee at a later date so that the members could proceed with providing their recommendations and finalizing their work on those courses.
- The current college outcomes do capture many aspects of the college education, and require revision (e.g., with regard to science instruction at NWIC). It was suggested that Curriculum Committee Chairs at other tribal colleges and universities might be able to provide helpful information regarding their outcomes.

Recommendation—The lack of developed cultural outcomes has been highlighted during the curricular review, and comprises an institutional issue that needs to be addressed. It is the hope of the Committee that Bernice will bring this topic back for future consideration by the Committee. This would ideally include reference to native languages in the context of literacy outcomes as indicated in course descriptions within the Early Childhood Development program. It would also addresses those courses to relate to all tribes served by NWIC and to be included at the new Early Childhood Development Center at NWIC.

Action Item—Shelley will present her written summary of recommendations on ECED courses to the Committee at a future meeting.

7) Discussion—Syllabus Template

The syllabus template continues to be a topic of discussion by the Committee as it is related to aspects of the curricular review. The suggestion was made that the syllabus template may be improved by having one page that essentially serves as the template for the content with a second or separate page to include instructions or other details regarding information useful to include in the syllabus.

8) Discussion—Internship and Practicum Definitions

Bernice reported that she had conducted some further research regarding the definitions and basic elements of internships and practica at various other institutions. She provided a copy of the information she gathered for reference and further review and discussion.

She stated that Western Washington University uses the terms "internship" and "practicum" interchangeably, but that there are some differences between these two things: 1) Practica are tied to particular courses as part of a specific course requirements whereas internships are not; 2) practica involve the practical application of previously obtained knowledge; practica have specific designs and methods of administration, often including analysis and report preparation; 3) internships may be paid or unpaid, may involve supervision by individuals off-campus, may have very different characteristics depending on various circumstances, and are typically geared more to exposing a student to some new experience to allow the student to determine if he or she may want to work in a particular field.

Brigham Young University has clear definitions and distinctions for these terms, which are included in the information Bernice provided.

Northwest Indian College currently lacks specific definitions or defining characteristics for internships and practica, and may have simply adopted the terminology and application from Western Washington University during the days of TENRM without further definition. Definitions may be useful to add to the NWIC Catalog, which is currently being prepared. The current catalog also lacks reference to the contact-to-credit hour ratio for internships, which may be useful to include.

The meeting adjourned at 2:10 pm.

NEXT MEETING: February 26th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for February 26th, 2009

Meeting cancelled—NWIC closed due to snow conditions.

Curriculum Committee Minutes for March 5th, 2009

Meeting held 12:00-2:15 PM in Kwina 104

Members Attending:

Ane Berrett
Barbara Delzell
Bernice Portervint
Brian Compton, Chair

Crystal Bagby
John Rombold
Justin Guillory
Katrice Shuler

Shelley Macy
Valerie McBeth

Members Absent:

Carole Rave
Chris Flack

Mike Fentress

William Freeman

Guests Present:

Carl Symmons
Ted Williams

1) Previous (2-19-09) Minutes—Approved

2) 188 Courses

Crystal led the discussion of this topic, and informed the Committee that several 188 courses have been offered over the past few years—especially those in PHED—but most have not been given permanent course numbers and many lack syllabi and outcomes. Some do have permanent course numbers but may continue to be listed in quarterly schedules as "188" courses. This can result in many problems associated with students transferring to other schools when the transcripts may seem to indicate a student took the same course many times when they actually took different courses having the same PHED 188 designation. Furthermore, all X88 courses are intended to be one-time or pilot courses, and those numbers are not to be used repeatedly.

The discussion of this topic included the following points:

- These courses do not fulfill humanities requirements for graduation, and there are cases of students having taken many of these courses in the mistaken belief that they will contribute to their graduation requirements. It is important to determine the proper relationship between X88 (and X89) courses and distribution requirements. Elsewhere (e.g., Everett Community College), such courses may be labeled as "grey area electives," reflecting their ambiguous status with regard to electives, graduation requirements and the lack of clearly defined guidelines by the Intercollege Relations Commission (ICRC). Three credits of physical education activity (involving most PHED courses) may be used as transferable electives.
- Additional details on electives appear on page 26 of the *ICRC Handbook* and further details on the subject of X88, X89 and X97 courses as related to their status with regard to transferability appear in the 2-14-08 Curriculum Committee minutes.⁶ All X97 courses are non-transferable electives, and X88 and X89 courses are either transferable electives or non-transferable electives but all these courses are listed as non-transferable electives in the current catalog. Accurate information regarding all X88, X89 and X97 courses should appear in the catalog currently under development.
- All X97 courses are non-transferable electives, and X88 and X89 courses are either transferable electives or non-transferable electives. It may be preferable to not use the term "non-transferable electives."
- In the past, there have been discrepancies between the numbers of credits associated with these courses and what was actually listed for them. Variable credits may be appropriate for many of these courses.

⁶ Under the topic, "Course Revisions—Change all 188/288 (*Topics in...*), 189/289 (*Individualized Studies in...*) and 197/297 (*Internship/Practicum in...*) courses to NE (Non-transferable Elective) code."
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- Because many of these courses are presented by the Lummi Fitness Center but currently lack syllabi and outcomes, Penny Carol (NWIC Athletic Director) and Cindy Dodd agreed to work on developing those materials for these courses.
- Our computers do not automatically distinguish one 188 course from another, which means that manual corrections are required in many cases.
- The curricular review process will provide the opportunity for comments to be made regarding necessary changes to the 188 courses, including the development of syllabi and outcomes, and any changes to their course numbers.
- The suggested strategy for addressing the issues related to 188 courses is to examine the non-PHED courses first, as there are fewer of them when compared to the PHED 188 courses. Pertinent questions should also be presented to the site managers when they wish to offer such courses.

Action Item—Bernice offered to bring this topic up at a site managers' meeting.

Recommendation—There should be some administrative oversight of this situation with the NWIC Athletic Director designated to have oversight of the physical education program, to work with the Dean and Associate Dean of Academic and Distance Learning and to serve as a bridge to the Lummi Fitness Center.

3) **CMPS 218, Project Management in Digital Media and Web Technology—Approved**

Ted and Carl presented this and the following CMPS new course proposals and course revision, which were previously considered by the Committee along with several related courses to comprise an Award of Completion in Digital Media and Web Technology. At that time the Committee recommended the revision of some outcomes. The two new courses (CMPS 218 and 220) were revised accordingly for presentation today.

The two new CMPS courses have lengthy titles that will need to be truncated for computer and transcript purposes, and Carl indicated that he would work with Gary Brandt, Ted Williams and Barbara Delzell to provide suggested short titles to accurately reflect their content and so that those from other institutions may easily interpret them.

In addition, Carl indicated that so far these courses have been very successful and that the enrolled students are very enthusiastic about their coursework. These courses are now being requested at the extended campus instructional sites. Delivery at the sites will require additional preparation, including, for example, having prospective teachers of these courses complete the Award of Completion first. This would also provide additional students for the three planned student intake periods associated with this Award of Completion.

4) **CMPS 220 Career Exploration in Digital Media and Web Technology—Approved**

This is the last of the new courses to comprise the Award of Completion in Digital Media and Web Technology.

5) **CMPS 260, Capstone Project—Approved**

This course was revised to be part of the Award of Completion in Digital Media and Web Technology.

There is no standard course number that is currently applied to capstone courses across the various departmental codes (e.g., NESC 499, Thesis Project), and CMPS 260 was judged to be appropriate for the current application.

6) Syllabus Template

Ane led the discussion of this topic, which has been considered at recent Committee meetings. She also shared copies of syllabus templates obtained from two tribal community colleges—Fort Berthold Community College and Lac Courte Oreilles Ojibwe Community College—for comparison.

She identified two basic purposes of a syllabus template: To serve as institutional guidelines for what a syllabus should consist of, and as a tool for evaluating course syllabi during the curricular review.

7) Credit for Prior Learning Experience (PLE)

Justin led discussion of this topic, which was motivated by the request for credit for prior learning experience by a student currently enrolled in NESC 305, Native Environmental Science Concentration Seminar. He informed the Committee that he, Sharon Kinley, Katrice, Bernice and Dan Burns met recently to discuss this topic, which has implications for students in the Interdisciplinary Concentration track of the BS-NES degree program.

He identified several questions and topics, which led to discussion of the following points:

- The question of whether students may receive credit for prior learning for NWIC courses that do not exist was raised and, if so, what may that mean in terms of the student ending up with many X89 courses on the student's transcript.
- The question of whether students may receive PLE credits for courses that are deactivated and decatalogued was raised.
- The current edition of the Northwest Commission on Colleges and Universities *Accreditation Handbook* includes relevant information under the heading of "Policy 2.3, Credit for Prior Experiential Learning," which indicates this is possible only for "regular curricular offerings," which led to further discussion of the interpretation of this phrase at NWIC in relation to our courses, catalogs, and learning contracts. The question of what "offer" mean in this context was raised (i.e., listing them in catalogs and quarterly schedules, implementing them if requested, etc.)?
- Individualized Learning courses (X89's) are listed in all catalogs, but they are not designed to be regular course offerings. Instead, each one must be individually created.
- There is an overall cap of 25% of credits that may be associated with prior learning experience, which is the basis for the aforementioned 15 and 22 credit limits at NWIC. Other schools have a cap of up to 45 credits (e.g., The Evergreen State College and Eastern Washington University) while other schools do not grant any PLE credits (e.g., Salish Kootenai College and Western Washington University).

- What is best for our students with regard to PLE? What types of experiences may give them credit for to benefit them.
- Who has the expertise and background to make determinations with regard to PLE and appropriate associated credit?
- The Council for Adult and Experiential Learning (CAEL) indicates that credit should be awarded for learning and not simply experience.
- The granting of credit for PLE at The Evergreen State College involves a very extensive process, which is detailed on their website.
- At NWIC, this process is associated with HMDV 120 and HMDV 121.
- The current maximum amount of prior learning credits for the Associate of Arts and Sciences Degree is 15, while for the Associate of Technical Arts Degree the maximum is 22. There is currently no limit established for the Bachelor of Science in Native Environmental Science Degree, which also may have implications for the limit in the Associate of Arts and Sciences in Native Environmental Science Degree.
- We need to determine how many credits for PLE a BS-NES student may obtain, determine what "regular curricular offerings" are, and use HMDV 120 and HMDV 121 to deal with requests for PLE credits by BS-NES students. HMDV 121 is where a student may analyze prior learning experience as it may relate to NWIC courses for which the student may obtain credit.
- The process of awarding credit for prior learning experience should be sufficiently rigorous to ensure academic quality and integrity.
- Currently, there is no way to indicate PLE credits on a student's transcript, which was noted in the recent NWCCU self-study report. This should be addressed and made explicit in the new catalog.
- Internships may be good candidates for assigning prior learning experience credits, but still do not have definitional characteristics that are uniformly applied at NWIC and which may be considered to be appropriate within different disciplines. There is a need to define at least some aspects of internships for application within the BS-NES degree program for students pursuing the Interdisciplinary Concentration track.
- The awarding of academic credits for prior learning experiences involves a challenge regarding providing students academic opportunities while maintaining a high level of academic rigor and integrity in the process, with responsibility of how the credits are assigned being shared by the institution and a student's instructor and, in the case of Interdisciplinary Concentration students, that student's concentration committee members.
- Questions remain as to how much PLE credit to allow within the BS-NES program and who will evaluate student portfolios to establish such credit (in the process of HMDV 120 and HMDV 121).

- A debriefing for faculty and others associated with the presentation of NESC 305, Native Environmental Science Concentration Seminar would be useful to help highlight relevant issues that have emerged this quarter and to analyze the course for the purpose of improving deliver of the Interdisciplinary Concentration track.

Action Item—All recommendations based on discussion of these topics during the next Curriculum Committee meeting should be presented formally to the Administrative Team.

2) Report—Status of Curriculum Committee Materials in Process

No Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

The meeting adjourned at 2:15 pm.

NEXT MEETING: March 12th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for March 12th, 2009

Meeting held 12:00-1:55 PM in Kwina 104

Members Attending:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Chris Flack

Crystal Bagby

Justin Guillory

Katrice Shuler

Shelley Macy

Valerie McBeth

Members Absent:

Barbara Delzell

Carole Rave

John Rombold

Mike Fentress

William Freeman

1) **Previous (3-5-09) Minutes—Approved**

2) **Internship/Practicum Definitions and Characteristics**

Brian led discussion of this topic, and provided details regarding the need for clarification of some aspects regarding internships with respect to students currently enrolled in the Interdisciplinary Concentration within the BS-NES degree program.

The discussion of this topic included the following points:

- A clear definition of what an internship is would be helpful, including description of its purpose, the learning outcomes and student expectations, and how internship credits are calculated, all presented in a way that students and others could easily access and understand. This would include specific details regarding the NESC 497 internship that is required within the BS-NES.
- The process by which a BS-NES student may engage in an internship situation is defined in the forms and materials already used within the BS-NES program of study, but these materials may require some additional modification to be applicable to students in the BS-NES Interdisciplinary Concentration. An existing draft internship manual should be finalized and approved as necessary for use in the BS-NES, and the current *Native Environmental Science Program Handbook* also should be updated to include more details regarding internships.
- With additional Interdisciplinary Concentration students requiring internships, there will be a need for additional work regarding these internships, which is currently performed by the Science Internship Coordinator, Brian Compton. Eventually, additional faculty members should become more involved in internships to further support students and assume some responsibilities regarding their internships.
- The possibility of students obtaining their required five internship credits in more than one quarter was discussed to allow students to explore various internship opportunities. One idea was to have a pre-internship course to allow students to meet various individuals involved in different internships at NWIC and elsewhere to allow students to be better informed prior to actually engaging in their internships at a later date. This would also help establish personal contacts between students and those involved in internships, which may help guide and support students in their internship efforts.
- The types of internships required by students in the Environmental Science (ES) track of the BS-NES may differ from those required by students in the Interdisciplinary Concentration (IC) track, and we may need to continue to provide some internships in the ES track while IC students may wish and need to pursue internships elsewhere. The involvement and participation of additional faculty members should help students to identify and pursue internship opportunities elsewhere.

- The question of whether an internship should remain as a required element of both tracks of the BS-NES was briefly discussed followed by the suggestion that we make no further changes to the BS-NES program until we have enough experience in its current form to make better informed decisions.
- A more complete catalog description of the NESC 497, Internship in Native Environmental Science would be useful to include in the new catalog currently under development.

Recommendations—The Director of Science, Dan Burns, should meet with others involved in science at NWIC to discuss internships in order to provide further information regarding definitions, processes, etc. to the Curriculum Committee. The Dean and Associate Dean of Academics and Distance Learning may contribute through establishing how additional faculty will become involved in the internship process.

3) Credit for Prior Learning Experience (PLE)

Justin indicated the need to more clearly define how prior learning experience will be addressed, especially in regard to the BS-NES Interdisciplinary Concentration and so that recommendations may be made to the Administrative Team.

The discussion of this topic included the following points and recommendations:

- The central question of what is the benefit of PLE credits to students in the BS-NES program was raised. For example, some students have extensive experience in fisheries and wish to obtain a BS degree in order to become a manager, but the PLE process is directed towards obtaining credits related to existing courses, not for establishing academic credit for any type of prior experience.
- The majority of students in the Associate of Arts and Sciences (AAS) and Associate of Technical Arts (ATA) degrees who pursue HMDV 120, Exploring Credit for Life Experience realize that their prior experiences will not be applicable toward academic credits.
- The figure of 22 allowable PLE credits in the ATA degrees is higher than elsewhere because technical education is more amenable to the prior learning experience process, and this figure is reportedly based on a past state standard. In other degrees, the course challenge process may be more appropriate than the PLE process for establishing student ability with regard to specific coursework content although a student's testing out of courses may also affect aspects of the cohort of which that student may otherwise be a member.
- There is no reference in the Washington Administrative Code (WAC) to prior experiential learning.
- Some schools have higher allowable maximum figures for PLE credits along with a more extensive process to obtain them (e.g., The Evergreen State College), while many other schools do not allow PLE credits at all (e.g., Salish Kootenai College and Western Washington University).

Recommendations—Based on today's discussion, language under Policy 2.3, Credit for Prior Experiential Learning in the Northwest Commission on Colleges and Universities (NWCCU) accreditation handbook, and

established NWIC practice, the Curriculum Committee makes the following recommendations to the Administrative Team:

- Prior Learning Experience (PLE) must be related to regular curricular offerings, not including deactivated or decataloged courses and X88 (special topics), X89 (individualized studies) or X97 (internships/practica) courses.
- Students wishing to obtain Prior Learning Experience credits should take HMDV 121, Credit for Life Experience to do so.
- PLE credits should be transcribed as such.
- Based on the NWCCU requirement of no more than a maximum of 25% of a degree's credits to consist of PLE credits...
 - A maximum of 15 PLE credits may be applied toward the BS-NES, inclusive of lower and upper division credits, inclusive of the AAS-NES (and other AAS degrees) and inclusive of PLE credits transferring in from another school.
 - A maximum of 10 PLE credits is allowed for certificates.
 - A maximum of 22 PLE credits may be applied toward the Associate of Technical Arts (ATA) degrees. (This is a higher figure than elsewhere because technical education is more amenable to the prior learning experience process, and this figure is reportedly based on a past state standard.)
 - A maximum of 18 PLE credits may be applied toward the Associate of Applied Science-Transfer degree in Early Childhood Education (but a different number may be required for other AAS-T degrees).

Action Item—Katrice will develop text pertaining to Prior Learning Experience based on today's discussion and for inclusion in the new catalog under development.

4) **Syllabus Template**

This topic is to be presented to the upcoming faculty meeting for discussion and to generate feedback to the Curriculum Committee.

5) **Interdisciplinary Concentration Titles**

Brian informed the Committee that based on recent consultation with Stan Tag, the Chair of the Fairhaven College Curriculum Committee, he learned that at Fairhaven, their curriculum committee approves student concentration titles. He raised this point for discussion to determine if there may be any good reasons for having a broader audience of NWIC personnel review BS-NES Interdisciplinary Concentration titles prior to a student's graduation.

The discussion of this topic included the following points:

- Novel titles are also created within the Associate of Technical Arts Individualized Program, where students may work in collaboration with faculty and others to determine titles to reflect their unique program of study.
- The current process in the BS-NES IC track involves NESC 303 instructors and the student's concentration committee members in determining appropriate concentration titles prior to presentation of the titles to the Registrar's Office. However, there are questions regarding how concentration titles will appear in transcripts (where space may be limited to a 25-character-long abbreviated title) and on diplomas (where longer complete titles may appear).
- The suggestion was made that the title page from the Associate of Technical Arts Individualized Program may be used with suitable revision for the BS-NES Interdisciplinary Concentration students.
- Questions were raised regarding the process by which proposals will be distributed to or archived at various locations, including the Registrar's Office and Student Services (for advising purposes).
- The current advising worksheets will not work for advising Interdisciplinary Concentration students, and Chris has offered to work with Dan Burns to resolve this.
- Crystal has not yet seen any formal paperwork indicating that the NWCCU has approved the AAS-NES program of study to allow us to proceed with producing and distributing publicity materials and advising students interested in that program.

6) Timeline for Presenting Proposals to the Curriculum Committee

The manner by which some recent new course proposals have been presented for consideration outside of the Curriculum Committee led to discussion regarding the possible benefits of establishing deadlines by which such proposals must be presented to the Committee to be considered for possible implementation soon thereafter.

Currently, such new courses may be offered with an "X88" course number as a one-time only or pilot offering without the need for formal Curriculum Committee consideration and approval.

Following further discussion of this topic, it was determined that the establishment of some type of formal timeline with deadlines may be too inflexible for our institution. Nevertheless, good planning well in advance of any such proposed offering is beneficial to all the individuals and departments that are involved in dealing with such courses.

7) Report—Status of Curriculum Committee Materials in Process

No Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

The meeting adjourned at 1:55 pm.

NEXT MEETING: March 19th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for March 19th, 2009

Meeting held 12:00-1:20 PM in Kwina 104

Members Attending:

Ane Berrett

Bernice Portervint

Brian Compton, Chair

Chris Flack

Crystal Bagby

John Rombold

Katrice Shuler

Members Absent:

Barbara Delzell

Carole Rave

Justin Guillory

Mike Fentress

Shelley Macy

Valerie McBeth

William Freeman

Guests Present:

Gregg Pesho

Cal Scheidegger

1) Previous (3-12-09) Minutes—Approved

2) Chemical Dependency Studies Program and Course Review

Cal reported on his work regarding the Chemical Dependency Studies curricular review, which Ane assisted with, and provided a copy of the curriculum map for the program, some rubric and course outcome materials. He has updated some materials based on the currently approved syllabus template, and has recommended that some courses have prerequisites established (e.g., HUMS 120, Survey of Chemical Dependency as a prerequisite for HUMS 160, Chemical Dependency Case Management) and that some courses have their titles revised.

The discussion of this topic also included the following points:

- Cal and Ane worked on the program outcomes, which are acceptable in their current form.
- Two courses, PSYC 101 and SOCI 101, are required in the Chemical Dependency Studies program but are not linked to any other prerequisite sequence. Student advising may include reference to these courses to be taken soon after a student begins the Chemical Dependency Studies program once HUMS 120 and other first year courses are completed.
- A handwriting sample may be useful to obtain from Chemical Dependency Studies program students, as handwriting and correct grammar and spelling are important in the field, e.g., when asked to submit a handwritten letter for job interview purposes and to help evaluating writing skills.
- Some Chemical Dependency Studies courses are taught off-campus by non-NWIC instructors, e.g., at Elma and Tacoma, WA and Sacramento, CA but should have the same learning outcomes as when presented at NWIC even if they are presented in the fast track approach, as they are transcribed as NWIC courses.
- Other considerations regarding the off-campus delivery of Chemical Dependency Studies courses involve state requirements for licensing, the assurance of academic quality in the delivery of courses, and transcription issues, e.g., including the use of NWIC X88 course numbers for courses that are not presented by NWIC instructors.
- Graduates of the Chemical Dependency Studies program also will be required to obtain professional licenses to work as professionals in the field. Cal expressed interest in being able to call the degree an Associate in Professional Arts, rather than an Associate in Technical Arts, to be consummate with the training and expectations involved. However, state requirements indicate an "associate's degree" for this type of program and the Intercollege Relations Commission doesn't cover any "professional arts" degree programs. Other degree titles that were discussed include an Associate of Applied Science Transfer degree with a professional technical designation, but any such change would require adjustments to credits, etc.

- Cal wants to completely revise and update the Chemical Dependency Studies syllabi and propose course revisions as quickly as possible during the Spring 2009 quarter in preparation for the catalog development.
- With regard to possible course title changes, the maximum number of characters available in Jenzabar for course titles is 25 characters, including spaces, while longer titles may be used for catalog purposes and shorter titles are required for transcript purposes.
- Cal suggested the consideration of creating some type of certificate, Award of Completion, etc. to involve mostly just state requirements for Chemical Dependency licensing. Justin and Bernice will work to determine which approach would be most appropriate. This could be marketed to people with an associate's or higher degree.

3) **Report—Status of Curriculum Committee Materials in Process**

No Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

The meeting adjourned at 1:20 pm.

NEXT MEETING: April 9th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 9th, 2009

Meeting held 12:00-2:00 PM in Kwina 104

Members Attending:

Bernice Portervint
Brian Compton, Chair
Chris Flack

Crystal Bagby
Justin Guillory
Katrice Shuler

Mike Fentress
Shelley Macy
Valerie McBeth

Members Absent:

Ane Berrett
Barbara Delzell
Carole Rave
John Rombold
William Freeman

1) **Previous (3-19-09) Minutes—Approved with revisions**

2) **Report—Status of Curriculum Committee Materials in Process**

No Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

3) **Catalog Development Update**

Justin led the discussion regarding the development of the new catalog and updated the Committee with details regarding the progress of that work. He indicated that the due date for any final changes to the new catalog would be May 8th.

The discussion of this topic also included the following points:

- Personnel are reminded to submit their current employee information to the Human Resources Department for inclusion in the new catalog.
- Various people and departments have been notified of what they need to provide for the new catalog.
- Concentration areas for the Associate of Arts and Sciences Degree in Native American Studies require review prior to being included in the catalog, as some of the courses previously associated with the concentration areas are no longer offered.
- The Bachelor of Science in Native Environmental Science program description may need revision prior to its inclusion in the new catalog.
- Bernice provided to the Administrative Team a list of courses that are not offered and that may need to be deactivated and decatalogued.
- Some spelling errors in the current catalog were identified for correction (e.g., "ethnobotony" and "Wxlemichosen").
- A number of other course revisions were discussed (e.g., for HMDV 110, to add prerequisites to some Chemical Dependency Studies program courses, etc.).
- Shelley informed the Committee that an articulation agreement draft for the Associate of Applied Science – Transfer Degree in Early Childhood Education (ECED) has been developed with Eastern Washington University (EWU). That institution wishes for students transferring in from NWIC to have a minimum grade point average of 2.0 for all courses to be transferred for credit at EWU. The Intercollege Relations Committee requires this GPA for the Associate of Arts and Sciences Degree (Direct Transfer Agreement) and Associate of Technical Arts Degree. The suggestion was made that a statement to the effect that "many transfer institutions will require a grade of C or higher for transfer purposes" may be developed and provided during advising sessions with students interested in the ECED program of study.

- A number of other grading issues also were discussed including the fact that veteran's benefits will not pay for courses having S/U (satisfactory/unsatisfactory) grading (e.g., ENGL 98 and ENGL 100). Bernice offered to look into this issue. And NASD 105, Northwest Indian College Seminar was discussed with regard to the possibility of changing it to have A-F grading. Currently, this first year seminar course is presented in a variety of ways, including as a culture club or study hall at sites where an S/U grade may be more appropriate than A-F grading.
- Financial Aid cannot pay for students enrolled in the Associate of Technical Arts Degree in Individualized Studies because it is not possible to demonstrate that graduates have found employment in a field of study linked to the program, although past graduates of this program have found employment related to their studies.
- Possible deactivation of the Associate of Science Transfer Degree in Life Sciences was discussed along with topics including the number of students who have completed it, how it is regarded at transfer institutions, and how students who may have begun but not yet completed that program of study may complete it.
- The Associate of Arts and Sciences Degree in Native Environmental Science is now being offered as a program of study that has been officially approved by the Northwest Commission on Colleges and Universities.
- Information regarding the Certificate in Professional Technical Studies needs to be reviewed in light of the fact that NWIC does not offer courses sufficient to provide the Casino Gaming Technician certificate. However, there are sufficient courses to offer the Certificate in Professional Technical Studies – Office Professions and the Certificate in Native Art, but it is recommended that the descriptions be more fully developed for inclusion in the new catalog.
- The BS-NES Interdisciplinary Concentration was discussed with regard to recent developments in that program.
- Chris and Katrice will look at the HMDV 110 course description to determine what changes may be recommended.
- The READ 90 and READ 91 courses were discussed with reference to their possible consideration as prerequisites for other courses, which locations they are offered at, and what language may be included in the new catalog to help ensure that students will complete the courses that they must take as a result of COMPASS placement in order to be successful in their subsequent coursework.

The meeting adjourned at 2:00 pm.

NEXT MEETING: April 16th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 16th, 2009

Meeting held 12:00-2:00 PM in Kwina 104

Members Attending:

Ane Berrett	Brian Compton, Chair	Katrice Shuler
Bernice Portervint	Crystal Bagby	

Members Absent:

Barbara Delzell	John Rombold	Shelley Macy
Carole Rave	Justin Guillory	Valerie McBeth
Chris Flack	Mike Fentress	William Freeman

Guests Present:

Gary Brandt	Janice Brendible
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1) Previous (4-9-09) Minutes—Approved

2) Report—Status of Curriculum Committee Materials in Process

No Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

3) Discussion—Decataloging of Associate of Science Transfer Degree (AS-T) in Life Sciences

Decataloging of the AS-T in Life Sciences was briefly discussed.

4) Report— Program Review of Associate of Technical Arts Degree (ATA) - Information Technology

Gary Brandt provided a document entitled, "Information Technology Program Review" for review by the Committee, which contains his comments regarding the program review. He noted that problems arose in his review and that his detailed comments are all included in the written material he provided. The program description and all associated courses are ready for inclusion in the new catalog.

5) Report— Course Reviews

Janice Brendible reported on her review of several courses as indicated in the document entitled, "Course Review – Curriculum Committee Meeting 4/16/09." She reported a favorable review of all the courses listed and their syllabi.

She also reviewed several EDUC courses and syllabi and reported that for the most part instructors are using the listed course outcomes but that the catalog descriptions require review and that course outcomes are not listed in all of the syllabi that she reviewed. She indicated some inconsistencies between various syllabi used for the same course.

Janice also commented that she used all the required materials (all the course review forms, catalog, etc.) in her review, which proved to be a lengthy and tedious process to complete. However, she indicated that the course review forms make it easy to determine what may be missing based on examination of course syllabi, etc.

The discussion of this topic also included the following points:

- Gary Brandt's syllabi all include program outcomes, and the comment was made that all program outcomes satisfied in a course should be included in that course's syllabus.
- Other courses that have been reviewed were discussed as were those that are not ready for review, details of some upcoming course revisions and suggestions for changes to several courses.
- Course descriptions as presented in our catalog are more important than course outcomes when other schools seek to interpret our courses for transfer purposes. Math courses are particularly important with regards to transfer purposes and we need to have accurate descriptions of what is taught in them for catalog purposes.
- The upcoming switch to a five-day instructional week will allow students in some math courses to become more fully prepared for later academic work.
- With a few exceptions, all courses on Bernice's list are catalog-ready and the appropriate faculty will be notified of recommendations for changes.
- Cultural outcomes are still needed.
- For courses taught at multiple sites, the appropriate extended campus site managers need to be informed of changes in catalog descriptions, grading methods, etc.
- There was discussion of what courses might require English prerequisites in addition to the topics of writing prerequisites across the curriculum, anchor papers, and how to do research.
- Community based participatory research, decolonizing methodologies and Indigenized inquiry were all briefly discussed.
- Many art and Native American Studies courses are not fully developed with regard to course outcomes.
- Three programs have now been reviewed and Cal Scheidegger is expected to bring revisions to the Chemical Dependency Studies program to the next Curriculum Committee meeting.
- All of the core and commonly offered courses have now been reviewed, but many more have not yet been reviewed.

The meeting adjourned at 1:20 pm.

NEXT MEETING: April 23rd @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for April 23rd, 2009

Meeting held 12:00-2:00 PM in Kwina 104

Members Attending:

Ane Berrett

Bernice Portervint

Chris Flack

Crystal Bagby

Justin Guillory

Katrice Shuler

Members Absent:

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Carole Rave

John Rombold

Mike Fentress

Shelley Macy

Valerie McBeth

William Freeman

Guests Present:

Cal Scheidegger

1) Previous (4-16-09) Minutes—Postponed

2) Course Revisions—Chemical Dependency Studies Courses—Approved

These revisions involve title, course description and prerequisites requirements. Cal Scheidegger presented all of the following courses and a rationale for each change:

- HUMS 120, Survey of Chemical Dependency – Changing course description
- HUMS 130, Pharmacology of the Substances of Abuse – Title change and prerequisite HUMS 120 and course description change
- HUMS 160, Chemical Dependency Case Management – Prerequisite HUMS 120
- HUMS 170, Chemical Dependency Individual Counseling – Prerequisite HUMS 120
- HUMS 180, Youth Chemical Dependency Counseling – Prerequisite HUMS 170
- HUMS 187, Airborne & Bloodborne Pathogens – Course description
- HUMS 208, Law and Ethics in Chemical Dependency – Prerequisite HUMS 170
- HUMS 210, Group Facilitation – Prerequisite of HUMS 170
- HUMS 223, Ethics and Chemical Dependency Treatment – Prerequisite HUMS 170
- HUMS 230, Chemical Dependency and the Family – Prerequisite HUMS 170
- HUMS 240, Cross Cultural Perspectives and Addressing Diverse Needs – Title change and prerequisite HUMS 170
- HUMS 275, Relapse Prevention – Prerequisite HUMS 170

3) Course Revisions—HMTS and DRMA Courses—Approved

These revisions involve prerequisites requirements:

- DRMA 210, Introduction to Cinema – Prerequisite ENGL 101
- HMTS 110 (A-E), Encounters in Humanities II – Prerequisite ENGL 100
- HMTS 201 (A-E), Oral Interpretation of Literature – Storytelling – Prerequisite ENGL 101

Bernice Portervint presented all of the above courses and a rationale for each change. Bernice mentioned that given the prerequisite change instructors would need to include a writing outcome in their course outcomes.

Discussion also about the listing of HMTS 110 suggestion was to list all different topics such as:

- HMTS 110 (A) – Poetry
- HMTS 110 (B) – Film

- HMTS 110 (C) – Religion
- HMTS 110 (D) – Art History
- HMTS 110 (E) – World Music

4) Course Revision—HMDV 110, Introduction to Successful Learning—Approved

Chris Flack and Katrice Schuler presented this course revision initiative. This revision involved changing the course description. There was also a recommendation concerning students taking this within the first quarter. The catalog will state "Recommended to be taken during the first quarter."

5) Course Revisions—ENGL 098, Constructing the Paragraph and ENGL 100, Introduction to College Writing—Approved

Bernice Portervint presented this course revision initiative on behalf of Kathy Stuart-Stevenson. This revision involved changing the form of grading to letter grades for both courses. The rationale is that the letter grade communicated a clear message to students regarding their performance and that a more realistic view of that grade would provide stronger motivation to diligence and improvement. The discussion included changes to grading and removal of "may be offered as A and B" for both ENGL 095 and ENGL 098, adding the prerequisite of the required (appropriate) class or placement test, and for ENGL 100, changing the prerequisite of ENGL 98.

6) Course Revision—PSYC 220, Abnormal Psychology—Approved

Ane Berrett and Katrice Schuler presented this course revision regarding prerequisite requirements of ENGL 101 and PSYC 101 and a change of the course description.

7) Course Revisions—HMDV 120, Exploring Credit for Life Experience and HMDV 121, Credit for Prior Learning Experience—Approved

Katrice Shuler presented this course revision initiative regarding changing the title of HMDV 120 to "Exploring Credit for Prior Learning Experience," changing the title of HMDV 121 to "Credit for Prior Learning Experience," establishing a prerequisite of HMDV 120 for HMDV 121 or "permission of the instructor," and changing the course description of HMDV 121 for clarification purposes.

8) Program Revision—Associate of Arts and Sciences Degree (AAS) in Native Environmental Science—Approved [Note: This was not accompanied by a completed program revision form, but see the following details below.]

Crystal Bagby explained an oversight regarding this program when it was approved on 8/25/08 by the Curriculum Committee, which had to do with the amount of credits needed in the general education requirements. This was not a substantive change in the program.

The revision involved the following changes to the General Education Requirements:

- The addition of: Natural Science NASD Requirement: BIOL 1-4 or ENVS 201 (NS, NASD) - 5 credits
- The addition of "(At least 5 credits must be coded NASD)" to the Humanities Distribution
- The change of "5 or more" to "20" credits met in core for Native American Studies

- A note regarding CHEM 111, Inorganic Chemistry or CHEM 121, General Chemistry and GEOL 101, Introduction to Geology or GEOL 111, Finding Things Out in Earth Science as suggested for the Environmental Science Option
- The addition of the following courses to those listed among those that Environmental Science Option students are encouraged to complete as part of their elective choices: BIOL 202, Plant Biology and BIOL 203, Animal Biology

From Crystal:

Here is the copy... what was changed was the addition of enough NASD credits to meet the requisite 20 (the previous iteration listed 6). I also wrote a small section indicating which courses were recommended for students in the ESO as opposed to the ICO.

The meeting adjourned at 2:00 pm.

NEXT MEETING: May 14th @ Noon in Kwina 104

Minutes recorded by Bernice Portervint and Justin Guillory with subsequent editorial revisions by Brian Compton.

Curriculum Committee Minutes for May 14th, 2009

Meeting held 12:00-2:25 PM in Kwina 104

Members Attending:

Ane Berrett	Brian Compton, Chair	Shelley Macy
Barbara Delzell	Chris Flack	Valerie McBeth
Bernice Portervint	Katrice Shuler	

Members Absent:

Carole Rave	John Rombold	Mike Fentress
Crystal Bagby	Justin Guillory	William Freeman

1) Previous (4-16-09) Minutes—Postponed

2) Course Revision—ECED 107, Frameworks for Early Childhood Education—Approved

Shelley Macy introduced this topic, which included discussion regarding changes to the course description and outcomes. This included comments from Ane regarding her concerns about these elements to make the outcomes more closely fit the course description.

3) Discussion—Decataloging ECED 240, Science Exploration

Shelley Macy introduced this topic, which involves a course that has not been offered for several years. It is not currently a required course in the Early Childhood Education program, but the content is included in ECED 213, Curriculum Development and Implementation. It would be good to have a full course on science and math in the Early Childhood Education program, but this is not currently possible given the credits total within this program.

Shelley proposed decataloging the course for now with the possibility of eventually using it in the program. As more Head Start students enter the program, it may be possible that there will be a reduced need for ECED 160A, 160B and 160C, which would allow the use of this course.

There was unanimous approval for the decataloging but the required paperwork was incomplete. Shelley will bring it forward for approval at a later date.

The meeting adjourned at 2:25 pm.

NEXT MEETING: June 11th @ Noon in Kwina 104

Minutes recorded by Brian Compton

Curriculum Committee Minutes for June 11th, 2009

Meeting held 12:00-2:10 PM in Kwina 104

Members Attending:

Ane Berrett
Bernice Portervint
Brian Compton, Chair

Chris Flack
Crystal Bagby
Justin Guillory

Katrice Shuler
Shelley Macy

Members Absent:

Barbara Delzell
Carole Rave

John Rombold
Valerie McBeth

William Freeman

6) Previous (4-16-09) Minutes—Approved with corrections

7) Previous (4-23-09) Minutes— Approved with corrections⁷

8) Previous (5-14-09) Minutes— Approved with corrections

9) Course Decataloging, ECED 240, Science Exploration

Shelley originally presented this topic during the 5-14-09 meeting and indicated that she would bring the full paperwork to a subsequent meeting, which she did today.

10) Report—Status of Curriculum Committee Materials in Process

No Curriculum Committee routing slips have yet been returned following processing of recently approved new and revised courses.

11) New Course—NESC 388, Native Americans and Climate Change

This course was developed earlier this year by Adib Jamshedi and Steve Pavlik, but was not brought to the Curriculum Committee for approval at that time. It was subsequently offered to students, including one who was incorrectly advised that it would satisfy a graduation requirement for her associate's degree program of study. As this student expects to graduate at the end of this quarter, this topic was brought to the Curriculum Committee at this time but without the paperwork and prior consideration required for presentation to the Committee today.

As an "X88" course, this is not coded by the ICRC as meeting distribution areas, and should therefore only be used towards electives credits. This situation highlights the need for accurate advising by faculty and staff regarding which courses may be applied for graduation and the need for following the established procedures to ensure that students are not ill-served by the college.

This course seems to be most appropriate as a 200-level course, as it involves primarily lecture and discussion. The recommendation is to present this course as NESC 215, Native Americans and Climate Change to the Committee to be considered as a new course proposal.

⁷ The corrections include Crystal Bagby's confirmation following the 6-11-09 meeting that a course revision (to add ENGL 101 as a prerequisite) to HMTS 109 (A-E), Encounters in Humanities, also was approved during the 4-23-09 meeting.

12) Course Decataloging—ENGL 099, Basic Writing—Approved upon condition of prompt completion of the required paperwork

This course is not currently being offered, and no students are being placed in it. Given that this is the last regularly scheduled meeting of the academic year and in order to remove this from the soon-to-be-released new catalog, the Committee approved its being decataloged upon the condition that Bernice would complete the required paperwork as soon as possible and provide it to Justin and Brian for their signatures.

13) Program Decataloging—Associate of Science Transfer Degree (AS-T) in Life Sciences

Justin informed the Committee that this topic was discussed during a recent Administrative Team meeting, and that President Crazy Bull did not wish for it to be decataloged in order to retain it for application, e.g., to health programs at Bellingham Technical College.

Furthermore, the Curriculum Committee has no "Program Decataloging Form," which may need to be developed for future use.

14) Catalog Development Update

Justin and Crystal provided details regarding the development of the new catalog, which included reference to a list from Barbara Delzell regarding requests for documentation of changes to various course catalog descriptions. Many of the changes related to matters such as the addition to the prerequisite statements of a phrase relating to placement by testing, which reflects current policy and practice, but which does not represent a change to the description of the associated courses. As such, it was determined that these minor elements (also including reference to writing labs and offering of courses in A and B sections) do not require full Curriculum Committee approval through the formal course revision process. Brian provided some initial feedback to Barbara and Crystal on these matters, which Justin and Crystal will further discuss with Barbara as they complete the new catalog. Furthermore, Crystal suggested that such minor changes to future catalogs simply be documented by the Registrar as they arise through, e.g., Curriculum Committee discussions for use in preparation of future catalogs.

They also discussed the design of the new catalog and the possibility that it may feature a cover illustration related to the college's 25th anniversary.

Chris inquired as to whether he would have the opportunity to review text he contributed to the new catalog regarding Student Services and student advising in order to ensure its accuracy. He also referred to the importance of the catalog, once published, in terms of what it means in terms of students' expectations regarding their programs of study and the value of publishing addenda, where necessary, on the NWIC website.

15) Summer Meetings

Bernice indicated that some items might require Curriculum Committee consideration over the summer, such as some items discussed during today's meeting and program review materials that may be completed during the first half of the summer. So far, only four programs have been formally reviewed and one

recommendation in the college's self-study report is that this program be reviewed prior to the accreditation visit to focus on that program, which will take place in approximately nine months. It was suggested that there should be at least some Curriculum Committee meetings this summer no later than August, with actual meeting dates to be established at a later date based on the Committee members' availability.

16) Curriculum Committee Membership

Brian pointed out that recent personnel changes at NWIC affect the membership of the Curriculum Committee. Mike Fentress, the former Director of Financial Aid, recently resigned, and Crystal is currently serving in that position. Katrice Shuler will not continue her employment with the college after this quarter. Other issues may affect faculty participation on the Committee.

The discussion of this topic also included the following points:

- It is unclear how to ensure fuller faculty and site representation on the Committee.
- Next year, the college will resume a five-day instructional week with plans for two meeting times per week for faculty and staff work (on Thursdays and Fridays from 12:00-2:00 pm). It is not clear whether these times will be available for Curriculum Committee meetings, or if some other meeting schedule will need to be established based upon members' availability and other work requirements. It was suggested that increased faculty representation on the Committee could be a topic of an upcoming faculty meeting.

17) Discussion—Introduction to Air Quality

Justin presented this topic, which involves discussion of a new course associated with the Swinomish extended campus instructional site and the Swinomish Planning Department. This proposed course is associated with Dr. Anthony Basabe (Swinomish Planning Department/Air Quality), who will oversee air quality monitoring equipment at the new Swinomish instructional building, and is intended for students beginning as early as the upcoming fall quarter.

As presented for discussion, the syllabus and associated materials lacked some relevant details and contained some inconsistencies. The Committee made several suggestions and comments including 1) helping familiarize Dr. Basabe with the NWIC course outcomes development, 2) to include four hours of lab to accompany the three hours of lecture for a total of 5 credits, 3) whether the course should be added to the new catalog, 4) the relationship of the course to the BS-NES degree, 5) how the course could be developed in order to be more generally applicable, e.g., for delivery at other sites that may have interests and experience in air quality work, especially as related to current and prospective BS-NES students, 6) an appropriate course departmental code and number (e.g., ENVS 2XX), 7) course prerequisites (e.g., to make this course applicable to the AAS-NES degree program), and 8) what modalities may be appropriate for delivery of the course.

18) Annual Election of the Curriculum Committee Chair—Postponed with the following discussion:

The Curriculum Committee Handbook states, "A Chair is elected during the last meeting in the spring." As today's meeting was the last meeting of the Spring 2009 quarter, Crystal made a motion to nominate Brian, which was seconded by Shelley. Brian offered to contact members of the Committee who were not present at today's meeting and other faculty to request additional nominations with final voting to take place via email prior to the end of the quarter.

An email-based vote following today's meeting resulted in 10 votes in favor of the sole nominee, with no opposing votes. Brian was selected to remain as Chair for the upcoming academic year.

The meeting adjourned at 2:10 pm.

NEXT MEETING: To be announced

Minutes recorded by Brian Compton (and approved via e-mail vote concluding 6-19-09)

Curriculum Committee Minutes for August 12th, 2009

Meeting held 12:00-2:00 PM in Kwina 104

Members Attending:

Barbara Delzell

Bernice Portervint

Brian Compton, Chair

Chris Flack

Justin Guillory

Valerie McBeth

Members Absent:

Ane Berrett

Carole Rave

Crystal Bagby

John Rombold

Shelley Macy

William Freeman

Guests Present:

Susan Given-Seymour

Ted Williams

1) Previous (6-11-09) Minutes—Approved

The 6-11-09 minutes were approved via email vote concluding 6-19-09.

2) Report—Status of Curriculum Committee Materials in Process

The routing slip for ECED 107, Frameworks for Early Childhood Education (course revision approved May 14th, 2009) completed its delivery circuit and was received by the Curriculum Committee Chair on 6-29-09.

3) New Course—TMSD 262, Tribal Museum Administration and Operations—Approved with the following recommendations:

- Unnecessary text added to the outcomes form under points C and D (which represent instructions to the user only and do not require additional information) will be removed prior to posting of the outcomes online.
- Marilyn Jones will be asked to review her syllabus and make minor spelling, grammatical and other corrections where recommended, including revision of the percentage scales in the grading section to reflect a standard ten-percent grading scale (i.e., A = 90-100, B = 80-89, C = 70-79, D = 60-69 and F = 0-59).

Susan provided background and introduction to this new course proposal. She has been working with an advisory group comprised of representatives of the Burke Museum of Natural and Cultural History (including Dr. James Nason) and of other tribal museums (including Marilyn Jones, Director of the Suquamish Museum) to develop this and other courses in Tribal Museum Studies. One such course already has been approved (TMSD 260, Tribal Museum Collections Management, which 13 students recently completed). The proposed new course, which was developed through the efforts of Dr. Nason and Ms. Jones, the intended instructor of the course, with assistance from Ted Williams, will be the second of three related courses intended to comprise an Award of Completion in Tribal Museum Studies. The Third course, which is still being developed, will focus on education and exhibits, and is being developed through the efforts of Dr. Nason and others.

Susan recently met with the advisory group and Deana Dartt-Newton, Curator of Native American Ethnology at the Burke, who is interested in having the Northwest Indian College students also take her "Indians and Museums" course at the University of Washington and who contributed to discussion regarding the development of an academic program in museum studies that might be developed beyond the Award of Completion currently being created at NWIC. There is no existing two- or four-year degree program in museum studies in our region, only continuing education coursework and a master's degree program at the University of Washington. Ideas currently being discussed to fill this void include the development of a four-year degree in museum studies or a museum studies emphasis within a four-year degree in Native American Studies at NWIC.

Based on discussion by members of the advisory group and the Curriculum Committee, there is no clear sequence to the three TMSD courses associated with the current Award of Completion, and since the only prerequisite for the proposed new course is ENGL 101 or permission of instructor, the designation of TMSD 262 was considered to be acceptable.

The discussion of this topic also included the following points:

- An electronic addendum to the NWIC catalog is under development to include information not present in the current printed catalog, including new courses such as TMSD 262.
- Susan indicated the value of having a single person having responsibility for marketing courses such as the new TMSD course as opposed to having various people involved in such work.
- The departmental code of TMSD would likely be retained in the event that additional courses or an entire program of study in Tribal Museum Studies would be approved.

4) Discussion—Casino Executive Training Award of Completion

Susan led the discussion of several aspects of this Award of Completion, which currently involves six online courses that students take from San Diego State University and six classroom course that students take at Northwest Indian College.

Susan speculated that San Diego State University now may be experiencing declining enrollment in their Casino Executive Training courses, since that university now is offering only five of the six courses and is presenting them one at a time. She also reported that Cheryl Crazy Bull wants NWIC to offer its own online courses in the subject rather than continuing to require the San Diego State University courses of our students. In addition, the courses as originally conceived and now offered at NWIC do not fulfill the interests and needs of students currently enrolled in them. Originally, it was thought that students would want coursework to allow them to obtain promotions in their workplaces, to which the receipt of the Award of Completion would have contributed. However, current students are interested in obtaining academic credits that may be transferable to other institutions for application to the completion of an academic program of study beyond the current Award of Completion.

According to Susan, both Frank Cornet, who originally developed the hospitality managements programs at NWIC, and Adib Jamshedi, who was previously involved with development and instruction of the Casino Executive Training courses at NWIC, believe that it would be preferable to develop a program of study that more generally treated management of tribal enterprises, with a possible emphasis on tribal casinos for interested students. Such a plan of study could also comprise an emphasis in a Native American Studies program of study such as may be developed at the baccalaureate level at NWIC. Susan plans to soon meet with Mr. Cornet and representatives of the Muckleshoot site, where there is strong interest in further academic offerings in this area, in order to determine what changes to the current Award of Completion may be possible and desirable.

The discussion of this topic also included the following points:

- Northwest Indian College still has a partnership with San Diego State University to deliver Casino Executive Training coursework, and will continue to do so with students who are currently taking these courses through NWIC. Future decisions regarding those course offerings will depend in part on how many students express interest in the upcoming fall quarter.
- We should continue to offer the Casino Executive Training courses to any students who have begun their studies in this area, and future course offerings should be considered with respect to the annual schedule for optimal scheduling.
- Students who to date have completed the coursework are very happy and one has already been promoted as a result of completing their studies.
- This Award of Completion requires completion of paperwork in the Registrar's Office (which is not part of Curriculum Committee functions) to formally create the Award of Completion and to allow students who have completed it to be formally recognized with respect to graduation and commencement.

5) New Course—ENVS 340, Air Quality and Tribal Sovereignty—Laid on the Table

Justin introduced this topic, which is related to discussion during the 6-11-09 Curriculum Committee meeting regarding a new course on air quality based on interest at the Swinomish site. Ted recently worked with Dr. Anthony Basabe, who works for the Swinomish Tribe in the area of air quality, to bring this proposal forward along with a new course proposal for a course tentatively entitled, ENVS 240, Introduction to Air Quality.

Both the proposed ENVS 340 and ENVS 240 courses as presented are essentially the same, with the only differences being the course numbers, titles, and the inclusion of an additional learning outcome in ENVS 340 that is not included in ENVS 240 (to perform original independent air quality research applied to tribal sovereignty). These two courses would not comprise a sequence. Students pursuing two-year degrees could take ENVS 240 and ENVS 340 could be available for application to a degree program by baccalaureate students who did not take ENVS 240.

Justin also provided additional background information on this matter, including the rationale for a new course in air quality to be offered at Swinomish (i.e., Dr. Basabe's availability and interest, the Swinomish Tribe's involvement in air quality issues, and the presence of air quality monitoring equipment at the new classroom building at the Swinomish site). This led to discussion of the intent and role of both courses with regard to where they would be delivered, which students and communities they would best serve and how they would impact programs of study such as the AAS and BS in Native Environmental Science degrees.

The discussion of this topic also included the following points:

- We have not resolved several questions regarding criteria to distinguish between 100, 200, 300 & 400-level courses, which is part of a much larger discussion including prerequisites, content, advising and other issues. We expect our students to assume additional responsibility in the future for registering themselves, which has implications for how they perceive course numbers in relation to their programs of study and how those courses will fulfill program requirements. Two essential questions related to this topic are: 1) How will course content relate to the level of that course? and 2) How will a student get into a course (with reference to preparation and prerequisites)?
- The prerequisites of BIOL 100 and CHEM 100 or above for these two new courses are problematic, as they are not usually offered and would therefore be unavailable to students. Ted indicated that Dr. Basabe wants students taking either of the proposed courses to be familiar with basic scientific principles related to air quality, which in fact may not be met by coursework typically completed by NWIC students (e.g., BIOL 104, which would otherwise satisfy the BIOL prerequisite requirement).
- Dr. Basabe has taught these courses at the 300-level and 400-level at Huxley College of Western Washington University, with senior or graduate students taking the higher-level course and doing more work than students taking the lower-level course. This was part of the reason for presenting two new course proposals today although it may be premature to go beyond considering a single 100-level introductory course on the topic of air quality at this point. It may also be useful to review copies of syllabi for these courses with regard to further consideration of related courses at NWIC.
- The topic of tribal sovereignty is addressed in three places in the ENVS 340 course (with regard to the relationship between federal, state and tribal air quality regulations; the application of air quality principles to tribal resource and health issues; and the performance of original independent air quality research applied to tribal sovereignty). This is also addressed by the Swinomish Tribe's choice to use air quality monitoring data that they are gathering to influence non-tribal government and industry actions. Recently, Shell Oil had to implement a million-dollar renovation of their facilities based on the Swinomish work as related to their exercise of tribal sovereignty.
- This is a good example of curriculum that presents science with a strong tribal focus but the speed at which these new proposed courses have been developed and considered presents challenges to their

careful consideration with respect to a wide range of issues. An introductory course in air quality could be offered as soon as the fall quarter as a pilot course using the course designation of ENVS 188 or 288 but this would not contribute to a student's natural science distribution requirement and clear advising would be required to prevent confusion amongst students seeking to complete their programs of study expeditiously. This also suggests the value in carefully considering the intent of any such new courses to be considered for approval, especially in terms of how it fits into the overall curriculum of NWIC.

- It is apparent that the current new course proposal form that is required by the Curriculum Committee does not address many questions that arise during discussion of new courses such as ENVS 340 and ENVS 240. A more complete checklist of points to consider in such cases may be a useful tool to accompany a revised and simplified new course proposal form. Such a checklist could be used prior to formal presentation of any new course proposal to help ensure that a fuller range of issues related to new course development would be addressed properly and in a timely manner. This is related to the broader topic of the need for reviewing current Curriculum Committee forms to enhance their usefulness.

Recommendations—It is recommended that Justin contact Gaylene Gobert and Dr. Basabe to clarify various matters regarding this course and ENVS 240, and to request copies of syllabi for Dr. Basabe's air quality courses as presented at Western Washington University. These actions should serve to facilitate discussion regarding the possibility of bringing this and the ENVS 240 new course proposal back to the Committee at a time to be specified later.

6) **New Course—ENVS 240, Introduction to Air Quality—Postponed**

This new course proposal is related to the previous item, and its further consideration was postponed for reasons indicated above.

The meeting adjourned at 2:00 pm.

NEXT MEETING: To be announced

Minutes recorded by Brian Compton (and approved via e-mail vote concluding 8-19-09)

End 1998-2009
