COLORADO COMMUNITY COLLEGE SYSTEM
State Faculty Curriculum Committee (SFCC) Meeting Agenda
Friday, March 9, 2018
9:00 A.M., Lowry Campus, President's Conference Room

In Attendance	On the phone	Visitors
Jim Crandall, AIMS; **Doug Mugge, ACC;** **Diane Hegeman, CCCS;** **Mike Macklin, CCCS;** **Christie Smith, CMC;** **Jennifer Harrell, CCA;** **Beth Lattone, CCA;** **Jeff Froyd, CCD;** **Brenda Stevens, EGTC; subbed today by Laurie Murdoch** **Abel Coombs, FRCC;** **Gillian McKnight-Tutein, VP Council;** **Matthew Wilson, FRCC;** **Carol Kuper, MCC;** **Mike Anderson, NJC;** **Clint Rothell, NJC;** **Warren Munick, PPCC;** **Chris Luchs CCC online** **Lynnette Hoerner, RRCC** **Kris Gates, PPCC** **Janiece Kneppe, RRC** **Robin Lewison** **Lori Yost; CCD** **Christine Gaudinski; AIMS**	**Becky Young; Lamar** **Kimi Kelley, OJC;** **Melissa Kleinschmit; Trinidad** **Ronald Striegel, OJC;** **David Johnson; CNCC** **Debbie Fricken;**	**Michele Koster; PPCC** **Claudia Romero** **Hoppy** **Joan**

Time	Topic	Action/Responsible Party	Discussion
9:00 AM	Welcome and CCCS Updates • VP Council Updates • 2:2 Charge • Legislative updates • DwD Computer Science	Diane Hegeman	Technical difficulties for the ones online, but worked with Chris Luchs on getting the phoned in colleagues the information. Jennie Gross has resigned as of March 4, 2018. Michael Schulman works on the student services side of the house on the Banner Data entry. Michael Macklin has been working on the bulletin board. Position will be announced probably next week. Title: Curriculum and Catalog Scheduling Coordinator. Reporting structure will be under student affairs but have direct link to academic affairs. Ian McGillavry has accepted the offer of the Assistant Provost on the Academic Affairs team; Associate Provost of

			Academic Initiatives Mike Macklin will transition his work to Ian and Ian has a wealth of knowledge in GT and the CDHE. Begins April 24th. Goal is to get the Provost position filled by June 30th.
			Search committee met on Weds for writing the job description for system president. Possibly first round interviews.
			What is the plan for transition time?
			We are backlogged in program entries, Diane has put in a budget request for short term to get us caught up on the data entry. Needs someone with data entry and critical thinking skills. We do not have dynamic data bases, so need to have someone that can think through where everything is update. We probably won't be able to fill the position until July 1st. Hoping to have all of the catch-up work done during the May, June, July time frame.
			May 21st is the deadline for getting the GT pathways latest round updated.
			Since we started CCNS and where we are today, need to do research on technology based solutions on how to make all of this work go through. Right now we don't know where some of the classes are in the process and we need to find a better way to track it.
			There are three different systems that large universities use for data flow.
			Do your schools use something like Higher Touch for job searches? The goal would be similar to what we want with the data technologies so someone can easily look up where their classes are in the approval process.
			Some of the sub-committees work has been achieved so they will help to form a 2:2 sub-committee so that we can have the agenda set before we leave in May. What is most beneficial for all of our faculty? What do you think our day should look like to make the 2:2 the best, most productive day for everyone.
			Sept 28th at PCC is the date for 2:2.
			Work that is going on at the system level that all faculty should be aware of.
			We will discuss again next month, but should have the bones put together today before we leave.
			Legislation: 4 of the 5 bills are on the way to governor's office for signature.
			Biggest one that impacts the SFCC is the BAS of Nursing. Couple of amendments added to the bill-90 day notification clause, all institutions offering the degree have to notify all 4-year private and public institutions that offer this degree.

			There are 84 higher institutions in the state of Colorado and some don't have their headquarters in CO. On June 12th, there are 6 colleges that are intending to offer the BSN completion degree. There are 10 courses that will be involved in this degree that still have to go through approval and we are already in March.
			The goal is to get everything up and running by August 2019.
			The transfer bill is also on its way to the governor's office for signature.
			DWD in Computer Science. CDHE is no longer tasked with creating new degrees, so ACC took the initiative to create the new Computer Science degree; all of the courses have already been approved so it is just bringing together all of the courses to create the degree. ACC has been working with the 2-years and 4-years, and it will be signed by 7 4-year schools. Does the SFCC have to play a role in any of the approval, answer was no, however we asked to see it for dissemination to our schools. If a 2-year institution is thinking about doing a DWD, we can assist with the movement of the particular degree.
			VPs received the flowchart from our subcommittee and have approved what Abel had suggested. GT pathway submission that was sent by our subcommittee was also approved. The plan is to have GT pathways submission for brand new courses done this fall.
			Contact hours will be discussed this afternoon. It turns out that there are 61 banner codes for contact hours and course types-LLB, LEL, etc. As we review curriculum, we need to understand the different contact hours in accordance with ACA. There is a difference in opinion on how contact hours are calculated. Michael Shulman gets requests all of the time on changing contact hours but when we get 8 out of 13 institutions requesting a change, there seems to be a problem. The work that it takes to override the information in the database will cause a series of problems that take time to fix. There are some standard rules from Carnegie classification and SP9-71 says that we have to have continuity.
			As things are being proposed we need to look at minimum contact hours. There is space in banner for ACA and space for scheduling type and they are two distinct things. What is the metric that appears? It becomes the tipping point on whether an adjunct would be eligible for ACA benefits. We were under a three month timeline to get all of the ACA done, so they took a spreadsheet of all of the courses in the

			system and the agreement was to take the highest number of contact hours of any class and that has never been cleaned up. What should we do to align these better? This will be a charge of the VPs. We just need to better understand the ramifications of the decisions that are made. Have we fixed the issues in the submission templates? We have to wait until Michael Macklin is here at 11:30 get the answer. What we have discovered through this whole process is that there are too many moving parts that haven't been done and we are hoping to improve the process.
		Robin Lewison	It is imperative that you respond to the meeting invites from Robin so that she can do the food ordering. We need to create a process to figure out how to factor in guests as part of the process.
10:04		Hoppy and Joan	<mark>MAN 105</mark>-feedback from David was there was nothing that worried him in the course. <mark>MAN 105</mark> <mark>MAN 116</mark>-do we want to change the word modern to contemporary? Students in description is ok because it is still what the course is doing, not what the students are doing. <mark>MAN 117</mark> The only one he wanted to talk about was 117, the wording in #7 CLO, remove colon and remove the "how to". <mark>MAN 125</mark>-In the description, remove the colon. Do we want to remove the activities in the description? Strike the activities and assignments, remove colon after 2. <mark>David moved, Jim seconded, Approved with noted changes for MAN 105, 116, 117, and 125.</mark> <mark>MAN 156</mark>-In description, Problem solving topics includes, Remove explores and insert topics includes in both the second and third sentences. Jim moved, seconded, <mark>Approved</mark> with <mark>the noted revisions.</mark> <mark style="background-color:red">MAN 160</mark>-Suggestion was to remove the second and third sentences because they are teaching methodologies and that could be moved to topical outline. ENP 105 already exists, so is there a conflict. Nobody is offering it this semester, according to banner. Should this class be and ENP or a MAN? Suggestion is to refer this to the ENP and MAN groups at the 2:2 for discussion. This course existed before the ENP prefix existed, there was talk of moving it to the ENP but it was never done. (Becky) Warren believes that this course should be rewritten. Heather McMichael is chair. In the topical outline, there are some CLO verbs, needs to be changed to 'ing' I, IX, XIV, XV

			Elaborate is level 6 Blooms. <mark>On Hold</mark> Question was about origin notes coming from FRCC and Matthew said that he had never seen it. MAN 168-Participants is in the description, second sentence. Course description needs some serious word smithing because of teaching methodologies. Topics include process capability, variation and the seven quality tools to remove causes of process variation. Replace the last two sentences with <mark>Focuses on the basic uses of identification of statistical tools and their application.</mark> Rewrite I in topical outline. Added value of SPC then have a. quality, b. operations, c. supply chain management and d. IV Visual representation of data (remove colon and make frequency distributions, normal curves, and skew all sub topics) Approved with the noted changes. <mark>MAN 205</mark>-Title, should there be a colon after Event Planning so that it could be used by other disciplines? Yes. Add colon in both short title and long title #1 remove "the type of" Categorize events such as: ….. VII design should not be capitalized. Moved to approve with noted changes, Jim and Jennifer, <mark>Approved</mark> <mark style="background:red">MAN 216</mark> Also similar to ENP 105 and SBM 110 Red Rocks offers a certificate in SBM, run a lot like agribusiness. MAN 216 is offered by several schools. In the description, it was suggested to go back to the original description, First, period after business. Second, The course is designed to enhance the skills ….. Third, This course includes the development of a business plan. CLO #7 Write a comprehensive business plan. #9 has multiple competencies-Analyze and project an income statement, balance sheet, and cash flow statement. Or break into two competencies. <mark style="background:magenta">Sending back to author to address CLO #9, needs to either be split into two or clarified.</mark> <mark>MAN 225</mark>-periods need to be added to #8,9,10. Almost identical to FIN 101. <mark>Moved to Approved, 1 No vote.</mark>
		Claudia and Michele	<mark>AEC 255</mark>-Revision Description, second sentence, Includes instruction #14- <mark>Identify appropriate personal and workplace distinctions.</mark> #12-role playing and team skills, professionalism Moved to approve with the changes on #14 <mark>Approved</mark> <mark>CAD 104</mark>-new course, 4 credit course that combines

elements of CAD 101 and 105. There is a distinction from 105 because only interior designers take 105.

Second sentence in description needs to be complete.

#12, remove using from sentence

<mark>Approved</mark>

<mark>CAD 153</mark>-revision

The student is in the description. The course

Remove third sentence, **Introduces basic Creo software, a 3D Parametric Solid Modeling program, and its operations such as part, assembly, and drawing creation.**

Second, The course includes how to **construct, modify, and manage complex parts in 3D space as well as produce 2D drawings from the 3D models.**

#2-explained and accepted Start and conduct a design session.

Add ing in the Topical outlines to make the verbs nouns, except for I, XII and XIII. Approved with changes.

<mark>CAD 155</mark> will be archived becomes the new 253

CAD 253 (not on database but I had a copy and was able to email it to Chris Luchs who could project it for us to look at)

Make second sentence in description, This course….

Add ing to create in topical outline

V. g. add (geometric dimensioning and tolerance)

<mark>Approved</mark>

<mark>CAD 215</mark>

First sentence of description, add s on introduce. Third sentence after "in addition, topics include. Add hyphen to computer aided in last sentence.

#3 Apply

#4 Construct interior built components ~~such as architectural features and enhancements while~~ using construction techniques ~~as found~~ in the 3D modeling software.

Add ing to V, VI, VIII, IX, and X.

<mark>Approved</mark>

<mark>CAD 225</mark>

This course focuses on the basic to advanced software application necessary to produce 2D to 3D architectural construction documents using AutoCAD Architectural software ….

#9 Interpret

#8 AEC (Architectural engineering and construction)

			#12 AIA (American Institute of Architects) VII Schedule tags is a noun so is good. <mark>Approved</mark> <mark>CAD 255</mark> **This course provides instruction on how to construct, modify, and manage complex parts in 3D space as well as to produce 2D drawings from the 3D models.** Add ing to the verbs in topical outline except for VI because Design base is a noun. <mark>Approved</mark>
		Joan	<mark>FIN 101</mark> Description was 84 words, edited. **Covers the US monetary system, the role of banks as financial intermediaries, and types of financing. This course includes domestic and international financial markets and instruments. Topics include producing a cash budget, analyzing financial statements and determining capital requirements and financing arrangements.** **#7 Cash Budget is ok due to title.** In topical outline, excessive capitals, Joan will check for titles to make sure that they are correct. <mark>Approved</mark> with the changes. <mark>INV 115</mark> Inconsistent periods, make consistent. #2 add an and between tertiary and fourth #3 philosophies and add comma after random walk #13 remove the semicolon and replace with comma Excessive capitals in topical outline <mark>Approved with changes</mark>
			<mark>AVT 160</mark> **Introduces the planning, regulatory, administrative, and operational processes and knowledge required for facilitating an unmanned aircraft systems (UAS). Course includes examination of the technologies associated with small, medium, and large unmanned aeronautical vehicles (UAVs), ground control stations (GCS), remote split operations, line-of-site operations, payloads, limitations, emergency procedures, and future implications as related to UAV/UAS in commercial and government settings. (Class is designed for any student with an interest in**

			UAV/UAS operations.) Add (UAS) to long title. There is a 155 and 156, that prefix is pretty full on the 200 level. Mike suggests the number be 154 to leave the 160s open for future course development. What happened to the AVT 161 that was submitted as it is not in the database. So that may cause an issue for what they are thinking for numbering. Two different levels of Blooms on #2 and 3 different levels on #3. Add a comma after analyze in #3. #6 needs a period. Add Roman numerals in topical outline, also excessive capitals. <mark>Approved the template but will hold for the number</mark> Heard back and they want to call it 153. .
Lunch 12:58-1:23			
		Diane Hegemen	We need to be consistent in LEC, LLB, and LEL The BIO courses brought this to attention to the VPIs. Contact hours had gotten changed from when it was proposed and what was presented to the VPIs. Up until last year, SFCC wasn't necessarily paying attention to the contact hour calculation. It should come about in the discipline review and then double checked at SFCC. At the college level, sometimes there is a misunderstanding on how the contact hours are calculated. It used to not even be on the submission form. Regardless of the conversation, are we being consistent on how we submit courses and how contact hours are calculated. We should be looking at this from CDHE guidelines, Carnegie guidelines, 50 minutes/hour. The first step is to be in agreement in what the course type is. The second part, if we are offering it for more than why it is stated, why and what is the justification? Proposal is to eliminate the common contact hours. How do we begin to achieve this? Do we create a short tutorial to include in the curriculum handbook? Lynette believes it needs to start with a big education effort on how the contact hours are calculated in the first place. Lori pointed out that in her discipline, not all of the schools have access to the same lab space so some schools teach their classes as pure LEC instead of LLB. Rural/Urban divide is also an issue due to resources, faculty pool, and class size.

			Where do we find the CDHE guidelines? https://highered.colorado.gov/publications/policies/Current/v-partb-Guidelines.pdf starting on page 9
			There is no consistency in the 4-year schools as well, even in their own schools, ie CU Boulder is different in their Physics department in comparison to their BIO department. Lecture courses are well defined and are not the problem, it is the lab classes that are more of a problem.
			The direction to the college could be that this is the minimum number of hours that the course must be taught. However, Diane is concerned that then institutions are potentially shorting those students that do not have the standardized resources. Mike believes we can find common ground with using minimums. Could we add an automatic calculation in the template so that when they enter the "type" and credit number, it does the automatic calculation for the contact hours. We need a short-term decision because the science courses are being held up.
			VPIs talked about just putting minimums in, when we had been trained on putting in maximums when sending courses through. Starting at the minimum, everyone needs to meet or exceed….
			CTE is complicated, most of the academic classes are very straightforward.
			One more thing to consider, if we still feel there is a reason to restrict the number of classes in the CCNS, do we end up with schools creating extra classes based on the lab number difference.
			Any changes that are made are going to take a while to change in the print catalog.
			We must be mindful of the decisions we make, collegiality is the key. It won't happen tomorrow or next month but cannot drag on for two years.
			Diane wants to make sure that she understands the "bannerese" with Mike Schulman.
			The concern is that if we put minimums on courses, we then get stuck. Could we document that these are the minimums and they can be revisited later.
			The way we would submit it to CDHE would be the minimum however there is concern that courses are being submitted at a "minimum" when the instructor knows that they are teaching a maximum.
			Could we add information in the notes section on the proposed database to track that information of min versus max contact hours.
			Suggestion is that we have a tutorial next month on how we

			calculate the contact hours.
10:00 AM	Sub-Committee Breakout: • *SP 9-71 • *GT Course Criteria • SFCC Handbook • Discipline Chair Handbook • College Curriculum Committee • Faculty Member Assistance *Completed Committees will join together make the new: 2:2 committee and meet in one of the empty locations.	Breakout Locations: • President's Conference Room • Linda's Office 720-858-2841 • Mike's Office 720-858-2855 • Diane's Office 720-858-2759 • Room 209 303-595-1609 • President's Conference Room	No time today for committee meetings.
11:00 AM	Report out by committees	Committee representative	Did not get to committees
2:30 PM	Business Meeting • Contact Hours Discussion • Archiving Courses Process Discussion • Form Updates • New GT courses and proposed database • Previous Minutes Approval-addendum Michael Payne was on the phone in attendance. SFCC minutes 2.9.18.docx	Mike Anderson	Archiving courses-what is the process? To archive a course, does that come up on the bulletin board immediately, does it sit on the BB for the 30 days, & does it go through your VP? Archived courses do not appear on the Proposed database because it is a current. If a discipline asks to archive a bunch of courses and then turns around and brings the courses back and revises it substantially. It used to be that the list of classes to be archived would come directly from the 2:2. Faculty can propose, discipline chair verifies across the school, the discipline chair should be the one to forward to forward to Michael Macklin and then it is posted on the BB for 30 days. The listserve is not completely up to date, so will there be missed individuals? In Aug and Jan, Robin sends an email to the VPIs to see if there are new hires that need to be added to discipline lists. The discipline chair lets department chairs at individual schools know the decisions, who then disseminate to their instructors. 1.5 credit cannot be inputted to the current template. The current templates are password protected forms and we don't have the password. Suggestion was that if they are building the forms from scratch, please make them editable so that edits can be done at a curriculum committee. LEL needs to be 2:1, current form says 1.5:1. It would also be useful to know if an outside party's competency is being used, ie an accrediting body. Can we add a check box next to those? Should there also be a distinction of CTE LLB? LEC + LAB put together for science courses. (4 hours lecture+1 hour lab)

			New GT courses in the database. ENG 121 and ENG 131 are listed as GT in the current database. Do not put GT status on it until it has actually been approved. The form being submitted is put into Banner with the GT attribute as it was going through the process. When the template comes in, the GT attribute needs to not be in there. We could say that we cannot do it at the same time and make it a two-step process.
			Michael fixed the GT whoopsie on the ENG 131.
			GTAH1 and GTAH3 are supposed to be done by May 15, 2018. Philosophy thinks they will get 80% of theirs done but won't be 100% this year. Diane is worried about getting audited. Clint had talked to Jennie about it.
			Most of the SC disciplines are close.
			Michael is hoping that he will be able to bring Ian quickly up to speed.
			In terms of how the BB looks, Mike would like to see a separation of brand new courses, these are revisions, GT revisions, archive proposals and new GT on the bottom. Starts with the newest on the top.
			Question is put forth on moving the SFCC to May 4th instead of the 11th. Robin will send out a survey.
3:15 PM Meeting adjourned at 3:40 pm	Bulletin Board Review Curriculum Bulletin Board for approval-FEI	Mike Anderson	Archives BUS 105, 110, 112, & 204 Approved ESL090, 010, 013, 014 Approved HSPR 245, 253, 260, 263, 269 Approved MAR 125, 126, 217, 222, 238, 245, 258, Approved BIO 201 & 202-on BB by mistake PHY 107-should say 4 credits should be 3 lecture and 1 lab. In description, add comma after heat. Needs to have the GT statement added to the description. Approved. PHY 211-should say 5 credits Approved CLO 20 needs a period. PHY 212-should say 5 credits Missing GT statement in the description. Approved ZOO 103, missing III in topical outline, fix the Roman numerals in topical outline. Description has to add in "this course will" Approved ZOO 114 Roman Numerals have an extra III, fix the chain in topical outline. In VI a, little s in structures. Approved ZOO 203 Approved

			All of the ZOO classes are also showing up in the proposed database for Summer and Fall, need to be removed. ZOO 245 and 255 had approval in January.
			Rest of BB had to be tabled until next month.