

Lansing Community College
Academic Senate Meeting
February 1, 2019, 9-11 am, Administration Boardroom

Senators Present: Marvin Argersinger, Suzanne Bernsten, Matt Boeve, Ed Bryant, Kevin Bubb, Christine Conner, Tim Deines, Monica Del Castillo, Nancy Dietrich, Dawn Hardin, Jennifer Hilker, Andrea Hoagland, Jeff Janowick, Mark Kelland, Terrence King, Dylan Lack, Eliza Lee, Judy Leventhal, Megan Lin, Melissa Lucken, Zachary Macomber, Ronda Miller, Elaine Pogoncheff, Kari Richards (by phone), Christopher Smelker, Ed Thomas, Pam Tobin, Denise Warner, Veronica Wilkerson-Johnson,

Senators Absent: James Allen, Joe Barberio, Michelle Curtin, Peggy Dutcher, Bo Garcia, Nikki Gruesbeck, William Gustin, Vern Mesler, Connie Smith, Tedd Sperling, TeAnna Taphouse, Cathy Wilhm, Richard Williams

- I. Call to Order (9:08AM)
- II. Roll Call (9:09AM)
- III. Approval of Agenda (9:10AM)
- IV. Approval of Minutes (9:10AM)
- V. Public Comments
 - a. None

- VI. President's Report
 - a. Held two forums for renovations for TLC building. Well attended. Good suggestions and comments. Things are not as finalized as we thought but a good plan in shape. Looks definite that the Learning Commons will move into the TLC building. The writing studio will be up on the second floor.
 - b. Putting grades into D2L as is required for Financial Aid. Asked Stephanie Bogart Trapp. Need last day student participates and we need to know if student earned the grade that they got. This is a discussion for the senate. Earning a zero and getting a zero are two different things. Need to have a meaningful and practical discussion at the next session.
 - c. If you are interested in working with the online learning team, make sure to sign up to the next Strategic Planning update.
 - d. Senator Nikki Gruesbeck wanted to remind everyone that 11-1 today is the Healthy Stars kick off in the Gannon Building.

- VII. Provost's Report
 - a. Having Strategic Plan Updates Friday Feb. 8 and Friday Feb. 22. Please RSVP by Feb. 1 if possible. These are updates on what has been happening. Feb. 8th is Engaged Learning and Student Success and Competitiveness and Innovation.

- b. Experienced StarPower showcase coming up. Would like to see more people nominated for teaching faculty of the year and administrative professional of the year.
- c. Executive Vice President Lisa Webb Sharpe - Snow cancellation procedures. There were questions about inviting people to work on Monday and then sending everyone home. That was not the preferred method. We closed LCC because Lansing declared a snow emergency. We had to force a close. We would not have closed on Monday. We always considered that students have paid for the education and certain number of hours. We prefer never to close. But we balance the health and safety of students and employees. Such as Wednesday and Thursday. Monday was an unusual closure and not one we liked. The city closed at 6:30AM on Monday and declared the snow emergency at 9:30AM. If you are not receiving text alerts go into banner and update your profile and include your cell phone number. We try to make the call as early as possible. Goal is for everyone to be safe.
 - i. Senator Jeff Janowick - Concern about public safety asking people to leave the building and students were waiting in the cold. Is this something we can be more flexible about in the future?
 - ii. Executive Vice President Lisa Webb Sharpe - Also heard of some faculty who did not let their students leave. Public safety will be flexible but to a point. Don't want people lingering. We need to know if people are there.
 - iii. Senator Monica Del Castillo – Is there a place on campus that students could go? We don't want students waiting 45 min for a bus. Is there a location or one place that people could be directed to?
 - iv. Senator Ed Bryant – They were directing students to the Gannon Building if they had to wait for a bus. If students needed a ride they could wait in the Gannon Building.

VIII. Consent Agenda- Curriculum Committee Report

- a. REVISED COURSE PROPOSALS: ELTE 111 - Intro to Industrial Automation, ELTE 260 - Programmable Controllers I, ELTE 261 - Programmable Controllers II, PFFT 100 - Total Fitness A-Fitness, PFFT 101 - Total Fitness B-Fitness, PFFT 102 - Total Fitness C– Weight Control, PFFT 103 - Total Fitness D–Life Fitness, PFFT 114 - Advanced Circuit Training
- b. NEW COURSE PROPOSALS: MEDA 116 – Intro: MA Clinical & Adm Skills, MEDA 126 – MA Administrative Skills, MEDA 135 – MA Pharmacology & Med Math, MEDA 145 – Legal & Ethical Concepts, MEDA 156 – MA Clinical Procedures I, MEDA 166 – MA Clinical Procedures II, MEDA 175 – MA Certification Review, MEDA 177 – MA Practicum Immersion
- c. NEW CURRICULUM PROPOSAL: Medical Assistant Certificate of Achievement
 - i. Motion to approve without objection

ii. Objection

1. Moved to regular agenda

IX. Curriculum Committee Report

- a. Senator Ed Bryant – Are these being taught on main campus?
- b. Senator Nancy Dietrich– Through HHS.
- c. Motion to Approve – Senator Mark Kelland
 - i. Second by Senator Eliza Lee
 - ii. Approved without objection
- d. Senator Christine Conner – "The CC met twice during the month of January 2019. During those meetings, the CC reviewed 58 new/revised course proposals and course changes, as part of its normal monthly business. Of the 58 new/revised course proposals and course changes reviewed, 55 were recommended for approval. 3 proposed course changes were sent back for additional information. One change to a certificate of achievement was recommended for approval. Senators, please note that when completing new course and revised course forms, forms which are not fully complete or missing information, or forms which have information in incorrect locations are often delayed in order to obtain clarification for CC. Please share with your areas that clear and complete Course Proposal and/or Revision forms are most likely to move quickly through the CC review process."

X. Faculty Prioritization – Action Item

- a. We passed this process almost 2 years ago. But in looking at it on the Systems Portfolio for HLC it wasn't there. Therefore we are passing this officially. Are there any comments questions or concerns? We want to know how this process is working. We want to be informed of all committees you're on.
- b. Dean Andrea Hoagland – We have Paul Jurzack and Dan Harned. Dan retired so we need a volunteer.
- c. Senators please ask your constituents to see if we can get a volunteer.
- d. Approved without objection.

XI. SOAR Committee Charter – First Read

- a. Senate Operations Advisory and Review Committee. Initially met a few times and made a draft charter. Have sent a potential charter for the committee. It is meant to be advisory to the Senate. It is not to replace the Senate Executive Committee. Making sure we don't forget things or see things that fall to wayside. This is a first read. Any thoughts, questions, comments?
 - i. Senator Nancy Dietrich – Oversight or intentional that CEWD was not listed? Even if it is focused on credit classes, it still needs to be represented.

- ii. Senator Mark Kelland – We talked about that back and forth, and we were balancing the size of the committee versus the senate’s role in credit courses. We didn’t want the committee to be too big.
- iii. Provost Elaine Pogoncheff – Nancy brings up a good question. CEWD is an important member which is why they are represented in the Senate. We don’t want to give the impression that credit bearing is more important than non-credit bearing. It would be appropriate to include.
- iv. Motion to include CEWD as a regular member
 - 1. Motion by Senator Veronica Wilkerson-Johnson
 - 2. Second by Senator Nancy Dietrich
 - 3. Motion passed.
- v. Motion to suspend rules and vote today (with 69%)
 - 1. Motion by Senator Pam Tobin
 - 2. Second by Senator Chris Smelker
 - 3. Approved
- vi. Motion to put SOAR charter up for a vote
 - 1. Motion by Senator Christine Conner
 - 2. Second by Veronica Wilkerson-Johnson
 - 3. Approved

XII. StarTalks (Senator Suzanne Bernsten)

- a. Still looking for more presentation. Happen during PA days. Have happened the last 4 years. 3 individuals are asked to talk about their interests. Can be anyone on campus. All previous StarTalks are on the website. These are similar to TEDTalks. You can nominate yourself.
 - i. Provost Elaine Pogoncheff – On the original committee and it was a product of our leadership, culture, and communication committee. We had committees in the senate that mirrored the strategic plan committees. The idea was to choose people who showed the mission and vision and represented the values of the college. Role models and innovators. There’s no limit on years, position, etc. We would like to hear our stars talk.

XIII. By-Laws Team (VP Dutcher)

- a. Absent. Postponed for future consideration.

XIV. Organizational Structure and Senate Representation (Senator Eliza Lee)

- a. We currently need to look at our roster and the numbers of each department. Departments have gone away or combined which makes our numbers (and number of senators) out of date. Will be sending out an updated roster with

updated departments to look over. Also, please check your ListServ is updated for Senate Elections.

- XV. Plan for Simplifying General Education at LCC (Academic Affairs Project Manager Rafeeq McGiveron)
- a. Senator Mark Kelland - Created CORE 20+ years ago. In the Curriculum Committee this is discussed a lot. There is an argument to get rid of CORE and go with MTA. But there is a counter argument that applied programs have too many credits for MTA.
 - b. Academic Affairs Project Manager Rafeeq McGiveron – Dan Rafail and Rafeeq are on the same page. Simplifying General Education at LCC. See Appendix I. We have two broad degrees “Applied degrees” and “Transfer degrees” CORE is mostly a subset of MTA (but not everything). Proposal: Simplify our gen ed by starting with MTA as a base, then bringing in all appropriate non-MTA courses for non-transfer degrees, and labeling the non-MTA courses for clarity; applied degrees could use the non-MTA courses, and applied degrees would require only 6 course rather than the full 9 or MTA.
 - c. Senator Ed Thomas – How can courses be added to this “tent”?
 - d. Academic Affairs Project Manager Rafeeq McGiveron – However we decide. We are thinking Fall 2020. This is the just the beginning of a big discussion. Not a vote. This is just the start of a long discussion.
 - e. Martine Rife – Now that we have ELOs, CORE doesn’t serve as much of a function any more. It would be good for the programs and applied degrees to align with the ELOs.
 - f. Provost Elaine Pogoncheff – This is a proposal. There are many problems with this proposal. Why is ENGL 121 on every curriculum program when you need 122 to transfer. CORE is not an old appendage like an appendix. It has meaning for an applied degree. Applied degrees are not liberal arts and they can meet ELOs without all these liberal studies. One of our missions of the college is to have good citizens. Where does it say it say you have to take American government? The Board has questions about our CORE and what is on MTA. How can someone graduate LCC without citizenship, government class, or global perspectives? Those are just the surface comments to start.
 - g. Degree Works Specialist Ed Foster– Primary job functions is to translate curriculum into banner. This is a critical piece of our info structure. Technology that is available change how we can count these classes. Spanish 121, the Learning outcomes changed, can count Spanish 121 for CORE. It did not matter when they took it.
 - h. Senator Megan Lin – For clarification a student has to take English 121 or 131. If a student takes 121 and then 122 and meet MSU requirement, then they never

have a COMM class? Should we be looking at 121 and 122 being transferred as one course? Or be one course?

- i. Senator Christine Conner – Perhaps what we should be doing is looking at ELOs, CORE, and MTA and see how those things work with each other. Are we meeting all the ELOs with CORE and MTA or not?
- j. Senator Ed Thomas– After chairing CC for many years, would hear the sidebar that many people had students who just wanted to enter a career and not transfer. Why do we need certain courses?
- k. Senator Nancy Dietrich – What is business and industry saying is part of the equation? Is it still relevant and current and how does it affect our ELOs.
- l. Alex Azima – This question that Ed brings up has come up at least every 3 years. Why should we required our students to do X, Y, and Z? There is reason to believe we need better citizens and more critical thinkers. Can you name a career that doesn't need reading and writing and math? This is what the senate is about, these discussions. What do we want our citizens to know?
- m. Senator Monica Del Castillo – We need to bring MSU to the table earlier rather than later so we don't have to reinvent things. This idea of inclusion, such as civics in an English class. Or we have to have a diversity class. Why not infuse diversity in every class? We don't need a civic class, but rather intentional in what types of assignments and projects to include civics.
- n. Executive Vice President Lisa Webb Sharpe – No particular position but fundamentally agree with ELOs, comes from LEAP. It makes sense for transfer and applied degrees. What are students “buying”? We are selling degrees and certificates, are they buying that? We are not looking as closely to relevancy to market place. What are they buying from other places?
- o. Senator Ed Bryant- Because the changes in technology are what they are, we have to be able to include the broad institutional needs. Gen ed and MTA etc are separate concepts. We can get to both points simultaneously.
- p. Student Senator Dylan Lack – Classed that aren't required for job, students won't care or put the effort into those jobs.
- q. Senator Monica Del Castillo – We have a lot of non-traditional students. Daughter in high school who is getting social studies every year. That student who has just finished high school, do they want to come to LCC and take more government? As we talk about what they want to buy, if a student has just had 6 years of US history, do they really want to take a history class here?
- r. Senator Dawn Hardin– Student in dev ed math class didn't want to take classes because it didn't transfer. The reality is that they don't realize they need it. The fundamental lessons learning in those classes won't apply to degree but will make you a well-rounded person and citizen. Even if they decide not to transfer, we

have fully prepared to be a person. They cannot apply critical thinking. Students departmentalize classes and subjects.

- s. Senator Jeff Janowick – Even when we think about careers, what employers say is that students don't have the soft skills to make good decisions. A student who is going to major in business or law enforcement and they want well rounded citizens. What they are getting is a well-rounded individual which is what employers want.

XVI. Potential Future Agenda Items

XVII. Motion to Adjourn

- a. Senator Zach Macomber
- b. Senator Jeff Janowick
- c. Adjourn (10:59PM)

***Purpose:** The purpose of the Academic Senate will be to provide faculty input and advice to the administration concerning issues of College-wide educational philosophy, College-wide academic policy, and priorities in the College-wide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, and will foster and support effective and transparent communication with the college community. Student learning is the ultimate goal of this body.*

Respectfully submitted by Academic Senate Secretary, Eliza Lee

Appendix I

Simplifying General Education at LCC: A Proposal for Fall 2020

Situation

Every associate degree at LCC needs completion of a package of general education. Currently we have 2 types: Core for applied or technical degrees vs. the MTA (Michigan Transfer Agreement) for transfer degrees. For a comparison, see the chart below.

Comparison of Current LCC General Education Types

Type	For	Courses	Course Transfer	Credits	Min Grades
Core	Applied degrees	5	Variable	16-22	2.0
MTA	Transfer degrees	9	High	30-37	2.0

Having our degrees draw their general education from two different lists is a perpetual source of confusion for students, faculty, and administrators alike. It also fails to clarify options when students pursuing applied degrees also intend to transfer.

Recommendation

We should simplify our general education by **starting with MTA** as a base, then **bringing in all appropriate non-MTA courses** for non-transfer degrees, and labeling the non-MTA courses for clarity; **applied degrees could continue to use the non-MTA courses, and applied degrees would continue to require only 5 courses** rather than the full 9 of MTA. This would accomplish everything that Core and MTA currently do, but with better simplicity and clarity.

What are the drawbacks?

- 1) Possible confusion with non-MTA courses being added to MTA-based general education
(Unlikely with good labeling)

What are the benefits?

- 1) Eliminate confusion of having Core vs. MTA by putting our General Education under one big tent, with courses appropriately labeled when necessary
- 2) Satisfy the needs of applied and technical programs by appropriately allowing their applied general education courses (which by definition are non-MTA)
- 3) Continue allowing students in applied degrees to take only 5 rather than 9 General Education courses
- 4) Continue allowing programs to specify particular general education by putting those courses in the Program of Study category on the Pathway
- 5) Continue following statewide agreement on MTA we have signed, by which the MTA stamp automatically satisfies general education that is not already specified by the Program Pathway

Layout

Following is roughly how the proposed new General Education would look in print, adapted mainly from our [current MTA page](#). New categories and courses that might be added are shown in **blue**, but they would be standard in final layout. However, anything in **bold green** is an important proviso and indeed should stay bold in final layout—the extra color change to green might be a helpful addition as well.

LCC General Education

Effective Fall 2020 - Summer 2025

All students must fulfill LCC General Education requirements in order to be awarded an associate degree. Because these requirements may be revised each academic year, students should consult an academic advisor to stay informed of current options for satisfying General Education requirements.

LCC General Education is based upon the requirements of the Michigan Transfer Agreement (MTA), but it also includes, for appropriate applied and technical degrees, certain courses not belonging to the MTA. Students planning to transfer to another college or university should see an academic advisor before enrolling in any course.

The following is the approved list of LCC General Education courses. A minimum grade of 2.0 is required for each course. For degrees requiring the full MTA, students need at least 30 semester credits to complete MTA requirements, which might require more than the minimum 9 courses. **Certain degrees that do not require completion of the full MTA require only 5 courses rather than 9, as specified below. Courses marked with an asterisk (*) will not count toward the MTA, and they might not be transferable to other colleges or universities.**

Advanced Placement (AP) credit is applicable toward the MTA, but other areas of prior learning - for example, College-Level Examination Program (CLEP), International Baccalaureate (IB), and DANTES Subject Standardized Test (DSST) - are not applicable to the MTA at this time. Credit from CLEP, IB, and DANTES DSST are applicable for programs that do not require completion of the full MTA.

A. English Composition

All degrees, *select one course*

ENGL 121 (formerly WRIT 121) or ENGL 131 (formerly WRIT 131)

Students placing beyond ENGL 121 or 131 due to testing have the option to complete this English Composition requirement with ENGL 122/132 (or WRIT 122/132) instead of taking ENGL 121 or ENGL 131. If ENGL 122/132 (or WRIT 122/132) is used in this way, the course cannot also be used to fulfill the English Composition (second course) or Communication requirement.

B. English Composition (second course) or Communications

Unless directed otherwise by your Program pathway, select one course from Communications or English. (Certain degrees may allow a course from the "Applied Communication" category instead. Courses from the "Applied Communication" category do not count toward the MTA.)

COMM 110, 120, 130 (previously SPCH courses)

ENGL 122 (WRIT 122 equivalent), ENGL 124 (formerly WRIT 124), ENGL 127 (formerly WRIT 127), ENGL 132 (WRIT 132 equivalent)

Applied Communication (Courses in this category do not count toward the MTA.):

CIT- ____ * (? – Dan Rafail's proposal)

COMM 140*

SIGN 160*

Others*?

C. Humanities and Fine Arts

Unless directed otherwise by your Program Pathway, select 2 courses, each from a different discipline (alpha course code). No more than one of the courses can be a foreign language course. (Certain degrees require only 1 course from the "Humanities and Fine Arts" category or the "Social Science" category or the "Applied Social Science" category; taking only 1 course does not satisfy the MTA. Courses from the "Applied Social Science" category do not count toward the MTA.)

ARTS 102

ENGL 201, 202, 203, 208, 211, 212, 220, 240, 255, 256, 260, 266, 267, 270, 290

FREN 121, 122, 201, 202

GRMN 121, 122, 201, 202

HIST 150, 211, 212, 214, 220, 230, 240, 250

HUMS 120 (formerly ARTS 130), 125, 140, 160, 211 (formerly ARTS 211), 212 (formerly ARTS 212), 213, 214, 215

JAPN 121, 122, 201, 202

MUSC 199, 240, 241

PHIL 151, 152, 153, 211, 212, 260

RELG 150, 211, 212, 241, 242, 250

SPAN 121, 122, 201, 202

THEA 110, 210

D. **Mathematics**

Unless directed otherwise by your Program Pathway, select one course from Quantitative Reasoning, College Algebra or Statistics. (Certain degrees may allow a course from the "Applied Mathematics" category instead. Courses from the "Applied Mathematics" category do not count toward the MTA.)

Quantitative Reasoning:

MATH 119

College Algebra:

MATH 120, 121, 122, 126, 130, 141, 151, 152, 161, 162, 253, 254, 260

Statistics:

STAT 170, 215

Applied Mathematics (Courses in this category do not count toward the MTA):

ELTE 121*

MATH 115*, 117*, 118*, 201*, 202*

E. **Natural Sciences**

Unless otherwise directed by your Program Pathway, select a total of 2 courses, each from a different discipline (alpha course code). One of those courses must be a lab course. (Certain degrees require only 1 course, which must be a lab course; taking only 1 course does not satisfy the MTA. Certain degrees may allow a course from the "Applied Science & Technology" category. Courses from the "Applied Science & Technology" category do not count toward the MTA.)

Lab Courses:

ASTR 201

BIOL 120, 121, 125, 127, 128, 145, 201, 202, 204, 210, 260, 265

CHEM 135, 161, 162, 192, 262, 272

GEOG 220, 221

GEOL 221, 222, 230

ISCI 121, 122, 131

PHYS 120, 200, 221, 222, 251, 252

Non-Lab Courses:

BIOL 203, 270

CHEM 125, 151, 152, 182, 251, 252

PFHW 123

Applied Science & Technology Lab Courses (*Courses in this category do not count toward the MTA*):

CITP 110* (? – Dan Rafail’s proposal)

METM 190*

Others*?

F. **Social Science**

Unless otherwise directed by your Program Pathway, select a total of 2 courses, each from a different discipline (alpha course code). (Certain degrees require only 1 course from the "Humanities and Fine Arts" category or the "Social Science" category or the "Applied Social Science" category; taking only 1 course does not satisfy the MTA. Courses from the "Applied Social Science" category do not count toward the MTA.)

ANTH 270, 271, 275, 276

CHDV 101

COMM 280 (formerly SPCH 280)

ECON 120, 201, 202, 213, 260

EDUC 204, 220, 230

GEOG 120, 200, 202

GERO 100

POLS 120, 121, 201, 240, 250, 260, 270

PSYC 200, 202, 203, 205, 221, 222, 250

SOCL 120, 185, 254, 255, 260

SOWK 101

Applied Social Science (*Courses in this category do not count toward the MTA*):

ANTH 272*

MGMT 234*

[Further verbiage from MTA, etc. continues. Some minor cleanup also is needed in the catalog at "[How Students Can Satisfy LCC General Education Requirements.](#)"]

Rafeeq O. McGiveron, 6 February 2019