

CURRICULUM COMMITTEE REPORT FOR THE ACADEMIC SENATE

The information below was approved on 03/12/19 by the Curriculum Committee (CC) to be moved forward to the Academic Senate.

REVISED COURSE PROPOSALS:

CHEM 125 - Basic Chemistry

The Chemistry Program (Arts and Sciences Division) stated that the proposed revisions will improve the transparency on how the final grade is calculated for students. The CC recommends the revised course proposal for CHEM 125 (Basic Chemistry) move forward as a recommendation to the Academic Senate.

CHEM 151 - General Chemistry Lecture I

The Chemistry Program (Arts and Sciences Division) stated that the proposed revisions will improve the transparency on how the final grade is calculated for students. The CC recommends the revised course proposal for CHEM 151 (General Chemistry Lecture I) move forward as a recommendation to the Academic Senate.

CHEM 152 - General Chemistry Lecture II

The Chemistry Program (Arts and Sciences Division) stated that the proposed revisions will improve the transparency on how the final grade is calculated for students. The CC recommends the revised course proposal for CHEM 152 (General Chemistry Lecture II) move forward as a recommendation to the Academic Senate.

MUSC 199 – Music Appreciation

The Music Program (Communication, Media, and the Arts Department) stated that after a survey of similar courses at both 4-year and 2-year colleges, it was determined that most schools give a Music Appreciation course 3 credits. Second, this is the first step in a larger plan to make MUSC 199 the Music Program offering for the Communication Core requirement instead of MUSC 240/241 (Global Perspectives & Diversity Core), which we have found to be a poor fit for non-majors given the content. Moreover, this change would streamline and simplify our offerings for students by using only one course instead of three to fulfill both MTA and LCC Core requirements. We would phase out MUSC 240/241, both 4 cr/4 billing hour courses. That is, providing 199 is approved to replace them as a Core offering with its new 3 credit load. The CC recommends the revised course proposal for MUSC 199 (Music Appreciation) move forward as a recommendation to the Academic Senate.

NEW COURSE PROPOSALS:

ESOL 098 – ESL Combined Skills Level 4

The English for Speakers of Other Languages Program (Arts and Sciences Division) stated that they would like to propose a new integrated reading/vocabulary/writing/grammar/technology course to allow for the development of a 6-credit model to provide support for non-native-English-speaking students who enter with ESOL Level 4/ESLL 2 or with READ 2/WRIT 2 placement scores. The proposed model would allow a student with ESL Level 4 placement to enroll in ESL Combined Skills Level 4 with concurrent enrollment in college-

level courses. Concurrent enrollment options: ACAD 101, MUSC 120, PSYC 200, THEA 110 (Choices have been limited to align with the Action Plans submitted in discussions related to Embedded Academic Support.) Under the proposed model, students needing to increase their English-language skills would enroll in ESOL 098 and college-level courses selected with assistance from an academic advisor. This course meets the stated College goal of accelerating placement into college-level courses while also meeting the needs of non-native English speakers for contextualized instruction and aligning with Homeland Security regulations for enrollment of F-1 visa holders in an English Language Training program. The CC recommends the new course proposal for ESOL 098 (ESL Combined Skills Level 4) move forward as a recommendation to the Academic Senate.

ESOL 099 – ESL Combined Skills Level 5

The English for Speakers of Other Languages Program (Arts and Sciences Division) stated that they would like to propose a new integrated reading/vocabulary/writing/grammar/technology course to allow for the development of a 4-credit model to provide support for students who enter with ESOL Level 5/ESLL 2 or non-native speakers entering with READ 4/WRIT 4 placement scores. The proposed model would allow a student entering LCC with ESOL Level 5 and ESLL 2 or Reading and Writing Level 4 to increase English-language proficiency by enrolling in ESOL Combined Skills Level 5 and ENGL 121 as well as other college-level courses, resulting in the student exiting with reading 5 and writing 6 as well as completion of ENGL 121 (Writing level 8) and additional college-level coursework. The second college-level course would be determined in consultation with the student's advisor. This model parallels the highly effective Community College of Baltimore County's now nationally adopted model of acceleration, and there is, in addition to our college's success data, national data to show the great success of this model. As the second course in a two-semester bridge program for non-native English speakers, this program sequence matches recommendations from the Student and Exchange Visitor Program (SEVIS), the Homeland Security department responsible for overseeing F-1 student visa admissions. Students may enter this course by meeting exit competency in the lower level course ESOL 098 or by taking the placement test and achieving reading level 4 and writing level 4. Students completing ESOL 099 achieve college levels in reading and writing, which allow them to enroll in all LCC courses. The CC recommends the new course proposal for ESOL 099 (ESL Combined Skills Level 5) move forward as a recommendation to the Academic Senate.

NEW CURRICULUM PROPOSALS:

Acting, Associate of Applied Arts

The Theatre Program (Arts and Sciences Division) stated the following: "the commitment that our transfer curriculum requires does not match the needs of many of our students who are looking to begin working in the field after graduation instead of transferring to a four year institution. Many courses that would give them an edge to obtain this work will not be able to be taken under the current AA Guided Pathway due to the heavy load of MTA curriculum. The curriculum would still serve our students if they intend to continue their education at a four year university or conservatory. In this field, the entrance to a program at a four year institution or conservatory is very competitive. Auditions are required for most institutions and the proposed program will allow us to offer the students enough skills in other aspects of the field to make them more appealing to these institutions and prepare them well enough for the auditions. The Associate of Applied Arts (AAA) gives us the ability to better prepare the student to successfully move forward, whether it is to a four year institution of higher learning or into the professional world. In this field at the community college level, preparation needs for both the professional world and transferring to another institute of higher learning are identical". The CC recommends the new curriculum proposal for the Acting AAA move forward as a recommendation to the Academic Senate.

Allied Health, Associate in Applied Science

The Health and Human Services Division stated that the purpose of the Allied Health Associate in Applied Science (AAS) curriculum is to provide an associate degree pathway for new or returning students who have, or wish to complete, one or more health careers certificates that will qualify them for employment and/or licensure exam. It is also for students working on pre-program requirements to apply for admission to a selective admission health program. This curriculum provides education, training, insight, experience, and encouragement to students with diverse goals as they begin or continue their health careers education. The pathway purposely includes the opportunity to explore and experience a variety of health professions to fully embrace the broad definition of allied health. Students will have the opportunity to achieve transferability with this curriculum based on course choices completed. The ability to do this within an applied degree is appropriate based on the need for students to obtain advanced degrees in many health careers fields. With this pathway and advising from a Health and Human Services program director or advisor, students may build a customized curriculum that best fits their goals to broaden their knowledge and skills in one or more allied health professions which will lead to employment and/or transfer toward a higher degree. A number of certificate curricula are embedded in this Allied Health pathway which lead to rapid job-entry enabling students to begin employment while completing additional coursework needed for the associate degree. The "pre-program" component of the pathway is for students working on admission requirements to a health careers selective admission program. This component will be moved from the General Associate Degree to the Allied Health Associate Degree to give students a clearer and more direct pathway with specific required coursework including options. The Allied Health pathway will be linked to the advising guide of each selective admission program to help students, advisors, program staff and administrators navigate selective admission requirements. According to the Association of Schools of Allied Health Professions (ASAHP), allied health professionals comprise nearly 60% of the healthcare workforce. ASAHP identifies allied health professionals as including dental hygienists, diagnostic medical sonographers, dietitians, medical technologists, occupational therapists, physical therapists, radiographers, and many other health professions. (Please note that LCC pre-Nursing requirements have been included in this pathway to keep all selective admission pre-program students in the same track for degree completion if they are not admitted into the program for which they are applying. The ASAHP definition of Allied Health is Allied health may be defined as those health professions that are distinct from medicine and nursing.). The CC recommends the new curriculum proposal for the Allied Health AAS move forward as a recommendation to the Academic Senate.

DISCONTINUATION TRACKING FORM:

General Technology, Associate in Applied Science

The Trades Technology Department (Technical Careers Division) stated that the General Technology, Associate in Applied Science (AAS) has been inactive since 2015. The department does not anticipate the need to reactivate this curriculum. The CC recommends the proposed discontinuation tracking form for the General Technology AAS move forward as a recommendation to the Academic Senate.

Submitted by Kari Richards, Ph.D.
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