

CURRICULUM COMMITTEE REPORT FOR THE ACADEMIC SENATE

At the Curriculum Committee meetings on 3 Sep 19 and 17 Sep 19 the CC recommended that the following courses be moved forward to the Academic Senate for approval.

For those interested in examining the CC documents, they can be found in the [folder for Academic Senate](#) review.

REVISED COURSE PROPOSALS:

CHDV 101 – Child Growth/Develop: 0-10 Yrs

CHDV faculty are proposing changes to this course in order to incorporate and reflect current industry terminology and to align with best practices in the field of early childhood education. They have confirmed with 5/7 of our major transfer partners that these changes will not negatively affect our student's ability to transfer these courses.

CHSE 120 – Medical Terminology

Based on ongoing curricular updates and the adoption of a new textbook, the CHSE faculty are proposing a change in the point distribution for the grading criteria of this course. These changes do not affect learning outcomes, and therefore will not affect the transfer status of this course.

MASG 132A - Body Systems for Massage I MASG 132B - Body Systems for Massage II

In recognition of the challenging, science-heavy first semester of the massage program, the MASG faculty are proposing to split MASG 132 – Body Systems for Massage into a two semester sequence of courses. All of the learning outcomes are required Commission on Massage Therapy Accreditation competencies.

MASG 132A will cover systems and principles that are more pertinent to massage therapy - body organization, biology principals, chemistry principals, cells, tissues, skeletal system, muscular system, and the nervous system. MASG 132B will cover the cardiovascular system, endocrine system, lymphatic system, immune system, integumentary system, respiratory system, urinary system, digestive system and reproductive system.

MASG 139A - Medical Conditions in Massage I MASG 139B - Medical Conditions in Massage II

As with MASG 132, in recognition of the challenging, science-heavy first semester of the massage program, the MASG faculty are proposing to split MASG 139 – Medical Conditions in Massage into a two semester sequence of courses. All of the learning outcomes are required Commission on Massage Therapy Accreditation competencies.

MASG 139A will cover systems that are more pertinent to massage therapy, the skeletal system, muscular system, and nervous system pathology, and infection control. MASG 139B will cover the cardiovascular system, endocrine system, lymphatic system, immune system, integumentary system, respiratory system, urinary system, digestive system and reproductive system pathology.

NEW COURSE PROPOSALS:

BUSN 285 – Business Admin Internship

We are working with students who are working toward an associates degree to prepare them for practical business experiences. This course will become a Limited Choice Elective on the Business Administration AB, 0243.

Course Description: The Business Admin Internship is an opportunity for students to work with Lansing area businesses as a team member to explore various careers within the industry.

ENGL 200 – Introduction to Literature

ENGL faculty began thinking about the creation of an introductory literature course at the advice of the former provost. We realized that an introductory course in our discipline was needed to feed students into the more advanced 200-level literature courses in the English Program. The introductory course would serve to prepare students and place them on a path to successful completion of other courses in the English Program. A writing intensive introduction to literature course would also reinforce their critical reading, writing, and thinking skills—skills necessary no matter which major field of study they choose.

This course will transfer to Michigan State University (ENG 210 [tentative approval]), Ferris State University (LITR 250), Grand Valley State University (ENG 105), and Western Michigan University (ENGL 1100).

Course Description: Students will analyze and interpret poetry, drama, and narrative works from a globally and culturally diverse range of historical and literary periods. Close readings of both written texts and visual texts will be encouraged. Through written assignments and discussion, students will offer analytical, argumentative, or researched responses to the readings.

MATH 098 – Support for Math 121

This course is to support students enrolled in MATH 121 as a co-requisite for some students who would place in MATH 112 (Intermediate Algebra). Students will be able to enroll in a college-level mathematics course within their pathway that requires MATH 121, along with this course to provide the academic support needed for students. This course is being created as part of fulfilling the Resolution on Developmental Education adopted by the Board of Trustees in January 2018.

Course Description: This course provides embedded academic support for students enrolled in Math 121. Topics include a study of relations and functions, inequalities, algebraic

expressions and equations, with a special emphasis on linear and quadratic expressions and equations, and any additional topics, as needed, to support the content of Math 121.

THEA 225 – Building a Character

THEA 225 is part of the third semester sequence that has run successfully as THEA 224, Special Subjects in Theatre, in conjunction with Studio Theatre Performance III and Acting Shakespeare (THEA 233 and THEA 240). Currently, THEA 224 is listed on the Michigan Transfer Network as transferring to multiple colleges and universities including Central Michigan University, Grand Rapids Community College, Michigan State University, Northern Michigan University, Oakland Community College and Oakland University.

Course Description: This course will focus on giving students “an acting toolbox” for creating fully realized characters on stage. Class will focus on the Chekhov Technique which emphasize the psycho-physical development of character, as well the language based techniques of John Barton. Students will practice skills to relate with others in a scene as that character.

Respectfully submitted by Mark Kelland, Ph.D.
Interim Co-Chair of the Curriculum Committee