CIP convened the first Monday of each academic month (excluding January) to discuss curriculum and policy proposals. The following was approved by CIP during the 2014-2015 school year.

Proposals approved: 9/8/2014:

Phlebotomy - submitted by Cheri Goretti, presented by Cindi Brassington
COM 171 is no longer offered due to the tap framework. The choice of HLT 170, Medical Law & Ethics for the Health Care Professional, to replace it was prompted by outreach to local industry. The number of credits remain the same. Approved unanimously (Motion to approve: Jakob Spjut, 2nd: John Lombardi).

Patient Care Technician - submitted by Cheri Goretti, presented by Cindi Brassington
Similar to Phlebotomy, COM 171 is replaced with HLT 170 with the inclusion of CSA 105, Intro to Software Application, instead of a Business Office Technology (BOT) course, as BOT courses will no longer be offered. Approved unanimously (Motion to approve: Cheryl White, 2nd: Jane Carey).

TAP [1] Biology Pathway - presented by Melissa Philion. Brian Donohue-Lynch and Melissa Philion explained the history of the TAP program, including the 30 credit core (based on courses that satisfy measurable learning outcomes for each of the areas of core competency, and the TAP Pathways. Considering the small number of QVCC students studying Biology, it doesn't make sense to have a completely separate degree program for Biology right now. Instead, the TAP Biology Pathway for QVCC is designated as the current LAS (Liberal Arts and Sciences) Degree, with specific courses designated as necessary to satisfy the TAP Pathway program. This program is intended for a student looking to study Biology at a 4-year institution. It should enable them to start study at the junior level after transferring to a 4-year institution. Some skepticism was expressed concerning the level of commitment that the 4-year institutions actually have to this plan: Might we be misleading our students about how transferable the Pathways actually are? For this TAP program to work, it is important that the measurable learning outcomes are actually assessed in the appropriate courses. Approved Unanimously (Motion to approve: Cindi Brassington, 2nd: John Lombardi)

Manufacturing Machinery Course Pre-requisite changes - presented by Jakob Spjut
Follow up on the change to a 1-year certificate from Spring 2014, this removes prerequisites that refer to a discontinued certificate (Machine Technology Level I). Approved Unanimously (Motion to approve: Cindi Brassington, 2nd: Jane Carey; 1 abstention by presenter)

Visual Arts (AA degree and certificate) - presented by Annie Joly. Change the name of the department & degree from Fine Arts to Visual Arts to reflect what we actually do. The previous

name, Fine Arts, is a limited name for what we currently offer in the art department. A more inclusive name that encompasses more disciplines helps with promoting the program, and it more accurately describes the program being run. While the portfolio is the most important for the development of the students, the name will hopefully help reach students at the high schools. The Visual Arts Certificate helps give students in general studies who like to take a lot of art classes a way to demonstrate their interest to others, almost like declaring a minor. Reduce the amount of credits from 66 back to 60 so that students can complete the AA degree in two years. The reduction in credits to 60 credits helps bring the degree in line with Board of Regents desires and makes it easier for students to complete the degree. Additional flexibility in electives will make it easier for students to take what they are interested in while still satisfying major requirements. Eliminate the three Options and certificates (Fine Arts, Graphic Arts, Photography) and consolidate into one degree and one certificate in Visual Arts. This will allow students to "cross-pollinate" electives, while still fulfilling five core requirements. Lower student enrollment in the program has caused many sections or courses that students need to be cut, forcing course substitutions. Concentrating students into a smaller number of course with more students in each will hopefully help ensure that the courses are allowed to run. Redo the five core requirements by adding 3-D design and eliminating Color Theory to mirror required Foundation courses at most four-year institutions and facilitate smoother transfer. Color theory should be incorporated throughout the curriculum, instead of as a specific course. Some schools require a specific color theory course, so it will remain on the books to be run every so often.Approved Unanimously (Motion to approve: Jane Carey, 2nd: Cindi Brassington)

Additional Discussion:

Melissa Philion suggested that a generic tracking chart be developed for tracking the progress of policies and other things that are not covered by the current tracking charts, which only cover Courses and Programs.

Brian Donohue-Lynch notes that this semester will be the semester of TAP[1], and we will be pursuing TAP for the Liberal Arts Core, and 20 other Pathways being implemented throughout the system that may be coming through.

Amy Kacerik is not currently listed as a member of the CIP committee on the Academic Senate website; this should be corrected, along with some formatting irregularities.

Proposals approved: 10/6/2014

Human Services Degree – initiated by Heath Hightower. An overhaul is needed to make the Human Services degree program more useful for 3 reasons: The transfer pathway only meets minimal requirements. The current program does not prepare students for current positions. The current program is not competitive with other human services programs. A higher level of math (MAT 146 Math for the Liberal Arts) is proposed. Discussion centered around whether the higher math requirement would hold back students from graduation, with consensus being that the additional value offered to students justifies the additional rigor. HSE 108 Human Service Worker, is being replaced with HSE 243 Human Services Skills and Methods, as it is much more focused on casework and case management, and it transfers as a 200-level elective instead. HSE

281 Field Work 1 will take place more in the classroom, as those hours transfer, while the internship hours do not, and students are frequently underprepared at the point in their studies they would be taking it. Approved unanimously (Motion to approve: Jane Carey).

New Course - HSE 243 Human Services Skills and Methods - initiated by Heath Hightower. An already existing course[1] that is being adopted as part of the programmatic overhaul. Approved unanimously (Motion to approve: Jane Carey).

New Course - HSE 141 Addiction and Mental Illness in Behavioral Health Care - initiated by Heath Hightower. An already existing course[1] that is being adopted as part of the programmatic overhaul. Approved unanimously (Motion to approve: Jane Carey).

Additional Discussion:

Board of Regents (BOR) Program Approval – Interim Academic Dean Jayne Battye.
The BOR is getting more rigorous when considering programs and courses. QVCC should strive to bring stronger proposals so they face less resistance at the Board of Regents level.
The 2nd Wednesday each month, program and course materials are brought to the Academic Dean's Council. If they are accepted, they are considered by the Academic and Student Affairs Committee (ASA) which includes the BOR. There has been increasing scrutiny by the Dean's Council and the ASA Committee that can delay approval of new or revised courses or programs. The pro forma budget will be considered along with enrollment projections, and more scrutiny will be brought to them. To improve this process, it is important that the internal paperwork is held up to appropriate scrutiny so that the Academic Dean can adequately answer questions at the BOR level. Any tweaks to programs below 15 credits do not need to be considered by the BOR. Programs may be discontinued based on enrollment, both from inside QVCC and initiated by the BOR.

Developmental Education Grade Point Average Exclusion – Amy Kacerik.
QVCC currently counts remedial coursework into GPA's for QVCC students, and is one of only 2 institutions in the system that currently does this. This is a legacy holdover from when they were used to qualify students for part-time Dean's List. As the part-time Dean's List no longer exists, it doesn't make sense to include them in GPA calculations anymore. The BOR says that we should not be doing this according to BOR policy. This will not impact financial aid.
The registrar will be moving forward with this change: developmental education courses will no longer be included in GPA calculations.
To continue to recognize excellence in developmental education courses, it might be a good idea to have a developmental education Dean's List.

Proposals approved: 12/1/2014

Wording Change in Basic Skill Assessments – Assistant Academic Dean Jo-Ann Black.
This change attempts to prevent students from retaking the Basic Skills Assessment repeatedly to get a better score. Approved unanimously (Motion to approve: Cindi Brassington).

Revised Degree – Computer Networking – Chris Parden.
COM171 is no longer offered, so it's being removed as an option. COM173 will be used instead (it was already an option). CST192 seems unneeded as the skills are duplicated in other courses. Removing it brings the number of credits in the degree down to 63. It is not worth reducing the number of credits all the way down to 60: while CSC295 Cooperative Education/Work Experience is a 3 credit non-transferable course, it is very valuable to students.
Approved unanimously (Motion to approve: Cindi Brassington).

Revised Certificate – Senior Network Specialist – Chris Parden.
Similar changes are implemented in a certificate related to the Computer Networking Degree.
Approved unanimously (Motion to approve: Cindi Brassington)

New Policy – Calculator Policy – Denise Walsh. Approved unanimously (Motion to approve: John Lombardi).

Revised Course – MFG 278 Rapid Prototyping – Jakob Spjut. Pre-requisite changed to allow CAD220. Either CAD271 or CAD220 are required (not both). Approved unanimously (Motion to approve: John Lombardi).

Program Development Chart - Some subtle corrections for consistency were made to the proposed chart during the meeting. Resolved: If and when the Executive Board becomes the Board of the Academic Senate, this will be the program development tracking chart. Approved unanimously (Motion to approve: Cindi Brassington).

Additional Discussion:

Transform CT 2020 & Self-Governance – Executive Board Chair Brian Kaufman
Dr. Grey spoke about the Transform CT 2020 plan being a faculty driven initiative, and as such it falls to the governing bodies at each institution to take charge. At QVCC that falls to the Academic Senate. Concern was expressed about making sure that the needs of Community Colleges are not overlooked. The state universities have taken the lead in discussions around this initiative, and the needs and goals of the 4-year institutions shoudle not trump the needs of the 2-year institutions. Relatedly, it would behoove us as an institution to have a stronger voice of self-governance coming from the Academic Senate. Various people have been working on different proposals concerning reorganizing the Academic Senate. These include competing ideas about direct election of Academic Senate officers and reorganization or elimination of the Executive Board. The stronger and more coordinated we are as a faculty, the better shape we'll be in with regards to Transform CT 2020. Having a strong self-governing body will also give a new Academic Dean (to be hired) something to work with.

<u>Proposals approved: 3/2/2015</u>

Distance Learning – Melissa Phillion. QVCC has grown online without having a formal plan in place, which is a problem for NEASC, which expects an organized approach to establishing and improving instruction (see Guidelines for the Evaluation of Distance Education (Online Learning). To help with that, it's important that we at least provide tools to give instructors

resources to use in establishing and improving online coursework. The documents Distance Education Course Design: Guidelines for Student Success and Online/Hybrid Course Observations: Guidelines and Training for Evaluators. The guidelines for evaluators is not intended to be punitive, but rather to give tools to department chairs and others who are required to evaluate instructors who teach online. Approved unanimously (Motion to approve: Cheryl White).

Revised Course – HLT 103 Investigations in Health Careers – Cheri Goretti.
Approved unanimously (Motion to approve: John Lombardi).

Revised Curriculum Sheets – Liberal Arts and Sciences and General Studies – Beth Alves.
The list of courses are revised to eliminate courses that are no longer offered. COM171 and COM176 are no longer offered by QVCC as they were not highly transferable to four-year colleges/universities. Instead the requirement is being changed to COM elective, so students can choose the most appropriate course.
Approved unanimously (Motion to approve: Cheryl White).

Additional Discussion:

Academic Senate Bylaws revision – Brian Kaufman. As part of the regular review of Academic Senate Bylaws, some significant changes are proposed. These include the dissolution of Executive Board, allowing voting via email officially in the bylaws, and renaming the executive leader of the Senate to the President of the Senate. This fits better with the needs of the institution and the increased demands on the leader of the Senate. These changes have no effect on the Curriculum, Instruction, and Policy Committee (CIP) and how it considers programs, courses, and policies. Approved unanimously, with corrections in Article VIII, paragraph 4 to consistently read as CIP Vice Chair (Motion to approve: Cheryl White).

By way of information, in the future CIP will need to consider a process for approving TAP assessment requirements for new and revised courses.

Proposals approved: 4/6/2015:

Revised Curriculum Sheet – Early Childhood Education – Cindy Shirshac. As done with other curriculum sheets previously, the list of courses is revised to eliminate courses that are no longer offered. COM171 and COM176 are no longer offered by QVCC as they were not highly transferable to four-year colleges/universities. Instead the requirement is being changed to COM elective, so students can choose the most appropriate course. More notably, CSA105 is also being removed as a required course. Most students can test out of CSA105, and it does not transfer over to the 4-year universities, so when trimming courses to get down to 60 credits in 2-year degrees where possible (as requested by the Board of Regents), it's a reasonable course to cut. Approved unanimously (Motion to approve: Cindi Brassington).

List of TAP[1] core courses for Liberal Arts & Sciences – Brian Donohue-Lynch.
A list of courses that count for a 30-credit common core that covers the agreed upon areas of core competency was put forward. Each of these courses will need to be assessed each time they

are offered so that QVCC can show that it is adequately fulfilling those core competencies. Changes to the list will go through the CIP process at QVCC. Approved with 5 in favor and 1 abstention (Motion to approve: Jakob Spjut).