

TEXAS HIGHER EDUCATION COORDINATING BOARD

Academic Quality and Workforce

Academic Course Guide Manual Advisory Committee

December 5, 2017

Summary Notes (Approved)

Members present: Janice Epstein (Co-Chair), Paul Bernazzani, Brent Colwell, Nancy Curé, Michelle Davis, Genevieve Durham DeCesaro, Ricky Dobbs, Elizabeth Erhart, Juan Garcia, Mark Hartlaub, Rahime-Malik Howard, Amber Kelly, Norma Perez, Ashley Purgason, Clay White, and John Spencer, ex-officio.

Members absent: Tamara Clunis, Catherine Howard, and Tammy Wyatt

Coordinating Board staff: Rebecca Leslie, Program Director; James Goeman, Assistant Director; Stacey Silverman, Deputy Assistant Commissioner; Reinold Cornelius, Assistant Director; Allen Michie, Program Director; John Wyatt, Director External Relations

Call to order, welcome, and introductions

The meeting was called to order at 10:03 a.m., followed by recognition of new members who were asked to introduce themselves by Co-Chair Janice Epstein. New members were Paul Bernazzani (Lamar University), Brent Colwell (Temple College), Elizabeth Erhart (Texas State University), Mark Hartlaub (Texas A& M University-Corpus Christi), Rahime-Malik Howard (Dallas County Community College District), and Ashley Purgason (University of Texas at Arlington).

Election of Committee Co-Chair from a two-year institution.

Brent Colwell and Norma Perez put themselves forward as candidates. Members elected Norma Perez as Co-Chair representing two-year institutions.

Consideration of Minutes from the May 3, 2017 Meeting

Genevieve Durham DeCesaro made a motion to accept the minutes from the May 3, 2017 meeting, seconded by Michelle Davis. The committee voted unanimously to approve the minutes.

Discussion of the Learning Outcomes Project

Rebecca Leslie gave a brief description of the project and its processes. She reported the status of courses in the ACGM which have been revised and those remaining. The majority of courses have been revised with learning outcomes added. The disciplines that have not been review in the project are engineering technology, nursing, and social work. Engineering technology and nursing have demonstrated low enrollments. The nursing courses are taught as workforce education courses and not reported as academic. Languages other than Spanish and non-science major sciences also represent a large group of courses not yet part of the project.

Discussion and Consideration of the Learning Outcomes Project revision of courses.

English 2351 Mexican American Literature

Amber Kelly made a motion to approve the recommendation of the Learning Outcomes faculty workgroup. With a second the motion was then discussed. Amber Kelly offered an amendment to the motion to remove ENGL 1302 as a prerequisite. After some discussion the motion to amend the motion was passed. The original motion with the amendment was then voted approval.

GOVT 2311 Mexican American Politics

Genevieve Durham DeCesaro made a motion to approve the recommendation of the Learning Outcomes faculty workgroup. There was a second. Ms. Durham DeCesaro asked what the concern was with the title change to Mexican American and Latinx Politics. It was noted that the title change and terms used reflect trends at institutions. A vote on the motion was taken and the recommendations of the Learning Outcomes faculty workgroup were approved.

HIST 2327 Mexican American History I HIST 2328 Mexican American History II

The two history courses were considered together and a motion was made and seconded to approve the recommendations for changes to the courses. Rebecca Leslie said that the history courses received the fewest comments and almost all were endorsements of the work done. The recommendations from the Learning Outcome faculty workgroup were approved.

Update on new ACGM courses included in approved Field of Study Curricula.

Co-Chair Epstein recognized Rebecca Leslie to provide information about courses created by some Field of Study (FOS) Curriculum Advisory Committees. There were two FOS committees that recommended courses to be added to the ACGM – Architecture and Engineering. The Architecture discipline courses in the ACGM were revised as part of the Learning Outcomes project and the need for sophomore design courses were discussed by that group. Several of the same faculty served on the FOS Advisory Committee. Two sophomore design studio courses were approved with the FOS.

Engineering FOS Advisory Committee recommended a chemistry course for engineers be added to the ACGM and included in some tracks of the FOS for engineering. The addition of General Chemistry for Engineering Majors was approved as part of FOS.

Discussion and consideration of the addition of CHEM 1109/1309/1409 as an alternative prerequisite for CHEM 1112/1312/1412

Co-Chair Epstein introduced Agenda Item 7. A motion was made to approve the addition of CHEM 1109/1309/1409 as an alternative prerequisite for CHEM 1112/1312/1412. After some discussion and comment from Paul Bernazzani about the suitability of the course as an equivalent for student transferring into a chemistry program, the motion passed.

Lunch

This agenda item was deferred.

Update from TCCNS Database Coordinator

John Spencer indicated TCCNS Database website was improved and that editing and upload of courses has been made easier for institutions. There are new members from among private institutions and Baylor University uploaded their courses for the first time. The TCCNS group is considering an indicator for developmental education since there are not statewide numbers for developmental education. Other areas of interest for improvement of the database are core curriculum and FOS. James Goeman cautioned about trying to identify core curriculum among institutions since this changes each year. FOS are more static and are to be reviewed only every five years.

Update and discussion on Coordinating Board initiatives and activities

Rebecca Leslie spoke about the *Texas General Academic Institutions: Increasing Successful Community College Transfer Report*. The report looks at native and transfer students who are juniors at same time and follows the students through four years toward graduation. Transfer students do not graduate at the same rate as native students and take longer to complete their bachelor's degree.

Allen Michie was recognized to update the committee about the progress of FOS development initiative of the Coordinating Board. With a power point presentation reviewed the completed FOS curricula and plans to do additional disciplines. Genevieve Durham DeCesaro asked if these are reflected on transcripts. Rebecca Leslie indicated that sometimes FOS course are shown as an addendum and that implementation of FOS on transcripts maybe an operational challenge for institutions and student information software venders need to be involved. Juan Garcia mentioned institutional technical user groups and venders meet regularly and discuss changes that need to be made to student information systems to implement mandated policy. This was done in the case of core curriculum and the process took several years. Individual vender groups will meet in the summer. Allen Michie said that institutions are required to report FOS information. John Spencer mentioned that reporting to the Coordinating Board will also have to be considered. Advising student also is a top priority for implementation of FOS. Nancy Curé said that Tarrant County College District is moving forward with the institutional adoption of FOS and does plan to offer the courses. Brent Colwell said that advisors at Temple College are aware of FOS and are designate for disciplines/programs.

John Wyatt from the Coordinating Board's External Relations Division provided an update to the committee on the Legislature's interim charges. Dual credit continues to be of great interest to legislators with concerns about equitable funding, rigor of instruction, and transferability of courses. There is an ongoing study by the Coordinating Board about dual credit. The Legislature is also interested in developing more innovative approaches to delivery of instruction. Senator West led a workgroup to develop legislation to improve transfer. None of substantive changes were passed but the legislature did pass a bill to study transfer practices, SB 802. There are expected to be monitoring of some bill such as SB 2118 that provides for the expansion of some bachelor's degrees at community colleges and HB 2223 which calls for the implementation of a corequisite model for developmental education.

The Coordinating Board is developing recommendations for legislation. The Board will make policy recommendations to the legislature. These recommendations are likely to be discussed at the April Board meeting. Legislative committee will also be having public

hearings this spring. John Wyatt encouraged input from institutions on both these occasions.

At the conclusion of John Wyatt's remarks the committee broke for lunch.

After lunch Co-chair Epstein called the meeting back to order and recognized Reinold Cornelius to present an update on Core Curriculum. The deadline for new course proposals for Core Curriculum from institutions is June 30. This will give staff adequate time to review the submissions and for institutions to appeal decisions should a course not be approved. The most significant change to core is the review and removal of some courses deemed "skill's courses" The term "skills courses" comes from SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) describing a type of course not considered to be appropriate for general education. Introductory language courses are to remain in Core Curriculum until the Undergraduate Education Advisory Committee (UEAC) studies and considers more information and options. A handout list of courses removed by institutions was provided to the ACGM Advisory Committee. Genevieve Durham DeCesaro observed that courses removed are practice-based courses and express concern about the perception of valuation of courses that emphasize knowing and doing.

Dr. Cornelius concluded his remarks by repeating the statement from the Assistant Commissioner that Core Curriculum cannot resolve all problems for institutions. Core Curriculum in Texas is larger than is found in most states with 42 hours. Twelve of those hours are required by legislation to be history and government. UEAC will be looking at changes in CAO (Component Area Option) to provide more flexibility and discretion to institutions to solve their various problems in implementing core curriculum.

Consideration of Future Work and Meeting Dates

The next meeting date is April 30. A poll will be sent to committee members to determine if an afternoon meeting would be possible. Staff will be exploring with other advisory committee coordinators the development of standardized protocols for committee operations. Any developed protocols would be brought to the committee for input.

Adjournment

With no other business before the committee the meeting was adjourned at 1:08 pm.