

Draft Minutes
Sub-Committee on Curriculum
February 14, 2019
3:30 p.m. in M2-34

Attendance: Pam Carter, Administrative Appointee; Mary Anne Celenza, Administrative Appointee; Chae Sweet, Administrative Appointee; Amy Birge, Administrative Alternate; David Presjnar, Faculty Delegate; Joel Tannenbaum, Faculty Delegate; Simone Zelitch, Faculty Delegate; Nicole Duncan-Kinard, Faculty Delegate; Nilufer Yesmin, Student Delegate; Osvil Acosta-Morales, Guest; Jocelyn Sirkis, Guest; Debonair Oates-Primus, Guest; Lucia Gbaya-Kanga, Guest.

I. Call to Order

Joel Tannenbaum called the meeting to order.

II. Attendance

The attendance list was circulated, and those present introduced themselves and their roles at the college.

III. Approval of Minutes: 1/17/19

The minutes were approved pending minor corrections.

IV. Old Business

None.

V. New Business

Joel Tannenbaum requested that an item be added to the agenda: Post Baccalaureate Accelerated Nursing Program. The item was added after the programs originally scheduled for review.

Programs for Review:

1. Business Leadership, new program

Jocelyn Sirkis introduced the new Business Leadership program. She stated that we currently have two Associates Degrees in Business, and both are designed for students who wish to transfer and earn four-year degrees. In contrast, this new program is intended for students who are already in the workplace and who may not want to continue beyond an Associate's Degree. Sirkis described "Leadership" as "a 21st Century skill". This program requires concurrent enrollment in either the Entrepreneurship or Corporate Social Responsibility proficiency

certificates or a related proficiency certificate. The proposed program incorporates several new courses such as BUSL 125 which focuses on customer service, ACCT 111 which combines elements of ACCT 101 and ACCT 102 and introduces students to basic accounting principles and making decisions based on data, ECON 120 which focuses on data analysis, and BUSL 215 which focuses on organizational leadership. All of the courses in the program are intended to be put to immediate and practical use. If those courses are initially under-enrolled, Pam Carter, Dean of Business and Technology said that would be kept on the schedule while the program was established.

J. Sirkis was asked why the proposal is a program, rather than a third proficiency certificate. She replied that a program would not restrict a student to a specific area but would allow for a broad range of courses which—unlike the current certificates—would go beyond the introductory level. She was asked if the program could, in fact, transfer, and replied that it would be accepted, but not by traditional business schools. Colleges that specialize in applied degrees such as Pierce and Chestnut Hill, would accept the credits. She was also asked about the number of 100-level courses in the program; although students would complete two years here, would they transfer with Junior standing? She replied that they would, in the aforementioned institutions.

Finally, there was discussion about the distinction between a certificate and certification, and Sirkis clarified that the degree was not intended to prepare students to take a state test.

The Business Leadership program was approved with one abstention.

2. Black Studies, new program

Debonair Oates-Primus and Lucia Gbaya-Kanga discussed the proposed program. It is designed to be multidisciplinary, and the list of contributors on the document includes faculty in Sociology, History, Advising, Counseling and the sciences. The program is intended to be international in focus, with an emphasis on social justice, and to transfer as the first two years of Temple's Africology Program. The program reflects the college's mission, and diversity initiatives. Leadership development is central, and students will be engaged in their communities, and build partnerships may turn to career opportunities. Thus, the program will be pipeline to employment, as well as a foundation for transfer.

As they developed the program, the authors conducted several surveys to gauge student interest through the Center for Male Engagement as well as contextualized courses in many disciplines. They asked students what they felt the college should have. The authors also looked outside of the college to the causes of achievement gaps, and the evidence that students are more engaged if courses address their cultural identities.

The Black Studies program includes three new courses, a sequence designed by Aaron Love: BLAS 101 which introduces students to the concepts central to Black Studies, BLAS 102 which focuses on critical race theory, BLAS, a Special Topics course similar to those at Swarthmore and Penn State where subjects may range from Black Feminism to The Prison Industrial

Complex, and BLAS 290, a capstone courses which includes a service learning component or study abroad experience. The authors already have found faculty who can teach these courses.

The authors predicted that the Black Studies program was likely to attract between 75-150 students. BLAS courses are capped at 36, and all courses are under threat of cancellation if enrollment falls below 15. The same would be true of other required courses such as ENGL 250 African Literature. When asked if these courses would remain on the schedule if under-enrolled, Chae Sweet, Dean of Liberal Studies, gave assurance that they would.

BLAS 101 would be open to students who were not yet ENGL 101 ready, and that the BLAS courses were all classified as Humanities courses. In addition, none of the new courses are designed to be writing intensive, but the three literature courses in the program would meet that designation. Finally, the program would fall under the Liberal Arts pathway.

The Black Studies Program was approved unanimously.

3 Post Baccalaureate Accelerated Nursing Program.

Tannenbaum said that the Post Baccalaureate Accelerated Nursing Program had appeared in the new catalog but had never gone through this committee or IWC for approval.

Mary Anne Celenza said that the Post Baccalaureate Accelerated Nursing Program has the same course sequence as the Nursing Program. The distinction is that the course sequence beginning with NURS 101 would start in Summer 1, rather than Fall. A significant number of students who enter the Nursing Program already have Bachelor's Degrees and thus have completed many of the Nursing Program's General Education requirements. However, as the Nursing Program currently stands, because of scheduling, even students with BAs must take two years to complete it. In the Post Baccalaureate Accelerated Nursing Program, those students can begin the program in Summer 1 and end in Summer 1. The program is only open to students who have a BA, and is analogous to the accelerated FNMT 7A and 7B courses in that it is only open to a select group. M. Celenza explained that the Post Baccalaureate Accelerated Nursing Program allows the college to increase the number of students admitted to the program because by beginning course-work in Summer 1, it also staggers the access to clinical sites.

When asked why Post Baccalaureate Accelerated Nursing did not go through our committee or the IWC as is the case with other new programs, M. Celenza repeated that it contained the same course sequence as the original program, and was therefore not new. When asked why it appeared on the website as a new program, she said that the college wanted to distinguish it from Nursing as it is only open to students with BAs who are able to complete the program by transferring in courses.

The meeting adjourned at 4:35 PM.

Respectfully submitted,
Simone Zelitch, Faculty Delegate.