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| AGENDA/MINUTES | |
| Team Name | Learning, Instruction and Curriculum Committee (LICC) |
| Date | 8/14/2019 |
| Time | 3:30 pm – 4:30 pm |
| Location | A-113/Zoom |

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| Facilitator | | Brian Howe | | | | Recorder | Sarah Riegel | | | | | |
| Team members | | | | | | | | | | | Present X  Absent O | |
|  | **Team 1** | |  | **Team 2** |  | **Team 3** | |  | **Additional** | |  | **Non-voting** |
| o | Latoya Hill  Team Lead | | o | Mark Shipman  Team Lead | o | Jaime Abel  Team Lead | | x | Lori Crowther | | x | Kathy Kottas |
| x | Brenda Glendenning | | x | Charlotte Cates | o | Erika Jenkins-Moss | | x | Kurt Teal | | o | Lee Miller |
| x | Karly Little | | x | Todd Mobray | x | Karen Kratzer | |  |  | | x | Claudia Mather |
| x | Randy Allen | | x | Chris Vanderlinde | x | Marlo Chavarria | |  |  | | x | Elaine Simmons |
| x | Abby Howe | | x | Terri Mebane | x | Ange Davied | |  |  | |  |  |
|  |  | | x | Lawrence Weber |  |  | |  |  | |  |  |
| Guest | | | | | | | | | | | | |
| x | Jane Howard | | o | Mary Foley | x | Lindsay Holmes | |  |  | |  |  |
| o | ReGina Casper | | x | James Henderson |  |  | |  |  | |  |  |
| Action Items | | | | | | | Reporter | | | New/  Revised | | Effective Semester |
| HZMT 6036 Introduction to Environmental Compliance Management  Reviewed by Team 3  New Course   * Part of the certification program for the SHEP (Safety, Health & Environmental Professional) * This course was offered previously but not for credit * Section V.A.1. – Is it acceptable to use multiple verbs for a competency? Yes. * Approved | | | | | | | Lindsay Holmes/  James Henderson | | | New | | Fall 2019 |
| Syllabi Submitted for Formatting Changes | | | | | | | Reporter | | | Format Only | | Effective Semester |
| n/a | | | | | | |  | | |  | |  |
| Syllabi Submitted to Inactivate | | | | | | | Reporter | | | Inactivate | | Effective Semester |
| n/a | | | | | | |  | | |  | |  |
| Other Items | | | | | | | Reporter | | |  | |  |
| Concourse Update    New Syllabus Concepts:   * Same items listed, order is different * #1 – puts course description and outcomes/competencies at the beginning * #2 – puts items the student would want to know first – contact info, grades, meeting times, etc.   Comments:  Todd   * Will the syllabus page in Canvas will be renamed? Yes   Karen   * The schedule is currently listed in Canvas, so the schedule could be listed further down in the syllabus   Randy   * Concept #1 looks more similar to what we have now. * Will we have to input all our syllabi into Concourse? No, most information will pull in from Banner and Sarah will do some data entry. * Will all current syllabi have to go through LICC again to be input into Concourse? No * Do we want to get student feedback?   Karen   * Concept #1 would be more attractive to a transfer school when they are reviewing our syllabi for transfer * Should Course Description be moved up? Many students want to know what the class is about.   Elaine   * The student focused syllabi would be the way to go   Karly   * Move up Materials since this would be where OER would be listed   Marlo   * We need to have standardized retention practices – in the online world most students are looking for the 4, 6 and 8 week classes not term long   Kathy   * Would breaking up the areas that can’t be edited cause any issues in Concourse? No Concourse is very clear on what can be edited   Jane   * How will the LICC process work for syllabi edits? We’ll have an updated checklist, faculty member will not make the updates in Concourse   On Concept #2:   * Move Course Description after Contact Information * Delete Additional Information * Delete Meeting Times – not necessary since students have their schedules | | | | | | | Team | | |  | |  |

Absent: have no concerns. Voted in advance to approve should majority agree.

**ENDS:**

**ESSENTIAL SKILLS “BARTON EXPERIENCE”**

**WORK PREPAREDNESS REGIONAL WORKFORCE NEEDS**

**ACADEMIC ADVANCEMENT SERVICE REGIONS**

**PERSONAL ENRICHMENT STRATEGIC PLANNING**

**CONTINGENCY PLANNING**



***Barton Core Priorities/Strategic Plan Goals***

***Drive Student Success***

1. Advance student entry, reentry, retention and completion strategies.

2. Commit to excellence in teaching and learning.

***Cultivate Community Engagement***

3. Expand partnerships across the institution.

4. Reinforce public recognition of Barton Community College.

5. Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

***Emphasize Institutional Effectiveness***

6. Develop, enhance, and align business processes.

7. Manifest an environment that supports the mission of the college.

***Optimize Employee Experience***

8. Promote an environment that recognizes and supports employee engagement, innovation, collaboration, and growth.

9. Develop, enhance, and align business human resource processes.