Learning, Instruction and Curriculum Committee

New Member Orientation

Contents

About the Learning, Instruction and Curriculum Committee

The Learning, Instruction and Curriculum Committee (LICC) exists as a faculty driven committee to oversee the College curriculum. The Committee meets monthly and addresses the following learning, instructional, and curriculum matters:

- Reviews and approves of all curriculum additions and/or changes.
- Maintains focus on student and institutional learning.
- Assures quality and comprehensive curriculum.
- Supports faculty professional development.
- Guides decisions that represent all College locations, delivery methods and types of courses.

The LICC Charter, which outlines the purpose of the committee and the roles and responsibilities of membership, may be found by visiting bartonccc.edu, choosing **About Barton,** choosing **Institutional Effectiveness**, choosing **Barton Planning,** and visiting the **Institutional** Teams page.

Each member of the committee, which consists of nine (9) to twelve (12) faculty members and other College staff, is assigned to a sub-team. Sub-teams work throughout the month on analyzing and editing (with the author) submitted course information in preparation for the monthly meeting.

The LICC website includes calendars, checklists, and resources. It can be found by visiting internal.bartonccc.edu, selecting **Employee Resources,** and choosing **Faculty Resources.**

Special projects concerning curriculum issues may arise, and from the overall committee, temporary sub-committees will be formed to resolve these issues.

Timelines and Calendars

The LICC meeting and submission calendar can be found by visiting internal.bartonccc.edu, selecting **Employee Resources**, choosing **Faculty Resources**, and selecting the **Learning and Instruction Curriculum Committee** link.

The calendar is divided into different action-timeline categories, each with a specific deadline.

Submission Deadline

- The date by which the author submits a course that is new or contains curriculum changes and/or updates for consideration at the upcoming LICC meeting.
- A day or two after this deadline passes, each sub-team should receive their assigned documents from the Assistant to the VP of Instruction and begin reviewing the documents.

Sub-Team Deadline

- The date by which the sub-team should review and submit suggested corrections to the course author.
- Once the course author receives feedback from the sub-team, he or she may further dialogue or make modifications based on that feedback.

Author Deadline

- The date by which the course author should return all suggested corrections to the sub-team.
- The sub-team has up to four days prior to the monthly meeting to submit the final copy of the Course Submission Worksheet to the Assistant to the VP of Instruction.

Meeting Date

- The date that the LICC meets each month.
- Follow-up documentation required after the monthly meeting should be submitted in a timely manner to ensure archival of the proper document(s).

As each stage is dependent on the previous stage, meeting the time deadlines is crucial to the committee's efficiency and success. Committee members may choose to manage these deadlines by setting reminders or tasks on their Outlook calendars.

Operating with the sub-team

Each team should establish a schedule by which to rotate the sub-team lead responsibilities. Typical rotation timeframe dictates that each member serve in this capacity for a three-month duration. The sub-team lead should establish the routines and methods by which the team communicates.

Each team should establish expectations of the sub-team lead, i.e., the collection of comments from each team member and communication of these comments to the course author.

All team members are responsible for reviewing assigned course(s) within the designated timelines and communicating any potential comments or concerns to the sub-team lead. If there are no concerns with a course, team members should communicate that information.

Communication

The sub-team shall receive the Course Submission Worksheet for their team's review, per the LICC calendar.

The sub-team lead is responsible for fostering conversation about the team's assigned course. Utilizing the calendar, the sub-team lead shall either forward or otherwise communicate all necessary changes or considerations to the course author.

Email communications between the LICC sub-team and the author should be respectful, timely, clear and supportive.

If necessary, the author and sub-team lead may further dialogue about any concerns or considerations.

Once changes or considerations are agreed upon, the author shall make any necessary changes to the Course Submission Worksheet and forward a corrected copy to the sub-team lead. The sub-team lead (and sub-team, if necessary) reviews the Worksheet for any additional changes or corrections and forwards the corrected Worksheet to liccdocs@bartonccc.edu for disbursement to the full committee in advance of the next meeting.

Upon the author's brief explanation of the necessary changes and any necessary-provided context during the meeting, the committee discusses the course in terms of whether it may be approved as-is, may be approved with changes, or if the course must return to a later meeting because it requires further discussion or approval with other College individuals.

Monthly Meetings

The overall committee as well as any course authors, department supervisors, or other department representatives with course(s) to present attend the monthly LICC meeting.

The representative individual briefly explains why the new course or change to an existing course is necessary for that course or department. The overall committee reviews the course to consider, discuss, and make recommendations to ensure that the course includes effective learning objectives and measurable competencies and appropriate connection to assessment of student learning.

The sub-teams' prior reviews of each course expedite the overall committee's time spent on each course.

Depending on the committee's dialogue about the course, the committee votes for the course's approval either "as is", with modifications, or (with enough edits) that the course should come back for review at a later date.

If the course is approved as is, no additional steps are necessary, and the document will be properly archived by the Assistant to the Vice President of Instruction.

If the course is approved contingent on changes, the course author should submit the updated Course Submission Worksheet to the LICC sub-team lead with whom he or she worked on edits. The sub-team lead is responsible for the document's submission to liccdocs@bartonccc.edu for archival.

If modifications must be made beyond the meeting and the course was tabled by the committee, the course author must submit changes for reconsideration at the next month's LICC meeting observing the next set of dates on the submission calendar.

Monthly meetings, beyond course approval, include notification of curricular changes in programs and discussions of general curricular issues and projects.

Learning Outcomes and Competencies

General education courses use the statewide system and career technical education has alignment procedures, and while these activities are hosted by Kansas Board of Regents, the work that is completed is driven by faculty and industry partners statewide. Barton Community College establishes its own fundamental outcomes and general education outcomes. Accreditation agencies, industry board representatives, discipline and program departments and individual faculty identify learning outcomes and competencies.

Learning outcomes are statements that describe goals for the learners and define what learners should know about the included content.

Competencies should be expressed using verbs from Bloom's Taxonomy and should be measurable through assessment activities that provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge.

Competencies show the applied skills and knowledge that enable students to successfully perform skills in a work setting. They are relevant to an individual's job responsibilities, roles and capabilities.

Outcomes and competencies should be formatted as such:

A. Identify the various status/role relationships reflected in gender and other aspects of human society.
   1. Describe patterns of marriage and post-marital residence.
   2. Identify cross-cultural examples of reckoning kin and determining descent.
   3. Diagram different systems of kinship
   4. Distinguish between sex and gender
   5. Explain the forces of change impacting system of marriage, kinship, gender, and sexuality under globalization.

The Learning and Instruction Curriculum Committee website contains a resource to help sub-team and the author identify measurable verbs for outcomes and competencies at [Bloom's Taxonomy Outcomes vs. Competencies](#).

For those courses that come to the Committee that have identified themselves as meeting General Education Outcomes, the sub-team must analyze the author's choices connecting the competencies of the course with the general education outcomes.

Course Submission Worksheet

The course information comes to the sub-team through the Course Submission Worksheet. It is a lengthy document but not all of it is used. It is broken up into three parts: Revised Course Information, New Course Information and General Education Analysis. There is an appendix at the end of the document to help the author with the General Education Analysis. Most syllabi coming to the curriculum committee will be using the Revised Course Information area or the New Course Information area. The General Education Analysis area is completed only if the course meets general education requirements.

Revised Course Information

A Revised Course is defined as an existing course in which changes are needed or the course has not been taught in five years or more. The Revised Course Information section asks the author for basic course information like course code, course number, course title, current course prerequisite, the identity of the initiating instructor or instructors (the "authors"), the effective term (when the changes need to begin) and the classification of the course.

Once those basic details are identified, the Revised Course Information section asks the author for the reason or reasons for submission. Reasons for submission can include a course title change, a credit hours change, a course description change, a prerequisite change, an outcomes/competencies revision, the course has not been offered in the last five years and/or a program alignment.

The Revised Course Information asks the author to identify the credential requirement(s) for an instructor for the course so that it can be included in the Faculty Qualifying Credential spreadsheet. The author also provides the names of faculty in the discipline who had opportunity for feedback.

The Revised Course Information asks the author to provide the course description and the outcomes and competencies for the course even if there are no changes. Helpful links are provided and plenty of space to write the outcomes and competencies for the course.

Lastly, the Revised Course Information asks the author to create a short paragraph that describes where the course "fits" within the curriculum of the program or the College.

Video: LICC Revised Course

New Course Information

The New Course Information asks important information about a new course development, research and assessment. It asks similar questions to the Revised Course Information area, although in a slightly different pattern, and additional questions vital to the development of a new course.

The New Course Information asks for the classification of the course, schedule type and a determination as to its repeatability for graduation requirements.

The author then provides basic information as to the course like the preferred subject code, preferred course number, preferred course title, CIP code, credit hours, and prerequisite information. Do not be surprised if the subject code, course number and CIP code areas are blank. Some authors ask the curriculum committee to make those determinations.

Similar to the Revised Course Information, the New Course Information asks the author to provide faculty credential requirements, faculty invited to participate in the development of the course, the course description and the outcomes and competencies of the course.

The New Course Information asks additional questions that can help in the development of a scope and sequence paragraph. The author needs to provide a description of how the course fits into a new or existing Barton program or a sequence of existing courses within a discipline, describe the benefit of such a course including any research data, identify an assessment plan including how it fits within the levels of assessment at the College and assessing the resources (instructional, physical space, equipment and technology) to support the course. Each of those responses can be important discussion points between the sub-team and the author. All of this information can then be used to construct the Scope and Sequence paragraph. Lastly, the New Course Information asks the author to determine if the course is approved through the Kansas Core Outcomes alignment.

Video: LICC New Course

General Education Analysis

If an author identifies the course as meeting General Education in the classification of the course area in either the Revised Course Information or the New Course Information, then a General Education Analysis needs to be completed. The results of this analysis may effect the language in the Scope and Sequence paragraph.

In the General Education Analysis, the author will select the general education area or areas in which they believe the course satisfies. Upon those selections, the author will go to the appropriate page or pages in the document to conduct the analysis.

As a sub-team member, the author's process and analysis needs to be confirmed by the sub-team and working with the author to determine the best "fit" for the course.

Videos:

LICC General Education Overview

LICC General Education Example

LICC General Education Algorithm

LICC General Education Written and Oral Communications

LICC General Education Mathematical Reasoning

LICC General Education Technological Skills

LICC General Education Arts and Humanities

LICC General Education Social Sciences

LICC General Education Mathematics and Pure Science

LICC General Education Personal Well-Being

LICC General Education Global Issues and Diversity

Course Review: Common Issues

Courses brought through LICC's editing and approval processes come for a variety of reasons. Each course submission uses the Course Submission Worksheet. This document serves as the committee's and sub-team's introduction to each course. It provides details about the course and identifies what the author would like to change about the course or the syllabus.

Changes on this worksheet include:

- Course Title Change
- Credit Hour Change
- Course Description Change
- Prerequisite Change
- Outcome/Competencies Revision
- Course Has Not Been Offered in the Last Five Years
- Program Alignment

The Revised Course Information asks for identifying the credential qualifications for an instructor of the course and a listing of faculty in the discipline that had opportunity for input. The author must also write the course description and the outcomes and competencies for the course even if there are no changes. He author must also construct a short paragraph describing where the course "fits" within the total curriculum of the program or the College.

Whatever the change(s) listed as applicable on the "Revised Course Information," **all** aspects of the course should be reviewed with each submission to ensure accuracy and consistency.

When considering changes to syllabi, the sub-team should review the following:

- Course Title Change
  - When reviewing a course for a title change, the reasoning should be examined and discussed. Areas for consideration should include but not be limited to: advising, ease of student use, and transferability.
  - After determining that a course title change is agreeable to the sub-team, all course readers should ensure that the title change is reflected throughout the Revised Course Information section.
- Credit Hour Change
  - When reviewing a course for a credit-hour change, the reasoning should be examined and discussed. Areas for consideration should include but not be limited to: advising, ease of student use, and transferability.
  - After determining that a credit hour change is agreeable to the sub-team, all readers should ensure that the credit hour change is reflected throughout the Revised Course Information section.
- Course Description Change

- o Course description must be universal but clearly written.
- o Course description must be written in complete sentence(s).
- Prerequisite Change
  - o When reviewing a course for a prerequisite change, the reasoning should be examined and discussed. Areas for consideration should include but not the limited to: program alignment, changes in the course outcomes, and transferability.
  - o Please make sure that a minimum grade is identified for the prerequisite course.
  - o After determining that a prerequisite change is agreeable to the sub-team, all readers should ensure that the prerequisite change is reflected throughout the Revised Course Information section.
- Outcomes/Competencies Revision
  - o Outcomes should be written as statements and include an active verb that describes educational goals specific to the course. An outcomes statement completes the sentence: "The student will be able to do the following:"
  - o Outcomes should be itemized using capital letters (A, B, C, etc.).
  - o Competencies should be written as statements and include an active verb from the approved [Bloom's Taxonomy](#) list that describes ways in which the educational goals will be assessed and measured.
  - o Competencies should be itemized using Arabic numerals (1, 2, 3, etc.).
  - o Sub-competencies should be itemized beneath their corresponding competency using lowercase letters (a, b, c, etc.).
  - o Outcomes and competencies should be written in parallel structure, i.e., every item in a list should begin with the same part of speech.
  - o If outcomes and competencies are determined by core outcomes, accreditation, or industry credential language, the language used in the syllabus may need to vary slightly (without changing the intended meaning) to meet Barton's requirements for outcomes and competencies.
- Course Has Not Been Offered in the Last Five Years
  - o If making changes to a course in order to keep it "active," the review process is the same as above.
  - o If making a course "inactive," the title will be included in the monthly agenda for the Committee's notification.

In addition to the content areas listed on the "Revised Course Information," committee members and authors should be aware of the following formatting stipulations:

- The Scope and Sequence paragraph should convey how the course is to be used and where it fits into Barton curriculum rather than a restatement or copy of the course description.
- All bulleted lists within the document should be structured in formal outline format.
- Bulleted items should be properly split and punctuated when applicable.
- Spelling and capitalization must be reviewed by both the author and the sub-team. Consideration should be given to industry and program-specific spelling, wording, and phrasing. The author can assist with this distinction.
- Punctuation must be consistent.