

## TCC CURRICULUM COMMITTEE Minutes

**Date:** Thursday, June 17<sup>th</sup> 2021

**Time:** 2:00pm -5:00pm

**Location:** Virtual Meeting via Zoom

The meeting was called to order at 2:00 pm. A quorum of the voting members was present at the meeting.

### In Attendance

Tom Siegmund, **Chair** (VAC), Joseph Fairchild (B), Jenefer Snyder (P), Scott Carlson (C), Mark Frederick (N), Tiffany Putman (B), Cecilia Petretto (N), Sam Duncan (V), Rick Dyer (C), David Howell (RAC), Mary Gable (B), Brittany Horn (B), Diana Branton (B), Michael Mitchell (C), Debra Dart (N), Ivory Warren (N), Kevin Brady (C) Kellie Sorey (N), Jasmine Silvera (N), Lisa Peterson, Beno Rubin, Linda S. Williams

**Guests:** Leah Weaver, Valerie (Via) Sharer Rodriguez, Kerry Ragno, Jason Ambrose and Jennifer Ferguson

### Information Items:

1. None

### Action Items:

1. Sub Committees: *PLA Committee* - **Tom, Ivory**, *Gen Ed Course Requisite Committee* - **Diana, Tiffany and Joe and Bylaws Committee** - **Tom and Linda** reported on the progress of their charges. All committees reported that they did not get as much work done as hoped and wish to carry over the charges for the 2021-22 year.

### Presentations and Proposals:

1. Leah Weaver, Valerie (Via) Sharer Rodriguez and Kerry Ragno proposed to modify the AAS for American Sign language to English Interpretation . **The Proposed changes were approved without debate.**  
Semester 1 (new Pre-Admission semester)
  - a) Requiring a Pre-Admission semester of the listed courses will ensure students have the required knowledge, skills, and abilities of the target language in place prior to reaching the upper-level INT coursework. They will also learn about and prepare for program requirements and expectations.
  - b) The Pre-Admission semester courses can be completed any time during the year(s) prior to students entering into the full-time Interpreting program.
  - c) Requiring a program-specific SDV course, rather than a general College Success Skills course, will ensure students have a deep understanding of the profession and program prior to entering it. This will allow students to make informed decisions about their career path prior to declaring the major.
  - d) Requiring INT 105 prior to students declaring the major will allow them to have a clearer understanding of what goes into the process of interpreting. A common belief among current AAS students at the start of INT 105 is the perception that interpreting is simple. This course demonstrates the mental acuity and stamina necessary to simultaneously perform the many cognitive and manual processes essential for sign language interpreting. Introducing these foundations in the pre-admission semester will allow students to determine their interest in pursuing the AAS in a much more informed manner prior to declaring the major.

Overview

Semester 2 (new Semester 1)

- a) Requiring a summer start to the first formal semester of the program ensures students complete the

final semester of the program in a full sixteen-week semester. This in turn allows for the most opportunity to complete the internship course in one semester. In its current format, students have just 10 weeks during the summer to gain 150 internship hours. This short time frame leads to frequent Incompletes for the INT 290 Internship course. Also, there are significantly less available opportunities for interns during the summer due to K-12 schools not being in session.

- b) Reducing the credit hours from 13 to 9 ensures total credit hours for the shorter summer session do not exceed more than a part-time course load. This also accounts for removing ASL 125 and the Natural Science elective.

Semester 3 (new Semester 2)

- a) Adding INT 133 and 134 to this semester ensures proper sequential flow of the ASL-to-English and English-to-ASL courses leading into upper-level INT skill-building courses.
- b) Credit hours increased from 6 to 15. Adding the MTH 130 general education requirement and the program requirement of ASL 125 to this semester rounds out the credit hours necessary to maintain full time status during the 16-week semester.

Semester 4 (new Semester 3)

- a) Adding INT 233 and 234 to this semester ensures proper sequential flow of the ASL-to-English and English-to-ASL courses leading into upper-level INT skill-building courses.
- b) Removing ASL 220 from this semester and placing it into the new Semester 5 does not impact the total credit hours necessary to maintain full time status in this semester; however, it does allow for the final semester to achieve full time credit hours as required for a 16-week semester.

Semester 5 (new Semester 4)

- a) Removal of ASL 225, INT 233 and 234 and MTH 130 for aforementioned reasons. Additionally, this ensures the shortened 10-week semester does not exceed part-time credit hour limits.
- b) Adding INT 237 to this semester balances the course credit hour load without impacting course flow.

Semester 6 (new Semester 5)

- a) Increasing the credit hours of INT 290 from 3 to 4 allows for an increase to the total number of required internship hours necessary for successful program accomplishment. This is critical in the skill development of novice interpreters leading up to graduation to ensure their skill is adequate for achieving a minimum state qualification level through the Virginia Qualification Assurance Screening knowledge and performance exams and eventual entrance into the field as working professionals.
- b) Adding ASL 220 and the Natural Science elective allows for the total credit hours to maintain full time status for the 16-week semester.

2. Linda Williams proposed to a new Career Studies Certificate in Maritime Logistics. **The Proposed CSC was approved without debate.**

- a) This CSC is proposed to provide students seeking employment or advancing in the area of supply chain management and supervision in maritime organizations. Emphasis is placed on the effectiveness and efficiency of planning, implementation, and control of the flow and storage of goods, services, and information from point of origin to point of consumption. In addition to general management course work, this program covers theoretical and practical approaches to supply chain processes, purchasing, inventory and warehouse management.
- b) The proposed CSC curriculum is comprised of 7 courses (21 credit hours) that stack into the Associate of Applied Science: Management (Maritime Logistics) (212-02). The courses that were selected for inclusion in the CSC directly align with the U.S. Navy's requirement that the CSC provide

instruction in planning, implementation, and control of the flow and storage of goods, and services from point of origin to point of consumption, as well as theoretical and practical approaches to supply chain processes, purchasing, inventory and warehouse management. Additional topics that the RFP specifies to be covered include management; culture; diversity; inclusion as well as individual and group ethical standards.

3. Linda Williams proposed a new Career Studies Certificate in Organizational Leadership. **The Proposed CSC was approved without debate.**
  - a) This CSC is proposed to provide students with a comprehensive foundation in the knowledge, skills, and abilities to effectively manage and lead others. Students would examine theories, concepts, and models of organizational leadership as well as both theoretical and practical perspectives of management. Additional topics that would be covered include culture; diversity; inclusion; individual and group ethical standards; situational leadership; and environmental factors.
  - b) The proposed CSC curriculum is comprised of 6 courses (18 credit hours) that stack into the specialization of the A.S. Business Administration in Organizational Leadership (Plan 213.02). The courses were selected for inclusion in the CSC directly address the U.S. Navy's requirement that the CSC provide instruction in theories, concepts, and models of organizational leadership. Additional topics that would be covered include culture; diversity; inclusion; individual and group ethical standards; situational leadership; and environmental factors.
  
4. Jason Ambrose and Jennifer Ferguson proposed a new Career Studies Certificate in Emergency Medical Service / Emergency Medical Training. **The Proposed CSC was approved without debate.**
  - a) X This CSC is being developed to facilitate a dual enrollment pathway for students in the Chesapeake City Public School's Career and Technology Center. The center has had an EMT program for several years which remains one of their most popular offerings. They have dealt with significant struggles obtaining a new instructor who is credentialed to offer an EMT program approved by the Virginia Office of EMS. After significant discussion, the EMS program has agreed to develop a pathway for program students to take EMT courses offered by the EMS program. With EMS students within the schools needing a one-year program and the EMT program currently offered at TCC being a one-semester program, both entities have agreed upon a set of classes to be taught to the students in the fall semester with the EMT courses being in the spring semester. The establishment of the CSC will provide a credential to these students in addition to the EMS certification earned in the second semester.

#### Curriculum

HLT 100 - 3 credits - Fall Semester: This course will provide the necessary CPR certification required to enter an EMT program in the Commonwealth of Virginia. It will also provide a solid foundation of first aid concepts that will be expanded upon within the EMT curriculum.

SDV 101 - 1 credit - Fall Semester: This course will provide an introduction to both college life and health professions. SDV 101 is also a degree requirement for those choosing to continue their studies in the EMS program after graduation.

EMS 111 - 7 credits - Spring Semester: This is the didactic and psychomotor course required to obtain an EMT certification in the Commonwealth of Virginia. This course is also part of the EMS degree program for those students who choose to further their education after graduation.

EMS 120 - 1 credit - Spring Semester: This course is the clinical internship portion of the EMT program required to obtain EMT certification in the Commonwealth of Virginia. This course is also part of the EMS degree program for those students who choose to further their education after graduation.

Total: 12 credits

5. Jenefer Snyder proposed two new courses - EDU 114 Driver Task Analysis and EDU 214 Fundamental Principles of Driver Education. **The Proposed courses were approved without debate.** Next Step: College Board, September 21, 2021
  - a) EDU 114 Introduces the "driver task" as related to the highway transportation system and factors that influence performance ability. Prepares students so they may be eligible to take certification exams for driving school instructors in both public and private schools.
  - b) EDU 214 Analyzes rules and regulations that govern the conduct of Driver Education programs with special emphasis on organization and administration. Includes uses in the classroom, driving range and on the street. Prepares students so they may be eligible to take the state certification exam in driver education

Meeting was adjourned at 4:00 pm

The next meeting of the Committee will be September 16, 2020 and will be conducted via Zoom.

Tom Siegmund