

**Minutes  
Curriculum Development Committee  
Alexander 220, September 5, 2002**

<b>MEMBERS</b>	<b>PRESENT</b>	<b>ABSENT</b>
Paul Baxter	X	
Gail Burris	X	
Carolyn Carson		X
Karen Cornell	X	
Roger Crowe	X	
Ely Driver		X
Jonathan Fowler	X	
Sydney Gingrow	X	
Jonathan Lamb	X	
Cheryl Leach	X	
Candance Reaves	X	
Yolanda Sankey	X	
Todd Yazdi	X	
Second Math Representative		X
<b>Paul Ramp, chair</b>	X	
<b>OTHERS:</b> Joan Jackson, Toni McDaniel, Denise Penzkofer		

**AGENDA ITEMS DISCUSSED**

- I.** 8/16/02 Minutes
- II.** Brief Update of High Performance Computing Grant
- III.** HUM 2500 and WEB 2812—New Courses
- IV.** Dept. Responses to Draft of TBR Core Curriculum
- V.** Next Meeting

**ACTIONS TAKEN**

- I.** Minutes were approved as written.
- II.** Paul Baxter provided a brief update on the High Performance Computing (HPC) grant. A TBR proposal for a new program in HPC will be sent to CDC soon.
- III.** Paperwork for two new courses were distributed to members for a vote at the next meeting. HUM 2500 was requested by TN Tech for the education articulation agreement (in place of MUS 1030). WEB 2812 has already been approved for the RODP program and would serve as a web elective in the Web Development Technology program if approved.
- IV.** A summary of departmental responses to the proposed TBR core curriculum is attached. Members agreed to submit via email their top five items (per category) that they believe should be included in the final response. The committee voted in favor of sending a CDC member to a Learning Council meeting to submit the written response but also to provide a short oral summary of the committee's concerns.
- V.** The next CDC meeting will be on Thursday, September 12, 2002, at 3:00 in AL 220.

Recorded by: Cheryl Leach, September 10, 2002

<b>COPIES:</b> Committee Members	Melanie Paradise	Linda Randolph
Academic Dept Heads	Mike Hudson	Eunice Reynolds
Program Coordinators	Doris Ivie	Site Campus Administrators
Dennis Adams	Ann Munz	Cindy Tanner
Sheryl Burnette	Phyllis Pace	Leigh Ann Touzeau
Jim Bruns	Linda Pinkard	Julia Wood
Ann Satkowiak		

Posted: September 13, 2002

## Summary of Oral Departmental Responses

### Business and Computer Technology

- Lack of computer literacy is unacceptable
- Believe computer course should be added to proposed core or incorporated into one of the existing categories
- We've been a leader in providing computer training for 10-15 years
- UT College of Business now requires a laptop for all students by their junior year
- Demand will increase
- Part of professional development and business want it
- Should be taught by professionals like other disciplines
- High schools are not producing computer literature students
- Little demand for students trying to test out (usually 5-10 per semester)
- Almost as important as literacy itself

### Engineering and Media Technologies

- Full response from department not yet received
- Lack of geography courses a problem (could fit in social/behavioral sciences area)

### English

- Need unconditional support from our leadership
- Risk of extinction of certain coursework that is invaluable to students
- Need to put aside politics and power and think about the students
- Relationship with UTK will erode and will hurt existing articulation agreements
- Will dilute our mission to "meet a broad spectrum of community needs, including life enrichment and civic and cultural advancement"
- Proposed core eliminates student choice
- Current core is vibrant, effective and meets or exceeds our general education goals
- Need to retain sophomore literature as a three-hour humanities requirement
- Need to retain HUM 2020 as humanities/fine arts choice; provides rich experience and study for students and provides opportunities to develop and teach innovative courses
- Original intent of community college is to serve the community in unique ways in preparing students for further academic study or the job market

### Liberal Arts

- Proposed core diminishes our unique educational strengths in meeting community needs
- Proposed core will lead to more narrowly educated students
- Ability to document measurable outcomes will be difficult as they are currently written
- Will lead to a decline in faculty and staff morale
- Will lead to lack of intellectual autonomy at institutions
- Enrollment in HUM 2020 course will suffer
- Enrollment in foreign language courses will suffer (students will be forced to focus on core and pre-major work at two-year institutions and put off foreign language until the four-year institutions)
- Enrollment in literature will suffer leading to a decrease in literacy
- Enrollment in PE activities will suffer resulting in a less healthy student population
- Will face a drop in AA and AS graduates which will result in a loss of performance funding dollars
- Drop in graduates will hurt students entering the workforce where companies provide raises for educational credentials

### Mathematics

- Some see the proposed core as a "done deal" and any attempt at resistance is futile
- Legislators are looking for a short-term fix but there will be long-term damage
- Eliminating College Algebra will hurt students success rates in higher level math (MATH 1630—Finite Mathematics faced twice the failure rate when College Algebra was removed as a prerequisite); have to admit that students are not getting the preparation they need in high school
- Very few math courses could meet every one of the mathematics criteria as they are currently written; a course that resulted from the given criteria would not fit all students' needs
- A step-by-step learning process is needed for math where students build on the competencies they acquire, not an all-in-one course

### Natural Sciences

- Losing PE activities is major concern; stack of evidence provided that shows the need for physical education coursework
- Philosophy of general education is too simplified
- Proposed core does not broaden students' experiences
- Criteria/measurable outcomes are vague and do not provide a solid framework to select courses
- Concerned about limiting and preventing pre-major courses from having a significant role in the 2-year degree
- With such vague criteria, how will we measure and report our findings to SACS? Who will help?
- Categories are too narrowly focused
- Oral and written communication are not the only forms of communication; other forms of literacy include computer literacy and e-communication
- Omission of literature requirement in humanities/fine arts is a mistake
- Social/behavioral sciences' criteria are too broad and lack specificity
- Natural science criteria only provide for the most generic of courses
- TBR not considering special student population and their course needs (nursing students come here to take course like nutrition and anatomy and physiology that may not fit into the proposed core)
- SACS requirements not fulfilled with new core

### PE Discipline

- Lack of physical education requirement in any educational model is unacceptable
- Physical fitness and wellness is essential to support cognitive development
- PE is the foundation or a significant part of intellectual, social, emotional, and spiritual growth
- Rise in obesity and weight-related diseases is approaching epidemic levels
- PE provides strategies and life skills to implement lifelong behaviors
- PE integrates multicultural student population
- PE promotes problem-solving skills
- Students who truly need physical education are the least likely to enroll in PE courses
- Need to send a message that PSTCC understands its role in fighting our nation's leading cause of death
- PE discipline has a diverse curriculum, expert faculty and provides excellent community outreach programs

### Other

- Must make relationship with UT top concern
- Investigate two-track option, one for TBR schools and one for UT system