

MINUTES
CURRICULUM COMMITTEE MEETING
3:30 pm – 5:30 pm
Zoom
March 21, 2023

Voting Members Present:

Abigail Boyd, Ed Bushman, Cassi Gibson, Tiffany Kragnes, Lindsay Masten, Mark Muchna, Liz Peters, Kathie Peterson, Andrea Riffel, Jennifer Ritter, Karly Schauwecker, Tania Sheldahl, Sarah Southwick, Denise Woolsey

Non-Voting Members Present:

Patti Schlosberg, Leslie Sparkman

Absent:

Alex Barber, Diana Dowling, Stacey Hilton, Sheila Jarrell, Charlie Lohman, Angie Poland, Diane Ryan, Ustadza White

Guests:

Kelsey Rumsey

I. Approval of Minutes March 7, 2023

Motioned and seconded to approve the minutes; vote taken; motion approved.

II. Discussion

A. Course-Level document

Liz described the current course level document (below) based on Bloom's taxonomy and approved by the Gen Ed committee with statements added to allow for discipline differences.

Sarah explained the Rigor/Relevance Framework (below) which is based on higher standards and student achievement, a framework that accounts for both cognitive (knowledge) and psychomotor (application) development. It is an extension of Bloom's and is more specific to disciplines. Question: Where would 100-200-300-400 courses fit in (looking at A, B, C, D)?

Curriculum committee members were asked to express opinions on the two models. There was general agreement that the current model does not work. Lindsay commented that disciplines might set the vocabulary that applies to their own discipline. Jennifer stated that the Rigor/Relevance model could be used in addition to Bloom's. Curriculum has focused primarily on outcomes.

Question: If the current document doesn't work, what does?

B. Curriculog Forms

Discussion regarding Curriculog and committee representatives being removed from the routing process this past year with the addition of the Technical Team. Denise stated that she felt disconnected from the process. Everyone seemed to agree that the current routing process is not working, and many faculty supported the idea of taking a more active role. Tania commented that it has been laborious listening to verb arguments during meetings. Patti stated that she would also like to add curriculum reps back into the routing (in the past, representatives would approve sending a proposal forward without a thorough review,

and it would get to the committee level with incomplete information). Better training of curriculum reps is needed. Question: Should we route proposals through the curriculum rep or have the rep as the only faculty to submit proposals after meeting with the initiator?

Jennifer commented that she liked when the proposals were divvied among the members to review. Liz asked if we need to review the charter again since we will update roles. Also discussed was that we need to look at other ways of dividing reps to look at proposals other than by school since there is a significant discrepancy in the number of programs/departments between the schools.

C. To Do

Liz will send the course leveling document to everybody in Word to edit and make comments by the next meeting.

Sarah stated that one idea when reviewing the document, rather than using verbs, is to ask, "At this level, does this course _____?"

III. Adjournment

Yavapai College Standard Descriptions for 100, 200, 300 and 400 Level classes

Adopted from Bloom's Taxonomy

Proposed Definition:

Yavapai College courses provide content at different levels of knowledge and skill adopted from the YC Adopted Bloom's Taxonomy

(<https://www.fractuslearning.com/blooms-taxonomy-verbs-free-chart/>), Bloom's Taxonomy Staircase, Freedonia College, and AZ transfer.

AZ Transfer—Lower Division (100-Level and 200-Level)—Lower division courses should acquaint, introduce, develop, and lay foundation information.

AZ Transfer—Upper Division (300-Level and 400-Level)—Upper division courses should provide in-depth study, application, and understanding of scope and limitations of the knowledge.

Upper Level courses are at an advanced-undergraduate level of difficulty, and are generally taken by majors, minors, and other students with a well-defined interest and demonstrated ability in a particular subject area.

Individual disciplines may provide different levels of knowledge and skill at different course levels than those outlined in this document. The final decision regarding learning outcome language lies with the discipline faculty.

This document is being used as a starting point for further discussion on what differentiates lower and upper division courses at Yavapai College. The guidelines presented here will be revised as necessary.

LEVELS

- Developmental courses (below 100-level) generally cover pre-college-level competencies and prepare students to take college-level courses;
- 100-Level Courses
 - These are typically introductory courses having no university-level prerequisites, often presenting basic concepts and terminology. Students in such courses are expected to operate largely at the "knowledge" and "comprehension" levels, but should be provided opportunities to develop at the "application" and "analysis" levels.
- 200-Level Courses
 - These courses generally cover competencies for which some previous experience or knowledge may be desirable. Such courses are at an intermediate level of difficulty, and sometimes survey a subfield within a discipline. They often have a prerequisite

at the 100-level. Students taking such courses should solidify their abilities at the knowledge and comprehension levels, and be provided ample opportunity to develop their application and analysis skills.

- 300-Level Course
 - While continuing to develop proficiency at the lower cognitive levels, 300-level courses are expected to provide students with the opportunity to operate at the "synthesis" and "evaluation" levels.
- 400-Level Courses
 - Courses at the 400-level operate mostly at the "synthesis" and "evaluation" levels. They are often of a "seminar" nature, with the students taking significant responsibility for the course agenda. In particular, courses which provide students with the opportunity to perform directed research are usually at the 400-level.

Additional Resources from Task Force:

Fredonia <https://www.fredonia.edu/apcaas/guidelines-numbering-courses-undergraduate-level#:~:text=300%2DLevel%20and%20400%2DLevel%20Courses,in%20a%20particular%20subject%20area.>

Bloom's Taxonomy Staircase staircase (Source: <ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf>),

Additional guide to help with course creation

- **(100-level) Factual**
 - First year (100-level) courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses and focus on:
 - Knowledge (Remember)
 - Verbs: *define, repeat, record, list*
 - Activities: *lecture, visuals, video, audio, examples, illustrations, analogies*
 - Comprehensive (Understand)
 - Verbs: *translate, restate, discuss, describe, recognize, explain, express, identify*
 - Activities: *questions, discussion, review, test, assessment, reports, learner, presentation, writing*
- **(200-level) Conceptual**
 - Second year (200-level) courses generally cover competencies for which some previous experience or knowledge may be desirable. A 200-level course has a prerequisite course, and focuses on:
 - Application
 - Verbs: *interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, shop, sketch*
 - Activities: *exercises, practice, demonstrates, projects, sketches, simulations, role play, microteach*
 - Analysis
 - Verbs: *distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, inventory, question, relate*
 - Activities: *problems, exercises, case studies, critical incidents, discussion, questions, test*
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- **(300-level) procedural**
 - Third year (300-Level) courses are subject-specific and continue to develop lower cognitive levels while developing experience through:
 - Synthesis
 - Verbs: *compose, plan, propose, design, formulate, arrange, collect, construct, create, set-up, organize, manage, prepare, select*
 - Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations*
 - Analysis
 - Verbs: *distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, inventory, question, relate*

- Activities: *problems, exercises, case studies, critical incidents, discussion, questions, test*
- **(400-level) Metacognitive**
 - Fourth year (400-Level) courses generally focus on a seminar, self-knowledge and practical application/problem-solving projects which focus on:
 - Synthesis/create
 - Verbs: *compose, plan, propose, design, formulate, arrange, collect, construct, create, set-up, organize, manage, prepare, select*
 - Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations*
 - Evaluating
 - Verbs: *judge, appraise, evaluate, rate, compare, value, revise, score, select, choose, assess, estimate, measure*
 - Activities: *Case studies, projects, exercises, critiques, simulations, appraisals*

