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| AGENDA/MINUTES | |
| Team Name | Learning, Instruction and Curriculum Committee (LICC) |
| Date | 3/6/2019 |
| 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 | Karly Little  Team Lead | | x | Mark Shipman  Team Lead | x | Karen Kratzer  Team Lead | | x | Lori Crowther | | o | Ashley Anderson |
| x | Brenda Glendenning | | x | Terri Mebane | x | Ange Sullivan | | x | Kurt Teal | | o | Leanne Miller |
| o | Latoya Hill | | o | Lawrence Weber | x | Erika Jenkins-Moss | |  |  | | x | Claudia Mather |
| x | Abby Howe | | x | Charlotte Cates | x | Jaime Abel | |  |  | | o | Elaine Simmons |
| Guests | | | | | | | | | | | | |
| o | Jane Howard | | o | Kathy Kottas |  |  | |  |  | |  |  |
| o | ReGina Casper | | o | Mary Foley |  |  | |  |  | |  |  |
| Action Items | | | | | | | Reporter | | | New/  Revised | | Effective Semester |
| MLTR 1921 Chemical, Biological, Radiological & Nuclear Defense  Team 1  Course Title  Approved | | | | | | | Terri Mebane | | | Revised | | Spring 2019 |
| Syllabi Submitted for Formatting Changes | | | | | | | Reporter | | | Format Only | | Effective Semester |
| n/a | | | | | | |  | | |  | |  |
| Syllabi Submitted to Inactivate | | | | | | | Reporter | | | Inactivate | | Effective Semester |
| MLTR 1044 US Army Generator Operator | | | | | | | Terri Mebane | | | X | | Spring 2019 |
| Other Items | | | | | | | Reporter | | |  | |  |
| LICC Onboarding Document – draft   * In the Learning Outcomes and Competencies section example competencies shouldn’t end in “ing” – add to page 10 Outcomes/Competencies Revision an item here explaining the use of verbs * Add to page 10 Outcomes/Competencies Revision that outcomes should have a minimum of one competency * The Bloom’s Taxonomy document is being made ADA compliant and then will be linked on this document and on the LICC web page * On page 10 Outcomes/Competencies Revision reword the 6th bullet * On the syllabus section IV Course as Viewed in the Total Curriculum there needs to be wording to indicate if the course is a gen ed or elective so students know what they can use the course for. This is in the Syllabus Guiding Document. * Link the Syllabus Guiding Document to this onboarding document. * On page 10 Course Description Change remove the part about narrative form and add a statement about using complete sentences. * On page 9 the statement: **ALL** Barton instructors who teach the course must agree to changes prior to the presentation at LICC. – Change to the following: *The majority* *of full-time Barton faculty members who teach in that content area plus any adjuncts who teach that course have agreed to the changes.*   + Update the New and Revised Checklists. * On page 4 the wording in the tables needs to be left aligned instead of centered and add column titles for easier reading.   Let Brian know if you have any other feedback and the sub-team will bring another draft to the April meeting. | | | | | | | Brian Howe | | |  | |  |
| General Education Project   * Sub-team created a spreadsheet of all active courses and are going through each course to determine where the course will fit in the new gen ed layout * LICC new and revised checklists will change once the gen ed project is done | | | | | | | Brian Howe | | |  | |  |

Absent: Karly Little 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. Increase student retention and completion

2. Enhance the Quality of Teaching and Learning

***Cultivate Community Engagement***

3. Enhance Internal Communication

4. Enhance External Communication

***Emphasize Institutional Effectiveness***

5. Initiate periodic review of the Mission Statement and Vision Statement.

6. Through professional development, identify and create a training for understanding and use of process improvement methodologies.

***Optimize Employee Experience***

7. Develop more consistent & robust employee orientation.

8. Enhance professional development system.