

**Transfer Advisory Committee Meeting Agenda  
Central Piedmont Community College-Central Campus  
Hall Professional Development Building, Room 212  
Wednesday, July 17, 2013  
9:30 a.m.-2:30 p.m.**

**Meeting Minutes**

**Attendees**

Anthony Britt, Rick Swanson, Thomas Gould, David English, Precious Vines, Tenita Philyaw-Rogers, Marcia Conston, Pamela Hilbert, Ken Gurganus, Lou Ellen Riggans, and Jami Woods

TAC convened at 9:55 a.m.

**Introductions**

Marcia Conston welcomed everyone and gave logistical information about the building and agenda.

**Potential Revisions and Timeline for Minutes**

The minutes ([Attachment A](#)) were reviewed by the committee from the last meeting on May 30, 2013. The following suggestions were made:

- Page 2, paragraph 8-(add in wording) "...and the policies *that* are being followed after it is revised."
- Page 3, paragraph 3-(add the statement) "*Tenita Philyaw-Rogers stated that the Office of Transfer Articulation could be responsible for ensuring the dissemination of curriculum revisions and other changes.*"
- Page 3, paragraph 4, sentence 2-(change wording) "Karrie Dixon stated that there *may be* funding for this online tool..."

The committee discussed the proposed timeline ([Attachment B](#)) presented by Precious regarding the review and posting of committee minutes. The timeline was reviewed and agreed upon as follows:

- A. First draft of the minutes to be sent to the committee
  - *48 hours after meeting date*
- B. Response from the committee with changes to the draft
  - *1 week from the meeting date*
- C. Changes to the draft are implemented and the final draft is sent for review to the committee
  - *2 weeks after the meeting date*
- D. The draft of the minutes is posted to the website
  - *3 weeks from the last meeting date*
- E. Formal approval of the minutes
  - *At the next meeting date*

There was discussion regarding how to organize the minutes on the website, as well as the proposed revisions for the new community college website. The website at NCCCS is slated for total revision in the spring of 2014.

Precious stated that the website would be a bit more user friendly in organizing the material for faculty/staff, students, and the TAC. There was no objection to organizing TAC documents with the meeting minutes in one folder, along with the agenda and attachments in another folder.

The committee stated ultimately it is the responsibility of the committee to formally approve the minutes, with review by each system's CAO. In addition, Tenita stated that the conversation for Transfer Navigator will begin at the end of July 2013.

### **Information Item for Review**

The committee reviewed and accepted the information item ([Attachment C](#)) for review regarding SPA 161 – Cultural Immersion.

### **Reports (NCCCS, UNC-GA)**

The committee reviewed the contact list of TAC as proposed in the CAA draft of the meeting agenda. Additional corrections of the following were made to the appendix and contact list of the committee: *Lou Ellen Riggans, Director of Enrollment and Transfer Services, Phone: (910) 672-1603; Fax: (910) 672-1026.*

In addition, the committee will review the question of whether Karrie Dixon and Wesley Beddard are members of the committee, and thus have voting rights. Further clarification will be sought from Dr. Morrissey and Dr. Ortega.

### **Grievances to TAC**

The issues presented by a student's parent regarding the transferability of a course were discussed. The committee noted that no formal grievance has been filed. However, the information received from the parent was reviewed, and the co-chairs will draft a formal response to the issues addressed.

### **Review of Questions/Concerns (CPCC/Pitt CC)**

Co-chair Marcia Conston shared concerns presented by Central Piedmont Community College and Pitt Community College. The committee acknowledged the concerns stated in both documents received, and expressed a desire to help resolve or explain those issues that are relevant to TAC responsibilities. Rick Swanson noted and shared the concern that, as currently proposed, there are no guarantees, except for AA and AS degree completers, associated with the completion of an institution's lower-division general education component. He noted that this was not consistent with one of the major assumptions of the CAA that "... substantial commonality exists in the lower-division general education requirements currently offered at all universities and community colleges for purpose of transfer."

The committee noted that Lisa Chapman has spoken to Pitt Community College in regards to their questions and concerns regarding the CAA revision process. The committee felt that the questions and concerns presented from Pitt Community College should be directed to the CAA Review Steering Committee, as they pertain to potential course revisions of the CAA.

The committee felt that most of the concerns raised by Central Piedmont Community College are also currently being addressed by the CAA Review Steering Committee. The committee stated that there would be statewide information sessions presented in the near future, around the state in regards to the potential changes to the

CAA. Co-chair Marcia Conston will formally respond to the questions and concerns raised by Central Piedmont Community College.

### **Revision of the CAA Document**

There was discussion and review of proposed changes regarding the working draft of the CAA document. In addition, the committee noted that there should also be changes to reflect Tenita and Precious as staff, and Karrie and Wesley as ex-officio voting representatives regarding the contact information listed. The proposed revisions will be reviewed for further clarification, and discussed in the next meeting. A final draft of the proposed document will be provided to the committee for review prior to the next meeting.

Thomas Gould will oversee the inclusion of the proposed changes and subsequent comments regarding proposed revisions to the CAA.

### **Next Meeting**

The next meeting will be on August 23, 2013, tentatively in Chapel Hill, NC. The meeting will be set from 9:30 a.m. to 2:30 p.m.

Having no other business, the meeting was adjourned at 2:06 p.m.

## Attachment A

**Transfer Advisory Committee Meeting Minutes  
Friday, May, 30, 2013  
UNC General Administration-Executive Board Room  
Chapel Hill, NC**

**Attendees: Anthony Britt, Rick Swanson, Thomas Gould, David English, Precious Vines, Tenita Philyaw-Rogers, Wesley Beddard, Lisa Chapman, Marcia Conston, Pamela Hilbert, Ken Gurganus, Lou Ellen Riggans, Karrie Dixon, Jami Woods**

TAC convened at 9:39 a.m.

### Introductions

Co-chair Ken Gurganus welcomed everyone and gave logistical information about the agenda.

### Formal Approval of the Minutes-March 22, 2013

Ken Gurganus asked for approval of the minutes of the March 22, 2013, meeting. (Refer to TAC Meeting Minutes-032213). A formal vote was held, and hearing no corrections, co-chair Gurganus made a motion that the minutes be approved as presented. The motion was seconded and passed unanimously.

### Role of TAC

Co-chair Marcia Conston asked for a formal review of the role of the TAC, as charged by Dr. Morrissey in the last meeting. The committee reviewed the previous minutes, and a discussion was held (Refer to TAC Meeting Minutes-032213). The fundamental relationship of the TAC should not change, and there should be continual assessment of the CAA. There was discussion on the TAC having the responsibility to view what should be in the CAA, in regards to policies.

### Next Meeting Logistics

The next meeting date would be on July 17, 2013, at 9:30 a.m. at Central Piedmont Community College-Central Campus, in Charlotte, NC. This will be a working meeting regarding the CAA policy and procedure revisions.

In regards to the current timeline, Wesley stated that the drafts of the new CAA revisions should go to the colleges before Thanksgiving. The UNC Board of Governors should have the drafts of the CAA in January with voting in February. Karrie Dixon stated that an early fall draft of the CAA would be most ideal due to needing the information for vetting.

### CTPA Meeting Update/Grievances to TAC

The TAC representatives, Thomas Gould and Ken Gurganus, presented at the CTPA meeting, on April 19, 2013, at Wake Tech Community College-Main Campus. They both gave updates on the personnel changes and updates to the current revisions taking place with the CAA. In addition, the Math CIP gave an update on the math course changes. Dr. Lisa Chapman also gave an update on the CAA revisions proposed by the CAA Review Steering Committee.

Overall, concerns from the attendees involved all the changes with the courses, future course availability, and how faculty workload may be affected by these changes. There was discussion of how everyone could work together regarding the CAA changes and how the purpose of the revision is to facilitate effective and efficient student transfer.

### **Moratorium on CAA Course Requests**

Wesley Beddard reviewed the policy regarding how course revisions proceed to the Curriculum Review Committee. He would like to ask for the TAC to vote as to whether there should be a moratorium on new courses being reviewed for implementation in the CAA. He also discussed the need for a review for the current courses in the CAA and their relevance to the new revisions of the CAA.

A motion was made by co-chair Ken Gurganus for a moratorium on the review of new courses for implementation in the CAA. The motion was seconded and passed unanimously.

### **Update on Work on the CAA Review Team**

Wesley gave an updated handout of the proposed CAA Revision/Transfer Articulation "Block Model". Dr. Lisa Chapman gave a review of the CAA Review Steering Committee work on revision with the CAA and what has transpired in the past few months. The models have slightly changed overtime, as discussions have evolved. There was discussion regarding faculty concerns and how the CAA would be managed in the future.

Tenita Philyaw-Rogers gave an update of the courses reviewed and the additional courses that will be revisited for potential transfer. There was discussion regarding the impact that this may have on current college/university faculty. The committee discussed how it will use the drafts as a guide in revising the policies and procedures in the CAA.

Dr. Chapman stated that there were original four pathways, and now we are looking at two pathways, the AA and AS. There was discussion of a thirty-hour component that is common regardless of what community college and/or university a student is coming from. Additional discussion was held regarding the requirement of completing the "common core" before transfer to the university. With the new revisions, there is a proposed policy regarding the "guarantees" of acceptance of the common credit hours, as outlined in number three of the proposed transfer policies (Refer to CAA Proposed Policies).

Dr. Chapman stated that there are concerns regarding guaranteeing 44 credit hours versus 30 credit hours. Therefore, additional general education courses will be reviewed to add to the common 30 credit hours agreed upon at the discipline team meetings. There was discussion regarding how to proceed to gain feedback of general education courses that may be included in those additional 15 credit hours. The question was asked if there is a "revisiting" of the current standard being used.

There was additional discussion regarding the policy number 6, how many universities are currently using the 44-credit hour core and the "cons" regarding the policy guaranteeing the fulfillment of the lower general education requirements (Refer to CAA Proposed Policies). There was the question of the timeline of reviewing the additional 15 credit hours for potential inclusion in the pre-majors.

The committee discussed that it should review the policy guarantees in number 6 under the proposed transfer policies (Refer to CAA Proposed Policies). Dr. Chapman stated the CAA Review Steering committee's role is to set up the courses in the CAA revision, and the TAC states the particular mandates in the policies, including the updates with communication, (i.e. Transfer Navigator). Therefore, the TAC would ultimately take a more active role in the maintenance of the CAA and the policies that are being followed after it is revised.

There will be additional revision of the drafts of the AA and AS, including the discussions regarding additional courses that may be included in the common general education courses proposed. Tenita stated that this summer, there will be meetings with certain discipline chairs, and the pre-major courses that they may require in the additional 15 credit hours being proposed.

There was general discussion on how these revisions could be potentially streamlined better, while adhering to the current timeline needed for all revisions being proposed. The committee talked about the foreign language requirement and how it would be structured in the new drafts. There was the question regarding if the universities should specify

what their general education requirements are. An additional question was whether the Academic Transition course (ACA 122) would be a part of the common 30 credit hours.

Wesley stated that ACA 122 may be revisited this summer by a committee in regards to college courses needed for their college of choice and transfer student success learning outcomes geared toward transitioning to a university. There was discussion of whether to include in the language that the university a student transfers to may require an additional “academic transition” course.

Dr. Chapman proposed that courses should potentially come through the TAC versus the CRC first to avoid courses that may not be utilized by the universities. There was discussion of how the revisions will proceed through administration and/or boards. In addition, the committee talked about how the review of courses and policies would go forward, including the following: how the committee will proceed with the pending matters that have required action to be taken, and the status of such action from the committee to be disseminated to all necessary parties. Tenita Philyaw-Rogers stated that the Office of Transfer Articulation could be responsible for ensuring the dissemination of curriculum revisions and other changes.

There was discussion regarding Transfer Navigator, as it is a priority. Karrie Dixon stated that there may be funding for this online tool through the CACG and also a no-cost extension request that potentially will fund Transfer Navigator until the spring of 2014. There will be a request through the legislature for state funding for Transfer Navigator. There is a potential meeting that will take place on strategies on how to improve Transfer Navigator capabilities, to a more robust system that will be utilized more in the future.

#### **Revision of CAA Document**

The committee discussed all proposed language revisions of the CAA. These proposed changes are reflected in the working draft of the CAA policy changes, as outlined by the committee, for continued review at the next meeting in June.

Thomas Gould will continue to review and revise the working draft and send potential revisions for review to the committee. The committee was asked to review the CAA to see what would benefit students the most during the CAA revision process. Tenita stated that her office will work on best practices for the overall revised CAA. There was discussion of periodic review of the general education courses.

There was the discussion of whether to add in language of potential oversight by the committee. Any additional thoughts of revisions should be emailed to Thomas.

Having no other business, the meeting was adjourned at 1:35 p.m..

## **Attachment B**

### ***Proposed Meeting Minutes Timeline***

Suggested timeline for meeting minutes review and posting the following:

- |  |                        |
|--|------------------------|
| A. First draft of minutes to be sent to committee    | 48 hours after meeting |
| B. Response from the committee with changes          | 1 week from meeting    |
| C. Changes are implemented and sent for final review | 2 weeks from meeting   |
| D. Final Minutes are posted on the website           | 3 weeks from meeting   |

**Attachment C**

CAA-03

**CRC Analysis Sheet**

<b>Program/Subject Area:</b>	Comprehensive Articulation Agreement Community Spanish Interpreter (A55370)
<b>Course:</b>	SPA 161 Cultural Immersion
<b>Request:</b>	Change course description
<b>Request Submitted By:</b>	Johnston Community College
<b>Coordinator Assigned:</b>	Jennifer Frazelle

PROS	CONS
<p>The revised course description will allow students to explore cultural immersion opportunities that exist within the United States (Puerto Rico, Florida, Texas etc...) This will allow a more cost-efficient option for SPA 161.</p> <p>Vote Results:</p> <p>Colleges approved to offer the course: 31 Colleges in favor of revision: 21 Colleges opposed to revision: 0 Colleges declining to vote: 1 Colleges not responding: 9</p>	None

<p><b>Comments:</b> SPA 161 is a core course for Community Spanish Interpreter (A55370). SPA 161 is approved for college transfer. If approved by the Curriculum Review Committee, this course revision will be forwarded to the Transfer Advisory Committee (TAC) and to the Independent Transfer Advisory Committee (ITAC) for information.</p>
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*CRC Analysis  
May 2013*

**Attachment 4  
FORM 15-2  
Request for Combined Course Library (CCL) Revision**

<b>Name of College:</b> Johnston Community College	
<b>Chief Academic Officer:</b> Daughtry	Dee Dee
(print or type)	Last Name First Name MI
<b>Chief Academic Officer:</b>	
Signature Date	
<b>Contact Person:</b> Dee Dee Daughtry	<b>Email:</b> dddaughtry@johnstoncc.edu
	<b>Phone:</b> 919.209.2066
<b>Rationale for Course Change:</b>	
Due to economic reasons, some students find it difficult to afford a cultural immersion trip to a foreign country. We believe that comparable cultural immersion opportunities exist in the United States (Puerto Rico, Florida, Texas, etc.). These domestic cultural immersion opportunities would be a much more cost-efficient option for SPA 161. A revision in the SPA 161 course description would allow colleges to explore cost-efficient domestic cultural opportunities.	
<b>Supporting Documentation</b>	
Colleges That Have Been Consulted:	Response From Consulted College(s):
Sampson Community College	Supports revision 100%
Wilson Community College	Supports revision 100%
Cape Fear Community College	Supports revision 100%
<b>Current Course Information</b>	
Three-Letter Prefix: SPA	Three-Digit Number: 161
Course Title: Cultural Immersion	
Hours: Classroom 2 Lab/Shop 3 Clinical 0 Work Experience 0 Total Credit 3.0	
Prerequisites: SPA 111	Corequisites: None
Description:	
This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.	
Curriculum Standard(s) with course in core: Community Spanish Interpreter (A55370)	
<b>Proposed Course Information</b>	
Three-Letter Prefix: SPA	Three-Digit Number: 161
Short Title (30 characters including spaces): Cultural Immersion	
Long Title (for clarification): Cultural Immersion	
Hours: Classroom 2 Lab/Shop 3 Clinical 0 Work Experience 0 Total Credit 3	
Prerequisites: SPA 111	Corequisites: None
Description: <input type="checkbox"/> No Change <input checked="" type="checkbox"/> Change Indicated Below	
A sentence summary of the course using a maximum of 40 words. (This course provides/introduces/covers/is designed to/includes...)	
This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States.	

## *Major Hours*

*[ref. 23 NCAC 02E.0204 (3)]*

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

### Community Spanish Interpreter A55370

	AAS	Diploma	Certificate
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b>	<b>48-49 SHC</b>		
<b>Required Courses:</b> SPA 111 Elementary Spanish I 3 SHC SPA 112 Elementary Spanish II 3 SHC SPA 120 Spanish for the Workplace 3 SHC SPA 141 Culture and Civilization 3 SHC SPA 161 Cultural Immersion 3 SHC SPA 181 Spanish Lab I 1 SHC SPA 182 Spanish Lab II 1 SHC SPA 211 Intermediate Spanish I 3 SHC SPA 212 Intermediate Spanish II 3 SHC SPA 215 Spanish Phonetics/Structu 3 SHC SPA 221 Spanish Conversation 3 SHC SPA 231 Reading and Composition 3 SHC SPA 281 Spanish Lab III 1 SHC SPA 282 Spanish Lab IV 1 SHC SPI 113 Into to Spanish Inter 3 SHC SPI 114 Ana. Skills Spanish Inter 3 SHC SPI 213 Review of Grammar 3 SHC SPI 214 Intro to Translation 3 SHC COE 115 Work Exp Seminar I 1 SHC  <b>Required Subject Area:</b> <b>Co-op Work Experience. Select one:</b>  COE 111 Co-op Work Experience I 1 SHC COE 112 Co-op Work Experience I 2 SHC			
<b>B. CONCENTRATION</b> ( <i>Not applicable</i> )			

**Community Spanish Interpreter A55370 (Continued)**

**C. OTHER MAJOR HOURS**

*To be selected from the following prefixes:*

BUS, CIS, COE, EDU, EFL, ENG, HIS, IPP, LEX, MED, PSY, SOC,  
SPA, and SPI

*Up to three semester hour credits may be selected from the following  
prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS  
and SPA.*