

Degrees and Certificates Meeting

March 11th 2020

SY CC 233B

PORTLAND COMMUNITY COLLEGE FIR GROVE

THIS GROVE OF FIR TREES (*PSEUDOTSUGA TAXAFOLIA*) WAS PLANTED ON A VERY COLD, RAINY DAY, FEBRUARY 29, 1968, BY THE GROUP OF HARDY SOULS LISTED BELOW, MOST OF WHOM KNEW NOTHING ABOUT TREE PLANTING AND NONE HAD SENSE ENOUGH TO GET OUT OF THE RAIN. THESE TREES GREW DESPITE THE FACT THAT THEY WERE PLANTED WITHOUT A LANDSCAPE ARCHITECT'S PLAN, WITHOUT AN ENVIRONMENTAL IMPACT STATEMENT, AND WITHOUT APPROVAL OF DEQ, THE OREGON ENVIRONMENTAL COUNCIL, LCDIC, THE SIERRA CLUB, THE NEIGHBORHOOD PLANNING COMMITTEE, THE DESIGN REVIEW BOARD, AND CRAG.

AMO & JESSE DEBERNARDIS
LEONARD GARMIRE
BOB & BETTY ZERTANNA
NOBLE & GLADYS CUMMINGS
BOB PALMER
AL WIDESTROM
HERB McMURTRY
DON UPPENDAHL
JACK KNUTSON
JOE ATKINS
ROY LINDSAY
JACK WEINBENDER
JESSE LEONARD
THOMAS TRAVER

EDITH JOHNSON, CORAL & RENDA KAY
JAMES & VIRGINIA ROGERS, REBECCA
GEORGE & ELAINE RYAN
GEORGE & JEANNE PASERO

LOYAL BUROKER
EUGENE BARRETT
KATHY GOURLEY
JERRY SAND
RUSSELL ABRAHAM
HENRY LIND
DONNA ZUCKERMAN
CLIFFORD STEPHENS
ALICE CRYSTAL ROSE

LLOYD SOULE
NORM BJORKLAND
LEE HARTER
DEROY GOODWIN
HUB WALTER
ROY TIDWELL
JOE MERRIL
OLE JOHNSON

2/29/1968

Focus Award Guidelines

1. Focus Awards are a way to help students see beyond individual courses to a cluster of related courses, the successful completion of which is worthy of recognition. Full-time faculty members who share an interest create the award. Focus Award faculty advisors identify LDC (lower division collegiate) courses addressing a theme and lay out possible combinations of courses students can complete to earn the award. Focus Award faculty advisors are responsible for keeping the list of courses and requirements for the award up to date, recruiting, advising and mentoring students pursuing the award, and disseminating information about the award and its subject matter throughout PCC and beyond.
 - Focus Awards have a minimum of 12 credits, with 12-20 credits seen as the standard range. *Focus Awards of greater than 20 credits may be approved if it can be demonstrated that the additional credits do not negatively impact degree completion.*
 - Focus Award courses are selected based on the CCOGs, so that the course will meet award requirements no matter where or how PCC offers the course or which faculty member teaches the course.
 - All Focus Award courses must also meet transfer criteria for AAOT, AS, and/or OTM.
 - With permission of the Focus Award advisor, it is possible to substitute one course to meet Award requirements even though it is not specifically listed as a Focus Award course. This would occur when a student completes one particular section of a non-listed course that supports the Focus Award requirements. *For example*, a section of WR 121 could be built around a set of readings having to do with China and be counted towards the Asian Studies Focus Award; even though WR 121 is not on the list of courses for that award, it has a focus that is consistent with the Focus Award.
2. Each Focus Award must demonstrate a connection with an academic major at one or more of PCC's transfer institutions. PCC Focus Award faculty advisors should not only review course requirements with 4-year colleagues but also explore ways in which students can be "handed off" to the major program at the transfer institution and seek specific scholarship opportunities for PCC students moving up. Ideally, students would have specific contacts (e.g. faculty and advisors) at each transfer institution, so the transfer to the degree program is seamless.
3. Written material describing the Focus Award must clearly state that it is not a certificate or degree officially sanctioned by the state and does not appear on the student's transcript. It also identifies an administrative office for student contact, program award tracking and presentation of the completed award.
4. Proposals for a new Focus Award and revisions to a Focus Award must be submitted to and approved by the Degrees and Certificates Committee of the EAC before faculty advisors can make the award.
5. To ensure each Focus Award is up to date and aligns with the current guidelines, the Focus Award faculty will be advised by the Degrees and Certificates Committee if the guidelines change and if revisions to the Focus Award are needed.

Operational

Faculty wishing to propose a new Focus Award or revise an existing Focus Award should contact the Curriculum Coordinator in the curriculum office prior to the Degrees and Certificates Committee submission deadline for the catalog year in which the new/revised Award will appear.

<http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-committee/meetings.html>

Updated Guidelines from Degrees and Certificates Committee February, 2014

EAC Membership

Existing	By-Laws	Active		Proposed Approved by EAC 2/26/20		
Students	4	4		5	Students	
Administrators	9	9		5	Administrators	
Faculty - FT	up to 25	9 (1 on sab)		8	Faculty - FT	Academic Affairs
Faculty -PT	up to 5	3		4	Faculty -PT	
Acad. Prof.	3	3		1	Acad. Prof.	
				1	Classified	
				1	Acad. Advisor	Student Affairs
				6	Acad. Prof.	
Classified	2	1		7	Classified	
Stdnt Ldship Coord	1	1		1	Stdnt Ldship Coord	
				4	Operations	
TOTAL	49	30 (29 w/ sab)		43	TOTAL	

Source:
DAC Meeting 3/11/20

Ongoing & Upcoming Discussion Items...

- Gen Ed Outcomes & Institutional Learning Outcomes
- Cultural Literacy for all PCC Degrees
- Remote Attendance of meetings
- Membership
- Revising Degree Outcomes
- Residency Requirement
- Holistic Review of Degree Requirements

THREE POSSIBILITIES Gen Ed Outcomes and

Institutional Student Learning Outcomes (ISLOs) or Core Competencies

The VPAA and the Office of AA have asked for EAC input about the question raised by Dean Cawley at the January meeting of the EAC. Please refer to the documents and minutes from that meeting for review info.

Deadline for adding your comments – Wednesday March 11, 2020 - Please let your colleagues know this question is being addressed. If you are a faculty member, please strive to solicit input from colleagues representing diverse disciplines and teaching situations

1. Gen Ed Outcomes and assessment resides entirely in Gen Ed	2. Gen Ed Outcomes <u>become</u> our Institutional Student Learning Outcomes (ISLOs)/Core Competencies	3. Additional ISLOs/Core Competencies are adopted; Gen Ed Outcomes become a subset of our ISLOs/Core Competencies Add, for example [Communication], Teamwork, Problem Solving, Creative thinking etc.
Other programs have no responsibility to address these outcomes	CTE programs have some responsibility for <u>some or all</u> (or some number) of the Gen Ed outcomes by... <ul style="list-style-type: none"> mapping their own outcomes to the ISLOS, then assessing their own outcomes adding or aligning them directly/explicitly with the degree and certificate outcomes OR Choosing one to assess each year ("Focal outcome"?) for students ??? 	All programs have some responsibility for <u>some or all</u> of this larger set of ISLOs by... <ul style="list-style-type: none"> adding or aligning them directly/explicitly with the degree and certificate outcomes choosing one to assess each year ("Focal outcome"?) for students opportunity for thinking about alternative assessment strategies ???
Students are sure to encounter these outcomes in Gen Ed, but maybe only in Gen Ed.	Students will encounter the Gen Ed outcomes in Gen Ed, but also in context as is appropriate to and defined by the program. Programs will be accountable to instruct and assess chosen outcomes	Students will encounter the Gen Ed outcomes in Gen Ed, but in context as is appropriate to and defined by the program. Programs will be accountable to instruct and assess chosen outcomes, especially those that are not part of the Gen Ed Outcomes (for which there is no falling back on Gen Ed)
Pro: Least additional work for CTE faculty	Pro: CTE programs identify Gen Ed outcomes appropriate to each program	Pro: The broader set allows for broader value statement and outcomes to choose from
Con: Suggests that PCC does not value non-technical outcomes for CTE programs	Con: Restricts "PCC Core Competencies" to the 5 outcomes identified for Gen Ed. May require revising Degree and Cert outcomes and/or assessment strategies	Con: May require revising Degree and Cert outcomes and/or assessment strategies.

Source: <https://docs.google.com/document/d/1OvGmOgWATAU43IKx9zHYjbvZQmjMly0dISXG-9yg0SM/edit?usp=sharing>

What the AS Degree outcomes could look like

Students who complete this degree should be able to:

1. Express ideas effectively and appropriately with consideration of the purpose, audience and context of the communication.
2. Reflect on one's work or competencies to make connections between course content and lived experience.
3. Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience.
4. Analyze questions or problems that impact the community and/or environment using quantitative information.
5. Analyze and evaluate how cultural systems relate to broader social dynamics.
6. Transfer into an upper division baccalaureate degree program.

Must also meet Associate Degree comprehensive requirements: 30 credits residency, 24 of which apply to specific associates degree etc. ...		AGS	AS	AAOT	ASOT-B	AAS
Degrees Granted 2018/2019		1,060	1,042	550	76	1,059
Purpose		The Associate of General Studies degree is designed for students wishing to acquire a broad education, rather than pursue a specific college major or career technical program.	The Associate of Science degree is designed for students planning to transfer credits to baccalaureate degree programs at four-year institutions.	The Associate of Arts Oregon Transfer degree is an opportunity for students to complete lower division degree requirements at PCC.	The Associate of Science Oregon Transfer-Business (ASOT-BUS) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's Business program.	The Associate of Applied Science (AAS) degree is awarded to students in career technical programs.
# of credits		90	90	90	90	90-108
Basic Competencies (AGS, AS & AAS) Foundational Requirements (AAOT & ASOT-B)	WR	<ul style="list-style-type: none"> Completing WR 121 with a C or better, or Passing a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better 	A minimum of 6 credits in English Composition. The 6 credits must include WR 121 , or include other lower division collegiate WR courses that have WR 121 or WR 122 as a prerequisite.	WR 121 and either WR 122 or WR 227 . A student must have at least eight credits of Writing; WR 123 may be used to complete the eight credits.	WR 121 and either WR 122 or WR 227 . A student must have at least eight credits of writing; students may need to complete WR 121 and either WR 122 and WR 227 to the eight credit requirement.	<ul style="list-style-type: none"> Completing WR 121 with a C or better, or Passing a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better
	MTH	<ul style="list-style-type: none"> Completing with a grade of C or P or better MTH 58, MTH 63 or MTH 65, or Passing the PCC Competency Exam for MTH 65, or Completing with a grade of C or P or better a MTH course (minimum of three credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite 	Complete a minimum of 4 credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite. <div style="border: 1px dashed black; padding: 2px;"> † AS basic competency courses must be completed with a grade of "C" or "P" or better. </div>	Complete a minimum of four credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite.	A minimum of three MTH courses for which Intermediate Algebra is a prerequisite. One course must be Statistics.	<ul style="list-style-type: none"> Completing with a grade of C or P or better MTH 58, MTH 63, or MTH 65, or Passing the PCC Competency Exam for MTH 65, or Completing with a grade of C or P or better a MTH course (minimum 3 credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite, or Completing with a grade of C or P or better a career-technical computation course of three or more credits that aligns with and supports the program goals or intended outcomes, or Completing with a grade of C or P or better all courses that comprise 90 hours of embedded related instruction in computation that aligns with and supports the program goals or intended outcomes
	HE/PE	none	One or more courses totaling at least 3 credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295 , or PE (not including PE 10, PE 199 or PE 299). †	One or more courses totaling at least 3 credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295 , or PE (not including PE 10, PE 199 or PE 299).	none	none
	OC	none	none	COMM 111 or COMM 112 or COMM 214 or SP 113	COMM 111 or COMM 112 or COMM 214 or SP 113	none
	CA	none	none	none	successful completion of BA 131 or CAS 133 , and CAS 170 or CAS 171 .	none
General Education (AGS, AS & AAS) Discipline Studies (AAOT & ASOT-B)	AL	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least three courses chosen from at least two disciplines in this area	at least three courses chosen from at least two disciplines in this area	at least one course with a minimum of 3 credits
	SS	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least four courses chosen from at least two disciplines in this area	at least four courses chosen from at least two disciplines in this area. A minimum of two courses in Microeconomics and Macroeconomics must be included	at least one course with a minimum of 3 credits
	SMCS	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least four courses from at least two disciplines in this area, including at least three laboratory courses in biological and/or physical science	at least four courses in at least two disciplines. At least three of these courses must be laboratory courses in the biological or physical sciences. The fourth course can be one of the three MTH courses from the Foundational Requirements	at least one course with a minimum of 3 credits
	CL	none	none	one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. This course can be one of the 11 required Discipline Studies courses.	one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. This course can be one of the 11 required Discipline Studies courses.	none
	Total	minimum of 16 credits	minimum of 21 credits	at least 11 courses	at least 11 courses	minimum of 16 credits, no more than two courses may come from courses required by specific programs (will change to 4 courses in 2020/2021 catalog)
Elective Credits		LDC or CTE courses 100 level or higher; up to 6 credits PE; up to 6 one credit MSD workshops; up to 24 credits OST courses	LDC courses 100 level or higher; up to 3 credits PE	LDC courses 100 level or higher; up to 12 credits CTE courses 100 level or higher; up to 3 credits PE; no one credit MSD workshop courses	LDC courses 100 level or higher; up to 12 credits CTE courses 100 level or higher; up to 3 credits PE; no one credit MSD workshop courses	As specified by AAS degree. <div style="border: 1px dashed black; padding: 2px;"> Additional Readiness Requirement: the final 16 credits that apply to the degree must include at least eight credits at PCC that apply to the specific program requirements, excluding courses used solely for the General Education requirements. </div>
Grade Requirements		2.0 grade point avg. or higher (comprehensive degree requirement)	2.0 grade point avg. or higher (comprehensive degree requirement)	All courses must be passed with a grade of "C" or "P" or better.	All courses must be passed with a grade of "C" or "P" or better.	2.0 grade point avg. or higher (comprehensive degree requirement)

- Standing Committee Guidelines

1. Standing Committees

- a. EAC Academic Policies and Standards Committee: The committee's primary responsibility is to review and develop the academic policies and standards of the College and to recommend them to the EAC.
- b. EAC Curriculum Committee: The committee's primary responsibility is to oversee the academic integrity of the College's courses. The committee reviews – and makes recommendations regarding – new courses, revisions to existing courses, general education issues, transfer eligibility, cultural diversity designation, and embedded related instruction. The voting membership is comprised entirely of faculty. New course and course revision requests submitted to the Curriculum Office are reviewed by the committee, recommended to the administration when the requests are approved, and reported to the EAC.
- c. EAC Degrees and Certificates Committee: The committee's primary responsibility is to oversee the academic and program integrity of the College's degrees and certificates, including compliance with degree requirements mandated by the Northwest Commission on Colleges and Universities, the state system of higher education, and policies particular to PCC. The committee makes recommendations to the EAC on issues relating to general education, basic competencies and course distributions as they impact degree, certificate, and course requirements. The committee oversees the College's residency and degree completion requirements and makes recommendations to the EAC on requests for exceptions to approved policies where feasible.
- d. EAC Membership Committee: The committee's primary responsibility is to recommend EAC members and any replacements needed. The Membership Committee also holds yearly elections for the EAC Chair.

Policy

Overview

Portland Community College's academic and student affairs policies have a significant impact on students' experiences at PCC, and are crucial to the College's retention and completion goals. In order to provide the administration, faculty, and staff with their viewpoint, it is important for students to contribute to policy making. In addition to providing important input for the College, participation in the policy-making process provides students with invaluable learning experiences.

Therefore, the student body has the right to representation on Portland Community College entities that recommend, formulate, or review academic or student affairs policies which impact the entire district. Their level of participation is pursuant to the entity's governing rules. College committees, councils, taskforces, and other work groups addressing such policies shall contact the District Student Council Chair to request student representation.

Core Outcomes

Core Outcomes Mapping Matrices are available via the link at the sidebar

Note: The core outcome names are links that lead to pages where sample indicators and levels of achievement are suggested. Subject Area Committees (SACs) are encouraged to establish indicators that are appropriate to the program or discipline and are aligned with these levels of achievement.

Communication:

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

Community and Environmental Responsibility:

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

Critical Thinking and Problem Solving:

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

Cultural Awareness:

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

Professional Competence:

Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

Self-Reflection:

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

References

- [Core Outcomes Mapping Matrices](#)
- [CTE Degree and Certificate Outcomes](#)
- [AS, ASOT, AADT and AGS Outcomes](#)
- [Learning Assessment homepage](#)

PCC Gen Ed Outcomes V 1.5, November 4, 2019

Reviewed and recommended by DSACs
To be entered into Courseleaf for formal approval

Rec for approval by EAC 11/20/2019
Approved by Pres. Mitsui 11/26/2019

Outcome <i>(Discipline Studies Area)</i>	<i>Students completing an associate degree at PCC will be able to:</i>
Integrative Learning (Arts and Letters)	Reflect on one's work or competencies to make connections between course content and lived experience.
Social Inquiry and Analysis (Social Sciences)	Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience.
Quantitative Reasoning (Science, Math, and Comp Sci)	Analyze questions or problems that impact the community and/or environment using quantitative information.
Cultural Literacy (Designation, Gen Ed Area)	Analyze and evaluate how cultural systems relate to broader social dynamics.
Communication	Express ideas effectively and appropriately with consideration of the purpose, audience, and context of the communication.

rev 11/4/2019

Source:
DAC Meeting 3/11/20

