

Degrees & Certificates Committee

A Standing Committee of the Education Advisory Council

Monday, December 7th, 2020 | 2pm to 4pm
Virtual Meeting via Zoom

Minutes

Committee – Voting Members ✓					
✓	Kristin Bryant		Jaime Heberlein	✓	Adrian Rodriguez
	Laurie Chadwick	✓	Janeen Hull	✓	Julianne Sandlin
	Beth Fitzgerald	✓	Deb Lippoldt	✓	Cheryl Scott
✓	Ben Foster	✓	Elizabeth McGlasson	✓	Irene Seto
✓	Amanda Gallo	✓	Poulami Mitra	✓	Stacie Williams (Chair)
✓	Farin Hajarizadeh	✓	Don Ritchie		
Committee Support – Non-Voting Members ✓					
✓	Joshua Andersen		Anne Haberkern	✓	Nichole Reding
✓	Emily Biskey	✓	Joy Killgore	✓	Susan Watson
✓	Ann Cary	✓	Jessica Morfin		
✓	Tom Farrenkopf	✓	Nikki Patterson		
Guests					
Alma Eaton (PE)		Beth Molenkamp (PACTEC)		Zita Podany (ED)	
Nick Hengen Fox (LIT)		Jim Parks (CJA)		Julie Puris (ED)	
Tanya Mead (ED)		Teri Patapoff (Foundation)			

Directions for Accessing CourseLeaf:

CourseLeaf can only be accessed via the MyPCC portal. Log into MyPCC, go to the Faculty tab, select the “Electronic Approval Queue” link under the Faculty Tools menu, and then select “Degrees and Certificates Committee Chair” in the drop-down menu.

<u>OLD BUSINESS</u>			
Degree/Certificate Title ✓	Recommended	Recommended w/ amendments	Postponed
1. NONE – Represented by			
<u>NEW BUSINESS</u>			
Degree/Certificate Title ✓	Recommended	Recommended w/ amendments	Postponed
1. AAS-EDU: Educator AAS Degree – Represented by Tanya Mead	✓		
2. NEW: ACERTP-CTE: CTE Educator Less Than One-Year Career Pathway Certificate – Represented by Tanya Mead	✓		
3. ACERTP-EXHO: Healthy Older Adult Fitness Less Than One-Year: Career Pathway Certificate – Represented by Alma Eaton	✓		
4. PREREQ-ED01: Education Academic Prerequisites and Requirements – Represented by Tanya Mead	✓		
<u>DEGREE AND CERTIFICATE INACTIVATIONS</u>			
NONE			
<u>CONSENT AGENDA ITEMS</u>			
<p>These items do not require committee recommendation. Select “Ready to Award - Consent” in the CourseLeaf drop-down menu.</p>			
ELECTV-CJA01: Justice Studies Degree Electives ✓ ELECTV-CJA02: Human Studies Electives ✓ ELECTV-PL01: Paralegal Program Electives ✓			

Old Business –

- NONE

New Business –

REVISION: AAS-EDU: Educator AAS Degree

- Changed the title from “Paraeducator” to “Educator” which is broader and better captures the range of student interests and goals.
- This is a non-licensure track, but students may switch to a licensure track after completing this degree.
- No change to the coursework.

NEW: ACERTP-CTE: CTE Educator Less Than One-Year Career Pathway Certificate

- This pathway leads to alternative licensure or endorsement as a CTE teacher at the secondary level.

- Many industry professionals at the post-secondary level may find that the coursework compliments their expertise and strengthens their teachings skills.

REVISION: ACERTP-EXHO: Healthy Older Adult Fitness Less Than One-Year: Career Pathway Certificate

- Added PE 287 as an “or” course for students who want to develop training in aquatic activities.

Policies –

- NONE

Focus Awards –

Social Justice Focus Award

- Added more courses to expand the range of study interests.

Degree and Certificate Inactivations –

- NONE

Academic Prerequisites and Requirements –

REVISION: PREREQ-ED01: Education Academic Prerequisites and Requirements

- Revised some language due to recent program changes.

Consent Agenda –

- Approved

Reports –

EAC: Stacie Williams

- No report

APS: Elizabeth McGlasson

- No report

DAA: Ann Cary

- No report

DOI: Cheryl Scott

- No report

Discussion:

G303 – Granting Degrees and Certificates

- The issue in the policy is whether the requirement that students complete at least 1 credit per term to maintain continuous enrollment and catalog rights benefits or hurts students.
- Nikki Patterson researched 12 Oregon community colleges and found that there was a range of policies: some colleges guaranteed catalog rights back 3 years, 5 years, and 6 years (like PCC); some also had a 1 credit per term minimum as well.
- Nikki will create draft language to revise G303 and add some language that clarifies what catalog rights are and recommends that students remain in contact with an advisor if they anticipate a break in enrollment. The DAC committee will then review her proposed changes at the next committee meeting.

Planning for Degree Requirements Discussion

- It has been quite a while since PCC reviewed the degree requirements for its institutional degrees, that is, degrees not legislated by the state or shaped by outside accreditation bodies, like the Associate of General Studies Degree (AGS). Historically, PCC implemented the requirements and degree outcomes to serve as “guardrails” to help keep students on track toward completion. However, with EAB Navigate as the new academic planning tool for students and advisors, much of those “guardrails” will be contained in the new system. So, the question is are the requirements and degree outcomes still useful? What will happen to them?
- The following are some concerns identified by the DAC committee in going forward with a review of PCC’s degree requirements.
 - How much should the AAOT inform PCC’s other degrees?
 - What is the purpose or benefit to students of earning the AGS and other degrees?
 - How do PCC’s degrees compare with the degrees at other community colleges and at transfer institutions?
 - Do we expect students to have met all core outcomes or Institutional Student Learning Outcomes (ISLOs) upon completion for every degree?
 - Given the college reorg, new academic pathways, and Gen Ed assessment review, what are the broader, philosophical concerns involved in reviewing PCC’s degree requirements? In other words, what are the college’s intentions in such a review?
 - Some useful data to have in such a review process would be how many students pursue an AGS degree and actually graduate with one? How many students switch to another degree option? What is the value of a PCC degree like the AGS from a student’s perspective?
 - Student exit surveys would greatly help glean information on the student perspective.
 - In the future, EAB will help the college gather specific data on student declared degree and course selection intentions.

DAC Process Communication to EAC and College

- The work the DAC does often involves larger, philosophical questions about programs and how they fit into the larger picture of education at PCC, as well as holistic reviews of institutional best practices.
- For members, the committee work is a great opportunity to increase awareness of the various programs at PCC and can boost program recruitment efforts.