

CURRICULUM/GEN ED COMMITTEE

A Standing Committee of the Education Advisory Committee – MINUTES

March 6th, 2019 – 3pm to 5pm

Sylvania Campus – CC Building Conference Room 233B

| Committee – Voting Members ✓ | | | | | |
|---|--------------------|----------------------------|-----------------------|------------------------|-----------------|
| ✓ | Ann Cary (Chair) | ✓ | Marc Goodman | ✓ | Alexie McKee |
| ✓ | Mike Boggs | ✓ | Doug Jones | | Ted Picciotto |
| ✓ | Erin Briddick | ✓ | Pam Kessinger | ✓ | Joanna Sullivan |
| | Kathy Casto | | Cynthia Killingsworth | ✓ | Susan Watson |
| ✓ | Tammy Dowd Shearer | ✓ | Patty Hawkins | | Rick Willebrand |
| Committee Support – Non-Voting Members ✓ | | | | | |
| ✓ | Joshua Andersen | ✓ | Sally Earll | ✓ | Tim McLaughlin |
| | Dorothy Badri | ✓ | Anne Haberkern | ✓ | Jen Piper |
| | Nicole Booker | ✓ | Stacey Holland | | |
| | Kendra Cawley | | Aliccia Lacey | | |
| Guests ✓ | | | | | |
| Jan Abushakra (GRN) | | Felesia Otis (AD) | | Kristine Shmakov (RUS) | |
| Mary Courtis (ATH) | | Jason Palmer (MUS) | | Patrick Tangredi (TA) | |
| Anne-Marie Martin (SPA) | | Kerry Pataki (ATH) | | Stephanie Whitney (FR) | |
| Tanya Mead (ED) | | Andrew Roessler (Div Dean) | | Takako Yamaguchi (JPN) | |

Information Items from the Curriculum Office:
(These items do not require curriculum committee recommendation)

Grading Option Changes:

N/A

Experimental Courses:

TA 199J – Intro to Costume Creation
TA 199K – Costume Lab
TA 299I – Costume Creation
MUS 299D – Intermediate String
MUS 299J - Vocal Jazz
PE 299U - Ultimate Frisbee

Course Inactivation:

N/A

Notes from the Curriculum Office:

Oregon Coast Community College, our contracting college, would like to offer a new course (see paperwork attached at the end of this agenda):

PE 247 – Surfing
New Course

New Business: ✓

| Course # & Title | Title | Status | Discussion | Recommend | Recommend w/ Amendments | Postponed |
|---------------------|-----------------------|--------|------------|-----------|----------------------------|-----------|
| AD 278 | Practicum Preparation | Rev | | ✓ | | |
| APR 278M | CNC Operation - Mill | New | | ✓ | | |

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|----------------|---|-----|---|---|--|--|
| ATH 101 | Introduction to Biological Anthropology | Rev | Suggestion for future submissions: Reframe outcomes so that they begin with the assessable verb. Instead of “Use an understanding of... to examine...” they could be written as “Examine... using an understanding of...” | ✓ | | |
| ATH 102 | Introduction to Archaeology and Prehistory | Rev | | ✓ | | |
| ATH 103 | Introduction to Cultural Anthropology | Rev | | ✓ | | |
| ATH 207 | Anthropological Theories, Methods, and Fieldwork | Rev | | ✓ | | |
| ATH 208 | Ethnocentrism, Ethnography, and Ethology | Rev | | ✓ | | |
| ATH 209 | Culture, Change, and the Individual | Rev | | ✓ | | |
| ATH 214 | Environment, Animals, and Culture | Rev | | ✓ | | |
| ATH 230 | Native Americans of Oregon | Rev | | ✓ | | |
| ATH 231 | Native Americans of the Northwest | Rev | | ✓ | | |
| ATH 232 | Native North Americans | Rev | | ✓ | | |
| ATH 234 | Death, Dying, and Forensics in Cross-cultural Perspective | Rev | | ✓ | | |
| ATH 235 | Archaeology of the Americas | Rev | | ✓ | | |
| BA 292 | Accounting Capstone | New | Suggestion to reference “job search skills” in the description when edited in the future. | ✓ | | |

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|-----------------|--|-----|--------------------------------|---|---|---|
| DE 21 | Introduction to Information Literacy | Rev | Postponed per SAC request. | | | ✓ |
| ED 269 | Introduction to Teaching Students with Learning Disabilities | Rev | See Courseleaf. | | ✓ | |
| GRN 264 | Advanced Activity Professional Training | New | | ✓ | | |
| ID 133 | Space Planning | Rev | Implementation date: Fall 2019 | | ✓ | |
| MCH 278 | CNC Operation - Mill | Rev | | ✓ | | |
| MLT 105 | Phlebotomy for Medical Laboratory Technicians | Rev | | ✓ | | |
| MLT 110 | Introduction to Medical Laboratory Technology | Rev | | ✓ | | |
| MLT 114 | Laboratory Operations and Techniques | Rev | | ✓ | | |
| MLT 115 | Clinical Laboratory Mathematics | Rev | | ✓ | | |
| MM 246 | Post-Production Sound for Video | Rev | | ✓ | | |
| MUS 156A | String Orchestra I | New | | ✓ | | |
| MUS 156B | String Orchestra II | New | | ✓ | | |
| MUS 156C | String Orchestra III | New | | ✓ | | |
| MUS 156D | String Orchestra IV | New | | ✓ | | |

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|-----------------|---|-----|--|---|--|---|
| MUS 156E | String Orchestra V | New | | ✓ | | |
| MUS 156F | String Orchestra VI | New | | ✓ | | |
| MUS 165A | Vocal Jazz Ensemble I | New | | ✓ | | |
| MUS 165B | Vocal Jazz Ensemble II | New | | ✓ | | |
| MUS 165C | Vocal Jazz Ensemble III | New | | ✓ | | |
| MUS 165D | Vocal Jazz Ensemble IV | New | | ✓ | | |
| MUS 165E | Vocal Jazz Ensemble V | New | | ✓ | | |
| MUS 165F | Vocal Jazz Ensemble VI | New | | ✓ | | |
| NRS 110 | Foundations of Nursing- Health Promotion | Rev | | | | ✓ |
| NRS 111 | Foundations of Nursing in Chronic Illness I | Rev | | | | ✓ |
| NRS 112 | Foundations of Nursing in Acute Care I | Rev | | | | ✓ |
| NRS 221 | Chronic II | Rev | | | | ✓ |
| NRS 222 | Acute Care II | Rev | | | | ✓ |
| NRS 224 | Integrative Practicum I | Rev | | | | ✓ |

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|----------------|--------------------------------------|-----|-----------------------------|---|---|---|
| PE 10 | Physical Education Activity Program | Rev | | | | ✓ |
| PE 184M | Meditation: Mind-Body Fitness I | Rev | | ✓ | | |
| PE 184Q | Meditation: Mind-Body Fitness II | Rev | | ✓ | | |
| PE 247 | Surfing | Rev | NOT IN COURSELEAF; for OCCC | ✓ | | |
| TA 162 | Introduction to Costume Construction | New | | ✓ | | |
| TA 163 | Introduction to Costume Crafts | New | | ✓ | | |
| TA 166A | Costume Fundamentals Lab A | New | See Courseleaf. | | ✓ | |
| TA 166B | Costume Fundamentals Lab B | New | See Courseleaf. | | ✓ | |
| TA 167A | Costume Technology Lab A | New | | ✓ | | |
| TA 167B | Costume Technology Lab B | New | | ✓ | | |
| TA 168A | Costume Projects Lab A | New | | ✓ | | |
| TA 168B | Costume Projects Lab B | New | | ✓ | | |
| TA 262 | Advanced Costume Construction | New | | ✓ | | |
| TA 263 | Advanced Costume Crafts | New | | ✓ | | |

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|----------------|---------------------------------|-----|--|---|--|--|
| TA 266B | Advanced Costume Lab B | New | | ✓ | | |
| TA 267B | Costume Technology Lab B | New | | ✓ | | |
| TA 268A | Advanced Costume Projects Lab A | New | | ✓ | | |
| TA 268B | Advanced Costume Projects Lab B | New | | ✓ | | |

Discussion:

- Curriculum Style Guide concerns: The question regarding the committee's position on the relationship between the course description and the course outcomes was raised again when discussing and approving BA 292. The committee shall meet and have a formal discussion as any decisions made will impact both policy and practice related to all SACs and the Curriculum Office. It might be helpful in this discussion to look at other parts of the CCOG, like *Course Activities and Design* and *Course Content: Themes, Concepts, Issues and Skills*, and ask "Do all SACs use everything the same way?"
- GEARS proposal for how the Philosophy Statement should be included in the review of Gen Ed under the new framework – the committee adopted the proposed criteria. *See 1st handout.*
- ELIWIG proposal - the committee discussed but did not vote on this proposal. Members from the World Languages department were invited to voice their concerns and their major concern was the perceived and/or real impact on enrollment. A decision may be made at the April meeting. *See 2nd handout.*

Background

On February 15, 2019, GEARS (the General Education Assessment Review Subcommittee of the CC) met and began discussing issues related to the review of Gen Ed under the new framework. SACs will begin applying for Gen Ed under the new framework starting in January 2020, and the goal is to have the stated criteria outlined for SACs and faculty by the end of Spring 2019 term.

Currently, to apply to be on PCC's Gen Ed, SACs must write exposition explaining how the course addresses 4 of the 7 elements of the [Philosophy Statement](#), as well as the AAOT outcomes. Under the new framework, the signature assignment will replace the exposition explaining how a course addresses the AAOT outcomes. **What needs to be determined by the CC is what role the Philosophy Statement will have under the new framework.**

GEARS discussed a number of options for how the Philosophy Statement could be used in the new framework. While it's important to not overburden SACs and faculty who are already being asked to create signature assignments, GEARS felt that it was important to continue asking SACs to address the philosophy statement. The came up with the following proposal for the CC to consider.

Proposal from GEARS to the CC

The following criteria will be used in Gen Ed approval under the new framework:

- All proposed Gen Ed courses will address the Philosophy Statement.
- SACs will be provided old documents containing the exposition that was used when the course was last approved.
- Prompt in Courseleaf will be something like: "Briefly describe how this course supports the PCC Philosophy Statement, addressing one or more elements (bullets)".
- The field will be in paragraph format with a word count limit.
- This field will be posted in online CCOG so that all instructors and students can see it and reference it.
- While completing this component will be required of SACs, its purpose and value is for faculty and students. It will not be used by the CC/GEARS in determining whether or not a course is approved for the Gen Ed list.
- The field in Courseleaf will be a SAC-controlled field, meaning that the SAC (with approval of the SAC Chair) can make changes at any time.

To: Curriculum Committee
From: EAC LAC Integration Work group
Date: March 1, 2019

Proposed: All courses on PCC's revised Gen Ed list must be applicable to the Associates of Arts Oregon Transfer (AAOT) degree and Core Transfer Module (CTM)

Rationale

The AAOT specifically limits two categories of courses that we currently allow to count for Gen Ed for other degrees, but which would not be included on the revised Gen Ed list:

- 100-level languages (including ASL and ESOL)
- CIS 120, 121, 122 and CS 133G.

When students select courses from the Gen Ed list, they reasonably expect that the courses will apply to Gen Ed regardless of which Associates degree they earn. Certainly they are advised appropriately for the degree they are aiming for, but if they change their degree intention (say from an AS or AGS to an AAOT) they will find that the courses listed above will not apply to the Gen Ed requirement. Also they will not apply to new Core Transfer Map (30 credits of courses from the AAOT Gen Ed list that are guaranteed to transfer and apply to General Education at any one of the Oregon Public Universities).

State regulations regarding the AAOT include the following two relevant statements:

- "The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language."
- "Computer Science courses used in the Science/Math/Computer Science area must meet the Oregon Council of Computer chairs criteria for a science course. See list of courses at [Oregon Council of Computer Chairs](#)."

History:

Prior to 2009-2010, PCC had different Gen Ed lists for each of its degrees, each of which included some courses that weren't on the other lists. This created a lot of confusion and challenges for students and advisors. It also had a concrete impact on students in that if they changed their degree intention (which students very frequently do), they could find that they had to take additional Gen Ed courses, even if they had already completed the Gen Ed requirement for their prior degree intention.

That year, the Curriculum Committee developed a process to merge the lists, by combining the requirements for PCC's legacy Gen Ed list (based on the Gen Ed Philosophy statement) with the new statewide outcomes and criteria for the AAOT. Many courses that were not eligible for the AAOT discipline studies designation came off the PCC Gen Ed list at that time, but the courses listed above remained on the PCC Gen Ed lists for the AS, AGS, and AAS degrees. This decision was not made based on existing or developed policy, but on enrollment concerns raised by World Languages, and an interest on the part of CTE faculty that students could use Gen Ed to start a second language that might be beneficial to the workplace.

Since that time, the statewide efforts around Core Transfer Maps (CTM) have created an added emphasis on Gen Ed under the AAOT with tangible benefits for students. The Gen Ed redesign at PCC, which we are undertaking to address accreditation standards for assessment of Gen Ed/institutional outcomes, is based on strong alignment of our Gen Ed courses with the AAOT

outcomes and criteria for the discipline studies areas. The goal is to have one Gen Ed list that is aligned to the AAOT, with the DSACs creating outcomes and rubrics that map to the AAOT outcomes. Keeping separate Gen Ed lists is a known hindrance to students, and the rationale that exceptions should be continued solely because they were granted in 2010 does not justify this burden to students.

Impact and Additional Considerations

This change may require CIS to either revise their AAS degree(s), since they currently apply CIS courses to Gen Ed. Alternatively, our CIS and CS faculty may engage the Oregon Council of Computer Chairs to re-evaluate their recommendations regarding which courses are appropriate for General Education.

This change will not impact ESOL students at all, as the 200-level ESOL reading and writing courses (which are AAOT-eligible) are a prerequisite to IRW115/WR 115.

Regarding impact to World Languages and ASL, ELIWG did consider the extent to which students are currently using 100-level language courses to complete their non-AAOT. We pulled the following data regarding this question:

| AAS degrees 2017-2018 | | |
|--|------|---------|
| | # | % |
| # of students granted an AAS during the year | 1177 | 100.00% |
| # of these students who took at least 1 100-level WL or ASL course as well as additional Arts & Letters Gen Ed coursework | 345 | 29.31% |
| # of these students who took 1-2 100 level WL or ASL courses and no other Arts & Letters Gen Ed courses (i.e. they fulfilled their Arts & Letters Gen Ed exclusively with 100 level WL or ASL) | 19 | 1.61% |
| Transfer (AAOT, AS, AGS) degrees 2017-2018 | | |
| | # | % |
| # of students granted one of these degrees during the year | 2727 | 100.00% |
| # of these students who took at least 1 100-level WL or ASL course as well as additional Arts & Letters Gen Ed coursework | 1096 | 40.19% |
| # of these students who took 1-2 100 level WL or ASL courses and no other Arts & Letters Gen Ed courses (i.e. they fulfilled their Arts & Letters Gen Ed exclusively with 100 level WL or ASL) | 9 | 0.33% |

Note that in both data sets, the second line shows the percentage of associate's degree earning students who had taken a 100-level language course, while the third line represents the group that *needed* their first-year foreign-language to fulfill their Gen Ed Arts & Letters requirement.

One common misunderstanding among faculty is that only Gen Ed courses "count" towards a student's degree requirements, when in fact students need many additional courses outside of Gen Ed. Students often believe that they should only take courses that are either on the Gen Ed list or are required for some other goal. In the case of World Languages, students are predominantly taking these courses to fulfill other goals (meeting a university language requirement, personal interest, or pursuing a BA degree). Since the 200-level courses will still be eligible, the difference in Gen Ed may encourage students to continue with the language into the 200-level.