

**Degrees and Certificates Minutes
December 4th, 2013
Downtown Center 319
2pm to 4pm**

In attendance: Susanne Christopher, Kendra Cawley, Anne Haberkern, Shasta Buchanan, Joy Killgore, Dave Stout, Sylvia Gray, Eriks Puris, Janeen Hull, Alex Jordan, Cheryl Scott, Beth Fitzgerald, Jessica Morfin, Sally Earll, Djambel Unkov.

Guests: Michael Sonnleitner, Jan Abushakrah, Michael Passalaqua (via phone).

Old Business:

Review November 13th, 2013 Minutes

'The Susanne Christopher' first paragraph, page 2. Remove "the".

Janeen moved, Alex seconded. Unanimous approval. **APPROVED.**

Discussion Items:

EAC Report: Susanne Christopher

Discussion: Welding certificates approved for recommendation to the college president at EAC.

DOI Report: Cheryl Scott

Discussion: Nothing to report.

CIC Report: Janeen Hull, Phil Christian

Discussion: Janeen reports ongoing discussion of Math education and its role in completion. It's a complex issue and intersects with a number of related discussions across higher ed and the state, as well as current discussions within the Math SAC.

Collecting Assessment Data: Susanne Christopher

Discussion: Committee will continue to collect this data during meetings, as will Curriculum Committee; sensitivity to how we frame the question and continuing to reassure SACs that at this point we are doing inquiry only.

ADDED: Peace and Conflict Award: Michael Sonnleitner

Discussion: Michael shared a copy of the current Focus Award, which was initiated in 1995. Proposed revision reduces PACS options from 3 to 2 (eliminates 45 credit option, retains 30 credit and 18 credit option), updates course listings to reflect changes to curriculum, simplifies categories from which

students must select courses. Revision is a result of extensive work by PACS faculty group over last two years.

Focus Award Guidelines as revised in 12-13 suggest a range of 12-16 credits; PACs revision provides for 18 credit and 30 credit options. In revising Guidelines, committee had agreed that existing Focus Awards not meeting the Guidelines would be “grandfathered” but new and revised Focus Awards should conform to new Guidelines. While recognizing that significant work that has already been done by PACs, committee members stated this revision would trigger the need to bring the award into alignment with the new guidelines.

Michael raised concerns about the guidelines. Committee members raised concerns about 30-credit option in particular; in pursuing this option, would students potentially be put in the position of taking courses which are “extra” to the AAOT degree requirements? How do the focus award courses align with PSU’s program? Is it possible for PACs to review these questions and consider what they would like to do? Michael is concerned that the more realistic option will be to continue the PACs award without revision so that it may continue to be grandfathered. Michael will take the committee’s suggestions and discuss with PAC faculty group; no decision today.

Math Competency Requirement

Discussion: Janeen shared comments and questions raised during the EAC discussion. Committee continued its discussion on this topic. Anne distributed current Related Instruction direction and templates to refresh everyone’s memory on the level of oversight this process currently has in the system.

Discussion threads:

Whether or not math competency is the right name, should it be math computation instead? This would align with the Oregon Handbook.

Is math sequencing not actually all that linear in the sense of building skill in mathematics?
Demonstrating the math competency is an issue. Some areas need other types of math and competence in specific types in their professional areas.

The idea of this proposal is to go back to local control, the CTE faculty and advisory boards. Allowing them to control what their math competency would be. The default remains Math 65, but some may be ok with that level, some may want something different; depends on what faculty, advisory boards see as the needs of the profession and the needs of the students.

Any competency chosen requires the SAC to be able to demonstrate how their students meet it. The committee is not removing the competency, rather we are discussing what the math competency should be and that it should be able to be demonstrated in more than one way.

The committee would be open to considering other options for demonstrating competency developed down the road. The idea is to be open to an ever developing and changing need to various mathematical competencies for varied professional areas.

Does the committee expect a flurry of CTE programs to come through, provided this is approved, to propose their own solutions to the math 65 requirement? 21 of the AAS degrees already specifically require Math 65 or a higher Math as a program requirement or pre-requisite; many of these are likely to make no changes. 26 contain profession specific Math courses OR embedded instruction computation that could potentially fulfill the requirement, so seems likely that these might choose one of the new options, but doing so would require no change to their current degrees. So really only a minority (22) of the degrees that is most likely to want to develop something new, at least in the short term (for 15-16 catalog).

The recommendation to CTE departments would be to go and consider these issues, discuss with their advisory boards, etc. before making a decision about changing their existing requirements.

Dave moves to recommend approval of expanding AAS math competency options. Kendra seconded.

Further discussion occurred: Clarification of language in existing competency regarding Math 63 and Math 65 (equivalent, so both fulfill requirements if taken *or* if pre-requisite for a class taken); Math 93 exclusion can be removed because it is a 1 credit class, so does not meet competency anyways and confusing to state it explicitly.

Clarification of C or better language is discussed (language modified to “C or P or better” to reflect committee intention that students *may* take competency-related courses *either* for a letter grade *or* for P/NP, unless their program specifies one or the other)

Final draft language read to committee members and recommended to the EAC:

Recommendation for Catalog and Academic Handbook

Math: Competency in mathematics must be demonstrated by either:

- *Completing with a grade of C or P or better MTH 65 or MTH 63, or*
- *Passing the PCC Competency exam for MTH 65, or*
- *Completing with a grade of C or P or better a MTH class with a minimum of 3 credits, for which MTH 65, MTH 63, or higher level math skills are a prerequisite, or*
- *Completing with a grade of C or P or better a career-technical course with 3 credits of computation 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.*

Janeen and Susanne will bring this to the EAC and ask for feedback and then a vote in January.

Unanimous recommendation for approval. **APPROVED.**

New Business:

Note: To access these courseleaf items log in to MyPCC and click on Degrees and Certificates Management under your faculty tab.

3:00 Revision: Computer Information Systems One-Year Certificate: Michael Passalaqua

Dave moved, Beth seconded. Unanimous recommendation for approval. **APPROVED.**

3:15 Revision: Gerontology: End of Life Care and Support Less Than One-Year Certificate: Jan

Abushakrah

Beth moved, Eriks seconded. Unanimous recommendation for approval. **APPROVED.**

Consent Agenda:

Computer Information Systems Program Electives

Computer Information Systems Business Electives

Computer Information Systems Network Administration Degree Electives

Gerontology Program Electives

Dave moved, Beth seconded. Unanimous approval. **APPROVED.**