

**Degrees and Certificates Minutes  
November 13th, 2013  
Downtown Center Rose Room  
2pm to 4pm**

**In attendance:** Susanne Christopher, Joanne Harris, Anne Haberkern, Janeen Hull, Kathleen Bradach, Eriks Puris, Cheryl Scott, Beth Fitzgerald, Alex Jordan, Sally Earll, Jessica Morfin, Djambel Unkov, Stacey Timmins, Joy Kilgore, Kristin Benson.

**Guests:** Dan Findley, Kurt Simonds, Pete Haberman, Michele Marden, Math SAC representatives, Scott Judy.

**Old Business:**

**Review June 5th, 2013 minutes**

Discussion: Janeen moved, Joanne seconded. Unanimous approval. **APPROVED.**

**Review October 9th, 2013 minutes**

Discussion: Eriks moved, Beth seconded. Unanimous approval. **APPROVED.**

**Discussion Items:**

**EAC Report: Susanne Christopher**

Discussion: Nothing to report this month.

**DOI Report: Cheryl Scott**

Discussion: Nothing to report.

**Curriculum Office Report: Anne Haberkern**

Discussion: Courseleaf update. December meeting will include both paper and Courseleaf proposals. January meeting will be entirely in Courseleaf.

**CIC Report: Janeen Hull, Phil Christian**

Discussion: Nothing to report.

**Collecting Assessment Data:**

Discussion: CTE programs will be encouraged to discuss Assessment practices in committee; continue to communicate that the goal is to gather information. Janeen presented documentation regarding assessment and degree outcomes for the committee to review. This is an ongoing discussion with as-yet unanswered questions: Should students have to demonstrate proficiency in all six core outcomes? How do students get the outcomes not aligned with their program AAS degree? Currently PCC states that "all graduates... core outcomes". Should AAS degrees prescribe specific Gen Ed to meet the needs

of the core outcomes that the program does not fulfill, or should we continue to allow students to select up to two of their general education courses in AAS degrees?

### **AAS Math Competency Requirement**

Discussion: AAS math competency discussion has been ongoing for two years on and off. The committee has been trying to assess and make sure it is serving students as best as possible. Some CTE faculty have raised concerns that the current Math 65 requirement is a detriment to their students; does not align with the professional requirements of their programs and hinders completion. PCC is not required to have an AAS math competency by the state. So the committee began to explore why we have a math competency and why it is the way it is. The Susanne presented a draft statement of the current status of this discussion asked the committee what rings true in the competency draft and what did not.

#### *Committee comments:*

Math for life course (as opposed to a career tech math course), business math could be added to draft as options for new competency requirement.

Eriks Puris reminded the committee members that part of the purpose of a degree is to prepare students to use some credits to move on to a four year degree. Keeping to Math 65 may make sense in some degrees that lead to a four year transfer opportunities.

The proposed draft expands Math competency options to include other options than Math 65 thus providing CTE programs options on how to meet the standard in a way that is most align with their industry standards and program. Several AAS Degrees already include Math 95 or higher.

#### *Guest/Math SAC comments and discussion:*

One member feels that the industry should decide what the math requirement is for the industry.

Example: Sign language Interpreters among some other professions don't particularly have a need for a Math 65 competency so another rationale would be necessary.

It is pointed out that there is value in citizens being competent in mathematics in general.

A Math SAC member states that it may not be a good idea to put a specific course in the competency requirement at this moment due to current discussions/revisions within the SAC; some of the courses may be changing drastically enough to impact whether existing courses make sense as new/additional competency options.

The chair believes the conversations in both arenas will be parallel but that this one probably can't wait for the math conversation to complete before making a decision.

Question is raised whether we may be trying to change this too quickly.

The chair points out that this has been a long, over two year discussion with the committee; no immediate decision is at hand, but conversation needs to move forward. Chair believes the discussion isn't based upon if Math 65 is the right course or not but rather whether it should be the only option.

Is there a universal level of math competency that makes sense for all degrees? Or should there be a process of determining what math competency is appropriate for each individual degree? Is the concept that we believe a basic "numeracy" level should be required to be a graduate in general, plus whatever specific competency is needed to succeed in the target profession? Or solely that students should have the professional competency?

Dan Findley feels that there is a basic foundational level of math competency that is required for survival in the world; that level, whatever it is, should be the degree requirement. In addition there should be a professional math competency level that is determined by program. For some, it may be no more than the general requirement.

Dan Findley suggests perhaps the problem with student success in math is that there needs to be more focused on better placement, better assessment, or figuring out how to provide students with the building blocks they need.

Kurt Simonds raised the question of whether Math 20, as the basic competency for graduation with an AAS, should be considered. Logic of this is that it is the basic pre-requisite for most general ed requirements; so maybe we believe that should be the "basic numeracy" level needed by all degree graduates. Then each program to determine what (if any) additional math (existing or new) should be required.

The committee would like to move forward with the discussion and explore competency.

Clarification: Does the discussion include whether or not we need a math competency for the AAS at all? Or is it a given that we support a math competency for all AAS degrees but expansion of how to demonstrate it is needed. Susanne asked each committee member the question. Committee members agreed upon the second option. There should continue to be a general competency for the AAS degree; what that general competency should be, and what options individual programs might have to meet it, is the topic of discussion.

How does Math 20 fit into this conversation? What baseline numeracy level is needed, and then what (required? optional?) additional math competency is needed? The latter would be decided by each program, and could be met through a combination of existing courses, new courses, or related instruction; those specifics are part of the discussion moving forward. How does this relate to Core Outcomes? AAS Math Competency pre-dates Core Outcomes

**Peace and Conflict Focus Award: Michael Sonnleitner**

**POSTPONED.**

**New Business:**

**3:15 Revision: Dietary Manager: Kate Kimmich**

**Course title change, course credit increase, certificate credit increase, outcomes.**

**Discussion:** The certifying body required ten more hours of contact time for students. Students will graduate this year with 17 credits even though the requirement is only 16. DM 105 has never been offered for one credit; past iterations were experimental. and will now be offered for the first time with two credits instead. Therefore no impact to students.

Approval is conditional upon ruling of advisory committee.

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

**3:25 NEW: Welding: Flux Cored Arc Welding (FCAW) Certificate: Scott Judy NEW: Welding: Gas Metal**

**Discussion:** Voting on all NEW Welding in a group.

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

**Arc Welding (GMAW) Certificate: Scott Judy NEW: Welding: Gas Tungsten Arc Welding (GTAW)**

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

**Certificate: Scott Judy NEW: Shielded Metal Arc Welding (SMAW) Certificate: Scott Judy**

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

**NEW: Pipe Welding (GTAW/SMAW) Certificate: Scott Judy**

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

**3:40 Revision: Multimedia AAS: Beth Fitzgerald**

Removing one course, increasing elective credits, moving one course to electives.

**Discussion:** Meant to allow student further specialization.

Any Art course that has been expanded into A,B, and C sections is acceptable to fulfill the art requirements of MM degrees and certificates. Adding MM 231 to the electives list.

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

**Revision: Multimedia One-Year Certificate: Beth Fitzgerald**

Removing one course, adding one course, adding one course to electives list.

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

**Revision: Multimedia: Video Production Certificate: Beth Fitzgerald**

Removing one course, increase elective credits, adding one course to electives list.

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

**3:50 Revision: Ophthalmic Medical Technology: Joanne Harris**

Adding one course, removing one course, prerequisites, course credit increases, term change, credit total increase.

**Discussion:** Fits better with A&P requirements. Gen Ed also increased from 8 to 12 required.

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

**Consent Agenda:**

**Geography:** Adding GEO 242 to GIS Certificate Electives

**Building Construction Technology:** Adding BCT 202D to BCT Degree Electives

**Landscape Technology:** Adding LAT 211 to LAT AAS Degree Electives

**Computer Information Systems:** Adding CIS 133C, 233C, and 234C to CIS Programming Electives

**Discussion:**

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