

**January Degrees and Certificates Minutes**  
**January 19, 2011**  
**2pm-4pm**  
**CC Conference Room A**

**In attendance:** Susanne Christopher, Rebecca Mathern, Phil Christain, Steve Smith, Sally Earll, Emily Biskey, Djambel Unkov, Scott Huff, Joanne Harris, Kathleen Bradach, Kendra Cawley, Eriks Puris, Dave Stout, Kim Manchester.

**Guests:** Jan Abushakrah, Barb Kauffman, Elizabeth Brewster, Sheldon Fu

**Old Business**

Review of January 12, 2011 DAC minutes

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

**New Business**

**2:00 Informational:** Related instruction in AAS degrees: Kendra and Susanne

Discussion: Susanne discussed the history of the Gen Ed philosophy regarding Related Instruction. Kendra discussed Gen Ed as it pertains to RI. Values are wrapped up in the way we do Gen Ed at PCC. Computation is the biggest concern as students may be able to skirt around taking courses that address that RI area. The goal was to introduce this data and to have the committee think about this issue. We anticipate further feedback from NW Accreditation before June and will resume conversation after this feedback is received..

Kendra handed out a document at the meeting. (See Below)

**2:30 Revision: Microelectronics: Solar Voltaic Manufacturing Technology AAS: Dorina Cornea:** Course number and title change.

Discussion: Changing course to 100 level to align with college standards. The revision is the same for both items on this agenda.

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

**Revision: Microelectronics: Solar Voltaic Manufacturing Technology Career Pathway Certificate** Course number and title change

*Eriks moved, Phil seconded. Unanimous recommendation for approval. **APPROVED as AMENDED***

**2:45 Revision: Gerontology AAS: Jan Abushakrah:** Revising program elective options; moving core courses to electives list.

Discussion: Relocation of courses from core course list to elective course list to allow for more flexibility in course selection. The elective list is made up primarily of courses in various pathway certificates.

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

**3:00 Revision: Landscape Technology: Landscape Management Certificate: Elizabeth Brewster:**

Revising related instruction, Outcomes.

Discussion:

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

**Revision: Landscape Technology: Landscape Design Certificate: Elizabeth Brewster:** Revising related instruction, Outcomes.

Discussion:

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

**Revision: Landscape Technology: Landscape Construction Certificate: Elizabeth Brewster:** Revising related instruction, Outcomes.

Discussion:

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

**3:30 Revision: CAS/OS: Administrative Assistant AAS: Barb Kaufman:** Remove second writing requirement and increase number of electives. : Revise electives statement for the advising purposes and for catalog.

Discussion:

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

**Revision: CAS/OS: Administrative Assistant Certificate: Barb Kaufman:** Revise electives statement for the advising purposes and for catalog. Outcomes added to agenda for change.

Barb handed out paperwork containing her outcomes.

Discussion: CAS wants their Elective Lists taken out of the catalog.

Added outcomes to Agenda at meeting:

- *Produce professional, error-free, timely documents by using current and emerging software and hardware technology.*
- *Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.*
- *Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.*
- *Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.*

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

**3:45 Consent Agenda:**

**Residential Structural and Mechanical Inspection and Plans Examination Certificate:** Suspension

Discussion:

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

Kendra's Handout:

## Related Instruction in the AAS Degrees

*While Portland Community, College has made progress in identifying the instructional hours and topics of related instruction in its CTE certificates, the College must ensure that embedded related instruction content is clearly identified in all relevant course outcomes, that these skills are taught by appropriately qualified faculty, and that course menus align with the tripartite structure of Policy 2.1*

*Recommendation from 2010 Interim Accreditation Visit, May 2010*

### **Background:**

General Education has been a required component of our AAS degrees for a very long time. It is part of our academic culture that students in our Career Technical programs should have a “taste” of the transfer world via Gen Ed courses. They experience disciplines that they might not otherwise try, and complete their degree with a small but real set of transferable credit. We have consistently identified Gen Ed in AAS degrees as addressing related Instruction, because the three Gen Ed areas align pretty well to the tripartite structure for Related Instruction:

- Arts and Letters – Communication
- Social Science – Human Relations
- Math/Science/Computer Science – Computation

Also, because we view General Education as serving to broaden the student's horizons, we have intentionally NOT allowed programs to specify all of the Gen Ed a student will take. They are required to leave at least 8 of the 16 required Gen Ed credits open to give the student choice and opportunity to explore areas that may be more tangential to the student's main course of study.

This approach, and the principles behind it, was described in all of the documentation we have prepared on Related Instruction for Accreditation. Until the March 2010 accreditation visit, it had not been questioned.

The highlighted part of the recommendation reflects the reviewers concerns that a student might select courses that do not adequately cover the RI areas (or would not be sufficiently aligned with the program outcomes and goals). It's mostly a concern for computation; the evaluators acknowledged that most courses in Arts and Letters and Social Science can be viewed as legitimately focusing on communication and human relations respectively, but not all courses in the Math/Science/Computer Science would necessarily supply a recognizable body of instruction in computation. There are several ways that we could do this.

### **Possible Approaches:**

- Course on the existing Gen Ed list that address computation, communication human relations, and would align with and support a broad set of program goals or intended outcomes are noted with an asterisk.
- CTE programs may identify specific Gen Ed courses for all 16 credits. This also allows students to get transferable credit, but narrows their choices even further.

- AAS degrees identify related instruction instead of Gen Ed. Programs could still use Gen Ed courses, but could also use courses from other areas, or embedded Gen Ed, just as Certificates now do.
- Others??

**Values in consideration:**

- Students' freedom to choose, explore, take advantage of this possibly unique educational opportunity.
- Need to ensure that students have career training that includes relevant instruction in communication, human relations and computation.
- Wise and efficient use of student/financial aid resources.

**Background on NWCCU standards and CCWD directives for Related Instruction:**

The following paragraph appears both in the definitions section of the CCWD handbook, under General Education and Related Instruction AND in the old NWCCU standards, under Policy 2.1:

Related Instruction. Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation and 3) human relations. ... Instruction in the related instruction areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly identified content that is pertinent to the general program of study.

This last sentence suggests that it could be a stretch to have any general course attempting to supply RI (MTH 105, WR 121 or SOC 201) because they do not have clearly identified content pertinent to any particular program of study. And with MTH 65 you have the added issue that it's not collegiate – but that is a different issue)

However, in the Revised NWCCU standards the language has been changed a bit: (*bold is new, my emphasis*)

2.C.9 .... Applied undergraduate degree and certificate programs of ... forty five (45) quarter credits in length contain a recognizable core of related instruction or general education **with identified outcomes** in the areas of communication, computation and human relations **that align with and support program goals or intended outcomes**.<sup>1</sup>

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have **identifiable and assessable learning outcomes that align with and support program goals or intended outcomes**. Related Instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas

This language does suggest that course other than program-specific courses can be used as long as they can be shown to align with and support program goals or intended outcomes.

**Collegiate level:**

In the body of the CCWD Handbook, in the section on Certificates of Completion (12-108 credits) (pg 32)

“Certificates of completion... must have a defined job entry point and course work must be collegiate level work and meet the State Board of Education’s standards, elements and assurance” (OAR 589-030-0015(5) “

and from the Glossary of the CCWD Handbook :

“Collegiate level work provides skills and information beyond what is normally gained before or during the secondary school level. It is characterized by analysis, synthesis, and applications in which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college/university transfer courses. It also includes professional technical education and other course that exceed basic skills, workplace readiness, and fundamental basic skills. Course must be collegiate level if used to fulfill requirements in an associate degree, option, or certificate of completion program.

This is how we have figured that specialized math courses (e.g., Landscape, Construction, or Bioscience) using pre-college level math are collegiate level because the math is in the context of a collegiate CTE program.

It is also this definition that gives us concerns about using MTH 65 (or even a CTE-tailored MT <100 CTE course).