

**Curriculum Committee Minutes**

**November 2, 2017**

**3:30pm – 5:00pm**

**Location: TDC Room 3.218 (SS Conference Room) and Hood River Room 1.209 (conference room)**

**PRESENT**

**Voting Committee Members**

Pam Morse (Chair)  
Kristen Booth  
P.K. Hoffman

Linnea Jaeger  
Doris Jepson (Vice Chair)  
Tom Lieurance

Emilie Miller  
John Schoppert

**Non-Voting Committee Members**

Susan Lewis (Curriculum)

**Support Staff**

Gail Gilliland (Curriculum)

**Guests**

Andrea Ware, Monica Pope

**ABSENT**

**Voting Committee Members**

Stephen Shwiff  
Katy Jablonski

**Non-Voting Committee Members**

Dawn Sallee-Justesen (Student Services)

<b>Item</b>	<b>Discussion</b>	<b>Action</b>
<b>Call to Order</b>	Meeting called to order by Pam at 3:35pm	
<b>Informational item: none</b>		
<b>Business</b>		
	<b>Motion: approve October 19, 2017 minutes as written</b>	Motion: Linnea 2 <sup>nd</sup> : John Action: 7 in favor – 0 opposed – 0 abstentions

Submissions		
<p>CAS 105 Writing for the Web (New Course) Andrea Ware</p>	<p>In the description “accessibility” addresses ADA or universal design and “search engine” addresses web site accessibility.</p> <p>The description is brief due to the ever-changing nature of the field. However, the description does address all that needs to be covered in the course and allows for it not to need to be rewritten often over time.</p> <p>There was concern that “proof reading” is mentioned in the course content but was not addressed specifically in the outcomes. It was decided that Outcome #3 “Apply knowledge of grammar conventions” sufficiently implied the ability to proofread.</p> <p>It was questioned whether recommended WR 115 as a prerequisite was sufficient. Noted that this course does not require students to write essays. Web writing requires authors to effectively get to the point in a concise manner using simple sentence structure with headings and bulleted lists. Agreed that students would be able to be successful in this course without a writing prerequisite because the specific writing skills will be taught in the course.</p> <p style="text-align: center;"><b>Motion: approve as written</b></p>	<p>Motion: Doris 2<sup>nd</sup>: Tom Action: 7 in favor – 0 opposed – 0 abstentions</p>
<p>Web Development (Certificate Revision: course work, credits) Andrea Ware</p>	<p>WR 227 was replaced with CAS 105 because WR 227 with a prerequisite of WR 121 adds hidden requirements. Additionally, WR 227 is over kill for this one-year certificate.</p> <p style="text-align: center;"><b>Motion: approve as written</b></p>	<p>Motion: John 2<sup>nd</sup> Kristen Action: 7 in favor – 0 opposed – 0 abstentions</p>
<p>CIS 120 Computer Concepts I (Course revision: requisites, description, outcomes) Andrea Ware</p>	<p>Description and Outcome #4 revised to resolve confusion around the OER language in both.</p> <p>There was brief discussion regarding how a student would know if they had the recommended skills (basic computer skills equivalent to CAS 133 or BA 131) for entering the course. The committee was satisfied that the student could look in the catalog to find the description of CAS 133 and/or BA 131 in order to understand the skills that those courses represent.</p>	<p>Motion: Doris 2<sup>nd</sup>: Emily Action: 7 in favor – 0 opposed – 0 abstentions</p>

	<p>Susan noted that this course is currently listed as an LDC course; however, since it lost its Gen Ed designation, it makes more sense that it be considered a CTE course and be pulled from the LDC list. In the future the CC will discuss removing it and CIS 121 and 122 from the LDC list.</p> <p><b>Future Agenda Item: Designation of CIS 120, 121 and 122 as CTE rather than LDC.</b></p> <p><b>Motion: approve with following revisions</b></p> <p><b>Description:</b> Introduces computing fundamentals from older, mature technologies through recent and emerging technologies. Utilizes Open Educational Resources (OER) and key applications, such as word processing, spread sheet, database, and presentation software, to solve realistic problems. Explores the benefits and risks of the online environment. Recommended: placement into WR 115, RD 115 and MTH 20; basic computer skills equivalent to CAS 133 or BA 131. Audit available.</p> <p><b>Outcome #4:</b> Introduces computing fundamentals from older, mature technologies through recent and emerging technologies. Utilizes Open Educational Resources (OER) and key applications, such as Open Educational Resources (OER), word processing, spread sheet, database, and presentation software, to solve realistic problems. Explores the benefits and risks of the online environment. Recommended: placement into WR 115, RD 115 and MTH 20; basic computer skills equivalent to CAS 133 or BA 131. Audit available.</p>	
<p>CAS 107 Basic Spreadsheets (New Course) Andrea Ware</p>	<p>Extensive discussion ensued regarding the need for a new “Basic Spreadsheets” course when we already have a “Beginning” and an “Intermediate” course. Concerns included:</p> <ul style="list-style-type: none"> <li>• Insertion of a "pre-beginning" course confusing students who would expect that a "Beginning Spreadsheets" course would start at the "beginning."</li> <li>• Repetition of outcome and content language from CAS 170 indicating that instruction would be covering the same material</li> <li>• Lack of clarity regarding whether this course is meant to be a prerequisite to CAS 170; placement in Spreadsheet Support certificate seems to indicate this.</li> </ul>	<p>Motion: Tom 2<sup>nd</sup>: Kristen Action: 7 in favor – 0 opposed – 0 abstentions</p>

	<ul style="list-style-type: none"><li>• The current direction in curriculum/program development is to make every effort to shorten pathways for students. For example, math sequencing has been developed to shorten the pathway for students through developmental math. The addition of another credit of spreadsheets was of concern, especially as it appeared to repeat content from another course.</li><li>• The committee appreciated that there is an issue that is trying to be solved; however, the members have concern that this is not the appropriate solution. Some other possible solutions to consider may be:<ul style="list-style-type: none"><li>○ If the issue is that students do not have the appropriate math skills upon entry, then revising the course prerequisites may be what is needed. Instead of having recommended placement into MTH 20, have a prerequisite of MTH 20. This would be two steps up in the MTH requirement.</li><li>○ If there is too much content to be covered in CAS 170, a credit could be added to it. The committee is somewhat hesitant to suggest this as this still results in an additional credit that students will have to pay for; however, it does resolve the issue of having an introductory course to a beginning course</li><li>○ Adjust the contact hours of CAS 170 to 60 hours of Lec/Lab rather than 40 hours of Lec/Lab and 10 hours of Lecture. This would provide 10 additional hours of directed contact with students.</li><li>○ Review the series of spreadsheet courses (CAS 170 and 270) to determine if content is appropriately spread across the two levels. Check to see that content hasn't expanded beyond the intermediate level resulting in a need to elevate the requirements of the beginning course. Instead of a pre-beginning course, an advanced course may be needed.</li><li>○ If the course is meant to be a shortened version of CAS 170 so that students who only want a taste of spreadsheets have a one credit option, it then becomes problematic that the course is placed in the Spreadsheet Support certificate as a requirement. It would be difficult to find an appropriate certificate/degree in which to</li></ul></li></ul>	
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	<p>include this course. The thought then may be that it is actually more of a community ed course rather than a credit course.</p> <p>Andrea explained that PCC has this same course. The purpose and need for this course is to bring students up to speed to be prepared with mathematical concepts prior to taking CAS 170.</p> <p>It was concluded that more information needs to be gathered for further discussion regarding this course.</p> <p>Andrea will take this back to Eric with the suggestion of teaching the concepts from CAS 107 in the beginning of CAS 170 and possibly changing the prerequisites. Another possibility could be to add another credit or reconsider the clock hours to CAS 170 with the changes.</p> <p>It was suggested that it could be helpful if Eric were able to be present if the course is to come forward again.</p> <p style="text-align: center;"><b>Motion: postpone decision on CAS 107 pending resolution of committee concerns</b></p>	
<p>Spreadsheet Support (Certificate Revision: course work, credits) Andrea Ware</p>	<p>Andrea officially withdrew the Spreadsheet Support Certificate revision submission.</p>	
<b>Discussion Items</b>		
<p>1. Next steps for updating CLO information in CCOGs</p>	<p>Susan is on the IC agenda tomorrow and will present the new Gen Ed requirements and next steps for updating CLO information in the CCOGs.</p> <p>Responding to October 19<sup>th</sup> CC meeting questions, Susan informed the committee that she will be the responsible person for coordinating the steps in the plan. Susan will be responsible for #1, notifying the Department Chairs. #2 will be the responsibility of the Department Chairs to notify their own faculty. This process will proceed similarly to how IICA was carried out. The Curriculum Office will make a schedule in collaboration with the Department Chairs.</p>	

	<p>There are around 170 classes that need to be addressed. There are 9 courses that do not meet Gen Ed status under the new requirements. 5 additional classes need to complete Gen Ed Requests because the CO does not have information on how they address the CLOs (early CC requirements made it possible that some courses did not need to complete Gen Ed Requests for initial approval). All Gen Ed designated courses with need to be submitted in order to have responses to the new Quantitative Literacy CLO.</p> <p>To help faculty/Dept Chairs complete the abbreviated Gen Ed Request form, Susan will provide the most recent Gen Ed Request responses for each course to the respective Department Chair. In many cases, no changes will be required to CLOs 1, 2, 4 &amp; 5. The submitter will be able to copy and paste the previous response. A new response will be required for CLO #3; however, many courses will be responding that it is not addressed. Some courses will need to update responses to CLOs 1, 2, 4 and/or 5 in order to meet new requirements.</p>	
	Pam 4:20-4:25pm	
2. Abbreviated Gen Ed Request form	<p>Susan presented the abbreviated Gen Ed Request form to the CC.</p> <p>It was suggested that the “minimally” check box for CLO #1 and #2 should be removed since it was mandatory that they be both addressed “in-depth”. Susan will remove these checkboxes.</p> <p><b>Action Item: Susan will remove the “minimally” check box from CLO #1 and #2.</b></p>	
	Pam 4:25 – 4:40pm	
3. Definitions of “In-Depth” and “Minimally”	<p>The first 2 CLOs are In-depth only. All others are either In-depth, Minimal or N/A</p> <p>In depth could mean that it is done all the time, it is consistently brought up in class on a weekly basis or every other week.</p> <p>Minimally would suggest that it is just touched on infrequently, only once or twice a term. However, all course outcomes should be covered in-depth. Therefore, “minimally” could also mean that the CLO is addressed a little less but still thoroughly.</p> <p>A subcommittee was formed to craft an initial definition for “in-depth” and “minimally.” Kristen and PK volunteered. Requested that Susan help get them started.</p>	

	Action item: Kristen and PK will meet with Susan before next CC meeting.	
	Pam 4:40 – 4:55pm	
<p>4. Format (by outcome or concepts/skills) and robustness of “content” section on CCOG</p> <p>CCOG Examples of Content by:</p> <p>a. Theme/concepts/skills: BI 211 and Ath 101</p> <p>b. Outcomes: ENG 201</p> <p>c. Less robust content: ENG 237, CH121 and ENG 214</p>	<p>Initiated discussion regarding format and robustness of CCOG Content description. Format options include organization by outcomes, skills, themes, concepts.</p> <p>The purpose of the Content is to provide faculty (particularly new faculty) with:</p> <ul style="list-style-type: none"> <li>• A description of the required content to be covered in the course</li> <li>• Guidance/support for the development of course lessons, assignments, etc.</li> <li>• Guidance/support for ensuring that course outcomes are addressed</li> </ul> <p>The discussion of format is linked with the discussion of robustness and adequacy of Content description.</p> <p>Insufficient time for discussion item. Will table for future meeting.</p>	
Adjourn: 5:00pm	Tom moves, PK seconds 7 yes	
<b>Next Meeting:</b> November 16, 2017 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		