

**Curriculum Committee Minutes**  
**September 22, 2017**  
**10:00am – 12:00 noon**  
**Location: Board Room, TDC**

**PRESENT**

**Voting Committee Members**

Pam Morse (Chair)  
P.K. Hoffman  
Katy Jablonski

Linnea Jaeger  
Doris Jepson (Vice Chair)  
Tom Lieurance

Emilie Miller  
John Schoppert  
Stephen Shwiff

**Non-Voting Committee Members**

Susan Lewis (Curriculum)  
Dawn Sallee-Justesen (Student Services)

**Support Staff**

Gail Gilliland (Curriculum)

**Guests**

Mary Kramer

John Evans

Annette Byers

**ABSENT**

**Voting Committee Members**

Heather Doyle

**Non-Voting Committee Members**

Item	Discussion	Action
<b>Call to Order</b>	Meeting called to order by Pam at 10:00am	
<b>Informational item</b>		
1. Election of Vice Chair	Doris is elected as Vice Chair (unopposed)	
2. CC meeting schedule and responsibilities	Sept 22, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, 2017; Jan 18, Feb 1, Feb 15, Mar 8, Apr, 2018 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)	

	<p>Pam reminded the CC of their responsibilities as CC members. Be on time, read all attachments prior to the meeting, make notes/questions on paper copies and bring them with you to the meeting, speak up at the meeting and communicate your thoughts/concerns. Don't vote to disapprove a submission or discussion item without having explained your position and concerns. The CCOG Development template was explained briefly and hard copies provided.</p> <p><b>Action Item: Gail will send out appointments</b></p>	
<p>3. Updating Course Content and Outcome Guides (CCOGs) to include new Quantitative Literacy (QL) Core Learning Outcomes (CLO).</p> <ol style="list-style-type: none"> <li>a. Some courses may drop below the Gen Ed requirements for addressing at least 3 CLOs in-depth and one minimally.</li> <li>b. Requirements for how faculty update information regarding how the new CLO is addressed in relevant courses – minimally or in-depth. How does the committee want to be involved in this process?</li> </ol>	<p>2017-18 CGCC catalogs were available for committee members to take. CLO's are found on page 43.</p> <p>The new Quantitative Literacy CLO and the reason for and effect of replacing the previous Professional Competency CLO lead into a discussion regarding how the new QL CLO will impact the current Gen Ed status of each CGCC Gen Ed course and what will be the easiest and most efficient way to gather information regarding the level of how current courses with Gen Ed designations address the QL CLO. Current concerns/information needed:</p> <ul style="list-style-type: none"> <li>• How each course addresses the new QL CLO</li> <li>• With elimination of Professional Competence CLO, there is potential for current Gen Ed courses to not meet Gen Ed designation requirements of addressing at least 3 CLOs in-depth and 1 CLO minimally.</li> <li>• Requirements for Gen Ed designations may need to be revised if current courses cannot meet the current requirements due to the revised CLOs.</li> </ul> <p>In addition, there are currently approximately 5 courses that need to submit Gen Ed Requests as they completed</p>	

	<p>IICA early in the process when the Gen Ed Request was not required.</p> <p>Committee requested information on how many Gen Ed courses might be in danger of losing their designation because of the CLO revision.</p> <p>Tentative agreement that Curriculum Office (CO) would send out an abbreviated Gen Ed Request form that only addresses the 5 CLOs. The CO would also provide a copy of the most recent Gen Ed Request form for the course so that faculty do not have to rewrite CLO fulfillment explanations for CLOs that haven't changed.</p> <p>Similar to IICA, a set amount of hours would be determined for compensation at the special projects pay for adjunct faculty.</p> <p>In summary nothing will be sent out at this time to Department Chairs. The committee will revisit this discussion to finalize processes and determine if any revision to the Gen Ed designation requirements is needed.</p> <p>Action Item: Susan will generate a list of courses whose Gen Ed status is in potential jeopardy of being lost due to change in CLOs.</p> <p>Future Agenda Item: Process for updating CCOGs with new CLO information; possible revision for determination of Gen Ed status – 3 “in-depth” and 1 “minimal” ratio of CLOs.</p>	
<p>4. Suspension process for Non-Credit Training Certificates (NCTC)</p> <p>a. Currently have two NCTCs that need to be suspended. There is no process at this time. How does the committee want to handle this?</p>	<p>The two Culinary Arts NCTC are no longer offered and need to be suspended. The Aero Drone Academy and UAS Certification Program NCTCs are still active.</p> <p>NCTCs are not required go before the Board of Ed for official approval for original onboarding. Therefore, it was agreed that an NCTC suspension would not need to</p>	<p>Motion: Doris 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstentions</p>

	<p>go before the Board either. Suspension could be approved by the CC. Also decided that the proposed NCTC Suspension form would be adequate and the committee would not ask for the level of detail required for the suspension of a credit certificate or degree.</p> <p>NCTC suspension longevity is the same as for credit certificates and degrees. The certificate is held in suspension for up to 3 years and can be reinstated at any time within those 3 years; once the 3 years has passed, it would be required to submit as a new NCTC.</p> <p>Susan presented a NCTC Suspension form that she drafted for review by the CC.</p> <p><b>Motion: Use the NCTC Suspension form for the NCTC suspension process. CC review and approval sufficient.</b></p>	
<p>5. Approval of use of parenthetical subtitles that may be attached to a more general course title. For example: Dance (Salsa); Dance (Square Dancing); Racquet Sports (Tennis); Racquet Sports (Pickleball); Racquet Sports (Badminton).</p>	<p>These courses have the same content and outcomes; faculty would be using a different teaching strategy to achieve the outcomes. For example, in Racquet Sports we would be teaching students about the sport's background, rules, equipment, strategies, techniques, safety, and health advantages. We would cover these areas whether we teaching it through Pickleball or Badminton. At the same time, students should be provided with the information about which racquet sport is to be covered in each course. The course will be recorded as Racquet Sports; however, in the schedule it may be listed as Racquet Sports (Pickleball).</p> <p><b>Motion: Approve use of parenthetical subtitles in courses that have a common content and set of outcomes, but vary in specific topic. For example, "Dance (Salsa)" or "Dance (Folk)" .</b></p>	<p>Motion: Linnea 2<sup>nd</sup>: Katy Action: 8 in favor – 0 opposed – 0 abstentions</p>

<p>6. Math requirements</p> <p>a. AAS, AGS, and AS</p> <p>b. MTH 98/105/243 tract – appropriate prerequisite for MTH 243 considering statewide move to make a liberal studies math track to statistics that does not require algebra based math</p> <p>c. Resolve confusion that arises from “or higher” language for curses, certificates, and degrees. There is a lck of clarity when the requirement is MTH 95 or higher wether that includes MTH 98 and/or MTH 105</p>	<p>a. Mary Kramer, John Evans, and Annette Byers answered questions regarding Math core requirements for the AAS, AGS, and AS. It was suggested that a conversation between the math department and Advising regarding the value of the different math tracts might be advantageous. For the AAS, AGS, and AS there are no State math requirements. As for the AAS and the AGS, the math department agrees that either MTH 65 or MTH 98 would be an appropriate math core requirement. The math department sees no compelling reason to change the current math requirement (MTH 111) for the AS degree.</p>	
	<p><b>Motion: Change the AAS core requirement for Math to read “MTH 65 or MTH 98 (with grade “C” or better) or a course with a prerequisite of MTH 65 or MTH 98 or higher”</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: John Action: 8 in favor – 0 opposed – 0 abstentions</p>
	<p><b>Motion: Change AGS core requirement for Math to read “MTH 65 or MTH 98 (with grade “C” or better) or passing a math course for which MTH 65 or MTH 98 is a prerequisite”</b></p>	<p>Motion: Stephen 2<sup>nd</sup> Katy Action: 8 in favor – 0 opposed – 0 abstentions</p>
	<p>b. MTH 98/105/243 track</p> <p>MTH 243 Statistics currently has a prerequisite of MTH 95. Statewide intent for the MTH 98/MTH 105 sequence was that it would lead to statistics. Some colleges have a prerequisite of MTH 98 for statistics, not requiring MTH 105. MTH 98 and 105 have only run at CGCC a couple of times, leaving the department with little information on student’s skill levels and preparation for MTH 243 upon completion of 98 or 105. There may be more data from other</p>	

	<p>colleges where these courses have been running more. Unanswered questions include:</p> <ul style="list-style-type: none"> <li>• Is our MTH 98 or MTH 105 strong enough prerequisite for students to be successful in MTH 243?</li> <li>• Is our MTH 243 requiring higher level math skills than other statistics courses in Oregon?</li> </ul> <p>Action Item: John Evans will discuss track with the math department, including possible revision of requisites for MTH 243</p>	
	<p>c. “or higher” language Confusion is centered on whether MTH 98 and 105 are “higher” than MTH 95. Some course prerequisites require MTH 95 or higher – admissions department is asking if that includes 98 and 105. Initial thought is that 98 and 105 would not be considered “higher” and would not provide students with the knowledge and skills provided by MTH 95. Prerequisites in courses may need to be rewritten to be more clear.</p> <p>Action Item: John Evans will discuss MTH course prerequisites with the math department to resolve any confusion.</p>	
Adjourn: 11:55 am	Doris moved to adjourn, Tom 2 <sup>nd</sup> ; 8 yes	
<b>Next Meeting:</b> October 5, 2017 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		