Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>

Kristen Booth (Pre-College)	Zip Krummel (Social Sci)	John Schoppert (Library Dir)
P.K. Hoffman (Arts & Hum)	Emilie Miller (Science)	Stephen Shwiff (Inst Dir)
Katy Jablonski (Wr/FL/Eng)	Pam Morse (Math)	Andrea Ware (CTE)
Linnea Jaeger (ESOL)	Mimi Pentz (Nurs/Hlth Occ)	

<u>Non-Voting Committee Members</u>

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

<u>Support Staff</u>   <u>Guests</u>

Gail Gilliland (Curriculum)

September 21, 2018 10:00 am – 12:00 pm
The Dalles Campus, Board Room, Building 1

<u>Information items (no voting or discussion required):</u>

1. none

<u>Business</u>:

1. Elections – Committee Chair and Committee Vice Chair

2. 2018-19 CC meeting schedule for 2018-19 https://www.cgcc.edu/curriculum/committee

3. Charter review [1]

4. Member responsibilities (time commitment, attendance, location, preparation, engagement)

5. Submission responsibilities

   a. Review new submission forms

   b. Refresh on more challenging curricular areas/decisions (related instruction, 30% rule, contact hours, hidden requisites, repeatability, learning outcomes) [2]

6. Future changes?

<u>Discussion Item</u>:

1. New program adoption

   a. Draft guidelines, requirements, process. (Strategic Goal 3, objective #1) [3]
   b. Developing answers to the questions regarding:
      i. Labor market needs
      ii. Minimal student enrollment
      iii. Sustainability
   c. Cost analysis example (provided at meeting)

Next Meeting: October 4, 2018

Attachments: [1] CC Charter, [2] CCOG Template with notes, [3] Draft Program Adoption Criteria Outline

COLUMBIA GORGE COMMUNITY COLLEGE
CURRICULUM COMMITTEE

The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of courses, program offerings, certificates and degrees. The Committee will make recommendations regarding new courses, changes, and deletions to courses, programs, certificates and degrees. The Committee will analyze congruence between content and credits, rigor, and overall effect of courses, programs, certificates and degrees. Recommendations of the Committee will be submitted to the Chief Academic Officer.

Article I. Membership and Meetings

Section 1.01 Members
   A. Voting Members
       1. One faculty member from each academic department.
           Faculty representation must include:
               a) adjunct faculty
               b) full-time faculty
               c) department chairs
       2. A Library representative
       3. An Instructional Director

   B. Non-Voting Members
       1. Curriculum Office representative
       2. Student Services representative

Section 1.02 Eligibility and Elections
   A.   Committee Members
       1. Department Chairs are responsible for recruiting committee members, who are then elected by their department in the spring.
       2. Each spring the Instructional Council will review the upcoming Committee composition to ensure department chair representation.
       3. Committee members are elected for two-year terms that commence with the first meeting of the fall term.
       4. A Committee member may be re-elected for additional two-year terms.
       5. If practical, terms shall be staggered so at least one-half of the Committee members are chosen yearly.

B. Officers
   1. The officers of the Committee are a Chair and Vice-Chair.
   2. Officers serve for a two year term, the first year as Vice-Chair and the second year as Chair.
   3. The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot.
   4. The Vice-Chair becomes the Chair starting with the first meeting of the fall term.
   5. In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

Section 1.03 Meetings
A. The Committee shall meet ten times per year and additionally as needed (September through June).
B. A quorum for taking action shall be 50%+1 of seated voting members.
C. Motions are passed by a simple majority of the members present.
D. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings.
E. All Committee meetings will be open to the college community and be governed by Robert's Rules of Order, Newly Revised.
F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.

CGCC Course Content and Outcome Guide Development Template
With Notes for Curriculum Committee Members

All template sections will ultimately require a response on the New Course submission form unless noted as "optional." Approach each of the responses from a departmental perspective rather than an individual instructor's perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at http://www.cgcc.edu/curriculum/forms. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at slewis@cgcc.edu.

COURSE NUMBER: Not college level under 100; 1st year generally 100-198; 2nd year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

COURSE TITLE (maximum 60 characters, including spaces)**:** Is the title descriptive? Does it align with similar courses at other colleges and universities?

TRANSCRIPT TITLE (maximum 30 characters, including spaces)**:**

TOTAL CREDITS: Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content?

LECTURE HOURS: (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

LECTURE/LAB HOURS: (per 10-week term; 1 credit of Lec/lab = 2 hours in the classroom and 1 hour of study outside the classroom)

LAB HOURS: (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom) Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

GENERAL EDUCATION DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

General Education Request Form

- Do course outcomes address Core Learning Outcomes (CLO #1 and 2 require a major designation and at least 1 additional CLO must have at least a minor designation)?

- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.

- Responses to CLOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.

- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the CLO or AAOT outcomes and criteria

CULTURAL LITERACY DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

REQUISITES: (prerequisites, corequisites, pre/concurrent, recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in "hidden requirements" in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably "recommended" rather than "required." The standard prerequisites (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

GRADING OPTIONS: (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

REPEATABILITY FOR CREDIT: (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

COURSE DESCRIPTION: (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See Suggested Verbs for Outcomes and Descriptions.) Avoid using the phrases: "This course will…" and/or "Students will…" Include course requisites in the description. Try to keep descriptions to 50 words or less. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.) Refer to the Writing Course Descriptions guide on the CO website for format. Descriptions include requisites and availability for audit.

STUDENT LEARNING OUTCOMES: (Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners) upon completion of the course. Begin each outcome with an active verb. (See Suggested Verbs for Outcomes and Descriptions.) The outcome should be written so that it completes the starter, "Upon completion of this course, students will be able to …." Three to six outcomes are recommended. Guidelines for writing concise and assessable

student learning outcomes can be found at [Writing Learning Outcomes](#).) Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to "Related Instruction" may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an "amendment" vote. Just point them out, and I will fix them.

OUTCOME ASSESSMENT STRATEGIES: (Include suggestions for how student achievement of course outcomes may be assessed. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated.)

TEXTS & MATERIALS (OPTIONAL): (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

COURSE ACTIVITIES AND DESIGN: (Describe suggested/recommended methodologies for how the course may be taught. For example, recommendations may include but are not limited to: lecture, small group discussion, oral presentation, role play, simulation, service learning projects, hands-on lab, etc. Suggestions should encourage faculty but not restrict them. Specific activity suggestions may stimulate creative thinking and teaching.)

COURSE CONTENT (Themes, Concepts, Issues and Skills): (Describe general themes, concepts, issues and skills that are expected to be taught. The description should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the CCOG. A CCOG may sometimes be the only information a new faculty member has to guide/support him/her in the development of the course.) Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare his/her course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course?

DEPARTMENT NOTES (OPTIONAL): (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied <u>requires</u> **Curriculum Committee approval.**

Stand-alone course for RI Area (check one): communication ☐   computation ☐   human relations ☐

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) (When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)

Program Adoption Guidelines

A. INTRODUCTION/PURPOSE/REASON FOR HAVING GUIDELINES

B. APPROVAL PROCESS OVERVIEW

    a. big picture flow chart (development – CC – HECC – NWCCU – DoE/FinAid)

    b. requirements/responsibilities at each stage including support contacts and timelines (more specific chart that shows the differences between options)

C. DETERMINING THE APROPRIATE TYPE OF AWARD: Description/purpose of each degree/certificate option and how to decide which is the best option (AAS, AS, statewide programs, certs, career pathways, NCTC) (will need something on USTAs when we receive more information on their nature)

D. APPROVAL STANDARDS: state approval standard A-E, including the Program Elements and answers to the Guiding Questions. Answers to GQ might be formatted for example as "should" statements – Workforce data should show at least an employment need or growth potential in jobs locally (XX%), regionally (XX%) and nationally (XX%). Or a statement like, "A clear need is evident." However, then there will need to be a definition of what a "clear need" is precisely. Potential wages should be evaluated based on Gainful Employment requirements (FinAid). Rename GQs to something like "Requirements?"

We should add a Program Element or maybe even an entire Standard regarding enrollment. Enrollment may fit into Standard A or E, but it needs to be more explicitly addressed.

Check NWCCU Substantive Change Policy for anything that might be missing here.

    a. STANDARD A: Need: The community college provides clear evidence of the need for the program.

        i. PROGRAM ELEMENTS

            1. The program need is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts.
            2. The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
            3. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.

        ii. GUIDING QUESTIONS

            1. Why is this program necessary?
            2. Does the workforce data show that the proposed program is needed?
            3. Can training be provided without creating a new program?
            4. What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?

5. What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?

   iii. REQUIRED DOCUMENTATION (chart)

b. STANDARD B: Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

   i. PROGRAM ELEMENTS

   1. The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
      a. Advisory committees
      b. Apprenticeship committees/trusts
      c. Business/industry associations or alliances
      d. Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
      e. Part-time faculty from industry
      f. Customized training and development departments
      g. Partners/co-applicants in college-led grant activities
   2. The program has been developed through joint ventures and significant systemic working relationships with educational partners:
      External Partners
      a. Secondary, postsecondary schools or consortia
      b. Public and private colleges and universities
      c. Private/proprietary career schools
      d. Armed Services
      e. Service learning foundations, organizations, and/or sponsors
      Internal Partners:
      a. Student Services and counselors
      b. Financial Aid
      c. Work based learning coordinators
   3. The program leads to occupations that have been identified as "nontraditional by gender" on the LMI Worksheet; the program is collaborating with appropriate professional organizations and groups to identify and implement strategies to recruit and retain members of the disproportionately represented gender in the program.
   4. The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

   ii. GUIDING QUESTIONS

   1. Who are your key constituents and how have they helped you design your program?
   2. What resources are your constituents contributing or sharing?

3. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
4. Who in the college community has been involved in planning?
5. Are there any national constituents involved in the design and resource sharing?
6. How will this program help meet your partners' needs?

    iii.   REQUIRED DOCUMENTATION (chart)

c. STANDARD C: Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

    i.   PROGRAM ELEMENTS

1. The program is aligned with appropriate PK-20 educational programs and related activities.
2. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and State Board of Education priorities.
3. The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities are identified.
4. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

    ii.   GUIDING QUESTIONS

1. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
2. What other programs could benefit your students if the instruction and outcomes were aligned with this new program?
3. Is your program meeting important education, workforce development, and economic development activities and priorities?
4. How does this program support Oregon's educational initiatives?
5. How does this program support the larger context of workforce educational needs and state and national initiatives?
6. Are there articulation agreements in place for students in high school to receive college credit?
7. Are there articulation agreements in place for program credits to be transferred to other colleges and other post-secondary education and training opportunities.
8. What professional certifications or licensure will the students be qualified to receive as a result of the instruction?

9. Is the program designed to facilitate career pathway employment opportunities through student attainment of incremental proficiencies and certifications?

   iii. REQUIRED DOCUMENTATION (chart)

d. STANDARD D: Design: The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

   i. PROGRAM ELEMENTS

1. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
2. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
3. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
4. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education.
5. The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
6. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
7. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.
8. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

   ii. GUIDING QUESTIONS

1. Is the program designed to meet the need stated in Standard A?
2. Are the learner outcomes clearly identified and targeted to the identified needs of students?
3. Is the program designed so that the student can participate in a learning community?

4. Does the student have an opportunity to construct his own learning experiences?
5. What assessment will be used to place students in the appropriate courses?
6. Are the times and length of instruction appropriate for working adults?
7. How do all aspects of the program lead to student achievement and successful transition?
8. How will data be collected and used to determine student success and improve the program?
9. Are there related internships, work study and part time employment opportunities provided for students?
10. How are career and employment information and counseling incorporated?
11. Are tutoring and mentoring incorporated?
12. How is academic and technical rigor addressed?

iii. REQUIRED DOCUMENTATION (chart)

e. STANDARD E: Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

i. PROGRAM ELEMENTS

1. The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
2. There are sufficient and accessible facilities, instructional materials and equipment for the program.
3. Financial resources are adequate for the implementation and continued operation of the proposed program.
4. Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
5. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.

ii. GUIDING QUESTIONS

1. What impact will this program have on current school programs and budgets?
2. What is the student to teacher ratio?
3. Will the course fees support the costs of instruction; if not, how will other revenue be generated?
4. What additional facilities or tools, supplies and equipment required?
5. What in-kind and financial resources are available from key partners?

6. Is team teaching being utilized to manage instructional personnel needs?
7. What opportunities have been identified to extend student learning beyond the classroom?

iii. REQUIRED DOCUMENTATION (chart)