

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

P.K. Hoffman (Arts & Hum)

Zip Krummel (Social Sci)

Ashley Michels (CTE)

Katy Jablonski (Wr/FL/Eng)

Emilie Miller (Science)

Abel Wolman (MTH)

Linnea Jaeger (ESOL)

Stephen Shwiff (Inst Dean)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Monica Pope (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

November 7, 2019 3:30 pm – 5:00 pm

The Dalles Campus, room 2.106 (Instructional Services conference room)

Hood River Indian Creek Campus, room 1.209 (conference room)

Zoom log-in: **if you need Zoom log-in or call-in information, please contact Gail ggilliland@cgcc.edu**

Business:

1. Approval of October 17, 2019 minutes ¹

Submissions

1. none

Discussion Item:

1. Related Instruction: Standalone courses approved for Communication, Computation, & Human Relations ^{2&3}

Next Meeting: November 21, 2019

Attachments: ¹ October 17, 2019 Minutes; ² Standalone Options for Related Instruction; ³ OP Related Instruction

**Curriculum Committee Minutes
October 17, 2019 3:30 pm – 5:00 pm**

Location: TDC Room 2.106 (Instructional Services conference room) and Hood River Room 1.209 (conference room)

Zoom meeting link: <https://cgcc.zoom.us/j/602002013> Zoom call-in: 1.669.900.6833

PRESENT

Voting Committee Members

Kristen Booth (Chair) (Pre-College)
Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ) (phone)
P.K. Hoffman (Arts and Hum)
Katy Jablonski (WR/FL/Eng)

Linnea Jaeger (ESOL)
Emilie Miller (Science)
Stephen Shwiff (Inst Dean)
Abel Wolman (Math)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Monica Pope (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

Mary Kramer

Absent

Voting Committee Members

Zip Krummel (Social Science)
Ashley Mickels (CTE)

Non-Voting Committee Members

Item	Discussion	Action
Call to Order	Meeting called to order at 3:34 pm by Kristen (Chair).	
Information Items		
1. Course inactivation: COMM 130	Susan informed the Curriculum Committee (CC) that COMM 130 has been inactivated.	
Business:		
1. Approval of October 3, 2019 minutes	Motion: Approve October 3, 2019 minutes as written	Motion: Linnea 2 nd : Katie

		Action: 6 in favor – 0 opposed – 1 abstention
Submissions:		
1. RET 223 Power Generation (Course Revision: req, des)	<p>Mary Kramer presents CTE submissions. RET 223 is a simple prerequisite change. It is a reflection of the way the program is going. The change is an instructor recommendation. Discussion about a program prerequisite is meaningless if it is not a limited entry program. Anyone can sign up for this with limited skills.</p> <p>This is a second year course so the assumption is that program prerequisites have been taken. The Curriculum Committee (CC) would like WR 121 to be included as a prerequisite for RET 223.</p> <p style="text-align: center;">Motion: Approve as amended Amendment: Include WR 121 as a prerequisite</p>	<p>Motion: Stephen 2nd: Abel Action: 7 in favor – 0 opposed – 0 abstention</p>
2. Electro-Mechanical Technology AAS (Degree Revision: cred, coursework)	<p>Mary presents to remove UAS from the EM-Tech AAS and add “or higher” to the MTH requirements. The CC would like “excluding MTH 98 or MTH 105” included in the change.</p> <p style="text-align: center;">Motion: Approve as amended Amendment: Excluding MTH 98 or MTH 105</p>	<p>Motion: Katy 2nd: Emilie Action: 7 in favor – 0 opposed – 0 abstention</p>
3. Administrative Office Professional SAAS (Degree Revision: cred, coursework, req)	<p>Mary presents adding MTH 65 or 98 as a required course for AOP. With this change math will no longer be a hidden requirement. This degree is a statewide degree. Mary has talked with the State. This change puts CGCC in better compliance for the degree with the State.</p> <p style="text-align: center;">Motion: Approve as written</p>	<p>Motion: Katy 2nd: Stephen Action: 7 in favor – 0 opposed – 0 abstention</p>

	Kristen Booth (3:45-4:00pm)	
1. Ed 293 Elementary Educator Practicum (New LDC)	<p>Kristen Booth presents the new LDC submissions. Oregon State and Portland State do not have a class like ED 293. PCC has a volunteer classwork program instead of taking it as a class.</p> <p>This course is in collaboration with OSU for our Ed program. Rigorous discussion ensued regarding the following:</p> <ul style="list-style-type: none"> • Course content: <ul style="list-style-type: none"> ○ Behavior management in the classroom: <ul style="list-style-type: none"> ▪ It is touched on in all the classes within the new ED degree. ▪ Building a behavioral plan may be too much at this early stage. That will come in year 3 & 4 of the degree. ▪ This course provides an opportunity for the student to observe the teacher in behavior management ▪ The course book shows all sides/different views of an issue of behavior management. ○ Journals are a way to evaluate ideas ○ Portfolios <ul style="list-style-type: none"> ▪ Are to be implemented for the entire Ed program ▪ Not limited to written submission, may include drawing or song, etc. • Credits: <ul style="list-style-type: none"> ○ Practicum is 1, and seminar is 2 credit. • Grading: <ul style="list-style-type: none"> ○ Zip asked via Susan about the pass/no pass. Does OSU accept pass/no pass courses? 	<p>Motion: Katy 2nd: P.K. Action: 7 in favor – 0 opposed – 0 abstention</p>

	<ul style="list-style-type: none"> ▪ The rationale behind pass/no pass option is that most of all CGCC offerings include pass/no pass. • “Teacher disposition” <ul style="list-style-type: none"> ○ Teacher mannerism, how they handle themselves, teacher component ○ This is an OSU word <p>The Ed pathway consists of Ed 101, Ed 216, Ed 219, HEC 202, Ed 293, 294, HEC 226, 3 MTH courses to be created and all the AAOT requirements. CGCC is following a design agreed upon by Oregon State completing the first 2 years and then transferring to OSU for years 3 and 4.</p> <p style="text-align: center;">Motion: Approve as written</p>	
<p>2. Ed 294 Education Practicum Seminar (New LDC)</p>	<p>Kristen explained that this course is the 2 credit class seminar taken with the ED 293 practicum.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Mimi 2nd: P.K. Action: 7 in favor – 0 opposed – 0 abstention</p>
<p>Discussion Item:</p>		
<p>1. Creation of guidelines for sunseting/suspending programs</p>	<p>Susan lead discussion regarding guidelines for sunseting/suspending programs. She reported that she has heard back from one of the colleges she contacted; they do not have any particular guidelines for sunseting/suspending programs. Their practice is to get together with a committee and then make a decision, similar to our process at this point. Susan reminds the CC that we are not seeking a process, we already have a process. We are seeking what instigates the process. We are to set up a set of values/criteria to watch a program to see if it can support itself before suspending the program.</p>	<p>Motion: 2nd: Action: in favor – 0 opposed – 0 abstention</p>

Why is CC making this decision? The CC is the body that is to have the big picture view of program offering at CGCC. IC is not the place, but could have some input in the ideas, but not the final decision.

Lori would like us to move away from the case by case evaluation of a program to an outline of what those parameters are. This will give Lori some foundation in order to determine if the program is no longer viable. Guidelines could help identify whether it is better to cancel or possibly redesign program. Eventually, the CC will have to come up with a recommendation. These guidelines are more of a place for the program to know when to begin to start to mitigate problems.

Considerations:

- Triggers need to be established.
- How long do you keep offering a program with low enrollment?
- What would the bottom line dollar be to keep a program running?
- Can the program support itself? (Nursing, EM-Tech)
 - Nursing was grant funded, it is not now.
 - What circumstances warrant offering a program that is not cost effective?
 - Community needs
 - Safety training
 - Good will
- Funding
 - Where does money come from?
 - Sustainability
 - Remember that when we get grant/donation funding, we need to analyze how we grow past the funding and to substitute the startup dollars.

Suggestion:

	<ul style="list-style-type: none"> • Use the reverse process of bringing on a program <ul style="list-style-type: none"> ○ Yearly evaluate the program backwards ○ 5-6 categories that we balance ○ Deans would approach the CC with the fact of the sunseting review. <p>Current Program review process:</p> <ul style="list-style-type: none"> • Every 5 years • Financial is not part of the current program review • Enrollment is considered • Program review done more often than every 5 years would be unrealistic to accomplish a robustly well done review. <p>Action Item: Susan will outline a set of guidelines based on onboarding info: labor market needs, cost, enrollment numbers, cost effectiveness analysis.</p>	
<p>Discussion: Women Studies to Gender Studies</p>	<p>Susan informed the CC that she has received a course revision request to change Women’s Studies to Gender Studies and would like the CC input and support.</p> <p>The GS prefix is used for General Science. What prefix would Gender Studies fall under?</p> <p>Susan has concern that we are moving forward with a revision and it should be a new course. The submission requirements would then be the same as any new course.</p> <p>She has suggested the submitters check with multiple colleges to learn what the other Oregon community colleges are doing. Do any of these colleges have a Women’s Studies and a Gender Studies program? Is Gender Studies replacing Women’s Studies? How does it transfer; as a social science? What happens to the students? What about bach core requirements when transferring to OSU. OSU takes 101</p>	

	<p>cultural bach core requirement. WS 202 transfers as an SPI bach core requirement.</p> <p>Over the years the WS courses have been changing more to Gender Studies.</p> <p>Susan is asking if the CC will back her on requiring research from those requesting the change.</p> <p>The CC agrees that more research by the submitters is required.</p>	
	Susan informs the Curriculum Committee that she will be out for surgery Oct 23 thru December 3 rd	
Adjourn: 5:00 pm	Motion to adjourn	<p>Motion: Katy</p> <p>2nd: PK</p> <p>Action:7 in favor – 0 opposed – 0 abstention</p>
Next Meeting: November 7, 2019		

Related Instruction – Standalone Options

Communication

- BA 205 Business Communication (4 cr)
- CAS 105 Writing for the Web (3 cr)
- CHN 101 First Year Chinese (5 cr)
- CHN 102 First Year Chinese (5 cr)
- CHN 103 First Year Chinese (5 cr)
- COMM 111 Public Speaking (4 cr)
- COMM 130 Business and Professional Speech Communication (4 cr)
- COMM 140 Introduction to Intercultural Communication (4 cr)
- COMM 214 Interpersonal Communication: Process and Theory (4 cr)
- COMM 215 Small Group Communication: Process and Theory (4 cr)
- COMM 228 Mass Communication and Society (4 cr)
- COMM 237 Gender and Communication (4 cr)
- OS 220 Business Editing (4 cr)
- SPA 101 First Year Spanish – First Term (4 cr)
- SPA 102 First Year Spanish – Second Term (4 cr)
- SPA 103 First Year Spanish – Third Term (4 cr)
- SPA 201 Second Year Spanish – First Term (4 cr)
- SPA 202 Second Year Spanish – Second Term (4 cr)
- SPA 203 Second Year Spanish – Third Term (4 cr)
- WR 115 Introduction to Expository Writing (4 cr)
- WR 121 English Composition (4 cr)
- WR 122 English Composition (4 cr)
- WR 227 Technical and Professional Writing (4 cr)
- WR 241 Creative Writing – Fiction (4 cr)
- WR 242 Creative Writing – Poetry (4 cr)
- WR 243 Creative Writing – Script Writing (4 cr)
- WR 244 Advanced Creative Writing – Fiction (4 cr)
- WR 245 Advanced Creative Writing – Poetry (4 cr)
- WR 246 Advanced Creative Writing – Editing and Publishing (4 cr)
- WR 247 Advanced Creative Writing – Scriptwriting (4 cr)

Math

- BA 104 Applied Business Math (4 cr)
- BA 111 Introduction to Accounting (3 cr)
- BA 177 Payroll Accounting (3 cr)
- BA 211 Principles of Accounting I (3 cr)
- BA 212 Principles of Accounting II (3 cr)
- BA 213 Managerial Accounting III (4 cr)
- BA 222 Financial Management (3 cr)

- MTH 105 Math in Society (4 cr)
- MTH 111 College Algebra (5 cr)
- MTH 112 Elementary Functions (5 cr)
- MTH 243 Statistics I (5 cr)
- MTH 244 Statistics II (5 cr)
- MTH 251 Calculus I (5 cr)
- MTH 252 Calculus II (5 cr)
- MTH 253 Calculus III (5 cr)
- Science courses???

Human Relations

- ATH 103 Introduction to Cultural Anthropology (4 cr)
- BA 208 Business Ethics (4 cr)
- BA 285 Human Relations in Organizations (3 cr)
- ED 219 Civil Rights & Multicultural Issues in Educational Settings (3 cr)
- HEC 201 Family Partnerships in Education (3 cr)
- PS 211 Peace and Conflict (4 cr)
- PSY 101 Psychology and Human Relations (4 cr)
- PSY216 Social Psychology (4 cr)
- SOC 204 Sociology in Everyday Life (4 cr)
- SOC 206 Social Problems (4 cr)
- Philosophy courses???
- Women's Studies courses???

Highlighted courses are currently used for RI.



OPERATING PROCEDURE

Approval Date: MM/DD/YY
Effective Date: MM/DD/YY
Last Revised: MM/DD/YY

Procedure Number/Name:	040.???.??? – Related Instruction
Associated Rule Number/Name:	040.???.??? – Related Instruction
Responsible Department:	Instructional Services

Overview

The required inclusion of Related Instruction (RI) in Associate of Applied Science (AAS) degrees and certificates of 45 credits or more is verified and approved in accordance with established procedures set forth by the Curriculum Committee and the vice president of Instructional Services. The process is facilitated by the Curriculum Office.

Areas of Responsibility

Faculty, Instructional Deans, Department Chairs, Curriculum Committee, Vice President of Instructional Services, Curriculum Office

Operating Procedure Details

Inclusion of Related Instruction in degrees and certificates

AAS degrees will include a minimum of 16 credits of General Education including courses that address the RI areas of communication, computation, and human relations. Approval process for new or revised AAS degrees will follow the procedures laid out in **OP 040.009.000** Curriculum Development and Approval.

Certificates of 45 credits or more will include in their new or revised certificate requests documentation on how the required hours of RI are addressed. Certificate submissions will be accompanied by a Related Instruction Template (see [Curriculum Office Forms](#) webpage for blank template) that includes the number of hours of student learning for each area of RI and a confirmation that instructor qualifications have been developed and approved for the teaching of any embedded RI. Certificate submissions without the required accompanying RI documentation will not be placed on the Curriculum Committee agenda nor proceed in the certificate approval process.

For certificates of 45 to 60 credits: 240 hours (the equivalent of 8 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 48 hours (20% of the minimum total) of student learning is required in each area; 96 hours are at the department’s discretion.



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For certificates of 61 to 108 credits: 480 hours (the equivalent of 16 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 96 hours (20% of the minimum total) of student learning are required in each area; 192 hours are at the department's discretion.

Identifying Related Instruction in courses

The RI requirement in certificates may be fulfilled using stand-alone courses, courses in the program containing embedded instruction (both described below), or a combination of the two. However, departments are strongly encouraged to use stand-alone courses whenever possible.

Stand-alone course(s) option: Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three RI areas. (Courses that address more than one area are considered to have embedded RI, as described below). Stand-alone courses used for RI must be identified and the hours included on the Related Instruction Template (see [Curriculum Office Forms](#) page for blank template).

The Curriculum Committee identifies courses that fulfill stand-alone requirements for each of the three areas of Related Instruction. The list of courses can be found on the Curriculum Office website.

Embedded instruction option: Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course's Course Content and Outcome Guide. More than one of the three areas can be embedded in a single course.

Departments may identify embedded instruction hours that apply to their CTE courses only. An Embedded Related Instruction form must be completed for each course being proposed for embedded RI and submitted to the Curriculum Office for review and approval by the Curriculum Committee and the vice president of Instructional Services. Documentation of the following is required:

- A course outcome that is associated with the RI area
- Course content (activities, skills, concepts, etc.) showing how the RI area is addressed in the course: providing details and including specific number RI hours for each activity (See Credit and Contact Hour Requirements below*)



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- Qualifications instructors must have to teach each RI area identified for the course. (Departments develop the specific requirements that pertain to teaching embedded RI in their courses and recommend these for administrative approval by the department dean and vice president of Instructional Services.)

* Credit and Contact Hour Requirements for Related Instruction:

In order to facilitate identification and recording, related instruction is counted in hours of student learning rather than credits. A credit is considered to represent 30 hours of student learning (instruction supported by study and practice). Student learning includes both direct instruction and class work such as study or practice. For every hour of lecture, it is expected that students will spend 2 hours in study outside of class time; so a 1-credit lecture class meets for 10 hours (minimum) and includes 20 hours additional learning time outside of class. Over the course of a 10-week term that would be equivalent to 30 hours. The distribution of class vs. out-of-class time is different for the lab and lecture-lab configurations. The conventions used at CGCC are as follows:

- 1 cr lecture meets 1 hr /wk, plus 2 hrs/wk of study, for at least 10 weeks = 30 hours
- 1 cr lec-lab meets 2 hrs/wk, plus 1 hr/wk of study, for at least 10 weeks = 30 hours
- 1 cr lab meets 3 hrs/wk, with minimal outside study, for at least 10 weeks = 30 hours

Once Related Instruction is approved by the Curriculum Committee and the vice president of instruction, degrees and certificates will proceed according to internal and external curriculum development and approval procedures.

Definitions

1. *Curriculum*: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.

Further Information

Director of Curriculum, Assessment, Strategic Planning & Accreditation
slewis@cgcc.edu
541-506-6047



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References

1. CGCC Administrative Rule 040.009.000 – Curriculum Development and Approval
2. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)
3. Community College and Workforce Development Community College Handbook – [Related Instruction definition](#)

Forms

1. Curriculum submission forms – [CGCC Curriculum Office Forms website](#)