

**Curriculum Committee Minutes  
November 21, 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

**PRESENT**

**Voting Committee Members**

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

Zip Krummel (Social Science)  
Ashley Mickels (CTE)  
Emilie Miller (Science)  
Stephen Shwiff (Inst Dean)  
Abel Wolman (Math)

**Non-Voting Committee Members**

Susan Lewis (Curriculum) (phone)

**Support Staff**

Gail Gilliland (Curriculum)

**Guests**

Leigh Hancock, Mandy Webster

**Absent**

**Voting Committee Members**

**Non-Voting Committee Members**

Monica Pope (Student Services)

Item	Discussion	Action
<b>Call to Order</b>	Meeting called to order at 3:30 pm by Stephen Shwiff	
<b>Business:</b>		
1. Approval of November 07, 2019 minutes	<b>Motion: Approve November 07, 2019 minutes as written</b>	Motion: Linnea 2 <sup>nd</sup> : Abel Action: 5 in favor – 0 opposed – 0 abstention
<b>Submissions:</b>		

<p>WS 101 Women's Studies (Course Revision: title, des, out, cont)</p>	<p>Leigh Hancock presents WS 101 submissions. This course will continue to be women's studies, but will also be looking at gender roles.</p> <p>Prefix: Extensive discussion ensured regarding course prefix. Will prefix change cause concern in transfer? Other colleges use different prefixes/titles:</p> <ul style="list-style-type: none"> <li>• OSU - Women Gender and Sexuality Study <ul style="list-style-type: none"> <li>○ this may be too specific for CGCC</li> </ul> </li> </ul> <p>Feminist thought is a bit broader than just "women". This course speaks to issues of power and equality of power.</p> <ul style="list-style-type: none"> <li>❖ The CC agrees to change the prefix from WS (Women's Studies) to WGS (Women and Gender Studies) for all Women's Studies submissions today.</li> </ul> <p>It is noted that there are several typos in the submissions. Typos do not affect/impact the approval of the submission; however, they do need to be corrected.</p> <p>Typos:</p> <ul style="list-style-type: none"> <li>• Content #3 change WR 121 to WGS 101 on LDC and Gen Ed</li> </ul> <p>Formatting:</p> <ul style="list-style-type: none"> <li>• Content The content section format is different than regular outcomes. It is speaking to the committee and not to the faculty. This language is written for instructors.</li> <li>• The Gen Ed request is in paragraph form. The audience is the committee</li> <li>• The LDC form (to be posted on the CCOG) is speaking to the instructor. <ul style="list-style-type: none"> <li>○ Would an instructor know what to do with CCOG in this format?</li> <li>○ OSU is giving push back on transfer in paragraph format.</li> </ul> </li> </ul>	<p>Motion: Katy 2<sup>nd</sup>: Mimi Action: 8 in favor – 0 opposed – 0 abstention</p>
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	<ul style="list-style-type: none"> <li>○ Leigh informed the committee that she originally submitted this section of the LDC form in outline form and then was asked to change the formatting to paragraph, which she did. Now she is being asked to change it again.</li> </ul> <p>Noted: The formatting requirements need to be clearly stated on the forms.</p> <p>Extensive discussion ensued regarding the difficulty of the submission process. Leigh informed the committee that the WS submission process has been exhausting.</p> <p>One CC member stated that there is not enough support for instructors when creating a submission. A curriculum specialist would be helpful in this situation.</p> <p>Susan reminds the committee that she is available to instructors to provide help in the submission process.</p> <p>CC chair would like to revisit the submission process, creating a more effective process with clear directions.</p> <p>Action Item: Revisit submission process and create effective, user friendly directions.</p> <p>Future Agenda Item: Revisit submission process</p> <p>Kristen, Mimi, Katy, Abel arrive 3:35</p> <p>Emilie enters at 3:50</p> <p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	
<ul style="list-style-type: none"> <li>• WS 101 Gen Ed Request</li> </ul>	<p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Linnea</p>

		Action: 9 in favor – 0 opposed – 0 abstention
<ul style="list-style-type: none"> <li>• WS 101 Cultural Literacy Request</li> </ul>	<p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Abel Action: 9 in favor – 0 opposed – 0 abstention</p>
WS 201 Women of the World (Course Revision: title, des, out, cont)	<p>Mandy Webster presents the remaining Women Studies submissions.</p> <p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Stephen Action: 9 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>• WS 201 Gen Ed Request</li> </ul>	<p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	<p>Motion: Mimi 2<sup>nd</sup>: Ashley Action: 9 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>• WS 201 Cultural Literacy Request</li> </ul>	<p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Mimi Action: 9 in favor – 0 opposed – 0 abstention</p>
WS 202 Activism and Social Change (Course Revision: des, out, cont)	<p>Susan confirms title with Mandy. Mandy answers questions about the course service project. Various local organizations, such as Gorge Grown, Helping Hands, Gorge Climate Action and more; visit the class and present their mission. Students are encouraged to partner with an organization and report back to the class about their experience. This is done in the form of video, discussion, etc. There is great student participation.</p> <p style="text-align: center;"><b>Motion: Approve as amended</b></p>	<p>Motion: P.K. 2<sup>nd</sup>: Emilie Action: 9 in favor – 0 opposed – 0 abstention</p>

	<b>Amendment: Change prefix from WS to WGS</b>	
<ul style="list-style-type: none"> <li>• WS 202 Gen Ed Request</li> </ul>	<p>CLO #2 (Critical Thinking and Problem Solving) is met by exploring the dynamics of social change movements. The students participate in discussion about the dynamics of social change.</p> <p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Linnea Action: 9 in favor – 0 opposed – 0 abstention</p>
WS 202 Cultural Literacy	<b>Motion: Approve as amended</b> <b>Amendment: Change prefix from WS to WGS</b>	<p>Motion: Katy 2<sup>nd</sup>: Stephen Action: 9 in favor – 0 opposed – 0 abstention</p>
G 184 Global Climate Change (New Course)	<p>CC Chair, Kristen, informed the CC that Gretchen Gebhardt is in class and unable to present this new course submission. She can be reached by phone, if necessary. Susan explains that with global climate change courses, it is not uncommon for them to be under G (geology).</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Mimi Action: 9 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>• G 184 Gen Ed Request</li> </ul>	<p>Susan clarifies that students meet CLO #1 (Communication) through participating in the UN Climate Negotiation Project and other presentations, group projects, etc.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Linnea Action: 9 in favor – 0 opposed – 0 abstention</p>
PSY 215 Human Development (Course Revision: out, cont)	<p>Zip Krummel presents course revision and informs the CC that the submission is due to the need for the course to be updated and the outcomes to become measureable.</p>	<p>Motion: Mimi 2<sup>nd</sup>: Linnea Action: 9 in favor – 0 opposed – 0 abstention</p>

	<b>Motion: Approve as written</b>	
<ul style="list-style-type: none"> <li>• PSY 215 Gen Ed Request</li> </ul>	<p>Outcomes assessment strategies for Section 2 are missing. Zip provides the following outcomes assessment strategies:</p> <ul style="list-style-type: none"> <li>• CLO #1 (Communication) <ul style="list-style-type: none"> <li>➤ reflection paper</li> </ul> </li> <li>• CLO #2 (Critical Thinking and Problem Solving) <ul style="list-style-type: none"> <li>➤ research based final paper</li> </ul> </li> <li>• CLO #4 (Cultural Awareness) <ul style="list-style-type: none"> <li>➤ Naturalistic observation of different cultures and ages</li> <li>➤ Paper of observations, findings</li> </ul> </li> <li>• CLO #5 (Community and Environmental Responsibility) <ul style="list-style-type: none"> <li>➤ Ongoing discussion boards</li> <li>➤ Course observation</li> <li>➤ Research-based final paper</li> </ul> </li> </ul> <p style="text-align: center;"><b>Motion: Approve as amended</b>  <b>Amendment: Add outcomes assessment strategies to CLO's;</b>  <b>CLO #1 - reflection paper,</b>  <b>CLO #2 – research based final paper,</b>  <b>CLO #4 – a) naturalistic observation of different cultures and ages b) paper of observations and findings,</b>  <b>CLO #5 – a) ongoing discussion boards, b) course observation, c) research-based final paper</b></p>	<p>Motion: Stephen  2<sup>nd</sup>: Linnea  Action: 9 in favor – 0 opposed – 0 abstention</p>
HEC 202 Contemporary Families in US (Gen Ed Request)	<b>Motion: Approve as written</b>	<p>Motion: Katy  2<sup>nd</sup>: Mimi  Action: 9 in favor – 0 opposed – 0 abstention</p>

<p><b>Discussion Item:</b></p>		
<p>Related Instruction: Standalone courses approved for Communication, Computation, &amp; Human Relations</p>	<p>Susan informed the CC that it is not the students choice to pick the RI course in a specific certificate, it is the choice of whoever is building the certificate.</p> <p>It would be great to have definitions by February meeting.</p> <p>Kristen presents the following definition for communication created by their workgroup (Katy, Kristen, Linnea):  “Read, write, speak and listen clearly, accurately, and professionally in a variety of situations including workplace scenarios.”</p> <p>It was observed that a language is clearly communication SPA 101 is pretty low-level. SPA 202 would actually be more communicative but would be quite a stretch for students to reach this level.</p> <p>Students can test in to SPA 202.</p> <p>Empathy and respect could be added to the Communication definition, as well as to the Human Relations definition.</p> <p>Zip’s group (Ashley, Mimi, Zip) would like “in the workplace” to be broader than just in the workplace.</p> <p>Human Relations could include collaborate and dialog with empathy and respect.</p> <p>Empathy would be found in Intercultural communication</p> <p>Action item: Send Kristen the definition for Communication, Math, and Human Relations and Kristen will put it on a Google Doc by the end of term and then report out in the February meeting.</p> <p>Action Item: Each workgroup will E-mail Kristen the definition for Communication, Math and Human Relations by the end of term.</p> <p>Action Item: Kristen will create a Google Doc for definitions and post them.</p>	<p>Motion:  2<sup>nd</sup>:  Action: 0 in favor – 0 opposed – 0 abstention</p>

	Agenda Item: February meeting report out of definitions from the committees.	
Adjourn: 5:00 pm	Motion to adjourn	Motion: Zip 2 <sup>nd</sup> : P.K. Action: 9 in favor – 0 opposed – 0 abstention
Next Meeting: February 13, 2019		