

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)

P.K. Hoffman (Arts & Hum)

Steven Holman (Inst Dean)

Katy Jablonski (Wr/FL/Eng)

Linnea Jaeger (ESOL)

Zip Krummel (Social Sci)

Emilie Miller (Science)

Ashley Mickels (CTE) Mimi

Pentz (Nurs/Hlth Occ)

Abel Wolman (MTH)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

September 24, 2020 10:00 am – 12:00 pm

Zoom log-in: <https://cgcc.zoom.us/j/99302899704>

Meeting ID: 993 0289 9704 phone in: 1-669-900-6833

Business:

1. Election of vice chair
2. Review of committee member responsibilities (10:30 – 11:00 am)
 - Time commitment – [CC 2020-21 schedule](#)
 - Meeting preparation
 - Notify the chair when unable to attend (cc Susan and Gail)
 - Review of potentially confusing submission areas ¹: requisites, credit and contact hours (lecture, lec/lab, lab), writing descriptions and outcomes, organization and robustness of content section, text and materials, related instruction, Gen Ed and Cultural Literacy designations, other

Submissions

1. Anticipated submissions for 2020-21

Discussion Items:

1. Update: Pre-College Math courses – teaching multiple courses with separate CCOGs in combination (11:30 – 11:45 am)
2. Appropriateness of current Gen Ed standard prerequisites since MTH 20 is no longer offered (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121)
3. Degree / certificate suspension guidelines

Next Meeting: October 8, 2020

Attachments: ¹ CCOG Development Template with CC notes

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 are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on his/her verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter may then revise the written submission or attend the next meeting when the submission may be rescheduled and respond verbally.

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, prerequisite/concurrent [pre/co], 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 CCOG Template / revised 9.22.20

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: (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: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required [specify in “required activities” box below]. For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning [jigsaw, fishbowl], inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Activities are entered only if there are specific “required” activities that all instructors are expected to include in their delivery of the course. If no required activity is expected (which would be the norm), nothing is entered in this box. It is an information item only, showing what is included in every CCOG to encourage faculty to think beyond a single delivery method.

Standard entry in CCOG for Course Activities and Design: *“The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.”*

COURSE CONTENT (Themes, Concepts, Issues and Skills): (Course Content is to be organized by outcomes [list each outcome followed by an outline of the related content.] 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? Is it sufficiently robust?**

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 requires 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.)**