

	Presenter	Action
1. Welcome and Introductions	Chair	
2. Approval of Minutes	Chair	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	Chair	Approval
4. Course and Program Approvals a. Program Learning Outcomes a. Accounting AAS, Accounting Clerk CC	Joan San-Claire	Info/22.SU
5. Old Business a. Courses Due and Overdue for Review b. Courses Scheduled for Inactivation on 6/30/22 c. Review Membership Vacancy d. Cultural Literacy Gen Ed	Curriculum Office Curriculum Office Chair Chair	Info Info Info Info
6. New Business a. Associate Faculty Roles b. Review Teams/Sub-Committee process sharing c. Course Revision Guidebook d. Meeting Format Moving Forward	MaryJean Williams Chair Chair Chair	Info Info Info Info
7. Closing Comments a.		

Present: Dustin Bare, Rick Carino, Elizabeth Carney, Amanda Coffey, Jeff Ennenga, Megan Feagles (Recorder), Eden Francis, Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes, Jason Kovac, Alice Lewis (Alternate Chair), Mike Mattson, Tracy Nelson, Scot Pruyn (Chair), Lisa Reynolds, Cynthia Risan, Terrie Sanne, Charles Siegfried, Casey Sims, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato

Guests: Tory Blackwell, James Bryant-Trerise, Lars Campbell, Allison deFreese, Bev Forney, Dawn Hendricks

Absent: ASG Representative, George Burgess, Kara Leonard, David Plotkin

1. **Welcome & Introductions**

2. **Approval of Minutes**

- a. Approval of the May 21, 2021 minutes

Motion to approve, approved

3. **Consent Agenda**

- a. Course Number Changes
b. Course Title Change
c. Reviewed Outlines for Approval

Motion to approve, approved

4. **Course and Program Approvals**

- a. **Amendment:** Administrative Professional AAS

- i. Bev Forney presented
ii. Replacing BA-206 with 4 credits of electives. No total credit change. Advisory group was consulted. Skills in BA-206 are covered in BT-216.

Motion to approve, approved

- b. **New Program:** AST Biology

- i. Tory Blackwell presented
ii. A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Biology.
iii. Very similar to existing AS Biology programs.
iv. We don't have a way to enforce that all the sequence courses are taken at the same institution.
1. Should "courses in sequence must be taken at the same institution" be reworded?
2. Leave the wording as "must" even though it can't be enforced. Students will work closely with advisors.
v. Replace "STAT" with "MTH". Those are PSU prefixes. Updated and replaced in agenda packet.

Motion to approve, approved

- c. **MUSC Course Hours Changes:** MUP-100, MUS-149

- i. Lars Campbell presented
ii. Both courses would change from 10 LECT hours to 11 LECT hours. No credit change. Increasing 1 hour to align with 11 week quarter.

Motion to approve, approved

- d. **BTBA Course Hours Changes:** CS-297N, BT-120, BT-122

- i. Rick Carino presented
ii. CS-297N: Changing from 33 LECT, 22 LAB to 33 LECT, 33 LAB. No credit change. More representative of the time and work spent by students both during and outside of class times.
iii. BT-120, BT-122: Changing from 22 LECT, 11 LAB to 11 LECT, 22 LE/LA. No credit change. Adjusting instructional methods and hours to be aligned with CCWD standards. 11 lab hours isn't a full credit.

Motion to approve, approved

- e. **Gen Ed Approval:** WR-240

- i. Scot Pruyn presented

1. WR-240 was marked as seeking Gen Ed Certification in Arts & Letters for the first time on the outline that was approved on 1/29/21
2. Scot and the Gen Ed sub-committee recommend this course be approved for gen ed certification.

Motion to approve, approved

f. **Early Childhood Education & Family Studies**

Dawn Hendricks presented

i. **Credits/Hours Changes:** ECE-154, -179, -254

1. ECE-154: Changing from 33 LECT/3 Credits to 44 LECT/4 Credits. We have not been able to adequately cover the course outcomes in the 3 credit allotment for ECE 154.
2. ECE-179: changing from 22 LECT/2 Credits to 44 LECT/4 Credits. material being absorbed from ECE-177 and ECE-289
3. ECE-240: Changing from 33 LECT/3 Credits to 44 LECT/4 Credits. material being absorbed from ECE-177 and ECE-289

Motion to approve, approved

ii. **Inactivations:** ECE-177, -289

1. Material was absorbed into ECE-179 and ECE-240

Motion to approve, approved

iii. **Amendments**

1. Early Childhood Education & Family Studies AAS
 - a. Adjusted program sequence to align with EFA first term.
 - b. Total credits change from 90-93 to 90-92.
2. Early Childhood Education & Family Studies CC
 - a. Adjusted program sequence to align with EFA first term.
 - b. The Certificate is the first year of the AAS. Total credits change from 50-53 to 45-46.

Motion to approve, approved

g. **Educación infantil y estudios familiares**

Dawn Hendricks presented

- i. **New Courses:** ECE-114ES, -121ES, -150ES, -154ES, -169ES, -179ES, -221ES, -235ES, -239ES, -240ES, -241ES, -246ES, -254ES, -258ES, -280ES, -291ES, -292ES, HDF-225ES, -247ES, -260ES, WR-124ES

Motion to approve, approved

h. **Related Instruction**

i. ECE-258ES (Human Relations)

1. The Related Instruction Sub-Committee recommended this course to be approved as a Human Relations Related Instruction course.
2. The Curriculum Office has already emailed departments with programs with an open-ended HR Related Instruction requirement informing them that this course is now available to their students.

ii. WR-124ES (Communications)

1. The Related Instruction Sub-Committee recommended this course to be approved as a Communications Related Instruction course.
2. The Curriculum Office has already emailed departments with programs with an open-ended Communications Related Instruction requirement informing them that this course is now available to their students.

Motion to approve, approved

i. **New Programs:** Educación infantil y estudios familiares AAS & CC

1. Dawn Hendricks presented

- a. CCC was awarded a grant from Department of Education for "Grow your own teaching pathway" to offer the Early Education programs completely in Spanish.
- b. These are very similar to the Early Ed programs that are taught in English that we offer already.

Motion to approve, approved

5. **Old Business**

a.

6. New Business

- a. Cultural Literacy General Education Certification
 - i. James Bryant-Trerise presented
 - ii. Pilot to assess and approve courses for Cultural Literacy General Education
 - iii. Cultural Literacy Assessment Team has had difficulty assessing this outcome because of the large number of classes that are designated as Cultural Literacy.
 - iv. Asked 5 instructors who teach Cultural Literacy courses to fill out a form, which includes a rubric.
 - v. The form provides more info on how a course aligns to an outcome.
 - vi. Curriculum Committee could use the form to determine whether a course meets the Cultural Literacy requirements.
 - vii. Bring back at the October 1st meeting.

7. Closing Comments

- a.

-Meeting Adjourned-

Next Meeting: October 1, 2021 (8-9:30am)

Program	Implementation
Accounting AAS	2022/SU
Accounting Clerk CC	2022/SU

Accounting AAS

Upon successful completion of this program, students should be able to:

Current

1. meet the financial needs and objectives of external stakeholders and/or clients, including preparing and interpreting basic financial reports and statements, and communicating verbally and in writing performance results and recommendations;
2. capably use basic business and accounting computerized tools and systems;
3. organize, analyze, and record financial events by applying the principles, standards, and practices of accounting in a variety of specialized areas, including financial, managerial, cost, income tax, payroll, governmental and nonprofit, and budgeting;
4. comprehend overall business environments and aspects that inform financial situations, including legal and economic events;
5. inform internal operational planning, decision-making, and continuous improvement using costing systems, basic budgeting, performance evaluation, and forecasting.

Proposed

1. organize, analyze, record, and report financial events by applying the principles, standards, and practices of general, financial, managerial, cost, income tax, payroll, and governmental and nonprofit accounting;
2. capably use basic business and accounting computerized tools and systems;
3. comprehend overall business environments and influences on financial situations, such as economic, environmental, or legislative events;
4. develop critical, ethical, and analytical problem-solving skills to inform operational planning, decision making, and continuous improvement using costing systems, budgeting, performance evaluation, and forecasting.

Accounting Clerk CC

Upon successful completion of this program, students should be able to:

Current

1. meet the financial needs and objectives of external stakeholders and/or clients, including preparing and interpreting basic financial reports and statements, and communicating verbally and in writing performance results and recommendations;
2. capably use basic business and accounting computerized tools and systems;
3. organize, analyze, and record financial events by applying the principles, standards, and practices of accounting in the areas of financial accounting and payroll;
4. comprehend overall business environments and aspects that inform financial situations, including economic events.

Proposed

1. organize, analyze, record, and report financial events by applying the principles, standards, and practices of general, financial, and payroll accounting;
2. capably use basic business and accounting computerized tools and systems;
3. comprehend overall business environments and influences on financial situations, such as economic events.

Curriculum Committee Membership 21-22

vacant

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Scot Pruyn	Chair	2022/SP	2-year
Kerrie Hughes	Alternate Chair	2022/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Jason Kovac	Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Dru Urbassik	Director, Curriculum & Scheduling	Ex-Officio	Permanent
Megan Feagles	Curriculum & Scheduling Office/Recorder	Ex-Officio	Permanent
Elizabeth Carney	Center for Teaching and Learning Representative	Ex-Officio	Permanent
Rotates	ASG Student Representative	Ex-Officio	Permanent
	Library	2021/SP	3-year

Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Tara Sprehe	Dean, AFAC	Ex-Officio	Permanent
Terrie Sanne	Financial Aid	Ex-Officio	Permanent
Sarah Steidl	Graduation Services	Ex-Officio	3-year
Dustin Bare	Director, Student Academic Support Services	2023/SP	3-year
Kara Leonard	Academic and Career Coaches	2023/SP	3-year
Andrea Vergun	Basic Skills Development & ESL	2022/SP	3-year
Amanda Coffey	English	2024/SP	3-year
Tracy Nelson	Health/Physical Education; Interim Review Team Lead	2022/SP	3-year
Scot Pruyn	Math	2022/SP	3-year
Casey Sims*	Faculty-At-Large	2023/SP	3-year

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Sue Goff	Dean, Arts & Sciences	Ex-Officio	Permanent
Lisa Reynolds	Associate Dean, Arts & Sciences; Review Team Lead	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2023/SP	3-year
George Burgess	Faculty-At-Large	2023/SP	3-year
Rick Carino	Computer Science	2023/SP	3-year
Patricia McFarland	Faculty-At-Large	2024/SP	3-Year
Jim Wentworth-Plato	Horticulture	2023/SP	3-year
Eden Francis	Sciences and Engineering	2022/SP	3-year
Kerrie Hughes	Faculty-At-Large	2023/SP	3-year
Alice Lewis	Faculty-At-Large	2022/SP	3-year
Charles Siegfried	Associate Faculty	2022/SP	3-year

Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Cynthia Risan	Dean, TAPS	Ex-Officio	Permanent
Shalee Hodgson	Associate Dean, TAPS; Review Team Lead	Ex-Officio	Permanent
Jeff Ennenga	Wilsonville, Apprenticeship, Fire, Emergency	2023/SP	3-year
Sharron Furno	Education, Human Services, Criminal Justice/Public Services	2023/SP	3-year
Dawn Hendricks	Faculty-At-Large	2024/SP	3-year
Mike Mattson	Industrial Technology	2024/SP	3-year
Helen Wand	Nursing, Allied Health/Associate Faculty	2024/SP	3-year
	Automotive/Welding	2021/SP	3-year

Sub-Committees

Related Instruction Sub-Committee

Member	Ending Term
Shalee Hodgson (Lead)	Ex-Officio
Sarah Steidl	Ex-Officio
Scot Pruyn	2022/SP
Tracy Nelson	2022/SP

General Education Sub-Committee

Member	Ending Term
Lisa Reynolds (Lead)	Ex-Officio
Nora Brodnicki	2023/SP
Elizabeth Carney	Ex-Officio
Sharron Furno	2023/SP
Scot Pruyn	2022/SP

2021-2022 Sabbaticals

*Casey Sims replaced by Lupe Martinez while on sabbatical in 22/WI and 22/SP.

Application to Designate a Course for AAOT Credit

Draft Revision – Pilot Process Winter-Spring 2021

Contents:

1. General Information about AAOT
2. Requirements for the Specific General Education Distribution Area
3. Application Questions for the Specific General Education Distribution Area
4. Rubric for Evaluating General Education Designation

General Information about AAOT

The purpose and design of the AAOT and General Education in Oregon:

The AAOT was initially developed in Oregon in 1998, and revised into its current form as a result of Oregon Senate Bill 342 (2005). It is defined in [Oregon Administrative Rules](#) as “a state-approved associate degree that is intended to prepare students to transfer into upper division courses for a baccalaureate degree.” A student who completes an AAOT at a community college, then transfers to an Oregon university, will enter with the guarantee of having satisfied the lower division general education requirements for any bachelor’s degree. The AAOT includes Foundational Requirements (Writing, Oral Communication, Mathematics, and Health/Wellness/Fitness) and Discipline Studies (Cultural Literacy, Arts and Letters, Social Sciences, and Science/Math/Computer Science). With the exception of AAS degrees, these General Education areas are common across associate’s degrees in Oregon (AGS, AS, ASOT, and AAOT).

The “Outcomes and Criteria for Transferable General Education Courses in Oregon,” available online as an Appendix in the [CCWD Handbook](#), were established in 2010 to be:

- (1) the broad outcomes we desire for students who take these courses and
- (2) the criteria for courses likely to achieve those outcomes.

The primary purpose of that work, which drew together faculty from various disciplines in Oregon community colleges and public universities, was to create a rational framework for determining the equivalency of courses intended to transfer. As explained in the Handbook Appendix,

“The education of undergraduate students is an essential activity of all Oregon colleges and universities. While undergraduate education needs to provide discipline-specific knowledge and skills through concentrated work in an academic major, it must also help students develop the habits of mind that lead to thoughtful and productive global citizenship. All parts of a well-designed education encourage these habits, but an effective General Education curriculum has this as its explicit goal. To this end, it seeks to promote:

- *The capacity for analytical thinking and problem solving;*
- *The ability to communicate effectively, including listening, observing, speaking, and writing;*
- *An understanding of the natural world and the role of humans in it;*

- *An appreciation of the arts and humanities and the richness of human experience and expression;*
- *An awareness of multiple perspectives and the importance of diversity;*
- *A sense of societal responsibility, community service, and global citizenship; and*
- *The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life.”*

General Education Assessment at CCC

Faculty teams regularly assess student learning of General Education outcomes to support the continuous improvement of transfer-oriented coursework at CCC. If this course is designated as a General Education course, instructors teaching this course might be contacted to provide student work for evaluation by the faculty team.

Course Outlines and General Education Designation

Course outlines are intended to communicate course intent, and in the case of General Education courses, that means how the course intends to align with General Education requirements. Someone from inside your department and/or outside your discipline should be able to read your course outline and see how statewide outcomes and criteria are reflected in your course learning outcomes and other aspects of the course outline.

Requirements for the Specific General Education Area: Cultural Literacy

Upon completion of four credits of a Cultural Literacy designated course, students should be able to...

1. “Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference” (This is the intended Cultural Literacy Learning Outcome)

In order to help students achieve the learning outcome above, a designated Cultural Literacy course *should...*

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues

A designated Cultural Literacy course *might also...*

1. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
2. Investigate how discrimination arises from culturally defined meanings attributed to difference.
3. Analyze how social institutions perpetuate systems of privilege and discrimination.
4. Explore social constructs in terms of power relationships.

Application Questions for the Specific General Education Area: Cultural Literacy

1. Name of course:
2. Person submitting the course outline:
3. Course number:

4. Number of credits:
5. Student Learning Outcomes: List all Student Learning Outcomes (SLOs) for your course that align to the Cultural Literacy outcome (see above) and explain how they align:
6. Learning Opportunities:
 - a) Explain how your course is designed to provide opportunities for students to “explore how culturally-based assumptions influence perceptions, behaviors, and policies”:
 - b) Explain how your course is designed to provide opportunities for students to “examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues”:
 - c) *Optional*: You can provide additional information about how your course is designed to provide opportunities for students to
 - “Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
 - Investigate how discrimination arises from culturally defined meanings attributed to difference.
 - Analyze how social institutions perpetuate systems of privilege and discrimination.
 - Explore social constructs in terms of power relationships.”
7. Assessment: Please describe at least one example of a *summative* assessment in which students can demonstrate their learning of the course SLOs related to Cultural Literacy. (Unlike a practice assignment or activity, a summative assessment is the final chance for students to demonstrate their achievement of intended course learning outcomes. Summative assessment methods can take different forms, such as a project, paper, exam, portfolio, or presentation.)
 - a) What is the task that students must perform for this assessment (what form does it take? What is the activity, the challenge, or the question to be answered)?
 - b) How does the task relate to the learning outcomes (the purpose of the task)?
 - c) What criteria will you use to judge student performance? If you have a rubric or other evaluation tool, please attach it. Otherwise, describe the characteristics of the learning product/artifact/performance that would indicate to you that the student has demonstrated adequate knowledge and skill.

Rubric for Evaluating General Education Designation

	Do Not Recommend Designating Course	Recommend Designating Course
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<p>Alignment of Course Design to the AAOT Area</p>	<p>The design of this course* does not adequately align with the skills and knowledge that make up the intended learning outcome(s) for this Gen Ed area</p> <p>*Design of course = combination of course SLOs, learning opportunities, and course assessment</p>	<p>The design of this course* adequately aligns with the skills and knowledge that make up the intended learning outcome(s) for this Gen Ed area</p> <p>*Design of course = combination of course SLOs, learning opportunities, and course assessment</p>
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	Do Not Recommend Designating Course	Recommend Designating Course
<p>Alignment of Course Design to the AAOT Area</p>	<p>The design of this course* does not adequately align with the skills and knowledge that make up the intended learning outcome(s) for this Gen Ed area</p> <p>*Design of course = combination of course SLOs, learning opportunities, and course assessment</p>	<p>The design of this course* adequately aligns with the skills and knowledge that make up the intended learning outcome(s) for this Gen Ed area</p> <p>*Design of course = combination of course SLOs, learning opportunities, and course assessment</p>
<p>Evaluate Elements of Course Design</p>	<p><input type="checkbox"/> Course SLOs do not adequately align <input type="checkbox"/> Course SLOs adequately align</p> <p>Comments:</p>	
	<p><input type="checkbox"/> Learning Opportunities do not adequately align <input type="checkbox"/> Learning Opportunities adequately align</p> <p>Comments:</p>	
	<p><input type="checkbox"/> Course Assessment does not adequately align <input type="checkbox"/> Course Assessment adequately aligns</p> <p>Comments:</p>	

Overall/Other Comments	
Recommendation	<input type="checkbox"/> Do Not Recommend Designating Course <input type="checkbox"/> Recommend Designating Course

DRAFT