

	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. EMT Program Learning Outcomes (PLOs) i. Emergency Medical Technician CPCC ii. Emergency Medical Technology CC	Tana Sawzak	Info/24.SU
5. Old Business a. CourseLeaf Check-In b. Proposed Change to Approval Deadlines c. Learning Outcomes Framework d. Supplemental Forms	Curriculum Office Curriculum Office Elizabeth Carney Lisa Reynolds	Approval
6. New Business a.		
7. Closing Comments		

Present: ASG (Bethany Day), Dustin Bare, Nora Brodnicki, Armetta Burney, Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Juan Cortes, Megan Feagles (Recorder), Sue Goff, Jordan Gullely, Dawn Hendricks, Kari Hiatt, Kerrie Hughes (Chair), Jason Kovac, Eric Lee, Kara Leonard, Patricia McFarland, Kelly Mercer, Deanna Myers, Tracy Nelson, David Plotkin, Lisa Reynolds, Terrie Sanne, Charles Siegfried, Aundrea Snitker, Tara Sprehe, Sarah Steidl, Chris Sweet, Dru Urbassik, Andrea Vergun

Guests:

Absent: Erin Gravelle, Mike Mattson, Wryann Van Riper

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the June 2, 2023 minutes

Motion to approve, approved

3. Consent Agenda

4. Course and Program Approvals

5. Old Business

a. **Update on HECC Transfer Council Work**

- i. David Plotkin presented
- ii. Upcoming Major Transfer Maps: Psychology, Sociology/Anthropology, Human Development and Family Services
- iii. Upcoming Common Course Numbering: BA-101, BA-211, BA-213, ENG-104, ENG-105, ENG-106, MTH-251, MTH-252, MTH-253, MTH-254, PSY-101, PSY-201, PSY-202
- iv. David will bring back some feedback to HECC including timeline and assessment work.

b. **Proposed Change to Approval Deadlines**

- i. Curriculum Office presented
- ii. Summer and Fall registration starts in May, but Curriculum Committee continues to approve program and course changes through the beginning of June. The Committee might want to consider changing the approval deadline to align with the start of registration so that all students have the final updated info when they are registering for the next academic year.
- iii. Should we set a March 1st deadline for program amendments and major course changes that affect programs?
 1. Grad Services and Advising support an earlier deadline.
 2. Sometimes faculty who are on sabbatical are working on programs and courses until Spring term.
 3. Partner schools, especially for engineering often meet in the spring to discuss curriculum changes.
- iv. Bring back for a vote next meeting.

6. New Business

a. **Curriculum Committee Overview**

- i. Any new members are welcome to meet with Kerrie. Cutting this item due to time.

b. **CourseLeaf Approvers Training**

- i. Dru Urbassik presented
- ii. Follow the approval link in your email. Approve or rollback.
- iii. Right now the emails will go to every member of the review team. If the Review Team only wants the email to go to the Review Team Lead, please let the Curriculum Office know.
- iv. Drop in help session scheduled for next week.

c. **Subcommittee Participation: Gen Ed Review Team, Related Instruction Review Team**

- i. Elizabeth Carney and Lisa Reynolds presented
- ii. Hoping to have representation from all the Gen Ed and Related Instruction areas.
- iii. Let Elizabeth and Lisa know if you are interested.

7. Closing Comments

-Meeting Adjourned-

Next Meeting: October 20, 2023 (8-9:30am)

Program	Implementation
Emergency Medical Technician CPCC	2024/SU
Emergency Medical Technology CC	2024/SU

Emergency Medical Technician CPCC

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

Current	Proposed
1. independently conduct a prehospital patient assessment and adapt elements of the scene, primary, secondary and ongoing assessments to a patient's chief complaint, nature of illness or mechanism of injury;	1. effectively apply the basic elements of a prehospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice;
2. initiate care that correctly reflects the severity and priorities of the acute patient condition(s) in accordance with accepted prehospital standards of care;	2. make care decisions that are logically supported and modified in accordance with clinical knowledge, standing orders and nationally recognized standards of care;
3. perform interventions within the Oregon scope of practice without causing uncorrectable risk or harm to a patient;	3. apply their understanding of the EMS system, systems of care, and operational knowledge in assuring safe and effective practices supporting patient care;
4. generate a field impression that is logically based on the obvious, acute signs and symptoms presented by the patient and aligns with correct medical knowledge of the condition(s);	4. integrate the principles of therapeutic communication and cultural sensitivity into a variety of patient encounters;
5. integrate clinical knowledge and nationally recognized clinical standards, scope of practice, standing orders and/or medical direction when examining the risks and benefits of interventions and transport decisions;	5. conduct oneself in a manner that is consistent with professional standards and ethics;
6. demonstrate actions regarding patient interventions that reflect the correct indications, precautions and contraindications outlined in current medical standards and knowledge;	6. engage in ongoing development to improve self and practice.
7. actively assess for relevant hazards and safety risks during a patient encounter;	

8. communicate findings and takes actions to prevent or minimize said risks;	
9. identify the need for additional resources or a higher level of care and requests the assistance in a timely manner;	
10. recognize a time-sensitive emergency and initiate the steps to activate a regional system of care;	
11. demonstrate, implement and practice the principles of empathy, cultural sensitivity and responsiveness during interactions with patients and family members;	
12. demonstrate, implement, and practice therapeutic communication throughout a patient encounter;	
13. examine the common and personal barriers to effective communication as they relate to their own practice and develops a plan for improvement;	
14. contribute to the patient encounter as a team member in ways that enhance the coordination and direction of the tasks required for care and transport;	
15. employ leadership responsibilities including the setting and communicating of scene priorities, delegation of tasks and meaningful engagement with team members when practicing as a team leader;	
16. provide a patient hand-off report in a clear and succinct fashion when transferring care;	
17. apply national and state standards of prehospital documentation that demonstrate accurate reflection of specific patient findings and treatments;	
18. assess their own strengths, weaknesses and limits in their knowledge, abilities, and performance as an EMT;	
19. set realistic learning goals within the course with success criteria;	

20. revise goals and criteria based on reflection and feedback from instructors and students;	
21. demonstrate national, state and program standards for professional behavior in all learning environments (clinical and classroom);	
22. employ the correct ethical and medicolegal principles within the processes of critical thinking when addressing situational, cultural, interpersonal or treatment-related ethical dilemmas;	
23. provide objective observations and constructive feedback to fellow students when evaluating individual and team performance.	

Emergency Medical Technology CC

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

Current	Proposed
1. apply standard precautions in infection control during patient assessment and treatment;	1. effectively apply the basic elements of a prehospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice;
2. apply medical legal and ethical principles in the prehospital setting;	2. make care decisions that are logically supported and modified in accordance with clinical knowledge, standing orders and nationally recognized standards of care;
3. quickly assess the scene and patients as to determine critical or non-critical;	3. apply their understanding of the EMS system, systems of care, and operational knowledge in assuring safe and effective practices supporting patient care;
4. demonstrate basic life support patient care following standard scope of practice protocols;	4. integrate the principles of therapeutic communication and cultural sensitivity into a variety of patient encounters;
5. extricate and package patients for safe and expedient transport to an appropriate medical facility;	5. conduct oneself in a manner that is consistent with professional standards and ethics;
6. give an effective verbal patient transfer report and document scene and patient information;	6. engage in ongoing development to improve self and practice.
7. demonstrate knowledge and skills necessary to successfully pass Oregon licensing and National certification.	

Learning outcomes discussion,
Curriculum Committee, 3/17/23

Results of Survey (2/17/2023)

Confidence

Mixed: For example, some felt confident determining whether an outcome is measurable and others felt less than confident doing so

Challenges

- Choosing the right verb for an outcome statement
- Determining whether an outcome is measurable
- Determining the right amount of specificity in an outcome statement
- What to do with outcomes that seem harder to measure, such as “appreciate” (and does everything have to be represented in an outcome and measured?)
- Reviewing outcomes and course outlines outside of your field/discipline
- Understanding/determining alignment between outcomes and other parts of the course outline
- Separating learning into multiple individual items (outcomes) when really the learning all happens together in a course

Results of Survey (2/17/2023)

Interested in Learning

- Improve ability to relate verbs to levels on a taxonomy
- What is a good number of outcomes for a course, and how do you decide?
- Is it appropriate to have a combination SLO that measures multiple things? If so, when?
- Better understand gen ed learning outcomes and how to map them to SLOs
- Are there certain verbs that instructors find more meaningful and useful? Any common favorites?
- What makes a good major topic list?

Results of Survey (2/17/2023)

New Curriculum Committee members need to learn

- The process of review and giving feedback (and how to engage in that process)
- How to review outcomes for qualities such as whether they are measurable
- To review the relationship of outcomes to each other: PLOs to SLOs and General outcomes to SLOs
- To review the relationship between outcomes and the larger course outline

Suggestions

- Seeing both good and bad examples of outcome statements would be helpful
- Brief video training could be helpful
- Review an outline together for training purposes (like A&S team has done)

Topics for training/workshops and possible revisions to guidebook

Learning Outcome Statements

- The qualities of good outcome statements
- Based on those qualities, how to evaluate outcome statements individually as well as a list of outcomes (for course or program)

Alignment

- The relationship between different outcomes (PLOs, SLOs, gen ed outcomes, related instruction outcomes)
- The qualities of good alignment between outcomes and other aspects of a course outline: course description, major topic outline, assessment
- How to evaluate alignment (and how much should that be part of course review?)

First Steps

- Brief refresh overview of what's in the current Course Revision Guidebook regarding the qualities of good outcomes and how to review them
- Look at what the Center for Teaching and Learning uses
- Discuss

Outcome Qualities

Current Course Revision Guidebook:

S.M.A.R.T. — Specific, Measurable, Attainable, Realistic, and Tangible

Checklist

Center for Teaching and Learning:

Student-centered

Measurable

Inclusive

Higher-order

Portable

Based on *Learning that Matters: A Field Guide to Course Design for Transformative Education*

Student-centered

Focus is on what students will be able to do (action verbs) not on what the instructor will do

Written in a way that students can understand

Avoid jargon and overly technical terms - or offer a brief definition

LESS: The course will introduce students to the fundamental concepts of calculus

MORE: Students will calculate derivatives (a fundamental concept of calculus).

Measurable

A way of measuring is either suggested by the statement or is not too difficult to imagine

Less: Students will learn to think critically

More: Students will implement effective search strategies and evaluate sources of information for relevance and authority

Can you measure “appreciate”? Students will appreciate the environment.

Outcome: Students will show that they appreciate the environment by showing how they benefit economically, socially, and psychologically from the natural environment

Measure: demonstrate appreciation through journal entries, posters, murals

Inclusive

Do the outcomes represent and recognize student diversity?

Do they present any unnecessary barriers?

Do they assume prerequisite knowledge or experiences that aren't integral?

If learning is tied to a particular modality or means of demonstration, is that necessary and intentional? Is it exclusive?

LESS: Students will present the ethical dimensions of international management in the public and private sectors of society through an oral presentation

MORE: Students will articulate the ethical dimensions of international management in the public and private sectors of society

Another example for inclusive outcomes

LESS: Students will trace their own family migration to the United States by exploring family primary documents

MORE: Student will trace patterns of migration in the United States through primary documents

Do the outcomes represent and recognize student diversity?

Do they present any unnecessary barriers?

Do they assume prerequisite knowledge or experiences that aren't integral?

If learning is tied to a particular modality or means of demonstration, is that necessary and intentional? Is it exclusive?

One more example for inclusive outcomes

LESS: Students will maintain professionalism in their laboratory work

MORE: Students will adhere to the American Chemical Society Academic Professional Guidelines by following and enforcing safe laboratory practices; maintaining high standards of honesty, integrity, and ethics; treating lab partners with respect; and documenting work in a laboratory notebook

Do the outcomes represent and recognize student diversity?

Do they present any unnecessary barriers?

Do they assume prerequisite knowledge or experiences that aren't integral?

If learning is tied to a particular modality or means of demonstration, is that necessary and intentional? Is it exclusive?

Higher-order

Outcomes move students beyond lowest-order skills, such as memorization, toward higher-order skills, such as application and evaluation

LESS: Students will identify the reactants and products in all the reactions of photosynthesis.

MORE: Students will predict outcomes when changes are made to the reactions of photosynthesis.

Portable

Course SLOs include at least one outcome that contributes to big, broad, transformative, transferable skills—the type of skills that require multiple courses and experiences to fully learn, such as...

communication, team skills, applying ethical reasoning, and critical thinking.

Read actively, think critically, and write purposefully and capably for professional audiences

Effectively communicate with co-workers and customers through speaking, writing and computer technology.

Effectively communicate with customers through repair reports

Thoughts, questions about this outcome framework?

In addition to whatever framework (SMART or the other), we want to provide guidance on other questions/issues that can come up in review, such as how many SLOs to have for a course, using combination outcomes, and whether/how/how much to review the alignment of outcomes and other course elements

GE/RI* Supplement Forms and Review Teams

**GE/RI = General Education and Related Instruction*

The Issues Addressed

The “Test” Forms and Rollout Plans

The Faculty Participation Needed

Curriculum Committee presentation 10/20/23

Seeking Faculty with Area Expertise

Gen Ed (Transfer) Area

Arts & Letters (2?)

Cultural Literacy (2?)

Mathematics

Social Sciences (2?)

Science or Computer Science

Speech/Oral Communication

Writing and Information Literacy

Review Team Faculty Members

Patricia McFarland (History)

Kerrie Hughes (Communication)

Seeking Faculty with Area Expertise

Related Instruction Area

Written Communication

Mathematical Computation

Human Relations

Health/Safety/PE

Review Team Faculty Members

Kerrie Hughes (Communication)

Tracy Nelson (Fitness Technology, PE)

Form and Process Revisions: Primary Purpose

Clearly demonstrate CCC meets state and NWCCU accreditation standards for Core Competencies (General Education and Related Instruction courses)

AND ALSO

- continue to improve student learning in GE/RI areas
- support a more cohesive curriculum
- provide better information about GE and RI, with examples, for instructors
- make learning assessment, and completing the assessment cycle to improve student learning, easier and more effective

Supplement Form: Transferable General Education Courses

Created to

- **Reflect** the [Oregon criteria for effective gen ed](#) (*criteria = ways in which the course is designed as a learning environment to ensure students have opportunities to achieve the general education learning outcomes*)
- **Foreground** the alignment of course-level SLOs to the general education learning outcomes (*rather than the reverse*)
- **Ensure** the department has at least one way to assess how well students have met the intended learning outcomes associated with the course's gen ed categories
 - **Asks for an EXAMPLE assessment (assignment, project, performance, etc) which demonstrates a student's attainment of the gen ed learning outcomes, and**
 - **Asks for the corresponding rubric/evaluation tool by which student achievement of the learning outcomes is differentiated and measured**

Supplement Form: CCC's Related Instruction Courses (*Gen Ed in CTE*)

Created to

- **Reflect** the [CCC-adopted criteria for Related Instruction](#) (*criteria = ways in which the course is designed as a learning environment that ensures students have opportunities to achieve our Related Instruction learning outcome*)
- **Foreground** the alignment of course-level SLOs to the Related Instruction learning outcome (**rather than ... not identifying this at all!**)
- **Ensure** the department has at least one way to assess how well students have met the intended learning outcome associated with the course's RI category
 - **Asks for an EXAMPLE assessment (assignment, project, performance, etc) which demonstrates a student's attainment of the RI learning outcome, and**
 - **Asks for the corresponding rubric/evaluation tool by which student achievement of the learning outcomes is differentiated and measured**

Let's look at some mock-ups in the Courseleaf "test" site!



Related GenEd Request Management

Related GenEd Request

Name of the Course Auto Restoration

Course Code AB-101

Person submitting the course outline:

Is General Education certification being sought?

Yes No

If yes, in which area(s)?

- Arts & Letters
- Cultural Literacy
- Mathematics
- Oral Communication/Speech
- Sciences
- Social Sciences
- Writing +Info Literacy

Is Related Instruction certification being sought?

Yes No

General Education Area: Arts & Letters (AL)

General Education Area: Arts & Letters (AL)

"Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.

AL-1. Supporting Documentation (optional):

Please attach any supporting documentation for section AL-1. eg: course syllabus.

Attach File(s)

Uploaded Files:

Files To Be Uploaded:

Any additional notes/comments:

AL-1. General Education Criteria:

A. Does the course design "Introduce the fundamental ideas and practices of the discipline and allow students to apply them"?

Yes No

Where is that aspect evident in your course outline?

Course Description

Major Topics

SLOs

Any additional notes/comments:

M-1. General Education Criteria:

A. Does the course design require students to “Use the tools of arithmetic and algebra to work with more complex mathematical concepts”?

Yes No

B. Does the course design require students to “Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results”?

Yes No

C. Does the course design require students to “Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions”?

Yes No

D. Does the course design require students to “Compare a variety of mathematical tools, including technology, to determine an effective method of analysis”?

Yes No

E. Does the course design require students to “Analyze and communicate both problems and solutions in ways that are useful to themselves and to others”?

Yes No

F. Does the course design require students to “Use mathematical terminology, notation and symbolic processes appropriately and correctly”?

Yes No

G. Does the course design require students to “make mathematical connections to, and solve problems from, other disciplines”?

Yes No

SC-2. General Education Outcomes – Student Learning Outcomes Crosswalk:

(SCS1) Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions

SLOs	Comments	
<input type="text"/>	<input type="text"/>	   

(SCS2) Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner

SLOs	Comments	
<input type="text"/>	<input type="text"/>	   


(SCS3) Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment

SLOs	Comments	
<input type="text"/>	<input type="text"/>	   

SC-3. General Education Assessment:

SS-3. General Education Assessment:

A. Provide an example of a summative assessment method used in this course which enables students to demonstrate their achievement of each learning outcome for Gen Ed-Social Sciences (the GEOs in the table above). Assignment documentation for each general education outcome (SS1, SS2) Please attach the assignment prompt/directions that students will receive. A comprehensive example that provides sufficient opportunity to assess student achievement of multiple outcomes may be used. Alternatively, distinct summative examples can be provided for each general education outcome.

A. Assignment documentation for each general education outcome 

Attach File(s)

Uploaded Files:

Files To Be Uploaded:

B. In the example(s) provided above, what basis is used to determine student achievement? If a rubric or other department-approved/shared evaluation tool will be used, please attach it. Otherwise, please provide an example which explains the characteristics of the learning product/artifact/performance results that would indicate, and be used to differentiate, the level and scope of demonstrated success.

B. Evaluation documentation for each general education outcome 📎

Attach File(s)

Uploaded Files:

Files To Be Uploaded:

Requirements for the Specific General Education Area: Social Science

APPENDIX E - OUTCOMES AND CRITERIA FOR TRANSFERABLE GENERAL EDUCATION COURSES IN OREGON

Upon completion of four credits of a Social Science designated course, students should be able to...

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. (These are the intended Social Science Learning Outcome)

In order to help students achieve the learning outcome above, a designated Social Science course should...

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

Cancel

Save Changes

Start Workflow

Related Instruction example: Human Relations

RI-1: Related Instruction Course Design

Does the course design “cover interpersonal relationships and human relation skills in social and/or work contexts?”

Yes/No

Where is that evident?

O Course description *O Major topics* *O SLOs* *O Other* _____

RI-2: Related Instruction Outcomes – Student Learning Outcomes Crosswalk

Identify the alignments between the Related Instruction Outcome (RIO) and course-level Student Learning Outcomes (SLOs). Optional comment space is provided.

Human Relations Learning Outcome: Upon successful completion of this course, students should be able to engage in ethical communication processes that accomplish goals.

SLO	Comment space
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Related Instruction example, cont.

RI-3: Related Instruction Assessment

A. Provide at least one example of an assessment method used in this course which enables students to demonstrate their achievement of the Related Instruction learning outcome. **Please attach the assignment prompt/directions that students will receive.**

B. In the example(s) provided, how would achievement levels be determined? **If a rubric or other department-approved/shared evaluation tool would be used, please attach it. Otherwise, please provide an example** which explains the features of the learning product/ artifact/ performance results used to indicate, and differentiate, the level and scope of a student's demonstrated success.

2023-24 Rollout Plan: Next Steps for Fall

→ Present to Curriculum committee!

→ **Expand faculty participation** to (at minimum) include representatives in all categories; ideally, Review Team members will also be willing to serve as resources to faculty colleagues creating or revising GE/RI courses

Gather a few supplement form+attachment examples from willing “faculty forerunners”

Team launch: review forms and draft rubric, finalize **any revisions or clarifications needed** to begin trial use

2023-24 Rollout Plan, continued

Winter Term: Review Team Pilot!

- Each Review Team faculty member **completes at least one supplemental form** for a GE/RI course in their area
- Review **Team Trials** of rubrics, Courseleaf workflows, review processes

Adjust materials or processes if necessary

Winter→Spring: “Soft launch”

Post faculty support materials and resources for implementation

Provide training sessions, materials with support resources for Assessment teams, Department chairs, faculty submitters).

Present to Curriculum Committee!

Current Review Team Membership

General Education Review Team:

- Elizabeth Carney (on sabbatical Winter-Spring 2024)
- **Kerrie Hughes** (CC Chair; Oral Communication)
- **Trish McFarland** (History; Social Sciences)
- Lisa Reynolds

Related Instruction Review Team:

- Elizabeth Carney (on sabbatical Winter-Spring 2024)
- **Kerrie Hughes** (CC Chair; Human Relations)
- **Tracy Nelson** (Fitness Technology; Health, Safety, and P.E.)
- Lisa Reynolds
- Sarah Steidl

Questions?

lisa.reynolds@clackamas.edu

If interested in helping to “steward” the transition for your GE or RI area by joining a Review Team subcommittee this year, please **ADD YOUR NAME HERE NOW** or email Elizabeth, Kerrie, and/or Lisa **by October 30.**