

	<b>Presenter</b>	<b>Action</b>
<b>1. Welcome</b>	<b>Chair</b>	
<b>2. Approval of Minutes</b>	<b>Chair</b>	Approval
<b>3. <del>Consent Agenda</del></b> <del>a. Course Number Changes</del> <del>b. Course Title Change</del> <del>c. Reviewed Outlines for Approval</del>		
<b>4. Course and Program Approvals</b> a. New Course – FRP-144 b. General Education a. ENG-205 b. ENG-254	<b>Jordan Gulley</b> <b>Gen Ed Review Team</b>	Approval/26.SU Approval/26.SU
<b>5. Old Business</b> a. 26-27 Curriculum Committee Membership	<b>Chair</b>	
<b>6. New Business</b> a.		
<b>7. Closing Comments</b>		

**Present:** ASG (Moss Smith), Keely Baca, Dustin Bare, Nora Brodnicki (Co-Chair), Debra Carino, Elizabeth Carney, Amanda Coffey, Craig Connors, Ephanie Debey, Ada Echevarria, Megan Feagles (Recorder), Erin Gravelle, Jordan Gulley, Kari Hiatt, Kerrie Hughes, Anne Innis, Kara Leonard, Keoni McHone, Kelly Mercer (Co-Chair), Deanna Myers, Misay Partnof, David Plotkin, Carrie Sandberg, Charles Siegfried, AJ Smith, April Smith, Aundrea Snitker, Chris Sweet, Dru Urbassik, Wryann Van Riper

**Guests:** Dawn Hendricks, Tim Musgrave, Joel Rendon, Joan San-Claire

**Absent:** Armetta Burney, Virginia Chambers, Danielle Hoffman, Frank Kilders, Gentiana Loeffler, Sarah Steidl

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**1. Welcome**

**2. Approval of Minutes**

- a. Approval of the April 17, 2026 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. Early Childhood Education Changes**

Dawn Hendricks presented

- a. New Course – ECE-114
  - 1. The current math course ECE students take, ED 114, has evolved into more of a K-12 and CTE focus.
- b. Early Childhood Education & Family Studies AAS Amendment
  - 1. Only change is replacing ED-114 with ECE-114. No change to total credits.

*Motion to approve, approved*

**b. Criminal Justice Changes**

- a. Course Inactivations
  - 1. CJA-170
    - a. Course material is no longer applicable. Further, in prior courses outside resources were used at an additional cost to students that have not been used for some time. A significant focus of the course was to task students with program assessments, which can be better accomplished via other means.
  - 2. CJA-211
    - a. Most of the material in this course to advanced for an entry level through five year law enforcement officer. Additionally, much of the material is a repeat of CJA 210. With minor adjustments to CJA 210, students will still receive the foundational knowledge and skills needed to be hired and excel at the State academy.
- b. New Course
  - 1. CJA-209
    - a. Feedback from local law enforcement agencies is new recruits are failing agency training due to a lack of knowledge and application of the law and officer safety practices, especially under stress. This course is an introductory course designed to educate and integrate legal, officer safety, and ethical practices for application. The updated course objectives are designed to increase a students legal knowledge, introduce tactical principles, the ability to communicate and make ethical decisions. This course will better prepare students to be hired and successfully graduate from the required State academy.
    - b. Equating to former CJA-112
  - c. Amendments
    - 1. Criminal Justice AAS

- a. Program Learning Outcome 4 updated from “recognize” to “describe” how criminal justice professionals work effectively within a diverse society.
  - b. Removing CJA-170, CJA-211, and 3 credits of electives. Adding CJA-209 and CJA-215.
  - c. Total credits change from 93-94 to 90-91.
2. Criminal Justice AAS, Corrections Option
- a. Removing CJA-170. Adding CJA-209 and CJA-210.
  - b. Total credits change from 91 to 94.

*Motion to approve, approved*

**c. New Programs**

Joel Rendon presented

- a. Cybersecurity Operations Foundations CC
  - 1. This certificate prepares students for entry-level information technology and security support roles with an emphasis on foundational Security Operations Center (SOC) concepts and workflows.
  - 2. Updates since last meeting:
    - a. Updated financial aid information
    - b. Replaced COMM-111Z with 3-4 credits of any Human Relations Related Instruction course
    - c. Added WR-101 as an option to WR-227Z.
    - d. Reduced CWE by 1 credit.
  - 3. Do students need writing skills earlier than their last term?
    - a. They will often need to complete reports to various audiences
  - 4. Effective 27-28 pending additional external approvals.
- b. Cybersecurity Operations Support AAS
  - 1. The Cybersecurity Operations Support Associate of Applied Science (AAS) builds the technical foundation that employers require for entry-level IT support and security-adjacent roles, with a curriculum designed to prepare students for a realistic first step into the cybersecurity field, and a clear development path toward Security Operations Center (SOC) work over time.
  - 2. Updates since last meeting:
    - a. Updated financial aid information
    - b. Replaced COMM-111Z with 3-4 credits of any Human Relations Related Instruction course.
    - c. Added WR-101 as an option to WR-227Z
    - d. Reduced CWE by 1 credit.
  - 3. Effective 27-28 pending additional external approvals.

*Motion to approve, approved*

**5. Old Business**

- a. PE/ Health/Safety First Aid Related Instruction Requirement
  - a. Joan San-Claire presented
  - b. Continuing discussion from the 1/16/26 meeting. Is there interest in reviewing the PE/Health/Safety Related Instruction requirement for AAS degrees? ISP 181.
  - c. The group recommends updating ISP 181 to remove the PE/Health/Safety/First Aid requirement for two-year CTE programs. They suggested that those courses could be listed as elective options.
  - d. They would bring this recommendation to ISP and Teaching and Learning Council and other stakeholders.

*Motion to approve, approved*

- b. Curriculum Committee Membership 26-27
  - a. Deans are responsible for filling vacancies in their areas.
  - b. Kelly Mercer will continue in the Chair position. Hoping for a volunteer or nominee to Co-Chair.

**6. New Business**

- a.

**7. Closing Comments**

*-Meeting Adjourned-*

**Next Meeting: May 15, 2026 (8-9:30am)**

<b>Course Number</b>	<b>Title</b>	<b>Implementation</b>
FRP-144	Intro to Land Navigation	2026/SU

# Course Change Request

## New Course Proposal

Date Submitted: 02/04/26 1:43 pm

Viewing: **FRP-144 : Intro to Land Navigation**

Last edit: 03/19/26 11:41 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Programs  
referencing this  
course

[AAS.WLDLNDMGMT: Wildland Fire Management](#)

[CC.FSWILDLAND: Wildland Fire Science](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix FRP - Fire Science (Wildland)

Course Number 144

Department Wildland Fire

Division Technology, Applied Science and Public  
Services (TAPS)

Course Title  
Intro to Land Navigation

### In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum  
Committee Outline  
Review Team
4. Curriculum Office
5. Curriculum  
Committee  
Approval
6. Colleague

### Approval Path

1. 03/06/26 12:23 pm  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 03/06/26 1:03 pm  
Armetta Burney  
(armetta.burney):  
Approved for DTPS  
Dean
3. 03/19/26 11:41 am  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass	No
Audit	Yes
Min Credit	2.00
Variable Credit	No

### Contact hours

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Lecture 22.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 24

Proposed Effective Spring 2026

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

### Course Description

Students will learn how to make and document field observations, how to produce digital and paper maps, and how to collect data and navigate using a map, compass, GPS, and mobile device.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

Reason for the Proposal

FRP-244 is curriculum from NWCG. The prerequisites for their course curriculum are difficult for our traditional students to meet consistently. This new course includes similar content as the 244 course, without being as wildland fire centric but rather land navigation centric.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

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### Required

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Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

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Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

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Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

## Course Certifications

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Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

## Equivalent Courses

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Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

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### Student Learning Outcomes

	<b>Upon successful completion of this course, students should be able to:</b>
1	use different types of maps, map elements, datums, position formats;
2	describe the basic components, functions and uses of a compass;
3	use mobile apps (Gaia GPS, Avenza Maps, Field Maps) to create a digital map;
4	interpret features on a topographic map and document field observations;
5	navigate a course to a given location utilizing a map, compass, GPS, and smart device.

### Major Topic Outline

1. Purpose of Maps 2. Compass components and taking a bearing 3. Mobile applications 4. Digital Mapping 5. Topographic relief 6. Land navigation

## Green Course Management

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Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

## Reviewer Comments

**Jordan Gulley (jordan.gulley) (04/07/26 10:04 am):** Need to change contact hours from 24 lecture to 22 lecture hours

Key: 4586

[Preview Bridge](#)

<b>Course Number</b>	<b>Title</b>	<b>General Education Area</b>
ENG-205	British Literature: Romantic to Contemporary	Arts & Letters
ENG-254	American Literature: 1865 to Present	Arts & Letters

# General Education and Related Instruction Admin Change Request

## New Proposal

Date Submitted: 04/22/26 7:29 pm

Viewing: **ENG-205 : British Literature: Romantic to Contemporary**

Last edit: 04/22/26 7:29 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Parent Course:

[ENG-205: British Literature: Romantic to Contemporary](#)

Name of the Course

British Literature: Romantic to Contemporary

Course Code

ENG-205

Are you the Faculty Contact Person?

Yes

Is General Education certification being sought?

Yes

If yes, in which area(s)?

Arts & Letters

Is Related Instruction certification being sought?

No

### In Workflow

1. Curriculum Office
2. General Education Sub-Committee
3. Curriculum Office
4. Curriculum Committee Approval

### Approval Path

1. 04/23/26 7:29 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/07/26 9:16 am  
Jeffrey McAlpine (jeffmc): Approved for General Education Sub-Committee

## General Education Area: Arts & Letters (AL)

**AL-1. Supporting Documentation for General Education Course Criteria (optional):**

If documents beyond this course outline may demonstrate how any or all of the course design criteria are incorporated in the course, such as an example course syllabus, please attach here (optional; not required).

[ENG 205 Syllabus 2022.docx](#)

Any additional notes/comments:

This course syllabus shows the readings and briefly discusses the assignments that put this class firmly into an Arts and Letters experience.

### **AL-1. General Education Criteria For Course Design:**

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

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Fundamental ideas and practices of a literature course, such as British literature, are grounded in the reading and discussing of key texts within a framework of historical context, as well as learning and applying skills of close reading to build analyses, interpretations, and evaluations of the texts within the broader picture of culture.

Attach File

B. Does the course design “Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

From the foundation of reading texts from across this historical span, students respond in discussion and writing to use textual evidence to support their own analytical and critical responses to what we have read.

Attach File

C. Does the course design “Explore the conventions and techniques of significant forms of human expression”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

One key convention within literature is the evolution of genres, which is why students get to explore poetry, drama, fiction, and non-fiction as these genres develop and change across the historical time span of this course.

Attach File

D. Does the course design “Place the discipline in a historical and cultural context, and demonstrate its relationship with other disciplines”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Students read about and discuss the historical and cultural contexts around individual works, but also those that are commonly used to define scholarly approaches to eras of literature (such as "Victorian" and "Modern"). With a big picture of how a given historical moment is defined, in terms of events, people, and social changes, individual works become clear reflections of -- and influences on -- historical and cultural context.

Attach File

E. Variable Arts & Letters criteria. The course design should address at least one of the following (check all that apply):

Fosters creative individual expression via analysis, synthesis, and critical evaluation  
Compares/contrasts attitudes and values of specific historical periods or world cultures  
Examines the origins and influences of ethical or aesthetic traditions

If any of the above are checked, where are the criteria evident in your course outline?

Course description

Major topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

In a Final Project, students are meant to show their own culmination of what we have studied across historical periods and within the aesthetic traditions of different genres, choosing one method of creatively combining their analysis, synthesis, and critical evaluation to construct and defend their own literary "canon." A rubric is included with the assignment.

Attach File

[All-Genre Canon English 205.docx](#)

## **AL-2. General Education Outcomes – Student Learning Outcomes Crosswalk:**

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General Education Outcomes (GEOs)

(AL1) Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life

SLOs	Explanation of Alignment
2. Summarize and assess the historical context of British literary works	The interpretation of literature is built on close analysis of texts, and the accuracy and depth of those analyses depends on having precise vocabulary for both the form and content of those texts. By practicing with accurate and relevant terms, students gain the foundation that allows them to deepen initial analyses to more resonant and personal interpretations which are the core of what make literature an engaging and enriching component of our culture and our personal lives.
3. Analyze the form and content of British literary works using relevant technical and critical vocabulary;	The interpretation of literature is built on close analysis of texts, and the accuracy and depth of those analyses depends on having precise vocabulary for both the form and content of those texts. By practicing with accurate and relevant terms, students gain the foundation that allows them to deepen initial analyses to more resonant and personal interpretations which are the core of what make literature an engaging and enriching component of our culture and our personal lives.
5. Relate the content, form, and themes of British literary works to modern events, other media, and their own lives	The drawing of connections, whether personal or historical or across media, is both a creative and interpretive act showing deep engagement with arts and letters.
Construct and defend interpretations of British literature based on class discussion and independent literary research.	The interpretations students construct and defend are often deeply creative in themselves, and lead to the depth and awareness of the mind that enrich the quality of life

(AL2) Critically analyze values and ethics within a range of human experience and expression to engage more fully i local and global issues

SLOs	Explanation of Alignment
1. Identify and analyze the essential developments in genres of British poetry, fiction, drama, and prose from 1800 to present day;	Analyzing how a genre develops gives students a historical range of human experience and expression, giving context to the local and global issues that British literature responds to in its own way.
2. Summarize and assess the historical context of British literary works;	The historical context of British literature shows both the values and ethics shaping writers and illustrators, shaping that range of experience and expression within the genre and in art itself.
4. Relate the content, form, and themes of British literary works to modern events, other media, and their own lives	Relating form and content of British literature to personal, historical, or other fictional contexts allows students to locate the connections of values and ethics across place and time
5. Evaluate the historical significance and/or artistic merit of British literary works, supported by textual evidence	Evaluations of both historical significance and artistic merit rely on noticing values, and connecting those values to modes of expression and depictions of experience across the contexts of time and place.

### AL-3. General Education Assessment:

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Attach assessment documentation for all general education outcomes.

[Critical Conversations for English 205.docx](#)

[MYO Genre Exam for English 205.docx](#)

[Imitatio Exercise for English 205.docx](#)

#### Comments

These are three assignments that students use as options for responding to individual genres (poetry, drama, etc.), and from which they choose their approach to the final assignment at the end. They practice different iterations of the SLOs, which connect to the GEOs, for each assignment, but cumulatively they cover everything that the class is meant to give them. There are rubrics attached to each assignment.

B. Attach evaluation documentation for all general education outcomes.

[Imitatio Exercise for English 205.docx](#)

#### Comments

Again, rubrics are included for the three assignments above, which cumulatively cover all the SLOs for the class. I'll re-attach one of them here for the sake of the form.

## **Requirements for the Specific General Education Area: Arts and Letters\***

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Reviewer

Comments

# General Education and Related Instruction Admin Change Request

## New Proposal

Date Submitted: 04/24/26 10:32 am

Viewing: **ENG-254 : American Literature: 1865 to Present**

Last edit: 04/24/26 10:32 am

Changes proposed by: Taylor Donnelly (tdonnelly)

Parent Course:

[ENG-254: American Literature: 1865 to Present](#)

Name of the Course

American Literature: 1865 to Present

Course Code

ENG-254

Are you the Faculty Contact Person?

Yes

Is General Education certification being sought?

Yes

If yes, in which area(s)?

Arts & Letters

Is Related Instruction certification being sought?

No

### In Workflow

1. Curriculum Office
2. General Education Sub-Committee
3. Curriculum Office
4. Curriculum Committee Approval

### Approval Path

1. 04/26/26 9:29 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 05/07/26 1:57 pm  
Elizabeth Carney (elizabeth.carney):  
Approved for General Education Sub-Committee

## General Education Area: Arts & Letters (AL)

**AL-1. Supporting Documentation for General Education Course Criteria (optional):**

If documents beyond this course outline may demonstrate how any or all of the course design criteria are incorporated in the course, such as an example course syllabus, please attach here (optional; not required).

[Syllabus ENG 254 2023.docx](#)

Any additional notes/comments:

This course syllabus shows the readings and briefly discusses the assignments that put this class firmly into an Arts and Letters experience.

### **AL-1. General Education Criteria For Course Design:**

---

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

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Fundamental ideas and practices of a literature course, such as American literature, are grounded in the reading and discussing of key texts within a framework of historical context, as well as learning and applying skills of close reading to build analyses, interpretations, and evaluations of the texts within the broader picture of culture.

Attach File

B. Does the course design “Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

From the foundation of reading texts from across this historical span, students respond in discussion and writing to use textual evidence to support their own analytical and critical responses to what we have read.

Attach File

C. Does the course design “Explore the conventions and techniques of significant forms of human expression”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

One key convention within literature is the evolution of genres, which is why students get to explore poetry, drama, fiction, and non-fiction as these genres develop and change across the historical time span of this course.

Attach File

D. Does the course design “Place the discipline in a historical and cultural context, and demonstrate its relationship with other disciplines”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Students read about and discuss the historical and cultural contexts around individual works, but also those that are commonly used to define scholarly approaches to eras of literature (such as "Post-War"). With a big picture of how a given historical moment is defined, in terms of events, people, and social changes, individual works become clear reflections of -- and influences on -- historical and cultural context.

Attach File

E. Variable Arts & Letters criteria. The course design should address at least one of the following (check all that apply):

Fosters creative individual expression via analysis, synthesis, and critical evaluation  
Compares/contrasts attitudes and values of specific historical periods or world cultures  
Examines the origins and influences of ethical or aesthetic traditions

If any of the above are checked, where are the criteria evident in your course outline?

Course description

Major topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Whether it's in class discussions or assignments, the study of literature is based on using textual evidence to support ideas -- to analyze, synthesize, and evaluate in order to develop interpretations of individual works, or to trace the evolution of certain themes over time depending on the influences of history, or to notice how the aesthetic conventions of a genre evolve depending on the influence of writers and the tastes of popular audiences.

Attach File

## **AL-2. General Education Outcomes – Student Learning Outcomes Crosswalk:**

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General Education Outcomes (GEOs)

(AL1) Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life

SLOs	Explanation of Alignment
3. Analyze the form and content of American literary works using relevant technical and critical vocabulary	The interpretation of literature is built on close analysis of texts, and the accuracy and depth of those analyses depends on having precise vocabulary for both the form and content of those texts. By practicing with accurate and relevant terms, students gain the foundation that allows them to deepen initial analyses to more resonant and personal interpretations which are the core of what make literature an engaging and enriching component of our culture and our personal lives.
Relate the content, form, and themes of American literary works to modern events, other media, and their own lives;	The drawing of connections, whether personal or historical or across media, is both a creative and interpretive act showing deep engagement with arts and letters.
6. Construct and defend interpretations of American literature based on class discussion and independent literary research.	The interpretations students construct and defend are often deeply creative in themselves, and lead to the depth and awareness of the mind that enrich the quality of life.

(AL2) Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues

SLOs	Explanation of Alignment
1. Identify and analyze the essential developments in genres of American poetry, fiction, drama, and prose from 1865 to present day	Analyzing how a genre develops gives students a historical range of human experience and expression, giving context to the local and global issues that American literature responds to in its own way.
2. Summarize and assess the historical context of American literary works;	The historical context of American literature shows both the values and ethics shaping writers of their times, who in turn shape range of experience and expression within the genre and in art itself.
Relate the content, form, and themes of American literary works to modern events, other media, and their own lives;	Relating form and content of American literature to personal, historical, or other fictional contexts allows students to locate the connections of values and ethics across place and time

SLOs	Explanation of Alignment
5. Evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence	Evaluations of both historical significance and artistic merit rely on noticing values, and connecting those values to modes of expression and depictions of experience across the contexts of time and place.

### AL-3. General Education Assessment:

---

Attach assessment documentation for all general education outcomes.

[Critical Conversations for English 254.docx](#)

[MYO Genre Exam for English 254.docx](#)

[Imitatio Exercise English 254.docx](#)

Comments

These are three assignments that students use as options for responding to individual genres (poetry, drama, etc.), and from which they choose their approach to the final assignment at the end. They practice different iterations of the SLOs, which connect to the GEOs, for each assignment, but cumulatively they cover everything that the class is meant to give them. There are rubrics attached to each assignment.

B. Attach evaluation documentation for all general education outcomes.

[All American All Genre Final Project.docx](#)

Comments

The final project allows students to reiterate whichever approach they found useful in the prior assignment but asks that it be expanded to cover the span of our historical contexts and genres. A rubric is included at the end.

## Requirements for the Specific General Education Area: Arts and Letters\*

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Reviewer

Comments

## Curriculum Committee Membership 26-27

vacant

### Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Nora Brodnicki	Co-Chair/Co-Alternate Chair	2026/SP	2-year
Kelly Mercer	Co-Chair/Co-Alternate Chair	2028/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Anne Innis	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
SD DeWaay	Library	2027/SP	3-year

### Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Danielle Hoffman	Dean, AFAC	Ex-Officio	Permanent
Chris Sweet	Registrar	Ex-Officio	Permanent
Carrie Sandberg	Financial Aid	Ex-Officio	Permanent
Sarah Steidl	Graduation Services	Ex-Officio	Permanent
April Smith	Veterans Services	Ex-Officio	Permanent
Dustin Bare	Director, Student Academic Support Services	Ex-Officio	Permanent
Kara Leonard	Academic and Career Coaches	Ex-Officio	Permanent
AJ Smith	Basic Skills Development & ESOL	2027/SP	3-year
Nicole Rosevear	English	2029/SP	3-year
Keoni McHone	Health/Physical Education	2028/SP	3-year
<b>Kelly Mercer</b>	Math; <b>Review Team Lead</b>	2029/SP	3-year
Misay Partnof	Faculty-At-Large	2028/SP	3-year

### Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
	Dean, Arts & Sciences	Ex-Officio	Permanent
<b>Aundrea Snitker</b>	Associate Dean, Arts & Sciences; <b>Review Team Lead</b>	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2026/SP	3-year
Deanna Myers	Faculty-At-Large	2026/SP	3-year
Debra Carino	Computer Science	2026/SP	3-year
Gentiana Loeffler	Business, Horticulture	2026/SP	3-year
Kerrie Hughes	Sciences and Engineering	2028/SP	3-year
Charles Siegfried	Associate Faculty	2026/SP	3-year
Keely Baca	Faculty-At-Large	2027/SP	3-year
Ephanie Debey	Faculty-At-Large	2027/SP	3-Year
Frank Kilders	Faculty-At-Large	2027/SP	3-year

### Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Armetta Burney	Dean, TAPS	Ex-Officio	Permanent
<b>Erin Gravelle</b>	Associate Dean, TAPS; <b>Review Team Lead</b>	Ex-Officio	Permanent
Jordan Gulley	Wilsonville, Apprenticeship, Fire, Emergency	2026/SP	3-year
Dawn Hendricks	Education, Human Services, Criminal Justice/Public Services	2027/SP	3-year
Virginia Chambers	Faculty-At-Large	2026/SP	3-year
Craig Connors	Industrial Technology	2028/SP	3-year
Kari Hiatt	Nursing, Allied Health	2026/SP	3-year
Wryann Van Riper	Automotive/Welding	2026/SP	3-year

## Sub-Committees

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### Related Instruction Sub-Committee

Member	Ending Term
Elizabeth Carney	Ex-Officio
Sarah Steidl	Ex-Officio
Kerrie Hughes	
Kelly Mercer	

### General Education Sub-Committee

Member	Ending Term
Aundrea Snitker (lead)	Ex-Officio
Elizabeth Carney	Ex-Officio
Nora Brodnicki	
Kelly Mercer	
Almir Methadzovic	

### 2026-2027 Sabbaticals