

Curriculum/Gen Ed Committee

A Standing Committee of the Education Advisory Council

Wednesday, January 6th, 2021 | 3:00 PM to 5:00 PM

Virtual Meeting via Zoom

Minutes

Committee – Voting Members <input type="checkbox"/>					
<input type="checkbox"/>	Erin Briddick	<input type="checkbox"/>	Doug Jones (Chair)	<input type="checkbox"/>	Tara Nelson
	Magda D’Angelis-Morris		Pam Kessinger		Nermine Ramadan
	Tammy Dowd Shearer	<input type="checkbox"/>	Cynthia Killingsworth	<input type="checkbox"/>	Joanna Sullivan
	Marc Goodman	<input type="checkbox"/>	Jane Loverin	<input type="checkbox"/>	Rick Willebrand
<input type="checkbox"/>	Patty Hawkins		Alexie McKee		
Committee Support – Non-Voting Members <input type="checkbox"/>					
<input type="checkbox"/>	Joshua Andersen	<input type="checkbox"/>	Anne Haberkern	<input type="checkbox"/>	Sarah Tillery
	Dorothy Badri	<input type="checkbox"/>	Stacey Holland	<input type="checkbox"/>	Susan Watson
	Nicole Booker	<input type="checkbox"/>	Nikki Paterson		
	Ann Cary		Avi Taylor		
Guests <input type="checkbox"/>					
Tanya Batazhan (Div Dean)		Manny Galvan-Rosales (EMS)		Usha Ramanujam (BA)	
Alejandra Bonifacino (SPA)		Heather Griffo (BA)		Charles Wickens (ELT)	
Cole Chatterton (BA)		Blake Hausman (NAS)			

Kristopher Chew (AD)	Jason Johnson (AD)	
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Information Items from the Curriculum Office:
 (These items do not require curriculum committee recommendation)

Grading Option Changes:

N/A

Experimental Courses:

CADD 199H	Advanced Fusion 360
MUS 299I	Social Justice in Song
AB 199A	Basic Skills Lecture
AB 199B	Frame Analysis & Repair Lecture
AB 199C	Panel Repair Lecture
AB 199P	Auto Paint III Lecture
AMT 199C	Aircraft Electricity 1
AMT 299A	Aircraft Electricity 2
AMT 299C	Aircraft Electricity 3

Course Inactivation:

N/A

Notes from Curriculum Office:

N/A

Directions for Accessing CourseLeaf:

Log into MyPCC, go to the Faculty tab, select the “Course Management” or “Electronic Approval Queue” link under the Faculty Tools menu, and then select “Curriculum Committee Chair” in the Your Role drop-down menu. You can also copy and paste this link directly into the Course Management window: https://catalog-next.pcc.edu/courseleaf/approve/?role=Curriculum_Chair.

New Business:

Course # & Prefix	Course Title	Status	Discussion ↓	Recommend	Recommend w/ Amendments	Postponed
AD 101	Addiction	Rev		<input type="checkbox"/>		
AD 102	Drug Use and Addiction	Rev		<input type="checkbox"/>		
AD 103	Women and Addiction	Rev	All outcomes: changed “female-identified” to “women.”		<input type="checkbox"/>	
AD 104	Multicultural Counseling	Rev	Course description: changed “sensitivity to” to “understanding of.” Removed Course Addendum.		<input type="checkbox"/>	
AD 105	Aging & Addiction	Rev	Course description: changed last sentence to “Offers an intersectional perspective.” Outcome 3: revised to read “Examine aging and addiction issues from an intersectional perspective and the importance of trauma and wellness informed services.”		<input type="checkbox"/>	
AD 106	Nicotine Cessation	Rev		<input type="checkbox"/>		
AD 108	Adolescence and Addiction	Rev	Course description: revised to begin with “Examines addiction and substance use from ...”		<input type="checkbox"/>	
AD 109	Criminality and Addiction	Rev		<input type="checkbox"/>		
AD 154	Client Record Management and Addiction	Rev		<input type="checkbox"/>		
AD 156	Professional Ethics and Issues in Addiction Counseling	Rev		<input type="checkbox"/>		
AD 161	Motivational Interviewing and Addiction	Rev	Course description: removed phrase “a minimum level of”. Grading Options: added “Audit” option.		<input type="checkbox"/>	

AD 184	Men & Addiction	Rev	Course description: 1 st sentence: added full stop after “behavior”. 2 nd sentence revised to read: “Explores the implications of this for understanding mental health, sexuality, addiction, and behavior of men and non-binary populations.”		<input type="checkbox"/>	
AD 202	Trauma and Recovery	Rev		<input type="checkbox"/>		
APR 145	Safety for the Limited Building Maintenance Electrician	New		<input type="checkbox"/>		
APR 230	National Electrical Code	Rev		<input type="checkbox"/>		
BA 100	Career Planning and Preparation in Business	New	Outcome 2: removed words “myself” and “my”.		<input type="checkbox"/>	
BA 116	Microsoft Word for Workplace Communications	New		<input type="checkbox"/>		
BA 211	Principles of Financial Accounting	Rev		<input type="checkbox"/>		
BA 216	Data Analytics with Excel and Tableau	New		<input type="checkbox"/>		
ELT 230	National Electrical Code	Rev		<input type="checkbox"/>		
FMT 177	Introduction to Applied Technologies for the Trades	New	Course description: 3rd sentence: changed to lowercase “Direct Digital Control”, “Micrologic”, “Programmable Logical Controllers”, “Virtual Learning Platforms”, Virtual Reality/Augmented Reality”. Outcome 2: revised to read “Demonstrate introductory level knowledge of direct digital controls, the micrologic used in programmable logical controllers, a virtual learning platform, and a virtual reality/augmented reality platform.”		<input type="checkbox"/>	

FT 280C	Exercise Science Professional Project II	New		<input type="checkbox"/>		
FT 280P	Exercise Science Professional Project I	New		<input type="checkbox"/>		
NAS 201	Introduction to Native American Studies	Rev		<input type="checkbox"/>		
SPA 219	Spanish for Heritage Speakers - 3rd Term	Rev		<input type="checkbox"/>		
TA 263	Intermediate Costume Crafts	Rev		<input type="checkbox"/>		

Discussion:

Inclusive Language in CCOGs

- This month's curriculum review highlighted the need for a committee retreat focused on developing rubrics for CCOGs that can be shared with SACs to assist them in writing course descriptions and outcomes with an equity lens.
 - It would be helpful to have an expert on inclusive language attend the retreat and lead a workshop or give a presentation to help the committee develop CCOG guidelines with an equity lens.
 - It would also be helpful to have reading material *before* the committee retreat for members to read.

A Student-facing Curriculum Process for the Future?

- What would a student-facing curriculum process look like? How might it incorporate academic pathways, advising redesign and strategic enrollment? Would SACs review ALL its curricula every 3 years at once? There are other curriculum models to look at and learn from.