

# Curriculum/Gen Ed Committee

A Standing Committee of the Education Advisory Council

Wednesday, April 7<sup>th</sup>, 2021 | 3:00 PM to 5:00 PM

Virtual Meeting via Zoom

## Minutes

<b>Committee – Voting Members ✓</b>					
✓	Erin Briddick		Doug Jones		Nermine Ramadan
	Magda D’Angelis-Morris		Pam Kessinger	✓	Joanna Sullivan
	Tammy Dowd Shearer	✓	Cynthia Killingsworth		Rick Willebrand
	Marc Goodman	✓	Jane Loverin		
✓	Patty Hawkins (Chair)	✓	Tara Nelson		
<b>Committee Support – Non-Voting Members ✓</b>					
✓	Joshua Andersen	✓	Anne Haberkern		Sarah Tillery
	Dorothy Badri	✓	Stacey Holland	✓	Susan Watson
	Nicole Booker		Nikki Paterson		
✓	Ann Cary		Avi Taylor		
<b>Guests ✓</b>					
	Erik Fauske (MM)				
	Anne Grey (TLC)				
	Sanda Williams (EET)				

Information Items from the Curriculum Office:

(These items do not require curriculum committee recommendation)

**Grading Option Changes:**

N/A

**Experimental Courses:**

MUC 1990	Network Art
LAT 199E	Ecosystem-based Landscaping Practices
MM 199P	Game Design & Development
MM 199S	Augmented Reality Comics
MM 199T	Virtual Production & Realtime Visual Effects
AMT 199H	Aircraft Applied Science–LAB
AMT 199J	Materials & Processes–LAB
AMT 199X	Ignition Systems–LAB
AB 299P	Auto Paint III Lab
AB 299A	Basic skills Lab
AB 299C	Panel Repair Lab
AB 299B	Frame Analysis & Repair Lab
AMT 299H	Composite Structures–LAB
AMT 299N	Instruments, Communication & Navigation Systems – LAB
AMT 199G	Aviation CFRs and Related Subjects – LAB
AMT 199D	Aircraft Electricity 1–LAB
AMT 299B	Aircraft Electricity 2–LAB
AMT 299D	Aircraft Electricity 3–LAB

**Course Inactivation:**

HUM 214	Race and Racism
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OS 245	Office Systems and Procedures
OS 250	Creating a Virtual Office
OS 251	Virtual Office Concepts
OS 131	10-key on Calculators
OS 220	Business Editing Skills
OS 280F	Cooperative Education: Administrative Assistant
OS 240	Filing and Records Management

**Notes from Curriculum Office:**

N/A

**Directions for Accessing CourseLeaf:**

CourseLeaf can only be accessed via the MyPCC portal. 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 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](https://catalog-next.pcc.edu/courseleaf/approve/?role=Curriculum_Chair).

**New Business:** ✓

Course # & Prefix	Course Title	Status	Discussion ↓	Recommend	Recommend w/ Amendments	Postponed
BI 145	BI 145: Intro. to Fish and Wildlife Conservation and Management	Edited	Postponed per committee – no SAC rep			✓
EET 260	EET 260: Biomedical Equipment I	Edited	Removed “selected” from the outcomes.		✓	
MM 112	MM 112: Digital Media Foundations	Added		✓		
MM 114	MM 114: Visual Storytelling	Added		✓		

<b>MM 116</b>	MM 116: DIY Video	Added		✓		
<b>MM 125</b>	MM 125: Video Industry Survey	Added		✓		
<b>MM 129</b>	MM 129: Sound Production	Added		✓		
<b>MM 134</b>	MM 134: Directing for Narrative	Added		✓		
<b>MM 222</b>	MM 222: Client Video & Producing	Added		✓		
<b>MM 224</b>	MM 224: Drone Videography	Added		✓		
<b>MM 235</b>	MM 235: Video Editing	Edited		✓		
<b>MM 236</b>	MM 236: Digital Media Distribution	Edited		✓		
<b>MM 239</b>	MM 239: Advanced Video Editing	Edited		✓		
<b>MM 258</b>	MM 258: Advanced Video Compositing	Edited		✓		
<b>MM 259</b>	MM 259: Screenwriting/Preproduction	Edited	Changed WR 121 from a prerequisite to a recommended course to make MM 259 more accessible to more students.	✓		
<b>MM 260</b>	MM 260: Video Foundations	Edited		✓		
<b>MM 261</b>	MM 261: Narrative Production	Edited		✓		
<b>MM 262</b>	MM 262: Documentary Production	Edited		✓		

MM 267	MM 267: Visual Effects Lab	Edited		✓		
MM 284	MM 284: Portfolio Development	Added		✓		

## Discussion:

### CCOG Review Process and Some Concerns

- Is it sufficient to say in the course description “Includes fieldwork”? Should that be better defined, so students know what kind of fieldwork is required?
- The “Evolution Statement” in the Addendum – does it belong here? What are the assumptions behind putting this in the CCOG? What if, for example, a political science course included a “Socialism Statement” in the Addendum?
- What is the purpose of the CCOG and what are the instructional needs? Where does important information belong and how do students get that information? How does it reflect what we do and don't know about what students need? Should we survey students somehow?
- What CCOG fields should and should not be reviewed by the committee?
  - The “Outcomes Assessment Strategies” field seems important enough to warrant attention, as the committee must often ask SACs to explain how their course outcomes will be assessed.
  - The “Addendum to the Course Description” field also seems to warrant attention. But exactly what kind of information should and should not be included in this field? It currently functions as a kind of “catch-all” field without clear guidelines.
- The GEARS process has provided a valuable experience of working on a different timeline for review. It is more proactive, not reactive because the committee looked at *everything* a SAC submitted, instead of in bits and pieces. It was easier to identify the curricular interconnectedness in terms of language and concepts. It provided a more holistic and cohesive process for course and program review.

### Operational Challenges

- There is still the issue of how the published CCOG relates to actual in-class instructional practice. Opportunities exist to have meaningful conversations about this on the instructional side as part of a more holistic curriculum review process. Inclusive language reviews need to happen at the SAC level to address not only language concerns but practical concerns relating to DEI.
- For new courses or CTE programs that have time-sensitive industry changes, how should the committee proceed with review?
  - What are the drivers of urgency?
  - Should we adopt a 3-year curriculum review timeline or some other systematic process nimble enough to accommodate those time-sensitive changes?

- Students are not impacted by new courses in the same way that they are by existing courses and changes to them. We have to find the right balance between holistic review and time-sensitive approval.
- Should the program review process be connected to the CCOG review process? They are not really connected now, but the idea has come up over time. The program review process is very implicit; how could it be more explicit?
  - The ultimate goal would be a kind of holistic process – CCOG review ⇒ program review ⇒ assessment ⇒ accreditation, etc.

### **Curriculum Committee and Degrees & Certificates Committee**

- What could be the benefits of recombining the Curriculum and the Degrees & Certificates Committees?
- Historically, the two committees were one, but the decision was made to split them up. One of the unintended consequences of that split has been the disconnect between LDC courses and our general education program and transfer degrees.
- Every CTE program has to go through both committees anyways.
- What would a more holistic, student-centered curriculum review process look like? How might it incorporate academic pathways, advising redesign and strategic enrollment?

### **G301 – Grading Guidelines**

- The committee reviewed the changes to the policy – see [G301 DRAFT Revision](#).
- Some highlights:
  - “Incomplete” grades and how they impact students were revised.
  - Descriptions of non-credit grading marks were revised.
- Some prerequisite language referencing a "C or better" had been inadvertently removed during the review process, but it should be corrected by the time the committee reviews the final policy.
- Before the May meeting, Patty will send out an email and ask members to vote on G301 via a spreadsheet – once the final version is ready for voting and recommendation.
- *Note:* Policies G301 and S701 (Subject Area Committees) are both within the purview for review and recommendation of the Curriculum Committee.