

CURRICULUM/GEN ED COMMITTEE
A Standing Committee of the Education Advisory Committee Minutes
DATE: May 7, 2014 Minutes
Downtown Center, Rose Room

Committee					
x	Linda Fergusson-Kolmes		Ann Cary		Amy Clubb
x	Jeremy Estrella	x	Marc Goodman		Mike Guthrie
	Sherry Hanchett		Doug Jones	x	Pam Kessinger
	Ed Lindsey	x	John Spark		Heiko Spoddeck
	Nancy Stoutenburg	x	Rick Willebrand		
Committee Support					
x	Dorothy Badri	x	Kristin Benson		Leslie Hackett
	Jeff Triplett		Kendra Cawley		David Osterhoudt
x	Anne Haberkern	x	Stacey Holland	x	Sally Earll
Guests					
	Jerry Brask		Rosa Bettencort (via video teleconferencing technology)		Amanda Davis
	Ann O'Reilly		Sanda Williams		Virginia Chambers
	Michael Sonnleitner		Mark Hornshu		Levi Query
	Rebecca Robinson		Linda Paulson		Aaron Payette
	Aaron Livingston				

Information Items from the Curriculum Office:

(These items do not require curriculum committee recommendation)

Experimental Courses:

- CHN 199 – Chinese Culture
- MM 199I – Accessible Multimedia
- MM 199R – Intro to Augmented Reality
- TA 299G – Building a Career in Theatre

Course Inactivation:

- CG 0690 - Stopping Test Anxiety

Available Grading Option:

NA

From the Curriculum Office:

CIS SAC submitted two new courses last Spring CIS 133C and CIS 233C - after internal approval it was discovered that both those course numbers were previously used for an older programming language. With consultation the SAC agreed to changed their courses to CIS 133N Intro to Programming C#.NET and CIS 233N Intermediate C#.NET Programming.

New Business:

	Title	Discussion	Rec for approval	Rec w/amendments:	Postponed	w/drawn at SAC request
CH 151	Preparatory Chemistry Gen Ed		x			
PS/EC/S OC 221	Globalization and International Relations Gen Ed		x			
PL 216	Employment Law	See Courseleaf		x		
APR 160	Introduction to Industrial Maintenance		x			
APR 162	Calculations for the trades		x			
APR 164	Industrial Blueprints & Schematics for the Trades		x			
APR 166	Industrial Rigging		x			
APR 168	Introduction to Bearings, Seals and Lubrication	See Courseleaf		x		
APR 170	Power Transmission Systems	See Courseleaf		x		
APR 260	Pneumatic System Operations		x			

CG 0693	Confidence Building	Remove lower division category for a pre college class. See Courseleaf.	x			
CG 111C	Study Skills for College Learning	Description change: textbook reading taking exams and developing a study schedule.		x		
CG 145	Stress Management	AVS queried regarding effect of change in credits on elective for program. AVS did not see a problem	x			
CIS 187I	Web Technical Administration		x			
CIS 240M	Managing a Windows server Environment	See Courseleaf		x		
DIS 287M	Microsoft Server Security		x			
CIS 288M	Microsoft Network Administration	See Courseleaf		x		
CIS 289M	Microsoft Active Directory Administration	See Courseleaf		x		
DM 129	Food Service and Personnel Management					x
DM 130	Dietary Manager Field Experience I					x
DM 139	Nutrition for Dietary Managers					x
DM 140	Dietary Manager Field Experience II					x
EET 121	Digital Systems 1	Contact/Credit hour increases reflect removal of CS 133 U from program	x			
EET 122	Digital Systems 2		x			
EET 123	Digital Systems 3		x			
EET 178	Computing Environments for Technicians		x			
EET 269	Wind Mechanics		x			
EET 272	Motors and Motor Controls		x			
EMS 135	Advanced EMT Part 1	See Courseleaf Committee discussion of outcomes. Presenter explained complexity of program and provided revision		x		
EMS 136	Advanced EMT Part 2	See Courseleaf		x		
FP 280A	Cooperative Education: Fire Protection				X	

ID 120	Interior Products and Materials 1	See Courseleaf		x		
ID 123	History of Furniture – 1800 to Present	See Courseleaf		x		
ID 128	Digital Rendering and Presentation	See Courseleaf		x		
ID 132	Planning Interiors	See Courseleaf		x		
ID 135	Professional Practices for Designers	See Courseleaf		x		
ID 138	Introduction to Kitchen and Bath Planning	See Courseleaf		x		
ID 232	Business Communication for Interior Design	See Courseleaf		x		
ID 236	Lighting Design	See Courseleaf		x		
ID 238	Advanced Kitchen and Bath Planning		x			
MA 117	Medical Office Administrative Procedures		x			
MSD 203	Emotional Intelligence in Work		x			
PE 182G	Tai Chi II	Committee queried sequence of letters on course number. SAC responded that due to the number of courses that had to be expanded previously they were out of letters to use.	x			
PE 182S	Tai Chi I		x			
PE 140B	Boxing II		x			

Discussion items and announcements

1. Demo of Technology

Presenter for PE/SOC/EC 221 presented via video conferencing technology. A dual monitor system was available so that committee could talk to Rosa Bettencourt and see the projected forms at the same time.

Technology worked smoothly, quality of image and voice was high.

2. Update on the EAC discussion of the standardization of language in Courseleaf .

See EAC agenda regarding migration of APAS handbook from PDFs to Courseleaf. Much of the APAS content is shared between the handbook and the catalog. This will enhance accuracy of handbook and the catalog.

Updated titles for gen ed/discipline studies. Follow language of AAOT “arts and letters, social sciences, science, math and computer science”. See EAC minutes for details

3. LAC Task Force recommendations Committee listed and had comments about the revised course outcomes guidelines (see attached). The Task Force took notes and will consider changes to the recommendation. Committee supports changes but had many questions about implementation and role of committee in reviewing new fields. Additional questions were raised about number of outcomes per class; how to refine understanding of what was and what was not an aspirational goal; role of fields that are not committee reviewed; and how to approach future discussions of the role of alignment of core and course-level outcomes.

Recommendation for reframing course outcomes

Over a decade ago the college brought in Ruth Stiehl and adopted the current format for course outcomes language. To move faculty away from a long list of competencies, she encouraged writing of outcomes with an 'out there' perspective - *describe what we intend the students to be able to do "out there" (in their roles as worker, family member, community citizen, global citizen or life long learner) as opposed to an activity "in here" or in the classroom.* This framework was embraced by some SACs and resisted by others.

Many SACs felt that the 'out there' focus was artificial and a barrier to aligning course outcomes and assessment. So, in moving toward the alignment of course outcomes and assessment we want to remove 'out-there' language as a requirement and make it optional.. Additionally, we want to acknowledge the importance of aspirational goals for some SACs.

A collaborative group (representing the EAC, Curriculum Committee, Degrees and Certificates, Academic Policies and Standards, the LAC, and the Curriculum Office) requests your feedback on the following:

1. Remove 'out there' language as a requirement for course outcomes. Note: If the 'out there' framing works for a SAC, there is no need to make changes to outcomes. If it does not feel authentic, then SACs can revise the course outcomes for better alignment to content.
2. Clarify the difference between course outcomes and aspirational goals and have a place in the CCOG for optional aspirational goals.

For illustrative purposes, key ideas are listed below.

Criteria for Outcome Statements

Outcomes should reflect the essential course content. Typically, a course will have one to six outcomes, a one-credit course would likely have few outcomes, whereas a multi-credit course would likely have more.

The stem for the list of outcomes is: "Upon successful completion of the course students should be able to . . ."

Course outcome statements should:

- Describe what students should be able to do upon successful completion of the course to demonstrate their knowledge of and/or their capabilities relating to course content.
- Represent themes, key concepts, or comprehensive skill sets.
- Be supported by all other sections of the CCOG.
- Be measurable and assessable.
- Be aligned with degree, certificate, and/or PCC core outcomes where appropriate.
- When possible, use language that is accessible to a broad audience including students, faculty, external agencies, and the public.

Aspirational goals

Apart from outcome statements, some SACs may have goals for a course which are not measurable or for which students may not be held accountable (e.g., “enjoy a life enriched by calculus” or “take pride in one’s work”). These aspirational goals may be essential to a SAC’s conception and/or motivation for the course and its hope for the students; however, they are not outcome statements as outlined above. There will be a new optional field for SAC-determined aspirational goals in the CCOG. Faculty may also include their own individual aspirational goals in their syllabi.

DRAFT