

# CURRICULUM/GEN ED COMMITTEE

A Standing Committee of the Education Advisory Committee

Wednesday, May 1st | 3:00 PM to 5:00 PM

Sylvania Campus | CC Building Conference Room 233B

## MINUTES

<b>Committee – Voting Members ✓</b>					
✓	Ann Cary (Chair)		Lalo Guerrero	✓	Ted Picciotto
✓	Mike Boggs	✓	Doug Jones	✓	Joanna Sullivan
	Erin Briddick	✓	Pam Kessinger	✓	Susan Watson
✓	Kathy Casto	✓	Cynthia Killingsworth		Rick Willebrand
✓	Tammy Dowd Shearer	✓	Patty Hawkins		
	Marc Goodman	✓	Alexie McKee		
<b>Committee Support – Non-Voting Members ✓</b>					
✓	Joshua Andersen	✓	Sally Earll		Tim McLaughlin
	Dorothy Badri	✓	Anne Haberkern	✓	Jen Piper
	Nicole Booker	✓	Stacey Holland		
✓	Kendra Cawley		Aliccia Lacey		
<b>Guests ✓</b>					
Jan Abushakra (GRN)		Dan Kruger (EET)		Joanna Sullivan (ESOL)	
Mike Boggs (PE)		Alexie McKee (ERS)			
Sarah Gaskins (MUC)		Justin Mortensen (CADD)			

Information Items from the Curriculum Office:  
(These items do not require curriculum committee recommendation)

**Grading Option Changes:**

N/A

**Experimental Courses:**

CG 199I – Career Encounters: Digital World  
CG 199L – Career Encounters Lab: Digital World  
MM 199H – Intro to Stop Motion  
MM 199A – Acting for the Camera  
MM 199N – 360/VR Filmmaking

**Course Inactivation:**

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 # & Title	Title	Status	Discussion	Recommend	Recommend w/ Amendments	Postponed
CADD 255	Kinematics Drafting	Rev		✓		
CADD 265	Mechanical Design Drafting	Rev		✓		
CJA 211	Civil Liability in Criminal Justice	Rev		✓		

<b>EET 252</b>	Electromechanical Systems Fundamentals	Rev		✓		
<b>ESOL 42</b>	Level 4 Writing	Rev		✓		
<b>ESR 172</b>	Environmental Science: Chemical Perspectives	Rev		✓		
<b>GRN 269</b>	Therapeutic Horticulture Skills I	Rev		✓		
<b>GRN 271</b>	Therapeutic Horticulture Skills II	Rev		✓		
<b>MUC 104</b>	Enclosures I: Tools & Processes	New	Revised outcome 1 to end with "...and 3D printers."		✓	
<b>MUC 105</b>	Enclosures II: Design & Culture	New		✓		
<b>MUC 106</b>	Wearable Technologies I: Tools & Processes	New	Course created due to increasing industry demands.	✓		
<b>MUC 107</b>	Wearable Technologies II: Design & Culture	New	Course created due to increasing industry demands.	✓		
<b>MUS 220A</b>	Chorus I	Rev				✓
<b>PE 282B</b>	Professional Activities: Older Adult Fitness	Rev		✓		
<b>PE 291A</b>	Lifeguard Training	Rev	Course is very hands on, thus the change to lec/lab.	✓		

## Discussion:

### ○ Report on Gen Ed Outcomes

- At its April meeting, the EAC discussed the proposed outcomes, but had limited time to do so. However, they were generally well received. The outcomes are intentionally broad so that they align with the rubric (but don't limit the rubric development). It is ok to suggest changes to the outcomes, but any changes that would have an impact on assessment will have to go before the SAC, since the SAC determines assessment.
- There is still a general concern about the broadness of the outcomes and possible "liberal interpretations" of them. However, despite their broadness, the signature assignments must still clearly demonstrate how they map onto the outcomes. If they cannot actually map onto them, then the course probably should not be on the Gen Ed list. The appropriate outcomes will be added to the appropriate courses that successfully go through the GEARS process.
- What about CTE? – These outcomes are developed specifically for general education designation, so we will have to see how they apply to CTE courses in the future.
- Some challenges emerged for rubric development in the larger DSACs, in particular with Cultural Literacy.
  - The DSAC was challenged to develop a rubric that included one dimension addressing power structures in addition to one dimension addressing self-reflection. Work on the signature assignment had already commenced before this internal discussion really surfaced openly.
  - The DSAC agreed, at that point, just to move forward and then reconstitute in the fall once there was some data from the summer pilot.
- For Quantitative Reasoning, there was some ambiguity to the phrase "while also". It does not sound as if what comes next ("considering community and environmental implications") is required and necessary, yet the rubric is designed to capture non-optional components. It was also recommended to revise the word "and" to "and/or".
- For Cultural Literacy, it was unclear to the committee what is meant by "examine" and how it relates to the verbs in the rubric.
- For Social Analysis and Inquiry, it was suggested to flip the order of that sentence and start with "Apply knowledge..."
- The committee endorsed the changes and suggestions and will move them forward in the workflow.