Academic Affairs Meeting Minutes
Date: 09/23/2019, Monday 3:30-4:30 PM
Location: Max Merrill Room, Library 221

Present (voting members):	**Absent (voting members):**
John Liccardo *(Transfer Faculty)* – Chair Michael Hansen *(Faculty at Large)* Kirsten Hostetler *(Transfer Faculty)* Dan Alberghetti *(CTE Faculty)* Wayne Yeatman *(CTE Faculty)* Amy Harper *(Faculty Forum President)* Carolyn Schmidt *(Classified Representative)* Julia Russell *(ASCOCC representative)*	
Present (non-voting members): Betsy Julian *(VPI)* Tyler Hayes *(Director Admissions & Registrar)* Steve Broadbent *(IT Representative)* David Schappe *(CTE Council)* Jane Morrow *(ChairMoot Representative)* Vickery Viles *(Director of Curriculum & Assessment)* Krista Leaders *(Committee Specialist)*	**Absent (non-voting members):** TBD *(Shared Governance Committee)*

Meeting began @ 3:30

*(Note: **Approvals and Action items written in red**.)*

Unfinished Business

1. Review Academic Affairs Committee minutes from 6/10/19
   a) **Wayne Yeatman motioned to approve, Michael Hansen 2nd, with suggested edits, motion passed unanimously**
2. Review Curriculum Committee minutes from 6/11/19

New Business

1. **Informational Item: Establish Norms for Academic Affairs Committee**

   a) Canceling will occur the Wednesday prior to a meeting if necessary.

   b) Materials for each meeting will be sent out prior to the next meeting for review. Materials will also be uploaded to the Outlook folder and posted on the committee webpage.

   c) Presentations will begin with questions. The expectation is materials are reviewed prior to the meeting and the presenter can spend time answering questions about the proposal.

   d) Quorum is essential for the committee to do its work. Attendance is important.

      i.   Canceled meetings slow the process for approval.

2. **Informational Item: Review Academic Affairs Committee Charge**

   a) Reviewed the charge of the committee

   b) Reviewed the workgroups and sub-committees of Academic Affairs

      i. Two standing sub-committees

         (1) LOA, Learning Outcomes and Assessment

         (2) Curriculum

      ii. Three active workgroups

         (1) Academic Master Plan

            (a) Will return to the committee with updates in the fall

         (2) Related Instruction

            (a) The group is in the final stages of the work and will return in the fall with updates.

         (3) LMS, Learning Management System, Review

            (a) Have been researching alternative LMS and will return to the committee with recommendations

   c) Reviewed Modified Robert's Rules of Order.

3. **Informational Item: Review 2018-19 End-of-year Report**

   The meeting adjourned at 4:04 pm.
   Next Meeting: is October 21, 3:30 – 4:30, Max Merrill room

Curriculum Committee Meeting Minutes - APPROVED
Date & Time 10/1/19, Tuesday 8:30 - 9:30 AM
Location: OCH 141

Present (voting members):
- Ron Boldenow (Chair, CTE Representative)
- Michele Decker (Faculty Forum, CTE Representative)
- Sarah Fuller (Faculty Forum, Transfer Representative)
- Elizabeth Hylton (Faculty Forum, Faculty Forum, At Large)
- Annemarie Hamlin (Instructional Dean, Presidential Appointment)

Absent (voting members):
- Faculty Forum, At Large (not yet appointed)

Present (non-voting members):
- Erika Carman (Instructional Systems Specialist, Curriculum and Assessment)
- Jared Forell (Assistant Director of Curriculum and Technology, Admissions and Records)
- Keri Podell (Academic Advisor, CAP Center)
- Vickery Viles (Director of Curriculum and Assessment, Curriculum and Assessment)

Absent (non-voting members):
- ASCOCC Representative (not yet appointed)

Guests
None

Minutes: *(Note: **Approvals and required action items** written in red)*

New Business
1. Welcome back and introductions
2. Debrief of last year; review end of year report
    a. CourseLeaf Curriculum (CIM) made the revision and approval process much faster.
    b. New award definitions
    c. New credit hour policy
    d. Related instruction
    e. Non-credit training certificate
3. Committee charge
4. Meeting process
    a. Role of curriculum committee member
        i. Course and program approver guides located on the CourseLeaf CIM webpage will assist in what committee members should look for when reviewing/approving proposals.
    b. Submission deadlines
    c. Agenda and materials posted by Wednesday for next Tuesday's meeting.
    d. CourseLeaf

         i. Please contact Erika Carman if you would like a refresher on using CourseLeaf. Erika will be offering several CourseLeaf Curriculum (CIM) trainings this fall. An email will go out to faculty this week regarding the training dates.

    e. Consent agenda

         i. Informational items

         ii. Second readings without any changes

         iii. Possibly course inactivations that do not have impacts

5. Review of web resources
    a. Curriculum standards were moved from a Word Doc posted to the web to several webpages which will be more consumable to review and find information.

6. Next meeting topics, if any
    a. There are two courses ready to be reviewed by the committee. We can use these two courses as practice.
    b. Discussion: Curriculum Committee needs additional information regarding the upcoming math changes and related placement changes in order to guide course and program references to it.
        i. Action item: Vickery Viles will invite Beth Wright to the next Curriculum Committee meeting to give an update on the status of placement.

7. Acting Chair for Oct. 29 meeting
    a. Liz Hylton will be acting chair on October 29.

Adjourn: 9:28 a.m.
Next Meeting: Tuesday, October 8, 2019—OCH 141 at 8:30 a.m.

Curriculum Committee Meeting Minutes - DRAFT
Date & Time 10/8/19, Tuesday 8:30 - 9:30 AM
Location: OCH 141

Present (voting members):
- Ron Boldenow (Chair, CTE Representative)
- Michele Decker (Faculty Forum, CTE Representative)
- Sarah Fuller (Faculty Forum, Transfer Representative)
- Elizabeth Hylton (Faculty Forum, Faculty Forum, At Large)
- Annemarie Hamlin (Instructional Dean, Presidential Appointment)

Absent (voting members):
- Faculty Forum, At Large (not yet appointed)

Present (non-voting members):
- Erika Carman (Instructional Systems Specialist, Curriculum and Assessment)
- Jared Forell (Assistant Director of Curriculum and Technology, Admissions and Records)
- Vickery Viles (Director of Curriculum and Assessment, Curriculum and Assessment)

Absent (non-voting members):
- Keri Podell (Academic Advisor, CAP Center)
- ASCOCC Representative (not yet appointed)

Guests
- Tony Russell (Chair, Humanities Department)

Minutes: *(Note: **Approvals and required action items** written in red)*

Consent Agenda
1. Approve 10/1/19 committee minutes
2. **Sarah Fuller motioned to approve the consent agenda and Michelle Decker seconded the motion. The motion was unanimously approved.**

First Readings
1. Humanities
   a. Course inactivation
      i. WR 095: Basic Writing II
         1. WR 095 is no longer taught or offered in the Humanities department. Last year Stacey Donohue worked with faculty who had WR 095 as a prerequisite to update the prerequisite to another writing course.
      ii. **Sarah Fuller motioned to approve inactivating WR 095 and Elizabeth Hylton seconded the motion. The motion was unanimously approved.**
   b. Course revision
      i. ENG 106: Intro to Literature: Poetry
         1. Updated course description and student learning outcomes.
         2. Comment: Will students know what explicate means in outcome number one?

> ii. **Sarah Fuller motioned to approve the revisions to ENG 106 and Elizabeth Hylton seconded the motion. The motion was unanimously approved.**

2. Update on COCC's Placement System,
    a. Beth Wright (Placement Coordinator, First Year Experience) spoke with the committee about COCC's placement system.
    b. COCC moved away from a single test score to self-directed placement which is based on the students' academic background. Students may be directed to take a skills based test depending on how students answer questions on the self-directed placement survey.
    c. COCC moved from placement test scores to placement levels in Banner.
    d. Students can only take the self-directed placement survey once and their placement expires after two years.
    e. If the new tool to administer the self-directed placement survey (Qualtrics) is approved then levels will be uploaded into Banner and an online interface for students will be available.
    f. The math department is making significant curriculum changes which will impact the placement levels. The placement levels need to be stable before curriculum committee can approve curriculum changes that have placement.

Other Business
1. Curriculum Committee will not meet next week (10/15/19) due to a lack of agenda items.

Adjourn: 9:28 a.m.
Next Meeting: Tuesday, October 22, 2019—OCH 141 at 8:30 a.m.

Form 1: Presentation Checklist

Name: _____   **Date**: _____

Department: _____

COCC Contact Information: _____

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

TYPE OF AGENDA ITEM

☐ Information Item (requires approval of AA Chair)

☐ Action Item

    ☐ Information and committee feedback

    ☐ Procedure—revision   (Attach current procedure with proposed changes illustrated with track changes)

    ☐ Procedure—new

    Identify suggested location in *GPM*: _____

    ☐ Policy—revision (Attach current policy with proposed changes illustrated with track changes)

    ☐ Policy—new

    Identify suggested location in *GPM*:_____

    ☐ New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)

    ☐ Other:_____

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

ANTICIPATED IMPLEMENTATION TIMELINE

New Program Approval Criteria Guide
10/21/19 (Draft)

Approver	Criteria
Curriculum Office	The form is complete and incorporates feedback from the concept worksheet/workshop.
Curriculum Office	The program proposal meets state and NWCCU requirements.
Dean	The resource and impact descriptions are accurate.
Dean	The description of need is accurate and the demand is sufficient.
Dean	The department and discipline have the capacity to development the program.
VPI	The program aligns with the COCC mission and strategic direction.
Academic Affairs Committee	**The evidence of need is substantial such that when COCC advertises this program to students, they can be confident that the program will either facilitate completion of a bachelor's degree (transfer programs) or will provide adequate preparation for a specific occupation (CTE programs).**
Academic Affairs Committee	**The resources/financial impacts of implementing and offering this program over time are clearly identified.**
Academic Affairs Committee	**Based on identified resources/financial impacts, COCC has the capacity to implement this program and offer it over time.**
Academic Affairs Committee	**Any unresolved issues with COCC, state, and NWCCU standards are addressed.**
Curriculum Committee	The program meets COCC award requirements (credits, performance standard, requirements) and has correct elements identified (i.e., CIP, location, sample plan).
Curriculum Committee	The program has measurable outcomes and an assessment strategy identified.

New Program - Office Professional

Name: _____   **Date**: _____

Department: _____

COCC Contact Information: _____

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

TYPE OF AGENDA ITEM

☐ Information Item (requires approval of AA Chair)

☐ Action Item

    ☐ Information and committee feedback

    ☐ Procedure—revision   (Attach current procedure with proposed changes illustrated with track changes)

    ☐ Procedure—new

    Identify suggested location in *GPM*: _____

    ☐ Policy—revision (Attach current policy with proposed changes illustrated with track changes)

    ☐ Policy—new

    Identify suggested location in *GPM*:_____

    ☐ New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)

    ☐ Other:_____

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE

COCC NEW PROGRAM PROPOSAL: OFFICE PROFESSIONAL CC1

PROGRAM OVERVIEW

1. Describe the program (title, award (1.), and outcomes (3.D.1.)).
   Office Professional, One Year Certificate of Completion (CC1)
2. Identify the type of new program (2.)
   a. If this is "not a significant departure" (2.B.), "replacement of a current program" (2.C.), or "substantial revision" (2.D.) then identify appropriate programs.
   This is a substantial revision (greater than 30%) of an existing program (Office Assistant Certificate).

EVIDENCE OF NEED

Need Detail

1. Identify the purpose of the program.
   The purpose of this program is to provide the education and skills necessary to obtain and succeed in jobs as an office professional.
2. List either job titles (if you propose a CTE program) or transfer universities (if you propose a transfer program) (3.D.1.).
   Executive Secretaries and Executive Administrative Assistants; Secretaries and Administrative Assistants (Except Legal, Medical, and Executive); Human Resources Assistants (Except Payroll and Timekeeping); and Office Clerk. Medical, and Executive); Human Resources Assistants (Except Payroll and Timekeeping); and Office Clerk.
3. Who is your target population?*
   The target audience for this certificate includes individuals preparing for immediate entry-level employment in office occupations and those already in an organization who desire to update and enhance their office skills.

Need Summary*

The target audience for this certificate includes individuals preparing for immediate entry-level employment in office occupations and those already in an organization who desire to update and enhance their office skills. The purpose of this program is to prepare students to obtain and successfully perform the duties of employment in these categories: Executive Secretaries and Executive Administrative Assistants; Secretaries and Administrative Assistants (Except Legal, Medical, and Executive); Human Resources Assistants (Except Payroll and Timekeeping); and Office Clerk. The following data show a significant need for employees in entry-level office occupations.

According to regional Oregon Employment Dept. Occupation Profiles data there are 424 annual job openings in Central Oregon paying an average hourly wage of $20.26. For Administrative Assistants and Office Clerks, employment in these occupations in 2017 (1,458 jobs) was much larger than most occupations in the region. The total number of job openings (153 per year) is projected to be much larger than most occupations in the region through 2027 (Oregon Employment Dept. Occupation Profiles). Nationwide, in 2018 the U.S. Bureau of Labor Statistics counted just over 3,000,000 jobs in Executive Secretaries/Executive Administrative Assistants and Secretaries/Administrative Assistants (Except Legal, Medical, and Executive) occupations.

Based on an interview with local leaders at Express Employment Professionals (a regional staffing provider), occupations served by this degree are still valuable as entry level positions every company needs. These occupations also provide the company with a future pipeline of people to fill other positions in the company.

COLLABORATION

Collaboration Detail

1. If CTE program, Advisory Board Support
   a. All CTE programs must have an advisory board
      i. If the discipline has a current advisory board, please provide a letter of from the committee highlighting needs for the program and affirming support.
      ii. If the discipline does not have a current advisory board, identify the process and timeline for creating one, identify several prospects for membership, and attach letters of support.
      A new Business advisory committee has been assembled with a planned first meeting in January 2020. In the interim, comments made by tentative advisory committee members Stephanie Miller and Connie Worrell-Druliner, with Express Employment Professionals, were included in the Need section above.

Collaboration Summary *

The COCC Business department plans ongoing collaboration with members of our new advisory committee (Steve Curley, Oregon Small Business Development Center; Carolyn Eager, City of Bend; Stephanie Miller, Express Employment Professionals; Devon Gaines, Devon Gaines Certified Public Accountants; and Brian Cash, Alpine Internet). A new Business advisory committee has been assembled with a planned first meeting in January 2020. In the interim, comments made by Stephanie Miller and Connie Worrell-Druliner, with Express Employment Professionals, were included in the Need section above.

ALIGNMENT

Alignment Detail

1. Strategic Alignment
   a. Identify the alignment of this program to COCC's mission.
      By preparing students for available job opportunities and providing a variety of course delivery methods, this certificate supports COCC's Mission to "promote student success and community enrichment by providing quality, accessible educational opportunities".
   b. Identify the alignment of this program to any other College initiatives (Strategic Plan, Academic Master Plan, etc.)
      This certificate aligns with the COCC Strategic Plan's second initiative within the Community Enrichment goal: "Advance positive regional economic development by assisting with educational and training needs of business, industry and workforce".
   c. Identify any other alignments (such as HECC/CCWD priorities, state or national workforce investment initiatives, Pre-K-12 projects.)
      None.
2. Specialized Accreditation
   a. Is there an accreditation association that aligns with this program? No

Alignment Summary*

By preparing students for available job opportunities and providing a variety of course delivery methods, this certificate supports COCC's Mission to "promote student success and community enrichment by providing quality, accessible educational opportunities". This certificate also aligns with the COCC Strategic Plan's second initiative within the Community Enrichment goal: "Advance positive regional economic development by assisting with educational and training needs of business, industry and workforce".

DESIGN

Design Detail

1. If you are proposing a CTE program,
   a. List the student learning outcomes.
   1) Apply effective written and verbal communication skills individually and in groups.
   2) Apply analytical, technology, and reasoning skills relevant to the profession.
   3) Apply appropriate ethical choices on both a professional and personal level.
   4) Identify and resolve business problems through critical thinking and the decision-making process.

   b. Provide the program assessment plan and schedule. For each program outcome, identify the course that represents the highest level of achievement of the outcome, the measurement that will be used to collect student evidence of achievement, and the term/year each outcome assessment will be reported.
   Outcome #1 - Assessed in BA 178 through a case study assignment to be reported in 2021-22.
   Outcome #2 - Assessed in BA 178 through a dialog analysis assignment to be reported in 2020-21.
   Outcome #3 - Assessed in BA 214 through a research report assignment to be reported in 2021-22.
   Outcome #4 - Assessed in BA 104 through a comprehensive exam to be reported in 2021-22.

2. Course requirements (course number, title, credits presented in a sample plan format)
   a. Identify any new courses in yellow highlight.
   This program includes no new courses.
      - BA 101 (Intro to Business – 4 credits)
      - BA 104 (Business Math – 3 credits)
      - CIS 120 (Computer Concepts – 0 to 4 credits)
      - BA 178 (Customer Service – 3 credits)
      - LIB 100 (Introduction to Finding Information – 1 credit)
      - CIS 131 (Software Applications – 4 credits)
      - BA 206 (Management Fundamentals I – 4 credits)
      - BA 223 (Marketing Principles I – 4 credits)
      - BA 214 (Business Communications – 3 credits)
      - CIS 125E (Excel – 4 credits)
      - BA 233 (Internet Marketing – 4 credits)
      - Elective (3 – 4 credits) chosen from:
         o BA 217 (Accounting Fundamentals – 4 credits)

- o BA 224 (Human Resources – 4 credits)
- o BA 218 (Personal Finance – 4 credits)
- o BA 280 (Coop Work Experience – 3 credits)
- Total Credits (37 – 42)

3. Delivery method*
   The primary delivery method will be traditional (face-to-face), with hybrid and online course options. The program will be based (with 50% or more of the courses offered) in Bend; however, many program courses will be offered face-to-face on the Redmond, Prineville, and Madras campuses.

4. Entrance and enrollment options
   There will be no formal entrance requirement for this program, although there will be individual course prerequisites. Students may begin this program in any term, and both part-time and full-time attendance options are available.

Design Summary*

The design of this program represents a shift away from more technical computer skills (such as web design, programming, Access, Dreamweaver, A+ Essentials, Web Development) in the current certificate towards more people/communication skills in this new version of the certificate reflecting employer preferences. Companies prefer to hire the person that will best represent their organization and bring foundational skills to the company; that company will then provide specialized training in skill development specific to that company.

The primary delivery method will be traditional (face-to-face), with hybrid and online course options. The program will be based (with 50% or more of the courses offered) in Bend; however, many program courses will be offered face-to-face on the Redmond, Prineville, and Madras campuses.

There will be no formal entrance requirement for this program, although there will be individual course prerequisites. Students may begin this program in any term, and both part-time and full-time attendance options are available.

CAPACITY

Capacity Detail

2. Enrollment projection
   a. Projected enrollment in first 1-3 years
      First year: 10
      Second year: 15
      Fully mature program: 20+
   b. Projected enrollment of mature program* (identified as a number, not a range):
      20 students
3. Impact on faculty resource.
   a. Identify program director, if applicable
   b. Identify new or reallocated assignments
      The current Business Program Director is Theresa Freihoefer. Although an increase in enrollment is expected, the change to the number of courses scheduled should be minimal (perhaps 1-3 CRNs per academic year). If CRNS of existing courses are added, those CRNS would likely be staffed with adjunct and/or part-time faculty.

4. Impact to load
    c. Identify one-time load impacts associated with implementation
       None
    d. Identify on-going load impacts (program director, reassignment, etc.)
       May require 9 – 12 additional load units over the course of the academic year if possible
       1-3 CRNS are added during that academic year.
5. Impact to facilities, technology, and/or equipment
   May require use of more classrooms than currently required if possible 1-3 CRNS are added
   during the academic year.
6. Impact to discipline/department and administrative assistant
   May require an extra 1-3 CRNS of program courses during the academic year, which would
   require building additional courses, finding additional rooms, and additional staffing.
7. Budget (*certain types of changes must submit a formal budget to NWCCU)
    e. Expenses
        i. Identify all current resource and budget requirements that will be **redirected** to
           this program (R in the table below.)
        ii. Identify all **new** resource and budget expenses needed for this program (N in
            the table below.)
            If extra CRNs are added during the academic year, the projections below assume
            that these CRNs would be taught by an adjunct or part-time faculty member.
            Therefore, the budget projections below assume an adjunct/part-time load at
            $718 (step 8 in 20-21) for one extra (unplanned based on current estimated
            program course needs) four-credit course each academic year. These
            projections also assume that the cost of extra courses are cumulative compared
            to the current year's budget. In addition to faculty load, we may develop an
            online version of BA 217 to provide students more format options for that
            elective choice.

	$ needed Year 1		$ needed Year 2		$ needed Year 3	
	R	N	R	N	R	N
Personnel		$3,144		$6,288		$9,432
Equipment						
Technology- Hardware						
Technology- Software						
Materials/Supplies						
Curriculum or Online Development						$300
Other Capital Expenditures						
External accreditation for program						
TOTALS						

8. Revenue
    i. Identify any new fees proposed in conjunction with this program.
       None
    ii. Identify any other resources (grants, outside funding) that the College will be
        able to dedicate to expenses related to this program
        None

9. Program cost and scholarships
    a. Identify any special fees and costs to students (beyond regular tuition and fees)
       None
    b. Identify any special aid, scholarship, or resources available to students*
       None
10. Other impacts: Identify impacts to the following areas:

Area or department	Identify impact
Policy impacts (new or changes to policies required as a result of this program)	None
Admissions and Records	None
Advising	None beyond awareness
Bookstore	None
Campus Services	None
College Now	None
College Relations	Possible inclusion in college-wide promotional efforts
Financial Aid	Submit for approval of certificate for aid eligibility
Information Technology Services	None
Library	None
Risk Management (contracts, new field-based experiences)	None
Tutoring and Testing	None

Capacity Summary*

In the first year of this program, we estimate that 10 students will declare their intentions to pursue this degree path. This number will increase over time to 15 students in the second year and will exceed 20 students by the third year. Our confidence stems from the significant number of annual job openings, increased promotion of this program, and collaborations with advisory committee members and local industry leaders.

Michael Hansen, in consultation with other Business faculty, will be the content expert responsible for program development. As a full-time member of the Business department faculty, Michael has sufficient capacity to complete the development of this program for initial three-year implementation period. Michael will also be the lead faculty responsible for maintaining the program (which includes curriculum oversight and updating, catalog editing, and SLO assessment).

This program fits extremely well within current department and COCC operations. Current FT faculty have the expertise to teach the program, and there is no immediate load impact. The program uses existing courses, and enrollment for the mature program is expected to be within current seat capacity (although additional course sections may be required in the future). Current facilities, technology, equipment, and administrative support are sufficient for this new program.

IMPLEMENTATION TIMELINE AND TARGETED EFFECTIVE TERM

1. Identify the desired effective term (new programs typically align with the academic year which begins in fall.)
   Fall 2020

2. Proposal timeline:

Chair submits proposal to Curriculum Office	Oct. 4, 2019
(Dean approval)	
(VPI approval)	Oct. 8, 2019
Submit to AA	Oct. 16, 2019
Academic Affairs	Oct. 21, 2019 Nov. 4, 2019 Nov. 18, 2019 if needed
Submit to Courseleaf	Nov. 22, 2019
Curriculum Committee Approval	Prior to spring break
Implementation	Fall, 2020

NEW PROGRAM PROPOSAL APPROVAL

Curriculum Office:
☒ Form is complete and incorporates feedback from the concept worksheet.
CO Approved by and Date forwarded to dean: VViles forwarded to dean MFisher on 10/04/19

Dean:
☒ Ensuring that the resource and impact descriptions are accurate and the department/discipline have the capacity to development the program. Michael Fisher, 10/23/19

VPI:
☒ Confirming
VPI Approved by and Date forwarded to Academic Affairs: Betsy Julian, 10/23/2019

Academic Affairs (Chair):
☐ Confirming proposal was approved in Academic Affairs.

Related Instruction

Name: _____   **Date**: _____

Department: _____

COCC Contact Information: _____

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PROPOSAL OVERVIEW

TYPE OF AGENDA ITEM

☐ Information Item (requires approval of AA Chair)

☐ Action Item

  ☐ Information and committee feedback

  ☐ Procedure—revision   (Attach current procedure with proposed changes illustrated with track changes)

  ☐ Procedure—new

  Identify suggested location in *GPM*: _____

  ☐ Policy—revision (Attach current policy with proposed changes illustrated with track changes)

  ☐ Policy—new

  Identify suggested location in *GPM*:_____

  ☐ New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)

  ☐ Other:_____

Revised AA Presentation Checklist-writable   Updated 5/10/2018

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE

Related Instruction Purpose, Outcomes and Criteria
(Approved Academic Affairs May 20, 2019Draft July 11, 2019, Revised 10/9/19)

The purpose of related instruction is to ensure minimum, essential skills in the areas of communication, computation, and human relations which align with and support program goals or outcomes . COCC includes related instruction requirements in every career and technical education program that is at least a year in length (36 credits or greater). Related instruction courses are embedded in the course list under program requirements. All courses used for related instruction have been approved as meeting the College's communication, computation, or human relations outcomes at the time of approval.

Courses approved for related instruction should be substantially dedicated to achievement of the outcomes associated with the RI category and must clearly serve CTE students.

Computation
Upon successful completion of the course, the student will be able to:
1. Solve basic problems using mathematical principles and be prepared to apply them to workplace scenarios.
2. Evaluate and interpret data in order to make informed decisions in the workplace.
In order to meet the related instruction computation component of a CTE program, a course must:
1. Meet all computation outcomes;
2. Include at least 30 hours of focused instruction directly related to the outcomes;
3. Be college level;
4. Be taught or monitored by a qualified instructor.

Communication
Upon successful completion of the course, the student will be able to:
1. Communicate clearly, accurately, and professionally in a variety of situations including workplace scenarios.
2. Communicate in written format confidently and effectively with a variety of audiences and be prepared to apply these skills in the workplace.
In order to meet the related instruction communication component of a CTE program, a course must:
1. Meet all communication outcomes;
2. Include at least 30 hours of focused instruction directly related to the outcomes;, including at least 20 hours focused on written communication;
2.
3. Be college level;
4. Be taught or monitored by a qualified instructor.

Human Relations
Upon successful completion of this course, the student will be able to:
1. Identify and model behaviors that demonstrate respect for diverse perspectives and experiences and be prepared to apply them in the workplace.
2. Collaborate and dialogue with empathy and respect.
In order to meet the related instruction human relations component of a CTE program, a course must:
1. Meet all human relations outcomes;
2. Include at least 30 hours of focused instruction directly related to the outcomes;
3. Be college level;
4. Be taught or monitored by a qualified instructor.