

**Academic Affairs Meeting Minutes**

**Date: 12/02/2019, Monday 3:30-4:30 PM**

**Location: Max Merrill Room, Library 221**

**Present (voting members):**

John Liccardo (*Transfer Faculty*) – Chair  
Michael Hansen (*Faculty at Large*)  
Dan Alberghetti (*CTE Faculty*)  
Wayne Yeatman (*CTE Faculty*)  
Amy Harper (*Faculty Forum President*)

**Absent (voting members):**

Julia Russell (*ASCOCC representative*)  
Betsy Julian (*VPI*)  
Carolyn Schmidt (*Classified Representative*)  
Kirsten Hostetler (*Transfer Faculty*)

**Present (non-voting members):**

Tyler Hayes (*Director Admissions & Registrar*)  
Steve Broadbent (*IT Representative*)  
David Schappe (*CTE Council*)  
Jane Morrow (*ChairMoot Representative*)  
Vickery Viles (*Director of Curriculum & Assessment*)  
Aimee Metcalf (*Shared Governance Committee*)  
Krista Leaders (*Committee Specialist*)

**Absent (non-voting members):**

**Guests**

Owen Murphy

Meeting began @ 3:30

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

**Unfinished Business**

1. Review Academic Affairs Committee minutes from 11/18/19
  - a) **Wayne Yeatman motioned to approve, Dan Alberghetti 2<sup>nd</sup>, motion passed unanimously**
2. Review Curriculum Committee minutes from 11/26/19
  - a) **Reviewed**

**New Business**

1. **2<sup>nd</sup> Reading Action Item: Academic Master Plan (Betsy)**
  - a) **Tabled due to not receiving the names of the leads for items on the Academic Master Plan.**
2. **1<sup>st</sup> Reading Action Item: Proposal to create new SUS prefix and curriculum sub-committee (Owen Murphy)**
  - a) Create new prefix for SUS that would identify sustainability courses. The prefix would be available to all departments to create new courses or cross-list existing courses that meet sustainability criteria.
    - (1) Sustainability addresses issues of environmental, social, economic in nature and addressed across subjects.

- b) Owen proposed the formation of a sub-committee to create foundational sustainability learning outcomes to satisfy sustainability requirements and determine appropriate courses.
  - i. Cross-listing would allow courses that meet the criteria of sustainability to create a cohesive set of classes. Potential to for collaboration across departments in defining course outcomes. Cross-listed = 1 course with 2 different course numbers. Students can register under either one.
    - (1) Example: a Math course is the same as a Computer Science course and meets the same requirement.
    - (2) Example: BA 1XX addresses issues of sustainability in the same manner as SUS 1XX would be cross-listed.
    - (3) Current courses that meet the sustainability criteria at COCC would be Biology 103 Ecology, Forestry classes; Sociology 215 addresses social issues of sustainability.
- 3. Committee discussion ensued regarding clarification of Academic Affairs roll in suffix creation
  - a) Academic Affairs does not have a role in prefix creation. In this case, AAC would give endorsement due to the fact the prefix will behave differently than other prefixes. This prefix will be interdisciplinary and act in a cross-listed capacity.
  - b) Suggestion to have Owen come back for a second reading.
    - i. Include a charge for the taskforce
      - (1) Is the charge to build out the cross-listing process?
      - (2) Decide which model/option is best for COCC?
        - (a) Cross-listing or attach attributes to the course.
        - (b) Registrar should be included in the discussion of determining the model.
        - (c) Have Owen create a list of criteria for each option

- c) Questions:
  - i. Is AAC ok with the model/option of cross-listing SUS prefix with equivalent course in multiple departments? Or would AAC like exploration of different models/options for SUS prefix courses before the SUS prefix is created?
  - ii. What are the other models to consider? Owen needs to clarify the model he is proposing before a task force is created and given a charge.
- d) Suggestion for two groups to be formed:
  - i. First group to work on creating the learning outcomes and criteria.
  - ii. Second group to work on exploring the models/options available.
- e) **The first proposal, the creation of the SUS prefix is tabled until AAC can get a better description of the models.**
- f) **Amy Harper motioned to accept the first reading of the second proposal, the creation of a task force to address sustainability outcomes. Prior to the second reading Owen should bring a charge for the task force to the committee. Jane seconded the motion.**
- g) **Amy Harper motioned to have a Curriculum, Registrar and Owen to work together to articulate the pros and cons of the different options/models of course offerings. Jane seconded the motion.**

The meeting adjourned at 4:28 pm.

**Next Meeting: is January 6, 2020 3:30 – 4:30, Max Merrill room**

**Curriculum Committee Meeting Minutes - DRAFT**

**Date & Time 12/10/19, Tuesday 8:30 - 9:30 AM**

**Location: OCH 141**

**Present (voting members):**

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

**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**

- Kari McDaniel (Asst Professor I, Nursing Assistant)
- Kristin Lambert (Asst Professor I, Practical Nursing)
- Liz Coleman (Asst Professor II, Math)
- Michael Hansen (Chair, Business/Aviation)
- Mindy Williams (Asst Professor II, Humanities)
- Pat Kennelly (Program Director, GIS)

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

**Consent Agenda**

1. Approve 11/26/19 minutes
2. Approve second readings
  - a. Humanities
    - i. Course revisions
      1. WR 121: Academic Composition
  - b. Human Services
    - i. Course revisions
      1. HS 208: Multicultural Issues Hum Serv
  - c. Massage Therapy
    - i. Program revisions
      1. 5500: Massage Therapy AAS
      2. 5502: Massage Therapy CC2
  - d. Pharmacy Technician

- i. Course revisions
  - 1. AH 105: Calculations for Allied Health
- e. **Liz Hylton motioned to approve the consent agenda and Sarah Fuller seconded the motion. The motion was unanimously approved.**

## New Business

- 1. GIS
  - a. Program revisions
    - i. 5400: Geographic Information Systems (GIS) AAS
      - 1. Added two aviation (UAS) courses to the list of GIS electives.
      - 2. Removed HHP 252A from the requirements.
        - a. COCC required a health course in AAS degrees prior to 2010.
      - 3. Pat emailed impacted departments regarding the proposed curriculum changes.
      - 4. Recommendation: Update the formatting around the math requirement, as the current formatting is confusing.
        - a. The formatting will be fixed with the upcoming related instruction changes.
      - 5. Recommendation: Update language from “sequence” to “grouping” in the GIS electives section.
    - ii. **Annemarie Hamlin motioned to approve the changes to the GIS AAS and Sarah Fuller seconded the motion. The motion was unanimously approved.**
- 2. Nursing
  - a. Program revisions
    - i. 5545: Practical Nursing CC2
      - 1. Updated program outcomes.
        - a. Recommendation: Update outcome #3 to clarify that professional behavior is with patients.
        - b. **Action item: Kristin Lambert will email an updated assessment methodology statement to either Erika Carman or Vickery Viles by January 7, 2020.**
    - ii. **Annmrie Hamlin motioned to approve the changes to the Practical Nursing CC2 and Liz Hylton seconded the motion. The motion was unanimously approved.**
- 3. Math
  - a. New courses
    - i. MTH 102: Applied Technical Mathematics
      - 1. MTH 102 is a combination of MTH 085 and MTH 086 and is on the related instruction computation list.
      - 2. MTH 102 is a CTE course (ACTI code 210) and can count as an elective in the AAOT.
    - ii. **Liz Hylton motioned to approve MTH 102 and Sarah Fuller seconded the motion. The motion was unanimously approved.**
- 4. Nursing Assistant
  - a. Course revisions
    - i. NUR 103: Nursing Assistant
      - 1. The current contact hour ratios for NUR 103 are not approvable by the state.

2. The state board of nursing requires a minimum of 53 lecture contact hours.
  3. Increased credits from 7 to 9.
  - ii. **Michelle Decker motioned to approve the changes to NUR 103 and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
5. Humanities
- a. Course revisions
    - i. WS 101: Women's and Gender Studies
      1. Updated course description and outcomes.
        - a. Recommendation: Update verbs from “understand and engage” to “engage”.
      - ii. **Michelle Decker motioned to approve the changes to WS 101 and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**

**Adjourn:** 9:30 a.m.

**Next Meeting:** Tuesday, January 14, 2020—OCH 141 at 8:30 a.m.

DRAFT



## 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**

**STUDENT IMPACT**

**ANTICIPATED IMPLEMENTATION TIMELINE**



## **Task Force on Sustainability Course Designation**

### **Charge**

This taskforce has two primary responsibilities: First, make a recommendation to Academic Affairs about the most appropriate model with which to establish a college wide sustainability course designation. Second, develop specific criteria and learning outcomes for sustainability-designated courses.

With regard to the first responsibility (sustainability course designation model), the task force should consider the following issues:

1. Limitations imposed by the Banner software system.
2. Limitations imposed by the college catalog structure.
3. Ease of transparency and clarity from a student perspective.
4. Ease of use from a faculty and advising perspective.
5. Precedents set at other regional colleges and universities.

With regard to the second responsibility (course criteria and learning outcomes), the task force should consider the following issues:

1. A consensus definition of sustainability across disciplines.
2. Types of courses that are eligible for the sustainability designation.
3. Minimum course content depth or duration that will qualify for the sustainability designation.
4. Learning outcomes that are relevant to environmental and/or social sustainability.
5. Learning outcomes that are appropriate across disciplines.
6. Assessment of learning outcomes (e.g., syllabus inclusion, learning activities, assessment).
7. Instructor training.

### **Sustainability**

In order to clarify the goals of this taskforce, it is important to clarify the definition of “sustainability”. Based on the 1987 Brundtland Report published by the United Nations, sustainability is defined as *meeting the needs of the present without compromising the ability of future generations to meet their own needs*. There are three main interconnected components sustainability: environmental, social, and economic (alternatively described to as planet, people, and profit). Environmental sustainability refers to the conservation and preservation of Earth’s biosphere (e.g., clean air and water; biodiversity of plants, animals, insects, etc.). Social sustainability refers to the health and wellbeing of people (e.g., social equity and access to education, healthcare, nutrition, etc.). Economic sustainability refers to practices that support long-term economic growth and stability without negatively impacting environmental or social wellbeing.

### **Background**

In light of recent global environmental and social developments (e.g., climate change, pollution, health and wealth disparities, etc.), sustainability has become increasingly prioritized at American colleges and universities. According to the Association for the Advancement of Sustainability in Higher Education, there are nearly 1000 institutions across the U.S. (including 146 two-year colleges) working to make

their operations and curricula more environmentally and socially sustainable. Although COCC has made a number of investments in “green” infrastructure over the years (e.g., solar panel installations and electric vehicle charging stations), we have not collectively addressed sustainability curricula. As of 2019, six of seven public Oregon universities offer sustainability-focused courses or degrees, as do Chemeketa, Lane, and Portland community colleges.

The goal of this task force is to determine how to best create, integrate, and communicate sustainability coursework at COCC. There are a number of possible models to use to implement a sustainability course designation, but each model has its pros and cons related to Banner, catalog structure, overall clarity, and ease of use. Once a course designation model is chosen, the taskforce will then determine qualifying course criteria and learning outcomes, as well as a process to ensure that these outcomes are included in approved course syllabi.

### **Timeline**

Task force findings related to responsibility #1 (sustainability course designation model) will be presented to the Academic Affairs Committee by the end of March 2020. Task force findings related to responsibility #2 (sustainability course criteria and learning outcomes) will be reported by the end of May 2020.

### **Membership**

Faculty:

1. Ron Boldenow, Faculty, Natural and Industrial Resources
2. Owen Murphy, Faculty, Health and Human Performance
3. Matthew Novak, Faculty, Social Science
4. Representative, Faculty, Science

Non-faculty:

1. Vickery Viles, Director of Curriculum and Assessment
2. Annemarie Hamlin, Instructional Dean
3. Tyler Hayes, Admissions and Records

## Sustainability Course Set-up Options (Dec. 31, 2019)

Prepared for Academic Affairs Committee by staff in Curriculum & Assessment, A&R, Stud. Module Mgr.

### BACKGROUND

There is an interest in creating a standard associated with sustainability course content, identifying courses from a variety of disciplines that meet this standard, and presenting these options to students. Several other Oregon community colleges are heading in a similar direction but with varying methods.

Considering various options requires that we imagine future interest of similar applications of the option. If we do this for SUS, we want the option to work in other applications as well. We are also trying to imagine growth of SUS beyond course identification.

### OPTIONS

#### 1. List of Sustainability Courses (Identified in the course outline)

- Courses that meet the sustainability standard are marked with a sustainability attribute code in Banner.
  - Sustainability would be identified in approved course outline (specific location tbd but could be description, SLO, or topics)
  - One course, SUS 101, would exist as an SUS course (displayed in schedule).
- The list is displayed in the catalog "[Special Curriculum](#)" page and the public web sustainability page.
- Example:
  - A list includes **FOR 208, SUS 101**, etc. and is located [in the catalog](#).

PROS	CONS
Very flexible approach that can support change over time.	Though the SUS prefix would show in the schedule, the full list does not.
Most student-friendly option in transfer.	This convention is new but not significantly different in process and presentation; would take some training and explanation.
Requires no changes to COCC program requirements.	
Most efficient to implement.	

Considerations:

1. Schedule brainstorm: Can we present these courses in the schedule? If we present these courses, would other categories also want to show in the schedule? Can the schedule sort by attribute code in the future?

#### 2. Identify Sustainability courses with an identical SUS-suffix course

- Courses that meet standard are marked with a sustainability attribute code.
  - One course, SUS 101, would exist only as an SUS course.
  - Courses from various disciplines would use a suffix to denote sustainability (current equivalent to non-SUS course).
- Courses would be offered in either the standard format or sustainability format with suffix.
- Example:
  - **FOR 208 Soils: Sustainable Ecosystems** and **FOR 208S Soils: Sustainable Ecosystems SUS**

Pros	Cons
Makes SUS transparent in all course titles, which show in the schedule and GT	Need to identify internal set up guidelines to maintain two version of a course, section
Maintenance: easier to maintain if course relationship ends (inactivate SUS course)	This convention is new but not significantly different in process and presentation; would take some training and explanation.
Clean transfer setting; no complexity to students	Need to maintain multiple versions of the course.

Considerations:

1. Would each course have a companion SUS suffix course, like MIC and WIC or would only one version of the course be used?
2. Technical set-up, Cross-listing vs current equivalent? Should we use cross-listing in to support this? If yes, we need to change CourseLeaf specs. If no, we would need to know to maintain both courses as identical.
3. Is there any impact to instructor qualifications for courses with SUS suffix?

**3. Identify Sustainability courses with a cross-listed SUS prefix course**

- Courses that meet standard are marked with a sustainability attribute code.
  - One course, SUS 101, would exist only as an SUS course and belongs in the public health discipline.
  - Courses from various disciplines would use cross listing to offer the course under two prefixes; one for the discipline subject, and one for SUS. The courses would be identical and students would choose which prefix to register under.
    - Courses would be cross listed and co-scheduled.
    - Courses would be edited together and remain identical.
- Example:
  - Every time **FOR 208 Soils: Sustainable Ecosystems** is offered, a section of **SUS 2xx Soils: Sustainable Ecosystems** is co-scheduled with it and students can register for either section.

PROS	CONS
Presents interdisciplinary courses under SUS in schedule, so most visible in the schedule.	Transfer issues: institutions would not know of cross listing, and SUS course will transfer differently than discipline course.
	This convention is new and significantly different in process and presentation; would take some training and explanation.
	COCC program issues: Some COCC programs would have to revise requirements to allow the equivalent SUS course to count.
	Maintenance: may need to change course numbers if course no longer meets SUS criteria.
	Instructors would be responsible for communicating transfer issues to allow students to decide on which prefix to register for.
	Overhead to students if they need to change their registration (especially after deadlines).

Considerations

1. Issues with revising our own programs to allow cross-listed version of the course. How does this count in AAOT discipline studies as a separate prefix (for example in SS: if a student took PSY 201, PSY 202, and PSY 215 would SUS cross-listed PSY course count?)
2. Is this option needed in other areas which could lead to more complexity?
3. How do instructor qualifications work?