

Academic Affairs Meeting Minutes

Date: 01/06/2020, 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*)
Carolyn Schmidt (*Classified Representative*)
Kirsten Hostetler (*Transfer Faculty*)
Amy Harper (*Faculty Forum President*)
Betsy Julian (*VPI*)

Absent (voting members):

Julia Russell (*ASCOCC representative*)

Present (non-voting members):

Tyler Hayes (*Director Admissions & Registrar*)
Steve Broadbent (*IT Representative*)
Vickery Viles (*Director of Curriculum & Assessment*)
Aimee Metcalf (*Shared Governance Committee*)
Krista Leaders (*Committee Specialist*)

Absent (non-voting members):

David Schappe (*CTE Council*)
Jane Morrow (*Chairmoot Representative*)

Guests

Owen Murphy

Meeting began @ 3:30

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

Unfinished Business

1. Review Academic Affairs Committee minutes from 12/2/19
 - a. **Amy Harper motioned to approve, Michael Hansen 2nd, motion passed unanimously with suggested edits**
2. Review Curriculum Committee minutes from 12/10/19
 - a. **Reviewed**

New Business

1. **Action Item: Proposal to create OER task force (Tina Hovekamp)—1st reading**
 - a. Develop a plan to increase the number of courses that offer low-cost, no-cost book options in the class schedule.
 - b. Suggested members, Julie Downing and others who have participated in conferences.
 - c. **Michael Hansen motioned for Tina to develop a specific charge for the task force and include the specific members. Wayne Yeatman seconded.**
2. **Action Item: Proposal to create SUS prefix task force (Owen Murphy)—2nd reading**
 - a. The charge of the task force will influence who should be on the task force.
 - b. Suggestion to create two task forces addressing two charges which would be comprised of members
 - i. Develop learning outcomes and criteria for sustainability-designated courses.

1. Taskforce comprised of Matt Novak, Ron Boldenow, Science Faculty, Annemarie Hamlin, A&R, Student Services, Curriculum, and Owen Murphy.
 - ii. Develop a model for how the college will establish a college wide sustainability course designation.
 - iii. Betsy, Tyler, Vickery, Annemarie Hamlin to determine the procedural recommendations Discussion ensued regarding the options for Sustainability course setup, pros, cons, ease of implementation and what is best for students.
 - iv. Committee will make a tentative decision by the next meeting on the option to implement the sustainability courses pending what criteria the task force decides on.
 - c. **Amy motioned to approve for 2nd reading with the removal of the first responsibility and the addition of determining the process of initial course approval and an ongoing basis. Betsy amended the motion with a change in the composition of the task force, removing Vikery and Tyler and replacing them with a representative from Student Services. Wayne Yeatman seconded the motion. Motion passed unanimously.**
- 3. Action Item: Academic Master Plan (Betsy)—2nd reading**
- a. Betsy presented the leads for the Academic Master Plan Initiatives
 - i. PT Faculty Professional Development, Paula Simone
 - ii. OER, Tina Hovekamp
 - iii. Online Course Development Support, Michael Murphy
 - iv. Online Degrees and Certificates, Betsy Julian
 - v. Offerings at the Northern Campuses, Jeremy Green
 - vi. Promoting Universal Design, Ken Ruettgars
 - vii. CTE Advisory Committees, Ron Boldenow
 - viii. Non-Credit Workforce Training Opportunities, Glenda Lantis
 - ix. Major Transfer Maps, Betsy Julian
 - x. Academic Web Page Redesign, Vickery Viles
 - xi. Tracking Program Degree Level Assessment, Vickery Viles
 - xii. Integration of Credit System with Non-credit, Jenni Newby
 - b. Leads will present annual reports to Academic Affairs by November 15 each year.
 - c. **Kirsten Hostettler motioned to approve, Michael Hansen 2nd, motion passed unanimously.**

The meeting adjourned at 4:30 pm.

Next Meeting: is January 27, 2020 3:30 – 4:30, Max Merrill room

Curriculum Committee Meeting Minutes - APPROVED

Date & Time 1/14/19, Tuesday 8:30 - 9:30 AM

Location: OCH 141

Present (voting members):

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

Absent (voting members):

- Michele Decker (Faculty Forum, CTE Representative)
- 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

- Kathy Smith (Chair, Mathematics)
- Michael Hansen (Chair, Business/Aviation)
- Vaughn Briggs (Asst Professor II, Business)

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

Consent Agenda

1. Approve 12/10/19 minutes
2. Approve second readings
 - a. GIS
 - i. Program revisions
 1. 5400: Geographic Information Systems (GIS) AAS
 - b. Nursing
 - i. Program revisions
 1. 5545: Practical Nursing CC2
 - c. Math
 - i. New courses
 1. MTH 102: Applied Technical Mathematics
 - d. Nursing Assistant
 - i. Course revisions
 1. NUR 103: Nursing Assistant
 - e. Humanities
 - i. Course revisions

1. WS 101: Women's and Gender Studies
 - f. **Liz Hylton motioned to approve the consent agenda and Sarah Fuller seconded the motion. The motion was unanimously approved.**

New Business

1. Business
 - a. Course revisions
 - i. BA 218: Personal Finance
 1. Increase credits from 3 to 4
 2. Updated student learning outcomes
 3. Student are successful without having a math course as recommended preparation.
 4. Recommendation: Shorten course description to adhere to current COCC Curriculum standards.
 5. **Annemarie Hamlin motioned to approve the changes to BA 218 and Liz Hylton seconded the motion. The motion was unanimously approved.**
 - ii. BA 178: Customer Service
 1. Updated student learning outcomes and content outline as recommended by the related instruction approval process.
 2. **Action item: Erika will research why BA 288 (special studies) is listed as an equivalency to BA 178.**
 3. **Liz Hylton motioned to approve the changes to BA 178 and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
 - iii. BA 285: Business Human Relations
 1. Updated course description, student learning outcomes and content outline as recommended by the related instruction approval process.
 2. **Sarah Fuller motioned to approve the changes to BA 285 and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
 - iv. **Action item: Erika and Vickery will enter the information from the related instruction forms into CourseLeaf CIM.**
 - b. New programs
 - i. Office Professional CC1
 1. Office Professional CC1 is replacing the Office Assistant CC1. The title change and volume of curriculum changes exceeded the states 30% change rule which required a new program.
 2. **Action item: Keri Podell will email Michael, Vickery and Erika sample plan recommendations.**
 - c. Suspended programs
 - i. Office Assistant CC1
 - d. **Annemarie Hamlin motioned to approve suspending the Office Assistant CC1 and adding the new program Office Professional CC1. Liz Hylton seconded the motion. The motion was unanimously approved.**
2. Mathematics
 - a. Course inactivations
 - i. MTH 010: Developmental Mathematics
 - ii. MTH 020: Pre-Algebra

1. Most all of the content from MTH 010 and some of the content from MTH 020 will now be in MTH 015.
 - iii. MTH 031: Health Care Math
 1. MTH 031 was only required in the HIM programs and Addiction Studies programs and consistently struggled with low enrollment.
 - iv. MTH 058: Math Literacy I
 1. Content from MTH 058 is now in MTH 015 and MTH 098.
 2. Most Oregon community colleges do not have MTH 058.
 - v. MTH 065 is not going to being inactivated at this time.
 - vi. **Liz Hylton motioned to approve inactivating MTH 010, MTH 020, MTH 031 and MTH 058 and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
- b. Course revisions
- i. MTH 060: Beginning Algebra I
 1. Updated recommended preparation to replace MTH 020 with MTH 015.
 2. Recommendation: Update “Translate relationships” to another verb in outcome #4.
 3. **Sarah Fuller motioned to approve the changes to MTH 060 and Liz Hylton seconded the motion. The motion was unanimously approved.**
 - ii. MTH 095: Intermediate Algebra
 1. Updated course description and student learning outcomes.
 2. MTH 095 does not satisfy the new related instruction criteria.
 3. **Sarah Fuller motioned to approve the changes to MTH 095 and Liz Hylton seconded the motion. The motion was unanimously approved.**
 - iii. MTH 098: Math Literacy
 1. Changing contact hours from lecture to lecture and lab. Credit hours are staying the same.
 2. Updated student learning outcomes.
 3. **Annemarie Hamlin motioned to approve the changes to MTH 098 and Liz Hylton seconded the motion. The motion was unanimously approved.**
 - iv. MTH 105: Math in Society
 1. Updated course description, prerequisite and content outline as recommended by the related instruction task force.
 2. MTH 105 will no longer be on the discipline studies non lab list effective fall 2020.
 3. **Annemarie Hamlin motioned to approve the changes to MTH 105 and Liz Hylton seconded the motion. The motion was unanimously approved.**

Adjourn: 9:31 a.m.

Next Meeting: Tuesday, January 21, 2020—OCH 141 at 8:30 a.m.

Curriculum Committee Meeting Minutes - DRAFT

Date & Time 1/21/19, Tuesday 8:30 - 9:30 AM

Location: OCH 141

Present (voting members):

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

Absent (voting members):

- Elizabeth Hylton (Faculty Forum, At Large)

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

- Kathy Smith (Chair, Mathematics)
- Paula Simone (Chair, Natural & Industrial Resources)
- Wayne Yeatman (Program Director, Cascade Culinary Institute)

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

Consent Agenda

1. Approve 1/14/20 minutes
2. Approve second readings
 - a. Business
 - i. Course revisions
 1. BA 218: Personal Finance
 2. BA 178: Customer Service
 3. BA 285: Business Human Relations
 - ii. New programs
 1. Office Professional CC1
 - iii. Suspended programs
 1. Office Assistant CC1
 - b. Mathematics
 - i. Course inactivations
 1. MTH 010: Developmental Mathematics
 2. MTH 020: Pre-Algebra
 3. MTH 031: Health Care Math

4. MTH 058: Math Literacy I
5. MTH 065 is not going to be inactivated at this time.
- ii. Course revisions
 1. MTH 060: Beginning Algebra I
 2. MTH 095: Intermediate Algebra
 3. MTH 098: Math Literacy
 4. MTH 105: Math in Society
- c. **Annemarie Hamlin motioned to approve the consent agenda and Sarah Fuller seconded the motion. The motion was approved. Michelle abstained as she was not present at the curriculum committee meeting on 1/14/20.**

New Business

1. Mathematics
 - a. Course inactivations
 - i. MTH 085: Technical Mathematics I
 - ii. MTH 086: Technical Mathematics II
 - b. New courses
 - i. MTH 015: Basic Mathematics
 1. Recommendation: Update outcome #4 to support.
 - c. **Sarah Fuller motioned to approve inactivating MTH 085 and MTH 086 and the addition of new course MTH 015. Paul Pelly seconded the motion. The motion was unanimously approved.**
2. Structural Fire Science
 - a. Course revisions
 - i. SFS 112: Public Ed. Fire Prevention
 1. Updated recommended preparation.
 2. The course description and student learning outcomes are from the Fire Academy.
 3. **Required action item: Paula will add a statement to the course description and student learning outcomes stating they are prescribed from the Fire Academy.**
 4. **Required action item: Paula Simone will add a grading methods and required materials statement to SFS 112.**
 5. **Michelle Decker motioned to approve the changes to SFS 112 pending the required action items are made before the second reading. Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
 - ii. SFS 232: Fire Protection Hyd. Supply
 1. Updated prerequisite and recommended preparation.
 2. **Required action item: Paula Simone will add a content outline, grading methods statement and required materials statement to SFS 232.**
 3. **Ron Boldenow motioned to approve the changes to SFS 232 pending the required action item is made before second reading. Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
 - iii. WF 215: S-215 Fire Ops Urban Interface
 1. Updated recommended preparation.
 2. **Sarah Fuller motioned to approve the changes to WF 215 and Annemarie Hamlin seconded the motion. The motion was**

unanimously approved. WF 215 will go on the consent agenda next week.

- b. New courses
 - i. SFS 175: NFPA Firefighter 1 Academy
 - 1. Remove the general knowledge from the course outline.
 - 2. **Michelle Decker motioned to approve new course SFS 175 pending typos are fixed by second reading. Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
 - ii. SFS 265: Fire Emergency Service Admin
 - 1. The course description and student learning outcomes are from the Fire Academy.
 - 2. **Required action item: Paula will add a statement to the course description and student learning outcomes stating they are prescribed from the Fire Academy.**
 - 3. **Annemarie Hamlin motioned to approve new course SFS 265 and Sarah Fuller seconded the motion. The motion was unanimously approved. SFS 265 will go on the consent agenda next week.**
 - 4.
 - c. Program revisions
 - i. 5600: Fire Science AAS
 - 1. Updated program title from Structural Fire Science to Fire Science based on feedback from the advisory committee.
 - 2. Next year Paula plans to replace the WF prefix and SFS prefix with FS (Fire Science).
 - 3. GS 105 or CH 104 should be 4-5 credits in the program requirements and in the sample plan.
 - 4. The committee complimented Paula on the sample plan.
 - 5. **Action item: Paula Simone will update the program assessment methodology statement and email the updated statement to Vickery Viles to enter in CourseLeaf CIM.**
 - 6. **Michelle Decker motioned to approve the changes to the Fire Science AAS and Annemarie Hamlin seconded the motion. The motion was unanimously approved.**
3. Emergency Medical Services
- a. Course revisions
 - i. EMT 195 has been moved to next week's agenda due to time constraints.
4. Military Science
- a. Course revisions
 - i. MS 111, MS 112 and MS 113 have been moved to next week's agenda due to time constraints.
 - ii. **Action item: Curriculum Committee members will email feedback and suggestions on MS 111, MS 112 and MS 113 to Paula Simone before next week's curriculum meeting on 1/28/20.**
5. Cascade Culinary Institute
- a. Course revisions
 - i. BAK 280: Baking Industry Internship
 - 1. Changing from 6 credits to 1-6 credits.
 - ii. CUL 102: Food Safety and Sanitation



1. Changing from standard grading to P/NP because students who receive a 75% or greater on the National Restaurant Association's ServSafe national sanitation and food safety exam will pass the class.
- iii. CUL 242: Charcuterie
- iv. HM 130: Supervision in Hospitality
 1. Adding back missing student learning outcomes.
- v. HM 150: Procurement Cost Control
- vi. HM 190: Dining Room Operations
- vii. HM 290: Career Success and E-Folio
 1. Recommendation: Remove instructor approval from the prerequisite since there is a course prerequisite already programmed.
 - a. Comment: Hospitality Management students won't ever take CUL 170 or BAK 170 so instructor approval is necessary.
 - b. Question: Is there an HM course that would be a good prerequisite?
- b. New courses
 - i. BAK 265: Retail Baking Management
 1. BAK 265 will support the new bakery kiosk at CCI, which is now volunteer based.
 - ii. CUL 104: Applied Math for Culinary Arts
 1. CUL 090 is being renumbered to CUL 104.
 2. CUL 090 is college level but not numbered at 100-level to reflect that the course is college level.
 - iii. CUL 203: Food Truck Operations
- c. Committee members complimented Wayne on the improvements to the BAK, CUL and HM course student learning outcomes.
- d. **Annemarie Hamlin motioned to approve the changes to the BAK, CUL and HM courses and new courses BAK 265, CUL 104 and CUL 203. Paul Pelly seconded the motion. The motion was unanimously approved. All BAK, CUL and HM courses will go on the consent agenda at next week's curriculum committee meeting on 1/28/20.**
- e. Program revisions
 - i. 5262: Culinary Arts AAS
 1. Recommendation: Update program outcome #2 from "Demonstrate comprehension" to "Apply".
 2. Comment: Program outcomes across all the Baking, Culinary and Hospitality Management programs are very similar.
 3. Recommendation: Update the language in the program assessment methodology statement from Likert scale to a 5 point scale.
 - ii. 5263: Baking and Pastry Arts AAS
 1. Recommendation: Update program outcome #2 from "Demonstrate comprehension" to "Apply".
 - iii. 5264: Baking and Pastry Arts CC2
 1. Recommendation: Update program outcome #2 from "Demonstrate comprehension" to "Apply".
 - iv. Question: Why have an additional year of curriculum if program assessment is already demonstrated in CUL 280/BAK 280 (fourth term)?
 - v. **Annemarie Hamlin motioned to approve the changes to the Baking AAS, Baking CC2 and Culinary AAS with suggested minor changes. Paul Pelly**



seconded the motion. The motion was unanimously approved. The Baking AAS, Baking CC2 and Culinary AAS will go on the consent agenda at next week's curriculum committee meeting on 1/28/20.

Adjourn: 9:33 a.m.

Next Meeting: Tuesday, January 28, 2020—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

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE



Form 1: Presentation Checklist

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Date: _____

Department: _____

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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: _____

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE

COCC New Program Approval Process Overview

Last revised 12/30/19

Step	Purpose	Due date	Approvers	Communication
1. Concept Worksheet	To provide structure to proposer in order to communicate concept and to obtain approval to dedicate resources for developing a proposal	To Curriculum Office (with chair approval complete) by: March 1	Chair, Curriculum Office, Dean, VPI	VPI communicates approval: Proposer, Chair, Dean, CO (sets up workshop)
2. Concept Workshop	To provide feedback to proposer on content, timeline and steps prior to full development.	Scheduled by Curriculum Office: Early spring term	Feedback provided, no approval needed	VPI to Headlines [or CO to Bobcat Community]
3. Program Proposal	To present the developed program proposal to internal COCC approvers, with focus on the purpose, need, and COCC capacity to support the program.	To Curriculum Office (with chair approval complete) by: Oct. 1	Chair, Curriculum Office, Dean, VPI, Academic Affairs	Standard agendas, minutes, materials via Academic Affairs
3. Curriculum Proposal	To enter the fully developed program (and any course changes) into CIM for comprehensive review and approval.	Submitted in CourseLeaf CIM: Wednesday before Thanksgiving	CIM workflow: CO, chair, Dean, A&R, Curriculum Committee	Standard Courseleaf emails, agendas, minutes via Curriculum Committee
4. External Approval	To complete approval steps and implement.	As timing allows	Depending on proposal: COCC Board, CCWD or HECC, NWCCU (required prior to opening program to students), Department of Education (required for FA eligibility)	CO to proposer, chair, dean, VPI, other related departments as approved
5. Implementation in COCC systems	Banner, Catalog, web page, GradTracks, schedule	Target Fall term		Proposer, college relations, admissions to community

COCC New Program Concept Worksheet

Last revised 12/30/19

The new program concept worksheet allows you to describe your program concept in order to request approval to move ahead with development, as well as provides you with a tool to give structure to your program development process. The worksheet is based on questions you will need to answer in a more formal and final format for a future stage in the approval process. If you are approved to proceed with development, you will receive feedback that may result in changes to the information in future stages.

Proposer:

Working title of program:

Chair approval:

Reviewed and approved concept worksheet as comprehensive and accurate.

Approved by:

Date submitted to Curriculum Office:

[\[move all approvals from last page here??\]](#)

CONCEPT WORKSHEET APPROVAL AND NOTES

Each approver needs to enter their initials and the date, save, and forward to the next approver (with a copy the Curriculum and Assessment Office).

Curriculum Office:

Form is complete.

CO approved by and date forwarded to dean:

Dean:

Reviewed and approved content as comprehensive and accurate.

Confirming the need description is accurate.

Confirming that proposer, discipline and department has capacity to develop and maintain the new program.

Dean approved by and date forwarded to VPI:

VPI:

Confirming preliminary capacity and alignment of program to COCC mission and strategic direction.

VPI Approved by and Date forwarded to Curriculum Office for Workshop: _

Notes from Concept Workshop

NEW PROGRAM CONCEPT

1. Which type of award do you propose?

Transfer

Associate of Arts Oregon Transfer (AAOT) Focus Area - must align to a specific major offered by a minimum of 3 Oregon public universities.

-Aligns with majors at which universities:

Associate of Science (AS) Focus Area - must be a defined major at another higher education institution and/or the general education requirement of a specific higher education institution.

-Aligns with which majors:

-Aligns with which university:

-Aligns with which major at a specific university:

ASOT Focus Area - must be pre-approved by CCWD or HECC

-Focus area:

Career and Technical Education (must prepare students for immediate employment)

Associate of Applied Science (AAS) - a specific occupation and job title(s) needs to be identified

- occupation and job title(s):

Associate of Applied Science Option (AASO) - same as AAS but can represent a specialized technical skill area, must share a minimum of 70% of credits of the base program

- occupation and job title(s):

-specialization:

One or Two Year Certificate (CC2 or CC1) 36-108 credits, must prepare students for immediate employment; a specific occupation and job title(s) need to be identified

Independent certificate - not related to (a subset of) another CTE program

- occupation and job title(s):

Related certificate – is a subset of (100% contained within) another CTE program

-Related to which program:

- occupation and job title(s):

Career Pathway Certificate (CPCC) - 12-35 credits, must be related to/a subset of an AAS, represents a specialized technical skill area within an occupation

-related to which AAS:

- specialized technical skill:

2. Type of New Program—choose one

2.A. New program that represent a significant departure from programs previously approved

- May require a new discipline or represents award not previously approved
- e.g., surgical technician, fermentation science, climate science, applied baccalaureate
- (This category may require additional information and/or more time for approval.)

2.B. New program that is not a significant departure from programs previously approved

- Fits in a current discipline
- Similar to approved programs (identify similar programs:)
- Could be interdisciplinary
- e.g. accounting certificate added to business administration, or conservation management added to forestry

- 2.C. Replacement of current program with a new program** (replaced program:)
 - Change in award type
 - e.g. ending an AASO and creating a new independent AAS
- 2.D. Substantial revision of current program such that a new program is required** (revised program:)
 - Change of more than 30% of credits (per CCWD calculation)
 - Significant title change
 - Change in CIP Code
 - Change in base program to a related CTE certificate

3. State and NWCCU Standards

The following questions are based on the five standards required by the state (CCWD) for program approval.

3.A. Need

- 1. Identify your target audience.**
- 2. Evidence of need**
 - a. If you propose a CTE program, request an occupational profile of the occupations associated with the proposed program from the Curriculum Office. This is a description of data about the occupation from the Oregon Employment Department.
 - i. What is the average hourly or annual wage for these occupations in the Central Oregon region?
 - ii. What is the number of total annual job openings in Central Oregon?
 - iii. Provide 3-5 points representing the strongest evidence of need, citing your source and including specific employers who have requested the program (if any).
 - b. If you propose a transfer focus area, provide 3-5 points representing a summary of the strongest evidence of need for this program. [\[Need more direction here?\]](#)

3.B. Collaboration

- 1. List up to 3-5 stakeholders who will be included in program development (e.g. employers, advisor committee (list members), community alliance, higher education alliance, other).**

3.C. Alignment

- 1. [How to incorporate mission?] Identify any (up to 5) strategic alignments such as: COCC plans (strategic plan, academic master plan), HECC or CCWD priorities, state or national workforce investment initiatives, PreK-12 initiatives, other.**

2. Alignment with standards

Check any of the following that apply:

- Based on university programs (identify 3 majors/universities) [\[should this be 3??\]](#)
- Specialized accreditation (identify agency)
- Industry standards (identify standard)
- Other (explain)

3.D. Design

1. Purpose and outcomes

- **What is the purpose of this program? [This is redundant from type of award]**
 - CTE: list occupation/job titles
 - Transfer: list a minimum of three majors/universities that offer the major for which the focus area would prepare students, and identify any primary targets.
- **CTE: List 3-5 draft outcomes for your program**

2. Courses

Given the purpose and outcomes, identify which courses you may include in the program

- List existing courses expected to be used in new program
- List new courses expected to be used in new program

3. Primary delivery method

3.a. Identify your primary delivery method.

100% of the program will be offered in a traditional (face to face) format at the following location:

Campus Location(s): Bend Redmond Madras Prineville

Other:

If 100% of the program will NOT be offered in a traditional (face to face) format in a distinct location, please describe the delivery method and/or location and provide approximate percentages.

3.b. NWCCU requires that COCC report all programs offered 50% or more in a distinct location. Do you plan to offer 50% or more of the total program credits (including general education and support courses) at a location different than 3.a.?

No, 50% or more of the program credits will not be offered in a location different than 3.a.

Yes, list location(s):

3.c. NWCCU requires COCC to request permission for new locations at which 50% or more of a program is offered. Will you offer 50% or more of the total program credits at a new location?

No

Yes, list location(s):

3.d. NWCCU requires COCC to request permission for programs in which 50% or more of a program is offered online. Will you offer 50% or more of the total program credits online?

No

Yes, estimate percentage:

4. Program Entrance

Check one

- Selective admission (requires approval and advance work on selection process; may influence implementation date)
- Enforced prerequisites into first term
- Recommended preparation into first term

- No formal entrance requirement but individual course prerequisites throughout program
- No entrance requirement

5. Enrollment options

Check all that apply

- Rolling entry (students can begin any term)
- Rolling entry (students can begin any term except summer)
- Cohort program (a group of students take the same or similar schedule during the program)
- Part-time and full-time attendance options available
- Full time attendance in cohort or core courses required
- Program begins every fall term
- Program begins every other year in fall term
- Program begins in fall (daytime courses) and spring (evening courses)
- Program orientation course required in first term
- Courses must be sequenced carefully; work closely with an advisor

3.E. Capacity

1. What is your estimate for student enrollment in this program?

First year:

Second year:

Fully mature program:

2. Identify your estimate for needs in the following areas.

a. Development and Maintenance

- i. Who will be the content expert who is responsible for program development?
- ii. Do they have sufficient capacity to complete the development for the duration of the implementation timeline?
- iii. Who will be the lead faculty responsible for maintaining the program once established? This includes curriculum oversight and updating, catalog editing, lead in SLO assessment. List individuals with roles if these responsibilities are distributed.

b. Faculty

- Current FT faculty have the expertise to teach the program
- Current FT faculty do not have the expertise, but can oversee current PT faculty with the expertise
- Current FT faculty do not have the expertise, but can oversee PT faculty with the expertise, new PT faculty will need to be recruited
- Current FT faculty do not have the expertise to teach or oversee, new FT faculty will need to be recruited.

c. Load

- No load impact: program uses existing courses and enrollment for mature program is within current seat capacity
- Minor load impact: enrollment for mature program may result in the need for **new** sections (<5 sections)

- Minor load impact: enrollment for mature program may result in the need for **reallocated** sections and load (<5 sections)
- Major load impact: enrollment for mature program will require 5-10 new sections
- Major load impact: enrollment for mature program will require 11-20 new sections

d. Facilities, technology, equipment

Facilities

- Current facilities are sufficient.
- Anticipate minor adjustments to current facilities (such as new furniture, rearrangement of room, dedicated room, etc.)
- Anticipate major facility needs (such as new or significantly remodeled space, leased space)

Technology

- Current technology is sufficient.
- Anticipate minor adjustments to current technology (such as new software, a piece of equipment in the multimedia setup)
- Anticipate major technology needs (such as computer fleet, changes that require server improvements)

Equipment

- Current equipment is sufficient.
- Anticipate minor equipment needs (improvements to existing or low cost (<\$500) purchases)
- Anticipate major equipment needs (purchases \$500-\$2000)
- Anticipate major equipment needs (purchases >\$2000)

e. Administrative support

- Current administrative support is sufficient.
- Anticipate minor administrative support impacts (additional tasks but possible within current workload)
- Anticipate major administrative support impacts (will need additional support)

4. Provide any other information about your concept proposal here.

COCC NEW PROGRAM PROPOSAL: **INSERT TITLE** **AND AWARD ABBREVIATION**

(Refer to Instructions for New Program Process)

Name of lead proposer:

Date of Submission to Curriculum Office:

NEW PROGRAM PROPOSAL APPROVAL

Each approver needs to enter their initials and the date, save, and forward to the next approver (and copy the Curriculum and Assessment Office).

Curriculum Office:

- Form is complete and incorporates feedback from the concept worksheet.
- Program proposal meets state and NWCCU requirements.

Notes from Curriculum Office:

CO Approved by and Date forwarded to dean:

Dean:

- Confirming the resource and impact descriptions are accurate.
- Confirming the need description is accurate and the demand is sufficient.
- Confirming the department and discipline have the capacity to development the program.

Notes from the dean:

Dean approved by and date forwarded to VPI:

VPI:

- Confirming COCC capacity and alignment of program to COCC mission and strategic direction.

Notes from the VPI:

VPI Approved by and date forwarded to Academic Affairs:

Academic Affairs (Chair):

- Confirming complete proposal meets COCC, state, and NWCCU standards.
- Confirming that COCC has the capacity to offer the program.
- Confirming that the evidence of need is substantial and aligns with the purpose of transfer or CTE programs.

Notes from AA Chair:

Academic Affairs approved by and date forwarded:

PROGRAM OVERVIEW

1. List the program title, award (1.), and outcomes (3.D.1.).
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.

EVIDENCE OF NEED

Evidence of Need Detail

1. Identify the purpose of the program (3.D.1.).
2. List either job titles for a CTE program or transfer universities if you propose a transfer program. (3.D.1.)
 - a. For CTE programs, attach occupational profiles* to your submission.
3. Who is your target population?* (3.A.1.)

Note: please include whether your program is primarily providing a completion point for existing students or if it is primarily intended to attract new students. If your program is intended to bring in new students, you will need to address the capacity of the discipline to support new students below.

Evidence of Need Summary* (2.a.iii. or 2.b.)

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 attach 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 and your target membership.

Collaboration Summary * (3.B.1.)

ALIGNMENT

Alignment Detail

1. Strategic Alignment
 - a. Identify the alignment of this program to COCC’s mission.
 - b. Identify the alignment of this program to any other College initiatives (Strategic Plan, Academic Master Plan, etc.)

- c. Identify any other alignments (such as HECC/CCWD priorities, state or national workforce investment initiatives, Pre-K-12 projects.)
2. Specialized Accreditation
 - a. Is there an accreditation association that aligns with this program? If yes,
 - i. Identify the agency/agencies
 - ii. If you are already accredited, will you include this program under current specialized accreditation?
 - iii. Will you pursue initial accreditation with an agency?
 1. If no, why not?
 2. If yes, what is the projected cost (budget and time) to participate in the accreditation process?

Alignment Summary* (3.C.)

DESIGN

Design Detail

1. If you are proposing a CTE program,
 - a. List the student learning outcomes (3.D.1.).
 - 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.
2. Course requirements (subject, course number, title, credits presented in a sample plan format followed by program credit total; identify any new courses in yellow highlight.) (3.D.2.)
3. Primary delivery method* (3.D.3.)
4. Entrance and enrollment options (3.D.4. and 3.D.5.)

Design Summary* (3.D.)

CAPACITY

Capacity Detail (3.E.)

1. Target audience

- a. Primarily new or existing students (from Evidence of Need, 3. Above)?
- 2. Enrollment projection
 - b. Projected enrollment in first 1-3 years
 - First year:
 - Second year:
 - Projected enrollment of mature program* (identified as a number, not a range):
- 3. Impact on faculty resource.
 - a. Identify program director, if applicable.
 - b. Identify new or reallocated section assignments.
- 4. Impact to load
 - c. Identify one-time load impacts associated with implementation
 - d. Identify on-going load impacts (program director, reassignment, etc.)
- 5. Impact to facilities, technology, and/or equipment
- 6. Impact to discipline/department and administrative assistant
- 7. Budget (*certain types of changes must submit a formal budget to NWCCU)
 - e. Expenses
 - i. Use the table below to identify 1) all current resource and budget requirements that will be **redirected** to this program (R in the table below) and 2) all **new** resource and budget expenses needed for this program (N in the table below.) If an expense is ongoing, reflect it in each year.

	\$ needed Year 1		\$ needed Year 2		\$ needed Year 3	
	R	N	R	N	R	N
Personnel						
Equipment						
Technology- Hardware						
Technology- Software						
Materials/Supplies						
Curriculum or Online Development						
Other Capital Expenditures						
External accreditation for program						
TOTALS						

- 8. Revenue
 - i. Identify any new course or program fees proposed in conjunction with this program.
 - ii. Identify any other resources (grants, outside funding) that the College will be able to dedicate to expenses related to this program

9. Program cost and scholarships
 - a. Identify any special aid, scholarship, or resources available to students*

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)	
Admissions and Records	
Advising	
Bookstore	
Campus Services	
College Now	
College Relations	
Financial Aid	
Information Technology Services	
Library	
Risk Management (contracts, new field-based experiences)	
Tutoring and Testing	

Capacity Summary*

IMPLEMENTATION TIMELINE AND TARGETED EFFECTIVE TERM

1. Identify the desired effective term (new programs typically align with the academic year which begins in fall.)
2. Proposal timeline:

Chair submits proposal to Curriculum Office	
(Dean approval)	
(VPI approval)	
Submit to AA	
Academic Affairs	
Submit to Courseleaf	
Curriculum Committee Approval	
Board of Directors Approval	
State Approval	
NWCCU approval	
Effective Term (students can declare)	
DOE approval for financial aid eligibility	

Textbook Affordability Strategic Plan Task Force - DRAFT proposal 1/27/20

Charge

The charge of this task force is to develop a textbook affordability plan for COCC by June 2020 that addresses the requirements of Oregon House HB 2213. Specifically, the task force will lead a textbook affordability initiative that will create a text affordability plan to set a specific target amount in student savings; identify a percent goal for the number of COCC courses offered as low- or no- cost; address possible economic impact on the college's bookstore; develop steps for advertising and educating the college community on textbook affordability; and address academic freedom.

Definitions

Textbook Affordability initiatives: such initiatives promote student success by supporting affordable alternatives to expensive commercial textbooks, such as Open Educational Resources (OER), library resources (e.g., e-books, streaming videos, journal articles, reserves collections, etc.), low-cost texts, or other open-access materials which are freely accessible and/or customizable for what a faculty member would like to teach within their courses.

OER: Open Educational Resources (OER) are educational materials in any medium that reside in the public domain or have been released under an open license that allows no-cost access, use, adaptation, and redistribution by others.

Low Cost Textbooks: COCC courses requiring textbooks with a cost of <\$40

Open Oregon Educational Resources: an Oregon initiative that includes programs, grants, and other opportunities promoting textbook affordability for community college and university students, and facilitating widespread adoption of open, low-cost, high-quality materials. Open Oregon Educational Resources programs and services are available at no cost to Oregon's public higher education institutions. This program is funded by the Higher Education Coordinating Commission (HECC) and the Oregon State Legislature, with additional support from the Oregon Community College Distance Learning Association (OCCDLA).

Background

Oregon passed a new bill that went into effect on July 1, 2019, supporting the use of open educational resources in higher education. HB 2213 requires each of Oregon's public community colleges and universities to have a textbook affordability plan. This plan will have direct impact on students addressing issues of college affordability, especially in relation to textbook or related course material costs.

Plans must:

- Include measurable goals
- Address decreased revenue from textbook sales
- Market the no-cost/low-cost course designation in schedules
- Support academic freedom
- Define how faculty will learn about no-cost and low-cost course materials.

Effective plans require input from people representing a range of roles on campus. While the bill requires that at least one student be included, it is suggested that the working group includes also faculty, librarians, distance learning specialists, bookstore managers, administrators, accessibility services, registrars, and others involved.

COCC has been active in OER adaptations and creation since 2015 with the help of state support and funding available via the **Open Oregon Educational Resources** initiative.

Here is a quick institutional summary:

- Known adoptions at Central Oregon Community College:
<http://openoregon.org/resources/?keyword=central>
- Statewide grant funding awarded to COCC since 2015: **\$19,560.00**
- OER grants at COCC since 2015 have saved students an estimated **\$189,116.70**.
- Estimated student savings represented by the no-cost/low-cost schedule designation at Central Oregon Community College from 2017-19: **\$2,101,560.00**
- In 2019 COCC received state funding for 4 grant projects, for a total award of **\$4,788**.
- Every year, COCC's library organizes OER workshops for the training of and review of OER texts by faculty. Since 2015, COCC faculty have received **\$5,719.00** in stipends from their OER text reviews. The OER Review Workshop stipends at COCC resulted in an estimated student savings of **\$165,300** in four years.
- Additional opportunities that encouraged COCC faculty in the adaptation of affordable course materials have included: OER Sprint workshops (one-week online OER course redesign trainings); one-day interactive OER symposia and conferences; and OER Petting Zoo collections of print OER copies for faculty review and use.
- Low/no cost courses have been carrying a special designation in the COCC schedule of classes since Fall 2017.
- Barber Library has been an advocate for the adaptation and/or creation of OER for our campus since 2014.

Timeline

The planning task force will form in Winter 2020.

The deadline for the completion of a COCC affordability plan that addresses the HB 2213 requirements is the end of the FY (June 2020). Implementation of the plan will start in Fall 2020.

Membership

The Affordability Task Force will consist of 8 members:

Library (2)

ASCOCC

eLearning

Dean

Bookstore

Faculty (2), one of them from Faculty Senate