

Degrees & Certificates Committee

A Standing Committee of the Education Advisory Council

Wednesday, February 14, 2024 | 2pm to 4pm
Virtual Meeting via Zoom

Minutes

Committee – Voting Members					
✓	Jon Briggs		Ben Foster	✓	Elizabeth McGlasson
✓	Kristin Bryant		Amanda Gallo	✓	Adrian Rodriguez (Chair)
	Laurie Chadwick		Farin Hajarizadeh	✓	Julianne Sandlin
✓	Pat Cottrill		Jamie Heberlein	✓	Irene Seto
✓	Beth Fitzgerald	✓	Janeen Hull		
Committee Support – Non-Voting Members					
✓	Katelyn Goslin	✓	Jessica Morfin	✓	Christy Weigel
✓	Anne Haberkern		Nikki Patterson	✓	Edmond Wong
✓	Stacey Holland	✓	Carmen Seto		
Guests					
Aubrey Baldwin (PL)		Michael Reis (Executive Dean)		Stacie Williams (EAC Representative)	

Notes: **Directions for Accessing CourseLeaf:** Log into MyPCC, go to the Faculty tab, select the “Electronic Approval Queue” link under the Faculty Tools menu, and then select “Degrees and Certificates Committee Chair” in the drop-down menu.

Business Items

Credential	Recommend	Recommend w/ amendments	Postpone
1. AAS- PARA: Paralegal AAS Degree – Represented by: Aubrey Baldwin		✓	
2. ACERT1-PL: Paralegal One-Year Certificate – Represented by: Aubrey Baldwin		✓	
Standing Policies			
None			

Consent Agenda

Credential	SAC
ELECTV-CIS16: Computer Information Systems First Term Programming Electives	CIS (Computer Information Systems)
ELECTV-EEFS01: Early Childhood Education Electives	ECE (Early Childhood Education)
ELECTV-EET06: Electronic Engineering Technology Degree Electives	EET (Electronic Engineering Tech)
ELECTV-GRN01: Gerontology Program Electives	GRN (Gerontology)
ELECTV-PL04: Paralegal Accounting Electives ELECTV-PL05: Paralegal Computer Electives	PL (Paralegal)
Inactivation	
None	
Focus Awards	
None	

Business Items

Credential

AAS- PARA: Paralegal AAS Degree

- Math competency changed from MTH 58/65 to stand-alone CTE computation of at least 3 credits (BA 111 or 211).
- Changed outcome: “Compose cogent, well-organized, and plain language legal documents satisfying at least one set of local & specific practice area rules and customs.”

ACERT1-PL: Paralegal One-Year Certificate

- Removed outcomes that weren’t related to student learning and outcomes that were hard to measure.
- Changed outcome: “Compose cogent, well-organized, and plain language legal documents satisfying at least one set of local & specific practice area rules and customs.”

Standing Policies

- None

Consent Agenda

Credential

- All approved

Inactivation

- None

Focus Awards

- None

Reports

EAC: Stacie Williams

- No report

APS: Elizabeth McGlasson

- No report

TLCI: Anne Haberkern

- No report

Discussion

Degree Requirements Review

- CTE programs have the option for students to meet math competency without completing traditional math sequences, they may require a specific contextual computation class that is necessary for that profession instead. There are instances where students end up with credit loss since they are not allowed to substitute the college-level math class (that they completed prior to entering the program) for the computation class.
- With our current policy, programs must choose between requiring traditional math competency classes or stand-alone CTE computation classes. Moving forward, the desired outcome is that programs will be able to decide on their own whether substitutions are appropriate. We want policies to be student centered and decrease student barriers to success.
- The projected timeline for implementation of updated policy language likely won't be until fall 2025
 - We need to develop a communication plan to relay information to CTE programs.
 - We also need to develop something in Courseleaf that would allow for this updated option.
 - Individual student exceptions are currently possible.
 - The Curriculum team will manage a communication plan with CTE chairs.
- This change is consistent with the policy as written, so we don't need to go through a policy revision process.

EAC: Shared Governance – Stacie Williams

- Because the DAC is a standing committee of EAC, it's important for our members to learn about the work EAC members have done surrounding shared governance.
- Key points:
 - We need to determine the unique needs of PCC related to shared governance structures, because research has shown it is not effective to simply replicate models from other institutions.
 - It is important to have transparency and trust during this process, so that we are able to receive genuine insight from multiple stakeholders (faculty, staff, students) and make meaningful changes.
 - DAC Members don't need to have a complete understanding of shared governance to share their perspective.
 - Feel free to email/chat/zoom with Stacie with any insights or additional questions.