



Curriculum Committee Meeting Minutes

Jolynn Amrine, Language & Literature
Merry Bond, Co-Chair, Dean of Instruction
Amy Boultinghouse, Nursing, Allied Health, & Wellness
Henry Brewster, Dean of Instruction
Gina Challed, Performing and Visual Arts, Communications, & Library
Mark Gaither, Business & Information Technology
Stefanie Gilberti, Dean of Instruction & Learning Resources
Tamra Gilchrist, Co-chair, Dean of Instruction
Michaela Jackson, Interim Dean of Instruction
Corry Kile, Industrial Technology
Ashleigh Kruckenberg, Education
Jason Malozzi, Mathematics & Engineering
Morgan Salisbury, Natural Science
Courtney Shah, Social Science & Humanities
ASLCC Student Representative

To:	Committee Members	Date:	December 10, 2025
From:	Merry Bond and Henry Brewster, Co-Chairs	Copies to:	Library, Magnus Altmayer, Rosemary Perkins, April Tovar Villa, Britney Deal, Dani Trimble
Subject:	Agenda for November 14, 2025, Meeting		

Members present: Jolynn Amrine, Amy Boultinghouse, ~~Gina Challed~~, Mark Gaither, Stefanie Gilberti, Tamra Gilchrist, Michaela Jackson, Corry Kile, Ashleigh Kruckenberg, Jason Malozzi, Morgan Salisbury, Courtney Shah, Henry Brewster (co-chair), ~~Merry Bond (co-chair)~~

Also attended: Josie Zbaeren, Magnus Altmayer, Sarah Willoughby (TT), Anita Quirk, Angel Ruvalcaba, Fox Leavens, Joshua Hanson (TT), Kat Harlan (TT), Leszek Cromwell, Natasha Allen, Rosemary Perkins, Amber Lemiere, Barry Walther, Jessica Bilek, Michael Morris (TT), Nicole Buffham (recorder)

The Curriculum Committee met Friday, November 14, at 1:00 pm in Main 119.

Meeting Commencement:

Opening remarks were made by Henry Brewster.

Information Items:

INFO 1 – Business 200-level Prerequisite Change: Add a prerequisite (BUS& 101 Introduction to Business AND BUS 144 Management of Human Relations) to the following courses.

- BUS 240: Principles of Supervision (5 credits)
- BUS 244: Human Resources Management (5 credits)
- BUS 245: Principles of Management (5 credits)
- BUS 259: Starting/Managing a Small Business (5 credits)
- BUS 264: Principles of Marketing (5 credits)
- BUS 270: Introduction to Project Management (5 credits)
- BUS 290: Design Thinking and Entrepreneurship (5 credits)

INFO 2 – Computer Science DTA/MRP: The Natural Science requirement, as passed in October, did not accurately align with MRP requirements. CS 270 was moved to program requirements, and the electives numbers were adjusted to keep the overall credits the same.

INFO 3 – ENGL& 237 Prerequisite: The ENGL& 237 prerequisite will be removed to prevent enrollment barriers.

INFO 4 – EDUC& 101 Course Description: The state has adjusted the language for EDUC& 101 Paraeducator Basics. The last sentence in the course description must be removed.

Proposals:

Proposal from Amy Boultinghouse:

A) Revise Course	NURS 100 (was 90), Nursing Assistant Certified (course number)	7 cr, 38.5 lec, 77 lab
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Rationale: We are changing the course number to college-level.

Resolution: Courtney made a motion to approve; Jason seconded. Motion carried.

Effective Summer 2026

Proposals from Barry Walther:

B) Revise Certificate	Diesel/Heavy Equipment Preventative Maintenance COP (courses)	64 cr total
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Rationale: There are two changes to the required courses. The first change is for the Quantitative Skills requirement, where I wanted to help clarify and expand which math courses students may take in order to complete this requirement. The old COP required just MATH 106, but I wanted to change this so that students could take a higher level of math course, such as MATH 107. The second change was for the Diversity/Human Relations/Social Science requirements. I wanted to include SOC&101 as this course can also satisfy each of those requirements. This gives students another course they could take if they are unable to take BUS144. I also added that these both are recommendations.

C) Revise Degree	Diesel/Heavy Equipment Technology AAS (description, course requirements)	124 cr total
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Rationale: (1) The degree description was updated to make it clearer and include language around how the degree serves as a pathway into LCC's BAS-OLTM degree.

(2) The Communication requirement was updated to include ENGL& 101, along with ENGL 110, Quantitative Skills was updated to include higher levels of math, above MATH 106, Natural Sciences was updated to include an option for students to take 5 credits of a natural science with lab from the distribution list, updated the Diversity/Human Relations/Social Science requirement to include SOC& 101, and removed the 10 elective credits.

(3) With the removal of elective credits, COLL 289 (1 cr.), DHET 288 (2 cr.), and WELD 105 (2 cr.) were added to the Program Requirements. Overall, the total credits for the degree are reduced by 5 credits because of these changes. The ability for students to substitute COLL 289 and DHET 288 for other courses was updated.

The changes to this degree do not affect any other degree or certificate and were meant to help streamline it and build in the old Diesel/Heavy Equipment Technology (AAS-T) requirements.

Resolution **B-C, F-H** : Mark made a motion to approve, Jason seconded. Motion

Effective Summer 2026

Proposal from Louis LaPierre, presented by Tamra Gilchrist:

D) Revise Course	ENVS 440, Environmental Issues with Lab (title, lab credits, outcomes) Effective Summer 2026	5 cr, 44 lec, 22 lab
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Rationale: Updating course to include a lab component. This will allow students to earn an upper division science with lab course, which is required for graduation.

Resolution: Ashleigh made a motion to approve; Mark seconded. Motion carried.

Effective Summer 2026

Proposal from Kat Harlan & Tamra Gilchrist:

E) Revise Course	OLTM 495, Capstone (description)	5 cr, 55 lec
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Rationale: In conjunction with OLTM faculty and the OLTM advisory, we wanted to ensure the capstone course was shifting into a project-based course where students could use this

opportunity to build community relations and create workplace/organizational connections and relationships.

Resolution: Jason made a motion to approve; Courtney seconded. Motion carried.

Effective Summer 2026

Proposals from Michael Morris:

F) Retire Courses	DHET 228, Commercial Driving	4 cr, 44 lec
	DHET 229, Commercial Truck Driving (retire)	6 cr, 11 lec, 110 lab

Rationale: This program is no longer being offered at Lower Columbia College.

G) Retire Certificate	Commercial Truck Driving COC (retire)	10 cr total
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Rationale: This program is no longer being offered at Lower Columbia College.

H) Retire Degree	Diesel/Heavy Equipment Technology AAS-T (retire)	125 cr total
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Rationale: In order to streamline pathways for students, we are seeking to retire the AAS-T and make the necessary changes to the AAS degree to demonstrate alignment with the BAS-OLTM.

Resolution **F-H**: approved with B-C

Effective Summer 2026

Proposals from Trey Batey, presented by Courtney Shah:

I) Revise Course	ANTH& 205, Biological Anthropology (description, language on assessment methods)	5 cr, 55 lec
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Rationale: The course plan for ANTH&205 is overdue for revision. Particularly, the course outcomes are vague and difficult to assess. The only areas which have been changed are the course outcomes and the course description (to better align the with outcomes).

J) Revise Course	SOC& 101, Introduction to Sociology (description, outcomes)	5 cr, 55 lec
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Rationale: The course plan for SOC& 101 is overdue for revision. Particularly, the course outcomes are vague and difficult to assess. The only areas that have been changed are the course outcomes and the course description (to better align with the outcomes).

Resolution I-J: Ashleigh made a motion to approve; Amy seconded. Motion carried.

Effective Summer 2026

Proposals from K. Sunny Liston, presented by Mark Gaither:

K) Revise Degrees	Business Management AAS Business Management AAS-T for LCC BAS-OLTM (courses)	93-95 cr total
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Rationale: The BUS 150 course takes the place of the BUS 159 course which is being retired as the content of the course and the COC does not add significant value to our students obtaining retail positions. It also helps reduce the degree credits from 98-100 down to 93-95.

L) Retire Certificate	Retail Management COC (retire)	38 cr total
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Rationale: Retailing and Salesmanship are no longer popular among students and lack relevance in the job market, as obtaining a certificate is not a prerequisite to obtain a retail job, and the existing courses do not significantly enhance the marketability for students.

Resolution K-L: Stef made a motion to approve; Michaela seconded. Motion carried.

Effective Summer 2026

Proposals from Natasha Allen:

M) Revise Degree	Welding AAS (courses)	103-107 cr total
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Rationale: We are seeking to make the necessary changes to the AAS degree to demonstrate alignment with the BAS-OLTM.

N) Retire Degree	Welding AAS-T for LCC BAS-OLTM (retire)	104-108 cr total
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Rationale: In order to streamline pathways for students, seeking to retire the AAS-T and make the necessary changes to the AAS degree to align with both workforce and BAS-OLTM opportunities.

Resolution M-N: Jason made a motion to approve; Ashleigh seconded. Motion carried.

Effective Summer 2026

Proposals from Amber Lemiere:

O) Revise Course	HUM 124, Arts Magazine Publication I (description, outcomes)	1-5 cr, 5 lab
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Rationale: I am revising descriptions and outcomes for 124 and 125 to make the language clearer and more student-friendly. The outcomes have been slightly adjusted, as well, to account for mapping the variable credit projects back to learning outcomes in a more meaningful way.

P) Revise Course	HUM 125, Arts Magazine Publication II (description, outcomes)	1-5 cr, 5 lab
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Rationale: I am revising descriptions and outcomes for 124 and 125 to make the language clearer and more student-friendly. The outcomes have been slightly adjusted, as well, to account for mapping the variable credit projects back to learning outcomes in a more meaningful way.

Q) Revise Course	HUM 126, Arts Magazine Publication III (description, outcomes) Effective Summer 2026	1-5 cr, 5 lab
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Rationale: The third quarter of the publication process has been under revision for some time, especially since we shifted from physical bookmaking to working with professional printers, hired graphic design student staff as a result of having a graphic design program, and experimented with an ASLCC-prompted exploration into performance art submissions (for the growth of our digital magazine). It should be noted that the performance submissions are not abundant enough to warrant curricular focus, so these changes keep but de-center that element of the publication project.

After three years of experimentation and working with students in our co-curricular model, this new course plan reflects the direction that publications work is actually taking, which is toward launching a magazine podcast, while still keeping the door open for multimodal submissions (or performances). As the new description states, "Students will explore the modern expansion of arts publishing into the audio realm." These changes modernize the curriculum and the magazine, while also increasing the humanities-based learning experience by providing students with an opportunity to develop modern media proficiencies and practice essential humanities skills such as analysis, critique, and communication related to the arts.

Resolution **O-Q**: Courtney made a motion to approve; Tamra seconded. Motion carried.

Effective Summer 2026

Proposals from Anita Quirk:

R) Revise Course	CJ 260, Introduction to Criminal Investigations (title, description, outcomes)	5 cr, 55 lec
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Rationale: The change in title aligns with what is actually taught in the course, as do the changes in the course description and outcomes. The proposed outcomes are more measurable and assessable. All proposed changes better align with what instruction and outcomes are needed, in particular for criminal investigations.

S) Revise Course	POLS 220, Law and Social Issues (prerequisites)	5 cr, 55 lec
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Rationale: The form needs updating. The prerequisite change to make it more consistent with other courses that require ENGL 101 as a prerequisite.

T) Revise Course	PSYC 187 (CJ 187), Crisis Intervention for Professionals (subject, description)	3 cr, 33 lec
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Rationale: The changes in the course description and learning outcomes will better align with what the course teaches and the outcomes goals. The change from CJ to PSYC fits with what the course covers, since this course is not just for professionals in criminal justice, but is for any professionals who work with people.

Resolution **R-T**: Courtney made a motion to approve; Jason seconded. Motion carried.

Effective Summer 2026

Proposals from Nathan Shepherd, presented by Tamra Gilchrist:

U) Revise Certificate	Machinist COP (courses, description)	65 cr total
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Rationale: In order to streamline pathways for students, we are seeking to retire the AAS-T and make the necessary changes to the COP degree to demonstrate alignment with the BAS-OLTM.

V) Revise Certificate	Computer Numerical Control COP (courses, description)	69 cr total
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Rationale: In order to streamline pathways for students, we are seeking to retire the AAS-T and make the necessary changes to the COP to demonstrate alignment with the BAS-OLTM.

W) Revise Degree	Machine Trades AAS (description)	107 cr total
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Rationale: In order to streamline pathways for students, we are seeking to retire the AAS-T and make the necessary changes to the AAS degree to demonstrate alignment with the BAS-OLTM.

X) Retire Degree	Machine Trades AAS-T (retire)	110 cr total
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Rationale: In order to streamline pathways for students, seeking to retire the AAS-T and make the necessary changes to the AAS degree to align with both workforce and BAS-OLTM opportunities.

Resolution **U-X**: Stef made a motion to approve; Mark seconded. Motion carried.

Effective Summer 2026

Proposals from Josie Zbaeren:

Y) New Course	ECED 155, Designing Inclusive Environments for Positive Behavior (new)	4 cr, 44 lec
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Rationale: ECED 155 was developed to align with current workforce needs. The course expands the traditional focus on physical classroom setup and environmental design to include the interconnection between learning environments, children’s behavior, mental health, and social–emotional well-being. This reflects input from the Early Childhood Education Advisory Committee and community partners who identified a need for stronger preparation in trauma-informed care, culturally responsive practices, and inclusive behavior supports. ECED 155 integrates evidence-based frameworks such as Positive Behavior Interventions and Supports (PBIS) and Conscious Discipline to equip students with practical strategies for creating nurturing, equitable, and engaging environments.

Z) New Course	ECED 200, Supporting Exceptional Needs and Behavior in Young Children (new)	5 cr, 55 lec
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Rationale: This new course was developed in response to evolving workforce demands and updated state and national standards that emphasize inclusion, mental health, and trauma-informed practices in early learning settings. Advisory committee feedback and employer input identified a need for early childhood professionals who are prepared to effectively support children with exceptional needs, developmental delays, and challenging behaviors within licensed childcare and community programs.

ECED 200 replaces EDUC& 204 Inclusive Education, which focused broadly on inclusion from birth through age 21 and was more aligned to K–12 special education contexts. The

new course is tailored specifically for early childhood professionals working with children from birth through age 8 in alignment with DCYF licensing standards and the NAEYC Professional Standards and Competencies.

This course integrates positive behavior support frameworks (e.g., Pyramid Model, PBIS), individualized planning, collaboration with families and specialists, and understanding of WAC and program policies related to guidance and expulsion prevention. It prepares students to apply developmentally appropriate, culturally responsive, and trauma-aware strategies in real-world early learning environments.

AA)	Revise Course	ECED& 107, Health/Safety/ Nutrition (description)	5 cr, 55 lec
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Rationale: Removed the First Aid/CPR component to reduce barriers.

BB)	Revise Course	ECED 261, Practicum & Seminar: Professional Practice in Early Childhood (credits, description, title)	3-5 cr, 22 lec, 99 field studies
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Rationale: The practicum sequence was redesigned from three separate 3-credit courses into a single 5-credit culminating practicum to improve accessibility, streamline scheduling, and support timely completion. Students previously had difficulty fitting the three-part practicum series into their degree plan, which often delayed graduation, particularly for those entering mid-year. The new format provides one comprehensive field experience that integrates seminar reflection, supervision, and applied learning within a single quarter, reducing barriers to progression while maintaining rigorous fieldwork expectations (99+ hours).

The title, description, and outcomes were updated to align with changing industry standards and the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies (2020). The revised course broadens practicum opportunities beyond traditional preschool settings to include community-based and interdisciplinary child- and family-serving agencies. The outcomes emphasize trauma-informed, culturally responsive, and inclusive practices, professional collaboration, reflective practice, and job readiness, ensuring graduates are well-prepared to meet the diverse and changing needs of the early learning workforce.

CC)	Revise Certificate	Early Childhood Education (State Certificate) COP (courses, outcomes)	48 cr total
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Rationale: Aligning the certificate with the AAS degree.

DD)	Revise Degree	Early Childhood Education AAS (courses, outcomes)	96 cr total
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Rationale: To align the Early Childhood Education (AAS) degree with updated NAEYC Professional Standards (2020), LCC's Global Skills, and regional workforce needs. Revisions strengthen trauma-informed care, social-emotional learning, and broaden community-based field experience opportunities while reducing student barriers and modernizing the curriculum.

The revised program also broadens the focus on child development to include the impact of trauma, stress, and resilience on early learning, and expands emphasis on behavioral health, integrating prevention, intervention, and collaboration with community support systems.

Resolution **Y-DD**: Jason made a motion to approve; Tamra seconded. Motion carried.

Effective Summer 2026

Proposals from Sarah Willoughby:

EE)	Revise Course	SPAN& 121, Spanish I:DIV (description, outcomes)	5 cr, 55 lec
FF)	Revise Course	SPAN& 122, Spanish II:DIV (description, outcomes)	5 cr, 55 lec
GG)	Revise Course	SPAN& 123, Spanish III:DIV (description, outcomes)	5 cr, 55 lec
HH)	Revise Course	SPAN& 221, Spanish IV (description, outcomes)	5 cr, 55 le
II)	Revise Course	SPAN& 222, Spanish V (description, outcomes)	5 cr, 55 lec
JJ)	Revise Course	SPAN& 223, Spanish VI (description, outcomes)	5 cr, 55 lec

Rationale **EE-JJ**: The course description and outcomes needed to be updated to reflect current trends in language teaching and learning.

Resolution **EE-JJ**: Tamra made a motion to approve; Ashleigh seconded. Motion carried.

Effective Summer 2026

Proposals from Leszek Cromwell:

KK) Revise Course	SUDS 102, Introduction to Theories of Counseling and SUDS Treatment Methods (credits, description, outcomes, title)	4 cr, 44 lec
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Rationale: The core rationale for this proposal is to streamline the Substance Use Disorder Studies (SUDS) core curriculum by eliminating redundant content and enhancing instructional depth, all while maintaining the program's established 90-credit total. Currently, SUDS 102 and SUDS 113 feature significant overlap in key areas, including the application of counseling theories, the explanation of addiction and recovery processes, assessment/treatment planning, and professional ethics. To address this inefficiency, we propose retiring SUDS 113 and increasing SUDS 102 from 3 to 4 credits, renaming it "Introduction to Theories of Counseling and SUDS Treatment Methods." This consolidation allows us to merge the essential learning outcomes into a single, comprehensive course, ensuring a more thorough and unified exploration of foundational concepts, ultimately resulting in a more straightforward, more efficient student progression with zero net change to the total credits required for graduation.

LL) Revise Course	SUDS 109, Process Addiction and Compulsive Behaviors (credits)	3 cr, 33 lec
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Rationale: SUDS 109, Process Addiction and Compulsive Behaviors, currently a 4-credit course, will be reduced to 3 credits. The course title has also been corrected from Process of Addiction to Process Addiction to more accurately reflect the course content.

Following consultation with SUDS faculty, it was determined that students would benefit from additional instructional time in SUDS 114, Suicide Assessment, Prevention, and Crisis Management, in response to the increasing prevalence of mental health concerns in the field of substance use disorder studies.

To maintain the degree at 90 credits, a 1-credit reduction in SUDS 109 and a corresponding 1-credit increase in SUDS 114 has been proposed. This adjustment ensures that students gain the necessary skills to address critical mental health issues while keeping the overall program requirements consistent.

MM) Revise Course	SUDS 111, Record Keeping and Case Management (credits, outcomes)	5 cr, 55 lec
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Rationale: SUDS 111, Record Keeping and Case Management, currently a 3-credit course, will be increased to 5 credits. This change follows recommendations from the SUDS advisory

committee, which emphasized the importance of providing LCC’s SUDS students with a deeper understanding and practical application of the ASAM (American Society of Addiction Medicine) assessment and case management framework.

The ASAM criteria use six dimensions to assess a person’s risks, needs, strengths, and resources. This assessment guides the creation of individualized treatment plans and informs decisions regarding treatment, transfer, and discharge. To enhance the scope and depth of students’ skills in assessment and case management, faculty proposed increasing SUDS 111 from 3 to 5 credits, coinciding with the retirement of SUDS 113. This adjustment also addresses areas of overlap and redundancy between SUDS 111 and SUDS 113. Both courses currently:

- Apply ASAM criteria to assessment, evaluation, and treatment planning
- Emphasize creating, implementing, and understanding treatment processes and goals
- Cover recovery stages, relapse prevention, and change processes
- Address assessment and documentation as part of coordinated care

By expanding SUDS 111, the curriculum will provide a more comprehensive and cohesive learning experience, ensuring students gain the skills necessary for effective assessment, treatment planning, and case management in substance use disorder treatment.

NN)	Revise Course	SUDS 114, Suicide Assessment, Prevention, and Crisis Management (credits, outcomes)	3 cr, 33 lec
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Rationale: After consultation and discussion with the SUDS faculty, it was proposed that students would benefit from additional instructional time in SUDS 114: Suicide Assessment, Prevention, and Crisis Management, due to the increasing prevalence of mental health concerns within the field of SUDS.

Thereby to keep the degree at 90 credits a 1 credit reduction in SUDS 109 and an addition of 1 credit to SUDS 114 was proposed.

SUDS 114, currently 2 credits, will be increased to 3 credits (see SUDS 109 rationale, above)

OO)	Retire Course	SUDS 113, Substance Abuse and Addiction Treatment Methods (retire)	3 cr, 33 lec
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Rationale: SUDS 113, Substance Abuse and Addiction Treatment (3 credits), will be retired, and 1 of its credits will be redistributed to SUDS 102. Currently a 3-credit course, SUDS 102 will be increased to 4 credits and renamed from “Intro to Theories and Counseling” to “Introduction to Theories of Counseling and SUDS Treatment Methods.”

Retiring SUDS 113 will reduce the overlap of course content between SUDS 113 and SUDS 102, including areas such as:

- Understanding and applying counseling theories and treatment models
- Explaining principles of addiction and recovery processes
- Emphasizing assessment and treatment planning
- Addressing professional standards and ethics

This change will create a more streamlined curriculum, ensuring students receive a cohesive foundation in counseling theories and substance use disorder treatment methods within a single, expanded course.

SUDS 113 will be removed as a prerequisite and replaced with SUDS 102 for the following courses: SUDS 110, 111, 201, 202, 203, 215, 220

PP) Revise Degree	Substance Use Disorder Studies AAS (courses)	90 cr total
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Rationale: During fall and spring 2025, the Substance Use Disorder Studies (SUDS) faculty met with the program’s Advisory Committee to review curriculum effectiveness and alignment with professional competencies. The Advisory Committee expressed that SUDS students would benefit from a stronger foundation in administering the American Society of Addiction Medicine (ASAM) multidimensional assessment, a core tool in substance use disorder treatment and recovery planning. The committee also emphasized the need for students to develop a more comprehensive understanding of case management duties and the associated skills required of substance use disorder counselors.

In response, the faculty proposed increasing the credit hours for SUDS 111: Record Keeping and Case Management from 3 to 5 credits. This change would allow for expanded instruction and applied learning in documentation, case coordination, and ASAM integration. To maintain the overall 90-credit limit for the Associate in Applied Science (AAS) degree, SUDS 113: Substance Abuse and Addiction Treatment Methods (3 credits) will be retired, and its credits will be reallocated. Two of these credits will be added to SUDS 111, and one credit will be added to SUDS 102, which will be retitled from “Introduction to Theories and Counseling” to “Introduction to Theories of Counseling and SUDS Treatment Methods”. This revision strengthens students’ foundational counseling skills and treatment planning abilities as they enter the profession.

Additionally, following consultation with both the Advisory Committee and faculty, it was determined that students would benefit from expanded instructional time in SUDS 114: Suicide Assessment, Prevention, and Crisis Management, given the increasing prevalence of co-occurring mental health concerns within the field. To accommodate this change, SUDS 109: Process Addiction and Compulsive Behaviors will be reduced from 4 to 3 credits, and the additional credit will be reassigned to SUDS 114.

Finally, PSYC& 220: Psychological Disorders will be moved from an elective to a required course. A review of curriculum alignment with WAC 246-811-030 clarified that PSYC& 100 and PSYC& 200 do not fully meet the psychopathology/abnormal psychology requirement, whereas PSYC& 220 fulfills this educational standard.

QQ)	Retire Degree	Substance Use Disorder Studies AAS-T (retire)	90-92 cr total
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Rationale: Retiring the AAS-T will streamline program pathways, simplify advising, and expand funding eligibility for students pursuing the BAS-OLTM transfer option through the updated AAS in SUDS. The AAS-T degree was originally developed to provide a transfer pathway into LCC's BAS-OLTM. Since that time, the AAS in SUDS has been revised to meet all BAS-OLTM entrance requirements, eliminating the need for a separate AAS-T option. Maintaining two nearly identical degree options creates unnecessary complexity for students and advisors. Additionally, students enrolled in an AAS-T program are ineligible for certain funding sources, such as Worker Retraining and BFET, creating unintended barriers to access and completion.

Resolution **KK-QQ**: Mark made a motion to approve; Jason seconded. Motion carried.

Effective Summer 2026

Proposals from Joshua Hanson and Tamra Gilchrist:

RR) New Course	PMFG 204, Electric Motors and Control Equipment (new)	5 cr, 33 lec, 44 lab
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Rationale: Eliminating PMFG 201 and PMFG 202. Replacing with combined course PMFG 204.

SS) Revise Course	IMIN 215, Programmable Logic Controllers (lecture/lab time)	5 cr, 44 lec, 22 lab
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TT) Revise Course	IMIN 230, Process Technology Equipment (lecture/lab time)	5 cr, 44 lec, 22 lab
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UU) Revise Course	IMIN 240, Instrumentation Fundamentals (lecture/lab time)	5 cr, 44 lec, 22 lab
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VV) Revise Course	PMFG 110, Industrial and Predictive Maintenance Fundamentals (lecture/lab time)	5 cr, 44 lec, 22 lab
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WW)	Revise Course	PMFG 210, Advanced Industrial Maintenance (lecture/lab time)	5 cr, 44 lec, 22 lab
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Rationale **SS-WW**: Updating lecture and lab to 4 to 1.

XX)	Retire Course	MFG 100, Foundational Skills for the Trades (retire)	2 cr, 11 lec, 22 lab
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Rationale: This course was added as part of the AIR program development last year. After additional review and input from faculty, industry and the department, the fundamental skills in this course are covered in other program courses and integrated thus eliminating the need for a stand alone offering.

YY)	Revise Certificate	Industrial Maintenance Technician COP (courses)	62 cr total
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Rationale: Updating the courses in the certificate to align with industry demands.

ZZ)	Revise Degree	Automation, Instrumentation, & Robotics AAS (courses)	98 cr total
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Rationale: Updating courses in the degree to align with industry demands.

Resolution **RR-ZZ**: The department's next step will be to work on outcomes. Those revisions are expected to come to Curriculum Committee as proposals for the 2027-2028 catalog. Jason made a motion to approve; Mark seconded. Motion carried.

Effective Summer 2026

Proposals from Jessica Bilek, Shiree Bent, Michal Ann Ure:

AAA)	Revise Course	CCP 037, College Success 101 (credits, description)	2 cr, 22 lec
BBB)	Revise Course	CCP 041, English (level D) (credits, description)	4 cr, 44 lec
CCC)	Revise Course	CCP 044, US History (credits, description)	1 cr, 11 lec

DDD)	Revise Course	CCP 045, WA State History (credits, description)	1 cr, 11 lec
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Rationale **AAA-DDD**: Updating course description and credit load.

EEE)	Revise Course	CCP 031, English 098 (credits, description, outcomes, title)	5 cr, 55 lec
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FFF)	Revise Course	CCP 034, Civics (credits, description)	1 cr, 11 lec
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GGG)	Revise Course	CCP 038, Health (credits, description)	2 cr, 22 lec
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HHH)	Revise Course	CCP 048, Fitness (credits, description)	2 cr, 22 lec
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III)	Revise Course	CCP 049, Fine Arts (credits, description)	2 cr, 22 lec
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Rationale **EEE-III**: Updated Title, course description, credits, CIP code, prerequisites, total credits allowed.

JJJ) Retire Courses

**CCP 13, Educational
Interview II
CCP 15, Educational
Interview III
CCP 17, Educational
Interview IV
CCP 23, I-BEST Support II
CCP 25, I-BEST Support III
CCP 27, I-BEST Support IV
CCP 53, Contextualized
Integrated Eng/Math II
CCP 55, Contextualized
Integrated Eng/Math III
CCP 57, Contextualized
Integrated Eng/Math IV
CCP 71, Contextualized
English
CCP 73, Contextualized
English II
CCP 75, Contextualized
English III
CCP 77, Contextualized
English IV
CCP 81, Pre-College English
CCP 83, Pre-College English
II
CCP 85, Pre-College English
III
CCP 87, Pre-College English
IV
(retire)**

1-20 cr, 220 lec

Rationale: We have revised and updated our course numbering and options to eliminate redundancies.

KKK)	Retire Courses	CCPNG 063, CCP Math Level B II CCPNG 065, CCP Math Level B III CCPNG 067, CCP Math Level B IV CCPNG 073, CCP Math 78/Level C II CCPNG 075, CCP Math 78/Level C III CCPNG 077, CCP Math 78/Level C IV CCPNG 083, CCP Math 88/Level D II CCPNG 084, CCP Math 87/D Enhanced II CCPNG 085, CCP Math 88/Level D III CCPNG 086, CCP Math 87/D Enhanced III CCPNG 087, CCP Math 88/Level D IV CCPNG 088, CCP Math 87/D Enhanced IV CCPNG 093, CCP Math 98/Level E II CCPNG 095, CCP Math 98/Level E III CCPNG 097, CCP Math 98/Level E IV (retire)	1-20 cr, 220 lec
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Rationale: Retiring these ungraded math sections will help with our new, more efficient numbering system, as they won't be needed.

LLL)	New Course	CCPNG 031, English 098 (new)	5 cr, 55 lec
MMM)	New Course	CCPNG 034, Civics, English (new)	5 cr, 55 lec
NNN)	New Course	CCPNG 051, COLL 101, Occupational (new)	2-5 cr, 55 lec

OOO)	New Course	CCPNG 052, Health, Fitness, Fine Arts, English (new)	5 cr, 55 lec
PPP)	New Course	CCPNG 053, US History, WA State History, English (new)	5 cr, 55 lec
QQQ)	New Course	CCPNG 057, Science, Lab, Current World History, English (new)	5 cr, 55 lec
RRR)	New Course	CCPNG 064, GED Prep: Science, Lab, Current World History, English, US History (new)	5 cr, 55 lec
SSS)	New Course	CCPNG 066, GED Prep: English, Math (Level D) (new)	5 cr, 55 lec

Rationale **LLL-SSS**: Course numbering and title reflect more accurately what subjects students are taking instead of a general "contextualized English" term. Credit amount has also changed.

TTT)	Revise Course	CCP 11, Educational Interview (credits, description)	1-2 cr, 22 lec
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Rationale: updated variable credits

UUU)	Revise Course	CCP 032, Math B/Essential Math (credits, description, title)	5 cr, 55 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the course description

VVV)	Revise Course	CCP 033, Lab Science (credits, description, title)	2 cr, 11 lec, 22 lab
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the outcomes to meet OSPI requirements.

WWW)	Revise Course	CCP 040, Electives (credits, description, title)	1-4 cr, 44 lec
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Rationale: Updated variable credits, created a realistic course description, cleaned up the title, and added outcomes to help adults earn elective credit based on lived experiences.

XXX)	Revise Course	CCP 043, Science (credits, description, title)	1 cr, 11 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering).

YYY)	Revise Course	CCP 046, Current World History (credits, description, title)	1 cr, 11 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the course description.

ZZZ)	Revise Course	CCP 47, Occupational (credits, description, title)	1 cr, 11 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the course description.

AAAA)	Revise Course	CCP 079, Math 079/Level C Pre-Algebra (credits, description, title)	5 cr, 55 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the course description.

BBBB)	Revise Course	CCP 088, Math 088/Level D Algebra I (credits, description, title)	3 cr, 33 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the course description.

CCCC)	Revise Course	CCP 097, Math 97/D Enhanced Algebra (credits, description, title)	3 cr, 33 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the outcomes to match the college course 097. Also updated the description so it accurately reflects the outcomes taught.

DDDD)	Revise Course	CCP 098, Math 98/Level E Algebra II (credits, description, title)	5 cr, 55 lec
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Rationale: This change fixes the credits instead of making them variable. It also removes the CCP from the name (not needed since in course numbering) and updates the outcomes to remove geometry ones since they are covered in a separate course. These outcomes also better align with the college 098 outcomes.

Resolution **LLL-SSS (new courses)**: Tamra made a motion to approve; Michaela seconded. Motion carried.

Resolution **AAA-KKK, TTT-DDDD (revisions/retirements)**: Repeatable credits will be revised post-meeting. Courtney made a motion to approve; Jason seconded. Motion carried.

NOTE: Please see the comment at the end of the document regarding additional questions that arose on this resolution.

Effective Summer 2026

Proposals from Jason Malozzi (or presenting for others):

EEEE)	Revise Course	BUS 104, Business Math Applications (prerequisites)	5 cr, 55 lec
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Rationale: Math 79 was removed as a prerequisite when we believed the course would be discontinued. Math 79 provides math content that is crucial for student success in BUS 104.

FFFF)	Revise Course	ENGR 106, Engineering Problems (prerequisite)	5 cr, 44 lec, 22 lab
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Rationale: Update prerequisite since MATH 98 no longer exists due to corequisites.

GGGG)	Revise Course	MATH& 107, Math in Society (prerequisite)	5 cr, 55 lec
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Rationale: BUS 104 was an agreed up on prerequisite for MATH& 107 earlier but somehow was removed for this year. This is to re-instate it.

HHHH)	Revise Course	MATH& 131, Math for Elementary Educators I (distribution)	5 cr, 44 lec, 22 lab
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Rationale: Changes in education programs, no longer requiring MATH& 132, for which 131 is a prerequisite.

Resolution **EEEE-HHHH**: Michaela will provide a list of degrees for Nicole to clean up regarding the exception of MATH& 131 counting toward Math degree requirements. Stef made a motion to approve; Michaela seconded. Motion carried.

Effective Summer 2026

Proposals from Corry Kile:

IIII)	Revise Certificate	Automotive Technology – Maintenance and Light Repair COP (description)	69 cr total
JJJJ)	Revise Degree	Automotive Technology AAS (courses)	133 cr total
KKKK)	Retire Degree	Automotive Technology AAS-T (retire)	127 cr total

Rationale **IIII-KKKK**: In order to streamline pathways for students, seeking to retire the AAS-T and make the necessary changes to the AAS degree to align with both workforce and BAS-OLTM opportunities.

Resolution **IIII-KKKK**: Consistency cleanup on the trades proposals (COP/AAS) regarding Math and English requirements will occur post-meeting. Mark made a motion to approve; Stef seconded. Motion carried.

Effective Summer 2026

Proposals from Ashleigh Kruckenberg:

LLLL)	Revise Course	EDUC 255, Crisis Management and Support in Inclusive Classrooms (credits, description, outcomes)	5 cr, 55 lec
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Rationale: The proposed course outcome changes were prompted by feedback from the Education Advisory Committee and program faculty during the most recent program review. The committee identified a need to ensure that learning outcomes related to suicide prevention, awareness, and response are addressed through an education-focused lens rather than within a healthcare context.

This change better reflects the professional responsibilities and preparation of future educators and paraeducators, emphasizing school-based prevention, student well-being, and educator roles in identifying and responding to student needs. The updated outcomes align more closely with the Washington State Professional Educator Standards Board (PESB) Paraeducator Standards of Practice, state legislative requirements for educator training, and best practices for promoting safe and supportive learning environments.

These revisions strengthen the educational focus of the program, ensure greater contextual relevance for students, and support coherence across the Education certificate and degree pathways.

MMMM)	Revise Certificate	Paraeducator COP (courses)	46 cr total
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Rationale: The proposed updates to the Certificate of Proficiency in Education were developed in alignment with the recent revisions to the AAS-Education and AA-DTA Education programs to ensure coherence and consistency across all education pathways. These changes reflect ongoing collaboration with the Education Advisory Committee—composed of human resources representatives, educators, paraeducators, and student voices—and incorporate feedback from faculty, advisors, and current students.

The updates are designed to strengthen alignment with the Washington State Professional Educator Standards Board (PESB) Paraeducator Standards of Practice and ensure that the certificate continues to provide accessible, relevant, and high-quality preparation for entry-level positions in the education field. Emphasis was placed on increasing student access, improving course sequencing, and updating content to reflect best practices in inclusive, culturally responsive, and student-centered instruction.

These revisions also establish clearer pathways for certificate completers to transition into the AAS-Education or AA-DTA Education degree programs, promoting workforce relevance, credential stacking, and educational mobility within and paraeducator & Education pathways.

NNNN)	Revise Degree	Education AAS (courses)	94 cr total
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Rationale: The proposed updates to the AAS-Education program were developed collaboratively with input from the program's Advisory Committee, which includes representatives from local human resources departments, educators, paraeducators, and student representatives. Additional consideration was given to student feedback and input from the advising team to ensure the program remains accessible, relevant, and responsive to student needs. These updates are designed to enhance student access, strengthen the relevance of course

content to current educational practices, and maintain alignment with workforce expectations and best practices for those entering or advancing in the education field.

0000)	Revise Degree	Education AA-DTA (courses)	90 cr total
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Rationale: The proposed updates to the AA-DTA Education program were developed collaboratively with input from the program's Advisory Committee, which includes representatives from local school districts, educators, paraeducators, and student representatives. Feedback from students, faculty, and academic advisors was also carefully considered to ensure that the program remains accessible, transfer-friendly, and responsive to the evolving needs of students pursuing education pathways. These updates are designed to enhance student access, strengthen the relevance and rigor of coursework, and ensure smooth transfer to teacher preparation programs across Washington State.

Resolution **LLLL-0000**: Noting possible revision in winter, Mark made a motion to approve; Tamra seconded. Motion approved.

Effective Summer 2026

Proposals from Mark Gaither:

PPPP)	Revise Course	BTEC 120, AI Support for Business Applications (description, title, outcomes)	3 cr, 66 lab
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Rationale: For nearly a decade, AI technology has been integrated into a wide range of business applications, including accounting, general business operations, and banking. As organizations face increasing pressure to adopt AI-driven tools, administrative assistants and service managers must develop the skills necessary to effectively and responsibly apply AI technologies in the workplace.

QQQQ)	New Course	BTEC 127, Event Planning & Management (new)	5 cr, 55 lec
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Rationale: The addition of this course strengthens the program by addressing the growing demand across multiple sectors for administrative assistants and service managers who can effectively plan and manage events and workshops. Events such as conferences, corporate meetings, community activities, conventions, and entertainment productions play a vital role in organizational operations, marketing, and community engagement. As businesses and public agencies increasingly depend on well-coordinated events to achieve strategic objectives, the need for professionals with both theoretical knowledge and practical event management skills continues to expand.

RRRR)	New Course	BTEC 128, Social Influencing & Digital Marketing (new)	5 cr, 55 lec
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Rationale: The creation of this course responds to the growing importance of social media as a strategic tool in modern marketing. Organizations across industries increasingly rely on social media platforms to engage customers, build brand awareness, and drive business objectives. As a result, there is a high demand for professionals who not only understand the theory behind digital marketing but can also apply practical skills to manage social media accounts, develop content, and analyze audience engagement effectively.

SSSS)	New Certificate	Event Management and Promotion COC (new)	18 cr total
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Rationale: This certificate addresses workforce demand for versatile professionals capable of navigating the intersection of business operations, digital engagement, and technology-enabled decision-making, offering both immediate career applicability and a foundation for further study in business or technology-focused programs.

TTTT)	Revise Degree	Administrative Services Manager AAS (courses)	104 cr total
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Rationale: Addition of courses required for gainful employment in the business technology field.

Resolution **PPPP-TTTT**: The committee had a robust conversation about the new certificate and the 10-credit increase in the Administrative Services Manager AAS. The most recent advisory committee minutes were not yet available and, thus, were not included in the proposal. However, Mark reported that the advisory committee had approved the earlier version of both the certificate and the AAS program changes. Henry reminded the committee that its purpose is to ensure the curriculum is sound, and that the state and our accreditors will determine whether the new certificate and increase in credits for the degree meet their criteria.

Jason made a motion to approve; Michaela seconded. Motion carried.

Effective Summer 2026

Proposals from Stefanie Gilberti:

UUUU)	Retire Degree and Certificate	Criminal Justice AAS/COP (retire)	94-96 /45 cr total
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Rationale: With Anita's retirement, we plan to retire the CJ-AAS and CJ-COP (Certificate) degrees. The CJ AA-DTA will remain an option.

Last admit date: January 1, 2026

Fully retire: Summer 2027

Resolution: Tamra made a motion to approve; Courtney seconded. Motion carried.

Effective Summer 2026

Committee Business:

- The next in-person meeting date/s will be:
 - Nicole will send a poll.

The meeting adjourned at 3:44 pm. The next meeting will be January 16, 2026, at 10:00 am, location to be determined.

NOTE: Regarding Resolution LLL-SSS and AAA-KKK, TTT-DDDD (CCP credit adjustments). Additional questions arose shortly after the meeting regarding the rationale for the number of credits assigned to each CCP course (as no longer variable credit) and whether these changes still align and meet K-12 course equivalencies for all impacted programs. While this was considered prior to the proposal, additional research is needed. Follow-up will occur with faculty and CCP program leads to answer outstanding questions. Any revisions will be re-presented to the Curriculum Committee for approval.

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