



Docket Item:

Community College Program Approval.

Summary:

Recommendations from Department of Community Colleges and Workforce Development

Docket Material:

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
State Board Standards--Staff Analysis Abstract**

Name of College:	Central Oregon Community College
Program Title:	Hospitality Management
Proposed Start Date:	Fall 2016
Board Submission Date:	August 11, 2016
Type of Program:	<input checked="" type="checkbox"/> Associate of Applied Science Degree Credits: <u>90</u> CIP Code: <u>52.0901</u> CIP Title: <u>Hospitality Administration/Management, General</u> <input type="checkbox"/> Option Title Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Certificate of Completion Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

1. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
3. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.
4. **Program records maintenance and congruence.** The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Department are the official records and it is the college's responsibility to keep their records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department.

Summary

The proposed Associate of Applied Science (AAS) degree in Hospitality Management (HM) would provide students with the required skills the hospitality industry requires. Specifically, the degree would provide students with skills in management, hospitality technology, food and beverage operations, and basic business fundamentals in marketing, customer service, and financial analysis.

Program Highlights

Standards: The College has met the five program approval standards.

1. Need	The community college provides clear evidence of the need for the program.
	Jobs in the hospitality industry are growing at the fastest rate of any industry except healthcare. The hospitality industry added 273,700 new jobs in 2011 in the U.S. alone, with many more opening in emerging markets around the world. Between 2004 and 2014, the Hospitality industry increased 17 percent in wage and salary employment. Within the industry, wage and salary jobs in food services and drinking places increased by 16 percent from 2004-14, compared to 14 percent growth for wage and salary employment in all industries combined.

In Oregon, hospitality is a \$9.2 billion industry. The Oregon Employment Department projects over 10,000 hospitality jobs will be created in Oregon year-over-year through 2022. Oregon State University (OSU) Cascades has launched a Baccalaureate in Hospitality Management, aligning with industry demand and Central Oregon Community College (COCC)'s Cascade Culinary Institute's Industry Advisory Board has requested an Associate's Degree Program be offered at COCC.

According to the Oregon Employment Department, Leisure and Hospitality businesses employed more than 190,000 workers in May 2015. The largest share, about three-fourths, works in food services and drinking places. Additionally, the Oregon Employment Department projects over 10,000 hospitality jobs will be created in Oregon year-over-year through 2022. The COCC Culinary Arts Industry Advisory Board has suggested and supported an Associate's Degree Program in Hospitality Management be offered to fill this demand.

Current job openings in East Cascades Region, May 2016

- Hospitality Supervisors and Managers: 84
- Hospitality Workers: 89

Currently, there are five Oregon Community Colleges providing instruction specific to Hospitality Management and only one East of the Cascades. Salary ranges in Oregon are from \$29,678 (first-line supervisors of food service workers) to \$109,252 (sales managers).

Quality Information, Informed Choices. (n.d.). Retrieved May 24, 2016, from <https://www.qualityinfo.org/>

<p>2. Collaboration</p>	<p>The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.</p>
	<p>The program was developed with support, feedback, input, and review from</p> <ul style="list-style-type: none"> • COCC Culinary Arts Industry Advisory Board consisting of representatives encompassing restaurants, hotels, resorts, catering operations, institutional food service, and healthcare (biannual meetings are conducted) • High Desert Education Service District (ESD), providing support to districts in developing and improving applied, career focused education • OSU-Cascades' Executive-in-Residence & Instructor, Business and Hospitality Management • Regional K-12 providers (COCC provides career visitation days for elementary, middle school, and high school students; college facilities are used by high school students and teachers for continuing education)

	<ul style="list-style-type: none"> • COCC faculty
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3. Alignment	The community college program is aligned with appropriate education, workforce development, and economic development programs.
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	<p>Students obtain the skills and knowledge to work competitively in the hospitality industry providing workforce development. Discipline-specific employment skills are developed in collaboration with an industry specific advisory board.</p> <ul style="list-style-type: none"> • Student learning outcomes/competencies are aligned with industry standards through an industry advisory board and the American Hotel & Lodging Educational Institute (AHLEI) • Students can transfer credit from other colleges; high school articulation is an option • Each student is required to complete an industry internship • The program will apply to be included in the Workforce Investment Act (WIA) Eligible Training Provider list.
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4. Design	The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
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	<p>The program provides students with the skills the hospitality industry requires, specifically, skills in management, hospitality technology, food and beverage operations, and basic business fundamentals in marketing, customer service, and financial analysis.</p> <ul style="list-style-type: none"> • All students must pass the Math 20 and Writing 65 placement tests. Students must complete Culinary 90 (Math) and Writing 121 or Business 214 (Communication) for graduation; equal access is ensured for all students through course scheduling and wrap-around services • Program outcomes include skills in management, leadership, customer service; proficiency in industry specific technologies; application of safety and sanitation practices; and demonstration of business and financial management. • Instruction methods vary to accommodate a variety of learning styles • The college allocates professional development funds for faculty • Work study opportunities are available for students
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	<ul style="list-style-type: none"> Data for program assessment is collected through graduate surveys, internship site reports, accreditation visits, and industry advisory board.
5. Capacity	<p>The community college identifies and has the resources to develop, implement, and sustain the program.</p> <p>All but three courses required for the program are currently taught at COCC and required for existing programs.</p> <ul style="list-style-type: none"> Course fees will supplement the cost of instruction The new Hospitality Management program and the current Culinary Arts and Business Administration will share core courses, leveraging existing instructional resources and facilities providing students broader pathways to employment. Other program improvement funds will be applied for under the Carl D. Perkins Act Local employers will provide training venues and work based opportunities.

Approval Signature		
Name	Luis Juarez	Patrick Crane
Title	Education Specialist	Director
Date	8/1/16	8/1/16

Staff Recommendation:

RESOLVED, that the Higher Education Coordinating Commission approve the Hospitality Management AAS degree program at Central Oregon Community College.



Docket Item:

Community College Program Approval.

Summary:

Recommendations from Department of Community Colleges and Workforce Development

Docket Material:

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
State Board Standards--Staff Analysis Abstract**

Name of College:	Klamath Community College
Program Title:	Emergency Response Operations (ERO)
Proposed Start Date:	Fall 2016
Board Submission Date:	August 11, 2016
Type of Program:	<input checked="" type="checkbox"/> Associate of Applied Science Degree Credits: <u>90</u> CIP Code: <u>43.0302</u> CIP Title: <u>Crisis/Emergency/Disaster Management</u> <input type="checkbox"/> Option Title Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Certificate of Completion Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Business and Industry (closed enrollment)



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<p>Assurances: The College has met or will meet the four institutional assurances required for program application.</p>
<p>5. Access. The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.</p>
<p>6. Continuous Improvement. The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.</p>
<p>7. Adverse impact and detrimental duplication. The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse <i>intersegmental</i> and <i>intra-segmental</i> impact and detrimental duplication problems with other relevant programs or institutions.</p>
<p>8. Program records maintenance and congruence. The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Department are the official records and it is the college's responsibility to keep their records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department.</p>

Summary
<p>The Associate of Applied Science (AAS) degree in Emergency Response Operations (ERO) provides students with a curriculum specific to the student's individual needs in addition to the knowledge and skills needed in today's changing public safety workplace. The program develops education, skills and techniques for planning, responding and mitigating various emergency situations within the student's specific discipline with emphasis on effective</p>

response and operations. The curriculum combines course work in public safety emergency services with a general education component.

The AAS ERO less than one year pathways certificates will provide seamless pathways from high school to Klamath Community College (KCC), within KCC programs, and from KCC to partnering four year institutions: Oregon Institute of Technology and Oregon State University.

The AAS ERO career technical education (CTE) requirements are aligned with industry standards. The AAS ERO will meet state, and local standards for certification and licensure requirements for structure and wildland firefighting, emergency medical, and law enforcement. The CTE course requirements and program emphasis areas have been developed in collaboration with local emergency response providers. The ties with the local workforce have been strengthened through the collaborative effort of the new program development process. Transfer articulations have been developed to create seamless pathways from the AAS ERO neighboring four year institutions. The transfer degrees would be specifically in fire science, fire ecology, landscape restoration, fire administration, and law enforcement in natural resources.

Program Highlights

Standards: The College has met the five program approval standards.

6. Need	The community college provides clear evidence of the need for the program.
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The AAS ERO program has been developed and designed in partnership and collaboration with local fire, protection and medical agencies to provide access to introductory coursework and continuing educational coursework that will meet local agencies' comprehensive training needs of fire and rescue, emergency medical, and law enforcement personnel.

Occupational Title	Region	Oregon	Nation
Emergency Medical Technicians	15.90%	17.10%	23.10%
Law Enforcement Officers	6.30%	8.50%	4.78%
Firefighter (both Wildland and Structure)	11.10%	9.70%	6.60%
Corrections/Probations Officer	6.5%	6.2%	4.9%

National, Regional, and State labor market information indicators support the need for emergency response personnel in each of the AAS ERO emphasis areas: Emergency Medical Technician, Wildland Fire Science, Structural Fire Science, and Criminal Justice (Appendix F). Qualified personnel can anticipate increasing labor demand and favorable wages.

The development of the AAS ERO program started with a need expressed by local emergency response agencies to establish formalized training

	<p>opportunities for fire personnel. On May 29, 2015 the lead Administrative Chief for Klamath County Fire District #1, the lead Training Officer for the Forest Service and Bureau of Land Management in Southern Oregon and the Eastside Cascades, and the President of KCC met to discuss what it would take to establish an emergency training center in Klamath Falls. Structure and Wildland firefighting agencies had already identified a need for adequate live-fire training facilities and to keep firefighters in the area for training. Both had been identified as problems in the Klamath Basin for a number of years.</p> <p>Klamath, Lake, and Harney Counties are rural, large geographic areas in South Central Oregon. Many of the communities within these three counties are protected by Fire Districts or Departments that are frequently staffed with both volunteers, part time, and full time paid staff. In addition to structure fire, these volunteer fire agencies respond to wildland fires within their political boundaries, calls for rescue, hazardous materials releases, and Emergency Medical Services (EMS). Many of these agencies provide transport ambulance service within their designated Ambulance Service Area. Emergency responders have traditionally had difficulties keeping staffing, equipment, and training sufficient to meet the needs of our rural communities.</p> <p>Emergency Medical Responders are overseen and must be licensed by the Oregon Health Authority (OHA); they are also certified through the National Registry for Emergency Medical Technicians (NREMT). Per Oregon state requirements, All EMT coursework must be completed through community colleges.</p>
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<p>7. Collaboration</p>	<p>The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.</p>
	<p>The AAS ERO program has been developed and designed in partnership and collaboration with local fire, protection and medical agencies to provide access to introductory coursework and continuing educational coursework that will meet local agencies' comprehensive training needs of fire and rescue, emergency medical, and law enforcement personnel.</p> <p>The AAS ERO was developed through a coalition of education and public safety agencies working together to advance the education and experience of emergency responders to sustain viable communities.</p> <p>The coalition partners included:</p> <ul style="list-style-type: none"> • Oregon State University, College of Forestry Extension

- Klamath Falls Police Department
- Klamath County Sherriff
- Kingsley Fire & Emergency Services
- Klamath County Fire District #1
- Klamath County Fire District #4
- Klamath Fire Defense Board,
- Pacific Northwest Wildfire Coordinating Group
- South Central Oregon Fire Management Partnership
- East Slope Oregon Training Committee
- EMS Advisory Committee
- Forest Service/Bureau of Land Management/Park Service/Oregon Department of Forestry

<p>8. Alignment</p>	<p>The community college program is aligned with appropriate education, workforce development, and economic development programs.</p>
	<p>The AAS ERO degree is designed to meet the introductory level, continuing education, and career advancement training needs of our community. The targeted populations include local area high school students. Less than one year career pathways certificates would allow students opportunities to take 12-14 credits of coursework that aligns with industry recognized certifications. General education requirements for the degree align well with established dual credit opportunities provided in our local schools. In addition, the college hopes to recruit adults currently employed in related fields that wish to add more formalized training or want to transfer into the OSU's Natural Resources Bachelor's degree program. The one year certificates were designed to recruit high school students and adults not working in emergency related jobs looking for a new career and college graduates and certificate holders in other fields that want to enhance their resume.</p> <p>The AAS ERO CTE requirements are aligned with industry standards. The AAS ERO will meet state, and local standards for certification and licensure requirements for structure and wildland firefighting, emergency medical, and law enforcement. The CTE course requirements and program emphasis have been developed in collaboration with local agency providers (APPENDIX D).</p> <p>The ties with the local workforce have been strengthened through the collaborative effort and strong agency involvement in the new AAS ERO degree. Transfer articulations have been developed to create seamless pathways from the AAS ERO to neighboring four year institutions. The</p>

transfer degrees would be specifically in fire science, fire ecology, landscape restoration, fire administration, and law enforcement in natural resources. The AAS ERO degree requirements meet transfer requirements in the Oregon State University, College of Forestry Natural Resources Program and Oregon Institute of Technology (OIT) for natural resources, fire engineering, and paramedic education program.

<p>9. Design</p>	<p>The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.</p>
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The AAS ERO degree will have a strong general education core that meets both workforce and transfer requirements. The 36-37 credit general education core was developed through the strong collaborative effort of both industry relevant advisory committees (Appendix D) and working with representatives from Oregon State University and Oregon Institute of Technology.

The AAS ERO CTE 25 credit common core was aligned with industry recognized certification. Curriculum crosswalks demonstrate alignment of course requirements across various emergency response agencies. Central to the CTE common core is the integration of the Incident Command System (ICS). The ICS is a management system that is industry recognized and designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.

The 23-25 credit emphasis areas and pathways certificates allow for industry recognized specialization in EMT, Wildland Fire Science, Structural Fire Science and Criminal Justice. These stackable certificates allow for multiple entry and exit points within the AAS ERO program options. They provide seamless pathways from high school to KCC, within KCC programs, from KCC to the workforce, and from KCC to partnering four year institutions.

AAS-ERO degree has stackable less than one year pathways certificates that roll into one year certificates that roll into the AAS ERO degree creating a seamless pathway to degree completion.

AAS ERO with emphasis areas in:

- EMT
- Wildland Fire Science

	<ul style="list-style-type: none"> • Structural Fire Science • Criminal Justice <p>One year certificates in:</p> <ul style="list-style-type: none"> • EMT • Wildland Fire Science • Structural Fire Science • Criminal Justice <p>Pathway certificates in:</p> <ul style="list-style-type: none"> • EMT • Wildland Fire Science • Structural Fire Science • Criminal Justice
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10. Capacity	The community college identifies and has the resources to develop, implement, and sustain the program.
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KCC has the infrastructure to support the AAS in ERO degree. KCC has already demonstrated a capacity to offer both the EMT and Criminal Justice certificate coursework. In addition, KCC currently employs a full time faculty program lead for EMT, five part time faculty for EMT, six part time faculty for criminal justice, and three part time faculty for fire science courses. We currently employ a .25 Full Time Equivalent (FTE) Public Safety Director and intend to hire a full time program lead for fire science. Our current facilities will support the addition of the structure fire and wildland fire coursework and requirements. Both the structure fire and wildland fire emphasis areas will require minimal equipment and infrastructure supports due to strong partnerships with the Klamath Fire Defense Board and the Pacific Northwest Wildfire Coordination Group. Memorandum of Understanding (MOU)'s are in place to provide equipment and support from local firefighting districts, the Forest Service/Bureau of Land Management/Park Service and Oregon Department of Forestry. There is office space to accommodate the new criminal justice and wildland fire/structure fire faculty. In addition, KCC will substantively be adding classroom space and support facilities in the next two years through the building of a new workforce technology center and phase two development.

Revenue and expenditures associated with the change itself: Positive margins are anticipated for the AAS ERO program. Capital outlay is modest for this new AAS ERO program. KCC has MOU agreements with the local fire districts and agencies to provide training and equipment access at their facilities. In addition, KCC is developing resident student agreements with partnering institutions to provide cooperative work experience opportunities for our students in the AAS ERO program.

Budgetary and financial implications of the change for the entire institution:
The startup costs for the AAS ERO program will be paid from the 2015-2016 new program development fund. Any unforeseen start-up costs can also be addressed with reserve funds set aside for this purpose.

Student services has the capacity to accommodate the addition of the AAS-ERO Program:
The AAS ERO program is not a cohort model and consequently will not significantly increase the demand on our current student services personnel and resources. The new full time faculty hired will serve as program lead to support the advisement of AAS ERO students, the curriculum planning, course management, and assessment needs of the program.

KCC's Learning Resource Center (LRC) has adequate resources to support the AAS ERO program and the needs of transfer students. The Klamath Community College Library offers students access to approximately 2,000 scholarly, full text, electronic health occupations journals which index more than 10 million articles. The library maintains holdings of print monographs and serials in computer technology and related occupations, subjects which include copies of textbooks in its reserve collection. Recently, KCC has spent \$1,142.12 adding a new collection of reference books for criminal justice and fire science in addition to our substantive holding for medical sciences.

Faculty:
KCC already employs and supports faculty that teach a variety of CTE EMT, Wildland Fire Science, Structural Fire Science and Criminal Justice courses. KCC currently employs one full time EMT faculty, four adjunct EMT faculty, a .25 FTE public safety director, five adjunct faculty that teach criminal justice classes, and two adjunct faculty that teach fire science classes. The approved budget for the new AAS ERO degree will authorize the hiring of one FTE fire science faculty program lead.

Approval Signature		
Name	Evelyn Roth	Patrick Crane
Title	Education Specialist	Director
Date	8/3/16	8/3/16



Staff Recommendation:

RESOLVED, that the Higher Education Coordinating Commission approve the Emergency Response Operations AAS degree program at Klamath Community College.

Docket Item:

Community College Program Approval.

Summary:

Recommendations from Department of Community Colleges and Workforce Development

Docket Material:

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
State Board Standards--Staff Analysis Abstract**

Name of College:	Portland Community College
Program Title:	Professional Music
Proposed Start Date:	Fall 2016
Board Submission Date:	August 11, 2016
Type of Program:	<input checked="" type="checkbox"/> Associate of Applied Science Degree Credits: <u>90</u> CIP Code: <u>50.0913</u> CIP Title: <u>Music</u> <u>Technology</u> <input type="checkbox"/> Option Title Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Certificate of Completion Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

9. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
10. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
11. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.
12. **Program records maintenance and congruence.** The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Department are the official records and it is the college's responsibility to keep their records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department.

Summary

The Professional Music Program at Portland Community College (PCC)'s Cascade Campus seeks students interested in contemporary, commercial music and students excited to explore the limits of what is technologically and artistically possible through the creation of new sounds, new instruments, and new methods of performance and composition.

In an environment that combines music, art, science, coding, and design, students develop tools that prepare them for leadership in artistic, technical, educational, entrepreneurial and research efforts. In addition, students learn to value the contributions of people of diverse backgrounds and to imagine the important roles of music and technology in the advancement of equity and the creation of economically and culturally vibrant communities.

The 90-credit Associate of Applied Science (AAS) Degree in Music represents a critical updating and expansion of PCC Cascade's existing less-than-one-year certificate program. Educationally, the AAS provides students instruction and practice in music theory, musical performance, musical arrangement and composition, music history, music technology, electronic and computer music composition and production, creative coding for sound and video, and studio and live sound production and recording. The degree prepares students with both the foundational skills required by employers for entry-level work in retail of musical instruments and audio gear, location recording, live sound support and audio technical support, audio production for radio, web and/or video/film, creative coding and application development, instrument and controller design and development, private music instruction, commercial performance, and sound design for video/film. The AAS also contains lower

division collegiate coursework that prepares students for the pursuit of a four-year degree. Program completers not only understand what is required to become a music professional in artistic and technical fields, but also the critical thinking and technical skills necessary to succeed in both the industry and continued education.

Program Highlights

Standards: The College has met the five program approval standards.

11. Need

The community college provides clear evidence of the need for the program.

Portland is a major metropolitan city with a vibrant and markedly experimental music scene. Portland’s Creative Music Guild, for example, has been promoting small- and large-scale experimental musical events in Portland for over twenty years, with many events showcasing nationally known electronic musicians. Within the arts more broadly, the Portland Institute of Contemporary Art’s Time Based Arts Festival continues to feature visual and sound-centric exhibits rooted in contemporary technologies: arduinos, sensors, mobile devices and small-scale platforms operated through creative coding. Educational opportunities in these areas do not exist in any higher-education institution in the Greater Portland region. The nearest geographical location for education in music technology is Eugene (at the University of Oregon and Lane Community College).

Beyond the interest of community based organizations and community members in electronic music and electronic arts, Portland is unique in the number of nationally distributing manufacturers of electronic musical tools. Among the largest of these are 4ms, Darkplace Manufacturing, Qu-Bit Electronix, Circuit Abbey, Malekko, and Synthrotek. Employment in this burgeoning industry requires familiarity with musical concepts and processes, instrument and controller design and fabrication, and creative coding--all competencies to be taught within the Professional Music AAS and nowhere else taught in the Portland Metro area.

Also in an effort to meet the demand for educational opportunities in music technology, Portland State University (PSU) is developing a Sonic Arts & Music Production degree. PCC’s AAS has been developed in close consultation with PSU and will continue to evolve in dialogue, with the agreed-upon, optimal outcome being a 2+2 agreement--offering graduates of the AAS both entry-level job skills and a clear pathway to a four-year opportunity in Portland.

The economic analytic tool Burning Glass identifies the number one occupation under “top occupations” in the Portland Metro area for 2014-2015 as “Software Developers, Applications” (15,069 jobs). While the broad rubric of software development includes a wide range of disparate jobs, we know that software is an in-demand consumable--recently propelled by the creation and popularization of mobile software devices and applications--and that a majority of software applications include sound. The proposed AAS degree prepares students for jobs in sound design, teaching the foundational concepts of sound synthesis, the tools for its accomplishment, and the frameworks for designing sounds for artistic and market purposes.

PCC’s Cascade Campus--home to the proposed AAS--is also home to an AAS in Video Production and a Certificate in Game Arts offered through our Multimedia Department. Presently missing from the curriculum in Video Production and Game Arts is a robust introduction to sound design for video and video games. Valuable in itself, the proposed AAS in Music also significantly strengthens current certificates and degrees at PCC with robust enrollment and long-standing, successful partnerships with industry.

12. Collaboration	The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
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The AAS in Music was developed in close consultation with a carefully curated Advisory Board. The Advisory Board includes accomplished electronic composers, educators of electronic music and sound design, designers and makers of electronic instruments, engineers of industry-standard multimedia programming languages, product developers of small-platform computers, and business owners.

The Advisory Board provides guidance in curriculum development, resource priorities and acquisitions, and strategic planning with respect to emerging technologies and associated economic opportunities. In consultation with our Advisory Board, we selected the software to be used in our Digital Audio Lab, choosing a software option that integrates ready-to-use commercial applications and programming languages, supporting students in mastering standard, commercial platforms and exploring the creative potential of coding. Based on the input of our Board we are exploring curricular options in connection with the sonification of data (an area of growing need as data sources proliferate, data supplies grow, and new methods of people managing, understanding, accessing and presenting data become increasingly important). We are looking at how to prompt students to ask the questions: What data is available? How do

you access it? What can you do with it artistically? And how can you render it more accessible/understandable with sound?

Our Advisory Board has urged us to consider the important role of sound technologies in the broader project of universal or inclusive design. With creative coding, for instance, students of the AAS in Music develop musical tools with custom and modifiable interfaces. Using sensors, such as the Xbox Kinect, these interfaces may be gesturally controlled. Whether for musical or other purposes, customizable, gesturally controlled interfaces are relevant to inclusive design. With these interfaces, a programmer can map the gestures of a particular individual to a particular outcome, taking into account any number of unique challenges to mobility the individual may possess. In brief, customizable, gesture-controlled interfaces will take us way beyond the assumptions about mobility embedded in standard technologies like the keyboard and mouse.

The proposed AAS was crafted in close collaboration with a number of secondary educational partners. PCC included Grant High School where they developed and implemented the Audio Engineering curriculum ensuring alignment in learning outcomes, allowing for dual credit and seamless transfer. We collaborated with Rosemary Anderson High School, an alternative high school in North Portland, to conduct two music technology workshops for at-risk students. Because of these workshops the department made connections with students interested in the program and developed a plan for permitting students access to college labs and tutors. Because Rosemary Anderson serves a number of justice-involved youth, the plans included collaboration with case managers and parole officers. This is an important effort because music technology resonates with young people who may not imagine themselves as college students.

The Professional Music Department has collaborated with the Multimedia Department. They have discovered many ways that the two programs can cross pollinate and work together for student projects. The professional Music Department collaborates with the Music transfer program. Electives for the Professional Music AAS include many lower division collegiate courses from the Music department. These are the courses which will most easily transfer to the university as students continue their education.

13. Alignment

The community college program is aligned with appropriate education, workforce development, and economic development programs.

The proposed AAS in Music aligns well with PK-20 programs and initiatives, including, but not limited to, youth education in music and creative coding, education in audio engineering at Grant High School and Helensview High School in Portland Oregon, University of Oregon's and Oregon State University's educational programs in electronic music, and Portland State's proposed degree in Sonic Arts & Music Production.

Also, the AAS aligns well with industry needs in a broad range of areas. Sound support and design plays a critical role in music venues, conference and convention centers, board rooms, educational institutions, theaters, software applications, video games, radio broadcasts, websites, and video productions.

A separate but related industry, musical performance plays an important economic role in Portland. A city with a vibrant music scene, Portland's quality of life is an attraction for talented people across industries. Professionals of all variety relocate to Portland with Portland's culture foremost among its attractions. And music has played an important role in the revitalization of Portland neighborhoods. Music venues attract people, and people bring business.

Cascade's Music program is four blocks from Ethos--a non-profit dedicated to music education for economically disadvantaged youth--across the street from the Falcon Arts Community (reduced-cost housing for artists), and a half-block from the Paragon Arts Center (Cascade's art gallery and arts-oriented makerspace).

<p>14. Design</p>	<p>The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.</p>
	<p>The Music program was carefully designed to provide students a comprehensive and integrated curriculum, with clear learning outcomes, strategies for assessment, and industry-relevant, capstone projects. In addition, it was designed to provide students the dual opportunities of entry-level employment or continued education at a four-year institution. The Music Department intends to fold the current less-than-one-year certificate into the degree, with the ultimate goal of a less-than-one-year certificate that stacks to a two-year AAS degree that stacks to a four-year degree at Portland State University. Additionally, in collaboration with the Office of Career Pathways, the Department is exploring the possibility of a one-term Career Pathway in Creative Coding that would fold into the AAS, satisfying a combination of requirements and electives.</p>

	<p>Based on the idea that contemporary technologies are changing who has access to musical creation and under what circumstances, the AAS is designed to facilitate such access. There are no prerequisites or audition requirements for entry into the program and the curriculum is designed to introduce students to foundational concepts in music more gradually and with greater support than with a traditional music program. The program’s music theory courses, for example, move at a pace that accommodates students with no prior formal knowledge of music and emphasizes contemporary and popular applications of music theory as opposed to concepts rooted in Western art music (i.e. classical music).</p> <p>Some of the required courses and many of the electives are lower-division collegiate courses which guarantee transfer to a university. Courses are designed to be classroom and lab-based and include a mixture of lecture, group and individual projects, and interactions with industry and community partners.</p> <p>Students have opportunities to develop academic skills and technical skills needed for workplace and critical thinking skills and soft skills essential to success in virtually any career.</p>
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<p>15. Capacity</p>	<p>The community college identifies and has the resources to develop, implement, and sustain the program.</p>
	<p>The Cascade Campus is committed to music technology education and is uniquely resourced to provide it. The Cascade Campus is home to a fully equipped and acoustically treated recording studio, a 20-station digital audio lab with up-to-date industry-standard software and hardware (computer stations, musical controllers and synthesizers), and a complex, analog modular synthesizer. Cascade Campus also has a band room, piano lab, and practice rooms.</p> <p>The Music and Sonic Arts Department is staffed to offer all required courses, and they have the capacity to increase enrollment should it be necessary, no new staffing is immediately needed. The lower-division collegiate department which are included in the degree or elective list have capacity in the courses to increase enrollment with no new instructional support required.</p> <p>Beyond the on-campus resources, Cascade is uniquely resourced through its urban location in North Portland, which facilitates work-based experiences for students with community-based organizations and businesses. Winter 2016, for example, students completing the second</p>

term of music technology were able to perform original compositions at Turn Turn Turn, a music venue less than a mile from campus. And Fall 2016, students will be afforded new internship opportunities with KBOO radio.

Presently, the Music & Sonic Arts Department at Cascade has one full-time permanent instructor, one full-time temporary instructor, seven part-time instructors, two part-time instructional support technicians, and two hourly employees. With the implementation and success of the degree, the program would benefit from the replacement of the full-time temporary position by a second permanent position. Investments in technology are ongoing. The Campus possesses the financial capacity and commitment to sustain the program.

Students have access to career counseling, academic advising and instructional support. The college provides full service library services at three campuses in the district. The college is committed to maintaining a complete catalog of lower division collegiate courses to accommodate students earning a degree or certificate and preparing to transfer to a university.

PCC serves students with special needs including those with disabilities, displaced workers, and non-native speakers of English. Services include the provision of tutors, counselors, child care, financial aid, and English as a Second Language (ESL) instruction. Other services may include interpreters and communication devices for deaf and hearing impaired students, note-taking options, taping of printed materials, test readers/writers, enrollment assistance, career guidance, and corrective physical education. Staff and students have access to consultations and workshops designed to increase awareness of disability issues. PCC as a public agency provides comprehensive services for students with disabilities in both the classroom and online formats. The college has a Disabilities Services Office: <http://www.pcc.edu/resources/disability/>

PCC supports diversity in the student body and employment. The PCC Office of Affirmative Action and Equity (OAAE) provides leadership to facilitate, manage and coordinate college policies, procedures and programs related to diversity, inclusion and equity: <http://www.pcc.edu/about/equity-inclusion/>

Approval Signature		
Name	Luis Juarez	Patrick Crane



HIGHER EDUCATION COORDINATING COMMISSION
DATE

Title	Education Specialist	Director
Date	7/12/16	7/12/16

Staff Recommendation:

RESOLVED, that the Higher Education Coordinating Commission approve the Professional Music Associate of Applied Science (AAS) degree program at Portland Community College.