**Present**: *Louie Giambattista, Chair*; Theodore Adkins, Dennis Gravert, Anthony Hailey, Natalie Hannum, Marie Karp, A’kilah Moore, Christine Park, Ryan Pedersen, Matthew Stricker, Eileen Valenzuela, Kim Wentworth, Nancy Ybarra, Yongmin Zhu, Shondra West (Note taker)

**Absent**: Susie Hansen and Grace Villegas

**Guests**: Dave Belman, Tue Rust, and students; Sarah, Michelle, and Erika

Meeting called to order: 1:05pm

Location: CO-420

**CURRENT ITEMS**

1. **Announcements & Public Comment:**

Louie welcomed students as guests to the Curriculum Committee. Their attendance was required to complete a POLSC assignment.

1. **Approval of the Agenda**

**Action:** Approved (M/S: Stricker/Gravert) Unanimous

 **Approval of the Minutes from September 3, 2014**

**Action:** Approved with correction (M/S: Marie/Christine) Unanimous

**Correction:**

* Page 1 - item 4; change CLSOs to CSLOs

1. **Consent Agenda**

**Action:** Approved(MS: Stricker/Pedersen) Unanimous

* SPAN-050 Elementary Spanish I
* SPAN-051 Elementary Spanish II
* SPAN-052 Intermediate Spanish I
1. **Existing Course Outlines of Record**
	* **ACS-112 Academy for College Excellence Social Justice Research**

**Action**: Tabled

1. **New Courses Outlines of Record**
* **ACS-113 Academy for College Excellence Foundations & Team Self-Management**

**Representative:** Tue Rust

**Action**: Tabled (Adkins/Karp); 1 abstention - Yongmin

**Corrections needed:**

* Page 10 the activity box under instructional method should be unchecked; this course doesn’t have activity hours required.
* It was recommended on page 1 to list the different disciplines under the interdisciplinary section. ACS has an approved set of disciplines to allow those with certain Faculty Service Agreements (FSAs) to teach this course.
* CSU option E was checked to request submission for Assist approval.

**Committee’s Comments:**

* This course has content that crosses over with counseling courses. The Counseling department should have been notified about the development of creating such a course to discuss possibilities of offering a preexisting counseling course. In addition the committee was concerned that ACS 113 overlaps with ACS 110-111.
* This course doesn’t belong to a specific department and the committee was concerned with the administrative functions; who address academic issues, assessments, CSLOs, program review and funding (budget).
* This course holds great value as an intervention course, however this course is not part of a program (stand-alone) and eats up students’ resources: financial aid and Pell grants. Also the units cannot be used for part of the AST degree maximum units; 60.
* Does ACS’s tie in with learning communities and what research has been done to conclude this course will increase success rates?

**Rust addressed:**

* ACS 110-111 does not overlap with ACS 113 or the preexisting counseling classes and/or ACS-110-111; it has a social injustice component. The future intentions are to inactivate 110-111.
* ACS 113 is an educational learning experience course that focuses on learning skills: creating successful homework habits, creating outlines, and note taking skills. Most counseling courses focus on academic success and does not cover the precursors to developmental mind set: perseverance; pedagogy on internal transformation; social leverage support – leadership and teamwork.
* The instructor’s FSA must fall under one of the (inter) disciplines and become certified by taking ACS institute classes to teach. Counseling courses are restricted to those with one FSA; MA. Psych.
* ACS is not part of English and Math learning communities and not meant to be taking as part of a cohort. It’s a one semester class that will be offered Sp’15 as an elective.

**Belman addressed:**

* Dave Belman is the contact person that takes ownership over ACS courses.
* Research is not isolated to a specific course; however, it has been proven that students benefit from learning communities which has assisted them with their overall success in college.
* ACS does not have an assigned budget; funding has come and gone. HSI recently received $200K in funding, but this class is not part of the HSI budget.

**Committee’s Final Recommendations:**

1. Instead of creating a new course, revise ACS 110
2. Discuss with the Counseling department regarding offering COUNS oppose to ACS-113
3. Address the administrative functions required
4. Look into whether the course should be part of a program review process
5. Review the discipline qualifications
6. **Experimental Course Outlines of Record (900 courses)**
* **ACS – College Forward: Getting Started at LMC**

**Representative:** Dave Belman

**Action**: Tabled (Marie/Ryan)

7 Yes (Adkins, Hailey, Karp, Park, Pedersen, Stricker, and Wentworth); 1 No - Gravert; 1 Abstention – Zhu

The purpose of this course is to increase the population rates at LMC that are high school graduates, 18-19 of age, and are not transferring to CSUs/UCs or community college. This course would become part of a transfer program located at Pittsburg High School (PHS), linking students to transfer into LMC. This course will be offered in the spring, scheduled during PHS students’ 3rd period. This course will be funded by Title V (HSI) and restricted to PHS students; the college will not receive FTEs reimbursement.

**Committee’s Comments:**

* This course aligns with Couns 30/32 course which can be revised opposed to offering ACSs and can be housed in the Counseling department since ACS is not assigned to a department.
* Upon completion of this course will students receive high school credit?

**Dave addressed:**

* This course focuses on college preparedness and addresses the 3SP initiative (student equity).
* This course is intended to target students that are not familiar with what’s needed to be successful in college. ACS is intended to promote student success and prevent losing students early (1st semester).
* Even though ACS is not assigned to a department (header), there are other LMC courses that fall into the same category with no header. ACS is a catch all class that target specific areas.
* Housing this course under counseling restricts FSA qualifications to one degree; Master’s in Psychology (Counseling). As an interdisciplinary course, those with qualifying FSAs can teach the course allowing opportunities for employees within the student services area holding Master’s degrees to teach.
* Students will not receive high school credit; they will receive college credit upon completion of the course.

**Committee’s Final Recommendation:**

1. Discuss with Counseling department regarding offering COUNS oppose to Experimental ACS.
* **ACS – Academy for College Excellence Foundations & Team Self-Management**

**Action**: Tabled (Ryan/Theo)

7 Yes (Adkins, Hailey, Karp, Park, Pedersen, Stricker, and Wentworth); 1 Oppose - Gravert; 1 Abstention – Zhu

**Representative:** Tue Rust

**Committee’s Comments:**

* This course is the experimental course to ACS-113; the committee recommended the actions in place for ACS-113 should be completed for this course.
1. **Online Supplements:**
* **BUS-027 Small Business & Entrepreneurship**

**Action:** Approved (M/S: Wentworth/Adkins) Unanimous; 1 abstention - Hailey

**Committee Comments:**

* The partially online box was not checked; the committee was informed a separate form must be completed for hybrid vs. completely online. This course is completely online.
1. **Accreditation Update**

**Representative: Kiran Kamath**

* The accreditation visit is scheduled for Oct. 6-9 and the team will meet with the Curriculum committee; the date/time is unknown. It was requested that the committee read standard 2A, revisit the self-study report about COORs/CSLOs, verify that 1st day handouts (syllabus) have CSLOs and PSLOs listed on them, provide examples what COOR changes stemmed from the assessment results, and become familiar with the assessment module process.
* The intent when meeting the accreditation team is to validate the report – standard 2A responses.
* A good strategy when speaking with the team, assign a spokesperson and then allow the group to provide substantive responses in order to give a broad spectrum.
* The committee agreed a refresher of the assessment module process is needed to clear-up any misunderstandings about cohort schedule, deadlines, and program submission tool.
* Normally during spring the data is assessed and collected, next the report is written by the department, and then submitted using the program review tool by fall. A hardcore deadline has not be established when the assessment results are submitted via the tool.
* November 1st deadline is for catalog submission for new and/or revise courses/programs proposals to be publicized in next year’s addition. Major changes to courses and programs consist of units, hours, description, and title.

 **STANDING ITEMS – Tabled Next Meeting**

1. **CurricUNET**
2. **Shared Governance Committee**
3. **Articulation**
4. **Teaching & Learning Committee**
5. **Academic Senate**
6. **Other**

Meeting adjourned – 2:59pm

Fall 2014 Meeting Dates: October 1, 15; November 5, 19; December 3

Location and Time: CO-420 / 1-3pm