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

**Absent**: Mike Grillo, Anthony Hailey,Grace Villegas,

**Guests**: Kyle Chuah

Meeting called to order: 1:06pm

Location: CO-420

**CURRENT ITEMS**

1. **Announcements & Public Comment:** Brown Act Training is scheduled for September 10th at 3pm in L109
2. **Approval of the Agenda**

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

 **Approval of the Minutes from August 20, 2014**

**Action:** Approved (M/S: Park/Karp) with one (1) abstention: Adkins

**Comments:** As stated correctly in the 8.20.14 minutes; Distance Education (DE) Committee is a sub-committee of curriculum, then again is not true. The committee is an advisory of curriculum, with goals and charges independent of curriculum. To follow-up at the next meeting whether sub-committees are required to follow the Brown Act guidelines.

1. **Consent Agenda**

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

* Chem 006 – adding text; or one (1) year of high school algebra meets the math prerequisite
* TRAVL 105 – Inactivation
* TRAVL 106 – Inactivation
1. **Existing Course Outlines of Record**
	* **Music-013-Musicianship I**

**Action**: Approved (Stricker/Karp) Unanimous

**Committee Comments:**

* Both courses were content reviewed. Music 13 & 14 are two different courses – intermediate vs. advance, yet the CLSOs are the same except for A/C level portion. It was determined that Music 13 & 14 first set of CSLOs should include text and the second set (pg. 5) should include percentage numbers; and Music 14 CSLOs remove the wording intermediate and replace with advance. The committee agreed.
* The department chair shared the class content overlaps in some areas; however upon completion of the course, students should progress to intermediate for Music 13 and advance for Music 14. These courses can be taken out of sequential order as long as students have advance level competencies for Music 14. Music 13 is not a prerequisite for 14.
* Students will need to take both Music 13 and 14 to satisfy the degree requirements for the major. Without Music 13 students will lack enough major units to earn the degree. Credit by exam is not option for Music 13; students cannot take an exam to receive credit for the course.
* The assessment component is based on students having intermediate/advanced skills upon completion of Music 13/14.
	+ **Music-014-Musicianship II**

**Action**: Approved with recommendations (M/S: Stricker/Pedersen) Unanimous

1. Change CSLOS from intermediate to advance
2. Remove the repeated text from the second set of CLSOs and change it to percentages
3. Add discipline
4. **New Courses Outlines of Record** – **None**
5. **Experimental Course Outlines of Record (900 courses)**
6. **Outline Courses – Supplement to the Course Outline of Record**
* **MUSIC-010-Music Literature**
* **Action:** Approved (M/S: Pedersen/Adkins) Unanimous

**Committee Comments:**

* + The proposal was approved by DE committee September, 2013 with minor changes. The changes have been completed and ready for curriculum approval. Upon review, clarification was needed for CSLO 3 if students are actually listening to range music, and how is this done as an online class? The Department Chair shared students receive two (2) CDs when they purchase the textbook; and/or students are required to use YouTube to listen to music. Students are required to post comments on the discussion board based on the music they listen to.

**Post-Vote Discussion:**

* + It was brought to the committee’s attention whether online supplements should repeat what’s stated in the COOR or should the online supplement stand alone as addition to the COOR. The consensus was that the information should not be redundant, instead should list the supplemental tools used to offer the course in an online environment. The online supplement should address the pedagogy of the course, whereas the COOR should address the CSLOS and course content. Having the redundancy in both documents when the COOR is updated the online should be updated as well for consistency.
	+ The DE committee is in the process of redoing the form to streamline the process. Title V and ACCJC requirements are different; Title V is regulations and ACCJC is substantive instructor student contact. The CSLOS portion added to the online supplement is an extra component LMC added. The online form should be a supplement and should not repeat what’s in the COOR. It’s the tools that facilitate the online instruction making the course different; discussion boards.
	+ In addition, the form is not used to determine if an instructor is qualified to teach the course. Normally the department determines who can teach the course. In the future, the new state online initiatives will require the course and instructor to be certified to be added to the statewide portal.
	+ The creation of the DE form wasn’t about pedagogy or repeating what’s in the COOR, instead the directions state: explain how students will achieve meeting CSLO requirements in an online course? The intent was for instructors to distinguish how COOR CSLOs will be taught via online; watch YouTube or video lecture. It’s the online tools used to teach the course.
1. **Requisites** – Follow-up from last meeting.
* Based on Title V regulations, co/prerequisite for CTE courses must be reviewed every two (2) years. The regulations doesn’t indicated what body (curriculum) should conduct the review or how is this done. As a committee it needs to be determined how the process will be managed. Currently, when course outlines are being assessed the prerequisite are reviewed as well, and this works for meeting Title 5 regulations for COORS to be reviewed every five (5) years. For CTE courses a process needs to be developed for co/prerequisites to be reviewed every two (2) years.
* A recommendation was made to create a short form for departments to review co/prerequisites either, every odd or even year. Natalie and Louie agreed to develop a document for Deans to certify co/prerequisites have been reviewed and then route it to curriculum for approval. The final process and procedures developed needs to put into the Curriculum Handbook.

 **STANDING ITEMS**

1. **CurricUNET –** none
2. **Shared Governance Committee –** The committee is considering forming a Budget Committee.
3. **Articulation –** Waiting for the results of UC transferable classes
4. **Teaching & Learning Committee –** The committee revisited the mission, goals, and assessment follow-up; “closing the loop”. Christina Goff is the Assessment Coordinator responsible for tracking the progress of assessments, maintaining the program review tool, and making sure the assessment results are usable for institutional processing to determine where support is needed for students to drive academic excellence.

The Curriculum Chair is working on balancing the load from an administrative viewpoint, by checking how many courses need to be assessed and completed, and assist people with completing their assessments which may trigger a COOR change via curriculum. Assisting with balancing the workload will help to avoid abundance of COORs being submitted at the last minute for curriculum approval.

1. **Academic Senate –** None
2. **Other –** None

Meeting adjourned – 2:20pm

Fall 2014 Meeting Dates: September 17; October 1, 15; November 5, 19; December 3

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