



CURRICULUM COMMITTEE MEETING MINUTES

Voting Members Present: Alan Ainsworth, Arminé Derdarian, Dianne Frehlich, Steve Hall, Arion Melidonis, Robert Morris, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Art Sandford, Richard Williams, Scott Wolf

Voting Members Absent: Laura Anderson, Shannon Davis, Judy McArthur, Julius Munyantwali

Proxies: Art Sandford for Shannon Davis
 Amparo Medina for Laura Anderson
 Graciela Casillas for Judy McArthur and Julius Munyantwali
 Luis Gonzalez for Art Sandford
 Arion Melidonis for Milena Hurtado

Non-voting Members Present: Robert Cabral, Carolyn Inouye

Non-voting Members Absent: Roy Vasquez (Co-Chair), Joel Diaz, Gail Warner

Guests: Elissa Caruth, Linda Chaparro, Alex Lynch, Linda Martinez, Becca Porter-Miller, Lilia Ruvalcaba, Kari Tudman

Meeting Date: 09.26.2018 Approval of Minutes from: Recorded By: Amparo Medina

AN = Action Needed AT = Action Taken D = Discussion I = Information Only

DISCUSSION/DECISIONS

	ACTION		
I.	Call to Order & Welcome	I, AT	A. Sandford called the meeting to order at 2:02 pm. Proxies announced: Amparo Medina for Laura Anderson, Graciela Casillas for Judy McArthur and Julius Munyantwali. Luis Gonzalez for Art Sandford. Arion Melidonis for Milena Hurtado. Art Sandford for Shannon Davis.
II.	Adoption of Agenda	I, AT	Additions/Changes to the Agenda: M. Sanchez moved to approve the agenda as presented, R. Williams seconded, and the motion passed.

			<p>Yes: A. Ainsworth, A. Derdarian, G. Casillas, D. Frehlich, L. Gonzalez, S. Hall, A. Melidonis, R. Morris, S. Newby, M. Pinto-Casillas, M. Sánchez, A. Sandford, R. Williams, S. Wolf</p> <p>No: None</p>
III.	Approval of Minutes – September 12, 2018	I, AT	Tabled to 10/10/18
IV.	Second Reading	I, AT	<p>ART R101, ADS R115, ADS R124, ART R104A, ART R104B, ART R106A, ART R106C, ART R110A, ART R110B ART R115, ART R110C, ART R126B, ART R126C, ART R165, ART R180, AT R014, AT R014L, AT R016, AT R018, AT R018L, BIOL R100/MST R100, BIOL R100L/MST R100L, CHEM R122, ECE R100, ECE R103, ECE R106, ECE R107, ECE R133, DH R015, DH R024, FT R155, MST R198</p> <p><u>PULLED:</u></p> <p>AT R020, AT R026, AT R026L, AT R030, AT R030L, CNIT R151, CNIT R160, CNIT R180, CNIT R198, ECE R108, EDU R122, Proficiency Award in USLA Lifeguard Academy I</p> <p>S. Wolf moved to approve the Second Readings as amended in the most current Agenda. M. Sanchez seconded and the motion passed.</p> <p>Yes: A. Ainsworth, A. Derdarian, G. Casillas, D. Frehlich, L. Gonzalez, S. Hall, A. Melidonis, R. Morris, S. Newby, M. Pinto-Casillas, M. Sánchez, A. Sandford, R. Williams, S. Wolf</p> <p>No: None</p>
V.	First Reading	I	<p><u>Career & Technical Education</u></p> <p>ACCT R110, ACCT R111, ADS R105B, ADS R108, AT R033, AT R048, BUS R100, CNIT R172, ECE R108/PSY R111, ECE R113, ECE R115, ECE R116, ECE R117, ECE R118, ECE R131, EMT R109, EMT R169, PLS R041, PLS R101, PLS R102, PLS R103, PLS R104, PLS R105, PLS R106, PLS R108, Proficiency Award in Cybersecurity</p>

		<p><u>Liberal Studies</u> CHST R102, COMM R100/ESL R108, DANC R112A, DANC R112B, ECON R101, ECON R101H, ECON R102, ECON R102H, ENGL R100S, ENGL R101E, FTVE R100, FTVE R106, FTVE R107, FTVE R108A, FTVE R110, FTVE R120, FTVE R130, FTVE R135, FTVE R150, FTVE R155, ART/FTVE R160, ART/FTVE R175, IDS R101A, IDS R101B, IDS R110, POLS R102, PSY R102A, PSY R103, PSY R104, PSY R105, SOC R110</p> <p><u>Library, Transitional Studies, Health, Athletics, PE</u> ENGL R095/ESL R095, PE R162</p> <p><u>Math/Science</u> ENGR R140, ENGR R140L, ESRM R100L, GEOG R105, MATH R005, MATH R055S, MATH R065S, MATH R098T MATH R117 (listed on original agenda as R118 reactivation but after this meeting changed to new number), MATH R120</p> <p><u>Student Development</u> PG R820, PG R850</p> <p><u>R. Cabral introduced the changes to the ACCT QuickBooks courses which were just the addition of the Business MQ.</u></p> <p><u>Career & Technical Education</u> ACCT R110 - QuickBooks 1 Units Hours: If this course will be taught in a lab as it is teaching software, shouldn't it include lab hours and not only lecture? Content Review - nothing is checked. Check box next to course and then select appropriate objectives from the advisory course. Seems like a good candidate for a DE course, should a DL Appendix be included? Course content is too thin and needs to mirror course objectives. Textbook is 2014. Is there a newer textbook?</p> <p>ACCT R111 – QuickBooks 2 Catalog Start Date: Should be Fall 2019</p>
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		<p>Content Review: nothing is checked. Check box next to course and then select appropriate objectives from the advisory course.</p> <p>Units/Hours: Shouldn't this course include lab hours as this is an applications course? I assume it is taught in a lab.</p> <p>Textbooks: Is there a newer edition? The one listed is 2014.</p> <p>Methods of Instruction #5 - typo? This sentence is confusing. Demonstration of? Is the instructor demonstrating something, are the students?</p> <p>Both Course Objectives and Course Content need significantly more detail, and need to be closely aligned once the detail is provided.</p> <p>Discussion took place about the best MQ or MQs for these courses.</p> <p>R. Cabral - Course content is QuickBooks. It's a Software application. More software related than accounting related. Best MQ is accounting in business, an MBA. Believes faculty who updated was unable to add 3rd MQ.</p> <p>These courses apply to the entrepreneurship proficiency award.</p> <p>When it was originally written it was at a 100 level class as it is transferrable.</p> <p>MC has a specific advisory under their MQ for accounting</p> <p>S. Hall – if you add business, would it be ok with someone with an MBA with an emphasis in marketing or management...would it be ok for someone with a major completely unrelated to teach this class?</p> <p>If you use that argument, it's just software and anyone can do it. A. Sandford - it's not just software.</p> <p>Discussion - Similar to PowerPoint. Teaching how to use PowerPoint, not how to code.</p> <p>ADS R105B - Group Leadership II</p> <p>Units/Hours incomplete</p> <p>Content review - - nothing is checked. Check box next to course and then select appropriate objectives from the prerequisite course.</p> <p>Objectives: some could use more measurable language. Also, #6 Identify the students' strengths and weaknesses as group facilitators and counselors. - Is this the objective of the course or the instructor?</p> <p>SLOs - formatting issues. #2 "Session", #3</p>
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		<p>"Understand" needs to be replaced with something more measurable.</p> <p>Methods: Is #4 a method of instruction? Perhaps this presentation should instead be located in Typically Graded Assignments.</p> <p>Legacy Methods of Instruction need to be removed.</p> <p>Course Description: Suggested course description edits:... identify client defense mechanisms and symptoms of psychopathology... engage in in-depth work with clients, Fix contact hours.</p> <p>Content: Just a few formatting fixes. The expanded content is great, really thorough, we just need it in more of an outline format with headings and subheadings.</p> <p>Textbooks: Surprised that the Corey book hasn't been updated since 2011 but it hasn't, though I noticed there is a much more expensive book Groups: Process and Practice, also by the Coreys that is 2017. Are these really the standard textbooks in the field and therefore it doesn't make sense to add another text closer to within the 5 year timeframe?</p> <p>ADS R108 - Alcohol/Drugs and Human Development Objectives could use more assessment friendly language, for example, avoid "learn" and "understand." SLOs need to be revised to be more measurable, avoid "recognize."</p> <p>Units/Hours: Should be a range of total contact hours.</p> <p>Methods of Instruction: Legacy methods of instruction need to be removed.</p> <p>Typical graded assignments: typo in word "assinged" should be "assigned."</p> <p>DE Appendix - replace CMS with LMS. Consider a period before "Methods of instruction..." Avoid naming brand-names if possible, just stick with something like "video conferencing technology" rather than CCC Confer, or Zoom, or whatever might be the current forerunner.</p> <p>Textbook page - under other instructional materials you have "Fetal Alcohol Syndrome" but didn't clarify if it was a book, a video/film, or ?? Should add that as it isn't clear when it prints on the outline.</p> <p>AT R033 - Automotive Emission and Fuel Control Systems</p> <p>Course objectives need a formatting fix.</p> <p>SLOs: change words like "comprehend" and "know" to</p>
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		<p>more measurable language. Lab content needs to be added and should differ from Course Content when the course is a mixed lab and lecture course. Other Instructional Materials contains items so should be finalized so that the page checks off and we know it's complete.</p> <p>AT R048 - Smog Check Procedures Course Objectives: Fix formatting Course Content: Fix formatting Add SLOs, none are included. Typical graded assignments: Fix formatting</p> <p>BUS R100 - Introduction to Entrepreneurship Course Content: Needs more heft (consider additional detail) and needs to match objectives. Course Objectives: Eliminate and remove redundancy: Evaluate one's "own" motivation SLOs - #2 is not measurable, please revise. Methods of Instruction #1: Remove "In addition." And typo: "presentations." Add a period before "Methods of instruction" and fix spacing two lines later around the comma.</p> <p>CNIT R172 - CompTIA PenTest+ NEW course: Requires DTRW-I and BOT approval. Basic course info: missing CB21 code MQ's: should computer science be listed? Prerequisites: There are none, so could someone with no computing experience do well in this course? Methods Instruction: #4 is not a method. Content: This course says it's aligned with ITIS 164 but some of the items from the C-ID descriptor are not obvious in the outline (maybe they are to CNIT faculty but usually we should be able to readily find each topic from the descriptor in your outline.) I did not see the following: any reference to Ethical Hacking, TCP/IP concepts, Programming for security professionals, Hacking web servers, Embedded operating systems, Linux operating system vulnerabilities, and protecting networks with security devices. Course description: this course has no required requisites and so anyone can take it but the title and description don't tell really what the student will learn in the class if they have no idea what PenTest is. From reading the outline, one can gather it is for penetration</p>
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		<p>testing, but when students read this in the schedule, they won't know. The recommendation is to add some of the language from the C-ID descriptor to the course descriptor to better sell this course to students interested in cybersecurity systems jobs. The content is very detailed and well written & the objectives are also good, they are just not reflected adequately in the course description.</p> <p>A. Lynch answered questions raised by the reviewers regarding MQs and prerequisites. All of the courses - feel instructor should hold the appropriate certification. Will add CIS MQs. Trying to get away from prereqs because there are so many professionals that are already working in the field that want to drop in and they don't want them to be restricted by pre-reqs that are unnecessary.</p> <p>ECE R108 - The Exceptional Child Should it be co-listed with the active COR for PSY 111? Reason Course is Offered is different to PSY 111 TOP Code and SAM Code are both different, is this ok? Answer: yes, it is ok to have two different TOP codes for a co-listed course. Methods of Instruction includes note about videos that is not included in PSY 111 COR. Textbooks: Author's name is spelled differently on PSY R111. DE Appendix: change CMS to LMS Units/Hours- Change Variable to yes to allow for range of hours from 48 to 54 Distance Learning Appendix - Change CMS to LMS Non-sub: In Catalog Description, remove the comma after "issues' in the second sentence. SLO #2: Use e.g. instead of i.e. for the parenthetical listing. Use commas instead of semicolons to separate items in the list. Course Content: Capitalize "Purpose" in #1</p> <p>PSY R111 - The Exceptional Child Basic Course Info: ECE 111 clearly occupational, PSY 111 not occupational in SAM codes SLOs: slightly diff from ECE 108 Methods of Instruction different between 2 courses. Don't need to be so specific. Some aren't methods of</p>
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		<p>instruction CORs for ECE R108/PSY R111 should match.</p> <p>ECE R113 - Infant and Toddler Development Units/Hours: Need range for Total Contact Hours. Change the variable units to yes to allow for 48-54 total contact hours.</p> <p>I Catalog description: our convention at OC is to write catalog descriptions in complete sentences so this needs minor editing to do that. Typical graded assignments: is #2 considered the essay? Could this be assigned as a research project? #3 "Develop a personal philosophy regarding the care of infants and toddlers" doesn't seem like an assignment that you are grading by itself. Is this a paper where the student explains their philosophy and links it to some kind of development theory? Also, this is a 3 hour per week lecture course which should have 6 hours of homework per the Carnegie unit and it looks like there aren't that many or very rigorous assignments. For typical graded assignments I couldn't help but wonder if this was all their grade was based on? No research papers linked to the course objectives? (the objectives give great ideas for assignments and should be linked so we can see how they are meeting those objectives.) Method of instruction #3- is not a method of instruction</p> <p>ECE R115 - Administration I: Programs in Early Childhood Education Catalog description: our convention at OC is to write our catalog descriptions in complete sentences so please revise to do so. Units/Hours: Change Variable units to yes to allow for total contact hour range of 48 to 54 hours. Outside assignments: Reading- I-III are lists of books/texts, not assignments Methods of instruction: 1-4; gives the impression that the instruction is mostly based on lectures DE Appendix- change CMS to LMS Typical graded Assignments- check formatting, Text is one space below numbers. V, add "about" after "Ask and Write ..."</p>
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		<p>ECE R116 - Administration II: Personnel and Leadership in Early Childhood Ed. Hours: Change Variable units to yes to allow for total contact hours range of 48 to 54 hours. Catalog description: write in complete sentences. Some objectives are not linked to assignments. For example, one objective is to "Formulate strategies for compensation and professional growth opportunities in programs" but where are they doing this? This seems like a good assignment because it would be harder to assess that objective on a test. Outside Assignments #1 - Remove parenthesis and use lower case for e.g. Typical graded assignments don't include essays but lecture courses that are degree applicable and do not have problem-solving assignments or physical skills demonstrations as their primarily methods of evaluation are required to have essays by Title 5. Typical graded assignments- check formatting, Text is one space below numbers. DE Appendix- change CMS to LMS</p> <p>ECE R117 - Adult Supervision/Mentor Teacher Basic Course Info: Start date Fall 2019, click finish, C-ID? Course Description is a little vague. Not clear as to what they are learning in the course. I understood better after reading the whole outline. Maybe add a new second sentence to incorporate the SLOs such as "Students will learn how to individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners." or perhaps add general topics from Course Objectives. Units/Hours: Needs range for Total Contact Hours of 32 to 36. In Methods of Evaluation, Physical Skills is listed. What are those skills, and how will they be assessed? Content: Might want to expand on this a little DE: If this is not a DE class, no need to fill out methods, if it is include DE blurb in the textbox. Methods Instruction- typo: "Gguest" Methods of Instruction: Legacy Methods are still visible. Copy and paste each method you still want into the box above and add one by one, then use the scissors to get rid of the legacy methods.</p>
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		<p>ECE R118 - Care and Education for Infants and Toddlers Catalog description: it is our convention to write our catalog descriptions in complete sentences, so this needs some minor revisions. Units/Hours: choose yes for variable units so that you can indicate the range of 80-90 hours. Requisites: remove the objectives from this page as they now go on the Content review page only. Content Review: unlock the page, check the box next to ECE R113 and then the list of objectives will appear and here is where you check them off now. Sorry to be picky but we want it to move to CourseLeaf correctly. Lab Content: spelling in A. "lerner" (should be "learned"), C. spelling in "relationships" (should be "relationships"), "bondig" (should be "bonding") Outside assignments, Reading, needs numbering DL Appendix: If it's a DE course, Methods need to be added to the textbox.</p> <p>ECE R131 - Art in Early Childhood Units/Hours: check yes for variable units to allow for 48 to 54-hour unit range to save. DL Appendix- No need to add methods if this is not DE. If it will be taught through DE, it needs the text about methods included in the textbox provided.</p> <p>R. Morris introduced the new EMT R109 course - Formerly EMR 079. Made it a 100 level course due to rigor in line with HED R105 (a transferable course) and to help Veterans receive financial aid for the course. Offering course as an advisory to the EMT R169 Emergency Medical Technician course.</p> <p>EMT R109 - Emergency Medical Responder NEW course: Requires DTRW-I and BOT approval. Units/Hours upper range missing. (Check variable units) Currently 80 contact hours Textbooks: One required text is 2014, is this the most current? DL Appendix: Should the DL be filled in for this class? There are boxes checked on this page.</p> <p>EMT R169 - Emergency Medical Technician No edits required or suggested.</p>
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		<p>PLS R041 - Computer Applications for Paralegals Basic course info, Course Description: Consider revising the last sentence of the course description. Perhaps, "The student will become proficient in each of these software packages to increase productivity in the law office." Basic course info: Should the banner title perhaps be Applications for Paralegals. Content Review: nothing is checked. Since there is an advisory, this page should be unlocked, the checkbox next to the advisory course checked and then the list of objectives from that course will appear. Select all of the applicable objectives that students should know in order to be successful in this course. Course objectives: Consider revising language in both Course Objectives and SLOs to make it more measurable. DE Appendix: nothing is listed under Methods of Instruction. SLOs do not need SLO in each list item. Typical graded assignments: no need for bold text, fix formatting.</p> <p>PLS R101 - Paralegal Fundamentals SLOs - Revise language to make it more measurable. We don't need "SLO" text to precede all SLO items. Methods of Instruction: fix formatting. Methods 5, 6, and 7 are probably not instruction. Revise to show instructor's role. Typical Graded Assignments - Fix formatting. DL Appendix: Methods of Instruction textbox is empty. If course is being offered DE, this must be completed.</p> <p>PLS R102 – Torts Content Review - nothing is checked. Since there is an advisory, this page should be unlocked, the checkbox next to the advisory course checked and then the list of objectives from that course will appear. Select all of the applicable objectives that students should know in order to be successful in this course. Methods of Instruction - fix formatting. DE Appendix - change CMS to LMS. Field trips should probably not be listed in a DE Appendix. SLOs - Remove "CSLO102"</p> <p>PLS R103 – Contracts Content review - nothing is checked. Since there is an</p>
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		<p>advisory, this page should be unlocked, the checkbox next to the advisory course checked and then the list of objectives from that course will appear. Select all of the applicable objectives that students should know in order to be successful in this course.</p> <p>Content, Methods of Instruction, Typical graded assignments - Fix formatting.</p> <p>DE Appendix - I'm not sure field trips can be included in a DE Appendix, even though you may travel some distance for the education.</p> <p>SLOs - remove "SLO1" and consider revising "understand."</p> <p>PLS R104 - Introduction to Experimental Psychology Course Description: Since the last item in a series below contains internal commas, the commas after design, techniques, and methodologies should be semicolons.</p> <ul style="list-style-type: none"> - "This psychological methods course emphasizes research design, experimental procedures and techniques, descriptive methodology, and the collection, analysis and interpretation of research data." <p>Units/hours: upper range is missing. Select yes for variable units to allow for range to save.</p> <p>SLOs: No SLOs were listed</p> <p>Textbooks: Latest text is 2011. Should also list a representative textbook that is no more than 5 years old.</p> <p>PLS R105 - Legal Research and Writing II Basic Course Info: Start Date should be Fall 2019, CB08 is missing, CB24 is missing</p> <p>Content Review: nothing is checked. Since there is an advisory, this page should be unlocked, the checkbox next to the advisory course checked and then the list of objectives from that course will appear. Select all of the applicable objectives that students should know in order to be successful in this course.</p> <p>SLOs: Use Bloom's taxonomy to create measureable SLOs.</p> <p>Methods Instruction- Delete legacy methods. Some methods are not methods of instruction</p> <p>Typical Graded Assignments: No essays listed, can't grade on class participation. Lecture courses that are degree applicable and do not have problem-solving</p>
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		<p>assignments or physical skills demonstrations as their primarily methods of evaluation are required to have essays by Title 5. Textbooks: Anything newer? Should have at least one text no more than 5 years old listed. DL Appendix: Change CMS to LMS. Review DE blurb in textbox.</p> <p>PLS R106 – Civil Litigation Basic Course Info: Start Date 2019, CB08 is blank, CB09 is blank, CB24 is blank, repeatability- is this course supposed to be repeatable? Units/Hours- Change variable units to yes to allow for 48 to 54 total contact hours Content Review: nothing is checked. Since there is an advisory, this page should be unlocked, the checkbox next to the advisory course checked and then the list of objectives from that course will appear. Select all of the applicable objectives that students should know in order to be successful in this course. SLOs: Use Bloom’s taxonomy to select verbs that will allow you to write measurable SLOs. Methods Instruction- Delete legacy methods. Some methods are not methods of instruction Typical Graded Assignments: No essays listed, can't grade on class participation. Lecture courses that are degree applicable and do not have problem-solving assignments or physical skills demonstrations as their primarily methods of evaluation are required to have essays by Title 5. DL Appendix: Change CMS to LMS. Review DE blurb in textbox.</p> <p>PLS R108 – Evidence Basic Course Info: Start Date should be Fall 2019, CB08 is blank, CB24 is blank, repeatability – is this course repeatable? Content Review: nothing is checked. Since there is an advisory, this page should be unlocked, the checkbox next to the advisory course checked and then the list of objectives from that course will appear. Select all of the applicable objectives that students should know in order to be successful in this course. SLOs: Use Bloom’s taxonomy to select verbs that will allow you to write measurable SLOs. Methods Instruction- Delete legacy methods. Some</p>
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		<p>methods are not methods of instruction Typical Graded Assignments: No essays listed, can't grade on class participation. Lecture courses that are degree applicable and do not have problem-solving assignments or physical skills demonstrations as their primary methods of evaluation are required to have essays by Title 5. Textbooks: Anything newer? Should have at least one text listed that is less than 5 years old. DL Appendix: Change CMS to LMS. Review DE blurb</p> <p>Proficiency Award in Cybersecurity Looks good.</p> <p><u>Liberal Studies</u> CHST R102 – Chicana/o Cultural Identity NEW course: Requires DTRW-I and BOT approval. Basic Course Info: Start date: Should be Fall 2019 Objectives: Zootsuit Riots and Mexican-American war are mentioned but these are not in content, so should be added to content. #4. Unclear objective #6. "Explain how their own..." Who is "their"? Course content: Flesh out some of the topic headings into subheadings. Delete space at start of #5. b.; capitalize 10. a. and 11. c. SLO: #1. Shouldn't Chicana girl be added if you have Chicano boy in #2? #4. "Describe some historical events..." How many historical events minimum or which historical events? MQs: Nothing is listed. Need to add MQ. Assignments: Recommend some additional writing assignments. Outlines from CSULA's Chicana/o Studies courses show Critical Reading reflections assignments where students critically engage one of the readings for the week (see CLS 1200, CLS 2200, CLS 2300) from my email dated 6/18/18. These help justify the outside of class hours associated with the lecture as well as showing rigor in the course comparable with the courses we would articulate with. In order to be UC transferable, courses in Social Sciences require the following:</p> <ul style="list-style-type: none"> - Academic in content, focusing on research, theory, and analysis. - Topics covered are integrated into the larger academic context of the course and do not simply consist of a list of isolated topics. - Methods of assessment include a final exam or
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		<p>paper counting for a substantial part of the student's grade.</p> <p>Typical Graded Assignments: #I. The word describing is misspelled; #III. At the end do you mean a written analysis on their impact on the development of Chicana/o identity?</p> <p>Make sure to finish and save all area to have the boxes checked off on the checklist. (DE is the only one that won't be checked off if it does not apply),</p> <p>COMM R100 - Academic Oral Communication Basic Course Info: Start Date should be Fall 2019; MQ's: include Reading. Not sure if that's appropriate for a public speaking class. Textbooks: required textbook is from 2014? Anything newer?</p> <p>ESL R108 - Academic Oral Communication NEW course: Requires DTRW-I and BOT approval. Outside Assignments-Reading, B. Transposed letters in "studnets." Typical Graded Assignments: extra spacing between c & d DL Appendix: has just the word "Other" so should probably be blank and not remain checked. Required Text--Two textbooks listed are from 2014 and will be five years old by fall 2019</p> <p>M. Sanchez introduced the new Hip Hop Dance courses- The idea for these courses was derived from PEPR last year.</p> <p>DANC R112A - Introduction to Hip-Hop Dance NEW course: Requires DTRW-I and BOT approval. The Catalog Course Content text mentions historical and cultural aspects of this dance genre, don't see this topic covered under Lab Content, and this course doesn't not include lecture. So, to meet the third SLO, should this course include some lecture? Should course should include "Hip-Hop and Street Dance" ? Does Hip-Hop cover all the basic forms of street dancing? SLOs: Last SLO begins with "understand". Should probably be "critically analyze" or something along those lines. Methods of Instruction 1 & 2 refer to lecture but there</p>
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		<p>are no lecture hours designated for the class.</p> <p>DANC R112B – Beginning Hip-Hop Dance NEW course: Requires DTRW-I and BOT approval. Course Objectives #2 correct the spelling of “specific” Methods of Instruction: include lecture and discussion yet this is a lab only course.</p> <p>ECON R101 – Introduction to the Principles of Macroeconomics Overall comment: maybe make a little more obvious where some of the C-ID objectives and content are covered in this specific course Basic Course Information: optional edit - maybe look at the course description to make some of the c-id components clearer? Requisites: Do prerequisites need to be revised? MATH R011, R002, R014, R014A, R014B, R032, and R033 are all going away due to AB705. I'm guessing for Elementary Algebra it will be the new MATH R005 and/or R015 but you should talk with the Math dept. which will best fit the bill. Course Objectives: might want to check that c-id objectives are obvious, for example, I'm sure you cover the central bank and banking system (c-id objective #4) but the word's "central bank" aren't there so I'm not certain Course Content: same as objectives, I'm sure you are covering the information in the c-id but you might want to make it a bit more obvious, for example, the c-id has "modeling the business cycle" but I'm not certain where that fits in Methods of Instruction: remove old Legacy formatting so it is not duplicated</p> <p>ECON R101H - Introduction to the Principles of Macroeconomics NEW course: Requires DTRW-I and BOT approval. Course Objectives: formatting is off. Two # 6's Objectives. Check that all C-ID objectives are covered. Should there be some objectives that are honor's specific? Course Content: make sure it is aligned with C-ID. Methods of Instruction: Numbering starting at #9 not consistent. Formatting issues. Requisites: Need to add new math course numbers (and leave the old ones too to assist students and</p>
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		<p>counselors as we phase them out). Ask Math dept. about which courses will be appropriate to add to prerequisites and advisories.</p> <p>SLOs: #2 in honors class has, " with respect to aggregate demand and aggregate..." but in non-honors class says, "with respect to aggregate demand, aggregate..."</p> <p>Other Instructional Materials: have some listed for honors but not regular course. if these are materials only for honors students may want to indicate that.</p> <p>Course Textbooks: Under other publications- #1. "Required" written twice</p> <p>ECON R102 – Introduction to the Principles of Microeconomics</p> <p>Course Objectives: may want to clarify where each of the c-id objectives fit into your course</p> <p>Course Content: may want to clarify where each of course content from C-ID</p> <p>Requisites: Need to add new math course numbers to accommodate AB 705 changes (and leave the old ones too to assist students and counselors as we phase them out). Ask Math dept. about which courses will be appropriate to add to prerequisites and advisories (MATH R005 and R015?).</p> <p>Attached Files: remove SLO file now that we have an SLO page in CurricUNET we don't need them attached too.</p> <p>ECON R102H - Introduction to the Principles of Microeconomics</p> <p>NEW course: Requires DTRW-I and BOT approval.</p> <p>Basic Course Information: check there is a space between "regulations." and "Honors", it looks like it might be missing. In ECON R101H the statement that students can only earn credit for either the regular or honors course is in the catalog description but here it is in the catalog notes. Ask Shannon Davis which it should be.</p> <p>Requisites: will need to be updated to include the College's response to AB705. See Math Dept.</p> <p>Outside Assignments: there is some inconsistency with how the honors assignments are listed. In the Reading you have, "II (Honors)" which is consistent with ECON R101H, in writing and other you have, "Honors I" and some you have it twice, "Honors" as a heading then listed after the roman numeral.</p>
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		<p>Textbooks: there are some minor differences between the textbooks of ECON R102 and ECON R102H, for example, the first text lists the author as, "Miller, Roger L." in ECON R102 and as "Miller, R.L." in the honors course. might want to tidy that up for consistency between the two courses</p> <p>DL Appendix: Honors indicates you will use phone/voicemail as a communication method but regular course does not. Should probably be consistent.</p> <p>ENGL R100S – 100S Writing Support for Intermediate Composition ESL Emphasis NEW course: Requires DTRW-I and BOT approval. By making this a co-requisite, you are essentially creating a 6-unit, pre-transfer level course. Not sure that is the way to go. Basic Course Information: the catalog note is also the first sentence of the catalog description, does it need to be in both places? TOP code missing Units / Hours: change variable to "Yes" so upper range of contact hours shows (32 - 36) Content Review: needs to be completed (unlock, check the ENGL R100 box, then select the course objectives (all of them) DE Appendix: unless planning to offer this as a DE or hybrid course this page should be blank, remove content from lower box if possible Method of Evaluation: Should there be a method of evaluation for the individual and group presentations?</p> <p>ENGL R101E – College Composition Co-requisite Support ESL Emphasis (using the E to indicate that it is for ESL students) NEW course: Requires DTRW-I and BOT approval. MQs: Not sure about MQs, given the course title. Is it a true co-requisite? or just an option? Units / Hours: change units to variable "yes" so upper range of contact hours (36) shows Requisites: should there also be a requisite for ENGL R101H just in case? Content Review: needs to be completed: unlock page, click on ENGL R101 box, then select the course objectives DE Appendix: unless offering the course as online or hybrid this page should be left blank</p>
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		<p>ENGL R101S (support) – College Composition Co-requisite Support NEW course: Requires DTRW-I and BOT approval. Basic Course Info: C-ID is marked in progress, but course isn't a C-ID course. Course Description: recommend not using the word "support" twice in the same sentence in the catalog description. Methods of Instruction: Some are not methods.</p> <p>FTVE R100 - Introduction to Electronic Media Basic Course Information: missing discipline Course Content: formatting is off should start with roman numerals Typical Graded Assignment: try to un-bold font Attached Files: remove attached SLO file</p> <p>FTVE R106 - Beginning Digital Editing Basic Course Information: there is no current C-ID for this class so change status to not applicable instead of in progress or leave blank Units / Hours: change variable to "yes" so can add upper contact hour limit (90) Textbook: anything newer than 2001 and 2015? Typical Graded Assignments read like objectives more than gradable items</p> <p>FTVE R107 - History of Film Basic Course Information: C-ID status should be blank as there is no active C-ID descriptor for this course Units / Hours: change to variable so can have upper limit of contact hours Outside Assignments: change formatting to outline Textbook: anything newer than 2015? Typical Graded Assignments: SLOs are heavy on critical analysis through writing but that is not reflected in the Typical Graded Assignments, though they are mentioned in outside assignments. If they are graded/part of a student's course grade, which I'd expect them to be if they are included in the SLOs, they should also be in the graded assignments area. Anything you are measuring in the objectives or SLOs should be found in content and assignments, so we can see where they are learning or doing it.</p> <p>FTVE R108A – Acting for TV and Film I</p>
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		<p>Basic Course Information: Since FTVE R108B is being deactivated, should this be renumbered as R108? Remove C-ID status as there is no C-ID descriptor for this course. Units / Hours: change to variable so can have upper limit of contact hours (90) Should MQs include MFA in Cinema? Outside Assignments; scripts are for students to "enjoy" not assigned? Textbooks: anything more recent? (1991 and 2015) Outside Assignments should reflect 4 hours per week of outside work because the course has 2 hours (and 2 units) of lecture content.</p> <p>FTVE R110 – Introduction to Media Writing Basic Course Information: C-ID Descriptor FTVE 110 should be added as there is a current one available. Units / Hours: change to variable units to allow for range of 48 to 54 hours. Course Content: instead of listing examples in the roman numeral, for example, IV Script Formats - including but not limited to ... have the examples as sub headings IV Script Formats A: radio B: two- column video C: film D: television Typical Graded Assignments: These look like the questions you will be asking the students, instead maybe be more specific and say, "essay on components of script such as who is the protagonist" C-ID also mentions oral presentations, quizzes and exams so you might want to include some of that as well</p> <p>FTVE R120 - Beginning Audio Production Units/hours need to be marked yes for variable to allow for range of hours. Typical Graded Assignments: #3 and #4 seem similar and could possibly be merged into one.</p> <p>FTVE R130 - Beginning Single Camera Production Units/Hours need to be marked yes for variable and include range of hours. Typical Graded Assignments: formatting is off.</p>
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		<p>FTVE R135 – Beginning TV Studio Production Units/Hours: need to be marked yes for variable and include range of hours. Methods of Instruction: most read like objectives.</p> <p>FTVE R150 - Beginning Motion Picture Production Units/Hours: need to be marked yes for variable to include range of hours.</p> <p>FTVE R155 – Advanced Studio Production Units/Hours need to be variable, lecture and lab Course content: lecture and lab content are identical Typical Graded Assignments: formatting needs revision and some graded assignments are written more like objectives.</p> <p>ART/FTVE R160 - Introduction to Digital Photography Basic Course Information: FTVE: colist with Art R160 *pending* / ART: colist with FTVE R160 *pending* SAM code for FTVE is clearly occupational but for ART is not occupational, should be the same for both? FTVE has C-ID as in progress, is there a C-ID for this course or should this be not applicable? MQ: Consider re-working MQs to eliminate: Photographic Technology/ Commercial Photography and include MFA in Photography SLOs: some punctuation and spacing differences between SLO #3 of FTVE and ART Course Content: BOTH have historical formatting, update by using outline button in second row above text box and increase and decrease indent button Course Lab Content: BOTH remove dots and use standard outline formatting, some capitalization differences between FTVE and ART Method of Instruction: BOTH - is reviewing work instructing or grading or both? ART R160 need to click "finish" on method of instruction Typical Graded Assignment: BOTH change from rollover formatting and resolve capitalization differences between FTVE and ART Outside Assignment: BOTH change rollover formatting to outline Textbook: ART does not have a textbook listed but FTVE does</p> <p>ART/FTVE R175 - Introduction to Digital Art Basic Course Information: change colisting to "pending"</p>
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		<p>version so ART R175 colists with FTVE R175 *pending* and FTVE R175 colists with ART R175 *pending* otherwise links with the old course SLOs: #2 is has some wording differences between the two courses Lab Content: should have same formatting as Course Content I, A, 1, etc Methods of Instruction: ART R175 has rollover formatting, change to match what in FTVE R175, when done remember to click "finish" Outside Assignments: BOTH change to outline formatting Textbook: for text #1 FTVE has it as 2nd edition and but ART does not with same ISBN Lab content, minor grammatical error under subset E.</p> <p>IDS R101A - History of Ideas and Evolution of Culture I Believe the course should be deactivated, given that it has never been taught since introduced nearly 20 years ago.</p> <p>IDS R101B - History of Ideas and Evolution of Culture II Believe the course should be deactivated, given that it has never been taught since introduced nearly 20 years ago.</p> <p>IDS R110 - Frontiers of Thought Believe the course should be deactivated, given that it has never been taught since introduced nearly 20 years ago. SLOs: Shouldn't examples be provided for I and II? Objectives: Is the word comprehend acceptable here? Textbooks: Save and finish textbooks so that the box is checked off.</p> <p>POLS R102 – Introduction to Law and Society Basic Course Info: suggestions for the course description: This course offers an introduction to the study of principles, institutions and procedures characteristic of government in the United States at the national, state and local levels. Special attention is given in this course to the American legal system including its development structure and history; the judicial process and judicial interpretations of constitutional principles regarding federal-state</p>
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		<p>relations; legislative authority; presidential authority; civil liberties and civil rights. ... Change start date to Fall 2019. Objectives: in comparing the objectives on the COR with the C-ID descriptor, the 2 that I think need added are: 1.) Explain the process a case takes from initial filing through appellate proceedings (objective 3 on C-ID) 2.) Identify basic materials used in legal research (objective 4 on C-ID) and while you discuss research using several sources, you probably should add the term "legal research methods" within that objective to match objective 5. Course Content: Under your Introduction Heading, would add Case Law, Administrative Law, Statutory Law (C-ID content B.) DL Appendix: change CMS to LMS.</p> <p>PSY R102A - Interpersonal Relations Basic Course Info: Consider re-numbering course to eliminate the "A" since there is no "B." Ditto for the "I" since there is no "II". Unit/Hours: need range. Check yes by variable units to allow you to save the total hours as 48-54. SLOs do not seem to reflect course content. Course content does not closely mirror C-ID course descriptors for PSY 115. Review C-ID descriptor to make sure it aligns.</p> <p>PSY R103 - Beginning Statistics for Behavioral Science Units/Hours: upper range missing. Choose yes for variable unit to allow you to save the range of total contact hours based on the number of hours per week x16 for the lower range and x18weeks for the upper range.</p> <p>PSY R104 - Introduction to Experimental Psychology Units/hours: upper range is missing. Choose yes for variable unit to allow you to save the range of total contact hours based on the number of hours per week x16 for the lower range and x18weeks for the upper range. SLOs: No SLOs were listed. All courses require SLOs. Textbooks: These are out of date. Need at least one representative textbook that is less than 5 years old.</p> <p>PSY R105 - Introduction to Physiological Psychology</p>
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		<p>Units/hours: upper range of hours is missing. Typical Graded Assignments formatting looks funny. (Same was true for the other PSY courses as well).</p> <p>SOC R110 - Analyzing Social Welfare Services Course description: doesn't really discuss the theoretical, historical and ethical elements of the course. Not sure I understand what knowledge will be applied and what new skills will be learned. 2nd sentence should follow parallel construction--offering and reinforcing Objectives: Seem limited. The one course objective listed sounds more like an SLO. Objectives should be a list of 5-10 like the ones found on the C-ID descriptor (which are a minimum - we would expect you use those and a few more of your own). Might want to beef up course objectives and course content and align both a bit more closely. SLOs: Reflect? Is it measurable? Use Bloom's taxonomy. Looks like the objectives from C-ID are here under SLOs instead. See Janet Dawald to craft SLOs. Course Content: While you have everything from the C-ID descriptor here, we would expect to see additional content and it in the form of headings and subheadings to show more detail about what is being covered. Spell out acronyms. S. Davis can send you some examples from other CCCs to help.</p> <p><u>Library, Transitional Studies, Health, Athletics, PE</u> ENGL R095/ESL R095</p> <p>K. Tudman introduced the new ESL R095- Co-listing the two courses so ESL students have a pathway to freshman level courses. Part of it has to do with AB705 and financial aid purposes. Part of the reason for the textbook edition is it is available in the BLT.</p> <p>ENGL R095 - College Reading Across the Curriculum Requisites: these requisites assume a student in ENGL R095 will not enter the class via the ESL pathway, should ESL R085 also be included as an advisory? Content Review: needs to be completed to indicate which objectives from the requisite course are necessary for a student to be successful in this course. Course Content: IV F ESL has "academic resources" and ENGL has "academic sources" need to match. Methods of Instruction: #5 maybe change to "GUIDED</p>
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		<p>collaborative group work" to indicate the instructor is participating Typical Graded Assignments: #1 has two "i's" in readings (readings) Textbooks: 2012 or 2013, nothing newer? DE Appendix: This is only needed if you are offering this as a fully online or hybrid course, otherwise the page should be blank. If you are offering it online then you need to mention "regular, effective contact hours" (see any of the Anthropology classes for an example) and check that the first box on that page is identical to ENGL R095 as there are currently some differences Attached File: DE appendix file should be removed</p> <p>ESL R095 – College Reading Across the Curriculum NEW course: Requires DTRW-I and BOT approval. Basic Info: Co-listed course is non-Transferable and this one is? Requisites: should there also be a high school reading level advisory (reading does not need to be English but could be Spanish)? Select "finish" on page Content Review: Different for co-listed course SLOs: remove all caps Course Content: III D "compund" should be "compound", IV F ESL has "academic REsources" and ENGL has "academic sources" should match. Methods of Instruction: #5 maybe change to "GUIDED collaborative group work" to indicate the instructor is participating Outside Assignments: Reading #1 "develop" is misspelled Textbooks: 2012 or 2013, nothing newer?</p> <p>PE R162 - Volleyball II NEW course: Requires DTRW-I and BOT approval. Prerequisite: Should it be PE R161 Volleyball I? There are no requisites indicated. Outside assignments: you don't have to have these if you don't want to since it is a PE activity and all lab hours. It is up to you.</p> <p><u>Math/Science</u></p> <p>ENGR R140 - Materials Science and Engineering NEW course: Requires DTRW-I and BOT approval. Basic Course Info: Reason course is offered needs</p>
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		<p>completed. C-ID number needs listed. Field trips: No on Field trips? Not “may be required?” DL Appendix: not checked Typical Graded Assignments: Should include other assignments on which the course grade will be determined and these should include a midterm and final as well as weekly assignments like the questions you listed.</p> <p>ENGR R140L - Materials Science and Engineering Lab NEW course: Requires DTRW-I and BOT approval. Basic Course Information: should it also be UC transfer? DL Appendix: not checked</p> <p>S. Newby introduced the ESRM R100L course. Adding class as currently Intro to Environmental Science does not have a lab. Will allow students looking for GE and a lab course, as well as students planning on majoring in Environmental Science to get some experience with the type of equipment they will be using.</p> <p>ESRM R100L – Introduction to Environmental Science Laboratory NEW course: Requires DTRW-I and BOT approval. Basic Course Info: Suggested edits to Course Description: Explores environmental processes associated with society including energy production, waste management, and soil and water quality. The laboratory class is focused on using environmental sampling, monitoring and assessment devices, and equipment and analytical tools to detect and quantify environmental contaminants in air, water and soil, as well as to assess the overall quality of those basic environmental resources. This course emphasizes the scientific method, data collection, and the completion of a research-based oral presentation. C-ID: No C-ID in basic info -Per S. Newby there is no C-ID for this lab class Minimum Qualification: Ecology (Masters) is the MQ for Environmental Science courses Units/Hours: change to variable to save range. Objectives: Fix #11 and #12, needs more measurable content. Methods of Instruction: Method 3 is not a method of instruction. Please revise to show instructor's role here. Should list formats agree between course content and</p>
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		<p>lab content? Typical graded assignments/, some other formatting issues. DL Appendix: Fix typo. Fix outside of class assignments Methods of evaluation: not clear Prerequisites: ESRM R100 is the prerequisite, but it should also be "or concurrent" because you can take them at the same time, right? Typical Graded Assignments: Reading - mentions "physical geography text", but that isn't in the textbook area. Course content: Different font used & type is too small.</p> <p>GEOG R105 - Introduction to Human Geography Non-sub edits only.</p> <p>**S. Hall commended math department for all of their hard work** L. Ruvalcaba introduced the new Math curriculum.</p> <p>MATH R005 – Beginning and Intermediate Algebra for Statistics and Liberal Arts Units/Hours: If changing to 6 units, then weekly lecture content hours must increase to 6. Total Contact Hours - 96 to 108 (mark variable units as yes to allow for range to save) Content Review- need to check boxes next to requisites in order for objectives to be visible and then select the appropriate objectives. SLOS - Click finish on boxes to close pages and show they are complete.</p> <p>L. Ruvalcaba said that MATH R055S was Intended for Non-STEM Majors</p> <p>MATH R055S – Algebra Support for Math R105 NEW course: Requires DTRW-I and BOT approval. SLO's : Perhaps, a bit sparse Methods Instruction- Some aren't methods of instruction Typical graded assignments- #2 What type of activities reinforce course objectives? Perhaps be more specific. Outside assignments- what do they write?</p> <p>S. Newby asked why not list the course as 105S as English does. L. Ruvalcaba advised because English</p>
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		<p>support is transferable and Math is not. Advised by S. Davis to change.</p> <p>L. Ruvalcaba said that MATH R065S is for STEM Majors.</p> <p>MATH R065S – Algebra Support for Math R115 SLO's- perhaps a bit sparse Methods of Instruction- some aren't methods of instruction Typical Graded- Might want to expand on these a bit. The assignments of 115 should not be assignments in this class Objectives-#4, consider changing “factoring” to match verb forms for rest of objectives</p> <p>MATH R098T - Algebra Support for Math R106 NEW experimental course: Requires DTRW-I and BOT approval. Units/Hours - change to variable, 32-36 units. SLOs - change to reflect Math R106 not R115. A bit sparse, should change to reflect 106 Course Content - change to reflect support for concurrent Business Calculus topics (not College Algebra). Course Content: Double check that content is for the correct class Typical Graded Assignments: Give some specific examples Methods Instruction- some aren't methods instruction A. Melidonis - ignore his comment in CurricUNET about textbooks.</p> <p>MATH R118 (reactivation) - L. Ruvalcaba - as a result of AB705 and the number of students that we are expecting to be able to take transfer level mathematics, bringing back pre-calculus. C. Inouye asked if this should be a new course. S. Newby said if a course is brought back it can be done without having to change the number as long as the content and objectives stay the same. If significant changes made to match CID, new course may be needed. Suggestion made for L. Ruvalcaba to talk to S. Davis. <i>Course was subsequently changed to MATH R117 and sent through the review process as a New course as it was aligned with a different C-ID descriptor</i></p>
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		<p><i>than Precalculus because this new course includes Trigonometry and has additional units.</i></p> <p>MATH R117 Precalculus and Trigonometry NEW course: Requires DTRW-I and BOT approval. Basic Course Info: Is this the same as the C-ID course Math 155. Do we need to list CID status? Units/Hours: Variable- yes. Fix total contact hours. This is a 6 unit course, but the C-ID course is only 4 units Prerequisite: The prerequisite for the C-ID course is trigonometry. Does our course count? SLOs: List specific SLOs Course Content: Formatting is off Textbooks: None Listed Outside Assignments: Some of these look like typical graded Typical graded assignments: description seems to be a bit too long, consider condensing; do they need to specify which objective is addressed & how it is graded? Some of them are repeated.</p> <p>MATH R120 - Calculus with Analytic Geometry I – 5 year review. Remove attached SLO files now that we have an SLO page in CurricUNET.</p> <p><u>Student Development</u> PG R820 - Reaching Excellence in Academics and Challenges (noncredit) NEW course: Requires DTRW-I and BOT approval. Basic Course Info: Missing TOP and SAM codes Units/Hours need to be fixed. Catalog description: Suggested rewording to: This course will provide students the understanding of non-cognitive factors that contribute to the status of being placed in academic probation poor academic performance, and a plan to overcome these non-cognitive factors through the use of emotional intelligence. Students will use skill building exercises and lecture and group discussion to identify barriers to their academic success as well as to overcome stress and negativity. Students will explore tools, techniques, and skills designed to improve academic performance, and utilize effective problem solving skills with confidence, leading to positive results that inspire improved performance. MQs: Missing Minimum Qualifications</p>
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		<p>Objectives: non-sub change – alignment is off. Objectives are best written as a list. SLOS: There seem to be three SLOs here, these need formatting. SLO #3(?) "Students will be able to apply knowledge learned in course in daily life leading to high performance in academics" Please revise to more assessable language. Typical Graded Assignments: Even though the course is a non-credit course, Title 5 still requires examples of assignments and/or activities and methods of evaluation. You must have some way to evaluate whether or not the students are meeting the course objectives. These can be listed in Typical Graded Assignments Method Instruction: non-sub alignment</p> <p>PG R850 - Emotional Intelligence (noncredit) NEW course: Requires DTRW-I and BOT approval. Basic Course Info missing: No CB03, CB04, CB09, no credit basis. Catalog Course Description: suggested rewrite: "This course will provide students with the ability to deal effectively with their emotions and self-perceptions that are critical to their success and inspire high performance as students, employees, and in relationships with others. Students will (learn) the definition and the five key components of emotional intelligence through skill-building exercises, lectures, and group discussions. Students will have opportunities to identify their own strengths and challenges in maintaining positive environments and collaborative relationships along with strategies for overcoming stress and negativity. Students will explore tools, techniques, and skills to help them perform their role and manage their emotions with confidence and positive results." Units/Hours: Need to have total contact hours even if course only meets one day. MQs: Need to list MQs. Typical Graded Assignments: still needed for non-credit. There needs to be a method for assessing students. Need to have assignments or activities that demonstrate the student has met the course objectives (per Title 5 section 55002 (c) (2). Course Objectives: Some are not measurable (D - Understand) Formatting needs attention.</p>
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			<p>SLOs - Take out "Will" at the beginning of each SLO. Start with Recognize ... and Analyze and interpret ...</p> <p>Methods of Instruction: Not clear what is meant by "multiple measures".</p> <p>Textbooks or Class Material – none? Is this ok for noncredit?</p> <p>Methods of Instruction:</p> <p>A. “The instructor provides lectures and presentations supported with multiple measures such as visual aids of the topics of the course including student success strategies.”</p> <ul style="list-style-type: none"> • Not sure if this is a method of instruction; visual aids are not multiple measures. Reword this method and clarify what are the multiple measures. <p>S. Newby moved to approve the first reading items, A. Derdiarian seconded, and the motion passed.</p> <p>Yes: A. Ainsworth, A. Derdiarian, G. Casillas, D. Frehlich, L. Gonzalez, S. Hall, A. Melidonis, R. Morris, S. Newby, M. Pinto-Casillas, M. Sánchez, A. Sandford, R. Williams, S. Wolf</p> <p>No: None</p>
VI.	Distance Learning Approval	I, AT	<p>Distance Learning Approval – – ADS R108, BUS R100, CNIT R172, ECE R117, ECE R131, ECON R101, ECON R101H, ECON R102, ECON R102H, EDU R124, EMT R109, ENGL R100S, ESRM R100L, FTVE R100, FTVE R107, GEOG R105, IDS R101A, IS R101B, IDS R110, MUS R140, PG R001, PG R100A, PG R100B, PG R102, PLS R041, PLS R101, PLS R102, PLS R103, PLS R104, PLS R105, PLS R106, PLS R108, PSY R103, PSY R104, PSY R105, SOC R110</p> <p>Tabled to 10/10/2018</p>
VII.	Requisite Approval	I, AT	<p>Requisite Approval</p> <p>A. Prerequisites/Corequisites – ECE R113, ECE R115, ECE R116, ECE R117, ECE R118, ENGR R140, ENGR R140L, ESRM R100L, FTVE R155, MATH R005, MATH R120, PSY R103, PSY R104, PSY R105, SOC R110</p> <p>B. Advisories - ACCT R110, ACCT R111, AT R033, AT R048, CNIT R172, ENGL R095/ESL R095,</p>

			PLS R102, PLS R103, PLS R104, PLS R105, PLS R106, PLS R108 Tabled to 10/10/2018
VIII.	Deletions/Inactivation	I	CIS R104, ENGL R130, FTVE R108B, POLS R105, PSY R135, PSY R198 Tabled to 10/10/2018
IX.	Policy to not require 5 year review for umbrella courses: R089, R098, R189, R198, R199.		Tabled to 10/10/2018
X.	Consent Agenda	I	Addition of new math course numbers (R005, R015 which will replace MATH R014, R032, R033 in Fall 2019) to existing math requisites along with the multiple measures assessment statement for the following science courses: AST R101L, BIOL R101L, BIOL R120, BIOL R122, CHEM R104, CHEM R110, CHEM R120, MATH R101, MATH R105, MATH R105H, MATH R106, MATH R115, MATH R116, MICR R100, PHSC R170 Tabled 10/10/2018
	INFORMATION/DISCUSSION		
XI.	Deadlines	I	Today was the deadline for new/revised courses for review for the 2019-2020 catalog. New/revised programs will be reviewed at the 10/10 and 10/24 curriculum meetings. Programs submitted by 10/3 will be reviewed at the 10/10 meeting. Last day to submit programs is 10/17 for the 10/24 meeting agenda.
XII.	CurricUNET/CourseLeaf Updates	I	Shannon, Roy, and Laura are at the two day CourseLeaf On-site pilot meeting at the District along with the other members of the implementation team.
XIII.	Articulation Report – Shannon Davis		No report
XIV.	High School Articulation Report – Shannon Trefts		No report
XV.	Distance Ed Committee Report		No report

	- Scott Wolf		
XVI.	General Ed Committee Report - Shannon Davis	I	GE Committee report – call for GE Committee members for this year. Need one rep from each GE area. If interested email Shannon Davis.
XVII.	DTRW-I Committee Report – Shannon Davis	I	We had only one course at the 9/13 meeting: FT R170 – no issues to report. DTRW-I working on revising Administrative Procedures to meet new state Chancellor’s Office requirements. DTRW-I meets next on 10/11.
XVIII.	New Business	I	None
XIX.	Public Comment	I	None
XX.	Adjournment	I, AT	Adjourned the meeting at 4pm.
XXI.	Future Meetings	I	October 10, 2018