



Curriculum Committee MEETING MINUTES

Voting Members Present: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, Milena Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf

Proxies: None

Non-Voting Members Present: Art Sandford (Co-Chair), Shannon Davis (Co-Chair), Joel Diaz

Absent: Robert Morris, Richard Williams, Carolyn Inouye

*This meeting was held virtually using Zoom (<https://cccconfer.zoom.us/j/98740116299>) due to the State mandate to Shelter in Place during the COVID-19 Pandemic.

Meeting Date: **5/13/2020**

Approval of Minutes from: **4/22/20**

Recorded By: **Paris Trujillo**

AN = Action Needed

AT = Action Taken

D = Discussion

I = Information Only

TOPIC		DISCUSSION	ACTION NEEDED	ACCJC
I. Welcome / Call to Order	AT	The meeting was called to order at 2:02 p.m.		
II. Adoption of Agenda	AT	S. Wolf moved to approve the agenda, J. McArthur seconded, and the agenda passed as presented. Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, Milena Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf No: None	AT	II.A

III. Approval of Minutes	I	<p>A. Melidonis moved to approve the minutes, J. McArthur seconded, and the minutes were approved as presented.</p> <p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>	AN	
IV. Public Comment	D	<ul style="list-style-type: none"> • None 	I	
V. Second Reading	AT	<p>J. McArthur, moved to approve the First Reading items, A. Melidonis seconded, and the motion passed.</p> <ul style="list-style-type: none"> • <u>Liberal Studies:</u> <ul style="list-style-type: none"> – ART R101, R102, R103 – COMM R101, R102, R107, R109, R110, R111, R113, R114 – ECON R104 202, R104H 202H, R102 R201, R102H 201H – FTVE R100, R106, R107, R110, R115, R120, R130, R135, R150, R155, R160 – Global Studies – Associate in Arts for Transfer (TOP Code change only) • <u>Student Services:</u> <ul style="list-style-type: none"> – LS R006, R021 <p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>		
VI. First Reading	AT	<p>J. Munyantwali, moved to approve the First Reading items, A. Melidonis seconded, and the motion passed.</p> <ul style="list-style-type: none"> • <u>Liberal Studies:</u> <ul style="list-style-type: none"> ○ ART R104A, 	AT	II.A

- A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Please provide examples of possible field trips
 - S. Davis commented, Looks well-aligned with current C-ID. Recommend removing the Textbook title from reading and outside assignments, in case an instructor chooses a different appropriate text to use.
 - M. Hurtado commented, Looks good, just a few comments: Instructional Methodology: #3, Can you provide an example of problem-solving assignments? Is there a more recent textbook? The one you listed is 5 years old Distance Education Addendum-need "Methods of Instruction" and examples under "Document typical activities or assignments for each method of instruction"
- [ART R104B](#)
 - A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Please list examples of possible field trips.
 - S. Davis commented, For the Level of Scrutiny/Justification change "Closely related lecture/laboratory course" to "Content review" instead. The former is used for labs that go with a particular lecture course, like a science lab for example.
- [ART R106A](#)
 - A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbook listed is 2015, is there a more recent textbook? Please list examples of possible field trips

- S. Davis commented, Looks like it is still aligned with C-ID. Good job.
- M. Hurtado commented, Looks good, Instructional Methodology: #3, Can you provide an example of problem-solving assignments? Is there a more recent textbook? The one you listed is 5 years old Distance Education Addendum-need "Methods of Instruction" and examples under "Document typical activities or assignments for each method of instruction"

○ ART R106B

- A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbook listed is 2015, is there a newer version or text? By fall 2021 it will be older than 5 years. Please list examples of possible field trips,
- S. Davis commented, Level of Scrutiny/Justification: change "Closely related lecture/laboratory course" to "content review" Add drawing assignments to Skills Demonstrations
- M. Hurtado commented, Is there a more recent textbook? The one you listed is 5 years old Distance Education Addendum-need "Methods of Instruction" and examples under "Document typical activities or assignments for each method of instruction"

○ ART R106C

- A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbook listed is from 2014, need a newer textbook. Please list examples of possible field trips,
- S. Davis commented, Level of Scrutiny/Justification: change "Closely related lecture/laboratory course" to "content review" Add drawing assignments to Skills Demonstrations

- M. Hurtado commented, Looks good; Distance Education Addendum-need “Methods of Instruction” and examples under “Document typical activities or assignments for each method of instruction”

- [ART R110A](#)

- A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbooks listed are from 2000, 2011 and 2013. Need a newer textbook. Please list examples of possible field trips,
- S. Davis commented, If the primary method of evaluation is Skills Demonstration (which is appropriate for a studio art course) there should be some assignments under Skills Demonstrations. This is where the paintings they are doing would go.
- M. Hurtado commented, Is there a more recent textbook? The ones you listed are more than 5 years old Distance Education Addendum-need “Methods of Instruction

- [ART R110B](#)

- A. Derdiarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbook listed are 1999 and 2016, any newer versions? By fall 2021 even the 2016 will be over the recommended 5 year recency. Please list examples of possible field trips
- S. Davis commented, For Level of Scrutiny/Justification change "Closely related lecture/laboratory course" to "content review". The painting projects they are working on should be listed under Skills Demonstrations as should any skills they must demonstrate to meet the SLOs or objectives for the course.
- M. Hurtado commented, Instructional Methodology: #3, Can you provide an example of problem-solving assignments?

- [ART R110C](#)
 - A. Derdarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbook listed is from 1999, need a newer textbook. Please list examples of possible field trips
 - S. Davis commented, Level of Scrutiny/Justification: change "Closely related lecture/laboratory course" to "content review" Add actual painting assignments to Skills Demonstrations Make sure objectives are building on those in ART R110B but not identical.
- [ART R126A](#)
 - A. Derdarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Textbook listed is from 2016, anything newer? Please list examples of possible field trips
 - S. Davis commented, Level of Scrutiny/Justification: change "Closely related lecture/laboratory course" to "content review" Skills demonstrations would include "creating observational drawings from a live model" and other in-class drawing related to objectives/SLOs.
- [ART R126B](#)
 - A. Derdarian commented, In class hours are still listed as units not hours for lecture and lab, total class hours min and max should match. Outside of class hours are blank. Total student learning still in units as well instead of hours. The correct numbers were provided by Paris so these are easy fixes. Please list examples of possible field trips
 - S. Davis commented, Level of Scrutiny/Justification: change "Closely related lecture/laboratory course" to "content review" Skills demonstrations should include the drawings made in class and any other skills from SLOs/objectives that students must show to meet them.

- [ART R140](#)
 - A. Derdiarian commented, Start date is listed as fall 2020, should be 2021. All fields for units and hours (in class, out of class, total learning) are incorrect. All are listed as units not hours. Textbook listed is from 2015, need a more recent edition or textbook, Please list examples of possible field trips
- [ART R165](#)
 - A. Derdiarian commented, All fields for units and hours (in class, out of class, total learning) are incorrect. All are listed as units not hours and some fields are blank, Please list examples of possible field trips
- [ART R171](#)
 - A. Derdiarian commented, Looks good! Is there a more recent textbook? 2012 is the newest text listed.
 - S. Davis commented, I think the TOP code should be 1001.00 Fine Arts, General. I think the 1002.00 is for studio courses. C-ID and UC won't allow for textbooks over 5 years old unless it is a classic text in the field. Must list at least one appropriate recent textbook.
- [ART R172](#)
 - A. Derdiarian commented, Looks good! Newer textbook available?
 - S. Davis commented, I think the TOP code should be 1001.00. Need a newer text. C-ID/UC requires textbooks no older than 5 years. Looks good.
- [ART R174](#)
 - A. Derdiarian commented, Looks good! Textbook listed is from 2004, anything newer available?
- [ART R175](#)
 - A. Derdiarian commented, All fields for units and hours (in class, out of class, total learning) are incorrect. All are listed as units not hours. Please list types of field trips possible. need to list examples of critical thinking skills, more specifics on reading assignments and outside of class assignments. Textbooks listed 2013 and 2016, out of 5 year recency for fall 2021
- [ART R180](#)

- A. Derdiarian commented, All fields for units and hours (in class, out of class, total learning) are incorrect. All are listed as units not hours. Please list types of field trips possible. need to list examples of critical thinking skills, more specifics on reading assignments and outside of class assignments. Textbook listed 2014, out of 5 year recency for fall 2021
 - ECON [R100](#)
 - S. Davis commented, For Methods of Evaluation, this is essentially a course where written reports, essays, papers, would be the primary way students are evaluated. Skills Demonstrations is typically for hands-on courses where they are not writing papers such as culinary, PE, studio art, guitar, keyboarding, auto tech, etc. Problem-solving means math. Very thorough COR, Ishita!
 - M. Pinto Casillas commented, Looks good! Don't believe "skills demonstrations" is part of an economics lecture course.
 - MUS [R101](#)
 - S. Davis commented, Course description: It is our convention to start with "This course..." Methods of Evaluation: I would think Skills Demonstrations is the primary way students are being evaluated, especially based on the assignments. Need at least one textbook newer than 5 years for C-ID/UC. Can leave the other one you listed too. Verify that all content from C-ID descriptor is included.
 - M. Pinto Casillas commented, Methods of Evaluation does not include written nor skills demonstrations, yet they are part of Representative Course Assignments? Textbook 2014. Anything newer?
 - Discussion ensued on whether or not it should be skills demonstration or not.
- Career Technical Education:
 - DA [R010](#)
 - M. Pinto Casillas commented, Looks good! Under Methods of Evaluation, Skills Demonstration is included but don't see reference to that under Methods of Instruction nor Representative Course Assignments.

- M. Pinto-Casiallas asked if there was a reason the course only has 1-50% DE, given current circumstances should it be 100% as well. Consider for following courses as well.
- DA [R011](#)
 - S. Davis commented, For the DA program as a whole: would any of these courses be appropriate for field trips? If this really isn't something that has ever been done or would be appropriate, they can say that Field Trips will not be required.
- DA [R012](#)
- DA [R013](#)
 - M. Pinto Casillas commented, Methods of Evaluation include skills demonstrations. Is that correct for this lecture course? SLO. 5. Remove first part, start with Explain: Explain the difference between regulatory and non-regulatory agencies.
- DA [R014](#)
 - S. Hall commented, I have the reviewed the course outline and have no recommended changes. Are the local qualifications based on accreditation standards?
- DA [R015](#)
 - S. Hall commented, I have reviewed the course outline and have no recommended changes. Are the local qualifications based on accreditation standards?
- DA [R020](#)
 - S. Hall commented, I have reviewed the course outline and have no recommended changes. Are the local qualifications based on accreditation standards?
- DA [R021](#)
 - S. Hall commented, I have reviewed the course outline and have no recommended changes. Are the local qualifications based on accreditation standards?
- DA [R022](#)

- J. Munityantwali commented, Typo under course content #4 -Rinsing "the" instead of "thee" Looks great otherwise!
- DA [R023](#)
 - J. Munityantwali commented, Course objectives #1: Define the (remove of) Looks great otherwise!
- DA [R024](#)
- DA [R025](#)
 - J. Munityantwali commented, Course objective #10- typo, "of patient" x2. Otherwise looks great!
- DH [R001](#)
 - A. Melidonis commented, Looks Good!,
 - D. Frehlich commented, Check capitalization on "Student Learning Outcomes (CSLOs) 4 List the components of the Dental Hygiene Process of care."
- DH [R010](#)
 - S. Davis commented, Under Specific Methods of Instruction, spell out "Chapter"
- DH [R011](#)
- DH [R012](#)
- DH [R013](#)
- DH [R014](#)
- DH [R015](#)
- DH [R020](#)
 - S. Davis commented, Under Skills Demonstrations, "the students" needs a space between. Entrance skills lists 4 main skills in the paragraph, but they should be separated out to 4 separate entrance skills with the appropriate courses where they learned those skills tied to them.
 - A. Melidonis commented, Non-sub: Critical thinking assignments- wording otherwise looks good
- DH [R021](#)
- DH [R022](#)
- DH [R023](#)
 - S. Davis commented, Skills demonstrations should be numbered.

- A. Melidonis commented, Non-Sub: Representative Course Assignments: Skills Demonstration Typo on students
- DH [R024](#)
 - S. Davis commented, Best example of entrance skills I have seen so far! Well done!!
- DH [R025](#)
 - S. Davis commented, Entrance skills appears to cover 2 separate groups of skills and should be separated out more like DH R024 which is a great example of how to do entrance skills.
- DH [R030](#)
- DH [R031](#)
 - S. Wolf commented, Course SLOs/Objectives/Course Content: The SLOs and Objectives look really good, but the course content doesn't appear to clearly connect to them. For instance, amino-acids are mentioned in both SLOs and Objectives yet are not mentioned a single time in the course content. The course content should probably be detailed enough for a reviewer to find a clear connection between objectives and the content. SLOs and course content, similar to previous comment, the SLOs list "Identify the cause of calcification of soft tissues like the heart and liver." It is not explicit which portion of the course content will cover this topic.
 - L. Gonzalez commented, Methods of Evaluation – only written expression for proficiency? Methods of Instruction - would role play count as skills demonstrations?
- DH [R032](#)
 - S. Wolf commented, Typo: SLO3 "Student be able to demonstrate", SLO#1 - perhaps delete "and among" - Students will be able to differentiate between various properties of materials used in dentistry, SLO #4 - typo: "Student be able" Course Content: The first section on lab materials seems to use language that applies to the student's perspective: state, describe, illustrate, explain. These should probably be removed in lieu of what the instructional content will be: for example, "State the main objectives of restorative dentistry" should

probably be replaced with something more like "Concepts and objectives of restorative dentistry." LAB Content - should be more closely linked to course content and should be more detailed. The formatting also needs to be fixed.

- M. Sanchez commented, Methods of Evaluation include Written expression, but there are no writing assignments listed. Textbooks and MQs look good. No outside assignments listed.
- J. McArthur commented, All prerequisite courses need to be checked
- L. Gonzalez commented, Methods of Evaluation – good Methods of Instruction - specific examples of collaborative group work, class activities, DE, Lab activities; “other assignments” looks like it might fit under skills demonstrations
- DH [R033](#)
 - S. Wolf commented, SLO #4 - I'm a bit confused here, there appear to be 3 separate SLOs listed as a single item here and these may be intended to replace the previous SLOs? Course Content - consider adding detail overall. For instance, "Developing a Case Presentation" are there not steps in the creation of a case presentation that could be listed here?
 - J. McArthur commented, Expand description of Entrance skills
 - L. Gonzalez commented, Methods of Evaluation – good Methods of Instruction – expand on audio-visual presentations example?
- DH [R034](#)
 - S. Wolf commented, SLO #1 - consider removing "in a more effective and efficient manner and with less faculty assistance than previous clinical classes." Course and Lab content look great, perhaps these should be the model for DH 031, 032, and 033?,
 - M. Sanchez commented, The sample writing assignments is a little confusing. Not all students will be required to submit written work? Will there be a new edition of this text in the near future? Malamed, Stanley F. (2015). Medical Emergencies in the Dental Office (7th)
- DH [R035](#)
 - S. Wolf commented, A single SLO is probably not a good idea. Additionally, the SLO that is here is not particularly assessable as giving a presentation does not

show mastery or knowledge in the subject. What does the student show knowledge of during their presentation? I imagine several SLOs are clearly demonstrated in the course of this presentation, but merely giving the presentation does not show an objective has been met. Objectives 1 and 2: could these be more specific? "Competently evaluate current scientific literature" could apply to a variety of subjects and we have no way of assessing whether their evaluation was competent. Course Content: This is very sparse, especially considering the number of objectives. Each objective should have a clear connection to the course content and should be more detailed than the course objectives. Consider incorporating course objectives into the course content and reworking objectives to succinctly reflect the content described.

- M. Sanchez commented, Assignments, textbooks, and MQs look good. Will a new edition be available soon? Weinberg, Theile, Froum & Segelnick (2015). Comprehensive Periodontics for the Dental Hygienist (4th Ed.).
 - J. McArthur commented, Skills description broken down as related to courses that support specific knowledge
 - L. Gonzalez commented, Methods of Evaluation – extensive Methods of Instruction – extensive – not many specific examples; thorough list of assignments
- DH [R036](#)
 - S. Wolf commented, SLOs 1 and 2 are not clearly assessable. Revise language to show something the student learned that is clearly measurable. SLO3 has been removed yet is clearly assessable. Several of the course objectives would make good SLOs! Again, the course objectives should probably not be more detailed than the course content. The course content necessary to learn each course objective should be clearly described. For example, this objective "Defend the need for preventive modalities in dental public health practice," in the public health section of the course content, preventive modalities should probably be listed and described. Objectives #3: Define community dental health/dental public health. Consider rewording or removing. Lab content needs

to clearly reflect the course content and describe activities. A proposal does not show connection to course content or activities involved.

- J. McArthur commented, Description of Entrance skills broken down to relate to specific courses,
- L. Gonzalez commented, Methods of Evaluation – extensive Methods of Instruction – extensive – not many specific examples; thorough list of assignments
- DH [R040](#)
 - S. Wolf commented, SLOs and Objectives look great! The course content should show a breakdown of some the these topics to show better alignment to the objectives. Lab content should be revised to show specific activities and #2 "Demonstrating competency in advanced clinical skills will be required to pass this course." is not a lab activity and should probably be reworked or removed.
 - L. Gonzalez commented, Methods of Evaluation – good Methods of Instruction – good; good specific examples; good list of assignments
- DH [R041](#)
 - S. Wolf commented, SLOs: best practice for SLOs is at least 2. Perhaps break up the SLO here into two items. Having a resume and portfolio don't really show mastery, what aspects of a resume or portfolio show that a student is competent? Objectives: I think these need to be more clearly assessable, how does developing a resume relate to the management of a practice? Can the objectives more clearly show a grasp of the course content? Such as differentiating between PPO and HMO?
 - J. McArthur commented, Break down specific skill as are supported by individual prerequisite course objectives,
 - L. Gonzalez commented, Methods of Evaluation – extensive Methods of Instruction – extensive – not many specific examples; thorough list of assignments; good practical assignments
- DH [R042](#)
 - S. Wolf commented, SLOs and Objectives look great, course content also looks good! Lab content: "Quizzes covering specific aspects of the Dental Hygiene

Process of Care and student generated Case studies. Synthesis of Literature review and Self-Assessment/Self-Reflection assignments." Quizzes are methods of evaluation and do not clearly reflect the course content or show activities performed during lab hours.,

- J. McArthur commented, Same as others, needs to be flushed out as supported by prerequisite course objectives. Example DH R031
- L. Gonzalez commented, Methods of Evaluation – good Methods of Instruction – specific examples? Writing & reading assignment might be too specific (9th edition listed)
- DH [R043](#)
 - S. Wolf commented, Lab content: these appear to have been directly copied from the course content which is now empty. Should an attempt to show lab activities be made? SLOs and Objectives look good!,
 - L. Gonzalez commented, Methods of Evaluation – good Methods of Instruction – good list of assignments & description of skills demo
- DH [R044](#)
 - S. Wolf commented, SLO #2 - visiting an elementary school should probably be more specific. Perhaps something to do with presenting at the school on "the principles of dental public health", Course and lab content look good!
 - M. Sanchez commented, Assignments: There is a textbook listed but no reading assignments. MQs and textbooks look good.,
 - J. McArthur commented, Entrance skills need to be more flushed out as supported by specific prerequisite course objectives,
 - L. Gonzalez commented, Methods of Evaluation – only written expression for proficiency? Methods of Instruction - good
- DH [R045](#)
 - S. Wolf commented, SLO#1 - should this more clearly relate to dental? Maybe something like "Define common universal ethical principles as they relate to dental hygiene"? Course content looks fine to me!
 - L. Gonzalez commented, Methods of Evaluation – only written expression for proficiency? Methods of Instruction – Good breakdown of specific examples.

- DH [R050](#)

- S. Wolf commented, SLOs and Objectives look good, the course content and lab are identical, should they be? Course content: would more detail be appropriate? For instance, "Screening, Patient Selection, and Treatment of Board Patients" - wouldn't some discussion of what to look for when screening, criteria for patient selection, and bullet points for best practicing in treating board patients be relevant here?
- L. Gonzalez commented, Methods of Evaluation – only written expression for proficiency? Methods of Instruction – good breakdown of skills demo

- DH [R051](#)

- S. Wolf commented, SLO: just one here seems to make sense, but how specifically do we demonstrate competence? Perhaps by passing a practice exam? Defining terms? Something that shows they know their stuff? After having reviewed the course content, which looks great, I think it would be easy to add an SLO or two. You could have a hand washing SLO where the student demonstrates their ability to properly sanitize their digits by singing "happy birthday" out loud twice while the instructor looks on scowling and telling them the water should be hotter. Should the lab and course content be identical?
- M. Sanchez commented, Assignments, MQs, and textbooks look good. Typo in Reading assignment #2: Instrumentation
- L. Gonzalez commented, Methods of Evaluation – good Methods of Instruction - Good breakdown of specific examples; good assignments

- Math, Science, Etc.

- GEOG [R101](#)

- S. Davis commented, From Laboratory or Activity Content: remove reference to GEOG R101L as this is a separate course outline. Looks very thorough especially in assignments. Great job!
- M. Pinto Casillas commented, Good job! Methods of Evaluation include Skills Demonstrations yet skills demonstrations is not part of Rep. Course Assignments and this is a lecture course. Textbook is 2013, anything newer?

		<p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Mulyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>		
VII.	Program Modification	<p>J. McArthur moved to approve the Program Modification items, A. Melidonis seconded, and the motion passed.</p> <ul style="list-style-type: none"> • Business Administration AS-T • Business Management AS & COA • Communication Studies AA-T • Early Childhood Education AS-T • Paralegal studies AS & COA • Philosophy AA-T • Studio Arts AA-T <p>Following up to</p> <p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Mulyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>		
VIII.	Distance Education Approval	<p>J. Mulyantwali moved to approve the Distance Education Approval items, M. Hurtado seconded, and the motion passed.</p> <ul style="list-style-type: none"> • ART R104B, R106B, R106C, R110B, R110C, R126A, R126B, R165 • DA R010, R011, R012, R013, R015, R020, R021, R023, R024, R025 • DH R010, R012, R013, R014, R020, R021, R022, R024, R025, R030, R031, R032, R033, R035, R036, R041, R042, R044, R045 • GEOG R101 		

		<p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>		
IX. Requisite Approval		<p>J. Munyantwali moved to approve the Requisite Approvals, A. Melidonis seconded, and the motion passed.</p> <ul style="list-style-type: none"> • Prerequisites: <ul style="list-style-type: none"> ○ ART R104B, R106B, R106C, R110B, R110C, R126A, R126B, R165 ○ DA R010, R011, R015, R020, R021, R022, R023, R024, R025 ○ DH R010, R011, R012, R013, R014, R015, R020, R021, R022, R023, R024, R025, R030, R031, R032, R033, R034, R035, R036, R040, R041, R042, R043, R044, R045, R050, R051 • Corequisites: <ul style="list-style-type: none"> ○ DA R010, R011, R012, R013, R014, R015, R020, R021, R022, R023, R024, R025 ○ DH R010, R011, R012, R013, R014, R015, R020, R021, R022, R023, R024, R025, R030, R031, R032, R033, R034, R035, R036, R040, R041, R042, R043, R044, R045 • Advisories: <ul style="list-style-type: none"> ○ ART R171, R172, R174 ○ DA R010, R011, R012, R013, R014, R015, R020, R021, R022, R023, R024, R025 ○ DH R010, R011, R012, R013, R014, R015 ○ ECON R100 ○ MUS R101 <p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>		
IX. Deactivations	AT	<p>A. Melidonis moved to approve the deactivations, M. Pinto-Casillas seconded, and the motion passed.</p> <ul style="list-style-type: none"> ○ ART R170 	AT	II.A

		<ul style="list-style-type: none"> ○ ECON R199 ○ IDS R101A, R101B, R110 ○ Proficiency Award in Entry Level Alignment Specialist ○ Proficiency Award in Entry Level Brake and Electrical Specialist ○ Proficiency Award in Community Mental Health Service <p>Yes: Alan Ainsworth, Laura Anderson, Armine Derdarian, Luis Gonzalez, Dianne Frehlich, Steven Hall, M Hurtado, Judy McArthur, Arion Melidonis, Julius Munyantwali, Shannon Newby, Mary Pinto-Casillas, Mati Sánchez, Scott Wolf</p> <p>No: None</p>		
X.	Curriculum Updates	<ul style="list-style-type: none"> ● S. Davis shared she will be working during the summer. She reminded faculty that they have all summer long to work on Mission CIMpossible. S. Davis plans to have all courses due at the beginning of September, but that does not necessarily mean they will all be reviewed at once. The courses will be triaged depending on the extent of the edits. ● P. Trujillo added she will be working all summer long as well. ● S. Davis commented, now that the ADTs are finished, she will be looking into the other programs. 		
XI.	CourseLeaf Discussion	<ul style="list-style-type: none"> ● P. Trujillo reminded the committee she will be available for department webinars and recommended holding those earlier in the summer. 		
I.	Annual Curriculum Committee Evaluation	<ul style="list-style-type: none"> ● S. Davis announced she will be sending the annual Curriculum Committee Survey out in soon. She encouraged committee members to submit feedback as it helps identify areas that need improvement and is helpful for accreditation. 		

XI. DE Committee Report		<ul style="list-style-type: none"> • S. Wolf informed the committee, Canvas made updates to their software. You can now see which courses are published and which are not. Specgrade Tools in the past did not notify students when faculty give feedback, now students will be notified. • S. Wolf added, the district purchased Canvas studio and it is now available for faculty to use 		
XIV. New Business	I	<ul style="list-style-type: none"> • S. Davis announced Scott Wolf will be offering “Curriculum Support” for the Fall semester. • A. Sandford thanked everyone for their work all year long and especially the last couple of months. 	I	
XV. Adjournment	AT	The meeting adjourned at 2:52 p.m. Next meetings will be on 8/26		

This meeting was recorded by zoom.