

Curriculum Committee Meeting Minutes-DRAFT

Date: 5/10/16, Tuesday 8:30-9:30AM

Location: Metolius 214

Present (voting members):

- Jessica Giglio (*transfer representative*)
- Eric Magidson (*CTE representative*)
- Chad Harris (*Instructional Dean*)
- Stephanie André (*transfer representative*)

Absent (voting members):

- Dawn Lane (*CTE representative*)
- ASCOCC Representative (not yet appointed)

Present (non-voting members):

- Sharon Bellusci (*Enrollment Services representative—temporary assignment*)
- Vickery Viles (*Director of Curriculum and Assessment*)
- Jared Forell (*Assistant Director of Admissions & Records-Curriculum and Technology*)
- Lisa Bacon (*Note taker/Support Specialist for Instructional Deans*)

Absent (non-voting members):

- None

Guests:

- Tony Russell (*Faculty Assessment Coordinator*)

Minutes: (Note: **Approvals and action items** written in red)

1. Consent agenda

- a. **Jessica Giglio motioned to approve the minutes from 5/3 and Stephanie André seconded the motion. Eric Magidson abstained from voting. The minutes from the meeting on 5/3 were unanimously approved by all voting members.**

2. New Business

- a. Develop Guidelines for Curriculum Committee Approval
 - i. What does the committee look for when reviewing forms?
 1. Filled out to completion and with accuracy
 - a. Load Units
 - i. Very little documentation on load and how it's calculated
 - ii. Should changes be approved by deans?
 - b. Credits
 - i. Impacts to financial aid
 - ii. Degree confirmation
 - iii. Matching credits
 - iv. Impacts on other programs/degrees

- c. Prerequisites and equivalencies
 - i. Review of prior catalog year requirements
 - ii. Registration issues
- d. Course numbers
 - i. There is confusion around when a course number should remain the same and when a new course number should be created.
 - ii. What course numbers are available to be used?
- e. Who is responsible for accuracy? Faculty submitter or Curriculum Committee? Is the committee doing or verifying?
 - i. Course reports can be run out of Argos to inform how to complete forms; however, it's written in Banner-ese so some faculty may struggle to use it.
 - ii. In general, most faculty are going to have difficulty completing the forms on their own with the level of detail required.
 - iii. We should expect that they complete prerequisites and course descriptions accurately, but likely not load units.
 - iv. If we expect faculty to have some knowledge, we need to provide the appropriate training for them to be successful.
 - v. How will the curriculum software affect and streamline this process?
 - 1. Inter departmental consultation is throughout the form completion process. It may hold up the faculty's portion of the process but it will ensure accuracy on the front end.
 - vi. Who should the point person be for questions when completing the form? Should Vickery always be the person to contact?
 - vii. Are the links on the form helpful in completing the forms or do they just create more confusion by presenting a lot of extra information? (e.g. Green Course Content)
 - viii. Admissions & Records still does sign off on some forms (this procedure was established by John Armour) before they go to Curriculum, but this is not always the case.
 - ix. Do chairs sign off on the form? What is the role of the deans?
 - x. What is the business logic of our forms? A lot of sections are currently negotiable.
 - xi. Recommendation to not accept forms until they've been reviewed and approved by the appropriate person/department.
- f. Version control
 - i. Should Google Drive be used for the 17/18 year to help with version control? Does this create challenges with always reviewing a changing document? Everyone will

- need a Google Account to use it; IT could help with this (integration of COCC log in with Google log in).
- ii. What level of change to technology should be implemented when it will only be effective for a year (prior to software launch)?
2. Student Learning Outcomes (reviewed whether or not a change has been made to them)
 - a. Recommendation for the option to review with LOA as part of the form completion process
 - b. Faculty members of the committee tend to focus on this area during the form review process.
 - c. It's a best practice to start outcome sentence with a verb (Bloom's taxonomy), and to ensure the outcome and its assessment align
 - d. Recommendation to provide more examples, materials, and training tools to faculty for outcomes and assessments
 - e. Options for committee: approve, approve with recommendations, deny
 - f. **For the next meeting, the committee members will research model examples for both outcomes and assessment; create list of words that should be avoided (e.g. discuss); provide examples of common issues and corrections; Vickery will send Linn Benton's guidelines for curriculum approvals for review.**
 - ii. Potential Updates to Forms
 1. Category for impact on other courses/programs
 2. Color code the forms to highlight most important areas
 3. Reorganize the form to bring more important sections to the top
 - b. Curriculum Committee Charge: Membership (tabled for 5/17)

Adjourn: 9:28AM

Next Meeting: Tuesday, May 17, 2016—MET 214 at 8:30AM