IAIA - Curriculum Committee
Meeting Minutes
February 2, 2018
(Minutes Ratified – 3.20.18)

In Attendance: Jonah, Craig, Sandy, Char, Lara, Sheila, James, Evelina, Stephen, Val, Felipe, Ellen

Convene: 12:33pm

Meeting Minutes:
- Evelina - Bottom of P. 6 changed "Baring" to "Bearing"
- Motion to approve – Stephen, Second – Evelina, Passed unanimously

New Business
ARTH304
- Makes a special topics course that has run a few semesters a permanent course number and description
- Motion to approve - Craig, Second - Evelina, Approved unanimously

CINE280
- Already an implemented course and this is formalizing the sophomore capstone course number/ listing
- Motion to approve – Val, Second – Craig, Approved unanimously

ENGL340
- Motion to approve - Stephen, Second - Ellen, Approved unanimously

ILS Minor Update
- Gen Ed, math and science into ILS department limiting the options for minors – not enough course options not offered
- Opens up 300 and 400 level courses to more options across the departments
- Motion to approve - Sheila, Second - Craig, Approved unanimously

PERF205
- Put on the books as a seminar under Daniel, Sheila ran a full class a year ago
- Opens up spoken word to students with talents across backgrounds and disciplines
- Takes a cultural approach
- Uses same course schedule from last year from PERF290G
- James: Will this be a required course?
- Sheila: Yes
- Char: Do we strike the 290c from the second page?
- Sheila: Yes

- Char: We're creating an actual course at the 200 level
- Sheila: Yes. If we still had the speech requirement we might run it as a 100 level but we decided on the 200 level so students have demonstrated their writing skills
- Char: So should it have a pre-req?
- Felipe: maybe second year standing?
- Sheila: Yes maybe second year standing or by approval?
- Char: Or maybe ENGL101
- Sheila: Yes that's better lets do, ENGL101 Pre-req
- Evelina: In course description, there is a need to capitalize "what"?
- Sheila: On no that's on PERF120 so no need to change
- Motion to approve - Val, Second - Craig, Approved unanimously

PERF120
- Replaces a similar course that's been on the books but hasn't been taught
- Introduces students to performing arts
- Would like to eventually open it up as an introductory course to all students
- Focusses on indigenous performance, theory, practice and history
- Lecture course with a series of writing and research assignments
- Supported with a lot of reading
- Grows from the IAIA theatre history to global indigenous theatre
- Char: Would like this to be in the menu with ARTH101 and LIBS101
    - Is the reading for this courses more than ARTH101/ LIBS101?
- Jonah: The readings are plays, light plays…
- Sheila: It is foundational so its designed to not be heavy
- Evelina: I see there is a final paper which might require ENGL101 skills. Does it need a pre-req?
- Jonah: We could reduce the writing component to make easier for those without ENGL101
- Stephen: For IDST101 we reduced the research component in order to be sure they wouldn't need ENGL101
    - We supplanted ours with a class discussion
- Jonah: Yes maybe we could do that or a presentation and smaller paper
- Evelina: Capitalize "What" in the description and "Western" in western theatre.
- Sandy: Capitalize the I in "Indigenous"
- Motion to approve - Stephen, Second - Evelina, Approved unanimously

Performing Arts learning Outcomes
- James: These look a little long
- Char: I suggested some changes, maybe you could send that around to people
- Sheila: Lets look at the revised changes from Dean Teters
- James: I have them and I will email them around
- Char:
    - **Performing Arts Learning Outcomes:**
        - Students will be able to:

- Demonstrate an understanding of Indigenous performance histories and praxes.
- Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that observe an Indigenous framework of knowing.
- Demonstrate an understanding of the use of various technical systems necessary for actualizing live performance production.
- Analyze and critique the elements of performance works within the historical, contemporary, or cultural context.

- Stephen: Some of these long are long, it's better to keep them simple for best delivery and for assessment
- Evelina: What is Praxus?
- Stephen: It is the application of theory to the real word
- Evelina: Maybe there is a better word?
- Stephen: Does the deans edit reflect everything you wanted it to?
- Sheila: Well we didn't have learning outcomes so we used ILS as a model so that where we started.
- Stephen: No but is the edit still capturing what you want?
- Shelia: Oh yes I think so, Jonah?
- Jonah: Yes it looks good, just might want to change the last one.
- Char: That one was based on the studio
- Stephen: Ok if everything is covered then do these changed outcomes make us do something you don't want to?
- Sheila: No I think were on the same page. May be the last one we can look at and craft a little to fit better with performing arts
- Evelina: In the third you should use a stronger word than "Understanding" maybe "knowledge" or "application"
- Sheila: Application
- Jonah: An ability to use
- Evelina: Then yes maybe Application
- Val - are these the outcomes you would want ever student in the degree to have
- Sheila – yes no matter their emphasis this is what we want them to be able to do
- Char: This is like what cine does where they are multidisciplinary?
- Sheila: Val, does that answer?
- Val: Yes I just would think that someone studying lighting per say would also need to know the history
- Sheila: Yes we are aiming for a holistic approach
- Char: So then instead of "understanding" maybe "Demonstrate Proficiency"
- Sheila: Yes
- Ellen: I don't understand in the last bullet the language of the "Elements of performance works" maybe just "performance"
- Char: I made that change, I don't know how they would describe that, they would need to edit it
- Shelia: So should we come back with a new suggestion next time?

- Char: Yes and if you can send them any important points
- James: I don't understand what the frameworks lingo means.
- Sheila: That's establishing and framing this as indigenous focus/ indigenous framework of knowing. I don't want this to become just another performing arts department in the western style. I want to keep it in line with what's happening in other department. We interface with the goals and mission of the college.
- Stephen: Demonstrate creative literature … based in indigenous knowledge. I'll write it out and send it to you
- Char: So you want to make it clear and easy to create indigenous assessment projects
- Evelina: I guess since we've changed "understanding" in the 3rd we should do the same in the 1st, maybe demonstrate "knowledge"
- Sheila: ok
- Lara: One way to think of outcomes that are accessible is to imagine someone who know nothing about your discipline looking at the work and if you as what they think student had to know to create this work will the answers align with learning outcomes
- Sheila: Do you see verbiage changes we should make
- Lara: Maybe "praxis" is hard for outsider to perceive
- James: Or for prospective students
- Lara: Yes this should attract students while still being useful for assessment
- Stephen: Should be as easy and barrier free as possible
- Ellen: Could "traditions" work
- Sheila: they aren't all traditions though
- Stephen: Maybe practice instead of praxis
- Val: Maybe for 4 "Demonstrate" to start and keep in line with the others
- James: So maybe review your blooms taxonomy words
- Sheila: Yes as we re-write I will look at those
- James: Half your learning outcomes heal with history and one of them is specifically indigenous others are more general theatre history
- Sheila: Foundation skills especially in the area of technology
- Lara: I there any innovation desirable
- Sheila: Oh ya the creation course is going to be dependent on what has come before
- James: Well I am reading this and thinking half your courses are going to be history courses
- Sheila: No I mean its important but no not history focused
- Jonah: Should we make that more clear
- James: I just has a lot of history and think it reads as being history focus, especially 1 and 4
- Lara: Analyze and critique performance and leave it at that for 4
- Char: So is it done? Can we make the changes and approve it now?
- Sheila: I will edit now and send them out:
  - Performing Arts Learning Outcomes:
    - Demonstrate knowledge of Indigenous performance histories and practice.

- Demonstrate creative leadership through the creation and application of theater, dance and music applying principles that are based in indigenous knowledge
- Demonstrate proficiency in the use of various technical systems necessary for actualizing live performance production
- Demonstrate an ability to analyze and critique the elements of performance
- Motion to approve – Evelina, Ellen - Second, Approved unanimously

Announcements:
- Char: When is the next meeting?
- James: 3/20. Right after spring break
- Val: Curriculum maps – requested them over the last few months still need them – please send
- Char: Need to get more of the PERF in the pipeline for curriculum committee
    - Jonah: Only 2-3 that need change and approval
    - Sandy: And degree plans
    - Sheila: You mean for the BFA?
    - Lara: Yes it has to come through CC before HLC
    - Char: we can start promoting and running them ahead of approval
    - Sandy: What's the projected run date? Fall?
    - Char: Won't be this fall, but we can get as much in as we can passed
    - Sandy: You can get the changes in the minor in the catalogue
    - Char: So the 290s should have an actual course number in the catalogue but for any other courses let's get them in as soon as possible so they are in the catalogue
    - Lara: If you have syllabi and know the course number - Sheila, Jonah, char and I can start going through these
- James: Recommendation for Sheila and Jonah?
    - Lara: Keep it simple
    - Stephen: We created a classification of courses called ILS colloquia and ran on an experimental basis. Allowed us to test them before we bring them into the regular curriculum. Also need to start putting together the 300 and 400 level advanced courses because people are going to be running through the 200 levels quickly
    - Char: Stephen is a good resource because he was a one-man band for so long
        - Stephen: Well from 2006 we had a committee that included adjuncts, students… flexible people – they have good ideas
        - Sheila: I've definitely pulled in students from the moment I got here
        - Stephen: Maybe invite any students in the minor
    - James: Craig how about you? Any suggestions?
        - Craig: Well I can't really remember from the cine development, but it seems that building from scratch is in some ways easier that tweaking something establishes

- o Jonah: So we should be thinking about some open ended courses that we can use to test before fully implementing
- ▪ Evelina: Readings at MoCNA this week – look to the email sent earlier this week
- ▪ James: IAIA Cine has its own panel at SF film festival – check the film fest website for details

Motion to adjourn – Evelina, Second – Craig, Approved unanimously