GAVILAN COLLEGE CURRICULUM COMMITTEE MEETING
Monday, October 24, 2005
2:10 – 4:00 p.m., PH 101
MINUTES

Present: E. Alster, K. Campbell, S. Carr, S. Dodd, J. Harmon, R. Lee, F. Lozano, M. Machado, J. Olivas, J. Parker, A. Rosette, M. Segal, L. Tenney, D. Van Tassel, K. Warren, B. Donovan, R. Haskins

Guests: Mary Ann Sanidad

I.   CALL TO ORDER
The meeting was called to order at 2:12 p.m.

II.   AGENDA ADJUSTMENTS
No agenda adjustments were made.

III.   APPROVAL OF CONSENT AGENDA

Motion to approve the Consent Agenda made by E. Alster; seconded by F. Lozano.

A.   Minutes of October 10, 2005

B.   Modification to Existing Courses (Form C's)
    1. CSIS 10:   Basic Programming
    2. CSIS 121:   Spreadsheet – MS Excel
    3. CSIS 51:   Visual Basic Programming
    4. PHIL 1:   Introduction to Philosophy
    5. PHIL 2:   Logic
    6. PHIL 4:   Critical Thinking and Writing
    7. PHIL 6:   World Religions

C.   Distance Education (Form D's)
    1. CSIS 7:   Web Page Authoring II
    2. CSIS 12/12L: Assembly Language Programming
    3. CSIS 85:   Web Design I: Dreamweaver
    4. CSIS 122:   Computer Keyboarding
    5. CSIS 151:   Introduction to XML Authoring
    6. ECON/GBUS 11: Statistics for Business and Economics

VOTE: All in favor.

IV.   CURRICULUM

A.   New Business

1.   New Course Proposals – First Reading
a. ESL 557:   Vocational English as a Second Language I

Motion to approve ESL 557 made by K. Warren; seconded by M. Segal.

Information:
M. Sanidad spoke to the committee about the proposed ESL 557 and 567 classes. She indicated that these were different from current ESL courses in that they were vocational classes. Compared to the current ESL program where students learn academic English for transfer into mainstream programming, the ESL 557 and 567 classes were for those students who may be less academically-oriented, and would serve as a bridge into Gavilan's existing vocational programs. She stated that students taking these classes would

continue to expand on linguistic skills, while learning the vocabulary and skills needed to go into a vocational field (Cosmetology, Nursing, General Business and Graphic Design).

Discussion:

M. Segal noted that Child Development is one of the fields in vocational education and wondered if there was any interest in including it as one of the options.

M. Sanidad said that she had been told students in the Child Development Program tended to transfer to San Jose State (or other colleges) to continue with their education.

K. Warren asked what concern brought these classes about.

M. Sanidad indicated that it started from the recognition that many of the students felt intimidated by the upper end classes due to the high academic focus of those classes. Students who were not academically-oriented weren't doing well anyway, and those who planned to go into the vocational field didn't particularly need the upper end academics being taught. The proposed classes would still teach reading, writing and language development; it just would not be with the same heavy-duty reading and writing emphasis. The question was asked where these classes were educationally placed.

M. Sanidad answered that they were placed after the four level in the high intermediate level which meant that students taking the proposed classes would not have been exposed to things like formal composition, term papers, etc.

S. Carr had a question regarding structure. She had been under the impression that these were self-paced courses using modules, but now saw that the proposed courses listed lecture and lab hours with some self-paced work. She wondered how all of these elements would be incorporated under one course umbrella.

M. Sanidad answered that the lecture part would be where students continued working on their language skills, so they would still be doing reading, writing, etc. The lab part would be where they would do the modules, because individualized modules would be available for their particular type of vocational field, which would be self-paced.

VOTE: *All in favor.*

b. ESL 567:   Vocational English as a Second Language II

Motion to approve ESL 567 made by E. Alster; seconded by K. Campbell.

VOTE: *All in favor.*

2.   Modification to Existing Courses (Form C's)
a. ATH 46 and b. ATH 46B: (Intercollegiate) Volleyball

Motion to approve ATH 46 and ATH 46B made by R. Lee; seconded by M. Segal.

Information: All other intercollegiate athletics course outlines have been updated. Volleyball
is the last one. The revisions included taking away the 'A' and 'B' sections, and just having ATH 46.

VOTE: *All in favor.*

c. CGD 2:   2D/3D Technical Computer Graphics I

Motion to approve CGD 2 made by M. Segal; seconded by K. Warren.

Information: S. Dodd stated that this course had previously been brought before the Curriculum Committee in 2003. S. Dodd and J. Parker have been working with R. Peacock to get this course updated.

S. Dodd added a personal "thank you" to J. Parker for all her work on this.

Discussion: Several members expressed concern over the "open entry and exit" of this class. The main concerns seemed to stem around the number of hours students would spend in class and how quickly they could finish the course, the lecture and lab combination, how students who started late would get all of the necessary information

needed as well as meet the minimum time requirements, and what the advantage of open entry was.

S. Dodd stated that the class was a combination of lecture and lab hours for 4 units: there would be 2 hours of lecture with 6 hours of lab.

R. Lee inquired whether a student could come into this class, power through the whole thing in a week or two, and be done with it?

S. Dodd indicated that was not a realistic scenario. She pointed out that students had to put in a minimum number of hours to meet the credit requirements of the class.

J. Parker additionally noted that November 1 is the last day to add open entry classes, which still gave students 7-8 weeks minimum.

R. Lee wondered how it would be possible to give a student 2 hours of lecture for 18 weeks if they were to start as late as November 1? Why not make all the hours lab hours?

S. Dodd said that this course was similar to the digital media program where the lecture / lab occurred side by side.

K. Campbell asked why the class was not just made a regular lecture / lab course. She wondered what the advantage was of making it an open entry and exit class.

S. Carr answered that it allowed for student flexibility.

VOTE: 10 in favor with 2 opposed. No abstentions.

d. RE 160:Real Estate Principles

Motion to approve RE 160 made by K. Warren; seconded by L. Tenney.

> *VOTE: All in favor.*

e. SSCI 270A:Introduction to the Social Sciences
Due to not having a representative available to address any questions/concerns relating to this
curriculum, it was withdrawn.

V. ISSUES

A. Old Business

1.Courses to be updated Fall / Spring 2005-2006
S. Dodd reminded committee members that the list of courses needing update / revision had not yet been completed. She stated that she would be more than willing to come to a department meeting, or to work with people individually in order to get these updates completed. She mentioned that some simply needed ILO's.

S. Dodd pointed out that there were only TWO meetings left this semester, and that it would be nice if at least 1 or 2 could be completed before the semester was over. November 16 by 1 pm is the last day to turn in curriculum for this semester. She requested that members concentrate on those courses on the list that were now being taught (such as, English 1B and English 1C, History 1 and 2).

The question was asked whether those courses not currently being offered had to be revised. J. Olivas stated that, in regard to articulation, universities still want courses updated and submitted whether they were being offered at this time or not.

2.Topic-Based Course Outlines
S. Dodd asked the committee if they wanted to have a time line for moving from weekly to hourly / topic-based course outlines.
F. Lozano asked if it had to be either or, or if they could accept both forms.

Susan pointed out if the 16-week semester does begin next fall, it doesn't make since to have curriculum being proposed for 18 weeks.

S. Dodd noted that they could take the weeks out if that was what was needed.

R. Lee observed that it seemed to be a matter of simply deleting a column.

S. Dodd said she appreciated everyone's effort in making this change, since it would put the course outlines into more of a collegial format.

3.<u>Non-Credit Basic Skills Classes</u>

K. Campbell said she spoke to R. Perez a couple of weeks ago, and R. Perez mentioned she had been working on ESL parenting, ESL citizenship and GED preparation. K. Campbell indicated that the basic concern was that courses currently being taught not be duplicated. K. Warren mentioned that they were in the process of trying to find out if the Chancellor's office would be following through with funding for English.

4.<u>By-Laws</u>

S. Dodd informed the group that she went to the Senate with the concerns previously raised by the committee. The Senate's recommendation was to keep the committee's voting membership the way it currently is. She noted that Senate president, J. Wolowitz, was planning to check with other community colleges to see how their voting membership was set up.

S. Dodd then went through the by-laws with the group and indicated where changes were made. Once approved, Susan will then take them back to the Senate for their approval.

 Motion to approve the Curriculum Committee By-Laws made by K. Warren; seconded by K. Campbell.

 VOTE: *All in favor (with the understanding that S. Dodd will make the changes discussed).*

B. <u>New Business</u>

1. <u>Procedures for Approving Curriculum with Minor Corrections Needed</u>

The following procedures for the approval of curriculum with minor changes was presented.

   a. It should not be the norm.

   b. Should only be 'quick fix' items such as textbook update, correction to a measurable term, numbering, etc.

   c. Once it is updated by the individual submitting the forms, they are responsible to send an e-mail to the curriculum committee members with the correction(s).

   d. This should happen within a week.

S. Dodd suggested that the committee take some time to think about these suggested procedures, and to call or e-mail her with any additions / comments.

VI. <u>ADJOURNMENT</u>

Meeting was adjourned at 3:05 p.m.