MINUTES

ATTENDANCE
E. Venable, B. Donovan (curriculum specialist), D. DiDenti, N. Cisneros, R. Brown, J. Maringer-Cantu, J. Rekedal, E. Luna, F. Lozano, S. Carr, N. Dequin, R. Rivera-Sharboneau, S. Sweeney, K. Wagman, and E. Talavera (minute recorder).

I. Call to Order – Welcome at 3:04 pm.
II. Agenda Adjustments
III. Approval of Consent Agenda
CONSENT AGENDA
Place on Hold:

ESL 509B	Basic ESL Review II
ESL 521	Beginning ESL Listening/Speaking
ESL 522	Beginning ESL Reading/Vocabulary
ESL 523	Beginning ESL Grammar/Writing

Reason for placing on hold: Enrollment is too low to offer these courses.
Minutes of October 12, 2015
MSC (N. Cisneros/J. Maringer-Cantu). Vote: unanimous. Accepted as presented.

IV. CURRICULUM

New Business

I. NEW COURSE PROPOSAL – SECOND READING

a.	JLE 301	Dispatch Radio Communications
b.	JLE 302	Counselor/Officer Training
c.	KIN 31A	Archery – Beginning
d.	KIN 31B	Archery – Intermediate

KIN 31A and 31B are taken as one motion.

MSC (N. Dequin/K. Wagman). Vote: unanimous. Approved as presented.

II. MODIFICATIONS TO EXISTING COURSES - FORM C

a. DM 61   3D Animation

Reactivate course, Change title from 3D Animation II to 3D Animation. Change description to *This class addresses the fundamentals of 3D animation including character modeling, soundtrack synchronization, advanced shading, lighting, rendering and compositing techniques. May include topics such as particles, dynamics, and scripting. Advisory: DM 60 or equivalent experience*. Update textbook and student learning outcomes.

MSC (N. Cisneros/N. Dequin). Vote: unanimous. Approved as presented.

    b. DM/CSIS 76   Digital Illustration
Change hours from 3 Units, 2 Lec, 3 Lab to 3 Units, 3 Lec, 0 Lab. Change description to *Illustration techniques using computer Bezier curve-based illustration software tools to do diagrams and graphics for use in art, desktop publishing, web graphics, animation, multimedia, and computer presentations. This basic Illustrator course is focused on the technical and historical aspects of digital design and illustration as well as the development of personal artistic expression and visual perception through the use of the digital illustration medium. The course will include lectures and discussions about color, composition and content, computer and illustration program use, printing and presentation techniques. This course has the option of a letter grade or pass/no pass. This course is also listed as CSIS 76. ADVISORY: CSIS 1 or CSIS 2 or equivalent computer experience.* Update textbook, methods of instruction.
This course will be all lecture.

MSC (D. DiDenti/N. Cisneros). Vote: unanimous. Approved as presented.

III.   <u>DISTANCE EDUCATION – FORM D</u>

    a. CSIS 181   PC Hardware
Justification: To make it available to a wider student group.
MSC (

    b. CSIS/AJ 184   Computer Forensics
Justification: To make it available to a wider student group.

CSIS 181 and CSIS/AJ 184 are taken as one motion.

It was asked if the unit was accessible and should be but will be presented to J. Maringer-Cantu to check the accessibility. There were issues but those are being worked on at the moment. This is being paid through a grant.

MSC (D. DiDenti/N. Cisneros). Vote: Abstentions-2. Approved as presented.

    c. DM 61   3D Animation

Justification: To make it available to a wider student group.

MSC (D. DiDenti/J. Rekedal). Vote: unanimous. Approved as presented.

IV.   <u>MODIFICATION TO EXISTING CERTIFICATE</u>

    a. ESL Lifeskills Certificate of Completion

The names of the two core courses were updated along with the program goals and objectives. This went to technical review and the hours are recorded through positive attendance in the non-credit courses. Currently,

there is a process to adding grades to the non-credit courses but not yet. The code, 'p' already means pass so a different code needs to be used. For ENCE courses, there is a requirement to have some notation that the student is making progress in the course. This has been done in other colleges. It measures progress but student may not be ready to move to the next course. There will also be a limit on the amount of times a student can repeat a course. This semester there will be a pilot to record grades but not inputted.

Currently, a student can take the two core courses and have completed the certificate. The other courses are not electives but simply placement. The other placements are added so the college can add enhanced funding. It doesn't make sense to create a certificate on placement. The state funding model requires these options even though it is not logical. This certificate has been approved through the chancellor's office. It was suggested to delete "placed on placement" and call the other courses electives. It was also asked to change 'core' to 'required courses.' The wording in the certificate is from the chancellor's office. Wording and documentation for non-credit haven't been completed yet and more conversations are being held. The need is to make the certificate as clear as possible for the student. 'Electives based on placement' seems odd and read as a choice. R. Rivera-Sharboneau suggested deleting 'electives based on placement' to make it clearer to the student. E. Luna pointed out that the people giving advice to the students need to understand the certificate and requirements so they have a clear picture of what is required.

MSC (N. Dequin/J. Rekedal). Vote: unanimous. Approved with corrections.

V.   Information - Discussion

        a.   [Ensuring Effective and Efficient Curriculum Processes](#) – for discussion.

The committee was asked for thoughts. N. Cisneros found it interesting that the committee does it different than the outlined process. E. Luna pointed out the two big categories are institutional and the pressure to get CTE programs running, which opens a whole new discussion. The problem is that the committee may be processing items that are not fully understood. The other area is to find ways to move the committee meetings along smoother by breaking down large agendas into smaller pieces. One area that we have to discuss is the implementation of CurricUNET and how the process will run smoother. There is a lot of work to be done.

Academic Senate gets updates on the committee meetings at least once a semester. Academic Senate is interested in the big issues and not the day to day information.

It was asked that the process of reactivating a course be placed on the Curriculum website so others can follow the process. This information

should be available for other committee members that come in to curriculum. One problem is that the committee goes through memory and a section on precedence should be created to make the process easier.

b. [Policy Change for Hours and Units Calculations for Credit Courses](#) – for information

B. Donovan discussed the policy change for hours and units calculations for credit courses due to the chancellor's office revisions. Committee members found the policy change confusing. With reports to the state, the campus bases it on 54 hours. Nothing was changed for positive hours.

c. [Active, Hold, Suspend, Inactive](#) – for information

B. Donovan presented a document with her understanding of what happens in each case. Suspended is when a course is more than five years old and is on the list to be updated. If it is not updated, it will be suspended but still active at the chancellor's office. Placing courses on hold is a department decision for placing a hold on the course for a catalogue cycle. This document is a starting point for discussion.

The importance is what the chancellor's office thinks about substantial changes, which have to do with coding, and non-substantial changes, which are changes to course title, course description, etc. The committee makes the decision on whether the course is undergoing a substantial change or not. E. Luna suggested that the committee should come back to this item as an action item under two different issues-*Active, Hold, Suspend, Inactive* and *Substantial-Nonsubstantial Change*. This type of clarity is needed. The committee needs to dissect what each piece means. A process is needed so that the committee and departments are following the same procedures.

R. Rivera-Sharboneau pointed out that the committee also needs to know what the consequences are from the student perspective when a course gets inactivated. It takes a year to rearticulate a course and the students are affected, which is detrimental to the student's education plan. There needs to be a clear pathway to what is reactivated, especially for GE courses. It was asked that R. Rivera-Sharboneau write a summary of what is needed to add to the document.

It was suggested that the process for reactivating a transferrable course needs to be added under the reactivation portion of document.

The general rule is that if a course hasn't been offered for a while, the courses were inactivated. This was done when the committee was working through the process. The committee needs to look at the reasoning behind why a course gets inactivated. When an 'I' is placed, the course is inactivated at the chancellor's office. Alternating courses don't have to be placed on hold.

Committee members will write up suggestions for addition to the matrix and discuss at next meeting.

VI.   ADJOURNMENT by consensus at 4:02 pm.
      MSC (N. Dequin/F. Lozano). Vote: unanimous.