ATTENDANCE

E. Venable, B. Donovan (curriculum specialist), F. Lozano, K. Rose, J. Maringer-Cantu, S. Carr, D. DiDenti, J. Rekedal, K. Warren, R. Brown, E. Luna, N. Cisneros, K. Wagman, L. Tenney, M. Dresch, R. Rivera-Sharboneau, D. Achterman, L. Flores, N. Dequin, and E. Talavera (minute recorder).

I. Call to Order – Welcome at 3:06 pm.
II. Agenda Adjustments
III. Approval of Consent Agenda

CONSENT AGENDA

Minutes of November 9, 2015

Modification to course - Form C:

a. JFT 205   Fire Continued Professional Training
Correction to lecture and lab hours based on feedback from Chancellor's Office.

Place courses on hold:

a. CSIS 18   UNIX/C++ Programming,
b. CSIS 18L   UNIX/C++ Programming Lab
c. CSIS 44   C#.NET Programming
d. CSIS/DM 73   Desktop Publishing – Adobe InDesign

Inactivate course:

a. CMUN 11   Business Communication
b. MUS 13   Concert Choir
c. MUS 26   Symphony

MSC (K. Wagman/D. Achterman). Vote: unanimous. Approved as presented.

IV. CURRICULUM

New Business

I. NEW COURSE PROPOSAL – FIRST READING

a. ~~LNRA~~ LRNA 15   Supplemental Instruction Leader Training
Introduction to and practice of the craft of supplemental instruction as a strategy for increasing student success. Development of effective communication and leadership skills to facilitate collaborative, interactive, and productive learning as a supplement to classroom instruction. Students read, observe, discuss, and reflect on SI theory and application in SI sessions. Recommended for supplemental instruction leaders employed on campus and/or future educators.
This course was an emergency English 99 course offered during summer 2015.
K. Rose mentioned that there are no other LNRA courses on the roster. Discussion needs to be held on the process for adding a new discipline and where to house the new discipline. There needs to be time taken to review curriculum and the process. There needs to be some institutional value placed before this course comes back for a second reading.
S. Carr pointed out that the DeAnza and Chico examples are centered on tutoring which is already placed under Guidance, which is for broad tutoring. K. Warren pointed out that LRNA courses can be taught in different disciplines. R. Rivera-Sharboneau clarified that when looking for a comparable there needs to be equivalent courses that are being

compared. These courses are related to tutoring and virtually impossible to find supplemental instruction courses. There needs to be caution when comparing courses to bachelor level courses because it could become a problem. The committee needs to keep in mind the numbering system. K. Warren pointed out that the DeAnza courses are between 0 and 99. D. Achterman reminded that earlier on the committee had discussed tutoring and supplemental instruction and think of this as a new discipline for flexibility. K. Warren clarified that the training is non-topic specific and instead focuses on techniques. The problem would be the prerequisites and have them appropriately qualified. E. Luna pointed out that there is a need for teachers and this course could be part of a certificate to develop teachers. K. Warren informed that this course has been discussed as part of the peer-leader certificate. As for prerequisites, the English 1A prerequisite is to inform students of the kind of work. SI trains students to be active learners with the students. L. Tenney voiced that this is a start to the Peer Leader certificate. It is important to look at what the campus is doing and how this could supplement how to create and develop teachers. Also, a framework needs to be created for the Academic Senate to focus on the information at hand so it is not sidetracked. R. Rivera-Sharboneau reminded everyone to look for a match at a four-year campus and not the partner schools. Courses cannot be numbered based on other community college counterparts. There should be no fear for numbering courses at the 200 level. D. Achterman suggested that the committee look at a first reading and the ramifications of a new discipline. Then a recommendation can be sent to the Academic Senate to keep the process moving forward since they don't have the expertise of the Curriculum Committee. K. Rose inputted that this is a piece of curriculum that looks sound and could be forwarded to the Senate as a public comment. K. Warren can take the comments and work on the suggested areas before the second reading. L. Tenney wanted to remind the committee that the faculty has expertise on curriculum and the role of the Academic Senate looks at the structure. It's disheartening to think the Academic Senate does not have expertise in curriculum. It's collaboration between the Academic Senate and Curriculum Committee. R. Rivera-Sharboneau felt that the structure needs to be in place before creating courses. This is a larger conversation that is appropriate for the Academic Senate. Once the whole picture is created then the committee can move forward. It's a larger conversation that needs to be held at Academic Senate. A decision cannot be made on a course without knowing where it is housed. K. Wagman suggested that this course be created as an English course and then come back and change it as a general one at a later date. This course does exist as English 99 but can create problems for students when they go beyond one semester. R. Rivera-Sharboneau suggested, like K. Wagman, that the SI Tutoring course can be placed under English as the bigger discussion is being held. F. Lozano pointed out that creating disciplines without larger conversations can create problems. L. Tenney pointed out that the Guidance 28 course is not taught by counseling. This course could reside in Guidance. K. Rose voiced that when proposing curriculum all people are touched ahead of time so a discussion can be held. Also, it's great to have this course housed under English and then brought to the Academic Senate. E. Luna suggested that action be taken so the next steps can be taken. K. Warren is willing to make changes and brought back under English.

The committee is voting on the current standing of the course with a new name and number. The purpose of the first reading is to approve of the course and concept. D.

Achterman will take this course to the Academic Senate, with K. Warren and K. Wagman' s help.

MSC (D. Achterman/J. Maringer-Cantu). Vote: 'Abstain': R. Rivera-Sharboneau and J. Rekedal. Approved as presented.

b. MATH 412   Math Refresher
A remedial intensive math course designed to be a refresher for students who wish to review basic math concepts before taking the Assessment Placement test or to prepare prior to retaking the Assessment test. The primary focus is on operations with whole numbers, fractions, decimals and percentages.   This is a pass/no pass class. Units earned in this class do not count towards the associate degree and/or certain certificate requirements.
This would be offered at night before registration to avoid students jumping levels but the courses being full. This would be appropriate for a student retaking a placement test. There is no prerequisite so a student can register for the course.
MSC (D. Achterman/J. Maringer-Cantu). Vote: unanimous. Approved as presented.

c. MATH 416   Math ~~Boot Camp~~ for Summer Bridge
This class is a remedial mathematics course for students new to Gavilan College that are participating in the Summer Bridge Program. Students enrolled in this class must have taken the math placement exam prior to the first day of class. The purpose of the class is to review and hone basic math skills and acclimate the student to the rigors of college level work, and improve other student skills needed for learning and academic achievement. Upon completion of the course, students will be allowed to retake the placement exam. This is a pass/no pass course. Units earned in this course do not count toward the associate degree and/or certain certificate requirements.
R. Rivera-Sharboneau asked if this was for TRIO students only or open for all students. This is for students who are first-year students. It was asked that the description be reduced and include that it is for first-year high school graduate students with no college experience. R. Brown suggested having this course available in a different form for students bridging over from the adult education courses. It would have to be kept general for that purpose. R. Rivera-Sharboneau retracted her statement to allow for the adult education bridge. K. Rose appreciated the math departments work in bridging students and possibly having these courses move to the non-credit side of the house. K. Wagman inputted that this course would not qualify since it is tied to a Guidance course. K. Rose reminded that colleges across the state are looking to pair with non-credit. The purpose is to get students through without excess units.
MSC (K. Wagman/D. DiDenti). Vote: unanimous. Approved.

d. WTRM 122   Advanced Water Distribution
This advanced level course prepares students for work in a highly skilled or supervisory position in the operation of a water distribution system. It prepares the student to take the State of California Water Distribution Operator exam at D3, D4 and D5 levels.

e. WTRM 123   Water Conservation
This course provides technical and practical information in water use efficiency, the need for and major components of comprehensive water conservation programs and the role of the water conservation coordinator in the public water supply industry. Topics include: customers and their water uses, water sustainability factors, regulatory agencies and careers/opportunities in the field of water management. This class will

help the student prepare for the AWWA grade one Water Conservation Practitioner Certification.

f. WTRM 124   Industrial Wastewater and Stormwater Management
    This course is designed to provide an overview of water/wastewater regulations with an emphasis on local, state, and federal regulatory standards. The study of the principles of wastewater and stormwater management including hydrology, water distribution, wastewater collection, stormwater management, and safe drinking water issues will be covered along with an introduction to the one water management concept.

g. WTRM 125   Pollution Prevention
    Study of the raw materials and chemicals used in industry and the changes that occur as they move through the industrial process. Topics include: regulations, the material balance concept of inventory, the importance of waste minimization/pollution prevention, and residential waste generation/reduction/ prevention.
    WTRM 122, 123, 124 and 125 are taken as one motion.
    This was vetted through the advisory committee in September. The water grant, in partnership with West Valley College, has allowed for these courses to be developed. These are for two new degrees-Phase Two and Phase Three. K. Rose mentioned that S. Carr brought the Water Program to the November Board meeting and there was excitement.
    MSC (N. Dequin/R. Rivera-Sharboneau). Vote: unanimous. Approved.

II. NEW COURSE PROPOSAL – SECOND READING
    a. ESL 737   NC Integrated Reading/Writing II
    b. ESL 738   NC Integrated Listening/Speaking II
    c. ESL 746   NC Introduction to Computers for ESL Students
    d. ESL 747   NC Integrated Reading/Writing III
    e. ESL 748   NC Integrated Listening/Speaking III
    ESL 737, 738, 746, 747 and 748 are taken as one motion.
    MSC (D. DiDenti/J. Rekedal). Vote: unanimous. Approved.

    f. JFT 211   Fire Company Officer 2A
    g. JFT 212   Fire Company Officer 2D
    h. JFT 216   Fire Company Officer 2E
    i. JFT 217   Fire Company Officer 2B
    JFT 211, 212, 216 and 217 are taken as one motion.
    MSC (N. Cisneros/K. Warren). Vote: unanimous. Approved.

III. MODIFICATIONS TO EXISTING COURSES – FORM C
    a. AJ 21   Narcotics and Drug Abuse
    General update: Update textbook and student learning outcomes. K. Rose commented that the SLOs are scheduled to be assessed and will be tracked by the deans. It was pointed out that these SLOs were last assessed in 2013. A question was raised at where the SLOs are being assessed. The committee looks at the SLOs but does not assess the SLOs. E. Luna pointed out there is no structure to look at the value of the SLOs and discussion needs to be held on this topic.
    MSC (N. Dequin/J. Maringer-Cantu). Vote: unanimous. Approved.

    b. ART 1A   Art History

General update: Update textbook and student learning outcomes.
MSC (N.Dequin/J. Rekedal). Vote: unanimous. Approved.

c. BIO/AH 8 General Microbiology
General update: Update textbook and student learning outcomes.
MSC (J.Maringer-Cantu/N. Cisneros). Vote: unanimous. Approved.

d. CHEM 1A General Chemistry
General update: Update textbook and student learning outcomes.

e. CHEM 1B General Chemistry
General update: Update textbook and student learning outcomes.
CHEM 1A and 1B are taken as one motion.
The lab manual has been updated.
MSC (R. Rivera-Sharboneau/J. Maringer-Cantu). Vote: unanimous. Approved.

f. CSIS/DM 6 Webpage Authoring
Un-cross list LIB 6 from CSIS/DM 6. The Library and the CSIS department agree that there is no longer a need to cross list this class with LIB 6.

Change units and hours from 2 Units, 2 Lec, 0 Lab to 3 Units, 3 Lec, 0 Lab. Change description and update textbook, student learning outcomes and content.

g. LIB 6 Un-cross list LIB 6 from CSIS/DM 6, inactivate LIB 6

h. CSIS 12 Assembly Language Programming
General update.

i. CSIS 12L Assembly Language Programming Lab
General update.

j. CSIS 48 UNIX/Linux Operating System
General update.

k. CSIS 49 UNIX/Linux Shell Programming
General update.

l. CSIS 51 Visual Basic Programming
Change title from Visual Basic .NET Programming to Visual Basic Programming and change description.
CSIS/DM 6, CSIS 12, 12L, 48, 49 and 51 are taken as one motion.
MSC (D. DiDenti/J. Rekedal). Vote: unanimous. Approved.

m. ESL 537 Integrated Reading/Writing II
Change prerequisite and update textbook and student learning outcomes and methods of evaluation.

n. ESL 538 Integrated Listening/Speaking II
Change prerequisite and update textbook and student learning outcomes.

o. ESL 546 Introduction to Computers for ESL
Change advisory and update textbook and student learning outcomes.

p. ESL 547 Integrated Reading/Writing III
Change prerequisite and update textbook and student learning outcomes.

q. ESL 548 Integrated Listening/Speaking III
Change Prerequisite and update textbook and student learning outcomes.
ESL 537, 538, 546, 547 and 548 are taken as one motion.
Remove ESL 537, 538, 546, 547 and 548 from hold list. This is to move to a more integrated format. K. Rose recommended removing the wording 'mirroring' and instead insert 'comparative to'. This is due to applying a justification to the chancellor's office.

MSC (N. Dequin/K. Warren). Vote: Abstention-K. Wagman. Approved with suggested modification.

r. GEOG 1   Physical Geography
General update.

s. GEOG 2   Cultural Geography
Align to C-ID descriptor, reactivate course and general update.
GEOG 1, 2, HIST/HUM12, SOC 1B and SOC 4 are taken as one motion.
MSC (D. Achterman/J. Rekedal). Vote: unanimous. Approved.

t. GEOL 1   Introduction to Geology
General update. K. Wagman will make sure the course is updated and sent out to the Curriculum Committee with updates.
MSC (D. DiDenti/N. Dequin). Vote: unanimous. Approved with stipulation that K. Wagman will update and complete form.

u. HIST/HUM 12   Mexican American Cultural History
General update.

v. JOUR/SOC 10   Mass Media and Society
Align with C-ID JOUR 100 and a general update. K. Rose asked for more details in SLOs and make language measurable.
MSC (D. Achterman/J. Maringer-Cantu). Vote: unanimous. Approved.

w. MATH 7   Finite Mathematics
Prerequisite of Math 240 or 235, Algebra II or equivalent, change description and general update. K. Rose mentioned that the SLOs are well-written.
MSC (D. Achterman/N. Dequin). Vote: unanimous. Approved.

x. ~~MUS 13   Concert Choir~~ moved to consent agenda.

y. ~~MUS 26   Symphony~~ moved to consent agenda.

z. PHIL 1   Introduction to Philosophy
Align with C-ID PHIL 100, general update and SLO update.

aa. PHIL 6   Comparative Religions
General update and SLO update.
PHIL 1 and 6 are taken as one motion.
MSC (J. Rekedal/D. Achterman). Vote: unanimous. Approved.

bb. SOC 1B   Introduction to Sociology: Social Problems
Align with C-ID SOCI 115 and general update.

cc. SOC 4   Sociology of Women and Men
Align with C-ID SOCI 140 and general update.

IV. NEW CERTIFICATE OF PROFICIENCY – FORM J

a. ESL Intermediate Level Certificate of Proficiency

Course #	Courses	Unit Value
ESL 541	Intermediate Listening/Speaking II	4.0
ESL 542	Intermediate Reading/Vocabulary II	3.0
ESL 543	Intermediate Grammar/Writing II	5.0
	OR	
ESL 547	Integrated Skills Listening/Speaking III	6.0
ESL 548	Integrated Skill Reading/Writing III	6.0

	Total units for the Certificate of Proficiency	12.0

MSC (D. Achterman/J.Maringer). Vote: unanimous. Approved.

b. Peer Education Leadership Certificate of Proficiency

Basic Certificate: 4 units. Complete a minimum of 4 units from any of the courses below for the Basic Certificate of Proficiency:		
Course #	*Courses*	*Unit Value*
GUID/PSYC 52	Peer Mentoring	1.0
GUID 28	Tutoring Techniques	1.0
ENG 12A	Tutoring Writers: Training	~~1.0~~ 2.0
PSYC 27	Contemporary Leadership	3.0
	Total units for the Basic Certificate of Proficiency	4.0
Advanced Certificate: 8 units. Complete 4 additional units from courses not ~~included~~ used above and/or from the following:		
ENG 12B	Tutoring Writers: Practice	1.0
ENG 12C	Tutoring Writers: Theory	1.0
ENG 12D	Tutoring Writers: Research	1.0
CMUN1A	Introduction to Public Speaking	3.0
CMUN 4	Intercultural Communication	3.0
CMUN/POLS/PSYC 6	Introduction to Conflict Resolution	3.0
CMUN 8	Interpersonal Communication	3.0
CMUN 10	Small Group Communication	3.0
	Total units for the Advanced Certificate of Proficiency	**8.0**

ENGL 12A is for 2 units and not 1 unit. These certificates could be effective for spring 2016 since they are local certificates and need to go to the Board of Trustees. It was suggested to change the wording in Advanced Certificate from 'included' to 'used'.

MSC (R. Rivera-Sharboneau/J. Rekedal). Vote: unanimous. Approved with corrections.

V.   INFORMATION
a.   [Proposed Curriculum meeting dates for Spring](#)
K. Rose appreciated the Curriculum Committees work and when the committee meets again the new software will be soft-launched in spring semester. Curriculum committee dates need to be fixed.

VI.   ADJOURNMENT by consensus at 4:48 pm.
MSC (R. Rivera-Sharboneau/N. Dequin).