

Curriculum Committee Minutes  
Monday, December 10, 2018  
3:00-4:30 p.m., BU 119

**ATTENDANCE**

D. Achterman (Library), S. Carr (CE), N. Cisneros (ESL), N. Dequin (Kinesiology), J. Ghiorzi (Curriculum Specialist), J. Kearns (CSIS/Business), F. Lozano (Liberal Arts/Sciences), A. Marques (Fine Arts), J. Nari (Natural Science), C. Oler (Social Science), D. Pescarmona (Academic Affairs), G. Ramirez (Vocational/Technology), S. Sandler (English), K. Sato (AEC), L. Scott (minutes recorder), J. Stewart (Counseling), L. Tenney (Chair), P. Yuh (Natural Science)

**NOT PRESENT**

R. Sharboneau (Articulation), M. Gomez (Student Rep.), M. Gutierrez (Allied Health), H. Spenner (Vocational/Technology), L. Stubblefield (Allied Health), E. Venable (CSIS/Business), C. Whitney (Ex Officio)

**GUESTS**

R. Brown, J. Maringer

I. Call to Order: Welcome @ 3:06 pm.

II. Agenda adjustments and approval

**MSC (N. Cisneros/J. Kearns)**

A motion was made to approve the agenda with the adjustments of course modifications and new business, holding off on a vote until CurricUNET can be accessed.

**MSC (N. Dequin/S. Sandler). All in favor. Agenda approved as corrected.**

III. Approval of Minutes of November 26, 2018

MSC ( ).

The minutes were not discussed therefore did not go through the approval process.

IV. Information/Discussion

1. Guided Pathways: Leslie Tenney

L. Tenney distributed the California Community Colleges memo from the California Chancellor's Office regarding AB 705 and the memo covers frequently asked questions.

2. AB 705 Presentation: The status of implementing AB 705 at Gavilan and how changes will affect other curriculum.

Math: Jennifer Nari

J. Nari reported on the curriculum work that the Math Department has been focusing efforts on. This work includes developing co-requisites in Math 5, Math 6 and Math 8A. The challenges with these courses include registration issues and problems getting into the appropriate course, especially with linked classes. Another challenge is scheduling and questions remain about how many sections to offer and the number of students who may be enrolling.

A discussion took place relating to majors and how to determine the majors that require, for example, Math 5. A committee member pointed out that the catalogue and mapping provide this information. Determining the number of BSTEM (Business, Science, Technology, Engineering and Math) major students may help identify the appropriate number of sections for a transfer level math course. A member suggested contacting Stacey Porteur in Assessment to identify how many students, on average, place below transfer and what percentage of those are non-STEM members (via CCCApply.Org). L. Tenney suggested reviewing Degree Works to determine how many students have a particular course on their Ed Plan for the semester. J. Stewart was able to pull up all the majors requiring Math 5 by using Assist.

J. Nari also communicated that she received some helpful suggestions regarding guided self-placement from the California Mathematics Council Community Colleges (CMC3) event she attended. To help prevent registration blocking problems, D. Pescarmona recommended pulling a report from CurricUNET that includes every single pre-requisite for math prior to registration. The scripts for those prerequisites will then need to be rewritten in Banner prior to fall registration. Moreover, a Math 5 placement needs to be added to the pre-requisite grid for all of the courses. In short, a good place to start is compiling a list of the courses that have pre-requisites below Math 5. J. Nari recommended faculty call her to discuss any curricular changes for pre-requisite courses for math. The same process needs to be repeated for English. A late start link class is being discussed in order to help support students who are struggling. Currently, passing co-requisite courses is not contingent upon passing the parent course.

Coaching students into the correct math class will be a key factor. Supporting struggling students is also a necessity and the Math lab is trying to recruit more tutors. A Curriculum Committee member expressed concern for how student support will be funded.

English: Scott Sandler

AB 705's goal is to make sure students get through their transfer level English and math in one year and to maximize throughput. Equity is also a major driving factor for AB 705. Students will now be placed directly into English 1A if they are coming in from high school with a GPA of 1.9 or higher. S. Sandler updated the committee on recent changes in the English Department. These changes include:

- English 1A was changed to a four unit class.
- Classes that are two levels below transfer have been deactivated.
- English 250 and 260 (3 units each) were also removed and substituted with English 280 (integrated reading and writing with a lab for five units).
- English 210 is also being implemented and is a support class (2 units, pass/no pass). The one year completion phase does not start while taking English 210.

Non-credit was mentioned as a potential option for reducing units and a member relayed that further discussions need to take place surrounding options related to this topic.

Informed Self Placement (ISP) and the challenge of defining that phrase were also discussed. Currently, there is a group working on ISP which includes counselors, admin, and MIS and this group is drafting a video on Guided Self Placement. The workgroup hopes to have this draft video completed by January and may utilize it for student orientation.

AB 705 has also impacted ESL. ESL and English have been working together to tackle some of the issues surrounding AB 705. ESL is doing more scaffolding of writing earlier in their ESL program and they are starting to offer some English skills workshops.

S. Sandler led a discussion on advisory, eligibility and completion descriptors in the course catalogue. Advisories and pre-requisites have broadened dramatically. Mapping will help determine what makes sense for students and help determine how other classes fit in with a major.

Members stressed the importance of support services for faculty and students. D. Pescarmona suggested that Curriculum Committee members work with legislatures and Debbie Klein, President Elect of the Faculty Association of California Community Colleges (FACCC), to advocate for more resources.

3. Courses to be updated web page links & General Curriculum Committee  
Web Page Navigation – James Ghiorzi  
No discussion.

## V. Course Modifications

- a) BIO 1 - Cell and Molecular Biology:

**MSC (S. Sandler/P. Yuh). All in favor. Motion passed.**

The Biology Department thought this curriculum change was approved last semester (spring 2018), increasing Bio 1 to a five unit course and adding three lab hours per week, but the process was never completed so it is being resubmitted. The reason for the change in units is because the allotted lab time feels rushed and student learning is suffering. A discussion occurred about how this course will affect an ADT in Biology. The vast majority of community colleges include a Bio 1 equivalent class for 5 units, with a two semester sequence for first year Biology majors. Also, the new course on the agenda is Bio 2 (5 units) and combines Bio 4 and Bio 5 (each is a 4 unit class). The Biology Department is leaving the sequence for Bio 1, 4 and 5 for those students currently involved in the program. Bio 1 also needed an updated manual and updated textbook. The lecture content will need to be edited for the combined class, Bio 2.

1. Modified Programs

N/A

2. New Programs

Liberal Arts and Sciences – Natural Sciences & Math - Biological Science - A.S.-T Degree –  
First Reading:

**MSC (N. Dequin/S. Sandler). All in favor. Motion passed.**

P. Yuh informed the committee that he was able to copy and paste a lot of information from the A.S. Degree. The PLOs are identical to the A.S. Degree.

Career Technical Education – Vocational - Welding Technology –  
Certificate of Proficiency – Second Reading:

**MSC (D. Achterman/J. Kearns). All in favor. Motion passed.**

This is the “for credit” mirrored Welding Technology Course. These are 5 unit certificates and the question was raised whether, at any point, it make sense to make these welding courses 8 unit certificates so students can receive a Certificate of Completion.

Career Technical Education –Vocational - Welding Technology - NC Certificate of Completion – 1st Reading:

**MSC (S. Sandler/D. Achterman). All in favor. Motion passed.**

R. Brown relayed that Gavilan College received feedback from industry partners that there is a need for this course for a Certificate of Completion. Gavilan College does get enhanced apportionment for the Career Development and College Preparation Program (CDCP) and the institution also receives metrics and points for students who complete these certificates. The purpose of mirrored classes is to maximize enrollment and increase availability for adult learners.

3. Deactivated Courses

N/A

**VI.** New Business

4. **New Course** – First Reading

a) BIO 2 - Organismal Biology:

**MSC (N. Dequin/S. Sandler). All in favor. Motion passed.**

P. Yuh discussed this course under course modifications for Bio 1.

5. New Course – Second Reading

N/A

**VII.** Training and activity: Review of ADT maps to date: Department faculty together with area deans.

L. Tenney reminded the Curriculum Committee to submit their mapping work by Friday, December 14, even if it is unfinished. She relayed that she has requested the same information from the Counseling Department. She recommended that people reach out to the Counseling Department if additional assistance is needed.

**VIII.** Adjournment

**A motion was made to adjourn the meeting by N. Dequin at 4:34 p.m.**