

Date: May 4, 2018
Time: 1:00PM-3:00 PM
Location: 1167

Admin Co-Chair: Sonja Lolland

Faculty Co-Chair: Meridith Selden

Members: Denice Burbach, Korey Champe, Lore Dobusch, James Gilbreath, Rajan Gill, Daren Otten, Thea Post, William Rockey, Sherry Spina, Jeff Stollberg, Laura Talley, Salvador Tolentino, Carla Tweed, Carrie Wasinger

Quorum: 8 voting members must be present (Co-chairs may vote only if needed to make quorum)

Recorder: Zulema Zermeno

Resources: Lani Aguinaldo, Sonya Horn, Martin Gutierrez

Guest(s):

Approval of agenda & minutes

- ⇒ Approve 4/20/18 minutes
- ⇒ Approve 5/4/18 agenda

Updates

- ⇒ SLO, DE, & Dean review process check-in (Selden & Wasinger)
- ⇒ Guided Pathways check-in (Champe, Dobusch, & Gilbreath)
- ⇒ CSAR (Selden)
- ⇒ Discussion about consequences for not updating curriculum (Selden & Wasinger)

INACTIVATION:

CUL 59 - RESTAURANT OPERATIONS

COURSE REVIEW:

ART 11 - MURAL PAINTING , (REVISED), **PAGE 1**

Dean Feedback: 3/13/18

SLO Approval: 4/16/18

Description: Studio course focused on the creation of a large mural. Students will design, compose, prepare the wall and produce a wall mural project.

Rationale for Revision: -Revise original course of record

Pre-requisite(s): Satisfactory completion of: ART 9B

VETT 6 - VETERINARY WORKPLACE SAFETY, (REVISED), **PAGE 4**

Dean Feedback: 2/21/18

SLO Approval: 3/1/18

DE Approval: 4/16/18

Description: This course will introduce the student to fundamental concepts of occupational health and safety including the science behind OSHA regulations, effective hazard assessment, and components of an effective safety program. Specific safety issues unique to the health, allied health, agricultural, and public safety professions will be covered.

Rationale for Revision: -

DE Petition: Online

LEARN 52 - STUDENTS W/ DISABILITIES FIELD EXPERIENCE, (REVISED), **PAGE 8**

Dean Feedback: 4/19/18

SLO Approval: 4/6/18

Description: Designed for students with interest in the field of human services, specifically Education, Allied Health, and Social Services. Increase awareness of the strengths and limitations imposed by a variety of disabilities and their impact on major life activities including learning. Overview of the provision of community and college support services available for students with disabilities and opportunities to become a paid assistant for students with disabilities. Assistance is provided in the physical and academic adaptation of students with disabilities to the community college environment.

Rationale for Revision: *This course is an excellent opportunity for students to participate in a practicum for assisting students with physical and cognitive disabilities. This degree applicable course also contributes to students' resume and application building as noteworthy for recognizable skills for future workforce development.*

LEARN 115 - ACADEMIC STRATEGIES, (REVISED), **PAGE 12**

Dean Feedback: 4/4/18

SLO Approval: 4/6/18

Description: Designed especially for students with disabilities and others who have difficulty learning by traditional methods. Opportunity provided for self-analysis, acquisition, and application of learning strategies through a hands-on approach with guided practice. Strategies include: time management, organization, memory, listening, note taking, textbook reading, and test preparation. Emphasis on self-advocacy and use of appropriate accommodations including assistive technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.*

LEARN 118 - WORKFORCE READING AND WRITING SKILLS, (REVISED), **PAGE 15**

Dean Feedback: 4/4/18

SLO Approval: 3/30/18

Description: Designed for students with disabilities, learning differences, and/or a history of difficulty developing reading/writing skills. Review of basic skills in written language in preparation for entering the workforce. Emphasis on building competency in reading comprehension and writing proficiency typically needed for success in vocational and/or entry level employment. May incorporate use of assistive computer technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and/or develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.*

LEARN 156 - INTERMED ASSISTIVE COMPUTER TECHNOLOGY, (REVISED), **PAGE 18**

Dean Feedback: 4/19/18

SLO Approval: 4/6/18

Description: Designed for students with disabilities in need of assistive computer technology to ensure equal access to college materials and improved efficiency on academic tasks. Prepares student for independent use of current

technologies available in college computer labs, modern work environments, and personally adapted home computer systems. Recommendation: basic reading/writing skills and familiarity with computers.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history or difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.*

LEARN 175 - WORKFORCE MATHEMATICS, (REVISED), **PAGE 22**

Dean Feedback: 4/4/18

SLO Approval: 4/6/18

Description: Designed for students with learning differences and a history of difficulty in mathematics. Review of basic math skills in preparation for the workforce and/or career technical education. Emphasis on math calculations and situational word problems encountered in vocational employment. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.*

LEARN 515 - ACADEMIC STRATEGIES, (NEW), **PAGE 25**

Dean Feedback: 4/4/18

SLO Approval: 4/6/18

Description: Designed especially for students with disabilities and others who have difficulty learning by traditional methods. Opportunity provided for self-analysis, acquisition, and application of learning strategies through a hands-on approach with guided practice. Strategies include: time management, organization, memory, listening, note taking, textbook reading, and test preparation. Emphasis on self-advocacy and use of appropriate accommodations including assistive technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and/or develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.*

LEARN 518 - WORKFORCE READING AND WRITING SKILLS, (NEW), **PAGE 28**

Dean Feedback: 4/19/18

SLO Approval: 4/6/18

Description: Designed for students with disabilities, learning differences, and/or a history of difficulty developing reading/writing skills. Review of basic skills in written language in preparation for entering the workforce. Emphasis on building competency in reading comprehension and writing proficiency typically needed for success in vocational and/or entry level employment. May incorporate use of assistive computer technology. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in*

below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and/or develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.

LEARN 551 - ACADEMIC EVALUATION, (NEW), **PAGE 31**

Dean Feedback: 4/19/18

SLO Approval: 3/19/18

Description: Designed for students who wish to better understand their individual spectrum of learning aptitudes including current achievement levels. Eligibility for academic accommodations may be considered based on testing information using step-by-step guidelines mandated by the California Community College system. Grades are P/NP.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and/or develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment. This course is being increased to one unit in order to capture the additional hours needed for students to complete and receive credit for their Learning Disability assessment.*

LEARN 555 - BEGINNING ASSISTIVE COMPUTER TECHNOLOGY, (NEW), **PAGE 34**

Dean Feedback: 4/19/18

SLO Approval: 4/6/18

Description: Designed for students with disabilities who have limited computer experience. Focus is on use of keyboard/mouse, personal data storage, basic MS Word, use of MyCampus Portal and Canvas, internet use, educational websites, and software for independent learning. Incorporates an overview of currently available assistive computer technology used to meet the educational needs of students with physical, learning, and cognitive impairments.

Rationale for Revision: *This class will support promoting student success while closing achievement gaps as the Basic Skills Initiative (BSI), Student Equity (SE), Student Success and Support Program (SSSP) Integrated planning have outlined.*

LEARN 556 - INTERMED ASSIST COMPUTER TECH, (NEW), **PAGE 38**

Dean Feedback: 4/19/18

SLO Approval: 4/6/18

Description: Designed for students with disabilities in need of assistive computer technology to ensure equal access to college materials and improved efficiency on academic tasks. Prepares student for independent use of current technologies available in college computer labs, modern work environments, and personally adapted home computer systems. Recommendation basic reading/writing skills and familiarity with computers.

Rationale for Revision: *Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and/or develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.*

LEARN 575 - WORKFORCE MATHEMATICS, (NEW), **PAGE 41**

Dean Feedback: 4/19/18

SLO Approval: 3/22/18

Description: Designed for students with learning differences and a history of difficulty in mathematics. Review of basic math skills in preparation for the workforce and/or career technical education. Emphasis on math calculations and situational word problems encountered in vocational employment. Recommendation: Basic reading/writing skills, familiarity with computers, and a readiness for college participation.

Rationale for Revision: Learning Assistance courses are designed for students with physical, psychological, or intellectual disabilities, learning differences, and/or a history of difficulty in traditional learning environments resulting in below college level skills in language arts, mathematics, computer, and study strategies. The classes are designed to mitigate disability-related limitations and develop essential skills necessary for success in reaching career and/or college goals. The classes also promote a better understanding of each individual's unique profile of academic strengths/weaknesses as well as the development of essential traits for successful employment.

GNBUS 5 - INTRODUCTION TO SUPERVISION, (REVISED), **PAGE 44**

Dean Feedback: 2/21/18

SLO Approval: 4/6/18

Description: Introduction to the role of the supervisor and understanding of the basic fundamentals of supervision. A practical course designed for the potential working supervisor. (L)

Rationale for Revision: Changing from MGMT 5 to GNBUS 5 Realigning all business program curriculum under one area GNBUS

GNBUS 6 - PRINCIPLES OF MANAGEMENT, (REVISED), **PAGE 47**

Dean Feedback: 2/21/18

SLO Approval: 4/6/18

Description: Managerial and organizational theory and practice; planning, organizing, influencing and controlling. Focusing on the role, functions, and responsibilities of management in a contemporary organization.

Rationale for Revision: Change over from MGMT to GNBUS Deactivate MGMT 10 when GNBUS 6 is activated Degrees and certs will be updated to remove MGMT 10 and include GNBUS 6

GNBUS 60 - GENERAL OFFICE PROCEDURES, (REVISED), **PAGE 50**

Dean Feedback: 2/21/18

SLO Approval: 4/6/18

Description: Skills and procedures necessary in an automated office. Office information systems, including technology and procedures, telecommunications, information processing, mail and phone systems, time management, public relations, human relations skills, and ethics. Not open for credit to students with credit in OA60L.

Rationale for Revision: Change from OA to GNBUS Certs and degrees will be updated to remove OA and to include GNBUS

Pre-requisite(s): Satisfactory completion of: GNBUS 55A or OA 15A

GNBUS 61 - ADVANCED OFFICE PROCEDURES, (REVISED), **PAGE 53**

Dean Feedback: 2/21/18

SLO Approval: 4/6/18

Description: Develop and apply advanced level of principles, knowledge, and skills necessary for the proper operation of the automated office. Emphasis is placed on higher level administrative assistant skills such as analysis, communication, decision-making, and supervision principles. Not open for credit to students with credit in OA61L.

Rationale for Revision: Change from OA to GNBUS Degrees and Certs will reflect GNBUS

Pre-requisite(s): Satisfactory completion of: GNBUS 55A or OA 15A

GNBUS 7 - ENTREPRENEURSHIP, (REVISED), **PAGE 56**

Dean Feedback: 4/2/18

SLO Approval: 4/6/18

Description: Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Not open to students who have taken AG 14.

Rationale for Revision: Changing from MGMT to GNBUS Deactivate MGMT 14 when GNBUS 7 approved Degrees and Certs being revised to include GNBUS 7

CHEM 18A - ORGANIC CHEMISTRY FOR HEALTH AND LIFE SCIENCES, (REVISED), **PAGE 59**

Dean Feedback: 4/19/18

SLO Approval: 4/23/18

Description: The first semester of a one-year course in organic chemistry designed for students planning professional school studies in health and life sciences. A rigorous, in-depth presentation of basic principles with emphasis on reaction mechanisms, multi-step synthesis, stereochemistry and spectroscopy and preparation and reactions of nonaromatic hydrocarbons, haloalkanes, reactions of alkenes and alkynes, alcohols, ethers and organometallic compounds. Reactions include SN1, SN2, E1 and E2.

Rationale for Revision: -To update course description to more accurately reflect course content. -To update Textbook information. -To align the COR to the C-ID Descriptor for Chem 150 to facilitate the ADT for Chemistry.

Pre-requisite(s): Satisfactory completion of: CHEM 1B

CHEM 18B - ORGANIC CHEMISTRY FOR HEALTH AND LIFE SCIENCES, (REVISED), **PAGE 63**

Dean Feedback: 4/10/18

SLO Approval: 4/23/18

Description: A continuation of CHEM 18A. Designed for students planning professional school studies in health and life sciences with emphasis on reactions of aromatic hydrocarbons; aldehydes and ketones; the preparation, reactions and identification of carboxylic acids and their derivatives; alkyl and acyl amines; β -dicarbonyl compounds; and various classes of naturally occurring, biologically important compounds.

Rationale for Revision: Update Textbook and to get on the 5-year update cycle.

Pre-requisite(s): Satisfactory completion of: CHEM 18A

CHEM 1B - GENERAL CHEMISTRY, (REVISED), **PAGE 67**

Dean Feedback: 4/10/18

SLO Approval: 4/23/18

Description: Continuation of the exploration and application of the fundamental principles of chemistry developed in CHEM 1A. Topics include intermolecular forces, solutions, colligative properties, and kinetics; further aspects of equilibrium including acid-base and solubility equilibrium, thermodynamics, electrochemistry, descriptive chemistry, and qualitative analysis; coordination chemistry; nuclear chemistry and an introduction to organic chemistry. Laboratory techniques in the investigation of these chemical systems will be extensively developed.

Rationale for Revision: Update course to align with 5-year cycle.

GE Petition: Area A: Natural Sciences

Pre-requisite(s): Satisfactory completion of: CHEM 1A

CHEM 10 - CONCEPTS OF CHEMISTRY, (REVISED), **PAGE 71**

Dean Feedback: 4/19/18

SLO Approval: 4/23/18

Description: A survey of basic concepts and practices of chemistry. Designed for non-science majors desiring an introduction to fundamental chemistry concepts and skills. Not intended for students who will enroll in subsequent chemistry coursework.

Rationale for Revision: -

CHEM 2A - INTRODUCTORY CHEMISTRY, (REVISED), **PAGE 74**

Dean Feedback: 4/19/18

SLO Approval: 4/23/18

Description: Introduction to fundamental principles of inorganic chemistry; structure and bonding, nomenclature, chemical equations and reactions, stoichiometry, acids, bases, and chemical equilibrium, redox, gases, solutions, and nuclear chemistry. Not open to student with credit in CHEM 1A or equivalent. MATH 50 with a "C" or better strongly recommended.

Rationale for Revision: -Miscellaneous corrections needed to be made.
