

Date: December, 7 2018

Time: 1:00PM-3:00 PM

Location: President's boardroom (100 building) – NEW LOCATION!!

CC Confer Call-in information: 1-719-785-4469 or 888-450-4821 (Passcode: 675320)

Admin Co-Chair: Daren Otten

Faculty Co-Chair: Meridith Selden

Members: Michael Bagley, Denice Burbach, Korey Champe, Lore Dobusch, James Gilbreath, Thea Post, Sherry Spina, Jeff Stollberg, Laura Talley, Salvador Tolentino, Carla Tweed, Aya Ueda, 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 11/2/18 minutes

⇒ Approve 12/7/18 agenda

UPDATES & DISCUSSIONS:

⇒ Guided Pathways check-in (Champe & Gilbreath)

CONSENT AGENDA:

BIOLOGY-ALLIED HEALTH AS (NEW)

INACTIVATIONS:

NONE

SLO UPDATES ONLY:

NONE

CURRICULUM REVIEW:

ART 15A - BEGINNING PRINTMAKING , (REVISED), **PAGE 1**

Dean Feedback: 10/16/18

SLO Approval: 10/29/2018

Description: Practice of printmaking, relief, stencil, and intaglio processes. Exploration of visual and expressive potential of the fine art print.

Rationale for Revision: *Revise Course for Program Review and to meet new CID requirements.*

ART 15B - INTERMEDIATE PRINTMAKING , (REVISED), **PAGE 6**

Dean Feedback: 10/16/18

SLO Approval: 10/15/2018

Description: Practice of printmaking, relief, stencil, and intaglio processes. Exploration of the visual and expressive potential of the fine print, working at an intermediate skill level.

Rationale for Revision: *This course is being updated as part of the program review process and to align with C-ID.*

Pre-requisite(s): Satisfactory completion of: ART 15A

PHOTOGRAPHIC IMAGING - ASSOCIATE IN SCIENCE, (REVISED DEG/CERT), **PAGE 9**

Dean Feedback: 10/16/18

SLO Approval: 11/5/2018

Description: The Photography program is designed to provide students with a creative and technical foundation. Each course offered helps cultivate and grow students' artistic vision along with providing practical commercial application. At the completion of this degree students will have gained experience in studio lighting, darkroom and digital processes, fine art, and commercial and documentary style photography. Students who complete a degree in Photographic Imaging will be prepared to pursue their goals in the photographic fine art and commercial worlds.

Rationale for Revision: *There are courses that are currently part of the degree that are no longer relevant due to technological advancements and need to be removed.*

PHOTOGRAPHIC IMAGING - CERT OF ACHIEVEMENT WITH 18-29.5 UNITS, (REVISED DEG/CERT), **PAGE 10**

Dean Feedback: 10/16/18

SLO Approval: 11/5/2018

Description: The Photography program is designed to provide students with a creative and technical foundation. Each course offered helps cultivate and grow students' artistic vision along with providing practical commercial application. At the completion of this degree students will have gained experience in studio lighting, darkroom and digital processes, and fine art, commercial and documentary style photography. Students who complete a degree in Photographic Imaging will be prepared to pursue their goals in the photographic fine art and commercial worlds.

Rationale for Revision: *This Certificate of Achievement already exists. There are courses that are currently part of the degree that are no longer relevant due to technological advancements and will be removed.*

ENGL 10 - EXTENDED INSTRUCTION FOR COLLEGE COMPOSITION AND READING, (NEW), **PAGE 11**

Dean Feedback: 11/2/18

SLO Approval: 10/22/2018

Description: This course incorporates and contextualizes reading, writing, and research strategies aligned with English 1A coursework. Coursework and class activities will be aligned to student need.

Rationale for Revision: *To respond to AB 705. The English Department has developed this course for students enrolled in English 1A who may not quite be ready, in terms of skills or mindsets, to attempt College Composition without additional support. Course content, objectives, methods of evaluation, and materials aligned with English 1A.*

Pre-requisite(s): Concurrent enrollment or satisfactory completion of: ENGL 1A Or by placement

ENGL 1A - COLLEGE COMPOSITION AND READING, (REVISED), **PAGE 16**

Dean Feedback: 11/2/18

SLO Approval: 10/22/2018

DE Approval: 10/25/2018

Description: An introductory course offering instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Focus on the recursivity of writing processes and integrating reading, writing, and speaking skills.

Rationale for Revision: *Content and objectives revised to better align with current C-ID descriptor and with new support course, English 10. Updated assignments and course materials.*

GE Petition: Area D1: English Composition

DE Petition: Online

Pre-requisite(s): Satisfactory completion of: ENGL 51 or ENGL 56 (Placement Exam Score) Placement Exam Satisfactory Score or Or by placement

ENGL 1E - COLLEGE COMPOSITION AND READING EXTENDED INSTRUCTION, (NEW DEG/CERT), **PAGE 23**

Dean Feedback: Pending
SLO Approval: 11/26/2018

Description: An introductory course offering instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Focus on the recursivity of writing processes and integrating reading, writing, and speaking skills. Emphasis on developing academic mindsets and student skills.

Rationale for Revision: *This is a 5-unit version of English 1A College Composition and Reading, intended to replace the English 1A + 10 structure we have recently developed as a stop-gap measure to comply with AB 705. This 5-unit course will provide additional support, particularly in the areas of student skills, for students who are not quite ready for the standard 4-unit version of College Composition and Reading. As a replacement for the 1A + Co-Req structure, English 11 will solve some of the logistical issues of "hard-linking" a 1-unit co-req to certain sections of our existing 4-unit course. We intend to continue to use 1A + Co-Req until we can get this new course articulated and qualified for C-ID.*

GE Petition: Area D1: English Composition

Pre-requisite(s): Satisfactory completion of: ENGL 51 or ENGL 56 Or by placement

MATH 59 - FOUNDATIONS OF ALGEBRA, (NEW), **PAGE 29**

Dean Feedback: 10/30/18
SLO Approval: 10/29/2018
DE Approval:

Description: This course consists of elements of beginning and intermediate algebra necessary for long-term engagement in math-intensive fields. Topics include polynomial, rational, radical, exponential, and logarithmic—expressions, equations, functions, graphs, modeling and applications; polynomial, rational, and radical inequalities; systems of equations; algebra of functions; and complex numbers.

Rationale for Revision: *This course will accelerate remediation for BSTEM students.*

STAT 100 - ALGEBRA SUPPORT FOR ELEMENTARY STATISTICS, (NEW), **PAGE 33**

Dean Feedback: 10/30/18
SLO Approval: 11/2/2018

Description: A review of prerequisite skills, competencies, and concepts needed in statistics. Intended for students who are concurrently enrolled in Stat 1, Introduction to Statistical Methods, at Yuba College. Topics include concepts from elementary and intermediate algebra that are needed to understand the basics of college-level statistics. Concepts are taught in the context of statistical analysis.

Rationale for Revision: *In response to AB705, this course is designed to support students placed into Stat 1 who may need some just-in-time remediation.*

Pre-requisite(s): Concurrent enrollment or satisfactory completion of: STAT 1

STAT 500 - ALGEBRA SUPPORT FOR ELEMENTARY STATISTICS, (NEW), **PAGE 36**

Dean Feedback: 10/30/18
SLO Approval: 11/2/2018

Description: A review of prerequisite skills, competencies, and concepts needed in statistics. Intended for students who are concurrently enrolled in Stat 1, Introduction to Statistical Methods, at Yuba College. Topics include concepts from elementary and intermediate algebra that are needed to understand the basics of college-level statistics. Concepts are taught in the context of statistical analysis.

Rationale for Revision: *In response to AB705, this course is designed to support students placed into Stat 1 who may need some just-in-time remediation.*

Pre-requisite(s): Concurrent enrollment or satisfactory completion of: STAT 1

KINESIOLOGY AA-T - ASSOCIATE IN ARTS FOR TRANSFER, (REVISED DEG/CERT), **PAGE 39**

Dean Feedback: 4/9/2018

SLO Approval: 4/6/2018

Description: The Associate in Arts in Kinesiology for Transfer degree is designed to prepare students with the opportunity to complete their freshman/sophomore level classes required for a Bachelor's degree in Kinesiology within the California State University System (CSU). Upon completion of the Associate in Arts in Kinesiology degree, students will be prepared for transfer to a CSU for studies in Physical Therapy, Kinesiology, Pre-Medicine, and Exercise Science programs. Associate in Arts in Kinesiology for Transfer requirements (as stated in SB1440 law) requires students to also complete the following: a minimum of 18 semester units in the major or area of emphasis as determined by the community college district 60 semester CSU transferable units California State University General Education-Breadth (CSU GE-Breadth) pattern of 39 units; OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern of 37 units. Obtainment of a minimum grade point average (GPA) of 2.0. Earn a grade of "C" or better in all courses required for the major or area of emphasis.

Rationale for Revision: *Our current Kinesiology AA-T needs to be updated with our newly named Kinesiology classes. We have changed our Physical Education classes to either Kinesiology or Athletics classes. This updated terminology needs to be reflected in our Kinesiology AA-T degree.*

OPTION 1: LVN TO RN CAREER MOBILITY PROGRAM - ASSOCIATE IN SCIENCE, (REVISED DEG/CERT), **PAGE 41**

Dean Feedback: 10/23/18

SLO Approval: 10/23/2018

DE Approval:

Description: This degree is designed for the California Licensed Vocational Nurse (LVN) who is admitted for advanced placement into the Registered Nursing (Associate Degree) Program. The graduate of the Associate Degree Nursing program at demonstrates entry-level competencies and meets the educational requirements necessary to take the National Council Licensure Examination (NCLEX-RN) to become licensed as a Registered Nurse and eligible for employment.

Enrollment Eligibility:

To be eligible for enrollment in the program, the student must meet the following criteria:

- a. The program uses a multi-criteria enrollment process based on the California Community College Chancellor's Office admission formula to evaluate and admit applicants. See our website nursing.yccd.edu/ for more details. Students must reapply each semester. There is no waiting list.
- b. Current California Vocational Nurse License. Recent V.N. graduates must submit proof of licensure prior to completing application.
- c. Graduation from an accredited vocational school of nursing or demonstrated mastery of course content by Challenge Examination.
- d. Have a Certification of completion for Intravenous Therapy
- e. Successful completion of the following courses with an average GPA in these courses of 2.5 or higher:

1. BIOL 4 Anatomy, BIOL 5 Physiology, BIOL 6 Microbiology and
- f. Completion of the following individual courses with a "C" or higher:
1. BIOL 5 Physiology, BIOL 6 Microbiology, NURS 36 Pathophysiology,
 2. SPECH 1 Public Speaking or SPECH 6 Group Discussion,
 3. SOCIL 1 Introduction to Sociology or SOCIL 2 Social Problems or SOCIL 5 Ethnic Relations in the United States or ANTHR 2 Culture Anthropology,
 4. a Humanities elective
- g. Completion of ENGL 1A College Composition and Reading with a B or higher
- h. Completion of NURS 37 LVN to RN Bridge Course with 'C' or higher
- i. Achieve a score of >62% on the latest Test of Essential Academic Skills (TEAS), developed by Assessment Technologies Institute (ATI).

Enrollment Process:

Eligible students are selected for the program according to the following steps:

Meet all eligibility requirements and apply to the program. Visit the nursing website nursing.yccd.edu/ for more information.

Obtain, complete, and submit an application in our Nursing Office at Yuba College campus in Marysville.

Applicants will be admitted on a space-available basis. If admitted student must complete a Yuba College application and complete the college entry requirements.

Rationale for Revision: Update catalog

OPTION TWO - LVN TO RN ONLY (30-UNIT OPTION) - CERT OF ACHIEVEMENT WITH 30-59.5 UNITS, (REVISED DEG/CERT), **PAGE 43**

Dean Feedback: 10/23/18

SLO Approval: 10/23/2018

Description: OPTION 2 Meets California State Regulation 1429, and those completing this track are eligible to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. This is a non-degree option. States other than California may not grant Registered Nurse (RN) licensure based on completion of this option. Career laddering to a higher level such as Bachelor of Science in Nursing may be limited by this option as well. It is recommended the applicant call the Nursing Department for more information. Students who qualify will be admitted each semester on a space available basis.

ADMISSION CRITERIA

A. All applications are obtained and filed with the Nursing Office at the Yuba College main campus in Marysville. Applicants will be admitted on a space-available basis points in multi-criteria screening process and by date of receipt of completed application packet. Contact the Nursing Office for admission procedures, information.

B. Eligibility. Minimum qualifications for admission to this track are:

1. Current California Vocational Nurse License. Recent V.N. graduates must submit proof of licensure prior to completing application.
2. Graduation from an accredited vocational school of nursing or demonstrated mastery of course content by Challenge Examination.
3. IV Certified

4. Completion of the following courses with an overall averaged GPA of 2.5 or higher in the following courses: BIOL 5 Physiology, BIOL 6 Microbiology; NURS 36 Pathophysiology

5. Completion of the following individual courses with a "C" or higher: BIOL 5 Physiology, BIOL 6 Microbiology; NURS 36 Pathophysiology

Rationale for Revision: *This is for the Yuba College Nursing program to be in compliance with California State Regulation 1429. This option allows the student to be eligible to apply for licensure as a Registered Nurse in California and to take the NCLEX.*

THEATRE ARTS AA-T - ASSOCIATE IN ARTS FOR TRANSFER IN THEATRE, (NEW DEG/CERT), **PAGE 45**

Dean Feedback: Pending

SLO Approval: 9/10/18

Description: The Theatre Arts Department provides a safe and inclusive environment for students to explore performance, and prepare them to succeed in their academic, career, and lifelong learning goals. Course offerings include introductory classes in theatre and film, which satisfy general education and transfer requirements, as well as courses in acting and stagecraft. Students can start with no previous training or experience and progress to advanced classes to prepare them for transfer and an opportunity to earn an AA transfer degree in Theatre. Courses are integrated around the central ideas of collaboration, individual responsibility, student-centered learning, open and respectful dialogue, and practical application of theory and skills. Work in acting technique, design, costuming, makeup, lighting, technical production, and other crafts are taught in theory and practice resulting in public performances of a variety of plays and musicals.

This degree will guarantee a student the admission to a California State University (but not necessarily to a specific campus or major).

To earn this AA-T degree, students must meet the following Associate Degree for Transfer requirements (pursuant to SB 1440 law):

Completion of 60-semester units or 90 quarter that are eligible for transfer to the California State University.

The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

A minimum of 18-semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

Obtainment of a minimum grade point average of 2.0.

Earn a grade of "C" or better in all courses required for the major or area of emphasis.

Rationale for Revision: *State mandate.*

BUSINESS ADMINISTRATION - ASSOCIATE IN SCIENCE FOR TRANSFER, (REVISED DEG/CERT), **PAGE 47**

Dean Feedback: 2/21/18

SLO Approval: 5/25/2018

Description: The Associate in Science in Business Administration for Transfer degree prepares students to transfer to a CSU institution by completing required major preparatory coursework in Business Administration. Students choose from required mandated Core courses (15-18 units) in Accounting, Economics, or Business Law; List A courses (3-4 units) in specific mathematics courses; and List B (6 units) in Business-related courses. The breadth of these specific courses combined with General Education courses prepare students for upper division coursework in Business Administration at a CSU institution. The Associate in Science in Business Administration for Transfer degree provides students with the opportunity to complete their freshman/sophomore level classes needed for a Bachelor's degree in Business Administration within the California State University System. The Associate in Science in Business Administration for Transfer requirements (as stated in SB1440 law) requires students to also complete the following: A minimum of 18 semester units in the major or area of emphasis as determined by the community college district. 60 semester CSU transferable units. California State University General Education-Breadth (CSU GE-Breadth) pattern of 39 units; OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern of 37 units. Obtainment of a minimum grade point average (GPA) of 2.0. Earn a grade of "C" or better in all courses required for the major or area of emphasis.

Rationale for Revision: The Business AST degree had received conditional approval pending development of BCA 1. Now that BCA 1 has been completed, it is the Business Divisions desire to insert the BCA 1 in place of BCA 15. *****
EFFECTIVE 2-16-18: BCA 1 is being replaced with GNBUS 1. Same course information, just change from BCA to GNBUS. As of 04/25/16 BCA 1 has been submitted to CID for approval per Lani Aguinaldo. This degree is also awaiting CID approval for ECON 1A, and STAT 1. GnBus 21 did not meet CID approval and is being revised for re-submission. UPDATE: GNBUS 21 was re-submitted for approval. YC offers Math 25 Finite Math which has met CID approval for Math 30. Math 25 has been added to the AST to allow for additional student options.

GNBUS 55A - BEGINNING KEYBOARDING, (REVISED), PAGE 49

Dean Feedback: 11/1/18
SLO Approval: 11/5/2018
DE Approval:

Description: Acquire beginning level keyboarding skills and document formatting. Not open for credit to students with credit in OA15A-1, OA15A-2, and OA15A-3.

Rationale for Revision: Update as required for CTE courses. Change from OA to GNBUS All degrees and certs will be updated to include GNBUS 15A instead of OA 15A ***Note: changing from GNBUS 15A to a numbering above 49 per Curriculum Committee recommendations. Also recommended making it a non-credit course. Faculty in discipline area decided to leave as a credit course. Now GNBUS 55A

ESL CERTIFICATE OF ADVANCEMENT IN FOUNDATIONS OF LITERACY - CERTIFICATE OF ADVANCEMENT, (NEW DEG/CERT), PAGE 52

Dean Feedback: 11/2/18
SLO Approval: 10/22/2018

Description: The Certificate of Competency in Foundations of Literacy prepares students with little or no knowledge of English with basic English language and literacy skills needed to function at a Beginning level in everyday situations at work, school and in the community.

Rationale for Revision: Rationale for Certificate of Advance in Foundations of Literacy: The ESL Faculty have developed a noncredit Certificate of Competency Program. Our credit program mirrors our noncredit program except for means of assessment; i.e., credit students receive a letter grade whereas our noncredit students receive a Pass/No Pass assessment determined by performance and attendance hours. In order to award both our noncredit and credit students for competency and/or advancement, we have created a Certificate of Competency Program for our noncredit students and a Certificate of Advancement for our credit students since only noncredit programs are permitted to award Certificates of Competency and Completion. Depending on where a credit ESL student begins the Yuba College ESL credit program, s/he will now be able to achieve a Certificate of Advancement at four different stages of his/her English language development and progression through the ESL program, i.e., Certificate of Advancement in Foundations of Literacy, Certificate of Advancement in Life Skills, Certificate of Advancement in Interpersonal Communications, and/or Certificate of Advancement in Academic Preparedness and Career Development. In other words, the ESL Department's credit certificate program will now provide four benchmarks and Certificates of Advancement for our credit students who successfully complete our levels 2 (beginner), 4 (low-intermediate), 6 (high-intermediate), and/or 7/8 (low advanced/advanced). Through the process of creating this credit program, the ESL program has been streamlined to ensure a more tightly linked and efficient course sequence at each competency level to help our students both develop their English language skills as well as complete the ESL Department program more expeditiously.

ESL CERTIFICATE OF ADVANCEMENT IN INTERPERSONAL COMMUNICATIONS - CERTIFICATE OF ADVANCEMENT, (NEW DEG/CERT), PAGE 53

Dean Feedback: 11/2/18
SLO Approval: 10/22/2018

Description: The Certificate of Advancement in Interpersonal Communication prepares students who have a low-intermediate background in English with the language skills required to function at a high-intermediate level in a variety of vocational and academic situations. The program focuses particularly on the acquisition of grammar, reading, writing and speaking skills needed to function independently at work, school and in the community.

Rationale for Revision: *Rational for Certificate of Advancement Interpersonal Communications: The ESL Faculty have developed a noncredit Certificate of Competency Program. Our credit program mirrors our noncredit program except for means of assessment; i.e., credit students receive a letter grade whereas our noncredit students receive a Pass/No Pass assessment determined by performance and attendance hours. In order to award both our noncredit and credit students for competency and/or advancement, we have created a Certificate of Competency Program for our noncredit students and a Certificate of Advancement for our credit students since only noncredit programs are permitted to award Certificates of Competency and Completion. Depending on where a credit ESL student begins the Yuba College ESL credit program, s/he will now be able to achieve a Certificate of Advancement at four different stages of his/her English language development and progression through the ESL program, i.e., Certificate of Advancement in Foundations of Literacy; Certificate of Advancement in Life Skills, Certificate of Advancement in Interpersonal Communications, and/or Certificate of Advancement in Academic Preparedness and Career Development. In other words, the ESL Department's credit certificate program will now provide four benchmarks and Certificates of Advancement for our credit students who successfully complete our levels 2 (beginner), 4 (low-intermediate), 6 (high-intermediate), and/or 7/8 (low advanced/advanced). Through the process of creating this credit program, the ESL program has been streamlined to ensure a more tightly linked and efficient course sequence at each competency level to help our students both develop their English language skills as well as complete the ESL Department program more expeditiously. For all these benefits and reasons, the ESL Department believes the creation of this Certificate of Advancement Program for our credit students is not only justified but overdue.*

ESL CERTIFICATE OF ADVANCEMENT IN LIFE SKILLS - CERTIFICATE OF ADVANCEMENT, (NEW DEG/CERT),
PAGE 54

Dean Feedback: 11/2/18
SLO Approval: 10/22/2018
DE Approval:

Description: The Certificate of Advancement in Life Skills prepares students with beginning academic background in English with life skills needed to function at a low-intermediate level in everyday situations at work, school, and in the community.

Rationale for Revision: *Rational for Certificate of Advancement in Life Skills: The ESL Faculty have developed a noncredit Certificate of Competency Program. Our credit program mirrors our noncredit program except for means of assessment; i.e., credit students receive a letter grade whereas our noncredit students receive a Pass/No Pass assessment determined by performance and attendance hours. In order to award both our noncredit and credit students for competency and/or advancement, we have created a Certificate of Competency Program for our noncredit students and a Certificate of Advancement for our credit students since only noncredit programs are permitted to award Certificates of Competency and Completion. Depending on where a credit ESL student begins the Yuba College ESL credit program, s/he will now be able to achieve a Certificate of Advancement at four different stages of his/her English language development and progression through the ESL program, i.e., Certificate of Advancement in Foundations of Literacy, Certificate of Advancement in Life Skills, Certificate of Advancement in Interpersonal Communications, and/or Certificate of Advancement in Academic Preparedness and Career Development. In other words, the ESL Department's credit certificate program will now provide four benchmarks and Certificates of Advancement for our credit students who successfully complete our levels 2 (beginner), 4 (low-intermediate), 6 (high-intermediate), and/or 7/8 (low advanced/advanced). Through the process of creating this credit program, the ESL program has been streamlined to ensure a more tightly linked and efficient course sequence at each competency level to help our students both develop their English language skills as well as complete the ESL Department program more expeditiously.*

ESL CERTIFICATE OF COMPETENCY IN FOUNDATIONS OF LITERACY - CERTIFICATE OF COMPETENCY, (NEW DEG/CERT), PAGE 55

Dean Feedback: 11/2/18
SLO Approval: 10/22/2018

Description: The Certificate of Competency in Foundations of Literacy prepares students with little or no knowledge of English with basic English language and literacy skills needed to function at a beginning level in everyday situations at work, school and in the community.

Rationale for Revision: *Rationale for Certificate of Competency in Foundations of Literacy In addition to developing and expanding our ESL students' English language skills to a beginning level with a more tightly linked course sequence,*

achieving a Certificate of Competency in Foundations of Literacy at this segment of the ESL noncredit program will hopefully also provide students with an added incentive to persist and progress through our ESL program and concurrently provide the motivation and confidence to mainstream into one of Yuba College's academic and/or CTE programs. *Background Rationale for certificate program: The ESL Faculty have developed a noncredit Certificate of Competency Program for several reasons. Depending on where a noncredit ESL student begins the Yuba College ESL noncredit program, s/he will now be able to achieve a Certificate of Competency at four different stages of his/her English language development and progression through the ESL program, i.e., Certificate of Competency in Foundations of Literacy, Certificate of Competency in Life Skills, Certificate of Competency in Interpersonal Communications, and/or Certificate of Competency in Academic Preparedness and Career Development. In other words, the ESL Department's noncredit certificate program will now provide four benchmarks and Certificates of Competency for our noncredit students who successfully complete our levels 2 (beginner), 4 (low-intermediate), 6 (high-intermediate), and/or 7/8 (low advanced/advanced). Through the process of creating this noncredit program, the ESL program has been streamlined to ensure a more tightly linked and efficient course sequence at each competency level to help our students both develop their English language skills as well as complete the ESL Department program more expeditiously. Placement, progression, and tracking of our noncredit ESL students will notably improve because to date there has been no easy way to track or assess our noncredit students' progression with the existing noncredit numbering system, which has had only four course numbers (ESL 510, 520, 530, 540) representing over 25 ESL courses. Therefore, the creation of this Certificate of Competency Noncredit Program which now has distinct noncredit course numbers and a pass/no pass assessment will improve our counselors' ability to better place our noncredit students through their progression of the ESL noncredit program. Also, our college researcher will now have the ability to track our ESL noncredit student population for reporting purposes to the state. Tracking of our ESL noncredit student population has been such a laborious process due to the complexity of our previous numbering system that it has not been done. For all these benefits and reasons, the ESL Department believes the creation of this Certificate of Competency Noncredit Program is not only justified but overdue.*

ESL CERTIFICATE OF COMPETENCY IN INTERPERSONAL COMMUNICATION - CERTIFICATE OF COMPETENCY, (NEW DEG/CERT), PAGE 56

Dean Feedback: 11/2/18

SLO Approval: 10/22/2018

Description: The Certificate of Competency in Interpersonal Communication prepares students who have a low-intermediate background in English with the language skills required to function at a high-intermediate level in a variety of vocational and academic situations. The program focuses particularly on the acquisition of grammar, reading, writing and speaking skills needed to function independently at work, school and in the community.

Rationale for Revision: *Rationale for Certificate of Competency in Interpersonal Communication: In addition to developing and expanding our ESL students' English language skills to a high-intermediate level with a more tightly linked course sequence, achieving a Certificate of Competency in Interpersonal Communications at this segment of the ESL noncredit program will hopefully also provide students with an added incentive to persist and progress through our ESL program and concurrently provide the motivation and confidence to mainstream into one of Yuba College's academic and/or CTE programs. Background Rationale for certificate program: The ESL Faculty have developed a noncredit Certificate of Competency Program for several reasons. Depending on where a noncredit ESL student begins the Yuba College ESL noncredit program, s/he will now be able to achieve a Certificate of Competency at four different stages of his/her English language development and progression through the ESL program, i.e., Certificate of Competency in Foundations of Literacy, Certificate of Competency in Life Skills, Certificate of Competency in Interpersonal Communications, and/or Certificate of Competency in Academic Preparedness and Career Development. In other words, the ESL Department's noncredit certificate program will now provide four benchmarks and Certificates of Competency for our noncredit students who successfully complete our levels 2 (beginner), 4 (low-intermediate), 6 (high-intermediate), and/or 7/8 (low advanced/advanced). Through the process of creating this noncredit program, the ESL program has been streamlined to ensure a more tightly linked and efficient course sequence at each competency level to help our students both develop their English language skills as well as complete the ESL Department program more expeditiously. Placement, progression, and tracking of our noncredit ESL students will notably improve because to date there has been no easy way to track or assess our noncredit students' progression with the existing noncredit numbering system, which has had only four course numbers (ESL 510, 520, 530, 540) representing over 25 ESL courses. Therefore, the creation of this Certificate of Competency Noncredit Program which now has distinct noncredit course numbers and a pass/no pass assessment will improve our counselors' ability to better place our noncredit students through their progression of the ESL noncredit program. Also, our college researcher will now have the ability to track our ESL noncredit student population for reporting purposes to the state. Tracking of our ESL noncredit student population has been such a laborious process due to the complexity of our previous numbering system that it has not been done. For all these*

benefits and reasons, the ESL Department believes the creation of this Certificate of Competency Noncredit Program is not only justified but overdue.

ESL CERTIFICATE OF COMPETENCY IN LIFE SKILLS - CERTIFICATE OF COMPETENCY, (NEW DEG/CERT), PAGE 57

Dean Feedback: 11/2/18
SLO Approval: 10/22/2018
DE Approval:

Description: The Certificate of Competency in Life Skills prepares students with beginning academic background in English with life skills needed to function at a low-intermediate level in everyday situations at work, school, and in the community.

Rationale for Revision: *Rationale for Certificate of Competency in Life Skills In addition to developing and expanding our ESL students' English language skills to a low-intermediate level with a more tightly linked course sequence, achieving a Certificate of Competency in Life Skills, Certificate at this segment of the ESL noncredit program will hopefully also provide students with an added incentive to persist and progress through our ESL program and concurrently provide the motivation and confidence to mainstream into one of Yuba College's academic and/or CTE programs. Background Rationale for certificate program: The ESL Faculty have developed a noncredit Certificate of Competency Program for several reasons. Depending on where a noncredit ESL student begins the Yuba College ESL noncredit program, s/he will now be able to achieve a Certificate of Competency at four different stages of his/her English language development and progression through the ESL program, i.e., Certificate of Competency in Foundations of Literacy, Certificate of Competency in Life Skills, Certificate of Competency in Interpersonal Communications, and/or Certificate of Competency in Academic Preparedness and Career Development. In other words, the ESL Department's noncredit certificate program will now provide four benchmarks and Certificates of Competency for our noncredit students who successfully complete our levels 2 (beginner), 4 (low-intermediate), 6 (high-intermediate), and/or 7/8 (low advanced/advanced). Through the process of creating this noncredit program, the ESL program has been streamlined to ensure a more tightly linked and efficient course sequence at each competency level to help our students both develop their English language skills as well as complete the ESL Department program more expeditiously. Placement, progression, and tracking of our noncredit ESL students will notably improve because to date there has been no easy way to track or assess our noncredit students' progression with the existing noncredit numbering system, which has had only four course numbers (ESL 510, 520, 530, 540) representing over 25 ESL courses. Therefore, the creation of this Certificate of Competency Noncredit Program which now has distinct noncredit course numbers and a pass/no pass assessment will improve our counselors' ability to better place our noncredit students through their progression of the ESL noncredit program. Also, our college researcher will now have the ability to track our ESL noncredit student population for reporting purposes to the state. Tracking of our ESL noncredit student population has been such a laborious process due to the complexity of our previous numbering system that it has not been done. For all these benefits and reasons, the ESL Department believes the creation of this Certificate of Competency Noncredit Program is not only justified but overdue.*

CURRICULUM THAT IS CURRENTLY TABLED:

NOTE: FOR ANY CURRICULUM TABLED AT A CURRICULUM COMMITTEE MEETING, IT IS THE RESPONSIBILITY OF THE COURSE ORIGINATOR TO MAKE THE REVISIONS AND/OR ADDRESS THE CONCERNS AND NOTIFY THE CURRICULUM CO-CHAIR THAT THE CURRICULUM IS READY TO BE PUT BACK ON THE AGENDA. THE CURRICULUM WILL NOT BE PUT BACK ON AN AGENDA UNTIL THE CURRICULUM CO-CHAIR HAS BEEN NOTIFIED THAT IT IS READY.

ART - 32C ADVANCED PROJECTS - BLACK AND WHITE, (REVISED)
TABLED INDEFINITELY FOR THE FIRST TIME 5.18.18 (PENDING FEEDBACK)

Dean Feedback: 4/17/18
SLO Approval: 5/7/18

Description: Individual exploration of advanced black and white photography concepts such as refining the zone system, infrared photography, large format camera, etc., within a structured but non-confining framework. Student will develop a portfolio of work throughout the semester demonstrating creative and conceptual competence.

Rationale for Revision: -

Pre-requisite(s): Satisfactory completion of: ART 36B

GNBUS 32 - WORD PROCESSING APPLICATION, (REVISED)

TABLED FOR THE FIRST TIME 10.19.18 (REQUESTED BY COURSE ORIGINATOR); TABLED FOR THE SECOND TIME 11.2.18 (REQUESTED BY COURSE ORIGINATOR & CURRICULUM CO-CHAIRS)

Dean Feedback: 2/20/2018

SLO Approval: 4/6/2018

DE Approval: 10/25/18

Description: Basic and advanced features of word processing. Topics include creating, editing, and saving documents; file management; basic text, paragraph, and page formatting; page numbering; printing options; tables and columns; advanced formatting, charts, forms, styles, graphics, borders, shading, drawing, macros, sort, and merge features.

Rationale for Revision: Created GNBUS 32 with 3 units to replace BCA22A, BCA22B, OA17A, OA17B Reduce repetitive courses throughout business curriculum.

DE Petition: Online

INTRODUCTORY WELDING TECHNOLOGIES - CERT OF ACHIEVEMENT W/12-17.5 UNITS, (NEW DEG/CERT)

TABLED INDEFINITELY FOR THE FIRST TIME 10.19.18 (REQUESTED BY COURSE ORIGINATOR)

Dean Feedback: 8/15/18

SLO Approval: 8/27/2018

Description: This certificate will introduce a variety of welding and cutting processes which students will experience in their welding career. This will help students to understand the various processes and help them to make decisions which will help them focus their efforts for future employment.

Rationale for Revision: Replace the Welding technologies certificate which has outdated information, and meet local needs

ENGR 3 - PLANE SURVEYING, (REVISED)

TABLED INDEFINITELY FOR THE FIRST TIME 10.19.18 (REQUESTED BY COURSE ORIGINATOR)

Dean Feedback: 8/27/18

SLO Approval: 8/20/2018

Description: This is the foundation course in surveying and geomatics for engineers, especially civil engineers. It is intended to introduce students to the theory and practice of surveying. Prerequisite: MATH 21

Rationale for Revision: Periodic update and program course maintenance.

Pre-requisite(s): Satisfactory completion of: MATH 21

ENGR 4 - ENGINEERING GRAPHICS AND DESIGN, (REVISED)

TABLED INDEFINITELY FOR THE FIRST TIME 10.19.18 (REQUESTED BY COURSE ORIGINATOR)

Dean Feedback: 8/27/18

SLO Approval: 9/10/2018

Description: This course covers the principles of engineering drawings in visually communicating engineering designs and an introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; mechanical dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of SolidWorks Engineering Design and Analysis software is an integral part of the course. Students will be expected to pass the CSWA exam as part of this course.

Rationale for Revision: Periodic course update and maintenance.

ENGR 45 - PROPERTIES OF MATERIALS, (REVISED)

TABLED INDEFINITELY FOR THE FIRST TIME 10.19.18 (REQUESTED BY COURSE ORIGINATOR)

Dean Feedback: 8/27/18

SLO Approval: 8/20/2018

DE Approval: 10/12/2018

Description: An introductory course in properties of materials used in engineering; emphasis on the theory underlying the behavior of engineering materials. Includes a face-to-face laboratory component covering the testing of metals, polymers, composites, wood, and other materials.

Rationale for Revision: Add DE addendum and allow this course to be offered as a hybrid course

DE Petition: Hybrid

Pre-requisite(s): Satisfactory completion of: CHEM 1A; PHYS 4A

INTRODUCTORY WELDING TECHNOLOGIES - CERT OF ACHIEVEMENT WITH 12-17.5 UNITS, (NEW DEG/CERT)

TABLED INDEFINITELY FOR THE FIRST TIME 10.19.18

Dean Feedback: 8/15/18

SLO Approval: 8/27/2018

Description: This certificate will introduce a variety of welding and cutting processes which students will experience in their welding career. This will help students to understand the various processes and help them to make decisions which will help them focus their efforts for future employment.

Rationale for Revision: Replace the Welding technologies certificate which has outdated information, and meet local needs