

Date: January 18, 2019 – Updated 1/23/19

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, Carla Tweed, Aya Ueda, Carrie Wasinger

Associated Students of Yuba College (ASYC) student member: Paul Cluck

Quorum: 6 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 - Tabled
- ⇒ Approve 1/18/19 agenda

UPDATES & DISCUSSIONS:

- ⇒ Guided Pathways check-in (Champe & Gilbreath)
- ⇒ Semester plan (Wasinger & Selden)

CONSENT AGENDA:

FABRICATION AND MANUFACTURING METHODS - CERT OF ACHIEVEMENT WITH 30-59.5 UNITS, (NEW DEG/CERT)

INACTIVATIONS:

AUTO 63 - Basic Autobody Restoration
MFGT 63 - Machine Construction & Repair

SLO UPDATES ONLY:

NONE

CURRICULUM REVIEW:

ESL CERTIFICATE OF ADVANCEMENT IN FOUNDATIONS OF LITERACY , (NEW DEG/CERT), **PAGE 1**

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. 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 COMPETENCY IN FOUNDATIONS OF LITERACY , (NEW DEG/CERT), PAGE 2

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 ADVANCEMENT IN INTERPERSONAL COMMUNICATIONS, (NEW DEG/CERT), PAGE 3

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 COMPETENCY IN INTERPERSONAL COMMUNICATION , (NEW DEG/CERT), **PAGE 4**

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 ADVANCEMENT IN LIFE SKILLS , (NEW DEG/CERT), **PAGE 5**

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

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. 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 COMPETENCY IN LIFE SKILLS , (NEW DEG/CERT), PAGE 6

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

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.

ESL 253 INTERMEDIATE GRAMMAR, (REVISED), PAGE 7

Dean Feedback: Pending
SLO Approval: 12/17/2018

Description: Intermediate grammar for ESL students. This course introduces students to writing paragraphs and/or compositions containing compound and complex sentences in present, past, and future tenses. Concurrent enrollment in ESL 255/555 or 258/558 is highly recommended.

Rationale for Revision: The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOs to reflect this direction. Also, we have updated the textbook to be used to match our new curriculum.

Pre-requisite(s): Satisfactory completion of: ESL 243 or ESL 543 Or by placement

ESL 553 INTERMEDIATE GRAMMAR, (REVISED), **PAGE 13**

Dean Feedback: Pending
SLO Approval: 12/17/2018

Description: Intermediate grammar for ESL students. This course introduces students to writing paragraphs containing compound and complex sentences in present, past, and future tenses. Concurrent enrollment in ESL 255/555 or 258/558 is highly recommended.

Rationale for Revision: The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOs to reflect this new direction. Also, we have updated the textbook to be used to match our new curriculum.

Pre-requisite(s): Satisfactory completion of: ESL 243 or ESL 543 Or by placement

ESL 233 HIGH-BEGINNING GRAMMAR, (REVISED), **PAGE 19**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: High-beginning grammar for ESL students. This course introduces students who have beginning language skills to simple sentences and short paragraphs in simple past and past continuous tenses. Concurrent enrollment in ESL 235/535 is highly recommended.

Rationale for Revision: The prerequisites for this course has been removed since the grammar levels below it have been inactivated. Also, the suggested textbooks have been changed.

ESL 533 HIGH-BEGINNING GRAMMAR, (REVISED), **PAGE 38**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: High-beginning grammar for ESL students. This course introduces students who have beginning language skills to simple sentences and short paragraphs in simple past and past continuous tenses. Concurrent enrollment in ESL 235/535 is highly recommended.

Rationale for Revision: The prerequisites for this course has been removed since the grammar levels below it have been inactivated. Also, the suggested textbooks have been changed.

ESL 243 LOW-INTERMEDIATE GRAMMAR, (REVISED), **PAGE 24**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: Low-intermediate grammar for ESL students. This course introduces students to writing paragraphs containing both compound and complex sentences in past, present, and future tenses. Concurrent enrollment in ESL 245/545 is highly recommended.

Rationale for Revision: The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOS to reflect the direction. Also, we have updated the textbook to be used to match our curriculum.

Pre-requisite(s): Satisfactory completion of: ESL 233 or ESL 533 Or by placement

ESL 543 LOW-INTERMEDIATE GRAMMAR, (REVISED), **PAGE 48**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: Low-intermediate grammar for ESL students. This course introduces students to writing paragraphs containing both compound and complex sentences in past and present tenses. Concurrent enrollment in ESL 245/545 is highly recommended.

Rationale for Revision: *The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOs to reflect this direction. Also, we have updated the textbook to be used to match our new curriculum.*

Pre-requisite(s): Satisfactory completion of: ESL 233 or ESL 533 Or by placement

ESL 263 HIGH-INTERMEDIATE GRAMMAR, (REVISED), **PAGE 28**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: High-intermediate grammar for ESL students. This course introduces students to reading and writing short paragraphs and/or compositions containing compound and complex sentences in present, past, present perfect, and future tenses. Concurrent enrollment in ESL 265/565 or 268/568 a is highly recommended.

Rationale for Revision: *The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOS to reflect this direction. Also, we have updated the textbook to be used to match our new curriculum.*

Pre-requisite(s): Satisfactory completion of: ESL 253 or ESL 553 Or by placement

ESL 563 HIGH-INTERMEDIATE GRAMMAR, (REVISED), **PAGE 52**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: High-intermediate grammar for ESL students. This course introduces students to reading and writing short paragraphs and/or compositions containing compound and complex sentences in present, past, present perfect, and future tenses. Concurrent enrollment in ESL 265/565 or 268/568 is highly recommended.

Rationale for Revision: *The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOS to reflect this direction. Also, we have updated the textbook to be used to match our new curriculum.*

Pre-requisite(s): Satisfactory completion of: ESL 253 or ESL 553 Or by placement

ESL 40A LOW-ADVANCED GRAMMAR, (REVISED), **PAGE 33**

Dean Feedback: 12/7/18
SLO Approval: 12/3/2018

Description: Low-advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of the 12 tenses. Concurrent enrollment in ESL 116A/B, 516A/B, or ENG 51/56/1A is highly recommended.

Rationale for Revision: *The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOS to reflect this new direction.*

Pre-requisite(s): Satisfactory completion of: ESL 263 or ESL 563 Or by placement

ESL 540A LOW-ADVANCED GRAMMAR, (REVISED), **PAGE 43**

Dean Feedback: 12/7/18

SLO Approval: 12/3/2018

Description: Low-advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of the 12 tenses. Concurrent enrollment in ESL 116A/B, ESL 516A/B, or ENG 51/56/1A is highly recommended.

Rationale for Revision: *The ESL Department is taking on an integrated approach to grammar instruction and therefore have updated our SLOS to reflect this new direction.*

Pre-requisite(s): Satisfactory completion of: (ESL 563 or ESL 263) Or by placement

MUSIC 540 VOCAL TECHNIQUES, (REVISED), **PAGE 56**

TABLED FOR THE FIRST TIME 10.06.18

Dean Feedback: 9/11/18

SLO Approval: 9/25/2018

Description: Instruction in vocal techniques, tone production, breathing, and diction, and their application to the art song and musical theatre repertoires.

Rationale for Revision: *Required periodic update. Revisions made to: 1) Catalog description 2) Noncredit hours 3) Objectives 4) Textbook 5) SLOs 6) Conditions of enrollment (audition specified)*

Pre-requisite(s): Audition is required to determine the technical level of the student.

CHEM 2B INTRODUCTORY CHEMISTRY II, (REVISED), **PAGE 59**

Dean Feedback: 9/4/18

SLO Approval: 9/25/2018

Description: Introduction to fundamental concepts of organic and biochemistry. Topics of instruction include (1) structure, nomenclature, and reactions of some organic compounds and drugs, (2) stereochemistry, (3) structure and metabolism of carbohydrates, lipids, proteins, enzyme activity and inhibition, nucleic acids and DNA, and (4) bioenergetics. Completion of this course along with CHEM 2A is designed to satisfy the requirements of those allied-health career programs which require two semesters of chemistry.

Rationale for Revision: *Five-year update. Textbook update. CSLO update.*

Pre-requisite(s): Satisfactory completion of: CHEM 1A or CHEM 2A

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

TABLED 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*

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

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

ART 15A - BEGINNING PRINTMAKING, (REVISED)

TABLED INDEFINITELY FOR THE FIRST TIME 12.7.18 (MISSING A SAMPLE ASSIGNMENT)

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)

TABLED INDEFINITELY FOR THE FIRST TIME 12.7.18 (MISSING A SAMPLE ASSIGNMENT)

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

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

TABLED INDEFINITELY FOR THE FIRST TIME 12.7.18 (WAITING FOR ARTICULATION)

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.*
