

# Academic Policy & Planning Committee Minutes

Meeting: Thursday, Sep 4, 2014 – Location A 403 – 2:00 PM

## VOTING MEMBERS

X Chair – Sofia Ramirez Gelpi  
 X Vice – Tom VanderMolen  
 X Academic Student Affairs – Sandra Bierdzinski  
  
 A Applied Social Sciences – Judith Dal Porto  
 X Business – Peggy Warrick  
 X Counseling – Lydia Maxwell  
 X English – Jennifer Jozwiak  
  
 X Fine Arts – David Passage  
 X Health Sciences – Larry Manalo

X Industrial Technology – Robert Mabry  
 X Kinesiology, Rec, & Athletics – Sheri Bates  
 X Language & Communication – Melinda Nishimori  
 X Life & Physical Sciences – Rob Lennihan  
 X Mathematics Sciences – Derek Mitchem  
 A Public Safety – Mike Messina  
 X Social & Behavioral Sciences – Tom Vandermolen  
 A Student Representative – vacant

## NON-VOTING MEMBERS

A Curriculum Specialist – Rebecca Andres  
 X Admission & Records – Janet Hooghuis  
 X Articulation – David DeGroot  
 A VP, Academic Affairs – Luis Sanchez  
**OTHERS**  
 Past AP&P Chair – Karen Tait  
 X PT Faculty Union – Danielle Blanchard

## INVITEES

Dean, Academic Affairs – Larissa Nazarenko  
 Dean, Academic Affairs – Paul Murphy  
 Dean, Academic Affairs – Nancy Meddings  
 Dean, Student Services – Robert Parisi

Dean, Academic Affairs – Ardis Nielsen  
 Dean, Matriculation/Counseling – vacant  
 Dean, Extended Campus – Rick Rantz  
 Associate Dean/Athletic Director – Kim Ensing

## GUESTS

Dianne McMahon

### I. Approval of the Minutes

Motion: There are no minutes to approve at this time. Motion: Defer approval of the Minutes to a later date. (M/S/P: Manalo/Bierdzinski/ Yes – Vandermolen, Bierdzinski, Warrick, Jozwiak, Passage, Mabry, Bates, Nishimori, Lennihan, Mitchem; No - 0, Abstain – 0).

Approval of the Agenda. Motion to accept the agenda as written. (M/S/P: Manalo/Bierdzinski/ Yes – Vandermolen, Bierdzinski, Warrick, Jozwiak, Passage, Mabry, Bates, Nishimori, Lennihan, Mitchem; No - 0, Abstain – 0).

### II. Curriculum – First Reading (via CurricUNET).

Prefix & Number	Course Title	Type of Proposal	Action
ART 103	Ancient to Medieval	Course Modification	Advisory: Consider ENGL 100 as part of the eligibility statement. Check C-ID descriptors regarding the inclusion of “History” in the course title. OA: Include types of assignments. Best Practice: For 100-level courses, include critical thinking assignments. DL: Clarify status of Distance Learning (DL) offering.
Discussion: There were discussions regarding the integration of CNET and related committee processes and approvals. Motion: Move to consider ART 103 for first reading. (M/S/P: Jozwiak/Warrick/Yes – Vandermolen, Bierdzinski, Warrick, Jozwiak, Passage, Mabry, Bates, Nishimori, Lennihan, Mitchem; No - 0, Abstain – 0).			
ART 104	Art History Survey – Renaissance to Modern	Course Modification	Advisory: Consider ENGL 100 as part of the eligibility statement. Check C-ID descriptors regarding the inclusion of “History” in the course title.

			<p>OA: Include types of assignments. Best Practice: For 100-level courses, include critical thinking assignments.</p> <p>DL: Clarify status of Distance Learning (DL) offering.</p>
<p>Discussions: In addressing C-ID descriptors, it helps to include the information in the proposal as an attachment and any documentation regarding its Chancellor's Office approval status.</p> <p>Motion: Move to consider ART 104 for first reading. (M/S/P: Maxwell/Lennihan/Yes – Vandermolten, Bierdzinski, Warrick, Jozwiak, Passage, Mabry, Bates, Nishimori, Lennihan, Mitchem; No - 0, Abstain – 0).</p>			
NURS 300	CNA/Acute Care Aide	Course Modification Agency-Mandated	<p>Review the use of ENGL 101 as a prerequisite for the course.</p> <p>Report Department vote.</p> <p>Update textbook.</p>
<p>Discussions: When using agency mandates, include documentation that specifically indicates the requirement.</p> <p>Motion: Move to consider NURS 300 for first reading. (M/S/P: Manalo/Maxwell/Yes – Vandermolten, Bierdzinski, Warrick, Jozwiak, Passage, Mabry, Bates, Nishimori, Lennihan, Mitchem; No - 0, Abstain – 0).</p>			

### III. Curriculum – Other

- Roles and responsibilities of the AP&P Committee Members
  - Development and Review of Curriculum – Best Practices Handout Draft
- Both agenda items are tabled for a future date.

### IV. Public Remarks

- CNET access of part-time faculty.
- Roles and responsibilities of the vice-chair.
- CNET technology support

### V. Reports:

- Counselling: Lydia M. queried about the specific programs that are affected by faculty retirement including but not limited to: Electronics, Mechatronics, FCS, Fashion Studies, Interior Design, etc.
- Admission and Records: Janet H. mentioned the need for Disclaimer on the college catalog. She cited an instance. A program is still in the approval process and it is already included in the catalog.

### VI. Call for Future Agenda

- Waiver and substitutions

### VII. Call to Adjourn. Adjourned: 4:00 PM.

Respectfully submitted: Larry Manalo Jr.

# Academic Policy & Planning Committee Meeting Minutes

Meeting: Thursday, September 11, 2014, Bldg. A 403, 2:00 PM

VOTING MEMBERS		NON-VOTING MEMBERS
X Chair – Sofía Ramírez-Gelpí	X Industrial Technology – Robert Mabry	X Curriculum Specialist – Rebecca Andres
X Vice-Chair – Tom VanderMolen	X Academic/Student Affairs – Sandra Bierdzinski	VP, Academic Affairs – Luis Sánchez
X Applied Social Sciences – Judith Dal Porto	X Languages & Communication – Melinda Nishimori	X Admissions & Records – J. Hooghuis
X Business – Peggy Warrick	X Life and Physical Sciences – Rob Lennihan	X Articulation – David DeGroot
X Counseling – Lydia Maxwell	X Mathematics Sciences – Derek Mitchem	Community Education – vacant
English – Jennifer Jozwiak	X Public Safety – Mike Messina	
X Fine Arts – David Passage	Social & Behavioral Sciences – Tom VanderMolen	
X Kinesiology, Rec & Athletics – Sheri Bates	Student Representative – Quianna Cater	
X Health Sciences – Larry Manalo		
INVITEES		GUESTS
Dean, Academic Affairs – Larissa Nazarenko	Dean, Academic Affairs – Ardis Neilsen	Past AP&P Chair: Karen Tait,
X Dean, Academic Affairs – Paul Murphy	Dean, Matriculation/Counseling – vacant	Part-Time Faculty Assoc– Danielle Blanchard
Dean, Academic Affairs – Nancy Meddings	Dean, Extended Campus – Rick Rantz	
Dean, Student Services – Robert Parisi	Associate Dean/Athletic Director – Kim Ensing	

## I. Approval of Minutes

The minutes of the September 4, 2014 meeting were approved. (M/S/P Mitchem/Manalo)

**AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

The minutes of the March 13, 2014 meeting were approved. (M/S/P Mitchem/Mabry)

**AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

## II. Approval of the Agenda

The agenda was approved as distributed. M/S/P Manalo/Mitchem

**AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

## III. Curriculum 2<sup>nd</sup> Reading

Proposal Type	Eff	Course Prefix	Course Title	Units
a) Major Mod		ART - These modifications specify a level of English/reading which is advisable for success in both ART 103 and ART 104		
	F15	ART 103	Art History: Ancient to Medieval	3
			Advisory: Eligibility for ENGL 101 or successful completion of either ENGL 514 or READ 110	
	F15	ART 104	Art History: Survey Renaissance to Modern	3
			Advisory: ENGL 514 or READ 110 or eligibility for ENGL 101.	
b) Committee action:	A motion was made to recommend 2 <sup>nd</sup> readings for adoption. (M/S/P Passage/Manalo) <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.			

**IV. Curriculum Other**

- a) Discussion of roles and responsibilities of the AP&P Committee Member and others.
- b) Discussion on the Development and Review of Curriculum: Best Practices
- c) Discussion on CurricUnet processes.

**V. Public Remarks**

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

**VI. Reports - none**

**VII. Call for Future Agenda Items – CurricUnet**

**VIII. Call to Adjourn: 4:00 pm M/S/P Dal Porto/Manalo**

# Academic Policy & Planning Committee Meeting Minutes

Meeting: Thursday, September 25, 2014, Bldg. B, Room 100, 2:00 PM

VOTING MEMBERS		NON-VOTING MEMBERS
X Chair – Sofía Ramírez-Gelpí	X Industrial Technology – Robert Mabry	X Curriculum Specialist – Rebecca Andres
X Vice-Chair – Tom VanderMolen	X Academic/Student Affairs – Sandra Bierdzinski	VP, Academic Affairs – Luis Sánchez
X Applied Social Sciences – Judith Dal Porto	X Languages & Communication – Melinda Nishimori	X Admissions & Records – J. Hooghuis
X Business – Peggy Warrick	X Life and Physical Sciences – Rob Lennihan	X Articulation – David DeGroot
X Counseling – Lydia Maxwell	X Mathematics Sciences – Derek Mitchem	Community Education – vacant
X English – Jennifer Jozwiak – 2:15 pm	X Public Safety – Mike Messina	
X Fine Arts – David Passage	Social & Behavioral Sciences – Tom VanderMolen	
X Kinesiology, Rec & Athletics – Sheri Bates	Student Representative – Quianna Cater	
X Health Sciences – Larry Manalo		
INVITEES		GUESTS
Dean, Academic Affairs – Larissa Nazarenko	Dean, Academic Affairs – Ardis Neilsen	Larissa Nazarenko, Diane McMahon
X Dean, Academic Affairs – Paul Murphy	Dean, Matriculation/Counseling – vacant	
Dean, Academic Affairs – Nancy Meddings	Dean, Extended Campus – Rick Rantz	
Dean, Student Services – Robert Parisi	Associate Dean/Athletic Director – Kim Ensing	

## I. Approval of Minutes

The minutes of the September 11, 2014 meeting were approved as written. (M/S/P Mitchem/Warrick)

**AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

## II. Approval of the Agenda

The agenda was approved as distributed. (M/S/P Mitchem/Manalo). **AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None.

**ABSTENTIONS:** None.

## III. Curriculum 2<sup>nd</sup> Reading

Proposal Type	EFF	Course Prefix	Course Title	Units
a) Major Mod	F15	NURS 300	CNA Acute Care Aide	12
			Prerequisite: ENGL 101 The course lecture hours are being reduced from 12 weekly to 8 hours weekly; the units are decreasing from 16 to 12 units.	
i. Committee action:			A motion was made to recommend 2 <sup>nd</sup> reading for adoption. (M/S/P Manalo/Maxwell) <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; Jozwiak.. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.	
ii. Committee action:			A motion was made to recommend 2 <sup>nd</sup> reading for adoption. (M/S/P Manalo/Maxwell) <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; Jozwiak.. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.	

## IV. Curriculum 1<sup>st</sup> Readings

Proposal Type	EFF	Course Prefix	Course Title	Units
a) New Courses	F15	DANC 199B	Lyrical Dance	3
			This is a new “topic” for an existing special topic course outline.  COMMITTEE RECOMMENDATIONS: provide examples of assignments and methods of instruction and evaluation;	

			include content and methods for evaluating critical thinking skills; include the audition information as a limitation on enrollment (CNET glitch). There was a discussion about comparable courses for 100-level course proposals and the need to discuss these proposal types with the articulation officer prior to launching a proposal in CNET – a comparable transfer course for DANC 199B is needed; a modification to the DANC 199 special topic shell may be needed.	
		ESL	The listening/speaking course proposals are a Plan of Action item documented in the 2009 ESL Program Review. Additionally, the ESL students were surveyed in fall 2013 and listening and speaking courses were identified as the students' priority need. The new courses will replace the outdated video course series, Crossroads Café and Connect with English.	
	F15	ESL 542	Listening and Speaking Skills 1	3
	F15	ESL 543	Listening and Speaking Skills 2	3
	F15	ESL 544	Listening and Speaking Skills 3	3
b) Major Mods	F15	ART 110	Design 1	3
			This course outline is being modified to align with C-ID. COMMITTEE RECOMMENDATIONS: discipline placement is needed (might be a CNET problem); the grading option should not be changed to p/np due to transfer status; more information for students about the course is needed in the catalog description; please include examples of assignments, methods of instruction, and evaluation to demonstrate that the course meets the rigor and intensity appropriate for its 100-level status and for determining that the course objectives have been met.	
	F15	DA 325	Clinical Dental Procedures	3
			The course is being modified to reconcile the course outline with the course offering: coronal polishing is being removed from the course, the objectives have been updated appropriately and the textbook edition has been updated.	
	F15	FRCH 101	Elementary French 1	5
			The course outline is being updated to comply with the requirement for periodic review of courses and TBA scheduling. NOTE: the modifications have not been made using the current course outline of record, as a result, there is no record of the modifications in CNET.	
	F15	PE 100	Introduction to Kinesiology	3
			The modifications to this course will help align the PE program more appropriately for entry level physical education degree seeking students. The primary intent is to make the degree more current and reflective of other institutions. COMMITTEE RECOMMENDATIONS: consider rewording in methods of instruction no. 8; please provide examples of writing assignments and methods of instruction and evaluation.	
c) Textbook Changes	S15	DA 317	Dental Assisting Theory	7

	S15	DA 319	DA Administrative Skills	3
	S15	DA 330	Coronal Polishing	1
	S15	DA 333	Success in Dental Assisting Practice	0.5
	S15	DA 348	RDA Success Seminar	0.5
d) Committee action:				
i. A motion was made to recommend 1 <sup>st</sup> readings for consideration. (M/S/P Manalo/Lennihan) <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; Jozwiak. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.				
ii. A motion was made to recommend textbook changes for adoption. (M/S/P Manalo/Lennihan. <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; Jozwiak. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.				

#### IV. Curriculum Other

a) Discussion and Review of CDH Section 2: Roles and Responsibilities of the AP&P Committee Member.

- i. Committee action: a motion was made to recommend the changes made to section 2 of the CDH, roles and responsibilities. (M/S/P Mitchem/Warrick). **AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

b) Discussion on the Development and Review of Curriculum: Best Practices

- i. Committee action: a motion was made to approve the best practices for the curriculum development document. (M/S/P Manalo/Lennihan). **AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

c) Discussion of CurricUnet processes

#### V. Public Remarks

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

#### VI. Reports - none

#### VII. Call for Future Agenda Items

#### VIII. Call to Adjourn: 3:45 pm

**SECTION 2**

**ROLES AND RESPONSIBILITIES**



## SECTION 2: ROLES AND RESPONSIBILITIES

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With leadership and guidance to be offered by the Vice President, Academic Affairs, all academic personnel of the college, both administrative and teaching, shall be responsible for the continuing revision of curriculum.<sup>1</sup>

### THE INITIATOR

1. Discuss and/or review course or program development and/or changes from inception and throughout the process with faculty peers, department chair, academic dean, AP&P representative, and library and learning resources staff. It is also highly recommended that initiators consult with their dean prior to beginning work on a proposal. Such discussion must include appropriateness to the mission of the college, justification for need, curriculum standards, adequate resources, and compliance with CEC and Title 5. It is important to note that need and adequate resources HAVE to be documented. More on this later.
2. Establish and maintain a dialogue with the AP&P representative, articulation officer, counseling department, department chair, and academic dean. In the event of DL conversion, training for online teaching and discussions with the DL coordinator is necessary.
3. With the aid of the AP&P representative, identify supporting information for inclusion with curriculum proposal [i.e. institutional data, surveys, enrollment projection data, etc.].
4. Discuss with your dean new or modified curriculum, and the availability of adequate resources to support the course/program being proposed.
5. Adhere to all curriculum development processes and policies set forth by the AP&P committee AND maintain the quality/integrity of the curriculum proposal by carefully reviewing the proposal and by participating critically in committee meetings. Areas to be scrutinized include, but are not limited to:
  - a) Appropriateness to the mission of the college
  - b) Need [MUST be documented]
  - c) Curriculum Standards and Criteria such as:
    - i. Incongruence between course descriptions and course content;
    - ii. appropriateness of course unit values and the relationship of unit values to the lecture/lab hours;
    - iii. proper pre/co-requisite/advisory validation;
    - iv. integration of course goals and course objectives with assignments and evaluation; Verification of general education [GE], multicultural, and gender studies status of courses;
    - v. course transferability;
    - vi. program and certificate reviews;
    - vii. suitability of delivery methods;
    - viii. potential duplication issues;
    - ix. potential cross-listed offering of the proposed course.
  - d) Compliance as per state and federal regulations
  - e) Adequate Resources [MUST be documented]
6. Adhere to all deadlines, including those set by the AP&P calendar, the department, and the academic dean. The initiator must remember at all times that everyone involved in the review of curriculum has other tasks, and therefore, the expectation is to allow a minimum of TWO WEEKS for each party to review a proposal.
7. The initiator should attend and present the curriculum proposal at the first reading, and be available to respond to any further questions at the second reading in accordance with the AP&P approval process, and calendar.

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<sup>1</sup> Board Policy 7900

## **ARTICULATION OFFICER**

1. Advise on transfer curriculum.
2. Assist faculty in curriculum development.
3. Ensure compliance.
4. Regularly attend and participate at AP&P meetings.
5. Review proposals for impact to articulation.

The articulation officer should be contacted early in the course development process to:

1. Review all new course proposals for the possibility of transfer
2. Facilitate articulation agreements

## **LIBRARY AND LEARNING RESOURCES STAFF**

Librarians and teaching faculty are partners in developing the library collection and form an integral part of the teaching and learning process.

1. Librarians review the course outline to determine if the library has adequate resources to support the course. This may include reviewing the library's physical and online collections of books, newspapers, magazines, journals, models, and audiovisual materials for quantity, currency, and depth.
2. If the library does not have adequate resources, additional materials are identified that will assist students in doing well in the course (including ancillary materials). For example, in a Spanish course, ancillary materials could be: Spanish-English dictionary, verb conjugation manuals, grammar outlines, DVDs, Spanish-language magazines, etc.
3. The library dean will estimate the cost of additional resources. Funding these resources is the responsibility of the library.
4. Librarians monitor the library materials budgets and strive to distribute funds across the disciplines and include materials from basic skills to transfer levels. The library often pursues grants or other methods to purchase adequate resources.
5. In addition, librarians monitor collection usage and note materials that are actually used by students (such as textbooks, models).
6. Library staff may request the donation of textbooks from the course department since library district funds cannot be used to purchase these items.

## **AP&P REPRESENTATIVES**

1. Review / approve / recommend curriculum.
2. Review / approve / recommend curriculum related policies.
3. Represent and advocate for their department.
4. Serve as a liaison between department and AP&P committee.
5. Serve / guide faculty members in curriculum related issues.
6. Acquire and maintain knowledge as it relates to curriculum development standards and criteria.
7. Attend and actively participate in AP&P work and discussion.
8. Maintain the quality/integrity of the courses by carefully reviewing
  - a) Curriculum Standards including but not limited to:
    - i. Incongruence between course descriptions and course content;
    - ii. appropriateness of course unit values and the relationship of unit values to lecture/lab hours;
    - iii. proper pre/co-requisite/advisory validation;
    - iv. integration of course goals and course objectives with assignments and evaluation;
    - v. verification of general education [GE], multicultural, and gender status of courses;
    - vi. course transferability;
    - vii. program and certificate reviews;
    - viii. suitability of delivery methods;

- ix. potential duplication issues;
  - x. potential cross-listing of the proposed course.
  - xi. inclusion of SLO's
  - xii. minimum qualifications
  - xiii. discipline
9. Provide the initiator with a time and date for the initiator's first reading of his/her proposal, and ensure that the initiator is present at such meeting.
  10. Representatives are highly encouraged to become familiar with the following reference materials and/or sites:
    - a) The Course Outline of Record: A Curriculum Reference Guide, ASCCC, 2008.
    - b) Program and Course Approval Handbook, CCCCCO, 2013
    - c) *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, ASCCC, 1996.
    - d) <http://www.ccccurriculum.info/Curriculum/LocalCurCommittees/CurComRoles.htm>
    - e) <http://www.robertsrules.org>

#### **DEPARTMENT CHAIR**

1. Assist faculty initiators and AP&P reps with curriculum development proposals.
2. Certify, by conducting and recording the required department vote, that a proposal was reviewed by department faculty.
3. Review department proposals to ensure accuracy, quality, and integrity of the proposal as it relates to curriculum development criteria.
4. Provide guidance to part-time faculty with submitting CurricUnet proposals.

#### **ACADEMIC DEAN**

1. Assist faculty members in completing curriculum forms as needed [i.e. assist with documentation], and certify for due diligence by signing.
2. Maintain the quality/integrity of the courses by carefully reviewing the curriculum proposal and by participating as needed. Areas to be scrutinized include, but are not limited to:
  - a) appropriateness to the mission of the college
  - b) need, which needs to be documented
  - c) curriculum Standards such as assigning T.O.P. and SAM codes;
  - d) adequate resources, including course or program cost; it is important to note that the responsibility of approving the scheduling of courses falls on the academic deans.
3. Ensure accuracy, quality, and integrity of curriculum proposal as it relates to curriculum development standards and criteria.
4. Attend AP&P committee meetings and provide the Committee with background data to support course changes/additions/deletions so that decisions are timely and accurate.

#### **AP&P CHAIR**

1. Ensure local compliance
2. Facilitate AP&P Committee meetings.
3. Prioritize and prepare agenda.
4. Serve as a resource to AP&P and others.
5. Presents to the Board of Trustees and reports decisions to and from the Board of Trustees.
6. Verifies corrections have been made.
7. Acquire and maintain knowledge (CurricUnet updates and participation at the annual Curriculum Institute)
8. Delegate tasks to AP&P Vice-Chair.

9. Works closely with the VP of Academic Affairs and the academic deans in considering the campus-wide impact of curriculum proposals, and will report such impacts to the committee.
10. Assists department representatives and department members in preparing proposals.
11. If issues need to be resolved before or after the first reading, the chair may help facilitate dialogue. The agenda items to be covered at committee meetings are not affected, and meetings can end in a timely fashion.
12. Works closely with the Curriculum Specialist in structuring meeting agendas, reviewing minutes, and implementing committee recommendations and decisions.
13. Certify via signature appropriate approval process.

#### **VICE CHAIR AP&P**

1. Ensure local compliance
2. Attend various meetings and report back to AP&P committee.
3. Facilitate AP&P meetings as needed and other chair roles, acts a back-up
4. Serve as a resource
5. Closely collaborate with AP&P chair
6. Be familiar and know where to access information
7. Serve as Chair of AP&P sub-committee(s)

#### **VICE PRESIDENT ACADEMIC AFFAIRS**

1. Provide guidance and leadership in curriculum development and academic policy.
2. Regularly / consistently attend and participate at AP&P committee meetings.
3. Allocate adequate funding for appropriate training for the curriculum committee.
4. Serve as a creative catalyst in curriculum development, gathering ideas from peers, conferences, and other resources.
5. Review needs assessment and proposed curriculum to ensure its compliance with CEC and Title 5, the discipline/department plan, mission of the college, and assess its impact on such offerings.
6. Consider fiscal impact of new and modified curriculum.
7. Communicate information from the Chancellor's Office related to curriculum to the AP&P committee and proposed curriculum, addition/changes, to the superintendent/president.
8. Act as informational liaison between the committee and administration.
9. Advocate for revised and new curriculum.
10. Ensure local and state compliance.

#### **CURRICULUM SPECIALIST**

1. Serve as clerical support to the AP&P committee.
2. Prepare meeting minutes and reports
3. Submit approved proposals to the Chancellor's Office.
4. Ensure integrity of catalog and schedule information
5. Provide in-service training to faculty
6. Monitor and track curriculum proposals and process.
7. Provide technical support for CurricUnet related issues.
8. Assist AP&P chair and VP Academic Affairs in implementing committee recommendations and decisions.

#### **ACADEMIC SENATE EXECUTIVE OFFICER**

1. Serve as liaison between AP&P, academic senate, and VP academic affairs.

#### **CURRICUNET COORDINATOR**

## BEST PRACTICES FOR CURRICULUM DEVELOPMENT

This checklist is designed to provide initiators, and reviewers at all levels, with best practices to ensure quality curriculum.

### PART ONE: BEFORE working in CurricUnet...

#### A. The initiator shares curriculum idea/concept as follows:

- Meet/Discuss with faculty peers in the discipline
- Meet/Discuss with department chair
- Meet/Discuss with academic dean
- **Highly Recommended:** Meet/discuss with counseling liaison
- **Recommended for a DL conversion:** Meet with DL Coordinator

#### Why?

- To identify the need, goals, and purpose for a new course/program, and/or modification of existing courses/programs
- To ensure the proposed curriculum doesn't duplicate efforts
- To ensure the proposed curriculum serves all students appropriately and adequately
- To ensure the proposed curriculum meets the mission of the college [local mission as well as statewide CCC mission]
- To ensure proposed curriculum meets compliance and curricular standards
- To identify and collect sources of data that support the creation and/or modification of curriculum. For example:
  - List of comparable courses or programs at other CCCs, UC and CSU.
  - Program review
  - Course review
  - Annual updates
  - Agency mandates
  - C-ID
  - Enrollment data
  - Changes at the UC/CSU level
  - Student surveys
  - Statistical validation for P/Cs out of discipline
  - SLO assessment data
  - Articulation to the goals of the Educational Master Plan
- To discuss aspects of the curriculum such as adequate facilities, equipment, technology, supplies, library resources, qualified instructors, and staffing support.

The work in CurricUnet goes much faster when initiators have all the required information at hand, including data ready to be attached.

#### Example of "curriculum gone wrong":

- Initiator X proposes a new course titled "ENGL 999: *Manga as Literature*". Whereas the course may have merit:
  - Is the course appropriate for the Hancock student community?
  - Is the course appropriate for a CCC?

- Is the course considered a lower-division course at the UC/CSU?
- Does the course transfer to the UC/CSU?
- Would it meet CSU/UC general ed?
- How many students would enroll in the course if offered? (Student survey would be needed to demonstrate campus-wide student demand)
- Besides student surveys, how else is demand for this course assessed?
- How does it fit in the overall plan for the ENGL AA, ENGL ADT or the general Liberal Arts AA? Is the course to remain as a standalone?
- **Philosophical questions:**
  - Would it be best to develop a new course titled “ENGL 999: Intro to Modern Storytelling” in which “manga as literature” is covered as a topic, among other topics?
  - Could it be offered as a workshop? A special topic course? Provide to interested students as an Independent Project?
  - How would this course advance a student’s educational goals?

**B. The Articulation Officer:**

- If suggesting a 100-level new course, it is crucial to meet with your Articulation Officer.  
If the course/program was previously articulated, then to ensure articulation agreement is still valid.
- To identify if a C-ID descriptor is available for the proposed course.
- To identify an existing ADT

**C. Institutional Research and Planning (IRP):**

- Different types of data will be required, including data that shows a pre-/co-requisite is absolutely necessary for student success, or that pre- or co-requisite doesn’t cause disproportionate impact.
- Working closely with IRP provides the initiator with assistance in collecting and tabulating data PRIOR to working in CurricUunet.

**D. Library Resources:**

Librarians and teaching faculty are partners in developing the library collection.

- You are encouraged to consult with a faculty librarian regarding course proposals at the earliest possible stage and provide purchase suggestions for the collection.
- Librarians will review the course outline to determine if the library has adequate resources to support the course. This may include reviewing the library’s physical and online collections of books, newspapers, magazines, journals, models, and audiovisual materials for quantity, currency, and depth.
- If the library does not have adequate resources, you can help identify those that will assist your students in doing well in the course (including ancillary materials). For example, in a Spanish course, ancillary materials could be: Spanish-English dictionary, verb conjugation manuals, grammar outlines, DVDs, Spanish-language magazines, etc.
- The library dean will estimate the cost of additional resources. Funding these resources is the responsibility of the library, however, donation of items (such as textbooks) from the course department are encouraged after the course is approved since library district funds cannot be used to purchase textbooks.
- Purchase suggestions and recommendations from faculty are given the highest

consideration by librarians. On occasion a request for print materials cannot be met due to availability issues (for example, out-of-print materials). Also when expensive items such as a discipline-specific database is recommended, the library needs concurrence that the expense is warranted from all instructors in the discipline as well as an ongoing budget augmentation to cover the cost.

## PART TWO

When the discussion with the parties listed **above is satisfactory** [i.e. give the “green light” to the curriculum project], initiators are encouraged to start work in CurricUnet.

Fill all screens accordingly. Do not skip fields. Provide meaningful information to assist reviewers at all levels to understand the nature, goals, and purpose of the proposal. Attach all relevant materials.

## PART THREE

**Finalize data input in CurricUnet, including attaching documentation. Below, the most frequently used documents are listed:**

- Content review for prerequisites and/or corequisites
- Summaries that reflect info from program review and/or annual updates
- Statistical validation for pre-/co-requisites not within the discipline [i.e. an ENGL 101 prerequisite for a NURS 300 course]
- GE paperwork if modifying instructional objectives for a course already approved for
- AHC/CSU/UC GE, MCGS, H&W.
- GE paperwork for submitting a new course for AHC/CSU/UC GE, MCGS or H&W.
- Agency mandate if agency mandates new course or modifying existing course.
- Enrollment data [typically used when converting a workshop into a regular course; however, enrollment data can also be used in a variety of other ways].
- Student surveys that show demand for a course; also useful are community surveys, or copies of agenda/minutes from employers/CTE Advisory Committee/industry that demonstrate need for the course and/or program.
- If modifying a course with a prerequisite, it may be possible the initiator may have to attach data to prove **there IS NO** disproportionate impact as a result of re-establishing a pre- or corequisite.
- C-ID course descriptor if appropriate
- C-ID recommendations if course is not yet approved, or is conditionally approved.
- Other attachments as required and/or recommended.

## PART FOUR

**Submit/Launch proposal via CNET once submit button is available.** Please review all info and that attachments are included for before submitting. If something is missing, the proposal will be sent back to the initiator.

## IMPORTANT INFORMATION

**Proposal will go through several steps before it reaches the dept. at Level Four.** During these steps, reviewers may request corrections/further data. In such cases, there will

be a notification sent via email by Governet requesting corrections before moving proposal to the next level. Please check your email frequently once you submit the proposal.

**The proposal is moving forward and has made it to an important level.**

**Level Four: The Department Level**

When proposal reaches dept. level, the Dept. Chair shall schedule a dept. vote. Faculty at the dept. level have at least **one week to review AND comment** on the proposal prior to a department vote. Faculty may review the available proposal reports and comment on proposal. The department chair enters voting results in addition to any comments he/she may have on the proposal.

**Why review AND comment?**

- Faculty comments serve to confirm voting trend.
- These also allow dept. chair to confirm everyone has had a chance to review the proposal and to schedule a dept. vote.
- The dept. vote can happen via a regularly scheduled dept. meeting or other [electronic vote, paper vote by secretary's desk, survey monkey, etc.]

**Level Five: The AP&P Committee**

- Once the proposal reaches this level, it will be included in an AP&P agenda accordingly.  
Initiators need to be patient, as the scheduling depends on the volume of proposals in Level 5.
- AP&P Committee members will review AND comment on proposal. Committee vote will take place during regularly scheduled meetings.
- AP&P Chair will act upon the recommendation of the committee: Approve, Disapprove, Table, Hold for Changes.

**RESOURCES: AHC data resources available to initiators/deans:**

- AHC IRP site: [http://hancockcollege.edu/institutional\\_research\\_planning/index.php](http://hancockcollege.edu/institutional_research_planning/index.php)
- Learning Outcomes

**External data resources available to initiators/deans:**

- California Community College's Chancellor's Office (CCCCO) Datamart: <http://datamart.cccco.edu/>
- Student Success Scorecard: <http://scorecard.cccco.edu/scorecard.aspx>
- CCCCCO Research Reports: <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research.aspx>
- SalarySurfer: <http://salarysurfer.cccco.edu/SalarySurfer.aspx>
- California Association of Institutional Research (CAIR): <http://www.cair.org/>
- National Center for Education Statistics: <http://nces.ed.gov/>
- Society for College and University Planning: <http://www.scup.org/page/resources>
- Academic Senate of the California Community Colleges (ASCCC): <http://www.asccc.org/resources>
- CC League of California: <http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>
- California Department of Education: <http://www.cde.ca.gov/>
- U.S. Department of Education: <http://www.ed.gov/>
- CA Employment Development Department: <http://www.edd.ca.gov/>
- Gainful Employment Information: <http://www.ifap.ed.gov/GainfulEmploymentInfo/GEResources.html>



**QUICK CHECKLIST**  
**NEW COURSE and MAJOR COURSE MODIFICATION PROPOSALS**

PROPOSAL ELEMENTS	CHECKLIST and SUPPORTING ATTACHMENTS <i>(where applicable)</i>
Departmental Curriculum Discussion	<input type="checkbox"/> Faculty Peers, Department Chair, and Dean
	<input type="checkbox"/> Align with Department Goals / Existing Curriculum?
Appropriateness to AHC College Mission	<input type="checkbox"/> Strategic Plan Objectives/Educational Master Plan
	<input type="checkbox"/> Program Review
Justification / Need	<input type="checkbox"/> Analysis of course assessment data
	<input type="checkbox"/> AHC IRP Data
	<input type="checkbox"/> Student / employer survey
	<input type="checkbox"/> Advisory Board Recommendation
Adequate Resources	<input type="checkbox"/> Discussion with Academic Dean ( <i>mandatory</i> )
	<input type="checkbox"/> Feasibility Analysis:
	<input type="checkbox"/> Instructional/Learning Resources
	<input type="checkbox"/> Facilities / Classroom and Lab Space
	<input type="checkbox"/> Equipment
	<input type="checkbox"/> Available and Qualified Faculty and/or Support Staff ( <i>training, lab assistants, etc.</i> )
	<input type="checkbox"/> Technology / Software
	<input type="checkbox"/> Cost and Plan for Additional Resources
	<input type="checkbox"/> Scheduling ( <i>when will the course be offered, who will teach the course, etc.</i> )
Curriculum Duplication	<input type="checkbox"/> Discussion with discipline faculty
	<input type="checkbox"/> Minority report
Comparable Courses	<input type="checkbox"/> Discussion with Articulation Officer ( <i>for 100-level courses only</i> )
	<input type="checkbox"/> Comparable courses at the UC/CSU
	<input type="checkbox"/> Comparable CCC courses
Prerequisite, Corequisite, and advisory	<input type="checkbox"/> Content review
	<input type="checkbox"/> Statistical data ( <i>contact Institutional Research Office</i> )
	<input type="checkbox"/> Discussion with discipline faculty ( <i>and/or counselors</i> )

**QUICK CHECKLIST  
NEW PROGRAM PROPOSAL**

Program Proposal Elements	CHECKLIST and SUPPORTING ATTACHMENTS <i>(where applicable)</i>
Departmental Curriculum Discussion	<input type="checkbox"/> Faculty Peers, Department Chair, and Dean
	<input type="checkbox"/> Align with Department Goals / Curriculum
Appropriateness to AHC Mission	<input type="checkbox"/> Strategic Plan /Educational Master Plan
	<input type="checkbox"/> Proposed Program Goals/Objectives
	<input type="checkbox"/> Similar Programs at Other Colleges (for new program proposals)
Justification / Need	<input type="checkbox"/> Discussion with Academic Dean ( <i>mandatory</i> )
	<input type="checkbox"/> Analysis of Program Assessment data
	<input type="checkbox"/> Employer Survey
	<input type="checkbox"/> Advisory Board Recommendation
	<input type="checkbox"/> Comprehensive Program Review Current ( <i>for program modification proposals</i> )
	<input type="checkbox"/> Comprehensive Program Review Current ( <i>for program modification proposals</i> )
Adequate Resources	<input type="checkbox"/> Discussion with Academic Dean
	<input type="checkbox"/> Feasibility Analysis:
	<input type="checkbox"/> Instructional Materials and Learning/Library Resources
	<input type="checkbox"/> Facilities / Classroom and Lab Space adequate
	<input type="checkbox"/> Equipment
	<input type="checkbox"/> Available and Qualified Faculty
	<input type="checkbox"/> Instructional Support Staff
CO New Program Proposal Requirements	<input type="checkbox"/> Net Labor Demand ( <i>CTE programs only</i> )
	<input type="checkbox"/> Completer Projections ( <i>supported by IRP Data or other supporting data</i> )
	<input type="checkbox"/> Course Outlines (must be current)
	<input type="checkbox"/> % of Courses Offered via Distance Learning
	<input type="checkbox"/> Advisory Board Committee List
	<input type="checkbox"/> Advisory Board Committee Mtg. Minutes
	<input type="checkbox"/> Articulation Agreements ( <i>for programs with a goal of transfer</i> )
	<input type="checkbox"/> Submit to Regional Consortium After Board Approval

# Academic Policy & Planning Committee Meeting Minutes

Meeting: Thursday, Oct. 2, 2014 – B-100 – 2:00 PM

## VOTING MEMBERS

X Chair – Sofía Ramírez-Gelpí  
 X Vice-Chair – Tom VanderMolen  
 X Applied Social Sciences – Judith Dal Porto  
 X Business – Peggy Warrick  
 X Counseling – Lydia Maxwell  
 X English – Jennifer Jozwiak  
 X Fine Arts – David Passage  
 X Kinesiology, Rec & Athletics – Sheri Bates  
 X Health Sciences – Larry Manalo

X Industrial Technology – Robert Mabry  
 X Academic/Student Affairs – Sandra Bierdzinski  
 X Languages & Communication – Melinda Nishimori  
 X Life and Physical Sciences – Rob Lennihan  
 X Mathematics Sciences – Derek Mitchem  
 Public Safety – Mike Messina  
 X Social & Behavioral Sciences – Tom VanderMolen  
 X Student Representative – Quianna Cater

## NON-VOTING MEMBERS

Curriculum Specialist – Rebecca Andres X  
 VP, Academic Affairs – Luis Sánchez X  
 Admissions & Records – Janet Hooghuis X  
 Articulation – David DeGroot X  
 Community Education – vacant

## OTHER:

Karen Tait, past AP&P Chair  
 Part-Time Faculty Union, Danielle Blanchard X

## INVITEES

X Dean, Academic Affairs – Larissa Nazarenko  
 Dean, Academic Affairs – Paul Murphy  
 Dean, Academic Affairs – Nancy Meddings  
 Dean, Student Services – Robert Parisi

Dean, Academic Affairs – Ardis Neilsen  
 Dean, Matriculation/Counseling – vacant  
 Dean, Extended Campus – Rick Rantz  
 Associate Dean/Athletic Director – Kim Ensing

## GUESTS:

Richard Seidenberg  
 Diane McMahon

## ABSENT VOTING MEMBERS:

Messina

### I. Approval of Minutes

A motion was made to approve the minutes as amended. (M/S/P Manalo/Lennihan)

**AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Cater. **NOES:** None. **ABSTENTIONS:** None.

### II. Approval of the Agenda

A motion was made to approve the agenda as distributed. (M/S/P Manalo/Lennihan)

**AYES:** VanderMolen; Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None.

### III. Curriculum – 2<sup>nd</sup> Reading

Proposal Type	EFF	Course Prefix	Course Title	Units
a) New Topic	15/16	DANC 199B	Lyrical Dance	0.5 - 3
b) Committee action:			A motion was made to approve second readings for adoption. (M/S/P Nishimori/Passage). <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Cater. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.	

### IV. Curriculum – 1<sup>st</sup> Reading

Proposal Type	EFF	Course Prefix	Course title	Units
a) New Courses	15/16	RVT 300	Introduction to Veterinary Technology	2
			Many students do not have an understanding of the general scope of topics in the veterinary technology field. An introductory class is available at other veterinary technology programs including Foothill College, Pierce College and Platt College. Students who enroll in this introductory course will be more informed about program content and develop a strong foundation for success in the program.	
	15/16	ART 399	Topics in Art	0.5 - 3
			This new course will provide a continuing series of advanced studies in art for students. This “shell” course will serve as the basis for introducing new topics in art, but which the specific topic changes from term to term.	
			COMMITTEE RECOMMENDATIONS: 1) include the Banner	

			course title and remove "Art 399," from this field; 2) units - math seems to be off so it might need recalculating of the lecture/lab units. Consider sticking to only lecture, or only lab; 3) remove repeatability for the course as it is not repeatable; 4) in the catalog description 199 needs to change to 399 in the following sentence: "Offerings identified as 199 are not offered on a regular cycle (not within a two-year period); 5) course objectives - are there one or two objectives? 6) method of instruction - should address what is done for lecture and what is done for lab; 7) outside assignments - should address what is assigned for lecture and what is assigned for lab; 8) method of evaluation - should address what is evaluated for lecture and what is evaluated for lab; 9) remove the #1 as SLOs are numbered automatically by the system.	
c) Committee action:			A motion was made to recommend first readings for consideration. (M/S/P Lennihan/Maxwell). <b>AYES:</b> VanderMolen; Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Cater. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None.	

#### V. Curriculum Other

There was a discussion about the designation of courses as a lab 1, lab 2, or lab 3 course being part of AP&P's curriculum review process. Handouts were distributed. The consensus is:

- a) it is not the purview of AP&P to designate courses as Lab 1, 2, or 3
- b) COMMITTEE ACTION: None

#### VI. Public Remarks

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

#### VII. Reports

##### a) Committee Chair

The AP&P chair welcomed Quianna Cater, student representative from ASBG. A handout of useful descriptive terms was distributed and discussion followed. A handout of Bloom's Taxonomy was distributed followed by a review of the terms.

##### b) Articulation Officer

A report on the status of conditionally approved CID courses was distributed to specific AP&P representatives. All ADT core and List A courses submitted for CID review must be approved by June 15, 2015

#### VIII. Call for Future Agenda Items

#### IX. Call to Adjourn

A motion was made to adjourn at 3:40 pm. (M/S/P Mitchem/Lennihan)



# Academic Policy & Planning Committee Minutes

Meeting: Thursday, Oct. 9, 2014 – B-100 – 2:00 PM

## VOTING MEMBERS

X Chair – Sofía Ramírez-Gelpí  
 X Vice-Chair – Tom VanderMolen  
 X Applied Social Sciences – Judith Dal Porto  
 X Business – Peggy Warrick  
 X Counseling – Lydia Maxwell  
 X English – Jennifer Jozwiak  
 X Fine Arts – David Passage  
 X Kinesiology, Rec & Athletics – Sheri Bates  
 A Health Sciences – Larry Manalo

X Industrial Technology – Robert Mabry  
 X Academic/Student Affairs – Sandra Bierdzinski  
 X Languages & Communication – Melinda Nishimori  
 X Life and Physical Sciences – Rob Lennihan  
 X Mathematics Sciences – Derek Mitchem  
 X Public Safety – Mike Messina  
 X Social & Behavioral Sciences – Tom VanderMolen  
 A Student Representative – Quianna Cater

## NON-VOTING MEMBERS

X Curriculum Specialist – Rebecca Andres  
 VP, Academic Affairs – Luis Sánchez  
 X Admissions & Records – Janet Hooghuis  
 X Articulation – David DeGroot  
 Community Education – vacant

## OTHER:

Karen Tait, Past AP&P Chair  
 Part-Time Faculty Union – Danielle Blanchard

## INVITEES

Dean, Academic Affairs – Larissa Nazarenko  
 Dean, Academic Affairs – Paul Murphy  
 Dean, Academic Affairs – Nancy Meddings  
 Dean, Student Services – Robert Parisi

Dean, Academic Affairs – Ardis Neilsen  
 Dean, Matriculation/Counseling – vacant  
 Dean, Extended Campus – Rick Rantz  
 Associate Dean/Athletic Director – Kim Ensing

## GUESTS:

Richard Seidenberg

## I. Approval of Minutes

- a) **Committee Recommendations:** include in all future minutes the rationale for proposals; correction in item VII b) per Dave DeGroot; correction to page header; item V. regarding lab load discussion an amendment is needed to document the committee 's position on the designation of Lab 1, 2, and 3.
- b) **Committee Action:** a motion was made to approve the minutes of the October 2, 2014 meeting with amendments as recommended above. (M/S/P Lennihan/Mitchem). **AYES:** VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. **NOES:** None. **ABSTENTIONS:** None

## II. Approval of the Agenda

- a) **Committee Recommendations:** correction to change PE 100, CS 131, and CS 161 from major modifications to distance learning proposals; change RVT 301, 305, and 307 from change the order of proposals to accommodate guest, Richard Seidenberg.
- b) **Committee Action:** a motion was made to correct the agenda as recommended. (M/S/P Lennihan/Jozwiak). **AYES:** VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. **NOES:** None. **ABSTENTIONS:** None

## III. Curriculum 2<sup>nd</sup> Reading

Proposal Type	Course Prefix	Course Title	
a) New courses	ESL 542	Listening & Speaking Skills 1	
	ESL 543	Listening & Speaking Skills 2	
	ESL 544	Listening & Speaking Skills 3	
		Listening and speaking skills are part of the ESL Program Learning Outcomes. Three levels (beginning, intermediate, advanced) of listening/speaking courses will be replacing four outdated video courses (ESL 560: Crossroads Café 1, ESL 561: Crossroads 2, ESL 562: Connect with English 1 and ESL 563: Connect with English 2). Creating listening/speaking courses is a Plan of Action item documented in the 2009 ESL Program Review. Additionally, the ESL students were surveyed in Fall 2013. Listening and speaking courses were identified as the students' priority need. Moreover, the population that currently registers for the ESL video courses will be shifted to the new listening/speaking courses.	
	RVT 300	Introduction to Veterinary Technology	
		Many students do not have an understanding of the general scope of topics in the veterinary technology field. An	

		introductory class is available at other veterinary technology programs including Foothill College, Pierce College and Platt College. Students who enroll in this introductory course will be more informed about program content and develop a strong foundation for success in the program.	
<b>b) Major Mod</b>	ART 110	Design 1	
		The course is being modified to align with CID descriptor in preparation for an associate degree for transfer proposal.	
	FRCH 101	Elementary French I	
		The course is being modified as part of the 6-year cycle of course and program review.	
<b>c) DL</b>	PE 100	Introduction to Kinesiology	
		The Health, Physical Education, and Athletic Department is in the process of modifying the Physical Education Degree. The primary intent is to make the degree more current and reflective of other institutions. It is anticipated, with the program modifications that include this introductory course, and the modification for DL modality, significantly more students will seek and complete a Physical Education Degree as part of their transfer goals.	
<b>d) Committee action:</b>		i. A motion was made to recommend second readings for adoption. (M/S/P Lennihan/Warrick). <b>AYES:</b> VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Dal Porto. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None	

#### IV. Curriculum – 1<sup>st</sup> Reading

Proposal Type	Course Prefix	Course Title
<b>a) DL Conversion</b>	<b>CS 131</b>	<b>Computer Organization</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> Course is being modified to articulate with Cal Poly SLO and to provide a DL component for the course; units are being reduced from 4 to 3 units. Check for CI Report.</li> <li>• <b>Committee recommendations:</b> Detail is needed in the DL section, specifically on the nature of the “evaluation and homework tools” and what these are as they relate to the face-to-face evaluation and homework tools; textbook listed is from 2003 but a more recent one is needed or provide justification for the older text.</li> <li>• <b>Committee Action:</b> item d) i below</li> </ul>
	<b>CS 161</b>	<b>Discrete Structures</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> Course is being modified to provide a DL component for this course.</li> <li>• <b>Committee recommendations:</b> Detail is needed in the DL section, specifically on the nature of the “evaluation and homework tools” and what these are as they relate to the face-to-face evaluation and homework tools; a sample question is needed for method of evaluation.</li> <li>• <b>Committee Action:</b> item d) i below</li> </ul>
<b>b) Major Mods</b>	<b>CS 175</b>	<b>Object Oriented Programming</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> A prerequisite of CS111 is being added to ensure student</li> </ul>

		<p>success in this course. MATH 311 prerequisite is being removed.</p> <ul style="list-style-type: none"> <li>• <b>Committee recommendations:</b> None</li> <li>• <b>Committee Action:</b> item d) ii below</li> </ul>
	<b>FRCH 102</b>	<b>Elementary French II</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> Course is undergoing its course review cycle to ensure currency and quality of course content. The title of course is being changed from Elementary French.</li> <li>• <b>Committee recommendations:</b> Unit table indicates 5.00-0.00? Where is the 0.00 coming from? In the MOE, #5, students don't prepare for the oral presentations but give them so remove the phrase "Prepare for". In the MOE, rather than selecting from the available options list, provide a narrative of what happens in lecture. The workbook that accompanies the adopted textbook appears under the supplemental materials. Is the workbook optional or required? If required please move to adopted section.</li> <li>• <b>Committee action:</b> item d) ii below</li> </ul>
<b>c) Minor Mods</b>	<b>RVT 301</b>	<b>Veterinary Anatomy, Physiology and Terminology</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> The catalog description is being modified to include standard RVT medical board language in order to meet agency approval. Agency mandated documentation was not attached. After discussion and review of the proposed changes the committee agreed the proposal was a minor modification.</li> <li>• <b>Committee recommendations:</b> None</li> <li>• <b>Committee action:</b> item d) iii below</li> </ul>
	<b>RVT 305</b>	<b>Medical Nursing &amp; Animal Care</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> The catalog description and course content is being modified to include standard RVT medical board language in order to meet agency approval. Agency mandated documentation was not attached. After discussion and review of the proposed changes the committee agreed the proposal was a minor modification.</li> <li>• <b>Committee recommendations:</b> None</li> <li>• <b>Committee action:</b> item d) iii below</li> </ul>
	<b>RVT 307</b>	<b>Veterinary Radiology and Radiation Safety</b>
		<ul style="list-style-type: none"> <li>• <b>Rationale:</b> The catalog description is being modified to include standard RVT medical board language in order to meet agency approval. The title of the course is also being modified from Veterinary Equipment &amp; Radiography. Agency mandated documentation was not attached. After discussion and review of the proposed changes the committee agreed the proposal was a minor modification.</li> <li>• <b>Committee recommendations:</b> None</li> <li>• <b>Committee action:</b> item d) iii below</li> </ul>
<b>d) Committee action:</b>		<p>i. A motion was made to recommend proposals for distance learning modality. (M/S/P Mitchem/Bierdzinski). <b>AYES:</b> VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Dal Porto. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>ii. A motion was made to recommend first readings of major modifications for consideration. (M/S/P Mitchem/Passage). <b>AYES:</b> VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Nishimori; Lennihan; Mitchem; Dal Porto. <b>NOES:</b> None. <b>ABSTENTIONS:</b> Bierdzinski</p> <p>iii. A motion was made to recommend first readings of minor</p>



	modifications for consideration. (M/S/P Mitchem/Lennihan) <b>AYES:</b> VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Dal Porto. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None
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**V. Curriculum – Other**

- a) Proposal Review at AP&P Meetings: Action Item
  - **Question:** If committee member comments, including chair comments, reflect that the proposal is good to move forward [add to a consent agenda section], does the committee need to discuss it at a meeting? Could proposal review at a meeting be focused on the more challenging proposals?
  - **Committee Recommendations:** Adopt policy as stated.
  - **Committee Action:** (M/S/P Mitchem/Bierdzinski) **AYES:** VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Dal Porto. **NOES:** None. **ABSTENTIONS:** None
  
- b) Minor Mods and Agency Mandated Modification CNET Processes: Action Item
  - A handout on the current status of proposals (level 1, 2, 3, etc.) was distributed. The CNET process for minor mods and agency-mandated modifications has an error causing several math minor modification proposals to be stalled in the process (identified on the handout with “level” field blank )
  - **Question:** Could these proposal types not be used while the error is removed and additional minor modifications can be submitted without being stalled?
  - **Committee Recommendations:** Submit everything as a major mod for now, and “shut down” minor mods and agency-mandated proposal submission in CNET after six math proposals have been forwarded to the next level successfully. Change the current agency-mandated mods to major mods until testing of the process is successful.
  - **Committee Action:** (M/S/P Lennihan/ ) **AYES:** VanderMolen; Warrick; Maxwell; Jozwiak, Passage; Bates; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Dal Porto. **NOES:** None. **ABSTENTIONS:** None
  
- c) Repeatability Informational Item
  - Look at “families of courses” and review new courses that may need to be added to the list. The families of courses list will be distributed to the committee for review. Repeatability information posted on the college’s website will be updated once the families of courses has been reviewed. A board policy and administrative procedure for repeatability is needed.

**VI. Public Remarks - None**

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

**VII. Reports**

- a) AP&P Chair
  - Comparison chart of completed proposals from fall 2011, 2012, 2013 and 2014 was distributed. Connected to this, there is a SERIOUS concern about proposal backlog and meeting board approval and catalog deadlines. The committee discussed textbook and LRC processes.
  - Documentation needed: need for documentation has not changed since the days of paper proposals. Documentation is needed to drive the rationale(s) for substantive changes to courses/programs or for the creation of new courses/programs.
  - All CNET fields should be filled in adequately since technical paper pages are gone. Information in these fields provides the committee with appropriate background when reviewing proposals in CNET. Comments from initiators such as “already done” or “this was already approved” are neither appropriate nor helpful to the committee. *Note: this language was also used by clerical support staff during the pre-implementation of CurricUnet when course outlines were being reviewed for accuracy. Proposal information was not being entered but needed to “finish” CurricUnet screens. Initiators should update these fields when working on a proposal.*

- October C-ID newsletter was shared with committee.
- PCA validation, 3SP, Equity Plan in the works

**VIII. Call for Future Agenda Items**

- a) Options for the backlogged proposals in CNET: what do we do?
- b) New program proposal process
- c) Technical Review: what is it?
- d) Prerequisites to programs: revisit
- e) Revisit the CNET process: instructions, docs, everything.

**IX. Call to Adjourn**

The meeting was adjourned at 4:00 pm

# Academic Policy & Planning Committee Meeting Minutes

Meeting: Thursday, October 23, 2014 – B-100 – 2:00 PM

## VOTING MEMBERS

X Chair – Sofia Ramirez-Gelpi  
 A Vice-Chair – Tom VanderMolen  
 X Applied Social Sciences – Judith Dal Porto  
 X Business – Peggy Warrick  
 X Counseling – Lydia Maxwell  
 X English – Jennifer Jozwiak  
 X Fine Arts – David Passage  
 X Kinesiology, Rec & Athletics – Sheri Bates  
 X Health Sciences – Larry Manalo

X Industrial Technology – Robert Mabry  
 X Academic/Student Affairs – Sandra Bierdzinski  
 A Languages & Communication – Melinda Nishimori  
 X Life and Physical Sciences – Rob Lennihan  
 X Mathematics Sciences – Derek Mitchem  
 X Public Safety – Mike Messina  
 A Social & Behavioral Sciences – Tom VanderMolen  
 A Student Representative – Quianna Cater

## NON-VOTING MEMBERS

Curriculum Specialist – Rebecca Andres  
 A VP, Academic Affairs – Luis Sánchez  
 A Admissions & Records – Janet Hooghuis  
 A Articulation – David DeGroot  
 Community Education – vacant

## OTHER

Part-Time Faculty Union – Danielle Blanchard  
 Karen Tait, past AP&P Chair

## INVITEES

Dean, Academic Affairs – Larissa Nazarenko  
 Dean, Academic Affairs – Paul Murphy  
 Dean, Academic Affairs – Nancy Meddings  
 Dean, Student Services – Robert Parisi

Dean, Academic Affairs – Ardis Neilsen  
 Dean, Matriculation/Counseling – vacant  
 Dean, Extended Campus – Rick Rantz  
 Associate Dean/Athletic Director – Kim Ensing

## GUESTS

Richard Seidenberg  
 Tina Nunez  
 Susan Farley  
 Nancy Peters

## I. Approval of Minutes -

- a) A motion was made to approve the minutes of the October 9, 2014 meeting as distributed. M/S/P Lennihan/Mitchem. **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None

## II. Approval of the Agenda

- a) motion was made to approve agenda as distributed. M/S/P Lennihan/Mitchem. **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Lennihan; Mitchem; Messina. **NOES:** None. **ABSTENTIONS:** None

## III. Curriculum 2<sup>nd</sup> Reading

Proposal Type	Course Prefix	Course title	Units
a) Major Mods	CS 175	<b>Object-Oriented Programming</b>	<b>3</b>
		Justification for modification: A prerequisite of CS 111 is being added to ensure student success in this course. MATH 311 prerequisite is being removed, and the advisory course CS 121 is being removed.	
	DA 325	<b>Clinical Dental Procedures</b>	<b>3</b>
		Justification for modification: Course Outline is being modified to reconcile outline with course offering. Coronal polishing is being removed from the course outline.	
	FRCH 102	<b>Elementary French II</b>	<b>5</b>
		Justification for modification: Course is undergoing its course review cycle to ensure currency and quality of course content. Prerequisite: FRCH 101 or two years of high school French.	
	RVT 301	<b>Veterinary Anatomy, Physiology and Terminology</b>	<b>3</b>
		Justification for modification: Content is being modified to add agency-required language for agency approval. Prerequisite: BIOL 100 and CHEM 120	
	RVT 305	<b>Medical Nursing &amp; Animal Care</b>	<b>4</b>
		Justification for modification: content is being modified to add agency-required language for agency approval. Prerequisite: completion or concurrent enrollment in RVT 301.	
	RVT 307	<b>Veterinary Radiology and Radiation Safety</b>	<b>2</b>

		Justification for modification: Content is being modified to add agency-required language in order to meet agency approval. Course title was changed, formerly Veterinary Equipment and Radiography. Advisory: eligibility for READ 310	
<b>b) DL Requests</b>	<b>CS 131</b>	<b>Computer Organization</b>	<b>3</b>
		Justification for modification: the course units are being modified to align with four-year colleges and to request DL modality. The units are being decreased from 4 units to 3 units. Prerequisite: CS 111.	
	<b>CS 161</b>	<b>Discrete Structures</b>	<b>3</b>
		Justification: the course modification is a request for DL modality in order to serve more students. The prerequisite is being modified to remove CS 121 and 175. Prerequisite: Math 181 and either <del>CS 121</del> or <del>CS 175</del> <u>CS 111</u> .	
<b>c) Committee action:</b>		i. A motion was made to recommend 2 <sup>nd</sup> readings for adoption. M/S/P Warrick/Lennihan. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Lennihan; Mitchem; Messina. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None	

#### IV. Curriculum 1<sup>st</sup> Reading

Proposal Type	Course Prefix	Course Title	Units
<b>a) New Courses</b>	<b>ECS 150</b>	<b>Administration II: Personnel and Leadership in Early Childhood Education</b> Prerequisite: ECS 106; advisory: ENGL 513	<b>3</b>
		<p><b>Justification:</b> The course is being aligned with the Curriculum Alignment Project (CAP) for transfer to CU systems per Chancellor's Office.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• Data is needed that shows need/demand for this course. Examples of expected data are: student survey results, program review recommendations, advisory board recommendations, job market surveys [do skills from course improve or enhance employability?], UC transfer patterns since this course would transfer to the UC, CAP info that determines the need for this course. Consider including in the justification goals and purpose of the new course, and alignment of such goals and purpose to the college's master educational plan and strategic plan. Does the addition of the course in the discipline impact timely graduation and/or acquisition of degree or certificate? How will it be sequenced in view of other degrees or certificates already offered? Consider including recruitment, retention and success plans in the justification.</li> <li>• The actual dept. vote is missing. Comments from other FT faculty in the discipline are missing. Please ensure all FT faculty participate in the review and comment process prior to a dept. vote.</li> <li>• The Banner title is confusing and needs rewriting. Consider the A&amp;R rep suggested title as Banner course titles appear on students' transcripts.</li> <li>• Some of the Outside Assignments listed seem incomplete. For example, "Write a reflection paper on the outcomes." But on the outcomes of what?. Consider using action verbs rather than nouns. For example, instead of "Interview with an early care program director" consider "Students will interview..." or "Students will develop" or "Students will complete..."</li> <li>• The Outside Assignments (OA) do not address Method Of Evaluation fully. For example, students write a reflection paper as OA but they are not evaluated on this paper in the MOE. Adding details in the OA and MOE section, via narratives, will help clarify this issue and show integration between OA and MOE.</li> <li>• The sample essay question in the MOE doesn't clearly show critical thinking.</li> </ul>	

		<p>For example, what is the purpose behind developing a job description or a personnel handbook? Consider appropriate Bloom's Taxonomy verbs that show synthesis, analysis and/or evaluation such as analyze, evaluate, compare, contrast, investigate, design, assess, etc. For example, consider a rewrite such as: "Analyze three different job descriptions, comparing and contrasting the info posted in these. Then, develop an entirely new job description that would implement positive aspects of the job description you reviewed, but also adding information you deem important in a job description. Please explain why those factors were added to your job description."</p> <ul style="list-style-type: none"> <li>• Review for a 100-level course requires a textbook to be in place before approval. The lack of a textbook could jeopardize articulation agreements. Please find a textbook, and/or consider seeking help from the Articulation Officer (AO) to locate comparable course syllabi/outlines to provide you with ideas for appropriate textbooks.</li> <li>• Comparable 100-level courses missing, especially UC comparable courses, since this new course provides a pathway for transfers to UC system.</li> <li>• The Content Review page attached doesn't have dept. chair or academic dean signatures.</li> </ul>	
	<b>ENGL 140</b>	<b>Graphic Novel as Literature</b> Prerequisite: ENGL 101	<b>3</b>
		<p><b>Justification:</b> Rationale: Course is being developed to address emerging field of study.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• Please provide data to show demand for this course (i.e. student survey results, alignment with goals of Master Ed Plan, program review, UC/CSU trends, private 4-yr trends)?</li> <li>• Please provide any of the following: Enrollment Management plan, recruitment plan, retention and success plan, transfer option plan, UC/CSU pathway since this is a 100-level course.</li> <li>• Consider the option of offering the course as an experimental course to gather sufficient data to convert to a regular course.</li> <li>• Consider including comparable courses. If an emerging field, consider using comparable courses from colleges or universities outside CA.</li> <li>• Consider adding a DL component that could attract more students.</li> <li>• Grading option – Consider P/NP or letter grade option.</li> <li>• Since prerequisite is ENGL 101, please attach content review page to establish the prereq.</li> <li>• Please attach the GE worksheets for GE submission. These can be found at: <a href="http://www.hancockcollege.edu/curriculum/curricunet.php">http://www.hancockcollege.edu/curriculum/curricunet.php</a></li> <li>• Course content – No need to provide specific week length for each topic.</li> <li>• Textbook listed is from 1993. Consider recent options such as "The Graphic Novel: An Introduction" by Jan Baetens and Hugo Frey published by Cambridge University Press this year. OR consider the textbook used by CSU Long Beach</li> </ul>	
<b>b) Major Mods</b>	<b>ECS 111</b>	<b>Administration I: Programs in Early Childhood Education</b> Prerequisite: ECS 106; advisory: ENGL 513	<b>3</b>
		<p><b>Justification for modification:</b> Course is being modified to align course with the Curriculum Alignment project (CAP). CAP alignment is required for the CA Education Children's Center Permit Matrix. The catalog description is modified to include information that this is an introductory to administration of early childhood education programs course. The objectives are being modified and the content in the course outline is being updated.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• The actual dept. vote is missing. Comments from other FT faculty in the discipline are missing. Please ensure all FT faculty participate in the review and comment process prior to a dept. vote.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Although a CNET glitch, the discipline placement for this course is needed.</li> <li>• The Banner title is confusing and needs rewriting. Consider the A&amp;R rep suggested title since the Banner titles appear on students' transcripts.</li> <li>• This is a 100-level transferable course. Therefore, critical thinking skills are needed in the outside assignments (OA) or in the Methods of Eval (MOE). Consider Bloom's Taxonomy examples that make use of Critical Thinking verbs such as analyze, investigate, examine, report, etc.</li> <li>• The assignments don't reflect all evaluative tools in the MOE. For example, papers and projects in the MOE don't appear as homework in the AO. Adding details in the OA and MOE section, via narratives, will help clarify this issue and show integration between OA and MOE.</li> <li>• The DL components need to be rewritten and integrated with the COR. For example, the DL assignments don't articulate with the assignments listed in the COR. In the COR, students are required to design an early care center. How is this assignment adjusted for a DL section?</li> </ul>	
	<b>ECS 120</b>	<p><b>Adult Supervision and Mentoring in Early Care and Education</b> Prerequisite: ECS 106; advisory: ENGL 513</p> <p><b>Justification for modification:</b> Course is being modified to align course with the Curriculum Alignment project (CAP). CAP alignment is required for the CA Education Children's Center Permit Matrix. The course title is being changed to Adult Supervision and Mentoring in Early Care and Education. The course content and course objectives are being modified and all areas of the course outline are being updated.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• The actual dept. vote is missing. Comments from other FT faculty in the discipline are missing. Please ensure all FT faculty participate in the review and comment process prior to dept. vote.</li> <li>• The Banner title is confusing, needs rewriting. Consider the A&amp;R rep suggested title as Banner course titles appear on students' transcripts.</li> <li>• The Outside Assignments (OA) requires students to use ECERS yet this is not covered in course content (it used to but was removed in this modification). Consider rewriting the question to read "Using any evaluative or assessment tool presented in class, asses an Early Childhood Program...".</li> <li>• Consider adding more detail on the OA section to fully integrate with the MOE. For example, in the OA students interview an Early Childhood mentor for purposes of ...writing a report? Developing a portfolio? Adding to their journal?</li> <li>• Are there quizzes/exams/tests in this course? None was listed in the MOE section of the COR yet these are listed in the DL section. Please provide adjustments being made to DL section based on OA and MOEs listed in the COR. Integration is needed to provide evidence that the F2F and DL experience are the same.</li> <li>• The MOEs don't coincide with the OAs. Students are evaluated on portfolios and papers yet the OA doesn't reflect writing papers.</li> <li>• This is a 100-level transferable course requiring a textbook be in place before approval. Existing articulation agreements could be jeopardized. Consider seeking help from the Articulation Officer (AO) to locate comparable course syllabi/outlines to provide ideas for appropriate textbooks.</li> <li>• The DL fields need to be rewritten. For example, the DL evaluation indicates tests and yet the COR doesn't mention tests in the MOE. Once again, integration is needed to provide evidence that the F2F and DL experience are the same.</li> <li>• The Content Review page attached doesn't have signatures. Please reattach with required signatures.</li> </ul>	<b>2</b>
	<b>ENGL 107</b>	<p><b>Literary Arts Journal 1</b> Advisory: <u>eligibility for ENGL 514</u></p>	<b>3</b>

		<p><b>Justification for modification:</b> the modification is a request for distance learning modality. The course outline is also being updated and the advisory language is being modified.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• For a 100-level course, the grading should also include letter grade option.</li> <li>• What is the CB11 Code for this course?</li> <li>• OA – The use of Blackboard for participation is an adjustment noted in the DL section of the COR. #3 should be rewritten to reflect analysis and evaluation of texts, as it would happen in the F2F class.</li> <li>• Content review page lacks academic dean's signature.</li> </ul>	
	<b>LBRY 170</b>	<p><b>Library Research Methods</b> Advisory: ENGL 513</p>	<b>2</b>
		<p><b>Justification for modification:</b> The course is being modified to reflect a new textbook, which requires a slight change to the course content. The advisory is being modified: <del>ENGL 300</del> or ENGL 513 since this a transfer-level course.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• Although course is already approved for DL, the DL screen need to be re-entered based on attached DL file.</li> </ul>	
	<b>MATH 105</b>	<p><b>Mathematics for Teachers</b> Prerequisite: MATH 331 or MATH 333/334</p>	
		<p><b>Justification for modification:</b> the textbook is being updated and Math 333/334 is being included as a prerequisite - Math 334 is just the second course in a two semester version of the prerequisite course, Math 331.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• This is a 100-level course with an ENGL 101 advisory. Consider adding writing components from the existing COR that would justify the ENGL 101 advisory, or consider removing the ENGL 101 advisory. The Method Of Evaluation used to list "Research and collaborative projects" and "Written and oral presentations", which seem appropriate for a 100-level course and would explain the ENGL 101 advisory. Consider reinstating these if keeping ENGL 101 advisory. Please provide a sample writing/essay question connected to course objective #12.</li> <li>• The instructor-initiated contact for the hybrid section indicates 6 hrs. weekly. Course is 4 hrs. weekly. Consider correcting instructor-initiated contact to reflect 4 hrs. weekly OR add types of instructor-initiated contact that would warrant the extra 2 hrs.: Office hours? Phone conversations? Provide feedback on graded homework?</li> <li>• The DL fields in CNET are empty. Although course was approved for DL, please consider entering the info into these fields so it is accessible moving forward..</li> </ul>	
	<b>MATH 123</b>	<p><b>Elementary Statistics</b> Prerequisite: MATH 331 or MATH 333/334</p>	<b>4</b>
		<p><b>Justification for modification:</b> one hour is being added to total lecture hours to cover the content and the lab hour is being removed; units will increase from 4 to 5 units and lab hours from 1 to 0 hours; economics is being added as a valid discipline for teaching the class since we often have trouble finding instructors and many economists actually take more statistics courses than mathematicians do; Math 334 is being added as a prerequisite - Math 334 is the second course in a two semester version of the prerequisite course, Math 331; the content and objectives to match the C-ID and updated the textbook.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• Find other colleges that offer 5 units for stats – this impacts the AAT in</li> </ul>	

		<p>Psychology - talk with psy faculty.</p> <ul style="list-style-type: none"> <li>• Consider adding Statistics as a plausible discipline placement for this course.</li> <li>• Consider consultation with Economics faculty about the discipline placement into Economics. Course placement into a discipline is driven by the course content. It is important to verify that an Economics instructor could teach the course.</li> <li>• Please provide justification for increasing units. Consider impact on established programs and courses as well as fiscal impact on students. PLEASE provide data to substantiate the unit increase since the C-ID, at a minimum, lists 3 units in its descriptor. Work closely with Articulation Officer on the issue of the unit increase.</li> <li>• Consider attaching email information from the C-ID reviewer, including C-ID descriptor.</li> <li>• Grading option – Please allow students to have the option to P/NP or Letter Grade. Not all students will require it for transfer.</li> <li>• Outside Assignments (OA) - If course remains at 4 units, then study time is calculated at 8 hrs per week. If course is increased to 5 units, then study time should equal 10 hrs.</li> <li>• Methods Of Evaluation (MOE) mentions projects, which do not appear in the OA. Remove from MOE, or add to OA, with an example of what the project entails.</li> <li>• The DL page reflects 4 units of work. If increasing units to 5, please ensure DL page reflects unit increase as well.</li> <li>• Consider adjustments to the DL page. For example, testing is listed as in person but quizzes being adjusted to take place in BB. Consider the rewrite to clarify/explain. The MOE states “tests and/or quizzes” so a distinction should be drawn between the two in the DL page, if that is the case.</li> <li>• Consider other means of communicating services to online students: For example, course syllabus, Course orientation, Online orientation, Email reminders, In person during office hours, etc.</li> </ul>	
	<b>MATH 141</b>	<p><b>Precalculus</b> Prerequisite: MATH 321 and MATH 331 or MATH 321 and MATH 333/334 Advisory: none</p>	<b>4</b>
		<p><b>Justification for modification:</b> the course is outline is being updated; textbook; removed MATH 310 as an advisory since it is going to be dropped from the program and added a prerequisite (Math 334) the second half of a two semester version of the standard prerequisite, Math 331.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• The prereqs are a bit confusing as written in CNET currently. AP&amp;P rep indicated that the correct sequence is: (1) MATH 321 and 331, or (2) Math 321 and 334. Consider working with the Curriculum Specialist to capture the language within the CNET fields.</li> <li>• Consider adding a sample essay/writing question in the MOE. For example, course objective #10 provides a good example for a test/quiz question that requires application, evaluation.</li> <li>• Grading Option – Consider the P/NP option as well.</li> </ul>	
	<b>MATH 184</b>	<p><b>Linear Algebra/Diff Equations</b> Prerequisite: MATH 183</p>	<b>5</b>
		<p><b>Justification for modification:</b> the course is being modified to align with C-ID <b>Committee recommendations:</b> none</p>	
	<b>RVT 306</b>	<p><b>Surgical Nursing &amp; Dentistry</b></p>	<b>4</b>
		<p><b>Justification for modification:</b> The catalog descriptions need to be modified by adding, clarifying or correcting the description to comply with CA Veterinary Medical Board standards for qualifying to take the state and national board exams.</p>	



		<p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• Modify current prereq language since as per initiator RVT 301 cannot be taken concurrently with RVT 306.</li> <li>• Given the textbooks being used, and the Methods Of Eval (MOE), consider an ENGL or READ advisory for this course, similar to RVT 307. Initiator was advised to consult with Julie Knight, READ instructor, to evaluate the textbook(s) in order to provide an accurate advisory course(s).</li> <li>• Please consider including a sample topic for the research paper in the Outside Assignment or the grading rubric in the MOE.</li> <li>• Course objectives 5, 11, 12 use the nominal phrase "Knowledge of...". Please change to read "Know..." (Using verb form to comply with the sentence "At the end of the course, the students will be able to KNOW proper techniques...")</li> </ul>	
c) Minor Mods	MATH 135	<p><b>Calculus with Applications</b> Prerequisite: MATH 131 or MATH 141</p>	3
		<p><b>Justification for modification:</b> the course is being modified to align with C-ID; the course content, objectives, assignments, and methods are being modified.</p> <p><b>Committee recommendations:</b></p> <ul style="list-style-type: none"> <li>• The modification to course content seems appropriate given the textbook change.</li> <li>• Since course objectives were modified, please complete the GE worksheets in order for the course to be reviewed for GE standing (AHC 4B, CSU 4B and IGETC 2).</li> <li>• MOE: Please include a sample writing question. For example, new course objective #4 could easily translate to some test/quiz question that involves analyzing, evaluating.</li> </ul>	
	MATH 182	<p><b>Calculus 2</b> Prerequisite: MATH 181</p>	5
		<p><b>Justification for modification:</b> the course is being modified to align with C-ID <b>Committee recommendations:</b> none</p>	
	MATH 183	<p><b>Multivariable Calculus</b> Prerequisite: MATH 182</p>	5
		<p><b>Justification for modification:</b> the course is modified to align with C-ID <b>Committee recommendations:</b> none</p>	
	MATH 331	<p><b>Algebra 2</b> Prerequisite: MATH 311 or MATH 313/314; advisory: MATH 321</p>	4
		<p><b>Justification for modification:</b> the course is outline is being updated; textbook</p> <p><b>Committee recommendations:</b> none As indicated by the initiator, the unit value for this course, which was ALWAYS 4 units, was entered incorrectly as 5 units.</p>	
d) Committee action:		<p>i. A motion was made to recommend prerequisites, corequisites, and advisories based on content review for consideration. M/S/P Lennihan/Mitchem. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>ii. A motion was made to recommend 1st readings for consideration. M/S/P Manalo/Passage. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak, Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>	

## V. Curriculum Other

- a) **AP 4022. Course Approval** – AP&P has been tasked by the Academic Senate to review administrative procedure 4022 and to forward a recommendation to Academic Senate. AP 4022 draft was distributed to the committee for review

## VI. Public Remarks

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

## VII. Reports

- a) AP&P Chair Report  
The chair reported from the DL committee the need to review DL proposals more rigorously.
- b) Student equity plan – the chair also reported on available research data and the work of the Institutional Research department. Also, the timeline for the summer/fall 2015 schedule development was shared and discussion followed.

## VIII. Call for Future Agenda Items

## IX. Call to Adjourn

The meeting was adjourned at 4:00 pm .

# Academic Policy & Planning Committee Meeting Minutes

Thursday, October 30, 2014 – B-100 – 2:00 PM

## VOTING MEMBERS

X Chair – Sofia Ramirez-Gelpi  
 X Applied Social Sciences – Judith Dal Porto  
 X Business – Margaret Warrick  
 X Counseling – Lydia Maxwell  
 X English – Jennifer Jozwiak  
 X Fine Arts – David Passage  
 X Kinesiology, Rec & Athletics – Sheri Bates  
 X Health Sciences – Larry Manalo

X Industrial Technology – Robert Mabry  
 X Languages & Communication – Melinda Nishimori  
 X Life and Physical Sciences – Rob Lennihan  
 X Mathematics Sciences – Derek Mitchem  
 X Miscellaneous – Sandra Bierdzinski  
 X Public Safety – Mike Messina  
 X Social & Behavioral Sciences – Tom VanderMolen  
 A Student Representative – Quianna Cater

## NON-VOTING MEMBERS

X Curriculum Specialist – Rebecca Andres  
 X Admissions & Records – Janet Hooghuis  
 X Articulation – David DeGroot  
 A Vice Pres, Academic Affairs – Luis Sánchez  
 A Community Education – vacant

## INVITEES

Dean, Academic Affairs – Roanna Bennie  
 Dean, Academic Affairs – Paul Murphy  
 Dean, Academic Affairs – Nancy Meddings  
 Dean, Student Services – Robert Parisi

Dean, Academic Affairs – Ardis Neilsen  
 Dean, Matriculation/Counseling – vacant  
 Dean, Extended Campus – Rick Rantz  
 Associate Dean/Athletic Director – Kim Ensing

## OTHER

A Part-Time Faculty Representative  
 A Past AP&P Chair – Karen Tait

### I. Approval of Minutes

- a) A motion was made to approve the minutes of the October 23, 2014 meeting with corrections. **M/S/P** Lennihan/Mitchem **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen. **NOES:** None. **ABSTENTIONS:** None

### II. Approval of the Agenda

- a) A motion was made to approve the agenda as distributed. **M/S/P** Lennihan/Mitchem **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen. **NOES:** None. **ABSTENTIONS:** None

### III. Curriculum 2nd Reading

Proposal Type	Course Prefix	Course Title	Units
<b>a) Major Mods</b>	LBRY 170	Library Research Methods	2
		Rationale: Course is being modified to change textbook and advisories. Advisory: ENGL 513	
	MATH 184	Linear Algebra/Diff Equations	5
		Rationale: Course is being modified to meet C- ID descriptor items: course content, objectives, catalog description. Prerequisite: MATH 183	
	RVT 306	Surgical Nursing & Dentistry	4
		Rationale: Course is being modified to clarify catalog description language to comply with CA Veterinary Medical Board standards. Prerequisite: RVT 301	
<b>b) Minor Mods</b>	MATH 182	Calculus 2	5
		Rationale: Course is being modified to meet C- ID descriptor items: textbook, course objectives. Prerequisite: MATH 181	
	MATH 183	Multivariable Calculus	5
		Rationale: Course is being modified to meet C- ID descriptor items: textbook, course description. Prerequisite: MATH 182	
	MATH 331	Algebra 2	4
		Rationale: Textbook change and correction of errors due to data entry in CNET. Prerequisite: MATH 311 or MATH 313/314; advisory: MATH 321	

<p><b>c) Committee actions:</b></p>		<p>i. a motion was made to recommend 2<sup>nd</sup> readings for adoption. M/S/P Lennihan/Mitchem <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>ii. a motion was made to approve prerequisites and advisories. M/S/P Manalo/Lennihan. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>	

**IV. Curriculum 1<sup>st</sup> Reading**

None

**V. Curriculum Other**

**a) AP 4022 Course Approval**

Committee action: no action was taken pending clarification of when local approval of stand-alone courses officially ended and to clarify what language is required for those areas of the document that are no longer applicable.

**b) Roles and Responsibilities of AP&P Committee Members**

A modification to this document has been requested to include the role of the Banner specialist, admissions and records representative, associated student body representative and also to clarify the duties of the AP&P Chair.

- i. **Committee action:** a motion was made to modify the roles and responsibilities after the committee description is reviewed. **M/S/P** Lennihan/Bierdzinski. **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen. **NOES:** None. **ABSTENTIONS:** None

**VI. Public Remarks**

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

**VII. Reports**

- a) An update on lab 1, 2, and 3 was provided by Sandra Bierdzinski and Lydia Maxwell.
- b) MATH 309 was inadvertently disapproved at the department level in CurricUnet. Note: whenever a proposal is “disapproved” by the chair or dean, a proposal dies and is marked “completed”. The department and AP&P committee reps will need to review the course using the following instructions:
  - Log in and go to “all proposals”
  - Find “completed proposals” above the all proposals link
  - Locate MATH 309 in completed proposals and click on “check status”
  - Department faculty will only be able to review the proposal and course outline – no action is available for them to take. The department chair will need to email the department vote so that it can be recorded in CurricUnet.
  - AP&P reps can take “action” and comment on the proposal.

**VIII. Call for Future Agenda Items**

- a) Math 309 impact on courses that use Math 311
- b) Sunset/drop policy
- c) Sunset course report for departments
- d) Follow-up on AP 4022
- e) Add current textbook change, correction, and new topic proposals to consent agenda.
- f) Double counting of units for GE
- g) Credit by exam process in CurricUnet
- h) Bachelor’s degree and impact to AP&P workload

**IX. Call to Adjourn**

The meeting was adjourned at 4:00 pm

# Academic Policy & Planning Committee Meeting Minutes

Thursday, November 6, 2014 – B-100 – 2:00 PM

VOTING MEMBERS		NON-VOTING MEMBERS
A Chair – Sofia Ramirez-Gelpi	X Industrial Technology – Robert Mabry	X Curriculum Specialist – Rebecca Andres
X Applied Social Sciences – Judith Dal Porto	X Languages & Communication – Melinda	X Admissions & Records – Janet Hooqhuis
X Business – Margaret Warrick	X Life and Physical Sciences – Rob Lennihan	A Articulation – David DeGroot
X Counseling – Lydia Maxwell	X Mathematics Sciences – Derek Mitchem	A Vice Pres. Academic Affairs – Luis Sánchez
X English – Jennifer Jozwiak	X Academic/Student Services – Sandra Bierdzinski	A Community Education – vacant
X Fine Arts – David Passage	X Public Safety – Mike Messina	
X Kinesiology, Rec & Athletics – Sheri Bates	X Social & Behavioral Sciences – Tom	OTHER
X Health Sciences – Larry Manalo	X Student Representative – Quianna Cater	A Part-Time Faculty Representative
		A Past AP&P Chair – Karen Tait
INVITEES		GUESTS
Int. Dean, Academic Affairs – Larissa Nazarenko	Dean, Academic Affairs – Ardis Neilsen	
Dean, Academic Affairs – Paul Murphy	Dean, Matriculation/Counseling – vacant	Carmen Montanez
Dean, Academic Affairs – Nancy Meddings	Dean, Extended Campus – Rick Rantz	Alfredo Koch
Dean, Student Services – Robert Parisi	Associate Dean/Athletic Director – Kim Ensing	

## I. Approval of Minutes

- a) A motion was made to approve the minutes of the October 30, 2014. **M/S/P** Lennihan/Mitchem **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Bierdzinski, Messina; Cater.. **NOES:** None. **ABSTENTIONS:** None

## II. Approval of the Agenda

- a) A motion was made to approve the agenda as distributed. **M/S/P** Lennihan/Mitchem **AYES:** Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Bierdzinski, Messina; Cater.. **NOES:** None. **ABSTENTIONS:** None

## III. Curriculum 2nd Reading Consent Items

Proposal Type	Course Prefix	Course Title	Units
<b>a) Major Mods</b>	ECS 111	Administration I: Programs in Early Childhood Education	3
		Prerequisite: ECS 106; advisory: ENGL 513	
	ECS 120	Adult Supervision and Mentoring In Early Childhood Education	2
		Prerequisite: ECS 106; advisory: ENGL 513	
	MATH 105	Mathematics for Teachers	4
		Prerequisite: MATH 331 or MATH 333/334	
	MATH 135	Calculus with Applications	4
		Prerequisite: MATH 131 or MATH 141	
	MATH 141	Precalculus	5
		Prerequisite: MATH 321 and MATH 331 or MATH 321 and MATH 333/334	
<b>b) Committee actions:</b>		<p>i. a motion was made to recommend 2<sup>nd</sup> readings for adoption. <b>M/S/P</b> Manalo/Lennihan <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Bierdzinski, Messina; Cater.. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>ii. a motion was made to approve prerequisites and advisories. <b>M/S/P</b> Manalo/Lennihan. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; Cater. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>	

#### IV. Curriculum 1<sup>st</sup> Reading Consent Items

Proposal Type	Course Prefix	Course Title	Units
a) Correction	ACCT 140	Managerial Accounting	3
		Prerequisite: ACCT 130 or ACCT 121 and ACCT 122	
b) Textbook change	DA 326	Dental Radiography	4
c) Committee action:		i. a motion was made to recommend 1st reading consent agenda for consideration. <b>M/S/P</b> Lennihan/Mitchem <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen; Cater. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None	

#### V. Public Remarks

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

#### VI. Curriculum 2<sup>nd</sup> Reading Consent Items

Proposal Type	Course Prefix	Course Title	Units
a) Correction	ACCT 140	Managerial Accounting	3
		Prerequisite: ACCT 130 or ACCT 121 and ACCT 122	
b) Textbook change	DA 326	Dental Radiography	4
c) Committee actions:		i. a motion was made to recommend 2 <sup>nd</sup> reading consent agenda for adoption. <b>M/S/P</b> Mitchem/Warrick <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen; Cater. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None	

#### VII. Curriculum 1<sup>st</sup> Reading Full Review

Proposal Type	Course Prefix	Course Title	Units
a) New Course	MATH 309	Algebra and Math Literacy	5
		Prerequisite: MATH 521 or MATH 531  Rationale for new course: this course is designed to shorten the pathway to transfer level math courses for students in non-science related majors pursuing a bachelor's degree and beyond.  Recommendations: <ul style="list-style-type: none"> <li>• Add info in the catalog description to clarify that course can be taken in place of MATH 311 and 331, creating an alternative pathway to 100-level math courses. The course is designed for students in non-STEM majors and/or those students who only need statistics, MATH 123.</li> <li>• Please work with faculty to cover all gaps and ensure collaboration.</li> <li>• Counseling felt the proposal warranted further discussion.</li> <li>• Develop a plan for phasing MATH 311 out, if this is the intent, as MATH 311 is a prerequ course for many out-of-disciplines courses.</li> </ul>	

<b>b) Major Mods</b>	<b>AG 125</b>	<b>Soils and Plant Nutrition</b>	<b>4</b>
		<p>Advisory: CHEM 120 Rationale for proposal: The COR is being reviewed for currency of content and for updates as required.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• MOE: Initiator indicates demonstration and field trips. Do these happen during lecture or lab time? It might be best to remove these from the check boxes and instead add them in a narrative as activities for lecture or lab, or both. Also, in the MOE one sees oral presentations. Therefore, should students prepare for oral presentations as part of their homework? A sample essay question is included in MOE which there should be some type of assignment for this in OA.</li> <li>• OA: #2 and #3 are good sample questions but not TYPES of OA.</li> <li>• MOI – list what content is taught in lecture and what is taught in lab and integrate instruction methods with assignments and evaluation methods.</li> <li>• The textbook is from 2007. For a 100-level class, it is best to have a textbook no older than 5 yrs. A justification for using dated textbook is needed and can be entered in the notes section of the proposal.</li> <li>• Please identify “other materials” as periodicals or magazines pamphlets, etc. appropriately.</li> <li>• More information is needed on the research paper, such as length</li> </ul>	
	<b>AG 135</b>	<b>Grapevine Physiology</b>	<b>1</b>
		<p>Advisory: AG 102</p> <p>Rationale for proposal: The COR is being reviewed for currency of content and for updates as required.</p> <p>Recommendations: remove field trips from course content to method of instruction.</p>	
	<b>AG 310</b>	<b>Winemaking Operations I</b>	<b>2</b>
		<p>Advisory: AG 101 Limitation on enrollment: must be 21 years of age or older</p> <p>Rationale for proposal: The COR is being reviewed for currency of content and for updates as required; the lecture/lab hours are being modified from 2 lecture /4 lab hours to1 lecture / 3 lab hours; the course title is being modified from Basic Winemaking Operations 1.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• LOE – This course does not meet the criteria of a required course in an associate in science degree. Students MUST BE 21 yrs. of age at the time the course starts if they are to taste wine.</li> <li>• Why is AG 101 an advisory to AG 310? Why a 100-level course as an advisory to a 300-level course?</li> <li>• Catalog description: Out of curiosity, what are the four courses for this four- semester sequence?</li> <li>• MOI: Are the field trips part of lecture or lab, or both?</li> <li>• OA – It might be best to list the TYPES of homework expected in this class as well as list the examples provided. The OA need to be reflected in the MOE.</li> <li>• MOE – Is the lab component assessed? IN other words, is lab work part of the final grade for this course?</li> </ul>	

	<b>AG 311</b>	<b>Winemaking Operations II</b>	<b>2</b>
		Prerequisite: AG 310 Advisory: AG 101 Limitation on enrollment: must be 21 years of age or older  Rationale for proposal: The COR is being reviewed for currency of content and for updates as required; the course title is being changed from Basic	
		Winemaking Operations 2; the lecture / lab hours are being modified from 2 lecture / 1 lab hour to 1 lecture / 3 lab hours  Recommendations: <ul style="list-style-type: none"> <li>• LOE – This course does not meet the criteria as a required course in an associate in science degree. Students MUST BE 21 yrs. of age at the time the course starts if they are to taste wine.</li> <li>• Why is AG 101 an advisory to AG 310? Why a 100-level course as an advisory to a 300-level course?</li> <li>• Catalog description: Out of curiosity, what are the four courses for this four-semester sequence?</li> <li>• MOI: Are the field trips part of lecture or lab, or both?</li> <li>• OA – It might be best to list the TYPES of homework expected in this class as well as list the examples provided. The OA need to be reflected in the MOE.</li> <li>• MOE – Is the lab component assessed? IN other words, is lab work part of the final grade for this class?</li> </ul>	
	<b>ART 101</b>	<b>Art Appreciation</b>	<b>3</b>
		Advisory: eligibility for ENGL 101 or successful completion of either ENGL 514 or READ 110  Rationale for proposal: An ENGL/READ advisory is being added to improve student success in this course.  Recommendations: <ul style="list-style-type: none"> <li>• the discipline placement has been clarified to be Art or Art History (CurricUnet glitch)</li> <li>• consider expanding on the catalog description</li> <li>• OA – remove reference to the exams or clarify if take home exam; remove sample essay questions; do describe the assignments that will be evaluated; provide an example of a “small writing assignment” ; describe how the reading and study guides be used; consider changing “small writing assignments” to “short writing assignments”;</li> <li>• MOE - describe what the research project would entail or list possible topics; list samples of “papers”</li> <li>• Ensure that all of the DL fields have been updated</li> </ul>	
	<b>ART 105</b>	<b>Art History Survey – Art of Mexico</b>	<b>3</b>



		<p>Advisory: eligibility for ENGL 101 or successful completion of either ENGL 514 or READ 110</p> <p>Rationale for proposal: An ENGL/READ advisory is being added to improve student success in this course.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• discipline placement is Art or Art History</li> <li>• OA – clarify what the outside assignments are and include an example of an assignment</li> <li>• MOE – tie the methods of evaluation to the outside assignments , for example, include research homework in outside assignments for the “research project” that will be evaluated, include a sample writing assignment in outside assignments that will be evaluated; include more information about the “papers” such as the length, format, and topic in outside assignments</li> <li>• remove “extra credit” from methods of evaluation.</li> </ul>	
	<b>GEOL 100</b>	<b>Physical Geology</b>	<b>4</b>
		<p>Rationale for proposal: The COR is being reviewed for currency of content and to meet C-ID approval; the eligibility for MATH 311 advisory course is being removed.</p> <p>Recommendations: in MOI are the field trips part of the lecture, or the lab, or both? Consider adding a narrative that explains this.</p>	
	<b>GEOL 114</b>	<b>Oceanography</b>	<b>4</b>
		<p>Advisory: MATH 311 and/or ENGL 101</p> <p>Rationale for proposal: The COR is being reviewed for currency of content; the advisory is being updated to include ENGL 101 and to replace MATH 300 with MATH 311; one hour lecture is being added</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Clarify unit value in the COR and provide a rationale for the change</li> <li>• Clarify how “field trip” is a method of evaluation (inconsistent with GEOL 114)</li> <li>• What is the reasoning behind the “and/or” in the advisory courses?</li> </ul>	
	<b>GEOL 141</b>	<b>Environmental Geology</b>	<b>4</b>
		<p>Advisory: ENGL 101 and MATH 311</p> <p>Rationale for proposal: The COR is being reviewed for currency of content; an advisory is being added.</p> <p>Recommendations: consistency or clarification of field trips in various areas of the course outline, especially in catalog description.</p>	
<b>c) Committee actions:</b>	<p>i. a motion was made to recommend 1<sup>st</sup> readings, items a) through b) above, for consideration. <b>M/S/P</b> Mitchem/DalPorto. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; analo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; . <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>ii. a motion was made to recommend prerequisites and advisories for consideration. . <b>M/S/P</b> Manalo/Maxwell. <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>		

d) <b>Limitation on enrollment modification</b>	Proposals have been submitted for agribusiness courses that are affected by an amendment to the Business and Professions code relating to alcoholic beverage control. Specifically, the addition of section 25668 allows "a qualified student, at least 18 years old to taste alcoholic beverages for educational purposes as part of the instruction <b>in a course required for an Associate's degree or Bachelor's degree</b> . The proposed course modifications are for the pairing wine and food courses in which tasting wine is the means for pairing wine and food . The modification to the current limitation on enrollment for these courses in which a student "must be 21 years of age" is being modified to "must be 18 years of age or older" allowing enrollment to a wider group of students. The committee reviewed the new language (attached) with Alfredo Koch and discussion followed.		
	<b>AG 301</b>	<b>Pairing Wine and Food</b>	<b>0.5</b>
		<p>Limitation on enrollment: must be 21 years of age or older</p> <p>Rationale for proposal: The COR is being reviewed for currency of content and for updates as required.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• this course is a required course for the Pairing Wine and Food certificate but is</li> </ul>	
		<p>not a required course for an associate in science degree. This course appears to not meet the criteria under the amended law.</p> <ul style="list-style-type: none"> <li>• consider changing the wording in MOE to "demonstrated food and wine pairings" and/or "written exam explaining general characteristics of....." Etc.</li> </ul>	
	<b>AG 302</b>	<b>Advanced Pairing Food and Wine</b>	<b>0.5</b>
		<p>Prerequisite: AG 301</p> <p>Limitation on enrollment: must be 21 years of age or older</p> <p>Rationale for proposal: The COR is being reviewed for currency of content and for updates as required.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• This course is a required course for the Pairing Wine and Food certificate but is not a required course for an associate in science degree. This course appears to not meet the criteria under the amended law.</li> <li>• Describe what will the oral presentation entail and types or topics for the "papers".assignment.</li> </ul>	
	<b>AG 305</b>	<b>Pairing the Wines and Foods of Provence</b>	<b>0.5</b>
		<p>Advisory: AG 301</p> <p>Limitation on enrollment: must be 21 years of age or older</p> <p>Rationale for proposal: The COR is being reviewed for currency of content and for updates as required; the prerequisite course, AG 303 is being removed and an advisory course is being added, AG 30.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• This course is a required course for the Pairing Wine and Food certificate but is not a required course for an associate in science degree. This course appears to not meet the criteria under the amended law.</li> <li>• provide the types of demonstrations and lectures in method of instruction</li> <li>• OA – are the assignments listed samples of "papers" ; include a possible topic and describe the paper to be submitted, length, format, etc.</li> <li>• MOE – include a sample oral presentation topic (f from outside assignments?)</li> </ul>	

<p><b>e) Committee action:</b></p>	<p>i. The following motion was made for AG 301, 302, and 305: recommend for consideration and 2<sup>nd</sup> reading with the proposed modification to the limitation on enrollment “must be <del>24</del> 18 years of age or older” pending clarification of the new language and recommendation from the college’s legal counsel – until such time the current limitation on enrollment will remain unchanged.</p> <p><b>M/S/P</b> Lennihan/Mitchem <b>AYES:</b> Dal Porto; Warrick; Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; Messina; VanderMolen; Cater. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>	
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**VIII. Curriculum Other** – The meeting adjourned prior to discussion of these items.

- a) AP 4022 (Action Item) – Review and approval of clean copy in preparation for recommendation to senate.
- b) AP&P Committee Description (Action Item) – Review and modification of committee description for recommendation to senate.
- c) BP/AP 4235. Credit by Examination (Action Item) – Review and approval of BP/AP for recommendation to senate.
- d) The Sunset Report (Informational Item) – Share initial sunset reports with committee members for department discussion and action.

**IX. Reports**

None

**X. Call for future agenda items:**

Determining stated length of written papers

**XI. Call to Adjourn**

The meeting was adjourned at 4:05 pm



**AB-1989 Underage drinkers: students in winemaking and brewery science programs.** (2013-2014)

**Assembly Bill No. 1989**

CHAPTER 162

An act to amend Sections 25658 and 25662 of, and to add Section 25668 to, the Business and Professions Code, relating to alcoholic beverage control.

[ Approved by Governor July 21, 2014. Filed with Secretary of State July 21, 2014. ]

LEGISLATIVE COUNSEL'S DIGEST

AB 1989, Chesbro. Underage drinkers: students in winemaking and brewery science programs.

The Alcoholic Beverage Control Act provides that any person under 21 years of age who purchases any alcoholic beverage, who consumes any alcoholic beverage in any on-sale premises, or who possesses any alcoholic beverage on any street or highway or in any public place or any place open to the public is guilty of a misdemeanor. The Alcoholic Beverage Control Act provides that every person who sells, furnishes, gives, or causes to be sold, furnished, or given away any alcoholic beverage to any person under 21 years of age is guilty of a misdemeanor.

This bill would allow a qualified student to taste an alcoholic beverage and exempt the student and the qualified academic institution in which the student is enrolled from criminal prosecution under the above-described provisions, as provided. The bill would define the terms "qualified academic institution," "qualified student," and "taste" for the purposes of this provision.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 25658 of the Business and Professions Code is amended to read:

**25658.** (a) Except as otherwise provided in subdivision (c), every person who sells, furnishes, gives, or causes to be sold, furnished, or given away any alcoholic beverage to any person under 21 years of age is guilty of a misdemeanor.

(b) Except as provided in Section 25667 or 25668, any person under 21 years of age who purchases any alcoholic beverage, or any person under 21 years of age who consumes any alcoholic beverage in any on-sale premises, is guilty of a misdemeanor.

(c) Any person who violates subdivision (a) by purchasing any alcoholic beverage for, or furnishing, giving, or giving away any alcoholic beverage to, a person under 21 years of age, and the person under 21 years of age thereafter consumes the alcohol and thereby proximately causes great bodily injury or death to himself, herself, or any other person, is guilty of a misdemeanor.

(d) Any on-sale licensee who knowingly permits a person under 21 years of age to consume any alcoholic beverage in the on-sale premises, whether or not the licensee has knowledge that the person is under 21 years of age, is guilty of a misdemeanor.

(e) (1) Except as otherwise provided in paragraph (2) or (3), or Section 25667 or 25668, any person who violates this section shall be punished by a fine of two hundred fifty dollars (\$250), no part of which shall be suspended, or the person shall be required to perform not less than 24 hours or more than 32 hours of community service during hours when the person is not employed and is not attending school, or a combination of a fine and community service as determined by the court. A second or subsequent violation of subdivision (b), where prosecution of the previous violation was not barred pursuant to Section 25667 or 25668, shall be punished by a fine of not more than five hundred dollars (\$500), or the person shall be required to perform not less than 36 hours or more than 48 hours of community service during hours when the person is not employed and is not attending school, or a combination of a fine and community service as determined by the court. It is the intent of the Legislature that the community service requirements prescribed in this section require service at an alcohol or drug treatment program or facility or at a county coroner's office, if available, in the area where the violation occurred or where the person resides.

(2) Except as provided in paragraph (3), any person who violates subdivision (a) by furnishing an alcoholic beverage, or causing an alcoholic beverage to be furnished, to a minor shall be punished by a fine of one thousand dollars (\$1,000), no part of which shall be suspended, and the person shall be required to perform not less than 24 hours of community service during hours when the person is not employed and is not attending school.

(3) Any person who violates subdivision (c) shall be punished by imprisonment in a county jail for a minimum term of six months not to exceed one year, by a fine of one thousand dollars (\$1,000), or by both imprisonment and fine.

(f) Persons under 21 years of age may be used by peace officers in the enforcement of this section to apprehend licensees, or employees or agents of licensees, or other persons who sell or furnish alcoholic beverages to minors. Notwithstanding subdivision (b), any person under 21 years of age who purchases or attempts to purchase any alcoholic beverage while under the direction of a peace officer is immune from prosecution for that purchase or attempt to purchase an alcoholic beverage. Guidelines with respect to the use of persons under 21 years of age as decoys shall be adopted and published by the department in accordance with the rulemaking portion of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code). Law enforcement-initiated minor decoy programs in operation prior to the effective date of regulatory guidelines adopted by the department shall be authorized as long as the minor decoy displays to the seller of alcoholic beverages the appearance of a person under 21 years of age. This subdivision shall not be construed to prevent the department from taking disciplinary action against a licensee who sells alcoholic beverages to a minor decoy prior to the department's final adoption of regulatory guidelines. After the completion of every minor decoy program performed under this subdivision, the law enforcement agency using the decoy shall notify licensees within 72 hours of the results of the program. When the use of a minor decoy results in the issuance of a citation, the notification required shall be given to licensees and the department within 72 hours of the issuance of the citation. A law enforcement agency may comply with this requirement by leaving a written notice at the licensed premises addressed to the licensee, or by mailing a notice addressed to the licensee.

(g) The penalties imposed by this section do not preclude prosecution or the imposition of penalties under any other provision of law, including, but not limited to, Section 272 of the Penal Code and Section 13202.5 of the Vehicle Code.

**SEC. 2.** Section 25662 of the Business and Professions Code is amended to read:

**25662.** (a) Except as provided in Section 25667 or 25668, any person under 21 years of age who has any alcoholic beverage in his or her possession on any street or highway or in any public place or in any place open to the public is guilty of a misdemeanor and shall be punished by a fine of two hundred fifty dollars (\$250) or the person shall be required to perform not less than 24 hours or more than 32 hours of community service during hours when the person is not employed or is not attending school. A second or subsequent violation shall be punishable as a misdemeanor and the person shall be fined not more than five hundred dollars (\$500),

or required to perform not less than 36 hours or more than 48 hours of community service during hours when the person is not employed or is not attending school, or a combination of fine and community service as the court deems just. It is the intent of the Legislature that the community service requirements prescribed in this section require service at an alcohol or drug treatment program or facility or at a county coroner's office, if available, in the area where the violation occurred or where the person resides. This section does not apply to possession by a person under 21 years of age making a delivery of an alcoholic beverage in pursuance of the order of his or her parent, responsible adult relative, or any other adult designated by the parent or legal guardian, or in pursuance of his or her employment. That person shall have a complete defense if he or she was following, in a timely manner, the reasonable instructions of his or her parent, legal guardian, responsible adult relative, or adult designee relating to disposition of the alcoholic beverage.

(b) Unless otherwise provided by law, where a peace officer has lawfully entered the premises, the peace officer may seize any alcoholic beverage in plain view that is in the possession of, or provided to, a person under 21 years of age at social gatherings, when those gatherings are open to the public, 10 or more persons under 21 years of age are participating, persons under 21 years of age are consuming alcoholic beverages, and there is no supervision of the social gathering by a parent or guardian of one or more of the participants.

Where a peace officer has seized alcoholic beverages pursuant to this subdivision, the officer may destroy any alcoholic beverage contained in an opened container and in the possession of, or provided to, a person under 21 years of age, and, with respect to alcoholic beverages in unopened containers, the officer shall impound those beverages for a period not to exceed seven working days pending a request for the release of those beverages by a person 21 years of age or older who is the lawful owner or resident of the property upon which the alcoholic beverages were seized. If no one requests release of the seized alcoholic beverages within that period, those beverages may be destroyed.

(c) The penalties imposed by this section do not preclude prosecution or the imposition of penalties under any other provision of law, including, but not limited to, Section 13202.5 of the Vehicle Code.

**SEC. 3.** Section 25668 is added to the Business and Professions Code, to read:

**25668.** (a) A qualified student may taste an alcoholic beverage, and both the student and the qualified academic institution in which the student is enrolled shall not be subject to criminal prosecution under subdivision (a) of Section 25658 and subdivision (a) of Section 25662, if all of the following criteria are met:

(1) The qualified student tastes the alcoholic beverage while enrolled in a qualified academic institution.

(2) The qualified academic institution has established an Associate's degree or Bachelor's degree program in enology or brewing that is designed to train industry professionals in the production of wine or beer.

(3) The qualified student tastes the alcoholic beverage for educational purposes as part of the instruction in a course required for an Associate's degree or Bachelor's degree.

(4) The alcoholic beverage remains in the control of an authorized instructor of the qualified academic institution who is at least 21 years of age.

(b) Nothing in this section shall be construed to allow a student under 21 years of age to receive an alcoholic beverage unless it is delivered as part of the student's curriculum requirements.

(c) A license or permit is not required to be held by a qualified academic institution engaging in the activities authorized by this section, provided an extra fee or charge is not imposed for the alcoholic beverages tasted.

(d) For the purposes of this section, the following terms have the following meanings:

(1) "Qualified academic institution" means a public college or university accredited by a commission recognized by the United States Department of Education.

(2) "Qualified student" means a student enrolled in a qualified academic institution who is at least 18 years of age.

(3) "Taste" means to draw an alcoholic beverage into the mouth, but does not include swallowing or otherwise consuming the alcoholic beverage.

# Academic Policy & Planning Committee Meeting Minutes

Thursday, November 13, 2014 – B-100 – 2:00 PM

VOTING MEMBERS		NON-VOTING MEMBERS
X Chair – Sofia Ramirez-Gelpi	X Industrial Technology – Robert Mabry	X Curriculum Specialist – Rebecca Andres
X Applied Social Sciences – Judith Dal Porto	X Languages & Communication – M. Nishimori	X Admissions & Records – Janet Hooghuis
X Business – Margaret Warrick	X Life and Physical Sciences – Rob Lennihan	A Articulation – David DeGroot
X Counseling – Lydia Maxwell	X Mathematics Sciences – Derek Mitchem	A Vice Pres. Academic Affairs – Luis Sánchez
X English – Jennifer Jozwiak	X Academic/Student Services – Sandra Bierdzinski	A Community Education – vacant
X Fine Arts – David Passage	Public Safety – Mike Messina	
X Kinesiology, Rec & Athletics – Sheri Bates	X Social & Behavioral Sciences – Tom	OTHER
X Health Sciences – Larry Manalo	Student Representative – Quianna Cater	A Part-Time Faculty Representative
		A Past AP&P Chair – Karen Tait
INVITEES		GUESTS
Int. Dean, Academic Affairs – Larissa Nazarenko	Dean, Academic Affairs – Ardis Neilsen	X Marco Antonio Dominquez Garcia ASBG
Dean, Academic Affairs – Paul Murphy	Dean, Matriculation/Counseling – vacant	
Dean, Academic Affairs – Nancy Meddings	Dean, Extended Campus – Rick Rantz	
Dean, Student Services – Robert Parisi	Associate Dean/Athletic Director – Kim Ensing	

## I. Approval of Minutes

- a) A motion was made to approve the minutes of the November 6, 2014 meeting. **M/S/P** Lennihan/Mitchem  
**AYES:** Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan;  
 Mitchem. **NOES:** None. **ABSTENTIONS:** Jozwiak

## II. Approval of the Agenda

- a) A motion was made to approve the agenda as distributed. **M/S/P** Mitchem/Lennihan **AYES:** Dal Porto; Warrick;  
 Maxwell; Jozwiak; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem; **NOES:** None.  
**ABSTENTIONS:** None

## III. Curriculum 2nd Reading Consent Items

Type of proposal	Prefix & number	Course title (units)	Action
Major mod	AG 125	Soils and Plant Nutrition (4 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	AG 135	Grapevine Physiology (1 unit)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	AG 301	Pairing Wine and Food (0.5 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	AG 302	Advanced pairing Food and Wine (0.5 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	AG 305	Pairing the Wines and Foods of Provence (0.5 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	AG 310	Winemaking Operations I (2 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	AG 311	Winemaking Operations II (2 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	ART 101	Art Appreciation (3 units)	No action taken pending 1 <sup>st</sup> reading corrections.



Major mod	ART 105	Art History Survey – Art of Mexico (3 units)	No action taken pending 1 <sup>st</sup> reading corrections.
Major mod	GEOL 100	Physical Geology (4 units) Math 311 advisory course is being removed.	Recommend for adoption
Major mod	GEOL 114	Oceanography (3.5 units) Advisory: ENGL 101 and MATH 311 Justification for modification: The COR is being reviewed for currency of content; the advisory is being updated to include ENGL 101 and to replace MATH 300 with MATH 311	Recommend for adoption
Major mod	GEOL 141	Environmental Geology (4 units) Advisory: ENGL 101 and MATH 311	Recommend for adoption
DL Request	ENGL 107	Literary Arts Journal 1 (3 units) Advisory: eligibility for ENGL 514	Recommend for adoption
Major Mod	MATH 123	Elementary Statistics (4 units) Modified prerequisite: MATH 321 and MATH 331, or MATH 321 AND MATH 333/334. The lab hour is being removed; one hour is being added to weekly lecture hours - 5 hours per week. The 1 hour increase in class time serves to decrease outside study time.	Recommend for adoption
Committee actions:		<p>a) A motion was made to recommend for adoption 2<sup>nd</sup> reading consent items as noted above. <b>M/S/P</b> Manalo/VanderMolen <b>AYES:</b> Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. <b>NOES:</b> None. <b>ABSTENTIONS:</b></p> <p>b) A motion was made to recommend for adoption prerequisites, corequisites, and advisories as noted above.. <b>M/S/P</b> Manalo/Lennihan <b>AYES:</b> Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>	

#### IV. Curriculum 1<sup>st</sup> Reading Consent Items

Type Of Proposal	Prefix &	Course Title (Units)	Rationale and Action
Major Mod	MATH 100	Nature Of Modern Mathematics	<p>Rationale: Adding MATH 334 as a prerequisite; updating to 2014 textbook.</p> <p>Recommendations: work on the prerequisite language to make it more easily understood; in entrance skills remove the extra wording.</p>
Major Mod	MATH 121	Trigonometry	<p>Rationale: Adding MATH 331 and 334 prerequisites; Removing MATH 310 advisory; adjustment to course content as per added prerequisites.</p> <p>Recommendations: work on the prerequisite wording to make it more easily understood.</p>

Course Drop	MATH 310	Introduction To Graphing Calculators	Rationale: Dropping course from inventory. Recommendation: correct the "date reviewed" to fall 2014.
Minor Mod	MATH 321	First Year Geometry	Rationale: Adjusting outside assignments.
Course Drop	MATH 579A	Foundations Of Mathematics	Rationale: Experimental course has been converted to a regular course offering. Dropping course from inventory.
Corrections	MT 301	Introduction To Safety	Rationale: Correction of typos; clarification of MOE.
Major Mod	MT 302	Quality & Process	Rationale: Word "optional" was added in the catalog description with respect to assessment for the CPT; Clarification of MOE.
Agency Mandate Modificatio	WFT 102	Wildland Firefighter Safety And Survival	Rationale: Converting prerequisite to advisory.
Agency Mandate Modificatio	WFT 103	Wildland Fire Operations	Rationale: Converting prerequisite to advisory.
Agency Mandate Modificatio	WFT 104	Wildland Public Information Officer, Prevention, and Investigation	Rationale: Converting prerequisite to advisory.
Agency Mandate Modificatio	WFT 105	Wildland Fire Planning, Logistics, And Finance	Rationale: Converting prerequisite to advisory.
Agency Mandate Modificatio	WFT 304	Advanced Incident Command System I-400	Rationale: Converting prerequisite to advisory.
Committee actions	A motion was made to recommend 1 <sup>st</sup> readings. <b>M/S/P</b> Maxwell/Lennihan <b>AYES:</b> Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. <b>NOES:</b> None. <b>ABSTENTIONS</b> None		

## V. Public Remarks

*The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.*

## VI. Curriculum 2<sup>nd</sup> Reading Consent Items

Type Of Proposal	Prefix & Number	Course Title (Units)	Rationale and Action
Major Mod	MATH 100	Nature Of Modern Mathematics Prerequisite: MATH 331, or MATH 333/334	Recommend for adoption.

Major Mod	MATH 121	Trigonometry Prerequisite: MATH 321 and MATH 331, or MATH 321 AND MATH 333/334	Recommend for adoption
Course Drop	MATH 310	Introduction To Graphing Calculators	Rationale: Dropping course from inventory.
Minor Mod	MATH 321	First Year Geometry Prerequisite: MATH 311, or MATH 313/314	Recommend for adoption.
Course Drop	MATH 579A	Foundations Of Mathematics	Recommend for adoption
Corrections	MT 301	Introduction To Safety Rationale: Correction of typos; Clarification of MOE	Recommend for adoption
Major Mod	MT 302	Quality & Process Rationale: Word "optional" was added in the catalog description with respect to assessment for the CPT; Clarification of MOE	Recommend for adoption
Agency Mandate Modificatio n	WFT 102	Wildland Firefighter Safety And Survival Advisory: WFT 302	Recommend for adoption
Agency Mandate Modificatio n	WFT 103	Wildland Fire Operations Advisory: WFT 302	Recommend for adoption
Agency Mandate Modificatio n	WFT 104	Wildland Public Information Officer, Prevention, And Investigation  Advisory: WFT 302	Recommend for adoption
Agency Mandate Modificatio n	WFT 105	Wildland Fire Planning, Logistics, And Finance Advisory: WFT 302	Recommend for adoption
Agency Mandate Modificatio n	WFT 304	Advanced Incident Command System I-400 Advisory: WFT 303	Recommend for adoption

Committee actions	<p>A motion was made to recommend for adoption 2<sup>nd</sup> reading consent items as noted above. <b>M/S/P</b> Mitchem/Lennihan <b>AYES:</b> Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>A motion was made to recommend for adoption prerequisites, corequisites, and advisories. <b>M/S/P</b> Mitchem/Lennihan <b>AYES:</b> Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p> <p>A motion was made to approve course drops as noted above. <b>M/S/P</b> Manalo/Mitchem <b>AYES:</b> Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. <b>NOES:</b> None. <b>ABSTENTIONS:</b> None</p>
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**VII. Curriculum Other –.**

**The AP&P Fall 2014 Summary Report (Action Item) –**

Review and approval of summary report listing all proposals approved by AP&P during the Fall 2014 semester, for recommendation to Academic Senate and the Board of Trustees

Committee action: A motion was made to recommend for adoption the 2014 Fall Summary Report **M/S/P** Manalo/Mitchem **AYES:** Dal Porto; Warrick; Maxwell; Passage; Bates; Manalo; Mabry; Bierdzinski; Nishimori; Lennihan; Mitchem. **NOES:** None. **ABSTENTIONS:** None

**VIII. Reports**

None

**IX. Call for future agenda items:**

**X. Call to Adjourn**

The meeting was adjourned at 4:00 PM