REDWOODS COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE ACADEMIC SENATE
College of the Redwoods
- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
- **Crescent City: 883 W Washington Blvd, Rooms E-2 and E-3**
- **Diablo Valley College: FO 145 at 321 Golf Club Road, Pleasant Hill, CA 94523**

September 20, 2019 – 1:00 pm
AGENDA

1. **Call to Order**

2. **Introductions and Public Comments:** Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate

3. **Approve Academic Senate Minutes**
   3.1   **September 6, 2019 Academic Senate Minutes** (Attachment)

4. **Action Items:**
   4.1   **Approve 2019-2020 Faculty Development Funding Resolution:** Gary Sokolow (Attachment)

5. **Discussion**
   5.1   **Faculty Prioritization Rubric:** Karen Reiss (Attachment)
   5.2   **Senate Leadership Structure:** Gary Sokolow
   5.3   **Planning and Resource Request Ranking Process:** Angelina Hill (Attachment)
   5.4   **Changing Senate meeting start time:** Gary Sokolow

6. **Reports**
   6.1   **College Update:** Angelina Hill
   6.2   **Student Equity and Achievement (SEA) program subsuming the Basic Skills Initiative (BSI):** Angelina Hill
   6.3   **Senate Exec Approvals May 17, 2019: FQC, FDC, and Curriculum:** Gary Sokolow (Attachments)
   6.4   **Board of Trustees Report:** Gary Sokolow

7. **Future Agenda Items:** Senators are encouraged to request to place an item on a future agenda

8. **Announcements and Open Forum**
   8.1   Academic Senate Website http://internal.redwoods.edu/Senate/
   8.2   District Meeting Calendar/Website - http://internal.redwoods.edu/

9. **Adjourn**

Public Notice—Nondiscrimination
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Next Meeting: October 4, 2019

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REDWOODS COMMUNITY COLLEGE DISTRICT
<u>**REGULAR MEETING OF THE ACADEMIC SENATE**</u>
College of the Redwoods
- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
- **Crescent City: 883 W Washington Blvd, Rooms E-2 and E-3**
September 6, 2019 – 1:00 pm
MINUTES DRAFT FOR SENATE REVIEW

Members Present: Gary Sokolow, Michael Dennis, Stuart Altschuler, Kristy Carlsen, Chris Gaines, Levi Gill, Bert Hafar, Darius Kalvaitis, Will Meriwether, Shannon Mondor, Todd Olsen, Wendy Riggs, Shannon Sullivan, Sally Urban, Erin Wall, Angelina Hill, and Jessica Frint (support)

Members Absent: Hillary Reed, ASCR Representative

Others present: Mark Winter

1. **Call to Order:** Gary Sokolow called the meeting to order at 1:00 pm.

2. **Introductions and Public Comments:** Gary Sokolow thanked Michael Dennis for stepping into the Co-President role for the new 2019-21 term. The Senators introduced themselves.

3. **Approve Academic Senate Minutes**
    3.1 **May 3, 2019 Academic Senate Minutes**: On a motion by Stuart Altschuler, seconded by Todd Olsen the minutes of May 3, 2019 were unanimously approved as submitted.

4. **Action Items:**
    4.1 **Approve Academic Senate Committee Nominations:** On a motion by Erin Wall, seconded by Sally Urban, Senators moved to approve the Academic Senate Committee Nominations. Gary Sokolow requested to emend the document to add Wendy Riggs alongside Lisa Sayles for Distance Education Expert, there were no objections. The Academic Senate Committee Nominations were approved unanimously through roll-call vote. Stuart Altschuler voted yes, Kristy Carlsen voted yes, Chris Gaines voted yes, Levi Gill voted yes, Bert Hafar voted yes, Darius Kalvaitis voted yes, Will Meriwether voted yes, Shannon Mondor voted yes, Todd Olsen voted yes, Wendy Riggs voted yes, Shannon Sullivan voted yes, Sally Urban voted yes, and Erin Wall voted yes. Hillary Reed was absent.

    4.2 **Approve AP 4105 Distance Education:** On a motion by, seconded by Wendy Riggs, The AP 4105 for Distance Education was approved by majority through roll-call vote. Stuart Altschuler voted yes, Kristy Carlsen voted yes, Chris Gaines voted yes, Levi Gill voted yes, Bert Hafar voted yes, Darius Kalvaitis voted yes, Will Meriwether voted yes, Shannon Mondor voted yes, Todd Olsen abstained, Wendy Riggs voted yes, Shannon Sullivan voted yes, Sally Urban voted yes, and Erin Wall voted yes. Hillary Reed was absent.

5. **Discussion**
    5.1 **Brown Act:** Gary Sokolow gave a brief overview of what the Brown Act covers, focusing on procedural requirements including: timing for posting agendas (72 hours prior to meeting), how and where agendas are posted, quorum, voting, offsite participation,

closed meetings, special meetings and etcetera. G. Sokolow suggested that Senators, especially those who chair Senate committees, attend the upcoming meeting about Brown Act.

5.2 **10 + 1:** Michael Dennis explained that the document being presented is a pared down version from the emailed packet. He explained the basis for Senate powers is California Education Code and then the Title 5 regulation (regulation with the force of law). M. Dennis explained the order of precedence beginning with the US Constitution, then California Constitution, Ed Code and Labor Law, Title 5 and CBA and finally Local BPs and APs. M. Dennis additionally explained the 10 + 1 as divided into two categories - primary responsibility for recommendations and how the Senate participates effectively and provided examples. M. Dennis also discussed the Senate and Union overlap and relationships.

5.3 **Senate Website and Board Docs:** Gary Sokolow explained to Senators that we will be moving forward with Board docs for Academic Senate agendas and meeting packets. G. Sokolow explained to Senators how navigate to the Senate page within the site and how to access the meeting packet through Board Docs.

6. **Reports**

6.1 **Professional Resource Team Visit:** Angelina Hill explained that the Chancellors Office has a branch called the Instructional Effectiveness Partnership Initiative (IEPI) that provides many professional development opportunities. She explained that CR put in a proposal that IEPI team speak to the college about professional development. She explained that they provide up to $200,000 to fund the areas where the college would like to improve. She explained that the professional resource teams are chaired by a college president with members that include deans and faculty. A. Hill explained that the team visits the college three times with the first visit being held October 22nd.

6.2 **College Update:** Angelina Hill reported that the Program Viability Committee is working on the 4020 process and recommendations recently went to the President. A. Hill reported that the current bookstore has been receiving complaints from students about books not being available. She explained that the upcoming bookstore, MBS Direct, which is owned by Barnes and Noble, will be in place for students to buy books for their Spring 2020 classes. A. Hill reported that Barnes and Noble is finalizing a new faculty adoption process and that in early October, faculty will be sent a link to the online book adoption Google form. She informed Senators that the spring book orders are due October 15th and that students will be able to order books in mid-December.

6.3 **Summer Board of Trustees Report:** Gary Sokolow reported that he attended a couple meetings over the summer and that a key piece was that the physical look of campus will be changing with the old library being demolished. He stated that Greenway Associates gave a report about how the new spaces will look, but final decisions have not been made.

7. **Future Agenda Items:** Michael Dennis encouraged Senators to look over the 10 + 1 and speak with constituents to see if there are any issues that fall under the 10 + 1 that Senators would like addressed in future Academic Senate meetings.

8.   **Announcements and Open Forum**
    8.1   Gary Sokolow announced the CR Book Discussion Group will be reading 'The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting up a Generation for Failure' by Greg Lukianoff and Jonathan Haidt. Gary Sokolow encouraged Senators to contact John Johnston if they are interested in reading the book and to look for John's email with additional details.
    8.2   Academic Senate Website http://internal.redwoods.edu/Senate/
    8.3   District Meeting Calendar/Website - http://internal.redwoods.edu/

9.   **Adjournment:** On a motion by Stuart Altschuler, seconded by Erin Wall, the meeting was adjourned at 2:25 pm.

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Resolution

2019-2020 Faculty Development Funding

Whereas, $27,000 has been allocated to the Academic Senate for faculty development funding:

Be It Resolved, that $5,000 of the $27,000 allocated for faculty development be set aside for Senate-related faculty development activities for Co-presidents and or a designee for the 2018-2019 budget year; and

Be It Resolved that the remaining $22,000 will be allocated through the Faculty Development Committee recommendation process.

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New Faculty Position Request/Faculty Prioritization Rubric

Instructions:

If *requesting* a position – For Criteria 1-3 please 1) enter the raw data supplied by IR and indicate the priority level in the appropriate column; if more than one data type is indicated please evaluate each separately, and then 2) respond to the prompt in the box provided. For Criteria 4-5, please 1) choose the appropriate priority level based on the prompts provided, and then 2) explain your choice in the box provided.

If *reviewing* a request, 1) please assign a whole number value to each criterion after consideration of any special circumstances that have been described, 2) total your score for Criteria 1-5.

% FT Faculty TLU/ Hours ☐	Low priority, 0-2 points ☐	Medium priority, 3-5 points ☐	High priority, 6-8 points
CRITERION 1 **Percentage of courses taught/services provided in the department/program by full-time faculty** A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. DATA: % FT Faculty TLU	Instructional programs: More than 60% of the sections in the department/program are taught by full-time faculty members. Non-Instructional: More than 60% of work hours are provided by full-time faculty. Insert data here:	Instructional programs: 30-60% of the sections in the department/ program are taught by full-time faculty members. Non-Instructional: 30-60% of work hours are provided by full-time faculty. Insert data here:	Instructional programs: Less than 30% of the sections in the department/program are taught by full-time faculty members, or a minimum number of full-time faculty is required for accreditation or licensing of a program. Non-Instructional: Less than 30% of work hours are provided by full-time faculty. Insert data here:

Please explain any special circumstances not reflected in the data reported above such as recent/upcoming retirements, reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, etc.

Fill Rate ☐		☐	☐
FTEF/FTES ☐		☐	☐
	Low priority, 0-2 points	Medium priority, 3-5 points	High priority, 6-8 points
CRITERION 2 **Documentation of unmet institutional need** Documentation of unmet student demand will be determined by different data in different areas. In instructional programs, efficiency and/or fill rate data are relevant. For librarians and counselors, ratios of students served to full-time faculty are relevant. For LD Specialists, numbers of unserved students requesting services are relevant. DATA: Fill rates and FTES/FTEF	Instructional programs: Section fill rates in the department/program are less than 70% and FTES/FTEF is less than 22. The department/program does not have any unmet institutional needs. Librarian: The number of FTEF is more than 60% of the Title 5 Section 58724 recommendation (3.0 faculty librarians, including full-time and part-time, per 1,001 to 3,000 FTES). Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is at an acceptable level, and there are no other data that suggest unmet student need. LD Specialist: less than 10% of students requesting services do not receive services in a timely fashion. Insert data here:	Instructional programs: Section fill rates in the department/program are more than 70% and/or FTES/FTEF more than 22. Librarian: The number of FTEF is 30% to 60% of the Title 5 Section 58724 recommendation. Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is below acceptable levels, and there are no other data that suggests unmet student need. LD Specialist: 10% to 40% of students requesting services do not receive services in a timely fashion. Insert data here:	Instructional programs: Section fill rates in the department/program are more than 80% and/or FTES/FTEF more than 24. Librarian: The number of FTEF is less than 30% of the Title 5 Section 58724 recommendation. Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is significantly below acceptable levels, and/or there are other qualitative or quantitative data that suggest unmet student need. LD Specialist: More than 40% of students requesting services do not receive services in a timely fashion. Insert data here:

Please explain any special circumstances not reflected in the data above such as potential alternative sources of funding for faculty hires, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, or location-specific fill rate expectations (e.g. Eureka versus Del Norte fill rates).

	Low priority, 0-2 points	Medium priority, 3-5 points	High priority, 6-8 points
Frequency/ most recent offering ☐	☐	☐	☐
# of students in program/ receiving services ☐	☐	☐	☐
CRITERION 3 **Difficulty in recruiting part-time faculty to address the staffing needs of the department/ program** Certain disciplines or sites may find it challenging to solve their staffing needs because associate faculty are unavailable and/or cannot be retained. DATA: Frequency and most recent offering of specific courses required for degrees, or availability of special services needed by students; # of students completing programs in recent years, or # of students utilizing special services in recent years. Use site specific data if relevant.	Instructional programs: All required course offerings can be scheduled. No course offerings are negatively affected by associate faculty availability. Non-instructional programs: All services can be provided. No services are negatively affected by associate faculty availability.	Instructional programs: Some required course offerings cannot be scheduled to meet student needs. Some course offerings or section offerings are negatively affected by associate faculty availability. Non-instructional programs: Some services are negatively affected by associate faculty availability or the ability to retain current associate faculty **List the specific required courses or special services that have been affected and how frequently and recently they have been offered.**	Instructional programs: Critical courses required for degrees are not offered due to lack of associate faculty availability. Program viability is at risk due to associate faculty availability, and/or the program is negatively affected by the resources being invested in the training of each new hire. Full-time faculty may routinely teach overloads. Non-instructional programs: Critical services are not available due to an inadequate number of qualified associate faculty who remain in their position. The program is negatively affected by the resources being invested in each new hire. **List the specific required courses or special services that have been affected, and how frequently and recently they have been offered, and which degree programs or student groups are at risk.**

Please explain the constraints on Associate Faculty hiring that are creating the shortcomings in course offerings, service offerings, and/or degree completions, above. Also, describe the likely impact of reduced services or lower degree completions on the College or greater community.

Coverage of specialty areas/ special services	☐	☐	☐
	Low priority, 0-2 points	Medium priority, 3-5 points	High priority, 6-8 points
CRITERION 4 **Area of Specialty** A need for specific instructional areas or special service areas exists and cannot be met by current faculty expertise. DATA: Specific areas affected by lack of expertise	Current faculty in the department have the necessary expertise to fulfill community needs, program initiatives, and/or enable student success.	Not all instructional areas or special services are offered to fulfill community needs, program initiatives, and/or enable student success. However, faculty development is planned and/or being provided that could temporarily meet perceived demand. **Please list instructional areas or special services impacted:**	Not all instructional areas or special services are offered. No faculty development is planned or being provided or is feasible. Failure to provide expertise in the needed area would significantly impact the program's ability to fulfill community needs, program initiatives, and/or enable student success. **Please list specific licenses, certificates and/or degrees that are not offered or will not be offered due to shortcomings in specialty areas, or special services that are not offered or will not be offered due to shortcomings in special services.**

Please either 1) describe how faculty development initiatives may not fully mitigate need, or 2) describe how the absence of specific licenses, certificates, degrees, or special services will impact the College and greater community.

CRITERION 5 –
Other Considerations

0 to 3 points

Please describe any factors not captured by Criteria 1-4 above, such as oversight of facilities or equipment, Program Viability Committee recommendations, community workforce needs, and/or the needs and interests of underrepresented and marginalized populations.

Reviewer Comments/ Questions:

Reviewer Total Score

Book
Board Policies

Section
Chapter 7 - Human Resources

Title
Faculty Prioritization Process

Code
AP 7217

Status
Active

Adopted
February 7, 2012

Last Revised
July 11, 2017

Last Reviewed
February 25, 2019

Faculty prioritization is a key process aimed at strengthening our college, engaging community needs and fostering student success. Because prioritization cannot be reduced to one rubric, the process is multifaceted, and decision making will consider qualitative and quantitative data from program review, legal mandates, accreditation, and student education goals to come from large and small groups across transfer, career technical and student development areas. This process relies on collegial consultation between the administration and the academic senate.

Process:

1. Each academic year, as part of Program Review, the administration and faculty will have the opportunity to fill out a faculty position request form, providing relevant data and a narrative justifying the need for a fulltime position. All faculty request forms will be forwarded to the Academic Senate Co-presidents and to the Chief Instruction Officer (CIO) who will then prepare the requests for distribution to the Faculty Prioritization Committee. Faculty position requests and the faculty prioritization process are completed each year. Position rankings developed during the faculty prioritization process do not carry over into the faculty prioritization process in following years.
2. Faculty requests will include both teaching and non-teaching faculty positions. Replacement requests due to tenure track attrition during the four year probationary period for that position are not part of this process and are filled automatically, unless there is mutual agreement to the contrary.
3. Requests shall be campus and site specific.
4. Temporary grant-funded positions will not be included in this process. Proposals to convert grant-funded to tenure-track faculty positions will be included in the process.
5. The data required on the Faculty Request/Faculty Prioritization ~~forms~~ are supplied by Institutional Research, and the criteria used for ranking ~~on the Prioritization Rubric~~are detailed on the form and will be ~~articulated and~~ revised as necessary by mutual agreement of the Academic Senate and the Administration.
6. Each year, prior to the evaluation of the faculty requests, members of the Faculty Prioritization Committee (FPC) will be trained (normed) in using the criteria on the rubric. ~~Data will be used as much as possible in evaluating the requests, but as every program is different, qualitative factors must be considered.~~Not all criteria are hierarchical in nature.
7. The FPC will review the data and narrative arguments from the request forms and will evaluate each request on the basis of the specified criteria ~~(See Prioritization Rubric and Directions)~~.
8. The co-chairs of the Faculty Prioritization Committee are voting members.

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9. In the event that the Faculty Prioritization Committee needs more information, the Co- Chairs of the committee may ask for a representative from the discipline in question to come forward to answer questions about the position; however, no formal presentations will be made.
10. All faculty requests will be ranked, regardless of how many positions may be available.
11. The initial ranking will be done by ballot as follows: each member will assign a score to each rubric category for each position request. Each member will then use their scores to determine an initial ranking of the (e.g. 10) positions, where a ranking of 1 indicates the position with the lowest priority, and a ranking equal to the total number of positions (e.g. 10)indicates the position with the highest priority. The ranking that results shall not include ties.
12. Once the individual committee members' rankings been completed all the rankings will be added together to create an overall ranking for all positions. , aAny member of the Faculty Prioritization Committee can request an override of a ranking where there is significant statistical discrepancy of 5 total points or more with any of the members initial ranking scores. Overrides can move a ranking by one position, and are permitted when a majority votes to re-rank a single position.
13. Faculty positions will be forwarded to the President/Superintendent by the committee Co- Chairs as a recommendation for action.
14. The President/Superintendent acts on the Ceommittee's recommendations and forwards positions to the District as appropriate (timing may be affected by available funding or information regarding the fulltime faculty obligation [FTO]). Should the President/Superintendent override any of the ranked positions, he or she must present a written explanation of that decision to the FPC.
15. The timeline shown below is for typical prioritization and faculty hiring cycle. The process will also apply to out-of-cycle faculty requests.
16. In the event that the recruitment for an approved faculty position results in a "failed search", the funding for that position remains in the budget and the search process will normally continue until filled. However, during this period, exigent circumstances may cause the President/Superintendent, in mutual agreement with the Academic Senate, to eliminate the position.

Membership of the Prioritization Committee:

Academic Senate Co-Presidents or designees (2) (1 of whom is Co-Chair)
Program Review Committee faculty representatives (2)
At-large faculty representatives selected by the Academic Senate Co-Presidents (3)
Chief Instruction Officer (CIO) (Co-Chair) Deans (4)
Director of Counseling and Student Development
At least one member of the committee shall be a non-Eureka representative

Timeline:

Nov   Administration and faculty fill out Ffaculty Rrequest Fforms as part of Program Rreview. Faculty Prioritization Committee evaluates and ranks the requests. Ranked list is forwarded to the President/Superintendent.

Dec   President/Superintendent announces the number of positions to be funded for the next academic year. HR initiates the process for faculty hiring. Faculty Prioritization Committee reconvenes, debriefs, and   evaluates the process , and makes recommendations to the Academic Senate for changes to be implemented in the next cycle(in order to improve it).

Jan   Screening committees review applications.

Feb   Candidates interviewed; finalists selected.

March/April   Board of Trustees approves contracts

Directions for Using the Rubric:

Prior to the Faculty Prioritization Committee meeting, each Co-Chair will be tasked with determining three interests from the faculty and administrative groups they represent and then meeting to collectively bring forward a single shared interest.

During the Faculty Prioritization Committee meeting, the single shared interest will be scored under the category "Other."

All faculty requests will fall into one of the first three blocks on the rubric: Faculty Replacement Positions (for programs/disciplines that have lost full-time faculty due to retirement or other reasons); Growth Positions (for established programs requesting full-time faculty); New Program/Discipline Position (for programs/disciplines not yet established or newly established with no full-time faculty).

Within the appropriate block, each request will be assigned 0-5 points based on the criteria listed.

All requests will be evaluated in blocks four, five and, if applicable,six. In each of these blocks, each request will be assigned 0-5 based on the criteria listed. NOTE: Not all criteria within a block are hierarchical in nature.Requests must be evaluated holistically within each block, based on a variety of factors.

The positions will then be ranked in order of the total points earned. In the case of ties, the committee will vote to rank the positions; a simple majority is all that is required for this procedure.

Approved by Board of Trustees: February 7, 2012 Revised:October 6, 2015; Interim October 2016 Approved: July 11, 2017

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Process Oversight ....
Information Flow ———————

MISSION

EDUCATION MASTER PLAN

PLANNING COMMITTEES

- Distance Education
- Life/Safety
- Student Equity
- Guided Pathways
- Facilities
- Technology

Operational Plans

Each Planning Committee develops an operational plan that informs the annual plan, and that is driven by the Education Master Plan

ANNUAL PLAN

Program Indicator Datasets

Assessment Findings

Assessment Committee

Faculty & Staff Analysis

Program Review

Program Review Committee

Ranked Plans & Resource Requests

Executive Program Summary

Ranked Program Plans

Feasibility Consultation

If technology or facility related resources are requested

Deans & Directors

Budget Advisory Committee

Institutional Effectiveness Committee

Cabinet

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Last Name	First Name	Presenter	Status/ Site	Past Funding	Description & Location of Activity	Event Dates	Amount Requested	Amount FDC Approved
Altschuler	Stuart	N	Eureka - AF		2019 CA Association of Alcohol and Drug Educators (CAADE) Conference	4/12/2019 - 4/14/2019	$1,083	$1,083
Brown	Brad	N	Eureka - AF		Advanced Microsoft Excel Training	Spring-Summer 2019	$325	$0
Callahan	Christopher	Y	Del Norte - FT		99th Annual Meeting of the American Society of Mammalogists	6/28/2019 - 7/2/2019	$2,276	$2,276
Riggs	Wendy	Y	Eureka - FT		Online Teaching Conference	6/17/2019 - 6/19/2019	$1,173	$978
Sayles	Lisa	N	Eureka - FT		Online Teaching Conference	6/17/2019 - 6/19/2019	$1,733	$978
Sullivan	Shannon	Y	Eureka - FT		California Conference for the Advancement of Ceremic Art	5/3/2019 - 5/5/2019	$1,129	$1,129
Funke	Benjamin	Y	Eureka - AF		US Bureau of Land Management - King Range Conservancy - 2019 Artist in Residence / Shelter Cove Art Talk and Workshop	5/19/2019 - 6/21/2019	$1,189	$0
Jean	Laurel	Y	Eureka - AF		Conference Proposal Presentation PCA/ACA 2019	4/17/2019 - 4/20/2019	$1,269	$750
Kelly	Julie Anne	N	Eureka - AF		Human Anatomy and Physiology Society	5/22/2019 - 5/26/2019	$1,573	$0
Reiss	Karen	N	Eureka - FT		100th Annual Meeting of American Society of Mammalogy	6/28/2019 - 7/2/2019	$2,150	$2,150
Olsen	Todd	N	Eureka - FT		Online Teaching Conference	6/17/2019 - 6/19/2019	$1,638	$1,638
Letko	Ken	N	Del Norte - FT		Association of Writers and Writing Programs (AWP), Conference and Bookfair, Portland Oregon	3/27/19-3/30/19	$1,362	$978
						Total:	$16,900	$11,960

Beginning Total	$22,000
Senate Approved Funding - Round 1	$6,366
Senate Approved Funding - Round 2	$7,083
Recommended Funding - Round 3	$11,960
Difference from previous round/s	$3,408
Balance Remaining	($1)

REDWOODS COMMUNITY COLLEGE DISTRICT
Faculty Qualifications Committee Recommendations
To the
Senate Executive
Committee
May 10, 2019

Equivalency to the Minimum Qualifications application reviewed:

Name	**Discipline**	**Recommendation**
1. April Hoffman	History	Approve
2. Katheryn Schopp	Psychology	Approve
3. Gabriel Holtski	Biology	Approve

College of the Redwoods
Summary of Program Changes: May 3, 2019
LEGEND
PROPOSAL TYPES:

NEW Program: Creation of New Degree or Certificate   **Nonsub Revision:** Minor Adjustment to Existing Program
Substantial Revision: Significant Adjustment to Existing Program   **Discontinued:** Program to be Removed from next Catalog

Award	Program Title	Proposal Type	Credit Type	Comments
Certificate of Recognition	Payroll Clerk	Nonsub Revision	Credit	Program requirements updated in response to assessment findings and feedback from advisory committee, as well as reducing total units to remain a Cert. of Rec. and removing pre-transfer math courses to remain AB705 compliant.

Summary of Curriculum Committee Action at 05/03/18 Meeting

College of the Redwoods
Summary of Course Changes: May 3, 2019

LEGEND

NEW Course: Creation of New Course
Revised Course: Adjustment to COR of Existing Course
Replacing Course: Will replace an Existing Course
Inactivation: Inactivated Course
Distance Ed: Approved/Renewed for DE Modality in comments
Dual Enr: Approved for Dual Enrollment at HS specified in comments

Large Format: Committee informed of intent to offer large capacity sections
IMF: Committee informed of intent to charge Instructional Materials Fee
Units or Hours: Units for Credit courses, Contact Hours for Noncredit Courses
Credit Type: C (Credit) or N (Noncredit)
UC or CSU Transfer: A (Approved for Transfer) or P (Pending Transfer Approval)
CR GE: A (Approved) or R (Renewed) for the Local GE Pattern

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
LVN	110A	**Pharmacology - Vocational Nurse I**	Distance Ed	2.0 [2.0/0]	C	-	-	-	Renewed online modality.
LVN	110B	**Pharmacology - Vocational Nurse II**	Distance Ed	2.0 [2.0/0]	C	-	-	-	Renewed online modality.
COMM	8	**Intercultural Communication**	Distance Ed	3.0 [3.0/0]	C	A	A	A	Renewed online Modality; newly approved for hybrid modality.
HIST	8H	**US History to Reconsitruction (Honors)**	NEW	3.0 [3.0/0]	C	P	A	A	New course, effective Fall 2019. Created to benefit students transferring Honors credit to the UC system. Approved for CR GE Area B. <u>Course Learning Outcomes</u> 1. Analyze and assess the merits of various historical interpretations. 2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Summary of Curriculum Committee Action at 05.03.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
HIST	9H	**US History Reconstruction to Present (Honors)**	NEW	3.0 [3.0/0]	C	P	A	A	New course, effective Fall 2019. Created to benefit students transferring Honors credit to the UC system. Approved for CR GE Area B. <u>Course Learning Outcomes</u> 1. Analyze and assess the merits of various historical interpretations. 2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.
BIOL	9	**Plants and People**	Reactivation	3.0 [2.0/1.0]	C	P	A	A	Course Reactivation, effective Fall 2019. Approved for CR GE Area A. <u>Course Learning Outcomes</u> LAB: 1. Identify basic plant anatomy and connect anatomical features to plant life history traits. LECTURE: 2. Use examples to explain how major changes in human-plant interactions, such as domestication, influenced large scale changes in human civilizations. 3. Describe modern and traditional uses of plants and fungi, including trade, exploration, clothing, paper, food, recreation, medicine, and environmental enhancement.

Summary of Curriculum Committee Action at 05.03.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
BIOL	27	**Biology of Marine Mammals**	Revision	3.0 [3.0/0]	C	A	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content make it possible to offer this course at Pelican Bay; removed ENGL-150 pre-req. <u>Course Learning Outcomes</u> 1. Produce specific examples of how evolutionary history is reflected in marine mammal biology, and be able to cite specific evidence for the evolution of marine mammals from terrestrial ancestors. 2. Describe defining anatomical, physiological, and behavioral characteristics of particular species, and how these affect interactions with conspecifics, other species, and the environment. 3. Apply knowledge of marine mammal biology in a discussion of global conservation concerns, strategies, and practices. 4. Identify common species on sight, and be able to use field guides and taxonomic keys to identify unknown species.
CIS	33	**CCNA: Scaling and Connecting Networks**	Revision	4.0 [3.0/1.0]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor revisions to course content to better align with C-ID descriptor ITIS 151. <u>Course Learning Outcomes</u> 1. Configure routers and switches for advanced functionality. 2. Resolve common issues with data link protocols. 3. Implement DHCP, DNS, IPSec and virtual private network (VPN) operations in a complex network.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
COMM	1	Public Speaking	Revision	3.0 [3.0/0]	C	A	A	A	Regular 5 year revision, effective Fall 2020. Minor updates to course content, rec prep changed from ENGL-150 to ENGL-1A (prior or concurrent). <u>Course Learning Outcomes</u> 1. Research, construct and deliver effective informative and persuasive speeches using accepted classical and rhetorical practices, models and theories of communication. 2. Critically analyze oral communication, both as speakers and listeners. 3. Demonstrate ethical responsibilities in the communication process, including issues such as diversity, credibility, authority, and academic honesty.
MUS	24A	Beginning Class Piano I	Revision	1.0 [0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Accurately realize pitch and rhythm content from grand staff notation in performance while maintaining a steady tempo. 2. Distinguish between legato and detached articulation directives in performance while demonstrating correct fingering technique and the ability to follow fingering instructions. 3. Demonstrate sufficient right hand/left hand independence to simultaneously maintain separate rhythms in the two hands, project the melody louder than the accompaniment, and maintain different articulations in the two hands when so directed. 4. Exhibit sensitivity to dynamics indications in performance.

Summary of Curriculum Committee Action at 05.03.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MUS	24B	**Beginning Class Piano II**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Maintain a steady tempo and rhythmic accuracy in performance, including passages in simple time with beat divisions and dotted rhythms. 2. Accurately realize damper pedal instructions. 3. Demonstrate progressive hand-to-hand independence, including accurately performing two-part polyphony involving either imitation or contrary motion between the hands. 4. Exhibit progressive sensitivity to tempo, dynamics, and articulation directions.
MUS	25A	**Intermediate Class Piano I**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Exhibit progressive development of finger technique, including the ability to perform major scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys. 2. Accurately realize a variety of legato and detached articulations, including staccato and accent marks, and exhibit sensitivity to dynamics indications. 3. Accurately realize damper and sostenuto pedal directions. 4. Exhibit progressive development in knowledge of performance practices appropriate to specific styles and historical periods, and critical discrimination in the application of specific performance conventions to specific repertoire.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MUS	25B	**Intermediate Class Piano II**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Exhibit progressive development of finger technique, including the ability to perform melodic minor scales, ascending and descending, and the ability to apply shifting and extended hand positions in a variety of keys. 2. Accurately realize damper and sostenuto pedal directions, and exhibit critical discrimination in the employment of the pedals in passages that contain no explicit pedal markings. 3. Accurately realize a variety of legato and detached articulations; exhibit sensitivity to dynamics indications; exhibit critical discrimination in the choice of articulation and dynamics shadings in passages that contain no explicit articulation and/or dynamics markings. 4. Perform simple pieces of the baroque, classic, and/or romantic period, as assigned; recognize and exercise critical discrimination in applying performance conventions appropriate to each.
MUS	26A	**Beginning Class Voice I**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Using effective posture and breathing techniques, develop a vocal range of one and a half octaves. 2. Recognize, and realize in performance, expression directions. 3. Carry a vocal part individually in an a cappella round or with piano accompaniment. 4. Sing foreign language songs with correct diction.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MUS	26B	Beginning Class Voice II	Revision	1.0 [0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. Course Learning Outcomes 1. Using effective posture and breathing techniques, develop a vocal range of two octaves. 2. Demonstrate mastery of performance practices appropriate to specific vocal genres, including specific approaches to phrasing, dynamics, and diction. 3. Demonstrate presentation and characterization skills in the context of live performance. 4. Demonstrate the ability to carry a vocal part in a duet.
MUS	27A	Intermediate Class Voice I	Revision	1.0 [0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. Course Learning Outcomes 1. Demonstrate mastery of performance practices appropriate to specific vocal genres, including specific approaches to phrasing, dynamics, and diction. 2. Through an analysis of song structure and lyrics, create and convey a convincing presentation and characterization in the context of live performance. 3. Demonstrate the ability to carry a part in a vocal quartet. 4. Demonstrate mastery of international phonetic alphabet (IPA).

Summary of Curriculum Committee Action at 05.03.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MUS	27B	**Intermediate Class Voice II**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Through an analysis of style, genre, and historical period, apply appropriate performance practices, including specific approaches to phrasing, dynamics, and diction. 2. Through an analysis of song structure and lyrics, create and convey a convincing presentation and characterization in the context of live performance. 3. Demonstrate the ability to carry a part in a vocal ensemble. 4. Demonstrate mastery of international phonetic alphabet (IPA). 5. Perform an audition repertoire that includes an uptempo song and a ballad.
MUS	29A	**Beginning Class Guitar I**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Fluently locate a given pitch on any string on which that pitch is playable. 2. Accurately play all first position triads and seventh chords from chord symbol notation. 3. Accurately perform melodies from treble staff notation. 4. Accurately hold a part in a guitar ensemble.
MUS	29B	**Beginning Class Guitar II**	Revision	1.0 [0/**1.0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Accurately perform major scales. 2. Accurately perform repertoire requiring barre chords. 3. Accurately hold a part in a guitar ensemble.

Summary of Curriculum Committee Action at 05.03.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MUS	29C	**Intermediate Class Guitar**	Revision	1.0 [0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Realize progressively more challenging chord symbols and formations. 2. Demonstrate progressive fluency in playing major scales. 3. Accurately perform selected minor and pentatonic scales.
PHIL	2	**Intro to Political Philosophy (cross-listed with POLSC-2)**	Revision	3.0 [3.0/0]	C	A	A	A	Regular 5 year revision, effective Fall 2020. Minor updates to course content; ENGL-150 removed from rec prep. <u>Course Learning Outcomes</u> 1. Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. 2. Compare and contrast modern political ideologies such as liberalism, conservatism, Marxism, and feminism. 3. Apply the perspectives of thinkers from different eras to contemporary political problems.
PHYS	2A	**General Physics I**	Revision	4.0 [3.0/1.0]	C	A	A	A	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Solve motion problems using kinematics and force laws. 2. Use conserved quantities and other appropriately defined quantities to analyze systems including those involving oscillation, rotation and wave motion. 3. Analyze thermal systems in terms of thermal quantities and the laws of thermodynamics. 4. Proficiently work with laboratory equipment to verify theory within estimated errors as part of the scientific method and convey results using appropriate scientific communication.

Summary of Curriculum Committee Action at 05.03.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
PHYS	2B	General Physics II	Revision	4.0 [3.0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Analyze and solve problems with the principles of electricity and magnetism involving Coulomb's law, electric fields, electric potential, capacitance, DC circuits, RC circuits, permanent magnets, electric currents, and the induction of electromotive force and electric fields. 2. Analyze and solve problems in physical and geometric optics involving reflection, refraction, interference, and diffraction. 3. Answer basic questions in modern physics involving special relativity, the quantum hypothesis, and the photon model of electromagnetic radiation. 4. Proficiently work with equipment to set up experiments, take measurements, analyze the data with graphs when appropriate and explain what happened based on physical concepts of this course.
PHYS	4A	Calculus-based Physics: Mechanics	Revision	4.0 [3.0/1.0]	C	A	A	A	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Solve motion problems using kinematics, calculus, and force laws. 2. Apply specific forces, energy, and momentum to analyzing systems, including harmonic motion. 3. Analyze rotational systems using quantities defined for these kinds of systems. 4. Proficiently work with laboratory equipment, taking careful measurements and analyzing data with error propagation, to precisely verify theory within estimated errors as part of the scientific method and convey results using appropriate scientific communication.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
PHYS	4B	**Calculus-based Physics: Electricity and Magnetism**	Revision	4.0 [3.0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content; added option for Calculus pre-req to be taken concurrently. <u>Course Learning Outcomes</u> 1. Analyze electrostatic systems, capacitors, and DC circuits using calculus based formulations of the laws of electricity and circuits. 2. Analyze systems involving magnetic force and fields, including permanent magnets, currents, and the motion of charged particles in fields. 3. Apply the dynamics of fields to the analysis of induced electromotive force, inductors, AC circuits, and electromagnetic radiation. 4. Proficiently work with electrical equipment to set up experiments, correctly take electrical measurements using multi-meters and oscilloscopes, build simple circuits and analyze their properties from measurements, and analyze traces of AC circuit measurements.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
PHYS	4C	**Calculus-based Physics: Heat, Optics, Waves, and Modern Physics**	Revision	4.0 [3.0/1.0]	C	A	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content; added option for Calculus pre-req to be taken concurrently. <u>Course Learning Outcomes</u> 1. Analyze thermal systems using the ideal gas laws, phase changes, and the laws of thermodynamics. 2. Use waves and their properties to explain mechanical, optical, and quantum phenomena at a level involving the general solutions of a wave equation as well as geometric and wavelet based methods. 3. Analyze phenomena beyond the classical regime, including those involving relativistic motion or at the quantum scale, taking the observer's relation to the system into consideration. 4. Proficiently work with equipment to set up experiments, take measurements, analyze the data with graphs when appropriate and explain what happened based on physical concepts of this course.
POLSC	2	**Intro to Political Philosophy (cross-listed with PHIL-2)**	Revision	3.0 [3.0/0]	C	A	A	A	Regular 5 year revision, effective Fall 2020. Minor updates to course content; ENGL-150 removed from rec prep. <u>Course Learning Outcomes</u> 1. Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. 2. Compare and contrast modern political ideologies such as liberalism, conservatism, Marxism, and feminism. 3. Apply the perspectives of thinkers from different eras to contemporary political problems.

Summary of Curriculum Committee Action at 05.03.19 Meeting

College of the Redwoods
Summary of Program Changes: May 10, 2019

LEGEND

PROPOSAL TYPES:

NEW Program: Creation of New Degree or Certificate   **Nonsub Revision:** Minor Adjustment to Existing Program
Substantial Revision: Significant Adjustment to Existing Program   **Discontinued:** Program to be Removed from next Catalog

Award	Program Title	Proposal Type	Credit Type	Comments
Cert. of Recognition	Agriculture Production	Discontinued	Credit	Program discontinued effective Fall 2019, per recommended outcomes of AP 4021 review process.
A.A. Degree	Liberal Arts: Agriculture	Discontinued	Credit	Program discontinued effective Fall 2020, per recommended outcomes of AP 4021 review process.
A.S. Degree	Business Information Worker	Discontinued	Credit	Program discontinued effective Fall 2019, per recommended outcomes of AP 4021 review process.
A.S. Degree	Digital Media	Discontinued	Credit	Program discontinued effective Fall 2019, per recommended outcomes of AP 4021 review process.
Cert. of Achievement	Digital Media	Discontinued	Credit	Program discontinued effective Fall 2019, per recommended outcomes of AP 4021 review process.
Cert. of Achievement	Fine Woodworking I	Discontinued	Credit	Program discontinued due to lack of appropriate facilities and faculty following the transition of Fort Bragg to Mendocino College. The department hopes to revive this program when suitable workspace and faculty funding becomes available.
Cert. of Achievement	Fine Woodworking II	Discontinued	Credit	Program discontinued due to lack of appropriate facilities and faculty following the transition of Fort Bragg to Mendocino College. The department hopes to revive this program when suitable workspace and faculty funding becomes available.
Cert. of Achievement	Horticulture & Landscape Practices	NEW Program	Credit	New Certificate of Achievement; replacing the existing Certificate of Recognition.
Cert. of Achievement	Organic/Sustainable Agriculture	NEW Program	Credit	New Certificate of Achievement; replacing the existing Certificate of Recognition in Agriculture Production.
Cert. of Achievement	Automotive Maintenance and Light Repair	NEW Program	Credit	New Certificate of Achievement; replacing the existing Certificate of Recognition in Basic Automotive Technology.
A.S. Degree	Construction Technology	Nonsub Revision	Credit	Degree revision. Removing CT-50, adding CT-25 and CT-94. No changes to PLOs.
Cert. of Achievement	Residential Construction I	Nonsub Revision	Credit	Certificate revision. Removing CT-50, adding CT-25. No changes to PLOs.
Cert. of Achievement	Residential Construction II	Nonsub Revision	Credit	Certificate revision. Removing CT-50, adding CT-25 and CT-94. No changes to PLOs.

Summary of Curriculum Committee Action at 05/10/18 Meeting

Certificates of Recognition that will not be included in 2019-2020 Catalog, due to noncompliance with recently reduced maximum cap of 16 units, effective Fall 2019:

- AG – Agriculture Production (has created new Cert. of Achv. to replace)
- AG – Agriculture Horticultural Practices (has created new Cert. of Achv. to replace)
- AT – Basic Automotive Technology (has created new Cert. of Achv. to replace)
- BUS – Bookkeeping
- CIS – Cybersecurity
- FNR – Geomatics

Summary of Curriculum Committee Action at 05/10/18 Meeting

College of the Redwoods
Summary of Course Changes: May 10, 2019

LEGEND

NEW Course: Creation of New Course
Revision: Adjustment to COR of Existing Course
Replacing Course: Will replace an Existing Course
Inactivation: Inactivated Course
Distance Ed: Approved/Renewed for DE Modality in comments
Dual Enr: Approved for Dual Enrollment at HS specified in comments

Large Format: Committee informed of intent to offer large capacity sections
IMF: Committee informed of intent to charge Instructional Materials Fee
Units or Hours: Units for Credit courses, Contact Hours for Noncredit Courses
Credit Type: C (Credit) or N (Noncredit)
UC or CSU Transfer: A (Approved for Transfer) or P (Pending Transfer Approval)
CR GE: A (Approved) or R (Renewed) for the Local GE Pattern

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
AG	3	Intro to Animal Science	Inactivation	3.0 [2.0/1.0]	C	A	A	A	Course scheduled for inactivation, effective Fall 2020.
AG	7	Animal Feeding and Nutrition	Inactivation	3.0 [2.0/1.0]	C	A	A	-	Course scheduled for inactivation, effective Fall 2020.
AG	35	Agriculture Sales & Communications	Inactivation	3.0 [3.0/0]	C	-	A	-	Course inactivated, effective Fall 2019.
AG	44C	Agriculture Leadership III	Inactivation	1.0 [0/1.0]	C	-	A	-	Course scheduled for inactivation, effective Fall 2020.
AG	44D	Agriculture Leadership IV	Inactivation	1.0 [0/1.0]	C	-	A	-	Course scheduled for inactivation, effective Fall 2020.
ART	32	Experimental Ceramics	Inactivation	3.0 [1.5/1.5]	C	A	A	-	Course inactivated, effective Fall 2019.
ART	3B	Intermediate Sculpture	Inactivation	3.0 [1.5/1.5]	C	A	A	-	Course inactivated, effective Fall 2019.
ART	99C	Firing Techniques	Inactivation	2.0 [1.0/1.0]	C	-	A	-	Course inactivated, effective Fall 2019.
CT	130A	Fine Woodworking: Theory and Practice	Inactivation	18.0 [3.0/15.0]	C	-	A	-	Course inactivated, effective Fall 2019. See rationale on Program summary for Fine Woodworking Certificates.

Summary of Curriculum Committee Action at 05.10.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
CT	130B	Fine Woodworking: Theory and Practice	Inactivation	18.0 [3.0/15.0]	C	-	A	-	Course inactivated, effective Fall 2019. See rationale on Program summary for Fine Woodworking Certificates.
CT	133A	Fine Woodworking: Special Studies in Cabinetmaking	Inactivation	16.0 [0/16.0]	C	-	A	-	Course inactivated, effective Fall 2019. See rationale on Program summary for Fine Woodworking Certificates.
CT	133B	Fine Woodworking: Special Studies in Cabinetmaking	Inactivation	16.0 [0/16.0]	C	-	A	-	Course inactivated, effective Fall 2019. See rationale on Program summary for Fine Woodworking Certificates.
GUID	47	Leadership Development	Distance Ed	2.0 [2.0/0]	C	-	A	-	Renewed online modality.
MATH	5	Contemporary Mathematics	Distance Ed	3.0 [3.0/0]	C	-	A	A	Newly approved for online, hybrid, and telepresence modalities.
MATH	30	College Algebra	Distance Ed	4.0 [4.0/0]	C	A	A	A	Renewed hybrid and telepresence modalities; newly approved for online.
ART	3L	Sculpture Lab	NEW	1.0 [0/1.0]	C	P	A	-	New course, effective Fall 2019; will replace Art 3B (Intermediate Sculpture), a three unit lab/lecture class that is not part of any degrees. This one-unit lab allows for independent portfolio development in sculpture alongside of scope of 3A (Beginning Sculpture) assignments. Course Learning Outcomes 1. Create a series of sculptural objects that explore techniques, themes and content directed by the student. 2. Evaluate and critically assess class projects using relevant terminology in oral or written formats.

Summary of Curriculum Committee Action at 05.10.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
ART	50L	**Studio Art Lab**	NEW	1.0 [0/1.0]	C	P	A	-	New course, effective Fall 2019. This one-unit lab allows for independent portfolio development in studio art outside of 3 unit lab + lecture studio art courses and/or assignments. This lab provides support for students who are concurrently enrolled in an art class and those who are refining their portfolios for competitive, portfolio-review BFA programs. <u>Course Learning Outcomes</u> 1. Create a series of artworks that explore techniques, themes and content directed by the student. 2. Evaluate and critically assess class projects using relevant terminology in oral or written formats.
AT	10	**Introduction to Automotive Technology**	NEW	4.0 [2.0/2.0]	C	-	A	-	New course, effective Fall 2019. An introductory course, included in the new entry-level Auto Maintenance and Light Repair Cert. of Achievement. <u>Course Learning Outcomes</u> 1. Research and perform routine maintenance on a modern vehicle. 2. Exhibit proficiency with precise measurement instruments. 3. Perform routine inspections and repairs on a modern vehicle.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
BIOL	7S	**Writing Support for Human Physiology**	NEW	0.5 [0/**0.5**]	C	-	A	-	New course, effective Fall 2019. Created to provide additional writing support to students enrolled in BIOL-7, which is taken mainly by students whose goal is to apply to a Registered Nursing program. It is a writing-intensive, "capstone"-type course. BIOL-7 students complete a complex, semester-long research and writing project on a subject of interest not specifically covered in the course and they also do significant writing on exams. The students' ability to be successful varies, and instead of adding another pre-req to an already long list, it is hoped that an optional concurrent writing-support course will provide the help needed by some students to communicate their understanding of physiology. <u>Course Learning Outcomes</u> 1. Demonstrate the skills and habits that lead to successful research, reading, and writing in the sciences. 2. Exhibit the capacity to work constructively with others in a reading- and writing-based learning community.
CT	94	**Finish Carpentry**	NEW	3.0 [1.0/**2.0**]	C	-	A	-	New course, effective Fall 2019. Created in response to industry feedback, which notes that additional training in finish carpentry, drywall, and painting would be beneficial to our graduates. <u>Course Learning Outcomes</u> 1. Install pre-hung doors and fit doors into an existing jamb. 2. Install jamb extensions, casing, baseboard, and crown molding. 3. Utilize hand and power tools to attain a quality fit and finish.

Summary of Curriculum Committee Action at 05.10.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
ADCT	10	**Intro to Addiction Studies**	Revision	3.0 [3.0/0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content to better align with C-ID descriptor ADS 110X. <u>Course Learning Outcomes</u> 1. Identify drug classifications, stages of use and effects of drugs on the individual and society. 2. Articulate the principles of prevention, treatment, 12-Step programs, enforcement and harm reduction in addressing substance use and abuse. 3. Analyze historical themes of drug use and synthesize that information with current scientific knowledge to address individual and societal problems of substance abuse.
ADCT	11	**Pharmacology of Alcohol and Other Drugs**	Revision	3.0 [3.0/0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content to better align with C-ID descriptor ADS 140X; ENGL-150 removed from Rec Prep; SAM Priority Code updated to C-Clearly Occupational. <u>Course Learning Outcomes</u> 1. Describe the structure and operation of the nervous system and other organs of the body and how psychoactive substances effect the operation of these systems. 2. Analyze the behavioral, psychological, physical health and social effects of psychoactive substances on the person using and their significant others. 3. Evaluate warning signs, symptoms, and the course of substance use disorders.

Summary of Curriculum Committee Action at 05.10.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
ADCT	16	**Addiction and the Family System**	Revision	3.0 [3.0/0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content; ENGL-150 removed from Rec Prep; SAM Priority Code updated to C-Clearly Occupational. <u>Course Learning Outcomes</u> 1. Describe family engagement in treatment using appropriate models of diagnosis and intervention. 2. Assess and integrate strategies and behaviors to sustain healthy relationships. 3. Differentiate crisis situations from ingrained patterns.
ADCT	42	**Supervised Occupational Work Experience II**	Revision	2.5 [0/2.5]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content; ENGL-150 removed from Rec Prep. <u>Course Learning Outcomes</u> 1. Perform comprehensive client intake. 2. Plan and prioritize treatment in collaboration with supervisor, client and significant others to formulate mutually agreed upon measurable goals and objectives. 3. Implement treatment plans while respecting confidentiality and following administrative procedures. 4. Document client and family contacts, progress, change and relapse prevention.
AG	43	**Introduction to Agriculture Careers**	Revision	2.0 [2.0/0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Title changed to better reflect content (previously Intro to Agriculture), minor updates to course content. <u>Course Learning Outcomes</u> 1. Analyze the various sectors in agriculture and the education and experience required for specific careers within them. 2. Develop a career portfolio (resume, cover letter). 3. Describe the basic attributes needed to be a successful employee.

Summary of Curriculum Committee Action at 05.10.19 Meeting

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
AG	44 (44A)	Agriculture Leadership	Replace	1.0 [0.5/0.5]	C	-	A	-	Course number change (previously AG-44A), effective Fall 2020. Units changed from 1 lab unit to 0.5 Lec/0.5 Lab; minor updates to course content. <u>Course Learning Outcomes</u> 1. Participate in group activities, utilizing a consensus process and cooperation. (LAB) 2. Identify roles within a group as they pertain to coordination planning of an activity. (LECTURE) 3. Use parliamentary procedure according to Robert's Rules of Order. (LECTURE)
AG	67 (64F)	Fall Farming Practices	Replace	1.0 [1.0/0]	C	A	A	-	Course number & title change (previously AG-64F Intro to Org/Sustainable Ag. Lab), effective Fall 2020. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Analyze fruit and vegetables for nutritional deficiency. 2. Evaluate harvested produce for quality standards and grade appropriately. 3. Properly restrain livestock for fall health and management practices.
AG	68 (64S)	Spring Farming Practices	Replace	1.0 [1.0/0]	C	A	A	-	Course number & title change (previously AG-64S Intro to Org/Sustainable Ag. Lab), effective Fall 2020. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Create a compost pile with the proper carbon-nitrogen ratio, moisture and oxygen levels. 2. Execute proper technique of seedling starts in a greenhouse environment. 3. Properly restrain livestock for spring health and management practices.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
AG	69 (64X)	Summer Farming Practices	Replace	1.0 [1.0/0]	C	P	A	-	Course number & title change (previously AG-64X Intro to Org/Sustainable Ag. Lab), effective Fall 2020. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Distinguish between weed seedlings and vegetable seedlings. 2. Analyze plant parts for signs of nutritional deficiency and pest predation. 3. Execute direct seeding of vegetable row crops.
ART	11	Three Dimensional Design + IMF	Revision	3.0 [1.5/1.5]	C	A	A	R	Regular 5 year revision, effective Fall 2020. Minor updates to course content, updated catalog description, renewed IMF ($50). <u>Course Learning Outcomes</u> 1. Design and create objects that respond to historical, contemporary, and multicultural materials, concepts, and approaches to artmaking. 2. Explain in oral and written formats the role of artists and 3-D art-forms in society. 3. Demonstrate fluency with the formal elements of three-dimensional design such as balance, harmony, texture, composition, mass, volume, color, value contrast.
AT	12	Automotive Braking Systems	Revision	4.0 [2.0/2.0]	C	-	A	-	Course revision, effective Fall 2020. Minor updates to course content to better align with C-ID descriptor AUTO 150X; removed MATH-120 from rec prep; updated SAM Priority Code to C-Clearly Occupational. <u>Course Learning Outcomes</u> 1. Perform general brake systems diagnosis. 2. Diagnose and repair hydraulic systems. 3. Diagnose and repair disc/drum brakes.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
AT	16	**Automotive Electrical Systems**	Revision	4.0 [2.0/2.0]	C	-	A	-	Course revision, effective Fall 2020. Minor updates to course content; removed MATH-120 from rec prep; updated SAM Priority Code to C-Clearly Occupational. Course Learning Outcomes 1. Diagnose general electrical system problems. 2. Diagnosis and service of battery and charging systems. 3. Diagnose and repair starting system.
AT	20	**Automotive Suspension and Steering**	Revision	4.0 [2.0/2.0]	C	-	A	-	Course revision, effective Fall 2020. Minor updates to course content to better align with C-ID descriptor AUTO 140X; removed MATH-120 from rec prep; updated SAM Priority Code to C-Clearly Occupational. Course Learning Outcomes 1. Diagnose general suspension and steering systems. 2. Diagnose and repair wheel alignment problems. 3. Diagnose and repair wheel and tire problems.
AT	21 (18)	**Automotive Engine Repair and Diagnosis**	Replace	4.0 [2.0/2.0]	C	-	A	-	Course number & title changed to better reflect course sequencing (previously AT-18 Auto Engine Repair), effective Fall 2020. Minor updates to course content; updated SAM Priority Code to C-Clearly Occupational. Course Learning Outcomes 1. Diagnose and repair cylinder head and valve train. 2. Diagnose and repair engine performance systems 3. Diagnose and repair lubrication and cooling systems.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
BUS	1A	**Financial Accounting**	Revision	4.0 [3.0/**1.0**]	C	A	A	-	Course revision, effective Fall 2020. MATH-380 removed from pre-reqs, ENGL-150 removed from rec prep to maintain compliance with AB 705. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Explain the nature and purpose of the principles and concepts that govern financial accounting. 2. Explain the four financial statements: Comprehensive Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows; the accounts that belong in each statement, and in which sections of each statement; how these statements are linked together. 3. Use the Balance Sheet equation to determine the impact of economic events on the general ledger accounts and financial statements. 4. Use a spreadsheet to demonstrate the accounting cycle and create basic financial statements.
BUS	1B	**Managerial Accounting**	Revision	4.0 [3.0/**1.0**]	C	A	A	-	Course revision, effective Fall 2020. ENGL-150 removed from rec prep to maintain compliance with AB 705. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Explain and apply managerial accounting concepts and methods for financial statement analysis. 2. Apply CVP analysis to analyze the relationship among cost, volume, and profit. 3. Prepare a master budget and relate the budget to planning and control. 4. Explain and apply different cost accounting methods to calculate costs and analyze cost variances. 5. Make managerial decisions using relevant information. 6. Use a spreadsheet to solve problems related to management accounting.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
CT	42	Cooperative Work Experience Education in Construction Technology	Revision	0.5-8.0 [0/0.5-8.0]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Successfully complete objectives that are site specific and related to career goals or degree / certificate requirements. 2. Demonstrate job retention skills identified as critical by an employer or supervisor.
CT	90	Beginning Carpentry I	Revision	3.0 [0/3.0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content and catalog description; SAM Priority Code updated to C-Clearly Occupational. <u>Course Learning Outcomes</u> 1. Locate a building on a site. 2. Construct a floor system. 3. Lay out, frame, and sheath walls and roofs.
CT	91	Beginning Carpentry II	Revision	3.0 [0/3.0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content and catalog description; SAM Priority Code updated to C-Clearly Occupational. <u>Course Learning Outcomes</u> 1. Lay out and install exterior trim and siding. 2. Install windows and doors. 3. Lay out, form, and pour concrete flat work.
CT	21A	Survey of Wood Technology	Revision	3.0 [1.0/2.0]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Select and safely use appropriate hand and power tools to perform precise woodworking operations. 2. Construct a variety of woodworking joints, such as mortise and tenon, dado, miter, dowel, half-lap and rabbet. 3. Use time efficiently. 4. Research and present current topics in woodworking and present the findings. 5. Design, organize, construct and apply a protective finish to a free choice woodworking project.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
CT	21B	**Intermediate Woodworking Technology**	Revision	3.0 [1.0/**2.0**]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Select and safely use appropriate hand and power tools to perform precise woodworking operations. 2. Construct a complex woodworking project that incorporates a variety of woodworking techniques. 3. Research and critically review current topics in woodworking and present the findings. 4. Adjust, manipulate, and safely operate specialized woodworking machinery.
CT	57B	**Cabinetmaking & Millwork II**	Revision	3.0 [1.0/**2.0**]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Safely set-up and operate machines specific to countertop, door and drawer construction. 2. Construct and install cabinetry including doors, drawers, countertops, molding, and trim to be plumb, level, and square. 3. Research and present current topics in cabinet making.
CT	57C	**Cabinetmaking & Millwork III**	Revision	3.0 [1.0/**2.0**]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Identify furniture and cabinet styles used throughout history. 2. Design and construct cabinets using hand and power tools. 3. Analyze job skills and related safe practices for the cabinetmaking industry.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
CT	57D	**Cabinetmaking & Millwork IV**	Revision	3.0 [1.0/**2.0**]	C	-	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content and CLOs. <u>Course Learning Outcomes</u> 1. Identify furniture and cabinet styles from the 20th and 21st century. 2. Construct cabinets that are advanced in scope and complexity. 3. Research and present safety topics related to the secondary wood products industry.
ECON	1	**Macroeconomics**	Revision	3.0 [3.0/**0**]	C	A	A	R	Course revision, effective Fall 2020. Pre-transfer Math and English courses removed from pre-reqs and rec prep. <u>Course Learning Outcomes</u> 1. Apply macroeconomic concepts and models to make predictions and decisions about personal, business, and social topics. 2. Use macroeconomic concepts and models to formulate and evaluate arguments.
ECON	10	**Microeconomics**	Revision	3.0 [3.0/**0**]	C	A	A	R	Course revision, effective Fall 2020. Pre-transfer Math and English courses removed from pre-reqs and rec prep. <u>Course Learning Outcomes</u> 1. Apply microeconomic concepts and models to make predictions and decisions about personal, business, and social topics. 2. Use microeconomic concepts and models to formulate and evaluate arguments.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
EDUC	210	Adult Basic Education	Revision	1-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. <u>Course Learning Outcomes</u> 1. Demonstrate comprehension of written material at the elementary level. 2. Apply and interpret the basic arithmetic operations of addition, subtraction, multiplication and division with whole numbers, fractions, and decimals. 3. Demonstrate the ability to acquire, evaluate and interpret information in order to set goals and make decisions about educational and career opportunities.
EDUC	225	High School Equivalency/GED Preparation	Revision	1-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. <u>Course Learning Outcomes</u> 1. Demonstrate content knowledge in high school secondary education curricula. 2. Demonstrate test taking skills necessary for passing the high school equivalency test.
GUID	47	Leadership Development	Revision	2.0 [2.0/0]	C	-	A	-	Regular 5 year revision, effective Fall 2020. Minor updates to course content and catalog description; pre-transfer English course removed from rec prep. <u>Course Learning Outcomes</u> 1. Define the characteristics of effective leaders and leadership. 2. Analyze and evaluate the role of leadership in history and today's society. 3. Understand and develop the skills needed to lead successfully. 4. Create a Personal Leadership Plan.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
GUID	206	**Basic Computer Skills for Students with Disabilities**	Revision	5-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. <u>Course Learning Outcomes</u> 1. Describe the purpose of different computer programs. 2. Demonstrate the ability to operate computer programs. 3. Demonstrate the ability to utilize the Internet, websites, and search engines.
GUID	207	**Life Mgmt and Career Prep for Students with Disabilities**	Revision	5-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. <u>Course Learning Outcomes</u> 1. Describe the basic steps in getting a job. 2. Describe two ways of being safe at home or in the community. 3. Identify two community resources and explain what they have to offer.
GUID	208	**Functional Money Skills for Students with Disabilities**	Revision	5-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. <u>Course Learning Outcomes</u> 1. Describe the basic steps in getting a job. 2. Describe ways of being safe at home or in the community. 3. Identify community resources and explain what they have to offer.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
GUID	209	Social Opportunities for Students with Disabilities	Revision	5-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. Course Learning Outcomes 1. Demonstrate appropriate social behaviors for a variety of settings. 2. Demonstrate knowledge of appropriate and low-cost activities. 3. Demonstrate how to host a party/get-together.
GUID	210	Survival Vocabulary and Basic Literacy for Students with Disabilities	Revision	5-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. Course Learning Outcomes 1. Demonstrate an increase in vocabulary. 2. Demonstrate an improved level of writing skills. 3. Demonstrate an improved level of reading skills.
GUID	211	Community Resources for Students with Disabilities	Revision	5-90 hours	N	-	-	-	Regular 5 year revision, effective Fall 2020. Updates to course content and CLOs; range of hours increased to allow for greater scheduling flexibility. Course Learning Outcomes 1. Demonstrate ability to participate appropriately in community activities. 2. Demonstrate ability to take public transportation. 3. Demonstrate ability to use a simple map or directory.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MATH	50A	**Differential Calculus**	Revision	4.0 [4.0/**0**]	C	A	A	R	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Evaluate the limit of a function at a real number and determine if a function is continuous at a real number. Use the limit to find the derivative of a function, and interpret the derivative as a rate of change. 2. Use the derivative to find the equation of a tangent line to a function. 3. Use the differentiation formulas to compute derivatives and use differentiation to solve applications such as related rate problems and optimization problems. 4. Graph functions using methods of calculus. 5. Evaluate a definite integral as a limit.
MATH	50B	**Integral Calculus**	Revision	4.0 [4.0/**0**]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Evaluate definite and indefinite integrals using a variety of integration formulas and techniques including the evaluation of improper integrals. 2. Apply integration to areas and volumes, and other applications such as work or length of a curve. 3. Apply convergence tests to sequences and series and represent functions as power series. 4. Graph, differentiate and integrate functions in polar and parametric form.

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Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MATH	50C	**Multivariable Calculus**	Revision	4.0 [4.0/0]	C	A	A	-	Regular 5 year revision, effective Fall 2019. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Formulate equations of lines including a tangent plane to a surface at a point. 2. Evaluate partial derivatives, and two and three-dimensional integrals. Apply techniques to real-world problems. 3. Apply vector operations. Differentiate and integrate vector-valued functions. 4. Determine for a function of several variables: the limit at a point, differentiability, local extrema and test for saddle points. Compute arc length. Solve constraint problems using Lagrange multipliers. 5. Find the divergence and curl of a vector field. Apply Greens', Stokes', and the Divergence Theorems.

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