GLENDALE COMMUNITY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE
Wednesday, November 30, 2011
1:40 p.m., CR 230

APPROVAL OF MINUTES

November 9, 2011 Curriculum and Instruction Meeting

NEW BUSINESS

1. Student Development 126, Student Development 127 (Delete from Catalog)	Stirdivant
2. Industrial Technology 200 (First Reading)	Rubke
3. Industrial Technology 200 (Recommended Preparation)	Rubke
4. Mathematics 341 (First Reading)	Holmes
5. Mathematics 341 (Corequisite)	Holmes
6. Mathematics 301 (First Reading)	Holmes
7. Mathematics 301 (Corequisite)	Holmes

GLENDALE COMMUNITY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE
MINUTES
Wednesday, November 9, 2011
1:40 p.m., (CR 230)

Sarah McLemore and David Mack, Co-Chairs, called the meeting to order at 1:40 p.m.

Members Present: Trudi Abram, Marcus Afshar, Maria Czech, Mike Dulay, Barb Erfurt, Megan Ernst, Lourdes Girardi (proxy for Stacy Jazan), Jon Gold (proxy for Kathy Holmes), Kohar Kesian, Maria Kretzmann, Elis Lee, Scott Rubke, Rory Schlueter, Jeanette Stirdivant, Armen Ter-Oganesyan

Resources Present: Kristin Bruno, Edward Karpp, Jenny McMahon, Terrence Yu

Guests: Dana Nartea

APPROVAL OF MINUTES

- MSC (Abram, Kesian) to approve the October 26, 2011 minutes

NEW BUSINESS

1. Journalism 250 (Change in Requisite Skills)	MSC (Girardi, Kretzmann) to approve the Second Reading of the change in requisite skill for JOURN 250: "Prerequisite: None." This change is effective Spring 2012.
2. Culinary Arts 124 (Substantive Revision-Second Reading)	MSC (Rubke, Abram) to approve the Second Reading of the Substantive Revision of CULIN 124.
3. Culinary Arts 224 (Substantive Revision-Second Reading)	MSC (Rubke, Schlueter) to approve the Second Reading of the Substantive Revision of CULIN 224.
4. Physical Education 120 (Substantive Revision-Second Reading)	MSC (Gold, Erfurt) to approve the Second Reading of the Substantive Revision of PE 120.
5. Health 102 (Substantive Revision-Second Reading)	MSC (Gold, Erfurt) to approve the Second Reading of the Substantive Revision of HLTH 102.
6. Kinesiology (KIN) (New Department-Second Reading)	MSC (Gold, Erfurt) to approve the Second Reading to create Kinesiology (KIN) as a new department. This change is effective Fall 2012.

7. Associate in Arts for Transfer in Kinesiology (New Degree-Second Reading)	MSC (Gold, Erfurt) to approve the Second Reading of the new AA-T in Kinesiology.
8. C & I updates for Division Meetings and Division Chairs	McLemore/Mack
9. C & I review of Learning Outcomes Validation Process	McLemore/Mack
10. Curriculum Handbook Revisions	McLemore/Mack
11. C & I Meeting Dates	MSC (Stirdivant, Kretzmann) to forward the proposed change in meeting dates (attached) for C&I, Academic Affairs, and Division Chairs to the Academic Affairs Committee, the Academic Senate, and the Division Chairs Meeting for further discussion.

The meeting was adjourned at 2:30 p.m.

GLENDALE COMMUNITY COLLEGE
COURSE DELETION REQUEST

To: Curriculum & Instruction Committee Chair Date: October 10, 2011

From: Student Services Division

Course(s): Student Development 126 Job Search Strategies
Dept./Number, i.e. English 101

Effective: Fall 2012

Delete from catalog X

Delete from curriculum _____

Reason for deletion: This information is being presented in a series of workshops offered by the Career Center.

Jeanette Stirdivant
Division Chair

October 10, 2011
Date

Approved by the Curriculum & Instruction Committee

_____
Curriculum & Instruction Committee Chair

_____
Date

Not Approved _____ Reason: _____

September 2011

GLENDALE COMMUNITY COLLEGE
COURSE DELETION REQUEST

To: Curriculum & Instruction Committee Chair Date: October 10, 2011

From: Student Services Division

Course(s): Student Development 127 Major Exploration
Dept./Number, i.e. English 101

Effective: Fall 2012

Delete from catalog X

Delete from curriculum ____

Reason for deletion: This information is being presented in a series of workshops offered by the Career Center.

Jeanette Stirdivant
Division Chair

October 10, 2011
Date

Approved by the Curriculum & Instruction Committee

Curriculum & Instruction Committee Chair

Date

Not Approved _____ Reason: _____

September 2011

Degree Applicable

you can offer and get money into the college – cannot collect apportionment

Glendale Community College
November 2011

COURSE OUTLINE

Industrial Technology 200
NATE CERTIFICATION CORE TRAINING

I. Catalog Statement

Industrial Technology 200 examines the core technical knowledge required to become a North American Technician Excellence (NATE) certified technician. The course emphasizes the basic physics and electrical theory required to be a qualified technician. The course covers heating, ventilation, air conditioning and refrigeration specific knowledge in the areas of safety, tools, heat transfer/comfort and electrical systems. students taking this course are eligible to . . .

Units - 2.0
Lecture Hours - 2.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skill Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1. requirement is

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. identify the procedures essential to successful trouble shooting;
2. identify heating and air-conditioning systems having minimal environmental impact;
3. describe state of the art leak detection and system evacuation procedures;
4. successfully complete NATE core certification.

IV. Course Content

Total Contact Hours = 32

A. Core General Skills — 2 hours
   1. Safety
   2. Tools

B. Electrical Skills — 5 hours
   1. Electricity, magnetism, and power theory
   2. Factor conductors
   3. Electric meters and motors
   4. Electrical symbols and schematic diagrams
   5. Transformers
   6. Thermostats

C. Introduction to Gas Heating — 4 hours
   1. Furnace basics

2. Fuels and furnace types
3. Incomplete combustion
4. Furnace components
5. Flame igniters and flame sensing

D. Installation and Service of Gas Heating — 2 hours
1. National fuel gas code and energy savings
2. Furnace installation and maintenance
3. Furnace controls
4. Troubleshooting concepts

E. Introduction to Air Conditioners and Heat Pumps — 5 hours
1. Two laws of thermodynamics
2. Basic gas/liquid, temperature/pressure relationships
3. Superheat and subcooling concepts
4. Heat and refrigerant flow
5. Basic refrigeration components
6. Refrigerant and oil types
7. Heat pump components

F. Air Conditioners and Heat Pumps, Installation and Service — 4 hours
1. Split system equipment/split refrigeration systems
2. Refrigeration line installation
3. Nitrogen purging and brazing
4. Refrigerant leak detection and refrigeration system evacuation
5. Refrigerant charging procedures
6. Condensate drain lines

G. Introduction to Air Distribution — 4 hours
1. Properties of air
2. Psychometric charts
3. Airflow tools and airflow measurements
4. Fan laws and fans

H. Air Distribution Installation and Service — 4 hours
1. Air side economizers
2. Demand control ventilation
3. Sheet metal ducting and tools
4. Air duct systems
5. Ductboard assembly

I. Air Balancing — 2 hours
1. Duct system design
2. Maintenance

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. lecture;
2. demonstrations;
3. multi-media;
4. guest speakers.

VI. Assignments and Methods of Evaluation

The following assignments and methods of evaluation may be used in the course:

1. quizzes;
2. final examination.

VII. Textbook

IHACI - NATE Training Series. Glendale: Institute of Heating and Air Conditioning Industries, Inc. 2011. Print.
10th Grade Reading Level.

VIII. Student Learning Outcomes

nursing

1. student will identify the procedures essential to successful trouble shooting.
2. student will understand leak detection and system evacuation procedures.
3. student will be prepared to ~~complete and pass NATE certification.~~ Not pass but sit for exam
4. student will understand gas heating and air-conditioning systems that incorporate environmental factors.

Sit for N certification exam

* Certificate math requirement for other courses

– cross polination of disciplines

PEOPLESOFT CATALOG INPUT

FACULTY PROPOSING: Scott Rubke **DIVISION:** Technology & Aviation

TERM AND YEAR EFFECTIVE: Fall 2012 **DATE:** Nov. 2011 **DIVISION CODE:** TAD

PREFIX: ITECH **NUMBER:** 200 **COURSE COMPONENT(S):** Lect

INSTRUCTOR CONTACT HOURS: 36 **WORKLOAD HOURS (FTE):** TBD

JUSTIFICATION FOR NEED: This is the introductory course for a proposed new program in Environmental Control Technology.

MINIMUM UNITS: **MAXIMUM UNITS:** 2.0 **GRADING BASIS:** Graded

 # OF REPEATS: 0 **CB03 (TOP CODE):** 0946.00 **CB 04 (Credit Status):** D

CB 05 (Transfer Status): C **CB 08 (Basic Skills):** N **CB 09 (Sam Code):** C

CB 11 (Classification Code): I **CB 13 (Special Class Status):** N **CB 24 (Program Status):** 2

COURSE HOURS: Lect 2.0

CLASS SIZE: 30 **COURSE DISCIPLNE:** Air Conditioning, Refrigeration, Heating

Senate discipline

COURSE INFORMATION

1. **Open Entry/Open Exit** No
2. **Credit by Examination** No
3. **Is this course required for a Certificate of Completion?** No
4. **Is this course required for an Associate in Arts major?** No

Industrial Technology

5. **Is this course proposed for a local General Education Requirement for Graduation?**

   None

6. **Is this course proposed for a local AA/AS requirement?** No

7. **Is this course proposed for CSU Breadth Requirements?** No

8. **Is this course proposed for the IGETC?** No

9. **If this course is transferable, indicate Senate criteria.**

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CLEARANCES AND APPROVALS

I certify that this course requires appropriate college level reading and writing assignments which are directly related to the objectives and content of the course and which are taught in accordance with a set of instructional objectives common to all students enrolled in the course.

DIVISION CHAIR	Nov. 18, 2011 DATE
CHAIR, CURRICULUM AND INSTRUCTION COMMITTEE	DATE
ACADEMIC SENATE PRESIDENT	DATE
APPROVED BY BOARD OF TRUSTEES	DATE

COURSE OUTLINE

* check key of transcript

Mathematics 341
Skills for College Success in Elementary Algebra

I. Catalog Statement

Mathematics 341 is designed to complement Mathematics 141 in the development and practice of essential study techniques and course material for success in elementary algebra. Topics include integration of web-based supplemental instruction, life management skills, strategies for successful classroom experience, and critical thinking/problem solving strategies.

Units – 2.0
Lecture Hours – 3.0

Corequisite: Mathematics 141.

Note: This course is Pass/No Pass only.

II. Course Entry Expectations

Skills Expectations: Reading 5; Writing ~~4~~ 5; Listening-Speaking 5; Math 0

While enrolled in this course, the student should be able to:

1. solve percent problems;
2. use correct order of operations;
3. evaluate expressions;
4. find area and perimeter of squares, rectangles, triangles, and circles;
5. solve linear equations;
6. use laws of exponents;
7. add, subtract, and multiply polynomials;
8. graph linear equations;
9. use algebra to solve linear applications.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

1. describe elementary algebra outcomes and objectives;
2. solve algebraic equations;
3. use critical thinking skills to better analyze, synthesize, and evaluate ideas and information;
4. make use of life-skills that improve the likelihood of success in Elementary Algebra;
5. apply knowledge of math community resources and college support services;
6. apply academic success strategies.

IV. Course Content — Total Contact Hours = 48

A. Mathematical Content — 28 hours

1. Operations on real numbers
2. Solutions of linear equations and inequalities
3. Linear equations and inequalities in two variables
4. Systems of linear equations
5. Exponents and polynomials
6. Factoring
7. Rational expressions and equations
8. Roots and radicals
9. Quadratic equations and graphs

B. Study Skills Content — 20 hours

1. Time management
2. Motivation for college success in mathematics
3. Critical thinking skills
4. Test taking techniques
5. Goal setting
6. Transferring / career exploration
7. College support services
8. Math community resources

V. Methods of Presentation

The following instructional methodologies may be used in this course:

1. classroom lecture/discussion;
2. classroom activities;
3. computer activities;
4. small group work/discussion.

VI. Assignments and Methods of Evaluation

The following assignments and methods of evaluation may be used in this course:

1. reading and exercises;
2. short quizzes;
3. group work.

VII. Textbook

Nolting, P., Math Study Skills Workbook, 3rd Edition.
Boston: Houghton Mifflin Company, 2006.
10th Grade Textbook Reading Level. ISBN: ISBN 0-618-47303-3.

Judy Barclay, Solving Algebra Word Problems.
Belmont, CA: Brooks/Cole Cengage Learning, 2005.
10th Grade Reading Level. ISBN 0-534-49573-7.

VIII. Student Learning Outcomes

1. Student will work successfully on elementary algebra level assignments with fellow students both in and out of the classroom.
2. Incorporate strategic academic and life skills in self-assessment of academic success.
3. Use available campus resources to make educational decisions.

PEOPLESOFT CATALOG INPUT

FACULTY PROPOSING: Elizabeth Russell **DIVISION:** Mathematics

TERM AND YEAR EFFECTIVE: Fall 2012 **DATE:** Nov. 2012 **DIVISION CODE:** MATHD

PREFIX: MATH **NUMBER:** 341 **COURSE COMPONENT(S):** Lect

INSTRUCTOR CONTACT HOURS: 54 **WORKLOAD HOURS (FTE):** .200

JUSTIFICATION FOR NEED: This course is designed to support student success in mastering Elementary Algebra through the development and practice of essential study techniques.

MINIMUM UNITS: **MAXIMUM UNITS:** 2.0 **GRADING BASIS:** P/NP

 # OF REPEATS: 0 **CB03 (TOP CODE):** 1701.00 **CB 04 (Credit Status):** C

CB 05 (Transfer Status): C **CB 08 (Basic Skills):** B **CB 09 (Sam Code):** E

CB 11 (Classification Code): A **CB 13 (Special Class Status):** N **CB 24 (Program Status):** 2

COURSE HOURS: LECT 3.0

CLASS SIZE: 40 **COURSE DISCIPLNE:** Mathematics

COURSE INFORMATION

1. **Open Entry/Open Exit** No
2. **Credit by Examination** No
3. **Is this course required for a Certificate of Completion?** No
4. **Is this course required for an Associate in Arts major?** No

COURSE NAME: MATH 341

5. **Is this course proposed for a local General Education Requirement for Graduation?**

   None

6. **Is this course proposed for a local AA/AS requirement?** No

7. **Is this course proposed for CSU Breadth Requirements?** No

8. **Is this course proposed for the IGETC?** No

9. **If this course is transferable, indicate Senate criteria.**

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CLEARANCES AND APPROVALS

I certify that this course requires appropriate college level reading and writing assignments which are directly related to the objectives and content of the course and which are taught in accordance with a set of instructional objectives common to all students enrolled in the course.

Kathleen Holmes — 11/18/11

DIVISION CHAIR — DATE

CHAIR, CURRICULUM AND INSTRUCTION COMMITTEE — DATE

ACADEMIC SENATE PRESIDENT — DATE

APPROVED BY BOARD OF TRUSTEES — DATE

COURSE OUTLINE

Mathematics 301
Skills for College Success in Intermediate Algebra

I. Catalog Statement

Mathematics 301 is designed to complement Mathematics 101 in the development and practice of essential study techniques and course material for success in intermediate algebra. Topics include integration of web-based supplemental instruction, life management skills, strategies for successful classroom experience, and critical thinking/problem solving strategies.

Units – 2.0
Lecture Hours – 3.0

Corequisite: Mathematics 101.

Note: This course is Pass/No Pass only.

II. Course Entry Expectations

Skills Expectations: Reading 5; Writing ~~4~~ 5; Listening-Speaking 5; Math 0

While enrolled in the course, the student should be able to:

1. solve linear equations and inequalities;
2. solve absolute value equations and inequalities;
3. simplify exponential and radical expressions;
4. add, subtract, multiply and divide algebraic expressions;
5. graph linear equations and inequalities;
6. solve linear systems;
7. use algebra to solve applied problems;
8. use function notation;
9. factor polynomials;
10. solve rational equations;
11. use algebra to solve applied problems;
12. solve radical and quadratic equations;
13. graph quadratic functions and circles.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

1. describe intermediate algebra outcomes and objectives;
2. solve algebraic equations;
3. use critical thinking skills to better analyze, synthesize, and evaluate ideas and information;

4. make use of life-skills that improve the likelihood of success in intermediate algebra;
5. apply knowledge of math community resources and college support services;
6. apply academic success strategies.

IV. Course Content — Total Contact Hours = 48

A. Mathematical Content — 28 hours
1. Operations on real numbers
2. Solutions of linear equations and inequalities
3. Graphs of lines, equations of lines, and variation
4. Systems of linear equations and inequalities
5. Exponents, polynomials, and factoring
6. Rational expressions and equations
7. Rational exponents and radicals
8. Quadratic equations and graphs
9. Exponential and logarithmic functions
10. Conic sections
11. Sequences and series

B. Study Skills Content — 20 hours
1. Time management
2. Motivation for college success in mathematics
3. Critical thinking skills
4. Test taking techniques
5. Goal setting
6. Transferring / career exploration
7. College support services
8. Math community resources

V. Methods of Presentation

The following instructional methodologies may be used in this course:
1. classroom lecture/discussion;
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VI. Assignments and Methods of Evaluation

The following assignments and methods of evaluation may be used in this course:
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10th Grade Reading Level. ISBN 0-534-49573-7.

VIII. Student Learning Outcomes

1. Student will work successfully on intermediate algebra level assignments with fellow students both in and out of the classroom.
2. Incorporate strategic academic and life skills in educational planning and self-assessment of academic success.
3. Use available campus resources to make educational decisions.

PEOPLESOFT CATALOG INPUT

FACULTY PROPOSING: Elizabeth Russell **DIVISION:** Mathematics

TERM AND YEAR EFFECTIVE: Fall 2012 **DATE:** Nov. 2012 **DIVISION CODE:** MATHD

PREFIX: MATH **NUMBER:** 301 **COURSE COMPONENT(S):** Lect

INSTRUCTOR CONTACT HOURS: 54 **WORKLOAD HOURS (FTE):** .200

JUSTIFICATION FOR NEED: This course is designed to support student success in mastering Intermediate Algebra through the development and practice of essential study techniques.

MINIMUM UNITS: **MAXIMUM UNITS:** 2.0 **GRADING BASIS:** P/NP

 # OF REPEATS: 0 **CB03 (TOP CODE):** 1701.00 **CB 04 (Credit Status):** C

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CB 11 (Classification Code): A **CB 13 (Special Class Status):** N **CB 24 (Program Status):** 2

COURSE HOURS: LECT 3.0

CLASS SIZE: 40 **COURSE DISCIPLNE:** Mathematics

COURSE INFORMATION

1. **Open Entry/Open Exit** No
2. **Credit by Examination** No
3. **Is this course required for a Certificate of Completion?** No
4. **Is this course required for an Associate in Arts major?** No

COURSE NAME: MATH 301

5. **Is this course proposed for a local General Education Requirement for Graduation?**

   None

6. **Is this course proposed for a local AA/AS requirement?** No

7. **Is this course proposed for CSU Breadth Requirements?** No

8. **Is this course proposed for the IGETC?** No

9. **If this course is transferable, indicate Senate criteria.**

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CLEARANCES AND APPROVALS

I certify that this course requires appropriate college level reading and writing assignments which are directly related to the objectives and content of the course and which are taught in accordance with a set of instructional objectives common to all students enrolled in the course.

Kathleen Holmes — 11/18/11

DIVISION CHAIR — DATE

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