

Academic Policy & Planning Committee Agenda

Meeting: Thursday September 13, 2018 in Board Room at 2:00 PM

VOTING MEMBERS (14)

Chair – Larry Manalo Jr.
 Vice-Chair – David DeGroot
 Applied Behavioral Sciences – Christine Bisson
 Business – Brent Darwin
 Counseling – Lydia Maxwell
 English – Kate Adams
 Fine Arts – Adrienne Allebe
 Kinesiology, Rec & Athletics – Sheri Bates
 Health Sciences – Mary Pat Nelson

Industrial Technology – Patrick McGuire
 Academic/Student Affairs – Kellye Cohn
 Languages & Communication – Andrea Sanders
 Life and Physical Sciences – Wendy Hadley
 Mathematics Sciences – Derek Mitchem
 Public Safety – Kristy Treur
 Social & Behavioral Sciences – Tom VanderMolen
 Student Representative – Yolanda Alishahi

NON-VOTING MEMBERS

Curriculum Specialist – Rebecca Andres
 VP, Academic Affairs – Robert Curry
 Admissions & Records – Josie Cabanas and Stephen Bernardo
 Articulation – David DeGroot
 Community Education – Kathy Beckelhymer
 Part-Time Faculty Union – Jim Houlis

OTHER

Past Chair – David DeGroot & Sofia Ramirez-Gelpi

STANDING INVITEES

Dean, Academic Affairs – Margaret Lau
 Dean, Academic Affairs – Richard Mahon
 Dean, Academic Affairs – David Humphreys
 Dean, Student Services – Robert Parisi
 Dean, Academic Affairs – Sofia Ramirez Gelpi
 Dean, Matriculation/Counseling – Yvonne Teniente
 Dean, Extended Campus – Rick Rantz
 Associate Dean/Athletic Director – Kim Ensing
 Associate Dean/PCPA Director – Mark Booher

LEGEND

I = Initiator
 R = A&P Department Representative
 Lec = Lecture Units
 Lab = Laboratory Units
 CO = Chancellor's Office

Mission of the College: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Duties of the Committee: The AP&P Committee:

- guides the development of curriculum and encourages creativity, flexibility, and innovation in curriculum development. It is a multidisciplinary committee and must have the broadest of academic perspectives.
- is charged with the vigilant oversight of all of the college's curricula including the review, approval, and renewal of sound curriculum. Upon approval, the AP&P Committee shall offer its recommendations to the Academic Senate and Board of Trustees.
- certifies academic rigor, academic quality, academic integrity, and adherence to standards and regulations provided in Education Code and Title 5.
- refers curriculum matters beyond the scope of its normal business to the Academic Senate.
- examines, researches, and analyzes the issues presented for program vitality, and prepares a report with recommendations for consideration to the Academic Senate. The recommendations will be presented to the Senate Executive Committee and the Academic Senate.

Approval of Minutes: May 10, 2018 and Aug 30, 2018

Approval of the Agenda:

Chair Comments:

First Reading:

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
New Course	ENGL 113	Introduction to Critical Reading 3 (Lec 3) Advisories: READ 310 or its cross-listed courses or ENGL 513 Writing Skills 3 Justification: This "new" course allows us to cross-list the Reading 110 course in a place students are more likely to look for it. College students don't necessarily think of reading as a discipline separate from English. The content and minimum qualifications for this	Cross-listed: READ 110 and ESL 110 Comment: All the CORs must be the same.

		course are exactly the same as Reading 110. Demand: The demand for cross-listing was the result of faculty and student discussion initiated by AB 705.	
	READ 110	Introduction to Critical Reading See above cross-listed course. The COR must be identical.	
New Course 2nd reading	ENGL 312	Reading Skills and Strategies (3) (Lec 3) Justification: It makes the course more visible and its purpose clearer to students who may not consider reading a separate discipline from English, and it provides an ESL pathway that is compliant with AB 705. Demand: Consultation with ESL and English faculty. 44 students is optimistic projection based on past enrollments for Reading 310 and English 513.	Cross-listed: READ 310 and ESL 310
Major Modification	READ 310	Reading Skills and Strategies See above cross-listed course. The COR must be identical.	
New Course	ENGL 510	Improving Reading Comprehension 4 (Lec 4) Justification: This new course is part of the AB 705 pathway to English 101 for ESL students. It is the same course as Reading 510. This proposal is to make the pathway and the course more visible to students who may not think of reading as a discipline separate from English. It will be cross-listed with ESL 510 and Reading 510. Demand: Consultation with ESL faculty. 44 students is optimistic projection based on past enrollments for Reading 510 and ESL level 4 courses.	Cross-listed: READ 510 and ESL 510 Comment: All the CORs must be the same.
Major Modification	READ 510	See above cross-listed course. The COR must be identical.	
New Course	MATH 179A	Support for MATH 123: Elementary Statistics (2) (Lec 2) Justification: AB705 requires that colleges allow students to enroll in a transfer level math course regardless of their preparation in math. To that end, this course is designed to help underprepared students succeed in Math 123, Elementary Statistics. Demand: Will be determined by data from Institutional Effectiveness department, based on statewide placement models.	
Major Modification	AG 130	Integrated Pest Management (4) Lec 3/Lab 1) Prerequisite: AG 102 or AG 161 Justification: Whether students are seeking to receive training relevant to local	Modifications: Title change: OLD: Integrated Pest Management for Grapes

		agricultural industry, employment opportunities, or they are preparing for transfer, an integrated pest management course is fundamental to an agricultural science program. AG 130 in its current form only offers students pest management knowledge for grapevines. With the diverse cropping systems of California and the myriad of interests of Hancock College AG students, the content of this course will better serve the AG program if it is expanded to cover other fruit, nut, vegetable, and grain crops that are so prevalent in California agriculture.	Also: Catalog description, prerequisites, content, SLO, MOI, and MOE. Recommendations: Remove mention of BlackBoard and change to learning management system (LMS). The course is not DL.
	AG 157	Agricultural Sales, Communication & Leadership (Lec 3) Justification: The COR needs to be altered to meet the requirements for C-ID approval. The modifications will bring the AHC COR to match the C-ID course requirements. Updates made to bring textbooks current and course content in line with C-ID per recommendations following C-ID review.	Cross-list: AB 117 Modifications: CO, MOE, and Text – C-ID rationale. Recommendations: Format CO. Align OA with MOE.
	AG 158	Agricultural Economics (3) (Lec 3) Justification: The COR needs to be altered to meet the requirements for C-ID approval. The modifications will bring the AHC COR to match the C-ID course requirements. Updates made to bring textbooks current and course content in line with C-ID per recommendations following C-ID review.	Modifications: SLO, CO, MOE, and Text – C-ID rationale. Recommendations: Format the SLO. Catalog description should be written to describe the course.
Major Modification	ENGL 112	Transfer Reading and Writing Justification: This course is being created from English 179B, an experimental course first taught in spring 201 with English 101 as a co-requisite course. This course will help students fulfill their GE English requirements effectively through acceleration. Demand: This course is based on the demand for the experimental course, English 179B in spring 2017 when two sections were offered and filled with students. English 179B is also being offered in spring fall 2017 and two sections are filled. With the changes in multiple measure placement using GPA, it is anticipated that student demand will be for a co-requisite course with immediate access to English 101 eligibility rather than taking a sequence of developmental courses.	
Major Modification	ENGR 152	Statics (4) Prerequisites: MATH 182 and PHYS 161 or PHYS 141 Justification: Update COR to match C-ID.	Modifications: Unit increase (3 to 4), requisite justification, content, objectives, evaluation, and text

			Recommend: Format objectives.
Major Modification	MUS 128	Piano 1 (1)	Modifications: Lab content (added) and assignment.
Course Review DL (Previously Approved)	FT 101	Fire Protection Organization (3)	Modification: DL Addendum Recommend: Add information on "additional comments" if there are live classes.

Second Reading:

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
New Course	ENGL 312	Reading Skills and Strategies (3)	
<p>Justification: It makes the course more visible and its purpose clearer to students who may not consider reading a separate discipline from English, and it provides an ESL pathway that is compliant with AB 705. Determination of Need: Consultation with ESL and English faculty. 44 students is an optimistic projection based on past enrollments for Reading 310 and English 513.</p> <p>Demand: With discussions with AHC alumni and AHC Wine and Viticulture Club, it was expressed that a basic wine appreciation class was needed. A longer version of a similar course is currently taught at the Lompoc Valley Center and similar courses are taught at Santa Rosa Junior College such as Wine 70 - Wine Component Tasting and at Napa Valley College the following: WVT 139 to WVT 156, including several different classes for different varietals and wine regions.</p>			
New Course	VEN 323	Vineyard and Winery Evaluation (3) Advisory: AG 102 and AG 101 Justification: AG 323 provides practical experience in real life work situations in the technical evaluation or development of vineyards and wineries. This course will provide training for the required assessment of vineyard and winery operations in the local industry. Similar courses are part of viticulture and enology majors in many different programs such as UC Davis. This course will meet the recommendation to improve student learning and achievement as described in the 6-year Agribusiness program review. Demand: The course was recommended by instructors and advisory board members in the Agribusiness program to provide more hands-on training. This type of learning is very successful in other institutions. It was requested by the owner of a local winery as well.	NEED: Feasibility Analysis Recommendations: Format
New Course	VEN 331	Practical Wine Appreciation (0.50) LOE: Students must be 21 years old at the time of registering for the class. Justification: Provides students in the community with an introductory course in Santa Maria campus in wine varietal appreciation.	NEED: Feasibility Analysis Recommend: Format.

NEW Noncredit Course	VOCE 7113	Intro to Microsoft Publisher HOURS: 16-18 Justification: Create new course to meet current employment and technology requirements. This course is included in the Microsoft Office Basics Career Development Certificate. Demand: Microsoft Publisher is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". Many jobs require computer skills, and the demand is growing. In the local job market, 25% of job listings required some form of computer skills (indeed.com, as of July 25, 2017) and over 10% of mid-level job listings specifically mentioned Microsoft Office applications.	Recommendations: Format
New Course New Topic	FILM 199A	The Films of Alfred Hitchcock (Lec 1/Lab 1) Advisory: ENGL 514	
The course will be part of selected units toward completion of the Film/Video AS.			
Course Review	FILM 127	Digital Video Post-Production (Lec 1.5/Lab 1.5) Advisory: FILM 125 or MMAC 125	
Major Modification	GRPH 120	Advanced Design for Publishing (Lec 2.5/Lab 0.5) Prerequisite: GRPH 115	
New Program	HUSV	Advanced Helping Skills 1 Certificate of Accomplishment Total Units: 9 Justification: One objective of the previous six-year Human Services Program Review was to place every course in a certificate and thereby eliminate stand-alone courses. Past efforts to accomplish this objective were unsuccessful, and the result was the current Specialized Helping Approaches Certificate of Accomplishment, which included every stand-alone course except one, HUSV/ANTH/PSY 122. That course needs to be included in a certificate. This proposal accomplishes three purposes: • This certificate, along with a second certificate, creates two new Certificates of Accomplishment using all of the courses in the Specialized Helping Approaches Certificate of Accomplishment, plus HUSV/ANTH/PSY 122, thereby ensuring that every HUSV course resides in a certificate. • It eliminates duplication by deactivating the Specialized Helping Approaches Certificate. • It provides room for any new courses that may be added, such as an ethics course being considered. Attached: Advisory Minutes	
New Program	HUSV	Advanced Helping Skills 2 Certificate of Accomplishment	

		Total Units: 9	
Course Review	MUS 102	Music History Classical Modern (Lec 3) Advisory: ENGL 101, MUS 101 Modifications: Semester offering, removed repeats, assignments, and text.	
Course Review	MUS 104	Roots of Pop, Rock, Jazz (Lec 3) Modifications: Semester offering to S and F, removed repeats, and assignments.	
Course Review	MUS 145	Big Band Jazz Repeat: 3 Prerequisite: Ability to play an appropriate instrument and read music. Modification: Add repetition and catalog description	
Major Modification	MUS 120	Piano 2 (Lec 0.5/Lab 0.5) Prerequisite: MUS 128 Modifications: Course title, new requisite with content review – MUS 128, assignments, and evaluation.	
Major Modification	MUS 121	Piano 3 (Lec 0.5/Lab 0.5) Prerequisite: MUS 120 Modifications: New prerequisite with content review, instruction, assignments, and evaluation.	
Major Modification	MUS 130	Mixed Ensemble (Lec 1/Lab 1) Repeat: 3 LOE: Audition at first class meeting Modification: LOE added and evaluation.	
Major Modification	MUS 132	Masterworks Chorale (Lec 1/Lab 1) Repeat: 3 LOE: Audition at first class meeting Modification: Reduced lab hours (4 to 3 hours), instruction, and evaluation.	
Major Modification	MUS 133	Chamber Voices (Lec 1/Lab 1) Repeat: 3 LOE: Audition at first class meeting Modification: Semester offering, new LOE, and assignments.	
Major Modification	MUS 137	Concert Chorale (Lec 1/Lab 1) LOE: Audition at first class meeting Modification: New LOE, evaluation,	
New Experimental Course	PE 179E	Indoor Cycling (Lab 3)	
New Course	PEIA 188	Intercollegiate Water Polo, Women (Lab 3) Repeat: 100 LOE: Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible. ALSO: Request for H&W graduation requirement	

Justification:

With the new sport offering of intercollegiate women's water polo, this course will exist to support and encourage the development of the student-athletes participating on the intercollegiate women's water polo team. As allowed by the state, it will be a repeatable course that is dependent upon the athletic eligibility status for each individual student. Additionally, this course will fall under the 350-contact hour cap per year.

Demand: Participants in previous team rosters: 2015: 16; 2016: 11; 2017: 12

Rationale for Repeatability: California Education Code allows this type of course to be repeated. §55041(a)(2) There is no specific limit indicated for the number of times this course is repeatable. However, requirements for enrollment are governed by other sections of the code. (Page 52 of the current PCAH)

Major Program Modification	SPCH	Speech Communication Associate in Arts Total Units: 18 units
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Justification:

To reduce confusion and make things easier for all students who choose Speech Communication as a major, we are modifying the AA so that it is identical to the AA-T. This will require us to reduce the AA from 21 to 18 units by taking out the 3-unit elective requirement. This will allow students to complete the same requirements whether they want to only earn an AA from Hancock or use the AA to transfer under our AA-T.

Public Remarks

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

Reports

- a. AP&P Representatives
- b. AP&P Vice Chair / TRC Chair
- c. AP&P Chair
- d. Administration
- e. Admissions and Records
- f. Counseling/Matriculation
- g. Articulation
- h. CurriQunet & Support

Call for Future Agenda Items

Call to Adjourn.

Next Meetings:

GUIDED PATHWAY TO ENGLISH 101: An email from Julie Knight.

A pathway might look like this if the formatting comes out:

Reading 510	->	Read 310	->	Read 110	-> English 101
English 510		English 312		English 113	
ESL 510		ESL 310		ESL 110	
(all the same course)		(all the same course)		(all the same course)	

Title: Advanced Helping Skills 1

Award Type: Certificate of Accomplishment

Recipients of the Specialized Helping Skills 1 Certificate will possess a set of interconnected skills and knowledge that go beyond and enhance the interpersonal helping skills and knowledge that the other Human Services certificates provide. The skills and knowledge that they will gain fall under the following three rubrics: (1) Happiness, Thriving, and Ability to Cope; (2) Consciousness and Alteration of Conscious States; and (3) Additional Evidence-Based Helping Skills. The graduate of the certificate program in specialized helping approaches will:

- Happiness, Thriving, and Ability to Cope: Graduates will be able to list practices associated with positive emotion, life satisfaction, and personal thriving; know how to deal effectively with their own emotions and the emotions of others; and possess skills for creating positive mental states in themselves and others.
- Consciousness and Alteration of Conscious States: Graduates will understand the human need to alter mental and

emotional states; be able to list methods that people use for doing so; grasp the difference between constructive, healthy methods, and destructive, unhealthy ones; and be able to practice methods that engender constructive, healthy mental and emotional states.

The graduate of the Certificate of Accomplishment in Advanced Helping Skills 1 will:

- describe methods that people use to alter their states of consciousness.
- explain how emotions often hijack the brain.
- describe one action that an individual can take to improve that individual's level of happiness and satisfaction.

Program Requirements

A major of 9 units is required for the certificate.

Required core courses:

		Units: 9
HUSV112	Gentle Comm Skills for Change	3
HUSV126	Meditation, Mindfulness, and Relaxation	3
HUSV144	Twelve Step Facilitation	3
<hr/> Total Program Units		9

Title: Advanced Helping Skills 2

Award Type: Certificate of Accomplishment

Recipients of the Advanced Helping Proficiencies 1 Certificate will possess a set of interconnected skills and knowledge that go beyond and enhance the interpersonal helping skills and knowledge that the other Human Services certificates provide. The skills and knowledge that they will gain include (1) Happiness, Thriving, and Ability to Cope, and (2) Consciousness and Alteration of Conscious States. They will be able to list practices associated with positive emotion, life satisfaction, and personal thriving; and they will know how to deal effectively with their own emotions and the emotions of others. In addition, they will understand the human need to alter mental and emotional states; be able to list methods that people use for doing so; grasp the difference between constructive, healthy methods, and destructive, unhealthy ones; and be able to practice methods that engender constructive, healthy mental and emotional states.

The graduate of the Certificate of Accomplishment in Advanced Helping Skills 2 will:

- describe how to respond to an angry client.
- teach another person a basic meditation technique.
- explain how to prepare a client to become a member of a Twelve Step program.

Program Requirements

A total of 9 units is required for the certificate.

		Units: 9
HUSV122	States of Consciousness: A Multidisciplinary Exploration	3
HUSV127	Emotional Intelligence	3
HUSV128	Positive Psychology	3
<hr/> Total Program Units		9

Title: SPEECH COMMUNICATION

Award Type: Associate in Arts

The speech communication major provides students with an opportunity to improve their personal, public and professional lives. Students study communication dynamics in interpersonal relationships, groups, and public settings. By studying how, why and with what consequences people communicate, students will become more competent communicators. Students will develop broad-based competencies in oral and written communication as well as critical analysis. The articulated transfer major will prepare students for further studies toward a baccalaureate degree in speech and/or communication studies.

The graduate of the Associate in Arts in SPEECH COMMUNICATION will:

- Demonstrate knowledge of communication theories.
 - Demonstrate competent communication behaviors for a variety of purposes.
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Program Requirements

A major of 21 units is required for the associate in arts degree.

Required core courses (18 units):

		Units: 18
SPCH101	Public Speaking	3
SPCH102	Small Group Communication	3
SPCH103	Interpersonal Communication	3
SPCH106	Argumentation and Debate	3
SPCH108	Oral Interpretation	3
SPCH110	Intercultural Communication	3

Total Program Units **18**