Senator Attendance: Applied Technology & Business (Michael Absher); Counseling (Tram Vo-Kumamoto & Sally Stickney); Health, Physical Education, & Athletics (Nancy Cowan & Ross Shoemaker for JoAnn Galliano); Arts & Humanities (Clayton Thiel); Language Arts (Angie Magallon); Library (Norman Buchwald); Science & Mathematics (Dave Fouquet); and Social Sciences (Barbara Ogman & Sherri Yeager).

Representatives: Tonika Jones, ASCC; (Shari Jacobsen & Dave Fouquet), CLPFA.

Guests: Dr. Robert Carlson (College President), Dr. Ron Taylor (Vice President, Academic Services), Ms. Melinda Matsuda (Vice President, Student Services), Tom Clark (Dean, Business & Applied Technology). Faculty: Dan Raveica, Dale Wagoner, Diana Immisch, Ross Shoemaker, Cindy Hicks, Jeanine Paz, and Nolly Ruiz.

Presiding Officers: President Chad Mark Glen, Vice President Michael Absher.

ITEM

1.0 GENERAL FUNCTIONS

1.1 Call to Order: President Glen called the meeting to order at 2:20 p.m.

1.2 Approval of Minutes of February 10th & 17th, 2005: The minutes of the February 10th and 17th, 2005 meetings were moved by Michael Absher, seconded by Sherri Yeager, and approved.

2.0 REPORTS I

2.1 College President: President Carlson reviewed the situation with the ASCC officers and their status as president and vice president of the ASCC. He also discussed the need, cost and timing for the District roof and electrical system. Michael Absher asked about the new fundraising policy. Dr. Carlson discussed the policy stressing accountability, recognition of donors, and coordination of solicitation of gifts and donations so that various people or areas on campus do not target the same donors.

2.2 CLPFA: Dave Fouquet

2.3 PUBLIC COMMENTS: Sherri Yeager responded to the idea that she should recuse herself from the agenda item dealing with the administration wrongdoing and action to be taken. Yeager stated that at one point or another, each senator has had some personal stake in what’s been discussed during a senate meeting. It’s ridiculous to suggest that I should recuse myself.

3.0 ACTION ITEMS
3.1

4.0 DISCUSSION ITEMS

4.1 Curriculum A.A. G.E. Pattern Proposal: Cindy Hicks delivered the following Chabot College Curriculum Committee Report to the Senate.

Recommendation: Associate in Arts, General Education Pattern

Please note: The General Education pattern recommended below will have no effect on the transfer students’ General Education requirements. Transfer students will still need to meet the General Education requirements of their transfer institutions--i.e., CSU General Breadth requirements, UC/CSU Intersegmental General Education Transfer Criteria (IGETC), or the requirements of a four-year institution outside the CSU or UC system. Students transferring to CSU or UC will still need six units of English composition, for example, no matter how many English composition units we may require in the General Education pattern for the Associate in Arts degree.

The Chabot College Curriculum Committee supports balancing the required major and G.E. units so that students are able to take at least some elective units without exceeding the 60 units they need to graduate. Making it possible for students to take electives while also meeting their major and G.E. requirements responds to development of the whole person and to life-long learning noted in the Mission, Vision, Values and Learning Goals statements.

Area A: Language and Rationality
1. English composition 3 units
Title 5 requirement and criteria (delineated in Chabot College Curriculum Handbook, Appendix C.)

2. Communication and Analytical Thinking 3 units
Title 5 requirement and criteria (delineated in Chabot College Curriculum Handbook, Appendix C.)

Area B: Natural Science 3 units
Title 5 requirement and criteria (delineated in Chabot College Curriculum Handbook, Appendix C.)

Area C: Humanities 3 units
Title 5 requirement and criteria (delineated in Chabot College Curriculum Handbook, Appendix C.)

Area D: Social and Behavioral Sciences 3 units
Title 5 requirement and criteria (delineated in Chabot College Curriculum Handbook, Appendix C.)
U.S. History Government, and Informed Citizenship 3 units

Criteria: The criteria for this Area are adopted/modified from CSU’s guidelines for its American Institutions requirement, contained in CSU Executive Order No. 405. It is the intent that courses accepted to fulfill the U.S. History, Government, and Informed Citizenship requirement will also fulfill 3 of the 6 units required to fulfill American Institutions at CSU.

A. Any course which addresses—explicitly—the historical development of American institutions, values and ideals must include all of the subject matter elements identified in the following subparagraphs. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately 100 years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major political, ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements and geography.

B. Any course which addresses—explicitly—the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must include all of the subject matter elements identified in the following subparagraphs. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights, obligations and responsibilities of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolving Federal-State relations and the nature and processes of state and local government under that constitution.
4. Contemporary relations of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

Rationale: Directly responsive to G.E. objective of developing in students skills for becoming thoughtful and contributing citizens who deal with local and national
political problems. Responsive to Values, GE Philosophy, Learning Goals in that the area intends to develop informed, reflective, responsible and compassionate citizens.

**Physical Education**

1 unit

**Criteria:** Courses meeting the Physical Education GE Area are those designed to do the following:

1. Develop an awareness of the importance of a healthy lifestyle through physical activity.
2. Focus on the development of overall well-being through physical activity.
3. Enable students to incorporate key principles of healthy lifestyles and physical activity into their own lives to ensure the quality of life.

**Rationale:** Contributing to students’ physical well-being is noted in our Mission and Learning Goals statements. Mission: “The college provides opportunities for the...physical well-being of all community members....” Learning Goals: Under “Development of the Whole Person,” “Integration of mind, body, and spirit for healthy quality of life.” Furthermore, the Surgeon General has noted that students who complete one required physical education activity course are more likely than those who do not to value and maintain physical fitness. In addition, many educational institutions are recognizing and respecting the connection between mind and body.

**U.S. Cultures**

U.S. Cultures courses meet requirements in other G.E. Areas

**Criteria:** American Cultures courses must satisfy the following:

1. A historical overview of society, culture, race and ethnicity, with specific attention to at least three of the following groups—Native Americans, African Americans, European Americans, Asian/Pacific Islander Americans, Chicano/Latino Americans, and Middle Eastern Americans—presented in an integrative and comparative nature. This includes the rich expressions of America’s diverse identities, experiences, voices and unique contributions across disciplines.
2. Areas of (but not limited to) gender, major institutions, class, and age, within the social, cultural, political, and historical context of the diverse American experience.
3. An integrative and comparative pedagogy open to all disciplines provided the course satisfies the content and intent of American Cultures.
4. Varied, and culturally relevant teaching methodologies.
5. A goal of developing cultural competence, defined as: (a.) knowledge and openness about one’s own culture; (b) an appreciation of cultural and racial diversity as it applies to differences in the “American Experience”; (c) the socio-historical perspective and flexibility needed to bridge cultural gaps, gained through academic study; (d) knowledge of the heterogeneity even within ethnically and racially diverse populations; i.e., all African Americans
are not alike; and (e) tools for application of these competencies within students’ own communities.

Rationale: Though some on the Curriculum Committee were concerned that the U.S. Cultures requirement might be too inwardly focused for current times, when knowledge and appreciation of world cultures may be equally important, the Values, Learning Goals, and G.E. Objectives all speak to the value we place on honoring and respecting cultural diversity and on widening social and ethnic relationships and perspectives as citizens of a democracy. The Curriculum Committee recommends that equivalencies be developed that will also meet the U.S. Cultures requirement. For example, if a student were to take Mexican-American/Latino Literature of the U.S., U.S. Women’s History, and Introduction to Asian American Studies, those three courses would combine to meet the U.S. Cultures requirement.

Health Education 3 units

Criteria: Courses which meet this requirement should include the following components:

1. Holistic Health—integrating physical, psychological, social, and spiritual life factors for the individual and for society and how they relate to quality of life.
2. Life-long learning—promote intellectual and physical well-being in daily life choices, with an emphasis on the value of wellness and prevention toward longevity.
3. Behavior Modification—critically evaluate personal health choices, incorporating positive health changes based on informed choices regarding disease prevention, healthy living, and personal choices.
4. Mind/Body connection—stimulate awareness in the individual of the relationship between the whole person and optimal health.
5. Health Care choices—identify factors that relate to making informed health care choices that benefit the individual and society.

Rationale: Contributing to students’ physical well-being is noted in our Mission and Learning Goals statements. Mission: “The college provides opportunities for the...physical well-being of all community members....” Learning Goals: Under "Development of the Whole Person," "Integration of mind, body, and spirit for healthy quality of life."

Total A.A. Degree GE Units 22 units

Related GE Discussion:

Las Positas College has proposed six units rather than three units of English composition. The Chabot Curriculum Committee is recommending only three units of English composition because no one at Chabot proposed an additional (to those required by Title 5) three units of English composition.

Additional considerations are:
1. Transfer students will still need six units of English composition.
2. It’s unclear that two English composition courses at the same associate degree level (at Chabot, English 52A, Essentials of Communication, and English 70, Report Writing, neither of which has a prerequisite) is the most effective way of addressing the reading and writing needs of our associate degree students.
3. Six instead of three units required for English composition precludes us from exploring other, possibly more effective, options for meeting the reading and writing needs of our associate degree students.

The Associate in Science Degree

The current charge to the Curriculum Committee involved recommending a General Education pattern for the Associate in Arts degree. Consequently, we have not discussed specifics of the Associate in Science degree. However, recognizing that the Associate in Arts General Education pattern may impact the Associate in Science G.E. pattern, the Curriculum Committee recommends that discussions of the Associate in Science G.E. pattern acknowledge:

1. The Associate in Science GE pattern should not exceed 19 units.
2. Because any General Education pattern should reflect the general education we believe all associate degree students should have, whether they graduate with an A.A. degree or an A.S. degree, it is logical that the G.E. patterns for the A.A. and the A.S. degrees be the same. However, the A.S. degree is one that, traditionally, the high-unit science and occupational majors have needed. As a result, the Curriculum Committee believes that the Associate in Science G.E. pattern must not exceed 19 units so that, when combined with high-unit majors, most students will still have the opportunity to take at least some electives without exceeding the 60 units they need to graduate.

Cindy Hicks read the following prepared Statement to Senate:

I have been hearing concerns from a number of faculty around campus about non-collegial behavior—faculty calling other faculty names at meetings, faculty pushing through their agenda so hard as to be “bullying,” for instance. Some of this behavior occurred in the process of our review of general education and it impeded the process.

Many members of the Curriculum Committee have put in great work on GE over the past few years. I want to single out Bill McDonald and Diana Immisch for their consistently conscientious efforts and their willingness to help, but almost all Curriculum Committee members deserve praise for going above and beyond.
However, a few faculty (and a dean or two), not necessarily on the Curriculum Committee, have behaved in disappointing ways. When we first started seriously reviewing GE, a faculty member suggested our lowering the units from 29 was racist. One dean called the head of the Las Positas Curriculum Committee to tell her that Chabot’s Curriculum Committee was trying to do away with her area. Then faculty from the area began spreading the rumor that the Curriculum Committee meant to do away with specific areas—this before the Curriculum Committee had even had a chance to look at the information we had gathered and that had been developed by IPBC and others, before we had much opportunity to brainstorm about what GE goals we gleaned from the information and possible GE patterns to meet the goals. The result was that some engaged in the GE review process in defensive, “hold on to what we have” and “let’s just share the pain” ways.

When the Curriculum Committee found information that might put a different spin on things than the spin some faculty wanted, the information was diminished or put aside, or people got mad at me for bringing it up. One area blocked the Curriculum Committee from doing research about student pathways before they even understood what we were trying to find out and why we were trying to find it out. People come out punching before they actually know what’s going on.

When the proposals for the GE Areas were presented, one contained a snide remark from the proposer about the way the Curriculum Committee and Senate were going about formulating a recommendation. Another proposer shut down the Curriculum Committee’s brainstorming about whether the goals of the area—which we all agreed were institutional goals—might be met in different, more effective ways.

These actions stifled inquiry and creativity. And, as a result, I’m not confident that the recommended GE pattern is the one that best meets our students’ needs and our vision, mission, values, learning goals, philosophy. While it’s entirely possible that the Curriculum Committee’s final GE recommendation would be exactly as I’ve presented it today had inquiry and creativity not been stifled, we’ll never really know whether the final recommendation is the result of the Curriculum Committee’s and others’ best thinking or whether it’s the result of people’s unwillingness to take anymore grief from colleagues.

I urge the Senate and all of us—to demand collegial, professional behavior from one another even when, especially when—the issues are hard and the passions are strong and to model the collegial behavior it demands. Little by little, perhaps we can turn around this unfortunate tendency to distrust and verbally abuse one another and focus instead on moving the institution forward.
Yeager expressed the need to define collegial behavior, and that a discussion on the topic in the future seems to be in order. She claimed that some people mistakenly think that being direct is not being collegial, and stated that she is a very direct person.

The Senate voted to make the curriculum A.A. GE Pattern Proposal item an action item. Mike Absher moved and Clayton Thiel seconded accepting the Curriculum Committee’s A.A. GE Pattern Proposal. The motion passed unanimously.

4.2 Administration Wrong Doing and Action To Take (Sherri Yeager): There was a discussion and agreement to incorporate language from the Norman Buchwald, Barbara Ogman, et al. to the draft list of wrong doing. It was agreed to accept a revision of one of the listed items made by Dave Fouquet. Glen agreed to incorporate the changes discussed at Senate and Email the document to senators. Senators were to share this list at their next division meeting and solicit input on what action to take, if any.

4.3 Revised Program Change Process Resolution (President Glen): Tabled.

4.4 Cheating/Plagiarism Record Keeping (Nolly Ruiz). Nolly Ruiz distributed a number of handouts dealing with process and policies of dealing with cheating and plagiarism. A discussion about standard summarization on how instructors would handle cheating occurred. Senators expressed that guidelines and not policies be suggested for ways of documenting cheating and plagiarism. Senators were encouraged to invite members of their division to join Nolly and Ken Eberhard to work on guidelines on dealing with cheating, plagiarism, and academic honesty. For more information, Nolly suggested senators share with their colleagues the following website: http://www.academicintegrity.org.

4.5 Military Recruiters (Sherri Yeager). Tabled to April 14th.

4.6 Employment Non-Discrimination (Sherri Yeager). Tabled to April 14th.

4.7 Grade Change Issues (Dr. Ron Taylor). Tabled to March 17th.

5.0 REPORTS II None.

5.1 ASCC REPORT. None.

5.2 Senate Committees. No report given.

5.3 Senate President’s Report (Chad Mark Glen).

5.4 Senators. No reports given.

6.0 GOOD OF THE ORDER

6.1 Future Agenda Items
6.2 **Adjournment.** The meeting was adjourned at 4:25 p.m.

6.3 **Next Meeting:** Thursday, March 17\(^{th}\), 2005 at 2:15 p.m.

6.4 **Spring Meetings:** 2\(^{nd}\) & 4\(^{th}\) Thursday, 2:15-4:15 p.m., unless designated "special". March 17\(^{th}\) Special, March 31\(^{st}\) Special, April 14\(^{th}\), April 20\(^{th}\) Special (Senate Recognition Ceremony). April 28\(^{th}\); May 12\(^{th}\) and 26\(^{th}\).

k/s