**SANTA MONICA COLLEGE
ACADEMIC SENATE**

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

CURRICULUM COMMITTEE ❚ AGENDA

Wednesday, April 5, 2017 ❚ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Maral Hyeler	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, *Vice Chair*	Sasha King	Estela Narrie	David Shirinyan
Eve Adler	William Konya	James Pacchioli	Mark Tomasic
Brenda Antrim (non-voting)	Jing Liu	Adrian Restrepo (AS)	Odemaris Valdivia
Christina Gabler	Emily Lodmer	Elaine Roque	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Gita Runkle	Joshua Withers

Interested Parties:

Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
Dione Carter	Pete Morris	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Fran Chandler	Terrance Ware Jr. (AS)

A G E N D A

(Items for information are listed numerically; major items of business are listed alphabetically)

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.

CURRICULUM COMMITTEE ❙ MINUTES

Wednesday, March 29, 2017 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Maral Hyeler	Estela Narrie	Mark Tomasic
Jennifer Merlic, *Vice Chair*	William Konya	James Pacchioli	Odemaris Valdivia
Eve Adler	Jing Liu	Elaine Roque	Audra Wells
Brenda Antrim (non-voting)	Emily Lodmer	Redelia Shaw	Joshua Withers
Christina Gabler	Emin Menachekanian	Gita Runkle	

Members Absent:

Saori Gurung (AS)	Sasha King	Georgia Lorenz	Adrian Restrepo (AS)
David Shirinyan			

Others Present:

Fariba Bolandhemat	Salvador Santana

M I N U T E S
(Items for information are listed numerically; items for action are listed alphabetically)

I.   **Call to order:**
The meeting was called to order at 3:11pm.

II.   **Public Comments:**
None.

III.   **Approval of Minutes:**
The minutes of March 15, 2017 were approved as presented.

IV.   **Chair's report:**
- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on March 21, 2017.

V.   **Information Items:**

(Course Deactivation and Removal from any Applicable Programs)
1. CIS 36R
2. CS 53C
3. ECE 18
4. HIST 45, 46, 50
5. PSYCH 12, 16, 18

VI.   **Action Items:**

(Consent Agenda)
a. CIS 4 Business Information Systems with Applications (title change from "Introduction to Computers, Business Applications" and course update)
b. RES TH 30 Adult Critical Care Monitoring And Diagnostics (title change from "Monitory" to "Monitoring"; change in instructional hours from 3 lecture to 2 lecture, 3 lab; no change in units)

      c.   Respiratory Therapy Associate in Science (AS) (change of RES TH 2 from program prerequisite to required course and addition of CHEM 19 as an alternative to CHEM 10 in program prerequisites)
         Motion made by: Odemaris Valdivia   **Seconded by:** Elaine Roque
         The motion passed unanimously.

(New Courses)

      d.   KIN PE 34D Advanced Karate (~~prerequisite~~ advisory: KIN PE 34C or equivalent) – presented by Elaine Roque
         (Approved with minor changes)
         Motion made by: Odemaris Valdivia   **Seconded by:** Audra Wells
         The motion passed unanimously.
         Advisory: KIN PE 34C or equivalent
         Motion made by: Estela Narrie   **Seconded by:** Maral Hyeler
         The motion passed unanimously.

(Course Reinstatement)

      e.   OFTECH 33 Records Management (formerly OIS 33) – presented by Fariba Bolandhemat and Odemaris Valdivia
         (Approved with minor changes)
         Motion made by: Elaine Roque   **Seconded by:** Christina Gabler
         The motion passed unanimously.

      f.   RES TH 2 Respiratory Therapy Fundamentals (prerequisite: Admission to the ELAC/SMC Respiratory Therapy Program (including MCRBIO 1 and PHYS 3)) – presented by Salvador Santana
         (Approved with minor changes including consistency with ELAC's course)
         Motion made by: Elaine Roque   **Seconded by:** Joshua Withers
         The motion passed unanimously.
         Prerequisite: Admission to the ELAC/SMC Respiratory Therapy Program (including MCRBIO 1 and PHYS 3)
         Motion made by: Estela Narrie   **Seconded by:** Mark Tomasic
         The motion passed unanimously.

(Distance Education)

      g.   OFTECH 33 Records Management (formerly OIS 33) – presented by Fariba Bolandhemat and Odemaris Valdivia
         Motion to table (pending revisions) made by: Odemaris Valdivia
         Seconded by: Gita Runkle
         The motion passed unanimously.

(Program Revisions)

      h.   Athletic Coaching Associate in Science (AS) / Certificate of Achievement (replacement of KIN PE 34C with KIN PE 34D in List B: Highest Level Courses)
         Motion made by: James Pacchioli   **Seconded by:** Emily Lodmer
         The motion passed unanimously.

      i.   Mobile Apps Development - iPhone Department Certificate – (removal of CS 53C; decrease in units from 15 to 12)
         Motion made by: Elaine Roque   **Seconded by:** Maral Hyeler
         The motion passed unanimously.

VII.   Adjournment
The meeting adjourned at 4:36pm.

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DATE: March 30, 2017

AA 17-20
VIA E-MAIL

TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Pamela D. Walker, Ed.D.
Vice Chancellor, Educational Services

SUBJECT: Policy Change: Advanced Placement Credit

On September 23, 2016, Assembly Bill (AB) 1985 Advanced Placement Credit (2016, Williams) was signed into law by Governor Brown. This law requires the Chancellor of the California Community Colleges, in collaboration with the Academic Senate of California Community Colleges, to develop and require each community college district to begin adoption and implementation of a uniform policy, regarding Advanced Placement (AP) Credit. To the extent that they conflict, current title 5, section 55052 "Advanced Placement Examinations" has been superseded by AB 1985. For your convenience, the text of AB 1985 is attached to this policy as Appendix A.

In accordance with the law, the policy is that any student who passes a College Board AP examination with a minimum score of three in a subject matter similar to that of the AP Examination, the student will be awarded credit in a general education area. Each community college is required to post the most recent AP credit policy on its website.

AP POLICY LANGUAGE FOR GENERAL EDUCATION CREDIT

Colleges shall award General Education Area credit as shown on the CCC AP GE List. For General Education Requirements refer to title 5 § 55063.
If the college does not have a course similar in content to the AP Examination, then the college shall award credit for the indicated GE Area as shown on the California Community College AP List. If there is no GE Area that fits the AP Examination, the college may award elective credit. This policy does not address course-to-course awarding of AP credit as that is a local decision made by the appropriate discipline faculty.

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California Community College General Education Advanced Placement (CCC GE AP) List:

Advanced Placement score of 3, 4, or 5 is required for general education certification.

AP Examination	CCC GE Areas	Minimum Semester Units
Art History	Humanities	3
Biology	Natural Sciences	4
Calculus AB	Language and Rationality	3
Calculus BC	Language and Rationality	3
Calculus BC/AB Subscore	Language and Rationality	3
Chemistry	Natural Sciences	4
Chinese Language and Culture	Humanities	3
Comparative Government and Politics	Social/Behavioral Sciences	3
Computer Science A	N/A	3
Computer Science Principles	N/A	3
English Language & Composition	Language and Rationality	3
English Literature & Composition	Language and Rationality or Humanities	3
Environmental Science	Natural Sciences	4
European History	Social/Behavioral Sciences or Humanities	3
French Language and Culture	Humanities	3
German Language	Humanities	3
Human Geography	Social/Behavioral Sciences	3
Italian Language and Culture	Humanities	3
Japanese Language and Culture	Humanities	3
Latin	Humanities	3

AP Examination	CCC GE Areas	Minimum Semester Units
Macroeconomics	Social/Behavioral Sciences	3
Microeconomics	Social/Behavioral Sciences	3
Music	Humanities	3
Physics 1	Natural Sciences	4
Physics 2	Natural Sciences	4
Physics C mechanics	Natural Sciences	4
Physics C electricity/magnetism	Natural Sciences	4
Psychology	Social/Behavioral Sciences	3
Seminar	N/A	0
Spanish Language and Culture	Humanities	3
Spanish Literature and Culture	Humanities	3
Statistics	Language and Rationality	3
Studio Art – 2D Design	N/A	3
Studio Art – 3D Design	N/A	3
Studio Art – Drawing	N/A	3
U.S. Government and Politics	Social/Behavioral Sciences	3
U.S. History	Social/Behavioral Sciences or Humanities	3
World History	Social/Behavioral Sciences or Humanities	3

SECTION 1. The Legislature finds and declares all of the following:

(a) It is the intent of the Legislature to establish a uniform Advanced Placement (AP) credit policy for general education within the California Community Colleges. It is the intent of the Legislature that the Chancellor of the California Community Colleges, in collaboration with the Academic Senate for the California Community Colleges, consider, when adopting the uniform policy, granting course credit to a pupil who passes an Advanced Placement examination with a minimum score of three.
(b) Studies consistently find that pupils who earn AP exam scores of three and higher are likely to demonstrate multiple measures of college success.

(c) The lack of a uniform AP credit policy often serves as an academic and financial barrier for students enrolling in California Community Colleges and is a transfer obstacle for many pupils.

SEC. 2. Article 9 (commencing with Section 79500) is added to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 9. Advanced Placement Credit

79500. (a) The office of the Chancellor of the California Community Colleges shall, in collaboration with the Academic Senate for California Community Colleges, do both of the following:

(1) Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of, a uniform policy to award a pupil who passes an Advanced Placement examination course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the pupil's needs, in a course with subject matter similar to that of the Advanced Placement examination.

(2) Periodically review and adjust the policy adopted pursuant to subdivision (a) to align it with policies of other public postsecondary educational institutions.

(b) If the policy to be adopted pursuant to subdivision (a) is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges shall adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

(c) Each community college campus shall post on its Internet Web site the most recent policy adopted pursuant to this section.

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Santa Monica College
DE for EXISTING courses
Expanded Course Outline for IXD 410 - Project Management for Design

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	410
Full Course Title	Project Management for Design
Catalog Course Description	This course contextualizes project management for interaction designers. Project Management for Design provides a comprehensive overview of current design development processes and tools used to successfully deliver a high-quality project on time. Students will learn to clearly communicate with clients and manage the design process while integrating design objectives into the overall development timeline. Students will develop leadership skills, learn to plan, organize, motivate, and control resources based on project goals.
Rationale	Submitting for approval to offer this course online
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade Only (upper div major)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**BS Degree** -Interaction Design

Pre/Corequisites & Advisories
Prerequisite Admission to the Bachelor of Science in Interaction Design

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate a comprehensive knowledge of different development processes, such as agile and continuous.
2. Exhibit a strong understanding of major milestones within the design process and

articulate them clearly to a broad audience.	
3. Utilize project management tools to plan and execute a design project.	
4. Identify and articulate project objectives.	
5. Translate project goals into a plan and process for design.	
6. Write a project proposal, including a project brief, major milestones, expected outcomes, and proposed budget.	
7. Negotiate and collaborate with clients and partners, recognizing their different objectives.	

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:

1. Interview a potential client to create a project proposal.

Course Content

30%	Project Management processes and methodologies
30%	Design development: processes
10%	Design development: people and priorities
20%	Developing and writing project plans and proposals
10%	Presentations and in-class discussion of assignments and project plans
Total: 100%	

Lab Content

50%	Critiques
50%	Team Exercises
Total: 100%	

Arranged Hours Instructional Activities

Methods	Online instructor-provided resources
Other Methods	Build an understanding of how to successfully interview a client through video materials and instructor online resources.

Methods of Presentation

Methods	Critique Lecture and Discussion Observation and Demonstration Projects

Methods of Evaluation

Methods	• 10% - Class Participation • 30% - Homework Assignments • 10% - Oral Presentation • 50% - Projects (Midterm and Final project) • 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	

| 1. Stellman, Andrew; Green, Jennifer. *Applied Software Project Management*, ed. O'Reilly Media, 2005, ISBN: 978-0596009489. |
| 2. Ratcliffe, Lindsay; McNeill, Marc. *Agile Experience Design: A Digital Designer's Guide to Agile, Lean and Continuous*, ed. New Riders Press, 2011, ISBN: 978-0321804815. |

Assignments

Sample Assignment

Assignment 1: Write a project proposal.
Select a particular project and contact the client. Interview the client to establish the project goals and objectives. Based on that project, write a detailed project proposal. Include a project description, objectives, schedule, tasks, resources, skills, and cost.

Present project proposal to client and receive feedback.

Assignment 2: Create a project schedule based on a provided project brief.
Based on the provided project brief, create an outline of key design milestones. Within each milestone provide a description of work, assign the types of designers needed, major deliverables, estimated time, and cost.

Student Learning Outcomes

1. Demonstrate a comprehensive knowledge of different design development processes such as agile and continuous.

2. Utilize Project Management methodologies to accurately manage project expectation, collaborate with clients, and clearly articulate design processes and outcomes in both oral and written form.

Minimum Qualification

| Minimum Qualifications: | Other
- A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field. |

Library

| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |

Distance Ed
Distance Education Application

| Delivery Methods | Fully Online
Online/Classroom Hybrid |

Distance Education Quality

| Quality Assurance | Course objectives have not changed
Course content has not changed
Method of instruction meets the same standard of course quality
Outside assignments meet the same standard of course quality
Serves comparable number of students per section as a traditional course in the same department
Required texts meet the same standard of course quality |
| Additional Considerations | Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section |

	following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Every week, lecture notes with materials related to the week's topic, including videos, slide presentations, and tutorials, are posted for students to complete by the end of the week. Students are encouraged to ask questions to both the instructor and the class related to these materials. The weekly discussion includes a question, or series of questions, which the students will answer either individually or as a group. The instructor will participate in the discussion thread and will require students to comment on each other's posts. Weekly exercises will be assigned to assess the students' understanding of the material. The students will upload this exercise to their student WordPress blog, or to the Assignment page. The instructor then reviews and assesses this work and provides feedback to the student. Students are encouraged to discuss these comments further with the instructor. The instructor will participate in the weekly discussions and will provide feedback on student assignments at least weekly. The instructor will also post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance. Using a rubric for assignments students will be able to see the breakdown of their scores and are encouraged to discuss the evaluation with the instructor. The instructor is also available through a "General Comments and

	Questions" discussion thread, and directly through email.
Student-Student Interaction	Students will have weekly interactions with each other while participating in the weekly discussions. Some discussion will be set up as group discussions where smaller groups of students will critique each other's work. Multiple exercises throughout the semester will be team exercises where students will need to complete work together. The students will have WordPress student blogs to post their work for the instructor and fellow students to review work.
Student-Content Interaction	Every week the student will be responsible for reading the weekly lecture notes and to review and watch any video or slide presentations. Comprehension of that content is assessed by the student's posts related to the material throughout the week and their feedback to other student's comments. A weekly quiz covering the week's material is to be completed by the student. The student must complete the weekly assignment and post to either the students WordPress blog or the assignment page.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture notes, videos and additional resources for students. Students can post questions about notes and resources to Discussion section.	20%
Videos	Students watch instructional videos on best practices.	15%
Project Presentation	Students present exercises and assignments on their class blog so students can see classmates' work.	30%
Exams	Weekly quizzes based on weekly lecture notes.	15%
Threaded Discussions	Threaded discussion for class discussion on weekly lecture topic, readings and critique	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The methods of instruction will be weekly lecture notes, exercises and assignments, quizzes, and discussion. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, a weekly quiz and projects and assignments posted to students' class blog for review, feedback, and grading.

Individualized feedback on each assignment and projects will be provided. Overall, comments for the whole class will help students avoid common issues and adopt best practices and techniques.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing

technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructor needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus. Students will have access to SMC DE support services. We encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.
Students will also have access to information regarding library resources and counseling.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective:
Negotiate and collaborate with clients and partners, recognizing their different objectives.

Online Lesson:
The class notes, resources, and videos provide information and examples on negotiation and collaborative processes. A threaded discussion poses a question about the process to promote student discussion about the collaboration. With the use of video conferencing, the class performs a role-playing exercise to foster recognition of the possible client and partner objectives. Reflection on the assignment is posted to the student's class Blog for review and critique.

Assessment Best Practices

15%-**Discussion** - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully and comment on other students' posts.
20%-**Projects** - Students complete multiple projects. Assessment criteria based on the objectives for the project.
15%-**Quizzes** - Completion of weekly multiple choice questions based on lecture notes and readings.
25%-**Final Project** - Students complete a final project. Assessment criteria based on the objectives for the project.
20%-**Assignments** - Completion of weekly assignments and assessment based on objectives for the assignment.
5%-**Participation** - Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work.

Santa Monica College
DE for EXISTING courses
Expanded Course Outline for IXD 450 - Interaction Design Portfolio

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	450
Full Course Title	Interaction Design Portfolio
Catalog Course Description	This course provides the interaction design student the opportunity to develop work under the supervision of the instructor on a one-to-one basis and to develop the skill to talk about their body of work in a professional setting. Emphasis is placed on developing a portfolio that displays a comprehensive understanding of industry expectations for a UX/interaction designer.
Rationale	Submitting for approval to offer this course online
Proposal Information	
Proposed Start	Year: 2017 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade Only (upper div major)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**BS Degree** -Interaction Design

Pre/Corequisites & Advisories

Prerequisite
IXD 430

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Produce and present a professional portfolio that meets IxD program expectations and industry standards.

2. Create presentation materials and promotional strategies to support portfolio.

3. Demonstrate knowledge of industry trends and professional practices related to UX/interaction design.	
4. Contribute to group critiques and in-class discussions.	
5. Communicate professionally using visual and verbal presentation skills.	
6. Effectively produce and give presentations that clearly communicate to a range of audiences.	

Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Present portfolio of work effectively in a professional setting.	

Course Content	
40%	Produce a cohesive portfolio that reflects current trends in UX/interaction design while reflecting the student's body of work.
35%	Develop and present 2 case studies that visually represent your work, design process, and outcomes. Produce a portfolio website highlighting these case studies.
25%	Communicate professionally using both visual and verbal skills to present design portfolio.
Total: 100%	

Lab Content	
50%	Critiques
50%	Team Exercises
Total: 100%	

Arranged Hours Instructional Activities	
Methods	Online instructor-provided resources
Other Methods	Build skill set in presenting portfolio of work through video materials and instructor online resources.

Methods of Presentation	
Methods	Critique Lecture and Discussion Projects

Methods of Evaluation	
Methods	• 10% - Class Participation • 25% - Oral Presentation • 35% - Portfolios • 30% - Projects • 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. McDowell, Wes, and Bergess, Joseph. *Rock Your Portfolio Website*, ed. The Deep End Publishing, 2013, ISBN: B00D8K7LRE.	

Assignments
Sample Assignment
Assignment 1: Research future employers Research future employers that may need or already have a need for UX/Interaction Designers. Create a list of places where you can apply for work. It can be a creative studio, entertainment company, an advertising agency, technology company, or client. The more thorough you are, the better this information will be for your future use. **Assignment 2**: Self-evaluation For each of your projects, answer the following questions: What is the project? Why should we care? What is the problem? What is the solution? How did you get to this outcome? Who are you as a designer? Do you consider yourself a Generalist or Specialist?

Student Learning Outcomes
1. Assess, produce and present a professional portfolio that meets department expectations and industry standards.
2. Discuss and evaluate portfolios using visual and verbal presentation skills, and demonstrate ability to discuss body of work in a professional setting.

Minimum Qualification	
Minimum Qualifications:	Other - A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Distance Ed	
Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program

	through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	Every week, lecture notes with materials related to the week's topic, including videos, slide presentations, and tutorials, are posted for students to complete by the end of the week. Students are encouraged to ask questions to both the instructor and the class related to these materials. The weekly discussion includes a question, or series of questions, which the students will answer either individually or as a group. The instructor will participate in the discussion thread and will require students to comment on each other's posts. Weekly exercises will be assigned to assess the students' understanding of the material. The students will upload this exercise to their student WordPress blog, or to the Assignment page. The instructor then reviews and assesses this work and provides feedback to the student. Students are encouraged to discuss these comments further with the instructor. The instructor will participate in the weekly discussions and will provide feedback on student assignments at least weekly. The instructor will also post comments that will help students improve their performance as well as comments to motivate students to continue with their outstanding performance. Using a rubric for assignments students will be able to see the breakdown of their scores and are encouraged to discuss the evaluation with the instructor. The instructor is also available through a "General Comments and

	Questions" discussion thread, and directly through email.
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Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture notes, videos and additional resources for students. Students can post questions about notes and resources to Discussion section.	20%
Videos	Video presentations of student work.	10%
Project Presentation	Students present projects and assignments on their class blog so students can see classmates' work.	30%
Peer Feedback	Students present projects and assignments on their class blog so students can see classmates' work.	20%
Threaded Discussions	Threaded discussion for class discussion on weekly lecture topic, readings and critique.	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)
The methods of instruction will be weekly lecture notes, exercises and assignments, discussion, and critique. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, weekly projects and assignments posted to students' class blog for review, critique, and grading. Individualized feedback on each assignment and projects will be provided. Overall, comments for the whole class will help students avoid common issues and to create a career-ready design portfolio.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructor needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Students are referred to counseling, and tutoring services via announcements and the course syllabus. Students will have access to SMC DE support services. We encourage students to take a Canvas tutorial for online courses. There is also Canvas support available 24/7 for students.
Students will also have access to information regarding library resources and counseling.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective: Communicate professionally using visual and verbal presentation skills.

Online Lesson: The class notes, resources, and videos provide information and examples on how to effectively present design portfolio. A threaded discussion poses a question to facilitate a discussion about best practices for portfolio presentations. An assignment or project requires the student to create a video presenting 2-3 projects from his or her portfolio of work. The video is critiqued by the class and the student is given feedback.

Assessment Best Practices

20%-**Discussion** - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully, and comment on classmates' posts.
5%-**Participation** - Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work.
15%-**Critique** - Completion of weekly critiques based on project or assignment.
30%-**Final Project** - Students complete a final project. Assessment criteria based on the objectives for the project.
30%-**Assignments** - Completion of weekly assignments and assessment based on objectives for the assignment.

Attached Files

Prerequisite_Form_IXD-450

What is the "Guided Pathways Model?"

Dr. Nick Strobel, Faculty, Bakersfield College and

Dr. Sonya Christian, President, Bakersfield College

In their 2015 book, "*Redesigning America's Community Colleges",* Bailey, Jaggars, and Jenkins introduced the idea of guided pathways in such a clear way that colleges across the nation are willingly taking the time and energy to re-think how they operate from a systemic level. This examination is not just a tinkering around the edges or tweaking a program here and there but a major redesign of our systems that starts with the end goal of student completion and then creating the systems to achieve that end goal. The fact that their book is leading to significant rethinking of how higher education operates attests to how well Bailey, Jaggars, and Jenkins made the case for the need to redesign our community colleges.

However, for those who have not read their book and are not part of the small but rapidly growing guided pathways community of policy makers, the term "guided pathways" can be an obstacle to understanding what the "guided pathways" redesign of our systems is trying to accomplish. The word "pathway" is used in so many different ways in education policy that many people are confused by the new way of integrating the student success practices into a coherent system when we call it "Guided Pathways". The term "pathways" comes with a history of different, sometimes contradictory, meanings that perhaps it might be better to come up with an alternative term that conveys the same idea of guiding students through the journey of their college experience.

While driving through a large metropolitan city new to one of us (Strobel) before in a rental car with all the other thousands of cars jockeying for position, the car's GPS navigation system was a godsend. It told me which exit to take or turn to make with plenty of warning and even redirected me around traffic accidents or road repairs to keep me moving forward toward my destination. It also recalculated the route if I missed the turn without getting flustered. As I gave thanks for the hundredth time for making the right decision to pay the extra amount for the GPS unit, it struck me that the car's GPS is analogous to what we're trying to create with "Guided Pathways" and everybody outside of the education policy community is familiar with the function of the GPS routers. In the rest of this description of the Guided Pathways, we recast the components of Guided Pathways into a "college GPS" analogue, so that those outside the education policy community, including students, will have a ready intuition of what we're trying to create.

The Pathways Model is an *integrated*, *college-wide* approach to student success that creates a college GPS for our students to navigate their way through their entire higher education experience to completion. Working with the local high schools, a college orients the student to their starting location of their higher education journey and choosing the path that will move

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them toward a career of interest to them and of value in the labor market. After they begin on their chosen path, the college GPS guides them along the way, letting them know actions they need to take when necessary and guide them back to the path of their chosen destination when the inevitable life events or academic obstacles appear in their path. An added bonus of the college GPS system is that it empowers a wider range of students to explore higher education because it makes the journey less intimidating.

At the core of the college GPS are the clear, educationally coherent program maps. The map database created by faculty and advisors contains easy-to-understand steps for the routes through the programs along with the learning outcomes of the programs that are aligned with identified requirements for success when transferring and entering the workforce. The college GPS will triangulate the student's starting position on the map, provide the support necessary to get the student onto college-level pathways, and keep the student on the pathways to successful completion of the program.

Guided Pathways Essential Practices

There are four fundamental features or components of the college GPS. In the Guided Pathways community, they are called the "four pillars". Let's take a look at each of the fundamental features (pillars) using the college GPS mental model. The four features of a college GPS are given below along with the essential practices for each component.

1. Clarifying the Path

Any GPS system operates within the context of the geography of a region. For the college GPS the geography is the faculty-created curriculum for the courses in programs. However, instead of building out from individual course outcomes, faculty begin with the end goal of their program's outcomes and create the shortest path of courses the students will take from their first day of attendance to their graduation. With the learning outcomes of the program in mind, the faculty create the learning outcomes for the courses and the links to successive courses in the program. This is the reverse direction of how many (all?) of our programs were developed in higher education. All too often in the past, programs resulted when enough courses were cobbled together to create a package with enough units to call the package a program. Instead of linking a bunch of already existing courses (way stations), the college GPS has the faculty start their design process with the program outcomes (destination) in mind and then create or redesign the courses (way stations) to meet the program outcomes. Discussions across traditional discipline boundaries will be the essential key factor to how well the colleges will be able to clarify the path for their students.

The learning outcomes of the programs are developed to prepare students for employment and further education in fields of importance to the college's service area. Faculty at the community

college and the transfer institution(s) work together to create the transfer pathways so that the associate degree learning outcomes and courses are optimized to transfer as many of the associate degree credits to university majors. In California, this was the goal of the SB1440 legislation that established the associate degree for transfer. This transfer degree guarantees an AA or AS degree within 60 units that can be used at any CSU where another 60 units will result in a Bachelor's degree. Students with the transfer degree will enroll at an CSU with junior upper-division status and not be required to take any lower division courses for their major.

In order to choose a particular major and path for either a certificate or transfer degree, students and their families will want easy access to what needed skills that certificate or degree will provide them for future employment. The college GPS will not only show the paths but also have sufficiently detailed descriptions of the destinations, so the students will know what they have to pick up along the way to enjoy their time at the destination. Detailed information about the employment and further education opportunities targeted by each program is posted on the college's website so that students will have clear motivation to choose a particular program and stick with the program. In order to make the journey less intimidating for the students, the routes through the programs are clearly mapped out, so that students know which courses they should take and in what sequence. This is especially important to first-generation students (and their families). The college website should be designed to make it easy for students to see the course sequence and other key progress milestones of the programs from start to completion.

This clarity of the path and destination will help the students understand why they have to take the set of general education courses offered by the college. Also, a clear path gives the students the tools they need to choose which particular general education courses they need to take to reach their destination. Interdisciplinary faculty discussions are especially crucial to redesigning the general education package of courses to fit the end goals of the programs offered by the college. However, having a large number of possible destinations to choose can be an obstacle in itself.

In a city, there are probably hundreds of possible routes to take from one location to another but a car's GPS navigation system is designed to offer the driver only a few options. This is because offering hundreds of options would be a bit overwhelming to the driver and lead to "choice paralysis" (see Barry Schwartz's "The Paradox of Choice" and his response to critiques of that work). In the college context, the plethora of programs (e.g., over 70 at Bakersfield College) can lead to choice paralysis. Faced with dozens of choices, students will either not choose a program or choose one at random to "check the box" so they can continue on with the registration process. Furthermore, community college students often do not have the life experience or background knowledge to have a clear sense of which program they want to pursue. Either way, the student has no real commitment to a program.

Colleges are beginning to explore the simplification of the choices facing the students with "*meta-majors*". With "*meta-majors*", similar programs are clustered together by similarity of

course requirements. [Note that some institutions use the term "*Areas of Study*" or "*Areas of Interest*" instead of the term "meta-majors" but the idea of clustering similar programs is the same.] This benefits the students by simplifying the choices without penalizing them. For example, the Allied Health meta-major would cluster the various nursing, emergency medical technician, radiology, and pharmacology programs. A STEM meta-major would cluster the natural science, computer technology, engineering and mathematics programs. Some colleges, like Guttman Community College, give degrees in the meta-majors while others use the meta-majors to provide some focus to the student in their first one or two semesters while they explore which traditional, more specialized major they want to do during their last year at the community college. In both meta-major incarnations, the meta major will give students a sense of identity with the subject area and also greater motivation to make a real commitment. The meta-major also provides students with structured flexibility as they gain sophistication in their decision-making abilities toward eventual career choices.

In meta-majors the general education courses, especially math and other foundation skills coursework, are appropriately aligned. For example, students in a STEM meta-major would take the appropriate set of calculus-based set of courses while the meta-major for the social sciences would take the math set of courses ending with statistics. The Allied Health meta-major might have a certain set of biology and chemistry courses that would not be the same as those for those in the STEM meta-major.

2. Help students choose and enter a pathway

Any GPS will locate the user's position in the map database and then offer a few options of possible routes to the destination. The college GPS determines the level of college-readiness of the student and maps out the route to getting the student up to college-level ability if necessary and then through the college-level courses to completion. For students needing remediation, the college GPS is especially critical to their success because they are much less likely to complete than students who arrive at the college already prepared to do college-level work. In California, only 39.6% of the "unprepared" students complete their education and that's even after six years. The "prepared" students are almost twice as likely to complete at 70.0%. (See the Student Success Scorecard website at http://scorecard.cccco.edu for a detailed breakdown of success rates among all types of students.)

Ideally, the college and high schools have worked together in a strong partnership to assure that college-bound seniors are truly college-ready. Part of the college GPS works at the high school level to provide early remediation if necessary. The college-high schools/other feeders partnership motivates and prepares the students to enter college-level coursework in a program of study when they enroll in college.

In addition, dual enrollment provides another way to bridge K12 to higher education by having the students take college-level classes before they graduate from high school and earn college credit. One example in California is the "Get Focused…Stay Focused!" program that works with high school students beginning in their ninth-grade year. The ninth-grade students develop a ten-year plan after they're provided with a clear picture of the time and money it takes to reach a given destination or goal. The students update their ten-year plan in the following years of high school and they can get college credit as student development coursework.

In some cases, the students are able to complete their first year of college during their senior year of high school. For students who would otherwise shy away from college because of family background, the dual enrollment introduces college-level courses in the safe, familiar environment of high school. Those students are much more likely to go on to get a college degree than students in schools without dual enrollment.

The satellite GPS uses a least three satellites to fix a user's location on the Earth. The more satellites that are used, the more accurate is position given. Multiple-measure assessment (placement) uses the same idea to triangulate a student's location in the college-readiness landscape. The traditional placement method uses a single high-stakes placement exam in a foreign setting to determine the student's level of college-readiness. This is akin to determining just their longitude on a map and it is often the incorrect longitude! Using the placement exam in conjunction with the student's performance in high school provides a much more accurate triangulation of the student's college-readiness. Often, the multiple-measures assessment places the student at a higher level than the traditional placement method, so less remediation is required by the college. Multiple-measure assessment is already well in place systemwide in California with the Common Assessment Initiative's Multiple Measures Assessment Project. The California data shows that a junior year high school student with a GPA of 2.6 will have a 70% likelihood of succeeding in the gateway English course when they start college. In the past many of these students were placed at many levels below the gateway English course, became discouraged and dropped out.

For those students truly needing remediation, the college GPS maps out the quickest route possible through remediation and provides the intensive support those students need to get up to speed for college-level classes. Colleges redesign their basic skills classes to accelerate the students through the less interesting remediation, so they can take the college level classes that got them interested in college in the first place sooner. The California Acceleration Project is one example of systemwide groundwork that has already been laid.

Colleges also provide the special support needed to help academically unprepared students succeed in the "gateway" courses for the college's meta-majors. The content and learning

outcomes of the gateway general education courses are tailored to the meta-major so students can integrate the content of the individual courses in the context of the meta-major. Also, the content and learning outcomes of the meta-majors are designed to build the non-academic foundation skills the students will need on their pathway to completion and in the workforce. The tailoring of the content in the meta-major's general education courses to the meta-major will increase the students active engagement with those courses instead of students seeing them as just "a hoop to jump through" without knowing why.

Unlike a regular GPS that requires the user to choose their destination, the college GPS provides the guidance and support to help the students determine their eventual destination in the workforce and then maps out the quickest route to that destination whether the destination is after just a community college program or after further education at a university.

Other examples of the groundwork California has laid include the Student Success & Support Program (the work of outreach, assessment, counseling/education advising, and early intervention), Equity (outreach and work with target populations), and the Basic Skills Initiative. Hispanic-Serving Institutions are able to apply for the Title V grant through the U.S. Department of Education.

3. Help students stay on the path

Any regular GPS worth purchasing or renting has the feature of guiding the user step-by-step and redirecting around accidents and other obstacles that inevitably pop up. The third pillar of guided pathways is the "guided" part of the term—an intentional monitoring of students progress along the pathway and intrusive interventions that redirect the students back onto the pathway when "life happens". The early intervention part of SSSP is in this pillar.

In the college GPS, advisors monitor which program every student is in and how far along the student is toward completing their program requirements. Technology tools are available from the college's website that enable the students to easily see how far they've come on the pathway and what they need to do to complete their program. One example of such a tool is Degree Works. Technology tools are also used to alert advisors and students when students are at risk of falling off the program pathways. Examples include Starfish and GradesFirst. Policies and personnel supports are in place to intervene in ways that help students get back on the pathway. Active monitoring of the students enables advisors to assist students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, and to redirect the students to more viable credential and career destinations.

The colleges have in place a scheduling infrastructure that ensures students can take the courses they need when they need them. The scheduling infrastructure is robust so that students can plan

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their lives around school from one term to the next, and so that they can complete their programs in as short a time as possible.

4. Ensure that students are learning

Of course, all the work described above is all for naught if learning is not taking place. Learning outcomes are clearly defined for each of the college's programs and for the courses in those programs. The faculty have developed the learning outcomes of the programs to prepare students for employment and further education in fields of importance to the college's service area. The learning outcomes are clearly posted on the college's website for the students (and their families) to see the end goals before they commit to a program's pathway.

The learning outcomes are measurable and clear enough to be assessed, so that faculty can assess whether students are mastering the learning outcomes and building the skills needed for success across the program and career. Faculty assess the learning outcomes and use the results from that assessment to improve the effectiveness of instruction in their programs. The assessment is fine-grained enough for the college to track mastery of the learning outcomes by individual students and the colleges make that information easily accessible to students and faculty in a form that they can use.

Students internalize the content they've learned in their courses by participating in group projects, internships and other applied learning experiences—i.e., "learning by doing". Finally, the college ensures that learning can happen by incorporating effective teaching practices throughout the pathways and providing the professional development to faculty update their teaching practices as student needs change.

Conclusion

We have described the Guided Pathways Model using a "college GPS" analogue to improve the clarity of its goals to those outside the guided pathways community of student success leaders and policy makers. The term "pathway" has so many different usages in higher education that putting "guided" in front of it can cause even greater confusion. The GPS satellite network is now such an essential part of our lives that people from all levels of education and from just about every background have used a GPS application of some form or other. Everyone is familiar with its purpose and function, so we have recast the guided pathways project as a college GPS.

There are four fundamental features or components of the college GPS ("pillars of guided pathways"): clarifying the path that maps the pathways to student end goals; helping students choose and enter a pathway; helping students stay on the path through intrusive interventions;

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and ensuring that students are learning. Clarifying the path gets colleges to "backwards design" their programs by starting with the end goals in mind and creating or modifying the courses to meet those program end goals. At the community colleges meta-majors are being developed to remove the obstacle of "choice paralysis" and provide the students with structured flexibility. The meta-majors will provide greater motivation to make the real commitment that is absolutely crucial to completing their education.

The college GPS will help students choose and enter a pathway by more accurately locating them within the educational landscape and enabling the students to acquire the college-level skills they need more quickly than they did before. The college GPS will help students stay on the path by actively monitoring the students location along the path and providing direction before an action must be taken as well as around the obstacles that will undoubtedly pop up when "life happens". The college GPS ensures that students are learning by clearly defining the program outcomes and the outcomes of the courses in the program in a way that the students can understand, so the students can make an informed commitment to a particular program. If the students know what they need to do and why they need to do it, they will make the effort to succeed. In addition, clearly defined outcomes will enable the faculty to learn what needs to be changed in the courses and programs to meet the students where they are at and evolve as the societal environment changes.

The GPS satellite network is being used in new innovative ways undreamed of by the architects of the GPS network. In the same way the college GPS (i.e., guided pathways) approach is not prescriptive but it does create intentionality and clarity to what we're doing. Each college has the flexibility to do what they want and tailor their system to realities of their environment. The college GPS approach will create a culture of interdisciplinary discussions and use of data to make decisions. With program outcomes clearly defined and useful student success data in hand, faculty will feel confident and empowered to make the changes needed in courses, programs and college systems to significantly improve student success and meet the workforce needs of society today and tomorrow.

Works Cited

Bailey, Thomas R, Shanna Smith Jaggars, and Davis Jenkins *Redesigning America's Community Colleges: A Clearer Path to Student Success.* Cambridge, MA: Harvard University Press, 2015. Print.

Dr. Nick Strobel
Professor of Astronomy, Bakersfield College
1801 Panorama Drive

Bakersfield, CA 93305
nstrobel@bakersfieldcollege.edu

Dr. Sonya Christian
President, Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
sonya.christian@bakersfieldcollege.edu