



CURRICULUM COMMITTEE I MINUTES

Wednesday, November 2, 2016 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

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

Others Present:

Luis Andrade	Jamie Cavanaugh	Elisa Meyer
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MINUTES

(Items for information are listed numerically; items for action are listed alphabetically)

I. Call to order:

The meeting was called to order at 3:10pm.

II. Public Comments:

Emily announced Honor Council Open House. Adrian announced Voter engagement event. Joshua invited anyone who would like to have a business portrait taken by Photography students to email him.

III. Approval of Minutes:

The minutes of October 19, 2016 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 November 1, 2016.
- Guido informed the committee that TH ART 23 and ENGR I (after resubmission) have been approved as UC transferable.

V. Information Items:

(Course Updates)

1. GR DES 34 Publication And Page Design 1
2. GR DES 44 Publication and Page Design 2
3. GR DES 51 Graphic Design Studio 3

(SLO Update Only)

4. NUTR 7 Food And Culture In America

VI. Action Items:*(New Courses; Upper Division)*

- a. COM ST 310 Organizational and Small Group Communication (prerequisite: ENGL 2 and Admission to SMC baccalaureate degree program) – presented by Luis Andrade

*(Approved with prerequisite change (see attached) and minor edits)***Motion made by:** Georgia Lorenz **Seconded by:** Eve Adler

The motion passed unanimously. (Mark Tomasic, Maral Hyeler, and Joshua Withers not present for vote)

Prerequisite: ENGL 2 and Admission to SMC baccalaureate degree program

Motion made by: Estela Narrie **Seconded by:** James Pacchioli

The motion passed unanimously.

(Global Citizenship)

- b. COM ST 310 Organizational and Small Group Communication – presented by Luis Andrade

Motion made by: Elaine Roque **Seconded by:** Darryl-Keith Ogata

The motion passed unanimously. (Mark Tomasic, Maral Hyeler, and Joshua Withers not present for vote)

(Distance Education)

- c. GR DES 50 Graphic Design Portfolio and Professional Practices – presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- d. GR DES 61 User Experience Design 1– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- e. GR DES 62 User Experience Design 2– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- f. GR DES 75 Mobile Design 1– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

- g. GR DES 76 Mobile Design 2– presented by Jamie Cavanaugh

Motion made by: Mark Tomasic **Seconded by:** Elaine Roque

The motion passed unanimously.

(Program Revisions)

- h. Interaction Design Bachelor of Science (increase in units; addition of MEDIA 4 as an option to COM ST 16; addition of COM ST 310) – presented by Guido

Motion made by: Elaine Roque **Seconded by:** Georgia Lorenz

The motion passed unanimously. (Mark Tomasic, Maral Hyeler, and Joshua Withers not present for vote)

(Policy Revisions)

- i. AR 5110: Curriculum Committee Structure, Functions, Responsibilities, Meetings – presented by Guido

Several edits to the revision were made, including the removal of the Institutional Effectiveness Chair from 6B5. Other edits were non-substantial.

Motion made by: William Konya **Seconded by:** Eve Adler

The motion passed unanimously.

VII. Adjournment

The meeting adjourned at 5:12pm.

Prerequisite / Corequisite Checklist and Worksheet

COM ST 310
Prerequisite: English 2: Critical Analysis and Intermediate Composition
Other prerequisites, corequisites, and advisories also required for this course: Admission to the SMC baccalaureate program

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Prerequisite Worksheet

ENTRANCE SKILLS FOR COM ST 310

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Write clear, effective essays designed to address critical positions.
B)	Define and address specific audiences.
C)	Recognize common logical errors or fallacies of language and thought.
D)	Distinguish and use both deductive and inductive reasoning.
E)	Distinguish factual from interpretive statements.
F)	Identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions.
G)	Describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion.
H)	Identify the ways in which narratives, expository pieces and arguments (including literary analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions.
I)	Draw sound inferences from data.
J)	Distinguish and use effectively both denotative and connotative aspects of language.
K)	Locate and evaluate outside sources for use in developing their own analysis.
L)	Effectively use such writing strategies as analysis, synthesis, interpretation, and definition.
M)	Develop an ability to refine positions or seek new ones when they recognize weaknesses in their own arguments.
N)	Demonstrate an awareness of a broad range of cultural experiences and voices.

EXIT SKILLS (objectives) FROM English 2

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Write clear, effective essays designed to address critical positions.
2.	Define and address specific audiences.
3.	Recognize common logical errors or fallacies of language and thought.
4.	Distinguish and use both deductive and inductive reasoning.
5.	Distinguish factual from interpretive statements.
6.	Identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions.
7.	Describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion.
8.	Identify the ways in which narratives, expository pieces and arguments (including literary analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions.
9.	Draw sound inferences from data.
10.	Distinguish and use effectively both denotative and connotative aspects of language.
11.	Locate and evaluate outside sources for use in developing their own analysis.
12.	Effectively use such writing strategies as analysis, synthesis, interpretation, and definition.

