



# Curriculum Committee Agenda

Wednesday, May 15, 2019, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

Brenda Antrim, <i>Chair</i>	Guido Davis Del Piccolo	William Konya	Lee Pritchard
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jae Lee	Lydia Strong
Eve Adler	Gary Huff	Jing Liu	Toni Trives
Wynn (Robert) Armstrong	Eric Hwang (A.S. Rep)	Estela Narrie	Audra Wells
Jason Beardsley	Maral Hyeler	Dana Nasser	A.S. Representative
Sheila Cordova	Sasha King	Yvonne Ortega	

**Interested Parties:**

Clare Battista	Susan Caggiano	Stacy Neal	Scott Silverman
Maria Bonin	Rachel Demski	Patricia Ramos	Esau Tovar
Patricia Burson	Vicki Drake	Isabel Rodriguez (A.S. President)	Tammara Whitaker
Dione Carter	Kiersten Elliott	Estela Ruezga	

**Ex-Officio Members:**

Nathaniel Donahue

*(Information items are listed numerically; action items are listed alphabetically)*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes ..... 3
- V. Chair’s Report
  
- VI. Information Items
  - 1. Redesign of the Student Experience
  
  - (Consent Agenda)*
  - 2. Entertainment Promotion and Marketing Production AS/Certificate of Achievement
  - 3. Esthetician Certificate of Achievement
  - 4. Film Production AS/Certificate of Achievement
  - 5. Information Systems Management Certificate of Achievement
  - 6. Mobile Apps Development – Android Certificate of Achievement
  - 7. Mobile Apps Development – iPhone Certificate of Achievement
  - 8. Nail Care Certificate of Achievement
  
- VII. Action Items
  - (Courses: New)*
  - a. AD JUS 67 Community and the Justice System ..... 7
  - b. BUS 30 Customer Relationship Management..... 12

*(Courses: Distance Education)*

c. AD JUS 67 Community and the Justice System .....	9
d. AHIS 21 Architectural History: Ancient to 1850 .....	17
e. BUS 30 Customer Relationship Management.....	14

*(Courses: Global Citizenship)*

f. AHIS 1 Western Art History I .....	23
g. AHIS 5 Latin American Art History 1 .....	27
h. AHIS 18 Introduction to African Art .....	31
i. AHIS 21 Architectural History: Ancient to 1850 .....	22

*(Programs: Revisions)*

j. Changes to degrees and certificates as a result of courses considered on this agenda	
k. Salon Business.....	35

VIII. New Business

- Distance Education Guidelines
- SMC GE Language/Rationality

IX. Old Business

X. Adjournment

*Please notify Jennifer Merlic (x4616), Brenda Antrim (x3538), or Rachel Demski (x4649)  
if you are unable to attend this meeting.*



# Curriculum Committee Minutes

Wednesday, April 17, 2019, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

## Members Present:

Brenda Antrim, <i>Chair</i>	Christina Gabler	Jing Liu	Lee Pritchard
Eve Adler	Gary Huff	Estela Narrie	Lydia Strong
Wynn (Robert) Armstrong	Eric Hwang (A.S. Rep)	Dana Nasser	Toni Trives
Sheila Cordova	Maral Hyeler	Yvonne Ortega	Audra Wells
Guido Davis Del Piccolo	William Konya		

## Members Absent:

Jennifer Merlic, <i>Vice Chair</i>	Jason Beardsley	Sasha King	Jae Lee
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## Others Present:

Fariba Bolandhemat	Chris Fria	Kas Metzler	Irena Zugic
Rachel Demski			

*(Information items are listed numerically; action items are listed alphabetically)*

### I. Call to Order and Approval of Agenda

The meeting was called to order at 3:03 pm. Motion to approve the agenda with addition of Skills Advisory to PRO CR 26 of KIN PE 3, and correction of Program Revision of Animation (VII. k.) to AS Degree (not Certificate of Achievement)

**Motion:** Lee Pritchard; **Seconded by:** Dana Nasser

The motion passed unanimously.

### II. Public Comments

None

### III. Announcements

Audra Wells and Dan Nannini are riding from San Francisco to Los Angeles for AIDS/LifeCycle, from June 2-8. For more information, visit: <https://www.aidslifecycle.org/>

### IV. Approval of Minutes

Motion to approve the minutes of the April 3 meeting with no revisions.

**Motion:** Eric Hwang; **Seconded by:** Maral Hyeler

Y: 15; N: 0; A: 2 (Estela Narrie, Irena Zugic)

### V. Chair's Report

There was not a quorum at the 4/16 Senate meeting, so all courses and programs from the 4/3 Curriculum meeting and today's meeting will be addressed at the 4/30 Senate meeting, in time to make the agenda for the 5/7 Board of Trustees meeting.

The Academic Senate for California Community Colleges (ASCCC) 2019 Spring Plenary was April 11-13. Congratulations to our Senate President, Nate Donahue, as the new At-Large Representative to the ASCCC Executive Committee. The full text of resolutions discussed can be found at <https://www.asccc.org/events/2019-04-11-150000-2019-04-13-230000/2019-spring-plenary-session> and resolutions concerning curriculum include one on the CB rubrics I updated the committee on after the 3/20/19 Regional Curriculum meeting, disciplines list revisions, noncredit instruction, documenting open educational resources, funding and budget development for guided pathways, and accessibility of publisher-generated resources.

## VI. Information Items

1. Redesign of the Student Experience  
Reminder that there is a final mapping day on May 31, to map the remaining programs (approximately 20). The website is currently being updated with the Areas of Interest.

*(Courses: Non-Substantial Changes)*

2. ANTHRO 14 Sex Gender and Culture
3. ART 21A Figure Drawing I
4. ART 21B Figure Drawing II
5. ART 33 Figure Painting
6. CIS 4 Business Information Systems with Applications
7. CIS 30 Microsoft Excel
8. CIS 32 Microsoft Access
9. CIS 37 Microsoft Word
10. CIS 39 MS Outlook - Comprehensive Course
11. CIS 54 Web Development and Scripting
12. CS 5 Programming Logic
13. CS 7 Programming for Non-Computer Science Majors
14. CS 50 C Programming
15. CS 53A iOS Development with Swift
16. CS 53B iOS Mobile App Development
17. CS 55 Java Programming
18. CS 56 Advanced Java Programming
19. CS 79C Compute Engines in Amazon Web Services
20. CS 79D Security in Amazon Web Services
21. CS 79E Best Practices in Amazon Web Services
22. CS 80 Internet Programming
23. CS 81 Javascript Programming
24. CS 85 PHP Programming
25. MATH 20 Intermediate Algebra

## VII. Action Items

*(Courses: New)*

- a. PRO CR 26 Exercise Programming for Special Populations (Skills Advisory: KIN PE 3)  
Motion to approve PRO CR 26 with minor revisions and removal from program applicability to Kinesiology AA-T  
**Motion:** Irena Zugic; **Seconded by:** Dana Nasser  
Y: 16; N: 0; A: 1 (Guido Davis Del Piccolo)

Motion to approve PRO CR 26 skills advisory of KIN PE 3 with no revisions

**Motion:** Irena Zugic; **Seconded by:** Maral Hyeler  
The motion passed unanimously.

*(Courses: Substantial Changes)*

- b. ANIM 1 Storytelling (changed: course discipline name, number - was "ET 2")  
Motion to approve ANIM 1 with minor revisions  
**Motion:** Sheila Cordova; **Seconded by:** Irena Zugic  
The motion passed unanimously.  
*(Eric Hwang was not present for vote)*
- c. ANIM 2 2D Animation Fundamentals (changed: course discipline name/number - was "ET 19A"; catalog description, SLOs)  
Motion to approve ANIM 2 with minor revisions  
**Motion:** Dana Nasser; **Seconded by:** Jing Liu

The motion passed unanimously.  
(Eric Hwang was not present for vote)

- d. ANIM 21 Advanced 2D Animation (changed: course discipline name, number - was “ET 23”; catalog description, SLOs)  
Motion to approve ANIM 21 with no revisions  
**Motion:** Irena Zugic; **Seconded by:** Dana Nasser  
The motion passed unanimously.  
(Eric Hwang was not present for vote)

(Courses: Distance Education)

- e. PRO CR 10 Introduction to Kinesiology  
Motion to approve PRO CR 10 distance education component with minor revisions  
**Motion:** Audra Wells; **Seconded by:** Toni Trives  
The motion passed unanimously.

(Programs: New)

- f. Animation Foundation Certificate of Achievement  
Motion to approve Animation Foundation Certificate of Achievement with no revisions  
**Motion:** Eve Adler; **Seconded by:** Audra Wells  
The motion passed unanimously.  
(Eric Hwang was not present for vote)

(Programs: Revisions)

- g. Changes to degrees and certificates as a result of courses considered on this agenda  
None
- h. 2D Animation Certificate of Achievement  
Motion to approve 2D Animation Certificate of Achievement with no additional revisions  
**Motion:** William Konya; **Seconded by:** Irena Zugic  
The motion passed unanimously.  
(Eric Hwang was not present for vote)
- i. 3D Animation Certificate of Achievement  
Motion to approve 3D Animation Certificate of Achievement with no additional revisions  
**Motion:** Guido Davis Del Piccolo; **Seconded by:** Dana Nasser  
The motion passed unanimously.  
(Eric Hwang was not present for vote)
- j. 3D Production Certificate of Achievement  
Motion to approve 3D Production Certificate of Achievement with no additional revisions  
**Motion:** Maral Hyeler; **Seconded by:** Sheila Cordova  
The motion passed unanimously.  
(Eric Hwang was not present for vote)
- k. Animation AS Degree  
Motion to approve Animation AS Degree with minor revisions in Curricunet (unit counts)  
**Motion:** Gary Huff; **Seconded by:** William Konya  
The motion passed unanimously.  
(Eric Hwang was not present for vote)
- l. Visual Development Certificate of Achievement  
Motion to approve Visual Development Certificate of Achievement with no additional revisions  
**Motion:** Guido Davis Del Piccolo; **Seconded by:** Christina Gabler  
The motion passed unanimously.

*(Eric Hwang was not present for vote)*

m. Website Creator Certificate of Achievement

Motion to approve Website Creator Certificate of Achievement with no additional revisions

**Motion:** Irena Zugic; **Seconded by:** Toni Trives

The motion passed unanimously.

n. Website Development Management Certificate of Achievement

Motion to approve Website Development Management Certificate of Achievement with removal of CIS 88A from required courses

**Motion:** Christina Gabler; **Seconded by:** Sheila Cordova

Y: 9; N: 10; A: 0 (vote was originally Y: 9; N: 9, requiring Brenda Antrim to vote as a tiebreaker); Motion failed to pass.

Motion to approve Website Development Management Certificate of Achievement as presented, keeping CIS 88A as a required course

**Motion:** Dana Nasser; **Seconded by:** Estela Narrie

Y: 8; N: 10; A: 0; Motion failed to pass.

Motion to table Website Development Management Certificate of Achievement due to previous motions regarding CIS 88A failing to pass and send back to the department

**Motion:** Guido Davis Del Piccolo; **Seconded by:** Jing Liu

Y: 17; N: 0; A: 1

**VIII. New Business**

None

**IX. Old Business**

None

**X. Adjournment**

The meeting was adjourned at 4:58 pm

**Santa Monica College**  
**Course: NEW or Reinstatement AD JUS 67 - Community and the Justice System**

<b>Course Cover</b>	
Discipline	AD JUS-ADMINISTRATION OF JUSTICE
Course Number	67
Full Course Title	Community and the Justice System
Catalog Course Description	This course analyzes the dynamic relationship between the justice system and the community in addressing crime. Special attention is focused on the challenges and prospects of administering justice within a diverse multicultural population as well as strategies for resolving conflict. Additional topics covered include the evolving nature of multiculturalism, demographics of interest communities, community policing, courts and the community, among others.
Rationale	The Administration of Justice program is growing and courses are in demand. We need more electives for the AS-T in the Administration of Justice.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
<b>Course Unit/Hours</b>	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
<b>Transfer/General Ed</b>	
Transferability	Transfers to CSU
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	Administration of Justice AS-T
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Explain multiculturalism in the United States.	
2. Demonstrate an understanding of the evolution of multiculturalism and the challenges presented by a multicultural society.	
3. Analyze the demographics of various interest communities in the United States.	
4. Identify recruitment strategies for creating more diversity in law enforcement.	
5. Demonstrate an understanding of the skills required of police to effectively work within a multicultural society.	
6. Identify issues that may pose conflict between diverse communities and corrections and the courts.	
7. Analyze strategies for the administration of justice in a multicultural society.	
<b>Course Content</b>	
15%	<u>Overview of Multiculturalism</u> <ul style="list-style-type: none"> <li>• Introductory concepts and terminology</li> <li>• Culture and its relevance to law enforcement</li> <li>• Prejudice and Discrimination distinctions</li> </ul>
15%	<u>Multicultural Populations</u> <ul style="list-style-type: none"> <li>• History of Multiculturalism in the United States</li> <li>• Changing populations</li> </ul>

	<ul style="list-style-type: none"> <li>• Values and Cultural practices</li> </ul>
20%	<u>Demographics of Interest Communities</u> <ul style="list-style-type: none"> <li>• Examination of different cultural groups and their involvement with the justice system</li> <li>• Identifying stereotypes</li> <li>• Police interactions with interest communities and key issues with law enforcement</li> </ul>
5%	<u>Multicultural Representation in Law Enforcement</u> <ul style="list-style-type: none"> <li>• Recruitment of a diverse workplace</li> <li>• Challenges with recruitment and strategies for success</li> </ul>
10%	<u>Police and the Community</u> <ul style="list-style-type: none"> <li>• Role of the police and skills required to work within a multicultural society</li> <li>• Issues with terrorism, homeland security, gangs, hate crimes, among others</li> </ul>
10%	<u>Courts and the Community</u> <ul style="list-style-type: none"> <li>• Judicial resources</li> <li>• Public safety concerns</li> </ul>
5%	<u>Managing/Policing Diverse Populations in Correctional Settings</u> <ul style="list-style-type: none"> <li>• Overview of challenges and strategies</li> </ul>
20%	<u>Strategies for Facilitating Conflict Resolution in a Multicultural Society</u> <ul style="list-style-type: none"> <li>• Education and training</li> <li>• Community policing</li> <li>• Cross-Cultural communication competence</li> <li>• Specific peacekeeping strategies applied in varying contexts</li> </ul>

Total: 100%

#### Methods of Presentation

Methods	Lecture and Discussion Online instructor-provided resources Projects
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#### Methods of Evaluation

Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation 10 percent for class participation.</li> <li>• 60% - Exams/Tests Three exams at 20 percent each.</li> <li>• 30% - Written assignments Each writing assignment is worth 15 percent each.</li> <li>• 100% - Total</li> </ul>
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#### Appropriate Textbooks

Formatting Style	APA
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#### Textbooks

1. Hanser, D.. *Multiculturalism in the Criminal Justice System*, 1st ed. Pearson, 2015, ISBN: 9780132155977.
2. Shusta, Robert M., Levine, Deena R.; Olson, Aaron T. . *Multiculturalism Law Enforcement: Strategies for Peacekeeping in a Diverse Society*, 7th ed. Pearson, 2019, ISBN: 9780134849201.

#### Sample Assignments

##### Assignment #1

You will write an essay which examines key issues that pose potential conflicts between the police and diverse communities. In your essay, identify the potential issues as well as strategies for resolving these potential conflicts.

##### Assignment #2

Certain crimes can have a cultural component. Perform research to find an example of behavior that would be categorized as a criminal offense in the United States, but may be seen as a normal practice in another culture.

#### Student Learning Outcomes

1. Demonstrate an understanding of the significance of multiculturalism in the United States and how it impacts the police, courts and corrections.
2. Evaluate various strategies for conflict resolution that can be employed in the administration of justice system.



3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the course content to careers in the administration of justice and their personal lives.

**Minimum Qualification**

Minimum Qualifications:	Administration of Justice Law (Masters Required)
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**Library**

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

**Distance Education Application**

**Distance Education Quality**

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
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Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
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**Guidelines and Questions for Curriculum Approval of a Distance Education Course**

**Student Interactions**

Student-Instructor Interaction	<p>This course will begin with a detailed "Welcome Letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key concepts and how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a traditional on-ground classroom. Constructive feedback will also be provided on the homework essays along with the numerical scores. The instructor will promptly respond to communication from students via email and through the "General Discussions" board.</p>
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Student-Student Interaction	<p>Students will engage in weekly discussion boards where they will be required to reply to at least two students' posts in the class. For example, in the first module, students are asked to introduce themselves and reply to at least two other students. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, students will engage in discussions regarding different issues pertaining to the administration of justice and the community. They will also be able to participate in the "General Discussions" board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground course.</p>
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Student-Content Interaction	<p>The course is organized via weekly course modules. A substantial amount of material is provided so that students can learn the course concepts. The content consists of the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles and discussion boards to help students check their understanding of the concepts. Finally, students will take three exams, complete homework assignments and write essays.</p>
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Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to-student interaction on a variety of criminal justice and the community issues.	30%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they have about the material on the ensuing exam. The study session will then incorporate these questions into the exam review.	10%
Online Lecture	Students will be asked to read lecture notes or watch a video on a community and the justice system issue. They will be asked to take notes and be prepared to participate in a discussion board concerning this area. Additionally, students are encouraged to post any questions they have on the "General Questions" discussion board so that the instructor can address them. Students can also join in on the discussion.	35%
Written assignments	Students will write at least two essays in this class. Prior to their due dates, we will have discussions via the "General Questions" discussion board regarding the assignments. Individualized feedback will also be provided via email.	10%
Peer Feedback	In preparation for writing their essays, students can share research ideas. For example, students will be asked to find examples of where someone was charged with a crime in the United States and that conduct was viewed as a normal practice by another cultural group. Students can share ideas on where to find these case examples.	15%

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.)

This course is organized through modules that focus on the challenges in administering justice within a diverse multicultural population. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes or video, PowerPoint summary slides, discussion board assignments and links to relevant articles or cases, where appropriate.

Discussion boards are provided on a weekly basis. The exams are spread out and given every few weeks. The essays are also due in different weeks. Care is given to pacing out assignments in a reasonable manner.

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.)

Instructors should have completed training on the learning management in place and received the appropriate certification. They should be knowledgeable about the technical support available as well as how to make the material accessible.

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.)

Links to the following services should be provided: online tutoring, the bookstore, the library, and tutorials for online classes.

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.

All of the videos will be closed captioned.

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.).

Learning Objective: "Analyze strategies for the administration of justice in a multicultural society."  
After reading the learning objective, students are asked to do online research to identify strategies that the police are























































## SALON BUSINESS Certificate of Achievement

\*Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained. \*Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the units required for Department Certificates must be completed at Santa Monica College. Students must receive a grade of C or higher in each course to successfully complete the Department Certificate. A Department Certificate in Salon Business will aid cosmetologists, estheticians and manicurists in establishing and running their own business/salon.

### **Program Learning Outcomes:**

upon completion of the Salon Business Certificate, students will be able to understanding of the key points for operating and supervising a salon/spa business. Students will be able to apply business principles to the salon and spa business.

### Area of Emphasis (14 units)

#### **Required Courses:**

ACCTG 21, Business Bookkeeping (3)

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BUS 1, Introduction To Business (3)

or

BUS 20, Principles Of Marketing (3)

or

BUS 65, Management Principles (3)

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BUS 34, Introduction to Social Media Marketing (3)

CIS 4, Business Information Systems with Applications (3)

COSM 64, Salon Management (2)