



Curriculum Committee Minutes

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

Members Present:

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

Members Absent:

Maral Hyeler	Jae Lee	Yvonne Ortega	Lee Pritchard
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Others Present:

Clare Battista	Rachel Demski	Walter Meyer	Steven Sedky
Susan Caggiano	Nathaniel Donahue	Michael Rocchio	Tammara Whitaker

(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 3:07 pm. Motion to approve the agenda with no revisions.

Motion: Dana Nasser; **Seconded by:** Christina Gabler

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

No approval of minutes, as the April 17 minutes were included instead of the May 1 minutes.

V. Chair’s Report

- All courses and programs passed at our 5/1 meeting were passed at the 5/14 Senate meeting.
- All courses SMC submitted for IGETC/CSUGE were approved for Fall 2019. These are:

Course	IGETC Area	CSUGE Area
BIOL 10	5B/5C	B2/B3
COM ST 20	4	D
DANCE 6	3A	C1
ECON/ENVRN 4	4	D
ECON/WGS 8	4	D
KIN PE 18		E
KIN PE 52A		E
KIN PE 52B		E
WGS 40	4	D

- Elections & Rules chair is having issues with correct faculty lists, so Curriculum and Senate elections will run late. Chairs of departments with seats coming open in these elections have been sent faculty lists to check. Open seats for Curriculum are:
 - Christina Gabler, History / Philosophy & Social Science
 - William Konya, Mathematics (2019)
 - Jing Liu, Earth Science / Life Science / Physical Science (2019)
 - Audra Wells, Counseling (2019)
 - Wynn (Robert) Armstrong, Cosmetology / Photo/ Fashion (2019)
- Elections are scheduled to run at the end of this month.

VI. Information Items

1. Redesign of the Student Experience
Guido gave a reminder of last mapping day on May 31; please RSVP to Irena's email/invite. Also, a look at Bakersfield's mapping pages; the Pathways team is in discussion with the company that built their website.

(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
Motion to approve AD JUS 67 with no revisions.
Motion: Toni Trives; **Seconded by:** Audra Wells
The motion passed unanimously.
(Eric Hwang was not present for vote)
- b. BUS 30 Customer Relationship Management
Motion to approve BUS 30 with no revisions.
Motion: Toni Trives; **Seconded by:** Dana Nasser
The motion passed unanimously.

(Courses: Distance Education)

- c. AD JUS 67 Community and the Justice System
Motion to approve AD JUS 67 distance education component with no revisions.
Motion: Toni Trives; **Seconded by:** Audra Wells
The motion passed unanimously. *(Eric Hwang was not present for vote)*
- d. AHIS 21 Architectural History: Ancient to 1850
Motion to approve AHIS 21 distance education component with minor revisions.
Motion: Eric Hwang; **Seconded by:** Sheila Cordova
The motion passed unanimously.
- e. BUS 30 Customer Relationship Management
Motion to approve BUS 30 distance education component with no revisions.
Motion: Estela Narrie; **Seconded by:** William Konya
The motion passed unanimously.

(Courses: Global Citizenship)

- f. AHIS 1 Western Art History I
Motion to approve AHIS 1 Global Citizenship with minor revisions.
Motion: Jennifer Merlic; **Seconded by:** William Konya
The motion passed unanimously.
- g. AHIS 5 Latin American Art History 1
Motion to approve AHIS 5 Global Citizenship with minor revisions.
Motion: Gary Huff; **Seconded by:** William Konya
The motion passed unanimously.
- h. AHIS 18 Introduction to African Art
Motion to approve AHIS 18 Global Citizenship with minor revisions.
Motion: Toni Trives; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Eric Hwang was not present for vote)*
- i. AHIS 21 Architectural History: Ancient to 1850
Motion to approve AHIS 21 Global Citizenship with minor revisions.
Motion: Eric Hwang; **Seconded by:** Sheila Cordova
The motion passed unanimously.

(Programs: Revisions)

- j. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve all changes to degrees and certificates as a result of this agenda
Motion: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously. *(Eric Hwang was not present for vote)*
- k. Salon Business
Motion to approve revisions to Salon Business with minor additional revisions
Motion: Dana Nasser; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Eric Hwang was not present for vote)*

VIII. New Business

- Distance Education Guidelines
Gary Huff, Clare Battista, and Tammara Whitaker presented the “OEI Best Practices and Distance Education Application Crosswalk” (see page 4-7) for review and feedback by the committee. The plan is to have a new version of the Distance Education application presented in the Fall for approval.
- SMC GE Language/Rationality
SMC GE Language and Rationality area has been updated as a result of AB 705 (see page 8-9)
Motion to approve revisions to the SMC GE Language/Rationality area as presented.
Motion: Audra Wells; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Eric Hwang was not present for vote)*

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 4:46 pm.

OEI Best Practices & Distance Education Application Crosswalk

Opportunities for Student-Student Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.</p>	<ul style="list-style-type: none"> • Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged. • Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course. • The course includes communication activities that are designed to build a sense of community among learners. • Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.

What are we looking for?

Weekly opportunities for students to engage in more than one of the following:

- Asynchronous discussion forums
- Group assignments
- Group chat
- Student Lounge/Café (student-initiated discussion forum)
- Weekly check-ins (beginning of the week discussion with some open-ended prompts)
- Peer review
- Collaborations (tools that allows students to share and/or collaborate on documents)
- Social media or other accessible external tools for interaction.
- Messaging *however instructors do not have visibility to this and cannot track.

Opportunities for Student-Instructor Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.</p>	<ul style="list-style-type: none"> • Instructor initiates contact prior to or at the beginning of course. • The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments. • The instructor's role for supporting course technology is explained to students, and links to technology support are provided. • Contact information for the instructor is easy to find and includes expected response times.

What are we looking for?

Prior to the course:

- Send welcome letter
- Communicate course updates, reminders and other relevant information

Weekly use of more than one of the following:

- Email/Message (initiated by student or instructor)
- Virtual Office Discussion (open for the entire semester)
- Instructor Announcements
- Individual or group chat
- Virtual Conference Sessions
- Comments/Feedback on discussions, assignments, and other assessments
 - Comments can be text, audio, or video

Opportunities for Student-Content Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.</p>	<ul style="list-style-type: none"> • Demonstrable objectives are included in the individual learning units/modules. • Unit content and activities are aligned with unit objectives. • Content is presented in visibly distinct learning units or modules. • Page content is chunked in manageable segments using headings that facilitate online reading. • A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning. • Course Management System (CMS) tools are used to streamline access to materials and activities for students. • Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource). • Individualized learning opportunities, such as remedial activities or resources for advanced learning are provided.

What are we looking for?

- Course makes use of multiple CMS tools for weekly content delivery
 - Pages, discussions, chat, collaboration, virtual conference tools, groups, etc.
- Content is organized into modules/units based on weeks/major themes
- Unit objectives are provided and linked to coursework
- Content is delivered through multiple modalities that are accessible (text, audio with transcripts, captioned video, images with alternate text, etc.)

- Opportunities for individualized learning exist (self-check quizzes, resource pages, supplemental materials, reflective writing, etc.)

Assessments

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.</p>	<ul style="list-style-type: none"> • Assessment activities lead to the demonstration of learning outcomes. • Assessments appear to align with the objectives. • Both formative and summative assessments are used. • Multiple assessments are administered during the duration of the course. • Rubrics or descriptive criteria for desired outcomes are included. • Instructions clearly explain to students how to successfully complete the assessments. • The course includes a clear plan for providing meaningful, timely feedback on assessments. • Opportunities for student self-assessment with feedback are present.

What are we looking for?

Examples include:

- Multiple assessment activities (formative and summative) are described
- Assessments that relate to course objectives/content
- Regular assessments (weekly or more frequent)
- Descriptive rubrics present for all assessments
- Mix of low and high stakes assessments (never more than 30% of overall grade)
- Provide opportunities for (non-graded) student self-assessment
- Provide opportunities for individualized support or resources

Accessibility

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
<p>All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult faculty resources within the current LMS. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional</p>	<ul style="list-style-type: none"> • Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.). • Lists are created using the Bullet or Numbered List tool in the rich text editor. • Links are descriptive and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks. • Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order. • There is sufficient color contrast between foreground and background to meet Section 508 standards.

~~materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.~~

- Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.
- Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.
- Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.
- PDFs pass the Adobe Accessibility Check with no substantial errors.
- Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.
- Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.
- Live broadcasts include a means for displaying synchronized captions.
- Multimedia is not set to auto-play.
- Multimedia (including gifs and images) do not blink or strobe.

What are we looking for?

See above OEI Alignment column.

Associate Degree General Education Requirements

I: NATURAL SCIENCE: At least 3 semester units selected from:

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| <ul style="list-style-type: none"> • ANATMY 1, 2 • ANTHRO 1, 5, 9, 10 • ASTRON 1, 2, 3, 4, 5, 7, (8), 10 (same as GEOL 10) • BIOL 2, 3, (4), 9^{GC}, 10^{GC}, 15, 15N, 21, 22, 23 • BOTANY 1, 3 • CHEM 9^{GC} (satisfies GC if completed Spring 2013 or later), 10, 11, 12, 19, 21, 22, 24, 31 • GEOG 1, 3, 5 | <ul style="list-style-type: none"> • GEOL 1, 3, 4, 5, 10 (same as ASTRON 10), 31, 35 • MCRBIO 1 • NUTR 1, 4 (if completed prior to Winter 2017), (6) • PHYSCS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24 • PHYS 3 • PSYCH 2 • ZOOL 5, (17), (20) |
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II: SOCIAL SCIENCE: 6 semester units, with at least 3 units selected from each group:

GROUP II A (at least 3 semester units)

- ECON 15 (same as HIST 15)
- ENVRN 14^{GC} (same as HIST 14)
- HIST 10^{GC}, 11, 12, 14^{GC} (same as ENVRN 14), 15 (same as ECON 15), 27, 41, (45), (46)
- POL SC 1

GROUP II B (at least 3 semester units)

- ADJUS 1, 2
- ANTHRO 2^{GC}, 3, 4, 7, 14^{GC}, 19^{GC}, 20, 21^{GC}, 22
- ASTRON 6^{GC}
- BILING 1
- BUS 1
- COM ST 9, 20^{GC}, 30, 31, 35, 36, 37^{GC}
- ECE 11^{GC}, (18)^{GC}
- ECON 1, 2, 4 (same as ENVRN 4), 5^{GC} (same as GLOBAL 5 and POL SC 5), 6, 8, 15 (same as HIST 15)
- ENVRN 4 (same as ECON 4), 7^{GC} (same as GEOG 7), 32^{GC} (same as HIST 32), 40^{GC} (satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40)
- GEOG 2, 7^{GC} (same as ENVRN 7), 8 (same as URBAN 8), 11^{GC} (same as GLOBAL 11), 14^{GC}
- GLOBAL 3^{GC} (same as MEDIA 3), 5^{GC} (same as ECON 5 and POL SC 5), 10^{GC}, 11^{GC} (same as GEOG 11)
- HIST 1, 2, 3, 4, 5, 6^{GC}, 10^{GC}, 11, 12, 13, 14^{GC} (same as ENVRN 14), 15 (same as ECON 15), 16, 19, 20, 21, 22, 24, 25^{GC} (satisfies GC requirement if completed Fall 2014 or later), 26, 28, 29, 30 (formerly same as ENGL 32), 32^{GC} (same as ENVRN 32), 33, 34^{GC} (satisfies GC requirement if completed Fall 2014 or later), 38, 39^{GC} (satisfies GC requirement if completed Fall 2014 or later), 41, 42, 43, (45), (46), 47, (48) (formerly same as PHILOS 48), 52, 53, 55, 62
- MEDIA 1, 3^{GC} (same as GLOBAL 3), 4, 10^{GC}
- NUTR 7^{GC}
- PHILOS 48 (formerly same as HIST 48), 51 (same as POL SC 51), 52 (same as POL SC 52)
- POL SC 1, 2, 3, 5^{GC} (same as ECON 5 and GLOBAL 5), 7, 8, 11, 14, 21^{GC}, 22^{GC} (same as ENVRN 22), 23, 24, 31, 47, 51 (same as PHILOS 51), 52 (same as PHILOS 52)
- PSYCH 1, 3, 5, 6, 7, 8^{GC}, 11, (12), 13, 14, (18^{GC}), 19, 25, 40^{GC} (satisfies GC requirement if completed Fall 2011 or later) (same as ENVRN 40)
- SOCIOL 1, 1s^{GC}, 2, 2s^{GC}, 4, 12, 30, 31, 32, 33, 34^{GC}
- URBAN 8 (same as GEOG 8)
- WGS 10^{GC} (formerly WOM ST 10), 20^{GC} (formerly WOM ST 20), 30^{GC} (formerly WOM ST 30), 40^{GC} (formerly WOM ST 40)

III: HUMANITIES: At least 3 semester units selected from:

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| <ul style="list-style-type: none"> • ASL 1, 2 • ARABIC 1^{GC} • ART 10A*, 10B*, 13, 20A*, 20B*, 40A*, 40B, 43A*, 43B • AHIS 1, 2, 3, 5, 6^{GC}, 11^{GC}, 15, 17, 18, 21, 22, 52 (same as PHOTO 52), 71, 72^{GC} • CHNESE 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9 • COM ST 12, 14^{GC} • DANCE 2^{GC}, 5, 6 • ENGL 2, 3, 4, 5, 6, 7, 8, 9^{GC}, 10^{GC}, (11) (formerly same as FILM 11), 14, 15, 17, 18, 26 (same as HUM 26), 30A, 30B, 31, 32 (formerly same as HIST 30), 34, 38, 39, 40, 41, 45, 49^{GC}, 50, 51 (same as REL ST 51), 52 (same as REL ST 52), 53, 54, 55 (formerly same as TH ART 7), 56, 57, 58, 59, 61, 62 • ET 61 • ENVRN 20^{GC} (same as PHILOS 20) • FILM 1, 2, 5, 6, 7^{GC}, 8, 9, 10, 11 (formerly same as ENGL 11) • FRENCH 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8 • GERMAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8 • HEBREW 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8 • HIST (30) (formerly same as ENGL 32) | <ul style="list-style-type: none"> • HUM 26 (same as ENGL 26) • INTARC 30, 34, 41, 42, (60), (66) • ITAL 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8 • JAPAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9 • KOREAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8 • LING 1^{GC} • MUSIC 1, 30, 31, 32, 33^{GC}, (34), (35), 36^{GC}, 37^{GC}, 39, 60A*, 60B*, 66 (same as MUSIC 1 and MUSIC 60A) • PERSIN 1^{GC}, 2^{GC} • PHILOS 1, 2, 3, 4, 5, 6, 10, 11, 20^{GC} (same as ENVRN 20), 22, 23, 24, 41, 48 (formerly same as HIST 48), 51 (same as POL SC 51), 52 (same as POL SC 52) • PHOTO 52 (same as AHIS 52) • POL SC 51 (same as PHILOS 51), 52 (same as PHILOS 52) • PORTGS 1^{GC} • REL ST 51 (same as ENGL 51), 52 (same as ENGL 52) • RUSS 1^{GC}, 2^{GC}, 8 • SPAN 1^{GC}, 2^{GC}, 3^{GC}, 4^{GC}, 8, 9, 11^{GC}, 12^{GC}, 20 • TH ART 2, 5, (7) (formerly same as ENGL 55), 41 • TURKSH 1^{GC} |
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*(May be 1, 1.5 or 2 unit course. Additional course may be required to meet minimum 3 unit Humanities requirement)

IV: LANGUAGE AND RATIONALITY: 6 semester units, 3 units selected from each group:**GROUP A** (select one of the following courses)

- ENGL 1 or BUS 31

GROUP B: Choose one option from the following**OPTION 1:** Complete 1 of the following courses

- ACCTG 45 (same as BUS 45) (satisfies area if completed Spring 2018 or later)
- BUS 45 (same as ACCTG 45) (satisfies area if completed Spring 2018 or later)
- CS (10) (formerly same as Math 10)
- MATH 2, 3, 4, 7, 8, 10 (formerly same as CS 10), 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54

OPTION 2: Available for those students who enrolled at SMC in Fall 2007 or later or who have not maintained continuous enrollment must:

- Pass Math Proficiency Test** and complete 1 of the courses listed below OR
- Complete the SMC math placement process and place into Math 18, 20, 50 or higher and complete 1 of the following courses listed below:
- Complete the SMC math assessment and place into Math 18, 20, 32 or higher and successfully complete 1 of the following courses:

<ul style="list-style-type: none"> - ACCTG 1, 2 - COM ST 21, 31 - CS: any 3 units course except CS 9A, 9B, 88C, 90C 	<ul style="list-style-type: none"> - HIST 47 - PHILOS 7, 9 - PSYCH 7 - SOCIOL 4
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**Students may complete this exam any time within one year of their anticipated graduation date. Note that students may retest only once, after an 8-week wait.