Curriculum Committee Minutes
Wednesday, November 7, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, *Chair*	Guido Davis Del Piccolo	William Konya	Lee Pritchard
Jennifer Merlic, *Vice Chair*	Christina Gabler	Jae Lee	Lydia Strong
Eve Adler	Eric Hwang (A.S. Rep)	Jing Liu	Toni Trives
Wynn Armstrong (fall)	Maral Hyeler	Estela Narrie	Audra Wells
Sheila Cordova	Sasha King	Dana Nasser	Irena Zugic

Members Absent:

Garen Baghdasarian	Gary Huff

Others Present:

Bill Bloom	Jamar London	Stacy Neal	Vicky Seno
Taryn De La Rosa	Colleen McGraw	Jean Paik-Schoenberg	Josh Withers
Rachel Demski	Mitra Moassessi	Salvador Santana	

(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 no revisions.
Motion made by: Dana Nasser; **Seconded by:** Sasha King
The motion was passed unanimously

II. **Public Comments**
None

III. **Announcements**
None

IV. **Approval of Minutes**
Motion to approve the minutes of the October 17 meeting with no revisions.
Motion made by: Toni Trives; **Seconded by:** William Konya
The motion was passed unanimously

V. **Chair's Report**
All Curriculum previously passed by our committee was passed at the Senate.

Representatives of all departments undergoing 6 year Program Review have gone through Curricunet training, and chairs in most of those departments are working hard at updating courses. It has also triggered interesting discussions in their departments, so more changes may be coming through in the future. One final Curricunet training, open to all, will be Friday, 11/9/18, at 11 am in room LIB 192.

Noncredit programs, with courses previously approved at Curriculum, are beginning to come through from the Chancellor's office, so they will be on our plate soon.

The Academic Senate is hosting a gathering at 5:15 tonight in the Senate Offices (HSS 261). At 6:15 participants are invited to attend the opening Men's Basketball game beginning at 6:30.

I was unable to attend Plenary due to medical reasons. I will review the slides and report back to the committee on actions taken.

The 2018 Fall Curriculum Regional Meeting South will be held November 17, 2018 at Mt. San Antonio College, from 9 am – 3 pm. Registration is currently open (https://asccc.org/events/2018-11-17-170000-2018-11-17-230000/2018-fall-curriculum-regional-meeting-south) and all interested persons are invited to attend. Topics include: AB 705 and Title 5; UC TCA, Articulation, and UC Transfer Pathways; Certificates, Degrees, and Curricular Processes with the Student Centered Funding Formula; and Noncredit Curriculum Streamlining and AB 705.

VI. Information Items

1. Redesign of the Student Experience
   Guido said feedback has been received from the second mapping day, and it has been positive. Student focus groups have been completed, and now awaiting the finalized reports from Institutional Research. The next mapping day will be held December 7 (there are no mapping days in November due to the influx of transfer counseling in this month; having counselors at mapping days is critical). Irena provided a recap of the webinar attended – everything is on track; the webinar emphasized a focus to tailoring the work based on student feedback.

2. Global Citizenship Application Update
   Wording of "and/or" was added to the end of the fifth area under "Gender/Sexuality Studies" on the Global Citizenship application.

   Note: If you are entering a new course with Global Citizenship, or modifying a course to meet Global Citizenship requirements, please do not use the "Global Citizenship Application" section of the course form on the right sidebar in Curricunet, as it does not contain all of the needed fields for a Global Citizenship proposal. Instead, use the form linked on the left sidebar, under "Links", titled "Global Citizenship", and upload the completed document under "Attached Files".

   (Courses: Non-Substantial Changes)
3. BUS 60 Design Thinking for the Entrepreneur
   (originally BUS 68; renumbered to 60 due to conflict with prior course in ISIS)
4. COSM 10A Related Science 1A
5. COSM 11A Hair Cutting 1
6. COSM 11B Hair Styling 1
7. COSM 11C Hair Coloring 1
8. COSM 18 Skin Care 1
9. COSM 20 Related Science 2
10. COSM 21A Hair Cutting 2
11. COSM 21B Hair Styling 2
12. COSM 21C Hair Coloring 2
13. COSM 21D Permanent Waving 2
14. COSM 21E Curly Hair Techniques 2
15. COSM 26 Nail Care 2
16. COSM 28B Skin Care 2B
17. COSM 30 Related Science 3
18. COSM 31A Hair Cutting 3

19. COSM 31B Hair Styling 3
20. COSM 31C Hair Coloring 3
21. COSM 31E Curly Hair Techniques 3
22. COSM 36 Nail Care 3
23. COSM 38 Skin Care 3
24. COSM 38B Mechanical Exfoliation
25. COSM 38C Chemical Exfoliation
26. COSM 40 Related Science 4
27. COSM 41B Hair Styling 4
28. COSM 42 Men's Hair Styling
29. COSM 46 Nail Care 4
30. COSM 48 Skin Care 4
31. COSM 48B Advanced Make-Up
32. COSM 50A Related Science 5
33. COSM 50B Practical Preparation For State Board Exam
34. COSM 50C Written Preparation For State Board Exam
35. COSM 50E Written Preparation For Esthetician State Board Exam
36. COSM 50N Written Preparation For Nail Care State Board Exam
37. COSM 64 Salon Management
38. COSM 88A Independent Studies In Cosmetology
39. COSM 95A Salon Experience
40. COSM 95B Salon Experience
41. COSM 95C Salon Experience
42. COSM 95D Salon Experience

VII. Action Items

   (Courses: New)
   a. ENGL 1D Reading and Composition 1 (Prerequisites: ESL 19B or Group A Placement)
      Motion to approve ENGL 1D with change to title (TBD) and minor wording change in the
      Methods of Evaluation to specify essays of "6,000 words" for UCLA approval.
      Motion made by: Toni Trives; **Seconded by:** Maral Hyeler
      Motion passed with the following vote tally:
      Y: 14
      N: 2 (Christina Gabler, Estela Narrie)
      A: 3 (Guido Davis Del Piccolo, Jing Liu, Audra Wells)

      Motion to table the approval of prerequisites until ESL 19B is changed/approved
      Motion made by: Irena Zugic; **Seconded by:** William Konya
      The motion was passed unanimously

   b. MATH 2C Concurrent Support for Precalculus (Corequisite: MATH 2)
      Motion to approve MATH 2C with no revisions/changes
      Motion made by: Dana Nasser; **Seconded by:** Audra Wells
      The motion was passed unanimously

      Motion to approve MATH 2C corequisite of MATH 2
      Motion made by: Toni Trives; **Seconded by:** Jae Lee
      The motion was passed unanimously

   c. MATH 54C Elementary Statistics Corequisite (Corequisite: MATH 54)
      Motion to approve MATH 54C with change to course name to "Concurrent Support for
      Elementary Statistics" (to match MATH 2C naming)
      Motion made by: Dana Nasser; **Seconded by:** Lee Pritchard

The motion was passed unanimously

Motion to approve MATH 54C corequisite of MATH 54
Motion made by: Irena Zugic; **Seconded by:** Dana Nasser
The motion was passed unanimously

d. PHOTO 34 Capture to Composite (Prerequisites: PHOTO 30 and PHOTO 39)
Motion to approve PHOTO 34 with minor revisions to wording throughout
Motion made by: Estela Narrie; **Seconded by:** Maral Hyeler
The motion was passed unanimously

Motion to approve PHOTO 34 prerequisites of PHOTO 30 and PHOTO 39
Motion made by: Irena Zugic; **Seconded by:** Audra Wells
The motion was passed unanimously

(Courses: Substantial Changes)
e. LIBR 1 Library Research Methods
Motion to approve changes to LIBR 1 with no additional revisions
Motion made by: Dana Nasser; **Seconded by:** Audra Wells
The motion was passed unanimously

(Programs: New)
f. Cybersecurity Department Certificate
Motion to approve Cybersecurity Department Certificate with no changes, but
recommendation to the department to consider making it a Certificate of Achievement in
addition to, instead of, a Department Certificate in the future, due to use of Department
Certificates by high school students
Motion made by: Irena Zugic; **Seconded by:** Jae Lee
The motion was passed unanimously

(Programs: Revisions)
g. Changes to degrees and certificates as a result of courses considered on this agenda
- Add PHOTO 34 to: Photography AS Degree/Certificate of Achievement
  Motion made by: Estela Narrie; **Seconded by:** Maral Hyeler
  The motion was passed unanimously

h. ~~Conversion of~~ Increase of units/course offerings to change the Cloud Computing
Department Certificate to an AS Degree/Certificate of Achievement
Motion to approve Cloud Computing AS Degree/Certificate of Achievement with a
question to the department of whether to leave the Department Certificate in place, due
to use of Department Certificates by high school students
Motion made by: William Konya; **Seconded by:** Jing Liu
Motion passed with the following vote tally:
Y: 18
N: 0
A: 1 (Guido Davis Del Piccolo)

i. Respiratory Therapy AS Degree
- Move of RES TH 1 from program prerequisite to first year
- Addition of RES TH 2, PHYSCS 14, and first year
- Move of RES TH 29 from second year to first year
Motion to approve changes to Respiratory Therapy AS Degree with correction to the unit
counts, and addition of "or higher" under Math 18/20 listing in "Program Prerequisites"

Motion made by: Toni Trives; **Seconded by:** Dana Nasser
The motion was passed unanimously

VIII.   New Business
- Financial Aid and the Student-Centered Funding Formula
Bill Bloom, Stacy Neal, and Taryn De La Rosa attended to provide insight on the effect of the new Student-Centered Funding Formula on financial aid. The current financial aid regulations state that a student needs to be seeking a degree or certificate to be eligible, and the awarding of Pell grants to a student will max out after six years. Bill is currently working on creating policies to make everything consistent across the board, as the current system for students who have completed a degree and/or certificate but require additional units, is handled in a highly individualized manner.

    Financial Aid will follow up with further information clarifying areas of confusion such as timelines, goal completion, and percentages of funding as they pertain to SMC students. If you have any further questions, please contact Bill Bloom via email at
bloom_william@smc.edu

IX.   Old Business
- Gary Huff: crosswalk between the OEI rubric for best teaching practices in online courses with the distance education application fields
Handout on OEI was distributed (see pages 6-9), but discussion was tabled due to time constraints

- Discussion of approach to courses that do not appear to directly support transfer or further employment
Discussion tabled due to time constraints

X.   Adjournment
The meeting was adjourned at 5:34 pm.

OEI Best Practices & Distance Education Application Crosswalk

Opportunities for Student-Student Interactions

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
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.	• 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 <u>opportunities</u> 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 (this is a Canvas tool that allows students to work on shared documents) Email is another student-student tool that is available, 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
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.	• 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.

The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.	

| What are we looking for? | |

Prior to the course:
- Email - Welcome letter
- Email – Course updates, reminders, and other communication

Weekly use of <u>more than one</u> of the following:
- Email (initiated by student or instructor)
- Virtual Office Discussion (open for the entire semester)
- Instructor Announcements
- Individual or group chat
- Confer Zoom 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
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.	• 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 reduce the labor-intensity of learning in a way that streamlines 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 a several CMS tools for weekly content delivery
  - Pages, discussions, chat, collaboration, ConferZoom, 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 (text, audio, video, images, graphics, 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
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.	- 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?	
- Multiple assessment activities (formative and summative) are described - Assessments that relate to course objectives/content - Regular assessments (weekly or more frequent) - Descriptive rubrics present all assessments - Mix of low and high stakes assessments (never more than 30% of overall grade) - Opportunities for non-graded self-assessment and individualized support or resources	

Accessibility

Best Practices – SMC DE Application	Aligned Category – OEI Rubric
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 the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The	- 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.

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 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.

- 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.
- 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.