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## Curriculum Committee Minutes

### Wednesday, March 17, 2021, 3:00 p.m.

### Zoom Meeting

#### Members Present:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Jacqueline Monge	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Estela Narrie	Scott Silverman
Brenda Antrim	Sharlene Joachim	Yvonne Ortega	Briana Simmons
Fariba Bolandhemat	Emin Menachekanian	Quyen Phung	Esau Tovar
Susan Caggiano	Jennifer Merlic	Patricia Ramos	Audra Wells
Aurélie Chevante-Aksoy			

#### Members Absent:

Lydia Strong                      Kelsey Molle (A.S.)

#### Others Present:

Rachel Demski	Howard Stahl	Laura Manson	Caden Gicking (A.S.)
Elisa Meyer	Nathaniel Donahue	Sal Veas	Lisa Collins
Lin-San Chou			

*(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 3:04 pm. Motion to approve the agenda with no revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Fariba Bolandhemat

The motion passed unanimously.

#### II. Public Comments

None

#### III. Announcements

Brandon Reilly will be going on leave; Heather Bennett will be taking over the Curriculum Member seat for History. We thank him for his service to the committee.

#### IV. Approval of Minutes

Motion to approve the minutes of March 3 with no revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Sheila Cordova

The motion passed unanimously.

#### V. Chair's Report

The Chair explained that the Guided Pathway (old business item) would be for discussion only today. We would not decide on nor vote on the proposal at this time.

#### VI. Information Items

1. Redesign of the Student Experience

*(Non-Substantial Changes)*

2. CS 43 Windows Network Administration
3. OFTECH 23 Medical Billing (Medisoft)
4. ENGL 10 Race and Ethnicity in Literature of the U.S.
5. MUSIC 36 History of Rock Music
6. PSYCH 11 Child Growth and Development

*(Technical Corrections in META)*

7. ART E00 Survey of Art
8. ART E06 Artistic Expression through Gardening
9. ART E15 Drawing
10. ART E16 Life Drawing Studio
11. ART E19 Painting
12. ART E20 Drawing and Painting
13. ART E21 Painting/Drawing, Oil and Acrylic
14. ART E22 Watercolor
15. ART E24 Calligraphy II
16. ART E30 Watercolor Studio
17. ART E55 Sculpture
18. ART E80 Jewelry Making
19. BILING E01 Literature in Spanish
20. BILING E02 French Literature
21. BILING E03 Literature from Around the World
22. CT E00 The Fix-It Class - Repair Almost Anything
23. ENGL E20 Literature: The Novel
24. ENGL E22 Short Story
25. ENGL E23 Shakespeare
26. ENGL E24 Bible as Literature
27. ENGL E25 Literature: The American Novel
28. ENGL E27 Poetry and Fiction
29. ENGL E29 Greek Literature
30. ENGL E30 Creative Writing
31. ENGL E33 Autobiography
32. ENGL E34 Writing for Publication
33. ENGL E37 Writing Seminar
34. ESL 902 English as a Second Language Level 2
35. ESL 903 English as a Second Language Level 3
36. ESL 904 English as a Second Language Level 4
37. ESL 905 English as a Second Language Level 5
38. ESL 906 English as a Second Language Level 6
39. ESL 911 Beginning Listening and Speaking
40. ESL 913 Intermediate Listening and Speaking
41. ESL 915 Advanced Listening and Speaking
42. ESL 961 Beginning Reading and Writing
43. ESL 963 Intermediate Reading and Writing
44. ESL 965 Advanced Reading and Writing
45. ESL 971 Beginning ESL Vocabulary
46. ESL 973 Intermediate ESL Vocabulary
47. ESL 975 Advanced ESL Vocabulary
48. ESL 980 ESL US Citizenship Test Preparation
49. ESL 994 ESL for College and Career Pathways-Introduction
50. ESL 995 ESL for College and Career Pathways-Effective Communication
51. HEALTH E21 Yoga Health and Safety Principles and Practices for Older Adults
52. HEALTH E22 Chi Gong Principles and Practices for Older Adults
53. HEALTH E23 T'ai Chi Principles and Practices for Older Adults
54. HEALTH E24 Physical Fitness Principles and Practices for Older Adults
55. HEALTH E25 Strength and Stamina Training Principles and Practices for Older Adults
56. HEALTH E30 Personal Safety - Fall Prevention

57. HEALTH E34 Stress Reduction for Older Adults
58. HEALTH E38 Joint Health and Mobility For Older Adults
59. HEALTH E80 Introduction to SMC Fitness Center
60. HEALTH E63 Body Conditioning After a Stroke
61. HME EC E01 Sewing Lab
62. HME EC E52 Restaurant Critic - Dining Wisely: Healthy Eating Choices for Older Adults
63. HME EC E71 Needlecrafts II
64. HUMDEV E06 Enjoy Life - Understanding Our Mind, Body, and Brain for Senior Adults
65. HUMDEV E15 Theater - History of Comedy
66. HUMDEV E17 Senior Seminar - Luisa R.G. Kot Concert Series
67. HUMDEV E22 Senior Seminar: Through a Jewish Lens - Art, Culture & Entertainment
68. HUMDEV E24 Bereavement Support
69. HUMDEV E25 Dealing with Hearing Impairment
70. HUMDEV E27 Exercising the Brain
71. HUMDEV E28 Communication After a Stroke (Computer Based)
72. HUMDEV E50 Communication After a Stroke
73. MUSIC E00 Concert Band
74. MUSIC E02 Guitar for Older Adults
75. MUSIC E03 "The Merits" - Vocal Ensemble
76. MUSIC E04 Voice Training
77. MUSIC E06 Gospel Community Chorus
78. MUSIC E10 Spanish Folk Singing
79. MUSIC E30 Opera Appreciation
80. MUSIC E32 Music Appreciation
81. MUSIC E34 Lyric Chorus
82. MUSIC E51 Piano and Music Theory for Older Adults
83. OCC E00 Basic Computer Training
84. OCC E01 Word Processing
85. OCC E10 Using Data Files
86. OCC E20 Using the Internet Safely
87. PHOTO E00 Digital Photography I
88. PHOTO E10 Digital Photography II
89. POL SC E00 Current Events
90. PSYCH E33 Living as a Single Person
91. TH ART E01 Principles of Acting
92. TH ART E02 Theater Arts Appreciation
93. TH ART E05 Reader's Theater
94. TH ART E30 Dramatic Interpretation Through Movies

## VII. Action Items

### *(Courses: New)*

- a. ECE 921 Parenting: Together in Nature  
Motion to approve ECE 921 with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Jennifer Merlic  
The motion passed unanimously.
- b. MUSIC 27/ECE 81 Music for Early Childhood Education  
Motion to approve MUSIC 27/ECE 81 with revision to start date of Spring 2022 and updates to course content language to "20% Preparation and instruction of music activities" and "20% Preparation of music activity lesson plans, including multiple elements such as songs, rhythms, movements, listening, and tonal patterns"  
**Motion made by:** Scott Silverman; **Seconded by:** Susan Caggiano  
The motion passed unanimously.

### *(Courses: Substantial Changes)*

- c. CIS 40 InDesign (Change to Skills Advisory: from "CIS 4, ENGL 1 or BUS 31"; to "CIS 1")

Motion to approve change to skills advisory for CIS 40 with no additional revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously.

*(Courses: Distance Education)*

- d. ECE 921 Parenting: Together in Nature (Hybrid and AODECO)

Motion to approve distance education for ECE 921 with revision to language in "Instructor's Technical Qualifications" from "training" to "be familiar with."

**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jason Beardsley

The motion passed unanimously.

- e. GEOL 32 Introduction to Physical Oceanography with Lab

Motion to approve distance education for GEOL 32 with revision to change any wording of "Canvas" to "LMS"

**Motion made by:** Jason Beardsley; **Seconded by:** Brandon Reilly

The motion passed unanimously.

*(Courses: Approved for Online Delivery in Emergency Contexts Only)*

- f. VAR PE 54W Varsity Tennis for Women

Motion to approve emergency distance education for VAR PE 54W (VII. f.), VARP PE 56V (VII. g.), VAR PE 56W (VII. h.), VAR PE 57V (VII. i.), VAR PE 57W (VII. j.), and VAR PE 59W (VII. k.) as a block with revision to change any wording of "Canvas" to "LMS."

**Motion made by:** Audra Wells; **Seconded by:** Sheila Cordova

The motion passed unanimously.

- g. VAR PE 56V Varsity Track and Field for Men

Passed as a block with VAR PE 54W (VII. f.)

- h. VAR PE 56W Varsity Track and Field for Women

Passed as a block with VAR PE 54W (VII. f.)

- i. VAR PE 57V Varsity Volleyball for Men

Passed as a block with VAR PE 54W (VII. f.)

- j. VAR PE 57W Varsity Volleyball for Women

Passed as a block with VAR PE 54W (VII. f.)

- k. VAR PE 59W Varsity Beach Volleyball for Women

Passed as a block with VAR PE 54W (VII. f.)

*(Programs: Revisions)*

- l. Changes to degrees and certificates as a result of courses considered on this agenda

Motion to approve changes to degrees and certificates as a result of courses considered on this agenda.

**Motion made by:** Audra Wells; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously.

### VIII. New Business

None

### IX. Old Business

- Guided Pathways Discussion

Guido presented "A Brief Refresher on Redesigning the Student Experience: A Guided Pathways Framework". Not everyone was able to participate in the original mapping days, so this is a brief refresher, or introduction to program mapping

(see pages 6-26 for the full presentation)

Following the presentation was a discussion and Q&A about the process:

- Does Administrative Regulation (5000) need to be updated to include language about maps?
- The Redesign team clarified that this is for discussion only, and it will be brought for discussion at various levels – Department Chairs, Academic Senate, etc. to gather feedback from all parties, and ensure that there is buy-in at all levels before it would be brought for a vote.
- The original maps have already been approved, the key is ensuring the maps stay updated. In the current format, the Redesign team learns about new courses and new and revised programs once they're on the Curriculum agenda; currently there are two processes taking place separately, the proposal is to bring them together in a simultaneous, aligned process.
- Maps aren't ready to be shared campus-wide just yet, as they are not in a "presentable" format (excel spreadsheets), and could cause confusion/issues for students. META is working on integrating a mapping system, so we're not entering information manually into multiple systems. The goal is to have the website communicate directly with META to have the maps fully integrated into the website, with "live" updates.
- Concerns were raised about potentially requiring simultaneous approval of the map and new course/new programs at the Curriculum Committee. Such a process would require a map to be prepared before the corresponding revised course or program receives approval from the Curriculum Committee, Senate, and Board of Trustees.

#### **X. Adjournment**

Motion to adjourn the meeting at 5:05 pm.

**Motion made by:** Esau Tovar; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously.

# REDESIGNING THE STUDENT EXPERIENCE: A GUIDED PATHWAYS FRAMEWORK



## A BRIEF “REFRESHER” (OR INTRODUCTION) TO PROGRAM MAPPING

# GUIDED PATHWAYS FRAMEWORK: 4 PILLARS

Clarify the  
Path for  
Students

Help  
Students  
Get on a  
Path

Help  
Students  
Stay on a  
Path

Ensure  
Students  
are  
Learning

# GUIDED PATHWAYS FRAMEWORK

## Clarify the Path for Students

All programs are mapped (with the students' goal in mind) to transfer and career and include these features:

- **Course sequences, gateway and critical (English & Math) courses, contextualized or complementary general education courses, embedded (stackable) awards, and progress milestones**
- **Mathematics and other core coursework are aligned to each program of study**
- **Detailed information on target career and transfer outcomes**



# PROGRAM MAPPING AND EQUITY

## Program Maps:

A default course sequence for a program (Academic and Career Path) that is thoughtfully constructed for maximum **efficiency and effectiveness** to reach the minimum required for a student's next step.

# PROGRAM MAPPING AND EQUITY

What does “THOUGHTFULLY CONSTRUCTED” MEAN?

- the most efficient and effective way to master the learning outcomes which prepare students for their next step
- designed to recognize in-progress milestones and achievements that may have value in the labor market
- facilitate complementary course combinations and avoid what might be “toxic combinations of courses”

# PROGRAM MAPPING AND EQUITY

What does “THOUGHTFULLY CONSTRUCTED” MEAN?

For Phase 2+:

- *includes built-in practices and strategies which support students (including those underprepared) to successfully complete their goal in the shortest amount of time*
- *acknowledges and remedies some of the structural inequities students face as they try to reach their goal*
- *Help students can answer the question: “What can I do with a degree in XX?”*

# PROGRAM MAPPING AND EQUITY

Thoughtfully constructed maps are a significant step toward

- “leveling the playing field” between first-generation students and others.

**First generation students** are the most likely group of students to significantly benefit from program maps.

# PROGRAM MAPPING AND EQUITY

The “Easy Way (Phase 1)” vs. the “Right Way (Phase 2+)”

- The “easy way (phase 1)” is placing our existing courses in a sequence.
- The “right way (phase 2+)” invites a critical review of our
  - PLOs (and SLOs),
  - pedagogy,
  - outcomes,
  - course formats / structure / assessments
  - anti-racism / decolonizing efforts,
  - ...

# FRAMEWORK FOR PROGRAM MAPPING

## Phase 1:

- placed required courses (including Counseling, English, and Math) in sequence and placed “**unspecified placeholders**” for GEs and Electives in the most desirable place in the sequence;
- identified gateway courses for the program;
- identified courses appropriate for intersessions;
- *reviewed PLOs and began to map SLOs to PLOs;*
- *began to think critically about curricular revisions and embedded supports;*
- *began to identify possible career options (both short term and long term)*

# FRAMEWORK FOR PROGRAM MAPPING

Phase 2+ (coming soon):

- critical examination of and recommendations for curricular changes in programs and courses in the interest of equity, required outcomes, efficiency, ...;
- integration of culturally relevant and anti-racist pedagogy and learning, project-based learning, collaborative learning, and applied learning opportunities;
- integration of labor market data, income, true cost (& benefit) information;
- *perhaps developing list of recommended GE courses;*
- *perhaps developing a list of recommended Elective courses*

# FRAMEWORK FOR PROGRAM MAPPING

## Mapping Teams:

- discipline faculty of the program
- counseling faculty
- curriculum committee representative
- student

Each offered different expertise & experiences.



# WHAT ARE PROGRAM MAPS?

- Give students a framework for a specific course of study if they are unsure where to begin or if they have not yet begun their studies and are exploring options.
- Allow students to compare different programs and have a transparent understanding of requirements.
- Outline the sequence of courses that a student should take (including general education and/or transfer major requirements).
- Provide the student valuable information with which to begin a conversation with a counselor.

# GUIDING PRINCIPLES OF MAPS

- Maps are not educational plans (which are tailored to individual student goals, needs and unique circumstances).

NOTE: there may be a better path for a particular student, thus creating a customized educational plan with a counselor.

- General Education (GE) courses and Restricted Electives (RE) have remained “wide open” in most cases to allow for choice.
- 6-8 units per semester (usually GE courses) are noted as being “appropriate for intersession”.
- Usually, programs that offer both an Associate degree and CoA are included on the same map and the CoA is prioritized in the first 2-3 semesters.
- Official advisories and pre-requisites are included on all maps.
- The PR’s and RE’s are sequenced in EACH semester to prioritize which courses should be taken if a student must complete at a part-time pace.
- Gateway courses (that introduce the field of study for students who are deciding on their major) are noted on each map and are in the first year for each program.

# MAPPING DAY AND BEYOND

- 6 Mapping Days resulted in about 100 program maps.
- Maps reviewed by a team of 2 Counselors assigned to the map's Area of Interest.
- Maps reviewed again (under the leadership of Audra Wells) to ensure consistency across all maps.
- Maps sent to the program faculty for final approval.
- Maps approved by the Curriculum Committee.
  
- 111 maps have now been approved.

# MAPPING DAY AND BEYOND

- 111 Maps Approved thus far!
- This is AWESOME!  
At this moment we are “up-to-date”!  
But ... it is only a snapshot in time ...
  - Any new program created will need a map
  - Any program revised will need a map
  - Any new course that is a Program Requirement (PR) or Restricted Elective (RE) will need to revised map
  - ...
  - And we don't intend to hold any more Mapping Days! :)

# SIMULTANEOUS CONSIDERATIONS

- To keep ourselves honest and “up-to-date”, we recommend SIMULTANEOUS mapping as part of the curriculum consideration process.
- In a nutshell:
  - Program faculty of proposed new and substantially changed curriculum (both programs and courses) work with the Counseling Department Curriculum Committee Representative (*currently Audra*) to produce new or revised maps.

# SIMULTANEOUS CONSIDERATIONS

- An embedded process is necessary going forward to ensure proposed program maps for new and revised programs are created and vetted PRIOR to the program and/or new courses coming to the Curriculum Committee for vote.
- Alignment of the curriculum approval process for new and revised maps and programs will ensure that program maps remain current and accurate, and that the program map (and, thus, the student perspective) be considered at the time of curriculum development.
- Ideally, the new or revised program map accompanies new courses or programs when they go to the Curriculum Committee for approval.

# SIMULTANEOUS CONSIDERATIONS

## Proposed Process:

Counseling Department Curriculum Committee Representative will be notified via META upon “Launch” of a new proposal in the following Approval Workflows:

- Course: NEW or Reinstate
- Course: SUBSTANTIAL Change
- Program: New Degree/Certificate
- Program: NON-Substantial Change
- Program: SUBSTANTIAL Change

# SIMULTANEOUS CONSIDERATIONS

The Counseling Department Curriculum Rep will work with the **Originator** and Sponsoring Department(s) **Curriculum Rep(s)** and **Chair(s)** as follows:

## **For New Courses:**

- Does this new course replace any “Program Requirement (PR)” or “Restricted Elective (RE)” currently on any program map?
- Does this new course need to be added as a PR or RE to any program map?
  - If yes to either question:  
program map revisions are created in consultation with the Counseling Department Curriculum Representative and are considered for approval simultaneously with the new course.

## **For Substantial Course Revisions (units, hours, requisite):**

- Does this substantial revision impact any program map?
  - If yes, program map revisions are created and are considered for approval simultaneously with the course revision.



# SIMULTANEOUS CONSIDERATIONS

- For New Programs and Program Revisions (16+ units or requires multiple semesters):
  - A revised program map is created in consultation with the Counseling Department Curriculum Representative

New or Revised Course and Program proposals should be considered for Curriculum Committee's approval simultaneously with any impacted or new program map(s)

**QUESTIONS / CLARIFICATIONS /  
THOUGHTS / CONCERNS?**