

## Curriculum and Instruction Council Report Executive Board Academic Senate

DATE: April 14, 2016

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1. Committees
    - a. Distance Learning - Minutes: February 23, 2016 and March 8, 2016
    - b. Educational Design - Minutes: March 8, 2016, March 22, 2016, and April 12, 2016
    - c. Educational Design Sub-Committee for General Education and Transfer Issues – Minutes: None
    - d. Equivalencies - Minutes: March 28, 2016
    - e. Outcomes - Minutes: December 1, 2015 and March 8, 2016
  2. Curriculum & Instruction Council Information Items
    - a. Career Technical Education process update: Advisory Committee minutes must be submitted with new program submissions. For new courses, course modifications, and program modifications, Advisory Committee minutes may be submitted to the Instruction Office after the meeting occurs. Department minutes must be attached to all course and program submissions.
    - b. Dance Families Update: Please see attached handout
    - c. Exploring Interest in Canvas LMS: Please see attached handout
    - d. 2016 CSU General Education Review Decisions: Please see attached handout
    - e. 2016 IGETC Review Decisions: Please see attached handout
  3. Curriculum & Instruction Council Action Items:
    - a. FAA Aircraft Dispatcher Certificate: Attached as Action Item
    - b. iOS Programming Certificate: Attached as Action Item
    - c. Android Programming Certificate: Attached as Action Item
    - d. AP 4105 Articulation: Attached as Action Item
  4. EDC Consent Agenda: 4 –year review
    - a. DSPS LRND1      Clinical Speech Instruction
    - b. CNET 62          Network+ Cert Preparation
    - c. SOC 36            Asian American Communities
    - d. SOC 7             Sociology of Religion
    - e. FASH 10          Clothing Construction I
    - f. FASH 23          Patternmaking II
    - g. AIRC 26          Gas Heating Fundamentals
    - h. FIRE 10          Arson and Fire Investigation
  5. Consent Agenda: Modified Courses
    - a. VOC AR222      Advanced Digital Design, Illustration and Animation
    - b. VOC AR121      CADD and Digital Design Media Level 1
    - c. MICR 1          Principles-Microbiology
    - d. AHIS 12H        History of Precolumbian Art and Architecture - Honors
    - e. AHIS 12          History of Precolumbian Art and Architecture

- f. POLI 25 Latino Politics in the United States
  - g. R-TV 97B Radio/Entertainment Industry Internship
  - h. DNCE 3 Ballet Performance
  - i. CISP 10 Principles of Object-Oriented Design
6. Consent Agenda: New Credit Courses:
- a. AERO 254 Aircraft Dispatcher Operations: Elements and techniques of aircraft dispatch operations. Includes aircraft dispatcher briefings to a simulated flight crew. This course prepares students to enter employment as a certified aircraft dispatcher in the airline industry, air-medical industry, corporate aircraft operators, and aviation weather service companies. Successful completion of this course enables students to take the Federal Aviation Administration (FAA) written, oral, and practical tests for the FAA Aircraft Dispatcher Certificate. Students who pass the FAA Aircraft Dispatcher Knowledge Test will qualify to take the FAA Oral and Practical Examination for the FAA aircraft dispatcher certificate.
  - b. ADJU 9 Introduction to Homeland Security: Public management policies and issues relevant to the security of the United States. Roles and responsibilities of federal, state, and local law enforcement agencies. Emphasis on the role of first responders to threats and events through theories, concepts, and case studies.
  - c. CISP 53 iOS Programming: Programming for iOS devices covers user interface patterns and design, connectivity, and application (app) architecture. Students must be enrolled in CISP 53L, a concurrent lab co-requisite.
  - d. CISP 53L iOS Programming Laboratory: User interface, connectivity, and application (app) architecture and design. Student must be enrolled in CISP 53, a concurrent lecture co-requisite.
  - e. CISP 54 Android Programming: Android device programming, user interface patterns and design, connectivity, and application (app) architecture with an emphasis on creating effective mobile apps. Student must be enrolled in CISP 53L, a concurrent lab co-requisite.
  - f. CISP 54L Android Programming Laboratory: Laboratory for Android programming user interface, connectivity, and application (app) architecture and design. Student must be enrolled in CISP 54, a concurrent lecture co-requisite.
7. Consent Agenda: New Noncredit Courses:
- a. VOC CSB10 Office Skills: New course created at the request of credit to be added to the noncredit Administrative Assistant 1 and 2 certificates, replacing "computer keyboarding" course. Catalog Description: Skills necessary to work in an office setting including: alpha and numeric keyboarding, email etiquette and standards, electronic calendaring, ten-key, composing, formatting and storing business documents, telephone techniques.
  - b. VOC CSB11 Computer Information Systems: New noncredit course, created at the request of credit, accurately reflects CISP 11. Catalog Description: Overview of computer information systems including computer hardware, software, networking, programming, databases, Internet, security, systems analysis, ethics, and problem solving using business applications.
  - c. VOC PHO05 Digital Cameras and Composition New noncredit course, created at the request of credit, accurately reflects PHOT 5. Catalog Description: Use of digital cameras and image editing software to create well-composed, quality photographs for use in Graphic Design and other applications. Camera required after first class meeting. Field trip required.
  - d. VOC PHO29 Practices for Commercial Artists New noncredit course, created at the request of credit, accurately reflects PHOT 29. Catalog Description: Studio business practices for commercial artists. Small business operations,



pricing services based on the licensing business model, copyright basics, project production, and estimating and invoicing. Field trips may be required.

8. Consent Agenda: Deleted Courses:

- a. KINF 10                      Weight Training – Replaced by KINF 10A
- b. KINF 34                      Cardiorespiratory Training – Replaced by KINF 34A
- c. KINF 38                      Aerobics – Replaced by KINF 38A
- d. KINS 10                      Soccer – Replaced by KINS 10A
- e. KINS 2                      Basketball – Replaced by KINS 2A

9. Consent Agenda: Modified Programs

- a. Noncredit Secondary Education Certificate: Provides all courses needed to satisfy requirements for a high school diploma, which will increase future employment and higher educational opportunities. High school credits may be granted for previous equivalent courses taken at accredited institutions. A minimum of 20 residency credits must be completed at Mt. San Antonio College. Students will complete a total of 160 high school credits.
- b. Administration of Justice AS: Title change from Law Enforcement to Administration of Justice to match AS-T. Added to required elective course choices: ADJU 9 and ADJU 50. Updated ADJU 10 (formerly CORS 10). Added KINF 50 to Recommended Electives. No unit change.
- c. Administration of Justice Certificate: Title Change from Law Enforcement to Administration of Justice Certificate. Added to Required Elective course choices: ADJU 9 and ADJU 50. Updated ADJU 10 (formerly CORS 10). Added KINF 50 to Recommended Electives. No unit change.

## SUBMISSION DATES

### SUBMISSION DATES

New courses and modifications to courses are due on 31 May, 2016 for the 2017-18 catalog.

New courses and modifications to courses submitted between June 1, 2015 and May 31, 2016 are guaranteed to be prescreened and receive an EDC review by the end of Fall 2016 as long as the prescreen requests are addressed.

Degrees and certificates are due by May 31, 2016 for the 2017-18 catalog. Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance). Degrees and certificates submitted between June 1, 2015 and May 31, 2016 are guaranteed to receive an EDC review by the end of Fall 2016.

Modifications include changes to:

Course ID	Prerequisites, corequisites, and advisories
Course Title	Certificate, degrees, and majors
Catalog Description	General Education Requirements/ GE Status
Units and hours	Articulation
Repeatability	Instructional Type (Lecture, Lab, Lecture and Lab Combination, or Activity)
SAM Code changes	Top Code Changes

### WebCMS Stage Information

Website: <http://webcms.mtsac.edu/webcms/>

Stage 1: Course Author

Stage 2: Department Chair review

Stage 3: Division Dean/Associate Dean review

Stage 4: Not active in WebCMS

Stage 5: Prescreen/pre-EDC review - results in course being forwarded to the EDC agenda or returned to Stage 1

Stage 6: post-EDC review – results in approval, approval with minor edits, pending (course will be returned to EDC consent agenda), or HOLD (requires a second EDC review)

Stage 7: Course is ready for implementation (new courses and modifications require Senate approval, BOT approval, and Chancellor's Office approval before they may be implemented)

#### Curriculum Contacts

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## Key Findings from the FACULTY TECHNOLOGY SURVEY

WHO RESPONDED? 193 Mt. SAC Professors

### By Division

24% Humanities/ Social Sciences	59% full-time faculty
22% Business	41% part-time faculty
20% Natural Sciences	43% >10 yrs at Mt. SAC
10% Technology and Health	32% taught DL last 5 yrs
	57% used Moodlerooms last 2 yrs

### What They Said:

- 65.5% (108) In favor of Canvas
- 34.5% (57) Opposed to Canvas
- 58% (100) feel LMS change affects them
- 42% (73) felt that a change to LMS had little effect on them
- 77% (128) were leaning in favor or against but not sure.



## What Matters to Faculty in the LMS: SURVEY AND FOCUS GROUPS

**Most used LMS tools:** Announcements, Gradebook, document storage, assignment tools, forums, quizzes

**Moodlerooms ratings:** Mt. SAC professors average rating of Moodlerooms was a B- to mid C on specific tools and on overall performance

### Biggest complaint in Focus groups:

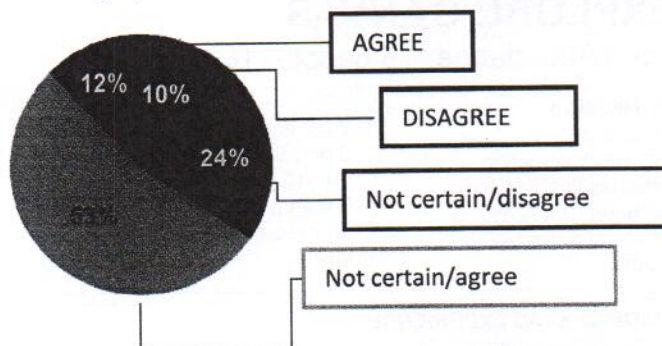
Moodlerooms is overly complicated, with too many settings. It requires too much work/training to achieve competency.

**Consensus in Focus Groups:** Focus groups supported a change to Canvas as long as two conditions were met:

1. enough time/support given to smooth the transition
2. Canvas offers similar LMS features with lower complexity

*This report authored by Michelle Newhart, Instructional Designer  
Online Learning Support Center November 2015  
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## Faculty opinion: Canvas adoption at Mt. SAC by 2017



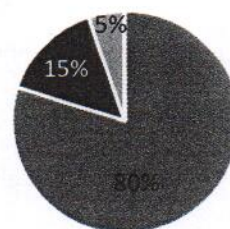
### Of those in favor of Canvas (n=108)

- 70 wanted Mt. SAC to benefit from savings
- 69 wanted after-hours tech support included with Canvas
- 66 wanted students to use the LMS adopted in California colleges
- 61 wanted to participate and have a voice in the OEI
- 38 wanted to teach on the same LMS across colleges
- 31 did not like Moodlerooms.
- 19 said they tried Canvas and liked it\*\*\*

### Of those who opposed Canvas (n=57)

- 35 don't want to learn new system
- 24 expressed skepticism about ongoing savings
- 5 opposed OEI participation
- 15 said they preferred Moodlerooms to Canvas\*
- 4 said they tried Canvas and didn't like it\*\*

## STUDENT RESPONSE to Experiencing CANVAS LMS



### WHO RESPONDED?

20 students 13 women, 7 men
30% had taken an online course None had seen Canvas before
50% had taken 10 or fewer college courses

### Overall Canvas is easy to use

- 80% very easy
- 15% somewhat easy
- 5% not easy or hard
- 0% somewhat hard or very hard

16 out of the 17 students who had used Moodlerooms thought Canvas was "somewhat better" or "much better."

15 out of 20 students in the sample said they would be somewhat or much more likely to enroll if they found out the course was in Canvas.

\* Six of these 9 also answered that they had not seen/tried Canvas before.

\*\*One of these 4 also answered they had not seen/tried Canvas before.

\*\*\*Although 19 said they tried Canvas and liked it, 5 of these respondents also answered that they had not seen Canvas before.



## Follow Up Sessions

### EXPLORE CANVAS

Total Attendance: 15 people (14 surveys)

#### By Division

3 Business  
3 Library/Instruction  
3 Humanities/Soc Sci  
2 Student Services  
1 Natural Sciences  
2 Other

9 full-time faculty  
5 part-time faculty  
10 >10 yrs at Mt. SAC  
9 taught DL  
13 used Moodlerooms last 2 yrs

#### PRIOR CANVAS EXPERIENCE

11 no prior experience  
1 previewed, never used  
2 taught with Canvas before.

#### Faculty opinion: Canvas adoption at Mt. SAC by 2017

**100% completely or mostly agree**

**Mt. SAC should move to CANVAS**

9 of 14 completely agree

5 of 14 mostly agree

#### What They Said:

"Clean and clean – seems to be much more simple to use."

"Canvas has more features to use; more online support; more feedback to students and more in-line with students' learning styles/technology expectations to engage learning. We need to adopt Canvas to be technologically in-line with incoming high school populations who are already using this technology."

"It is much more streamlined and in touch with the twenty-first century learning and teaching methods."

"I like Canvas because it meets my needs better than Moodle (gradebook, user-friendliness...)."

"From what I have seen, Canvas is very interesting. I see how it can help us in many ways."

"It's free for Mt. SAC. For the foreseeable future. A common system with OEI. Canvas is more student friendly. Direct involvement in enhancing product. Assignment dates are autopaced from term to term."

"Canvas has superior navigation for the student." (emphasis in original)

"[Canvas offers] simplicity and power."

"Canvas has a simpler interface and looks 'cleaner.' It also looks easier in terms of the gradebook and grading assignments."

#### QUESTIONS

"Wondering how much time and effort it will take to import/create my course in Canvas."

"I would be willing to play with a sandbox Canvas course."

"A timeline of the possible transition [would be useful] to get a sense of when it will all happen."

"I am informed! Go to Canvas!"



## 2016 CSU General Education Review Decisions

The California State University (CSU) finished their review of courses submitted for CSUGE Breadth.

**As in previous years the CSU made the decision to backdate several of the effective terms.** The following courses **were approved** for CSU General Education inclusion:

Course Prefix	Course Title	Approved CSU Area	Effective Date	Reviewer Comment
ANTH 4	Archaeology	D1 Anthropology & Archeology	Summer 2016	None
CHEM 51H	General Chemistry II - Honors	B1 Physical Science Lecture B3 Science Laboratory	Summer 2016	None
MATH 260	Linear Algebra	B4 Mathematics/Quantitative Reasoning	Summer 2016	None
MATH 290	Differential Equations	B4 Mathematics/Quantitative Reasoning	Summer 2016	None
MUS 15H	Rock Music History and Appreciation - Honors	C1 Arts	Fall 2015	None
PHYS 6A	General Physics with Calculus	B1 Physical Science Lecture B3 Science Laboratory	Fall 2015	None
PHYS 6B	General Physics with Calculus	B1 Physical Science Lecture B3 Science Laboratory	Fall 2015	None
READ 100	Analysis and Critical Reading	A3 Critical Thinking	Summer 2016	None

The following courses **were denied** CSU General Education inclusion:

Course Prefix	Course Title	Proposed CSU GE Area	Reviewer Comment
ENGR 1C	Engineering Critical Thinking	A3 Critical Thinking	Text books do not appear to "reflect an awareness of cultural diversity," and written assignments, under Methods of Evaluation, seem to lack a demonstration of student's ability to identify faulty reasoning.
FCS 51	Consumerism: The Movement, its Impact, and Issues	D2 Economics	The outline seems more about practical information than the practice of social science as a discipline.
FCS 80	Personal Financial Planning	E Lifelong Learning & Self Development	Course does not address physiological and psychological inquiry. Very narrow in focus.

## 2016 Intersegmental General Education Transfer Curriculum (IGETC) Review Decisions

The University of California (UC) and the California State University (CSU) finished their review of courses submitted for IGETC. The UC Office of the President and the CSU Chancellor's Office made the decision to back date the approval of courses.

The following courses were approved for IGETC inclusion:

Course Prefix	Course Title	Approved IGETC Area	Effective Date	Reviewer Comment
MUS 15H	Rock Music History and Appreciation - Honors	3A Arts	Fall 2015	None
PHSC 9	Physical Science	5A Physical Science Lecture 5C Science Laboratory	Fall 2015	None
PHYS 6A	General Physics with Calculus	5A Physical Science Lecture 5C Science Laboratory	Fall 2015	None
PHYS 6B	General Physics with Calculus	5A Physical Science Lecture 5C Science Laboratory	Fall 2015	None
SIGN 101H	American Sign Language 1 - Honors	6A Language Other Than English	Fall 2015	None

The following course was denied for IGETC inclusion:

Course Prefix	Course Title	Proposed IGETC Area	Reviewer Comment
ENGR 1C	Engineering Critical Thinking	1B Critical Thinking-Composition	Text books do not appear to "reflect an awareness of cultural diversity," and written assignments, under Methods of Evaluation, seem to lack a demonstration of student's ability to identify faulty reasoning.



**February 3, 2016**

**DANCE- Courses Related In Content (with rationale)**

**Ballet:**

DNCE 1 Ballet Fundamentals

DNCE 2A Ballet I

DNCE 2B Ballet II

DNCE 31 Classical

**Common concepts of *Ballet* courses**

These courses provide opportunities for students to develop their ballet technique and skill level through barre work, floor work and center floor movement combinations for ballet. Students in these courses need to demonstrate proficient ballet terminology and classical music phrasing and musicality.

**Modern Dance:**

DNCE 10 Modern Fundamentals

DNCE 12A Modern I

DNCE 12B Modern II

DNCE 30 Contemporary dance

**Common concepts of *Modern* courses**

These courses provide opportunities for students to develop their modern dance technique and skill level through floor work, center work and floor progressions for modern dance. Students in these courses need to demonstrate proficient modern dance terminology and modern music phrasing and musicality.

**Jazz Dance:**

DNCE 17 Jazz Fundamentals

DNCE 14A Jazz I

DNCE 14B Jazz II

**Common concepts of *Jazz* courses**

These courses provide opportunities for students to develop their jazz dance technique and skill level through warm-up, progressions and center floor routines for jazz dance. Students in these courses need to demonstrate proficient jazz dance terminology and jazz music phrasing and musicality.

**Tap and Musical Theater:**

DNCE 18A Tap I

DNCE 18B Tap II

DNCE 28 Theatre Dance I

DNCE 29 Theatre Dance II

**Common concepts of *Tap and Musical Theatre* courses**

These courses provide opportunities for students to develop their tap dance and musical theater dance technique and skill level through various rhythms and musical theater routines. Students in these courses need to demonstrate proficient tap and musical theater dance terminology, music phrasing and musicality.

**Social Dance:**

DNCE 11A Social Dance Forms I  
DNCE 11B Social Dance Forms II  
DNCE 8 Latin Dance Forms I

**Common concepts of *Social Dance* courses**

These courses provide opportunities for students to develop their social dance technique and skill level through partner dance positions, dance formations and choreography. Students in these courses need to demonstrate fundamentals of music and social dance terminology.

**Performance Technique:**

DNCE 3 Ballet Performance  
DNCE 13 Modern Performance  
DNCE 15 Jazz Performance  
DNCE 19 Tap Performance

**Common concepts of *Performance Technique* courses**

These courses provide opportunities for students who are already proficient in dance technique to develop their performance skills through solo variations and ensemble work in the classroom setting. Students in these courses need to demonstrate proficient expression, execution, staging and musicality.

**Choreography and career:**

DNCE 4 Choreography  
DNCE 33 Improvisation  
DNCE 34 Dance Directives  
(DNCE 9 Audition Skills and Technique) once out of stage 7

**Common concepts of *Choreography and Career* courses**

These courses provide opportunities for students who are developing their skill as a choreographer or dance instructor. Students in these courses need to demonstrate proficient choreographic techniques, improvisational techniques, compositional design forms or the creation of lesson plans for dance classes.

**Stage Performance:**

DNCE 22 Dance Rehearsal  
DNCE 24 Dance Production

**Common concepts of *Stage Performance* courses**

These courses are exclusively for practical experience in dance performance for both dancers and choreographers. Students in these courses need to demonstrate proficient skill in regards to stage rehearsals, concert production and theater terminology.

**Pilates:**

DNCE 39A Alignment and Correctives I  
DNCE 41 Pilates I  
DNCE 42 Pilates II  
DNCE 43 Pilates III



**Common concepts of *Pilates* courses**

These courses provide opportunities for students to develop their Pilates skill and technique through fitness or mat work, reformer work and auxiliary equipment. Students in these courses need to demonstrate proficient body awareness, alignment, strength, flexibility, control and breathing.

**Dance Conditioning**

DNCE 32 Commercial Dance

DNCE 36 Commercial Dance II

DNCE 40 Conditioning through Dance

**Common concepts of *Dance Conditioning* courses**

These courses provide opportunities for students to develop their coordination, stamina, use of isolations and controlled execution through dance technique. Students in these courses need to demonstrate overall body conditioning and body awareness through a series of exercises and movement combinations.

**Courses Not Related in Content That Are Repeatable**

DNCE 35 Repertory

This course deals exclusively with practical experience in performance and competitions for dancers.