COA Curriculum Committee Meeting
Tuesday Sept. 1, 2020
1:30 pm – 3:00 pm
Zoom meeting necessitated
by coronavirus precautions.

Curriculum Committee Members:
J. Smithson (C), V. Phan (VC), P. Nelson, F. Nguyen, D. Burgess, A. Buchalter, J. Campbell, O. Fish, B. Frias, H. Ko, R. Majlesi, P. Niloufari, A. Price, L. Thompson, V. Virkkila,; M. Goldstein (AS Pres.) L. Celhay (Acting VPI), Deans E. Jennings, A. McClanahan

Agenda

1. Organizational Items
- 1.1. Call to Order:
- 1.2. Approval of Agenda
- 1.3. Approval of Minutes of May 5, 2020 meeting

2. Old Business
- 2.1. Course/ Program Approvals

2.1.1. New Courses: **Consent Agenda**

Discipline	Course #	Course Title	Units	Min Duration	SLO	DE
AFRAM	008	African American Politics	3	>6 weeks	yes	100%
AFRAM	014A	Social Psychology of African American Male/Female Relationships	3	>6 weeks	yes	100%

2.1.2. Course Reactivations: **Consent Agenda**

Discipline	Course #	Course Title	Units	Min Duration	SLO	DE
DENTL	252	Overview of the Dental Assisting Profession	1	8 weeks	yes	100%

2.1.3. Course Deactivations: **Consent Agenda**

Discipline	Course #	Course Title
BUS	238B	Word Processing II
DMECH	748AA	Compressed Natural Gas Testing and Diagnostics (Contract Education)

2.1.4. Course Updates:

Catalog Changes: **Consent Agenda**

Discipline	Course #	Course Title	Units	Changes
AMT	066	Airframe Systems and Review	4	changed units and hours to reflect industry requirements, updated duration, textbooks mapped SLOs, added DE 100% addendum
APPR	451	Truck Mechanics Chassis System 1	4	changed units to match DMECH 11, updated textbooks, SLOs, added DE 100% addendum for emergencies
DMECH	11	Heavy-Duty Truck Chassis, Transmission and Drive Axles	4	changed units and hours to reflect industry practices, updated textbooks, SLOs, added DE 100% addendum for emergencies

Non-Catalog Changes: **Consent Agenda**

Discipline	Course #	Course Title	Units	Changes

ADAM	131	Apparel Construction I	4	Updated textbooks, mapped SLOs, added DE 100%
ADAM	214	Advance Design and Line Development I	4	Updated textbooks, mapped SLOs, added DE 100%
ADAM	216	Production Pattern and Size Grading I	2	Updated textbooks, mapped SLOs, added DE 100%
ADAM	221	Pattern Drafting I	4	Updated textbooks, mapped SLOs, added DE 100%
ADAM	224	Pattern Draping I	4	Updated textbooks, mapped SLOs, added DE 100%
ADAM	229	Portfolio Development I	2	Updated textbooks, mapped SLOs, added DE 100%
AMT	056L	Basic Science of Aviation Technology Lab	3	Updated SLOs, textbooks, corrected error in lab hours
AMT	058	Survey of Aviation Maintenance Technology Lecture	6.5	Updated textbooks, mapped SLOs, added DE 100%
AMT	058L	Survey of Aviation Maintenance Technology Laboratory	3	Updated SLOs, textbooks and codes (CB25, CB26)
AMT	070	Theory of Powerplants I	5	Updated textbooks, mapped SLOs, added DE 100%
AMT	074	Theory of Powerplants II	5	Updated textbooks, mapped SLOs, added DE 100%
AMT	076	Advanced Powerplants I	5	Updated textbooks, mapped SLOs, added DE 100%
ART	020	Beginning Drawing & Composition	3	Updated textbooks, added DE 100%
ART	022	Intermediate Drawing and Composition	3	Updated textbooks, added DE 100%
ART	023	Advanced Drawing and Composition	3	Updated textbooks, added DE 100%
ART	046	2-D Visual Design	3	Updated textbooks, added DE 100%
ART	050	Beginning Painting	3	Updated textbooks, added DE 100%
ART	052	Intermediate Painting	3	Updated textbooks, added DE 100%
ART	053	Advanced Painting	3	Updated textbooks, added DE 100%
ART	061	Continuing Painting: Watercolor	2	Updated textbooks, added DE 100%
ART	062	Intermediate Painting: Watercolor	3	Updated textbooks, added DE 100%
ATHL	073	Volleyball Team Pre-season Preparation	.5	Added DE 100% in emergencies
ATECH	015	Drive Train and Automatic Transmissions	10	Updated textbooks, mapped SLOs, added DE 100%
BIOL	031	Nutrition	4	Updated textbooks, mapped SLOs, added DE 100%
BUS	209	Fundamentals of Income Tax	4	Updated textbooks, mapped SLOs, added DE 100%
CHEM	030A	Introductory General Chemistry	4	Updated textbooks, mapped SLOs, added DE 100%
DMECH	014	Diesel Engines	4	Updated textbooks, mapped SLOs, added DE 100%
DMECH	021A	Diesel Engines I	6	Updated textbooks, mapped SLOs, added DE 100%

ENGL	201A	Preparation for Composition and Reading	4	Updated textbooks, added DE 100%
ENGL	201B	Preparation for Composition and Reading	4	Updated textbooks, mapped SLOs, added DE 100%
ESOL	251A	Reading and Writing 1	6	Mapped SLOs, added DE 100%
ESOL	288	Conversation 1	3	Updated textbooks, mapped SLOs, added DE 100%
ESOL	289	Conversation 2	3	Updated textbooks, mapped SLOs, added DE 100%
ESOL	541D	Bridge to Credit ESOL - Level IV	NC	Added DE 100% in emergencies
GEOL	049	Independent Study in Geology	.5 – 5	Added DE 100% in emergencies
HIST	007A	History of the United States to 1877	3	Updated textbooks, mapped SLOs, added DE 100%
LRNRE	259	Writing Strategies	1 – 2	Added DE 100% in emergencies
LRNRE	263	Vocational Assessment	.5 – 2	Added DE 100% in emergencies
LRNRE	277	Introduction to Mathematical Concepts and Strategies	1 – 2	Added DE 100% in emergencies
LRNRE	279	Communication Strategies	1	Added DE 100% in emergencies
M/LAT	027	Latin American Revolutions	3	Updated textbooks, mapped SLOs, added DE 100%
POSCI	008	Law and Democracy	3	Updated textbooks, mapped SLOs, added DE 100%

2.1.6. **Program Updates: Modified Programs**   **Consent Agenda**

Dept	Program	Proposed start	Changes
ATECH	Engine Repair Specialist - Certificate of Achievement	Fall 2021	Updated per Program Review 2019
ATECH	Engine Repair Specialist - A.S. Degree	Fall 2021	Updated per Program Review 2019
AUTOB	Auto Body - Certificate of Achievement	Fall 2021	Updated by various people 2019
ESOL	ESOL High Intermediate Certificate - Certificate of Proficiency	Spring 2021	Approved by CC 5/5/2020
ESOL	ESOL Advanced Certificate - Certificate of Proficiency	Spring 2021	Approved by CC 5/5/2020
HIST	History - A.A. Degree	Fall 2021	Updated per Program Review 2019
KIN	Athletic Trainer Aide - Certificate of Achievement	Spring 2021	Approved by CC 5/5/2020

2.1.7. **Program Updates: New Programs**   **Consent Agenda**

Dept	Program	Proposed start	
ART	Practitioner of Fine Art - Certificate of Achievement	Fall 2021	Approved by CC 5/5/2020
COUN	Transfer Studies: CSU GE-Breadth - Certificate of Achievement	Spring 2021	Approved by CC 5/5/2020

ESOL	ESOL High Beginning - CP1 - Certificate of Competency	Spring 2021	Approved by CC 5/5/2020
ESOL	ESOL High Intermediate - CP1 - Certificate of Competency	Spring 2021	Approved by CC 5/5/2020

2.1.8.   **Community Education Courses**

Building Smart Things: programming smart devices, robots, art and clothes	8-week course, 2 hours per week, start in spring 2021	Originator: Milt Friedman, CoA

3. New Business / Discussion Items:

3.1 Elections for 2020-2021 Curriculum Committee (CC) Vice Chair.

3.2 Adding a new review step in CoA CurriQunet: DE Reviewer. Jody Campbell has volunteered to serve in this capacity. This additional review step will add another set of eyes on each proposal and lessen the burden on Tech Review.

3.3 MAKR discipline. Non-credit program (certificate) and courses are ready to be launched into review after MAKR is approved at CIPD as a new discipline. Move on to CIPD?

3.4 Bringing Ethnic Studies (ETHST) discipline to CoA to support revitalized AFRAM, ASAME and M/LAT programs: consultation completed, ETHST 001 Intro to Ethnic Studies course is ready to launch into review. Move on to CIPD?

3.5 New CoA Catalog is underway. How can CC help?

4. Mini-Training:
4.1 Curriculum Committee updated website access and review.
4.2 Request for future CC training topics?

5. Announcements:
CurriQunet DE Addendum update launched! All new proposals started on 8/25/2020 forward will see a new, more user-friendly Distance Education tab.

There is a strong probability that Spring 2021 courses will be taught entirely online at Peralta colleges. Please help your colleagues update their courses to enable 100% online instruction under emergency circumstances so we are ready for this possibility.

6. Next Meeting: Tuesday, September 15, 2020 at 1:30 p.m. – 3:00 p.m. Format: ConferZoom

7. Adjournment:

Extension Course Proposal

Process: Complete the information below and send to Dean Eva Jennings, ejennings@peralta.edu and Jayne Smithson, Curriculum Chair jsmithson@peralta.edu

1. Course Title (Course number will be added by CoA Office of Instruction

Building Smart Things: programming smart devices, robots, art, and clothes

2. Course Description

Smart Things is an eight week course that leads to students building and programming a smart device. The curriculum includes electricity and circuit design, building microprocessor controlled circuits, and programming fundamentals, and is based on public domain, readily obtained parts and software. A second course will teach programming IoT devices that connect with the internet and interact with other smart devices.

3. Justification (reason for offering. What groups might be interested)

Smart devices are increasingly ubiquitous and helpful in our lives. Students of all ages, product designers, artists, and do it yourself hobbyists are able to expand and enhance their project-based learning and project design by learning how to incorporate smart electrical devices. Students in apparel design and manufacturing, students interested in jobs using IoT, robotics, and prototyping, and members of the public wanting to design and build their own smart home devices can benefit from the skills taught in this course.

4. Lecture/Lab Content (brief course content outline)

The units of the Course will be:

1. Electricity – videos, reading, and circuit building
2. Microcontroller (Arduino) basics – programming environment, digital and analog output, digital and analog input, simple programming logic, sensors and actuators
3. Programming basics – block based programming with Scratch, controlling the Aruduino by programming, compiling Arduino programs for autonomous operation
4. Building a Smart Device – construction of a functional device, building sensor and control circuits, programming and tuning program function

The content of the course will be supported by the Moodle site, RobotMoodle, created by the course author, which will provide weekly instruction and

assignments. Each week, a two hour meeting will provide review of past work and introduction to next steps.

A Final class meeting will feature an opportunity to fine tune the built devices and compete for prizes.

5. Student Learning Outcomes (what will participants be able to do with this information)
- Students understand the nature and potential of electricity and design and build electrical circuits that are safe and functional. Students learn to protect themselves and others from harm in using and building electrical circuits.
- Students understand the fundamentals of microcontroller programming, can design programs in the Arduino programming language and environment, and can test and debug custom programs.
- Students can design and build smart devices using sensors and actuators to operate autonomously in a real world environment.

6. Proposed Days and Meeting Times (must meet more than once to qualify as a course)
Eight weekly meetings of two hours each; most likely on a weekday evening.

7. Proposed Start Date and End Date
Spring, 2020

8. Cost of Materials (materials to be provided by participants)
Approximately $60 per student

9. Name of Course Originator/Instructor
Milt Friedman
Instructor, College of Alameda

10. Course Originator/Instructor Contact Information (email)
mfriedman@peralta.edu

CurriQunet Course Proposal
Distance Education Addendum

In accordance with [Title 5 § 55206](): If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets: 1) regular effective contact, and 2) the requirements of the Americans with Disabilities Act.

Will this course be available for Distance Education under regular (non-emergency) circumstances? *
Choose an item.

Will this course be available for Distance Education under emergency circumstances? *
Choose an item.

Which forms of Distance Education Delivery would you like to be available for this course in an emergency? *
Select all delivery methods that you wish to be available for this course in an emergency. Any delivery method not explicitly selected will not be available. For example, if you select Fully Online, but not the other two options, then the only DE Delivery method approved for this course in an emergency will be Fully Online.
☐ Fully Online (FO) (also known as "100% online"): All instruction, assessment, and activities are online
☐ Partially Online (PO) (also known as "hybrid"): Online instruction with scheduled on-campus meetings and/or assessments
☐ Online with Flexible In-Person Component (OFI): Online instruction with in-person/proctored assessment/activities at a flexible time and place

Student Equity in the Online Environment

Peralta District Colleges are committed to student equity in the online environment.

Confirm below that this course will be taught via DE in a manner that conforms with the Peralta Online Equity Rubric:
- Technology
- Student Resources and Support
- Universal Design for Learning (also addressed in next question)
- Diversity and Inclusion
- Images and Representation
- Human Bias
- Content Meaning
- Connection and Belonging

Choose an item.

Accommodations for Students with Disabilities

Per the CVC-OEI best practices rubric, distance education courses must be accessible to students with disabilities and must conform to the principles of Universal Design. These requirements also apply to any instructional technology that may be used in addition to the Peralta District approved course management system (CMS), including publisher resources, LTI integrations, etc.

Confirm below that this course can be taught via DE in a manner that conforms with the following Universal Design principles:
- Provide an uncluttered interface with consistent layout and navigation.
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities and learning styles.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

Choose an item.

Confirm below that this course can be taught via DE in a manner that conforms with the following accessibility requirements:
- Any images will have alternative text to provide access for students with visual impairments.
- Videos will have accurate closed captioning.
- Audio recordings will include transcripts.
- Pages will use structured headings (i.e. Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast, font size (12-14), and font style (sans serif) to ensure readability.
- Any PDF files will be text-based, not scanned, and use true headings (e.g. created with the styles menu in MS Word).

Choose an item.

Instructor-Student Contact

Per Title 5, distance education courses must include regular effective contact between instructors and students.

Examples of methods to help ensure regular and effective contact between instructors and Students:
- Announcements
- Pre-course contact (welcome and/or course orientation)
- Video conferencing
- Virtual office hours
- Discussion boards
- Chat room(s)
- Instructor-initiated and/or student-initiated emails
- LMS messaging
- Timely and frequent feedback for student work
- Class events such as orientations, workshops, review sessions
- Instructor and institutional resource links
- Student resource links
- Scheduled in-person meetings and/or assessments (not available for Fully Online)
- Telephone

In the space below, list some types of instructor-student contact that you would recommend for this course. Also state the frequency with which you think each type of contact should be used. You should aim to recommend enough forms of contact (at least 2--3 is a good general rule), at frequent enough intervals (at least 2 forms of contact conducted weekly), so that any instructor following your recommendations would meet the requirement of regular effective contact between instructors and student.

Student-Student Contact

Per Title 5, distance education courses must include regular effective contact among students.

Examples of methods to help ensure regular effective contact among Students:
- Whole class written discussions
- Small group written discussions
- Group papers and projects
- Group wikis and collaboration tools (Google Docs, Padlet)
- Synchronous and asynchronous video conferencing among students
- Peer reviews
- Peer instruction
- Chats
- Virtual student lounges
- Study groups
- Exam review
- Debates and role play

In the space below, list some types of student-student contact that you would recommend for this course. Also state the frequency with which you think each type of contact should be used. You should aim to recommend enough forms of contact (at least 2--3 is a good general rule), at frequent enough intervals (at least 2 forms of contact conducted weekly), so that any instructor following your recommendations would meet the requirement of regular effective contact among students.

Shared Vision for PCCD FabLabs (v7.16.20)

(NOTE: This is a living document)

Laney College FabLab Background

Mission Statement: *The Laney College FabLab strives to lead the region in the education and workforce preparation of modern digital fabrication tools used in the Digital Fabrication Technology and Advanced Manufacturing industry. Every student should feel empowered, included, and encouraged to create almost anything, regardless of background or skill set.*

The Laney FabLab opened in 2015 as a free learning resource center for all Laney students who want to learn digital fabrication skills. The lab offers a drop in style approach to experiential learning where students can use open lab time to work on projects of their choosing. Often students work on class projects, business ideas, or personal artistic endeavours. The lab serves students from all corners of the campus; no special skill, background, or major is required to make full use of the lab. All materials and software access are provided completely free of charge, giving users complete access to learning technology skills in a rapidly developing industry.

College of Alameda FabLab Background

Mission Statement: *We empower our local community to develop solutions through design and technology.*

The intent of the COA FabLab is to provide PCCD students/faculty/staff and community members a place to safely learn traditional/digital fabrication through project-based education. We aim to serve as a communal hub, providing Noncredit education as a start to achieve financial self-sustainability. The COA FabLab will also support TK-12 partners to propel STEAM engagement, diversify funding sources, and ultimately establish a long-term STEAM pipeline for PCCD matriculation.

The College of Alameda (COA) FabLab aims to provide an introduction to traditional/digital fabrication, iterative design and understanding the importance of failure in the creative cycle.

Opened in 2018, the COA FabLab was designed as an open entry/exit creation hub. Traditional and digital fabrication equipment, training, and materials are free for COA students, faculty, and staff. The COA FabLab is also open to the community for a minimal fee, democratizing access to equipment.

We strive to support any user, welcoming those who've never held a hammer, while also being eager to meet the experts. With our open, community-oriented approach, fruitful connections routinely occur at the COA FabLab.

Engineers, craftsmen, and established artists find the lab by chance, or word of mouth. Within weeks-- sometimes hours--they're mentoring students on engineering principles, while the COA Student Technicians train them on machine operation. It's a space that thrives on exchange, on finding myriad ways to explain, and to make.

The COA FabLab directly supports CE departments on campus, providing engaging supplemental exercises for classes. We have also partnered with TK-12 schools in Oakland, Emeryville, and Alameda,

giving tours and offering lab access to promote STEAM and propel PCCD matriculation.

Distinctions

From the outset, the COA FabLab has been a free, open entry/exit learning resource for COA students, faculty, staff, and community members. Ensuring free training and open access to fabrication equipment has fostered cross-collaboration across all user groups, often resulting in organic mentorship and paid opportunities for students.

Our initial curriculum model will be the adoption of noncredit certifications, starting with *Modern Making* (MAKR). These open entry/exit courses are project-based. All users will be required to take some of these MAKR courses to ensure safe operation of equipment. These courses will be free to the user, while providing full apportionment for COA.

The Laney FabLab has its focus in career development within Digital Fabrication Technology. The goal is to train new students, or advance the skills of existing workers, in advanced manufacturing technology. These technologies include, but are not limited to: 3D and 2D computer modeling, CNC milling, laser cutting, 3D printing, CNC textiles, abrasive cutting, etc.

As of 2020 the Laney FabLab has created three Digital Fabrication Technology certificates of achievement which create job-ready candidates for regional employment needs in advanced manufacturing. The FabLab intends to improve upon and create more cross-disciplinary programs within the college, such as Art and Advanced Manufacturing Design, Packaging Design, etc.

PCCD FabLab Shared Vision

Above all, the PCCD FabLabs must collaborate on Noncredit/Credit education. As the nature of education shifts, all FabLabs should provide education models that serve our users. In other words, both Credit and Noncredit education models can exist simultaneously on any PCCD campus, and our success is dependent on FabLab collaboration.

To achieve this vision, the FabLabs will work towards the following, including, but not limited to:

- **Shared safety training**: Common safety standards are developed between the FabLabs, providing users with an understanding that carries across all FabLabs and into the workplace.
- **Shared workshop credentialing**: We will ensure that completion of a training/workshop module is recognized by all PCCD FabLabs. A user trained on machines in one lab can safely and efficiently operate machines in the other lab with minimal supervision.
- **Shop cleanliness/organization**: When possible, the FabLabs will agree upon base cleanliness and organization standards. "Clean shop, safe shop."

Shared Vision Goals

Our common goals are:
- **Curriculum coordination**: We will work towards gaining course approval by communicating and sharing strategies. The goal is to keep each lab informed of our intentions and ensure that new programs and curriculum work to benefit both labs and their students.
- **Student/User enrollment**: Increased enrollment through new programs and novel approaches to

education.

- **Industry impact**: We will measure FabLab impact on our local industry (new hires, pay raises, partnerships, internships, etc). We will work with industry partners and local manufacturers, developing employee testing models to better align potential hires with desired requirements (skills testing, micro-apprenticeships).
- **CSU/UC transfer credits**: A long-term goal is to have PCCD FabLab courses serve as transferable units for certain focuses and majors.

Shared Vision Outcomes

- **Established Distinctions for Students**: FabLab descriptions and offerings would be in the school catalogs. Students would be able to understand which campus FabLab offerings would better fit their needs.
- **Established Faculty Resources**: *TBD*
- **Funding diversification:** For-Credit and Noncredit certifications help the FabLabs become self-sustaining through earned funding.

Drew's post-CC meeting 9/1/2020 email comments:

Re: MAKR explanation
Drew Burgess
Tue 9/1/2020 4:56 PM
To:
- Jayne Smithson;
- **Curriculum Committee**

Cc:
- Don Miller

Hi Jayne and Dear Colleagues,

Thank you everyone for the meeting today. Here are some questions regarding the Maker proposal.

1) *"The COA FabLab directly supports CE departments on campus, providing engaging supplemental exercises for classes."* If the lab is presently supplemental how is the shift to instruction achieved organizationally? Will teachers of varied disciplines teach in the lab? On what basis would a COA faculty member be accepted or denied as an instructor? Is the hiring process unique?

2) *"CSU/UC transfer credits: A long-term goal is to have PCCD FabLab courses serve as transferable units for certain focuses and majors."* Would the courses originate in the disciplines or the lab in this case? How does this work? Who teaches the class? Who administers evaluations etc.?

3) Referring to number 2, If non-credit or transferable courses are intended in the lab who would be the Originator? Who enters the course in Curricunet?

4) The proposed 500 series non-credit courses need a category. As the program is envisioned as inter-disciplinary how would the category be selected? How does the lab maintain the original vision?

Sincerely, Drew