
Curriculum Committee Agenda

Sub-Committee of the Academic Senate

Spring 2021 Semester

Meeting Thursday, March 4th, 2021 2:15 pm via Zoom

<https://cccconfer.zoom.us/j/98469399331>

Present: Gina Cullen, Luna Finlayson, George Golitzin, Rachel Klein, Sara McKinnon, Lisa Morse, Lori Michelangelo, Logan Wood, Steve Newton, Heather Rahman, Kathleen Smyth, Cari Torres, Nancy Willet, Derek Wilson, Grace Mengqi Yuan

Absent: Sheldon Carroll, Bob McCoy, Paul Cheney, Ingrid Kelly, Kevin Muller, Becky Reetz

Guests: Juliette Blank, Kristin Perrone, Luz Briceno-Moreno.

Standing Items

1. Call to Order at 2:18 pm via zoom
2. Approval of the agenda
Motion to approve the agenda: Heather Rahman
Second the motion: Kathleen Smyth
Vote: approved
3. Approval of the minutes
Motion to approve: Lisa Morse
Second the motion: Nancy Willet
Vote: approved
Abstained: Nancy Willet
4. Chair Announcements
 - GEC update – with all GEC members in agreement, Dave King made a proposal to Academic Senate to discontinue GE Committee as an individual committee, and reinstate it as an ad-hoc committee to Curriculum Committee. Academic Senate will vote on the motion in the next meeting.
 - Role of chair on Curriculum Committee, AP4020, was discussed in Academic Senate.

Discussion Items

1. New SAS Study Skills Curriculum Presentation by Juliette Blank (Addendum 1)
STSK 58, 60, 62, 64 (also mirrored in noncredit)

Discussion:

- The presentation listed the academic departments that Juliette and SAS department consulted with. Sara mentioned another important department to partner with, College Skills. Stormy Clarified that

SAS has been in contact and working with the College Skill department.

- Kathleen commented on DE certification and timeline for peer-reviewed DE courses for Fall 21. Juliette said she will teach the courses synchronously in Fall 21.
 - Lisa asked if categorical funding will be sufficient for the new courses or there is any needs to be back filled by the District. Stormy answered that historically categorical funds are supplementary to SAS operations and they never cover the full cost. She could estimate 200k-400k in deficit for the next academic year. SAS does need District's support.
 - Heather said the courses could be an option for high school students.
 - Lisa and Juliette spoke about future potential partnership that centers on communication in the existing DRAM acting course and departments could split the unit load.
 - Derek and Lisa also suggested training and mentorship for faculty who will teach courses that involve SAS partnership in terms of expectation, how to best serve students with disability, and coordinating with their assistants.
2. New Counseling Curriculum Presentation by Kristin Perrone and Luz Briceno-Moreno. (Addendum 2)
COUN 117, 118, 119 (1 unit each)
- Lori asked about how many classes that COUN department offers each semester. Gina and Kristin recounted COUN offerings in the past year to give everyone an idea.
 - Gina added that offering these courses will offset the high traffic in counseling offices and open up more counseling appointments, while transfer students' needs could be addressed in the courses.
 - Lisa asked if there is staff and unit budgeted for the new courses. Gina explained that these courses are taught by full-time counseling faculty in their in-load time. There is the balance between full-timers' teaching a course and seeing students individually. One argument is that, for instance, teaching PIQ in the group setting is more efficient than one-on-one meetings. In conclusion, it's about reallocation of existing resources.
 - Kathleen told her anecdote about first-generation students in her Stress Management class who talked about the struggle of filling transfer applications. She saw the need of those counseling courses from her students.
 - Luz talked about the family component and sense of community for the students.
 - Lisa commented that it would be interesting to find out the success rate of the PIQ comparing the one-on-one setting and the group setting. Gina mentioned non-instructional review, which looks at how to best support students.

Motion:

1. Derek motioned to approve both STSK and COUN proposals so that faculty will move forward with the course development.
Second the motion: Nancy Willet
Vote: approved
Abstained: George Golitzin

Meeting adjourned 3:32pm.

SAS Study Skills Curriculum Presentation

By Juliette Blank (SAS Counselor/Faculty) & Stormy
Miller (Director of Student Services)



SAS Study Skills Curriculum

- Follow-up proposal adding to the current Study Skills courses that we offer (Math and English).
- Need for this program to be built out further, recognizing the unique needs of the students within the SAS program.
 - Need for support in transitioning into other COM courses.
 - Need for support in online learning.
 - Need for support in transitioning into curriculum that aligns with educational goals and career pathways.

Other Community Colleges

- Curriculum of courses tied to their DSPS/SAS departments for students with disabilities.
- Some of these programs are more exclusive than others, with an application process, while others are open to all students including those without disabilities.
- By law, a DSPS/SAS class has to be majority DSPS @ 51% but does not have to be exclusively DSPS.
- Most of these programs at these other colleges include focus on more **academic, interpersonal, employment and life skills.**

Other Community Colleges

- **SRJC College to Career Program** - <https://drd.santarosa.edu/c2c>
- **Coastline College** – <https://www.coastline.edu/student-life/student-services/disability-services/coast-program.php>
- **City College of San Francisco** – <https://www.ccsf.edu/student-services/support-programs/disabled-students-programs-services/dsps-classes>
- **North Orange Continuing Education** – <https://noce.edu/programs/dss/classes/>
- **Chabot College** - <https://www.chabotcollege.edu/student-services/learning-skills-program/courses.php>

Needs at COM

- Goals to learn independent living, self-efficacy and self-advocacy skills before they decide on a major and career plan.
- Goals to enter into other classes and develop a career track, but have voiced needs for more support in developing these goals and transitioning into more classes.
- There's a group of students within SAS that would benefit from more practice and educational assistance in building necessary soft skills to succeed in a college setting as well as social/emotional, interpersonal and communication skills.
- Because of this, we've seen that the shift from high school to college has been a challenge for a lot of these students so far without more emphasis on these skills.
- We've found that especially during the pandemic, the social isolation and transition to use more technology in student learning has caused more barriers, anxiety and confusion for some of our students with disabilities.
- Some students with disabling conditions have also felt an exacerbation of their symptoms in this time.



Goals

Provide a curriculum to assist students in...

- Learning foundational skills to help them in transitioning to other classes and progress in their educational and career goals.
- Build more community support with other peers with similar needs.
- Address unique needs of these students within SAS program, in conjunction with other SAS support.
- Launch curriculum in Fall 2021.

COURSE PLAN

STSK 58

- **Foundations for College Success (3 units)**
- This class will focus on the foundational skills for college success. This will include essential academic, socio/emotional, communication, and interpersonal skills.

STSK 60

- **English (2 units)**
- This class will focus on foundational skills for reading comprehension and writing in a college setting, and in communications needed in life and in a job setting.

STSK 62

- **Math (2 units)**
- This class will focus on foundational skills for math in a college setting, and consumer math and financial literacy skills for life and career planning.

STSK 64

- **Goal Setting & Career Planning (3 units)**
- This class will focus on setting realistic goals for the students' futures, and how to plan for their future careers while utilizing skills from class.
- Partnerships with community employment services that work with clients with disabilities such as DOR and GGRC.

Course Plan

- **Students will need to take STSK 58 and 64, and they can choose between the Math and English (STSK 60 & 62) to earn a certificate of completion.**
- This will be called the “**Study Skills Achievement Certificate**”, which will demonstrate their ability to perform the necessary foundational skills for achievement in their goals for independent living, higher education and job success.
- We plan to have **mirror options for Credit and Non-credit.**
- Courses being **certificate motivated** can help the students have more of a clear pathway going forward in college into other courses such as General Education and Counseling courses.
- We plan to **submit these courses for CSU transfer ability.**

Course Plan

- We hope to keep costs as low as possible – offering these courses as **ZTC courses**.
- These courses will be aligned with **COM’s “equity-minded” focus**, bringing another layer of support to students with disabilities within SAS, taking a student-centered approach to their learning needs.
- **DE component** – we hope to offer these courses online in Fall and then consider both online and in person options going forward. The course will be designed with this in mind and we hope for faculty to get DE certification as part of this process.
- ***College SUCCESS group** for students with Autism – supplementary support offered for this demographic. Potential to be built in as supplemental SAS support as part of this certificate program.
- Possibility of this program open to all students, though it will be affiliated with SAS and targeted mostly to those within SAS program.



Community Partnerships

- We've partnered with entities that support our ability to carry out this program.
 - DOR – for career/employment component via Workability Program.
 - GGRC – to help increase access and opportunities for students with intellectual and developmental disabilities (IDD).
 - MCOE – to help with seamless transition from HS to college options.
 - Schools/Programs like Star Academy, ICS, Autistry – for enhanced support in the classroom.



Campus Partnerships

- We hope to collaborate and consult with different departments on campus to further support the curriculum and our students.
 - Math, English, Career Education, and Counseling Departments
 - *Ensure that what we are building into the curriculum is foundational for transitioning into those department classes.
 - Career Services
 - UEI
 - *Collaborate with Umoja team members around intersection between disability and race.

SAS Services to Support the Curriculum

- Technology support –
 - Assistive technology embedded into the curriculum.
 - Alt Tech Specialist acting as TA and primary contact of support to students for more technology support.
 - Weekly technology labs offered.
- Counseling –
 - 1:1 counseling support.
 - 1:1 Math and English tutoring.
 - College SUCCESS group offered for students on Autism Spectrum.
 - SAS Monthly Support Group.
 - Link to other counseling resources.

Hope for Future

- Take-away from other colleges - North Orange has “track” options, where the main categories are in Academic, Interpersonal, Computer, Employment, and Life skills.
- Our 4 course curriculum proposal right now encompasses all of these skills as the main topics for our students, and they can easily be built out further to offer separate tracks, with more course options in the future.
- Hope is for us to build more collaborations with other departments to expand the program offerings in the future with multiple track/specialization options, more certificate options.



THANK YOU!

NEW COUNSELING CURRICULUM

Kristin Perrone & Luz Briceno-Moreno

Increased Student Support

Virtual environment prompted the need for additional transfer support

Increased access in the virtual setting

Increased focus on first generation college students

Current Counseling Courses:

- COUN 102 (1): Educational Planning & Preparation for College (Puente)
- COUN 105 (1): Achieving Success in College (Summer bridge)
- COUN 110 (3): Academic Success Strategies (currently targeting ESL 63 or higher)
- COUN 115 (1): Planning for Success in College (COMPASS)
- COUN 116 (1): Transfer Success & Educational Planning (Puente & Umoja)
- COUN 125 (1): How to Study Effectively (COMPASS)
- COUN 130 (3): Career Exploration & Life Planning (Learning Communities)
- COUN 131 (1): Career Academy (Summer Academies for local high school students)
- COUN 133 (1): Career Exploration (on & off-site – Madrone & San Andreas)
- COUN 133A (0.5): Career Exploration (TLHS & MarinSEL)
- COUN 134 (1): Internship Preparations & Job Search Strategies
- COUN 179 (3): Student Development & Transfer (Puente)

Proposed Counseling Courses:

- COUN 117 (1): Personal Insight Questions (PIQ) Bootcamp
- COUN 118 (1): Application support CSU, UC, Out-of-state, and Private Universities
- COUN 119 (1): Transfer Enrollment & Next Steps

- Transfer support courses
- CSU transferable (no unit transfer maximum for counseling courses)
- No competition with other counseling coursework

Counseling courses taken in High School

Sophomore:

- *COUN 125 - How to Study Effectively*

Junior:

- *COUN 115 - Planning for Success in College*

Senior:

- *COUN 133 - Career Exploration*

Sophomore
to Senior:

- *COUN 131 - Career Academies (summer)*

Counseling Courses Taken at COM

Summer
Bridge

- *COUN 105 - Achieving Success in College*

First
Semester

- *COUN 130 - Career Exploration & Life Planning (learning community)*

Second
Semester

- *COUN 134 - Internship Preparations & Job Search Strategies*
- *COUN 116 - Transfer Success & Educational Planning*

Last
Summer

- *COUN 117 - Personal Insight Questions (PIQ) Bootcamp**

Last
Fall

- *COUN 118- Application support CSU, UC, Private Universities**

Last
Spring

- *COUN 119: Transfer Enrollment & Next Steps**

*New Classes