

# College of San Mateo

Committee on Instruction  
February 22, 2018 (2:15 p.m.)

## MINUTES

### Members Present

Chair	Teresa Morris
Academic Support and Learning Technologies	Ron Andrade
Business/Technology	Melissa Green
Creative Arts/Social Science Division	Judith Hunt, Nico van Dongen
Kinesiology Division	Shana Young
Language Arts Division	David Laderman
Library	Matthew Montgomery
Math/Science Division	Christopher Walker
Student Services	Martin Bednarek, Mary Valenti
ASCSM	Colby Riley

### Absent/Excused

Business/Technology	Kamran Eftekhari
Language Arts Division	Fermin Irigoyen
Math/Science Division	Christopher Smith

### Non-Voting Members

Marsha Ramezane, Ada Delaplaine, Alma Gomez

### Excused Non-Voting Members

Sandra Stefani Comerford, Niruba Srinivasan

Chair, Teresa Morris called the meeting to order at 2:19 p.m.

***Motion was MSCU to approve the February 22, 2018 agenda.***

### Action Items

**Motion was MSCU to approve the Consent Agenda.**

- **Approval of February 8, 2018 Minutes**
- **Course Deactivation**  
KINE 301 Introduction to Personal Training

## Substantive Agenda

*Courses listed on the substantive agenda have been reviewed for listed changes. Though courses on the substantive agenda may have changes in prerequisites and/or recommended preparation, the full committee is expected to review prerequisites and recommended preparations statements for all proposals to ensure compliance with Title V regulations.*

- **New Courses**

- TEAM 186 Men's Basketball: Individual Skill Development (2) – **approved with GE; discipline assignment: Kinesiology**  
(Proposed for GE area: E4 Physical Education)
- TEAM 680ME Men's Basketball – Applications in Team Tactics (.5-2) – **approved; discipline assignment: Kinesiology**  
(Proposed for GE area: E4 Physical Education)  
*We do not approve GEs for experimental courses.*
- VARS 110 Varsity Men's Basketball (1.5) – **approved with GE; discipline assignment: Coaching**  
(Proposed for GE area: E4 Physical Education)

- **Course Modification**

- BIOL 250 Human Anatomy (4) – **approved; modifications needed for description**  
(Changes in prerequisites, recommended preparation, description, SLOs, objectives, content, methods of instruction, assignments, evaluation, and texts)  
*A question was raised on the last sentence of the description: "Elective for pre-dental, pre-medical, and pre-veterinary students." Is the language relevant or accurate? The course is approved for now but the author will be asked to clarify the last sentence and make edits as needed. This will return as a consent item at another meeting.*

## Open Agenda:

- Begin background work on GE patterns
  - Title 5
  - CSM Local GE pattern
  - Transfer Model Curriculum

COI members discussed the GE courses they had taken as students and where they fit in the CSM GE pattern.

The Chair distributed copies of a document showing Title 5 requirements and the GE requirements at CSM, Cañada, and Skyline. Cañada and Skyline have moved towards resembling the CSU pattern more closely. The Chair did some research and noted that some schools have three patterns for attaining an associate's degree: the local GE pattern, IGETC

for CSU, and IGETC for UC. COI had discussed following three patterns in the previous year but no decision was made.

We have been assigning GE areas based on course descriptions and SLOs. The Chair handed out a copy of Napa Valley College's GE model; they only use descriptions to place courses under GE areas. The CSM GE handbook uses similar language but in addition, we have been matching course SLOs with the GE outcomes. Some of the language comes from Guiding Notes for GEs; the Chair will email a link to this document.

Questions: Are SLOs helpful in determining GE assignments? Should we keep using them in this process? Or switch to another process, similar to the Napa Valley model? Some SLOs are broad or universal. Can we use other criteria for assessment aside from SLOs? Can we assign GEs based on whether a course covers the essence of a GE area?

Members were assigned to review GE areas and report back to the committee at the next meeting. Courses should be checked to see if the description is sufficient; review SLOs; see if courses fit in the right GE area or should be in 2 areas. Members should report if courses don't fit their GE areas, need to be shifted to another area, and note other discrepancies.

Assignments:

Natural Science: Shana Young and Mary Valenti

Social Science: Ron Andrade and Martin Bednarek

Humanities: Christopher Walker and David Laderman

Career Exploration: Judith Hunt and Nico van Dongen

E2a and E2b: Matthew Montgomery

E2c: Melissa Green

How do GEs work in the context of Guided Pathways?

The Chair presented the Institutional Learning Outcomes document that was recently adopted by the Academic Senate. The idea is that when students complete their degree, their education/skill level would be mapped into the ILO areas. Program SLOs for major departments were connected to ILOs. ILO areas point to SLOs that are measured. We can use ILOs as a lens to look at the whole institution and our GE patterns. Do we use ILOs for determining GEs? Does the coursework we provide address ILOs? Are there gaps?

There was a comment that CSM meets only the minimum requirement for Ethnic Studies. Can we require more? Also, we need to figure out the best way to educate Generation Z students so they are better prepared for a college experience and career.

**Meeting adjourned at 4:03 p.m.**