College of San Mateo

Curriculum Committee
September 13, 2018 (2:15 p.m.)

MINUTES

Members Present

Chair	Teresa Morris
Academic Support and Learning Technologies	Ron Andrade
Business/Technology	Melissa Green, Lale Yurtseven
Creative Arts/Social Science Division	Judith Hunt, Jeremy Ball
Kinesiology Division	Shana Young
Language Arts Division	Fermin Irigoyen, David Laderman
Library	Matthew Montgomery
Math/Science Division	Christopher Smith, Christopher Walker
Student Services	Martin Bednarek, Mary Valenti
ASCSM	Ashley Perrilliat

Non-Voting Members	Sandra Comerford, Ada Delaplaine, Marsha Ramezane, Lola Paz, Alma Gomez

Other Attendees	Laura Demsetz, Beth LaRochelle, Kamran Eftekhari, Erica Reynolds, Paul Hankamp

Chair, Teresa Morris called the meeting to order at 2:20 p.m.

Motion was MSCU to approve the September 13, 2018 agenda.

Action Items

Motion was MSCU to approve the Consent Agenda.

- **Approval of May 10, 2018 and August 23, 2018 Minutes**

- **Course Modifications**
  ADAP   100   Adapted Aquatics (.5-1)
  (Changes in description, assignments, and text)
  DENT   722   Dental Materials II (2)
  (Changes in description, SLOs, objectives, and content)
  (Minor change in description to address a comment: The description will start with "Learn to perform…")

DENT 740   Chairside Assisting I (3)
         (Changes in description, SLOs, objectives, and content)

DRAF 113   REVIT (3)
         (Change in text)

DRAF 121   Computer-Aided Drafting I (3)
         (Change in text)

DRAF 130   Mechanical Design with CAD (3)
         (Change in text)

FIRE 714   Wildland Fire Control (3)
         (Changes in SLOs and objectives)

FIRE 715   Principles of Emergency Services (3)
         (Changes in description, SLOs, objectives, and evaluation)

FIRE 725   Fire Apparatus and Equipment (3)
         (2 year update requirement; no change)

FIRE 770   Fire Service Career Prep (3)
         (Changes in SLOs and objectives)

- **Program Modifications**
  - Communication Studies AA Degree Program – Addition of COMM 115 as a required core course; change in units from 18 to 21
  - Communication Studies AA-T – Addition of COMM 115 as a selective course

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 5 regulations.

- **New Courses**

CIS 180   Discrete Structures (4) – ***postponed. This course has similarities with MATH 268. The Chair suggested that departments or faculty teaching CIS 180 and MATH 268 discuss similarities and differences for a better informed decision on this course.***

CIS 480   Enterprise Security Policy Management (3) – ***approved with the addition of CIS 110 as recommended preparation***

CIS 481   Enterprise Emergency Response Planning (3) – ***approved with the addition of CIS 110 as recommended preparation and a change in the description***

CIS 482   Ethical Hacking (3) - ***approved with the addition of CIS 110 as recommended preparation***

CIS 483   Digital Forensics and Hacking Investigation (3) - ***approved with the addition of CIS 110 as recommended preparation. Discipline assignment: Computer Science***

CIS 493   Cloud Security Fundamentals (4) – ***postponed. There was a comment from David Laderman to revise and streamline the description. He and Kamran***

Eftekhari can discuss language changes.

The new CIS courses and degree were recommended by the CIS Advisory Board. The Chair suggested that going forward, we add this language to the justification to strengthen course proposals, e.g. "The course is proposed in response to Advisory Board recommendation…" There are many job opportunities in cybersecurity. The courses are not programming; they are geared towards enterprise and are designed for managers so that policies can be prepared to deal with attacks. The Ethical Hacking course teaches students to hack into systems to check for weaknesses or vulnerability. Companies pay for this kind of service. The Digital Forensics and Hacking Investigation course focuses on investigating hacking activities.

After some discussion, it was decided to add CIS 110 Introduction to Computer and Information Science as recommended preparation for some of the new CIS courses. While some courses can be taken by students with little computer/technology background, having the CIS 110 recommended preparation could serve as an advisory that some CIS background is helpful.

The Committee will anticipate a memo from Kamran on the discipline assignments for CIS 480, CIS 481, and CIS 482 before December 2018.

VARS 342   Beach Volleyball (3) – ***approved with GE area. The Committee needs a memo for the discipline assignment.***
(Proposed for GE area: E4 Physical Education)

- **Course Modifications**
  ADAP 110   Adapted General Conditioning (.5-1) - ***approved***
  (Addition of recommended preparation; changes in assignments and text)
  ADAP 140   Adapted Weight Training (.5-1) - ***approved***
  (Addition of recommended preparation; changes in description, content, assignments, and text)
  ADAP 155   Adapted Back Care (.5-1) - ***approved***
  (Addition of recommended preparation; changes in assignments and text)
  ART   104   Modern Art (3) – ***postponed. There is a question on office hours for distance education that could be answered by the DE Technologist/DE Coordinator.***
  (New DE supplement)
  CIS   264   Computer Architecture and Organization (3) – ***postponed.***
  (DE update; changes in title, prerequisites, description, SLOs, objectives, content, and texts)
  There was a discussion on whether this course is equivalent to Cañada College's CIS 242. The titles are similar and they have the same C-ID number but the catalog descriptions are different and Cañada doesn't require a prerequisite. C-ID numbers do not trigger repeatability. It is possible for

students to take a class at CSM and take an equivalent class at Skyline or Canada that has a different course number even if the C-IDs are the same. The Chair would like further conversations on cases like this.

DRAF 111 SolidWorks II (3) - ***approved***
(Addition of recommended preparation; changes in SLOs, evaluation, and texts)

- **New Program**
  - Enterprise Cybersecurity Professional – Certificate of Achievement - ***postponed***

- **Open Agenda**
  - Review of 2017-2018 goals and discussion of 2018-2019 goals – ***postponed***

  - Distance Education and accessibility (Erica Reynolds from the Distance Education Committee)

    Erica Reynolds, Distance Education Technologist and Paul Hankamp, Distance Education Coordinator discussed updates on DE requirements, and presented the CurricUNET screens for the Distance Education Supplement. They have recommendations on how to improve the process for faculty entering the information. A copy of the presentation will be sent out.

    The process:
    Curriculum ⟹ Course Outline
    Course Design ⟹ OEI Rubric (Online Education Initiative)
    Instructor ⟹ Faculty Observation and Evaluation

    An online CSM survey showed that 18% of students drop classes due to having a disability or illness that requires the use of adaptive technology that is not being supported.

    There are updates on policies and regulations: New Accessibility Standard, Title 5, and a DOE Dear Colleague letter. All instructional technology needs general 508 compliance - general accessibility that doesn't require an accommodation.

    Title 5 updates include changes in student interaction: online classes should now have student to student interaction. As part of the course approval process, there will be new language to show how we can achieve regular and effective interactions with students. For example, it is no longer sufficient to indicate that instructors have office hours; more detail is required. There is also a section on instruction preparation following local contracts.

The DOE Dear Colleague letter from 2010 requires that all technology used in classroom be accessible under 504 compliance (accommodation is required). This can be done in coordination with the Disability Resource Center (DRC). For example, textbooks should be digitized. This is different from 508 which is for general accessibility not requiring accommodation.

Recommended changes to the DE supplement in CurricUNET:

- The Distance Education box should have specific information on the training the faculty received on online education, including title/s and date/s of training and information on who provided the training. This is for compliance with Title 5. If a committee member is writing or helping another faculty write a proposal, the information should be on the training the faculty originator attended. If the originator is not the faculty who will teach the online course, co-contributors with online teaching training should be added. The minimum requirement that the department has decided on can be used. The Department can certify that faculty have received specific training. There are, however, instances when faculty are requested to add an online component to a course but no specific details are available because the faculty who will teach the online course hasn't been identified yet.
- Method of Distance Education: It is proposed to remove Web Assisted Course and Other Modes of Delivery as options. We no longer offer Web Assisted courses and we don't have information on what Other Modes of Delivery could be.
- Online Method Limitations. Is this for online labs? This section should have more specific information or directions.
- Many of the question mark icons that should have help tips lead to blank fields. It would be helpful if CurricUNET programmers add directions, clarifying information, or sample language. The Chair can assist with this.
- Course Content and Methodology: It is proposed that this section be moved to the top of the DE supplement page to guide faculty.
- Instructional Methodologies: Some of the items in the checklist are outdated. The Distance Education department has some ideas on how to update this section. They will get feedback from the Distance Education Committee and prepare a final list. We also need directions, e.g., on how to select multiple methodologies from the list.
- Representative Courseware/Textbook Materials: Many faculty just copy the textbook information from the main course outline into this area. Isn't this just replicating information? This should be integrated into the Textbook section of the course outline. If digital content is used, indicate LTI integration. Does it have FERPA and accessibility compliance? Ask the publisher for VPAT (Voluntary Product Accessibility Template). Other instructional materials can be added in this section.
- Methods of Evaluation of Student Performance: More language on variety and frequency is needed.
- Section 508 Compliance: We need specific ways in which accessibility will be accomplished in the course. This is another section in which faculty frequently copy

and paste generic information. A more specific prompt will be created with sample language and ideas that should be included in the checklist, e.g. captioned videos.

- Regular and Effective Contact between Faculty and Students: Instead of having this as a separate item on the CurricUNET Course Checklist, add it to the main Distance Ed section. Sometimes, faculty forget to fill this out because it is separate from the other DE components.
- One big change in regular and effective communication per Title 5: We need 3 types of interactions: Instructor to Student, Student to Instructor, and Student to Student. We need to specify how these will be done in a DE course. Information on frequency is required. We will update this section. Chat rooms are not considered accessible.

Committee members were requested to write down questions and feedback and send them to Erica and Paul so they can be addressed.

Erica inquired about the process for sharing DE addendum with faculty who build DE courses. Normally, faculty can print out course outlines but the DE addendum does not show up on the course outline. We can print out the DE addendum for distribution to faculty so they know what exists or what has been approved. Can CurricUNET be tweaked so that the DE addendum is included in the course outline?

Laura Demsetz shared that the dean makes certain that people have had DE training. The faculty writing the DE addendum might not even be the instructor who will teach an online course. She suggested putting together an online teaching checklist. Faculty have different ways of teaching. They should be aware that different types of effective contact are required in DE by law. Can we have a general DE supplement recognized by the college that has information on what is required to teach an online class, e.g. 3 forms of contact? The Chair replied that this can be an overarching document, but by law, each course should have its own DE supplement and approval.

- General Education review of 2017-2018 progress - ***postponed***

Meeting adjourned at 4:08 pm.