

College of San Mateo

Curriculum Committee

April 9, 2020 (2:15 p.m.) – Zoom Meeting

<https://smccd.zoom.us/j/103673199?pwd=eEpYSldsckgveUwwRmpsQWQ4cFVRQT09>

MINUTES

Members Present

Chair	Teresa Morris
Academic Support and Learning Technologies	Ron Andrade
Business/Technology	Lale Yurtseven
Creative Arts/Social Science Division	Judith Hunt, Nico van Dongen
Kinesiology Division	Shana Young
Language Arts Division	Fermin Irigoyen II, Evan Kaiser
Library	Matthew Montgomery
Math/Science Division	Christopher Smith, Chris Walker
Student Services	Alex Guiriba, Martin Bednarek
ASCSM	Shiyun Tao

Non-Voting Members

Mike Holtzclaw, Ada Delaplaine, Marsha Ramezane, Alma Gomez

Absent/Excused

Business/Technology	Mounjed Moussalem
Math/Science Division	Christopher Walker
Student Services	Alex Guiriba

Other Attendees

Laura Demsetz, Allie Fasth, Malathi Iyengar

Chair, Teresa Morris called the meeting to order at 2:16 p.m. She requested members proposing the first motion and those seconding the motion to mention their names, for recording purposes. There is a change on the agenda to add public comments, similar to what we did at the last meeting.

Discussion on the CRER 100 discipline assignment and textbook revision is postponed pending further clarifications from the submitter. There are questions about cross listing, and about developing COLL as a prefix for courses that do not fit just one area but are not IDST.

Motion by Chris Walker to approve the revised agenda, seconded by Martin Bednarek, all members voting Aye.

Public Comments

Updates from the Chair:

- *Re the question on Pass/No Pass: Normally, this is an option during the first 30% of the class. Can we make big changes to this? This would need approval from our local board. The Pass/No Pass grading has a big impact on students so we need to be careful in applying this. There have been ongoing discussions on Pass/No Pass but there is no final answer yet. This issue is being discussed in Academic Senate; Curriculum Committee members are invited to listen in on the meetings to get first hand information. In the meantime, students are strongly encouraged to speak with a counselor prior to making any decisions on grade options or withdrawals.*
- *The Chancellor's Office has issued additional information and guidelines for distance education waivers in summer and fall. One of the requirements is to have a plan for local approval of DE addendum. The Chair will send out a copy of the DE addendum memo. There are continuing conversations about what the memo means.*

Fermin Irigoyen asked if summer classes will be held fully online or if we can have hybrid courses. Teresa replied that the board's decision is to have fully online classes in summer and to continue to follow shelter in place orders. We could conduct classes like how we have been doing this spring. The summer schedule has already been finalized; majority of courses are supposed to be taught face to face. There is talk of keeping the summer schedule as is and teach classes the way we are teaching them this spring. Online classes are currently being taught in either synchronous or asynchronous mode, and this can continue to be the practice. DE supplements do not address issues of synchronicity. In practice, online classes are asynchronous; hybrid courses are synchronous. In fully online classes, we cannot require students to be on Zoom synchronously. Chris Smith shared that this spring they have been successful in holding their science courses in synchronous mode using Zoom, and they would prefer to keep using this mode. Chris Walker agreed that the way we have been doing classes this spring is working, but we should also look beyond the present situation. What can we do for a long-term solution?

The Chair will do further research on our definition and the title 5 definition on DE.

Lale Yurtseven teaches her classes using Zoom, live lectures with PowerPoint presentations, whiteboards, and others. The class is online together; they have discussions. However, she doesn't think that putting this information in a DE addendum explains the way we teach classes now.

Changing the summer schedule will be too complicated; coding is a major undertaking and recoding will muddy MIS reporting to the State. In addition, fully online courses have an impact on financial aid and veteran services. We expect to receive a memo soon from the district Chancellor's Office with more information on DE.

Evan Kaiser inquired if going forward, faculty submitters should submit distance education supplements now for courses to be run in fall. Teresa replied that this is not necessary, unless a

course is originally already planned for distance education. We have to keep in mind that we need to adhere to ACCJC standards and we have to address the issue of having a policy on effective and substantive contact in place and transparency in communications with and among students. The Chair will add this to the Open Agenda at the end.

In response to Judith Hunt's question on updated DE guidelines, the chair presented Draft 2: Policy on Regular and Substantive Contact. There are implications on curriculum writing, teaching standards, and professional development, among others. We have to train people and get ready for the ACCJC accreditation. What is regular and substantive contact? We need to provide proof or documentation of contact. If a different platform or system is used (aside from Canvas), we need to have a place for where people can document comments or other information that show contact. We got some of the information in the policy from other schools. She will release a PDF of the document for committee members to look at. We currently don't have anything written down as a guiding policy.

Mike Holtzclaw, Vice President of Instruction, informed the group that the definition of substantive DE contact is a local decision, a faculty decision. We can check what other colleges define as substantive contact. He added that he has been in contact with the ACCJC President. They talked about the impact of the COVID-19 epidemic on the readiness of faculty to go online, the evaluation of our fall courses (especially if we have to teach all fall classes online), and our compliance with DE requirements and policies. ACCJC is asking for a pre-COVID plan. We have to focus on a first recommendation, with emphasis on training faculty and peer reviews. The policy has to be in place, and faculty should be following it. When faculty review other faculty to check for effective and substantive contact, we should be able to see if the policy is being followed. If changes are recommended, we will work with the faculty to improve the online instruction.

Lale Yurtseven expressed the hope that when the ACCJC does its evaluation, they will only look at the courses that were originally supposed to be online and not at those that were supposed to be taught in person. For now, there will be no change in the coding of classes; the original codes will be kept. In-person courses that have to be offered online because of COVID will not be given an online attribute or be coded as online classes. This way, only those courses that were originally intended to be taught in distance education code will be the ones reviewed to check for adherence to our DE policies.

Action Items

Motion by Chris Walker to approve the consent agenda, seconded by Martin Bednarek, all members voting Aye.

- **Approval of March 26, 2020 Minutes**
- **Course Modification**
 - BIOL 240 General Microbiology (4)
(Changes in description, methods of instruction, and texts)

- **Discipline Assignment – by memo**
CRER 100 Career Planning and Life Exploration (3) - *postponed*
(Textbook updates per suggestions at the 3-26-20 meeting)
- **Program Modification**
 - Ethnic Studies – Associate in Arts Degree Program: Changes in description and typo correction in the Career Opportunities

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.

- **Course Modifications**
ETHN 103 Asian Americans and US Institutions (3) – *approved*. Motion by Martin Bednarek, seconded by Ron Andrade, all members voting Aye.
(New DE supplement; changes in title, recommended preparation, description, SLOs, objectives, content, assignments, evaluation, and texts)
With all the changes that have been made to this course, Marsha Ramezane, Articulation Officer, thinks it will not affect current articulation, but she will re-submit it for American History and Institutions articulation. The description is lengthy, but the language is needed to satisfy requirements for US Institutions articulation.
- **Open Agenda**
 - Advisory language for recommended writing preparation – *postponed*
 - Local GE Area E5d Career Exploration and Self-Development

The Chair sent a link on the Chat box to the document on life-long learning that the committee has been working on. Edits cannot be made to the document, but comments are welcome. She also sent a link to the guiding notes.

Lifelong Learning and Self-Development

Courses in this area support the development of educational goals and promote self-growth. Self-Development courses include three kinds of inquiry: sociological, physiological, and psychological focus on [focus on the development of skills, abilities and dispositions](#) that will strengthen a student's success in school and beyond.

There was feedback from Janice Willis; the BUSW courses fall under E5d. She focused on the development of skills and abilities and educational goals, but not so much on the sociological, physiological and psychological aspects.

Chris Smith asked for clarification on the context of “development of dispositions”. Teresa thinks it might be the viewpoint of how integrated those things are, e.g., you might think that a career is just one narrow piece but it’s actually broader.

Laura Demsetz, Dean of Creative Arts and social Sciences asked if a course should include all the three types of inquiry in the definitions, or if only one will do. Teresa replied that the guidelines indicate all three, but we don’t have to follow this strictly.

“Lifelong learning” replaced “Career Exploration”; the term “career development” has caused problems in the past but this does not mean that we can’t have a course that is not career-focused. Chris Walker noted that we have to make it clear that we are not putting GE designations as a side effect of the class, that there is a purpose, and we expect certain learning outcomes from the class. Judith Hunt cautioned the group about using the E5d area as a catch-all GE area.

Chris Smith mentioned that at the summer Curriculum Institute, there had been a discussion on using a GE area as a major for an Area of Emphasis degree. The combination of courses should fit together or make sense being together. We are not there yet. Judith said that people want courses to count in multiple areas; articulation should be clearer. Chris Walker thinks we should maybe have a general statement in our GE guidelines; courses should fit into the “spirit” or overall theme of an area, and not just match one aspect. Nico van Dongen commented that it is going to be a different world; career could have a different meaning from what we have based our courses and outcomes on. We have to adapt to changing situations.

The group discussed further changes that could be made to the proposed GE Area E5d definition. Skyline and Canada use a different label from what we do. There is self-development and there is continuing learning. The area has to be narrower. Do we leave career in this area or drop it? Right now, our E5d area has the BUSW courses, and some COMM, FIRE, ADMJ, R.E., COUN, and CRER courses, among others. Chris Walker noted that career courses and self-development courses feel like two different things. He would prefer that this area be built around self-development, e.g., CRER or COUN class or something similar, not random courses. Our P.E. courses are not in E5d, but CSUs’s Area E has the P.E. courses.

Teresa asked how counselors use the **AA-T or AS-T Worksheet (???)** Martin Bednarek replied that when counseling a student planning to transfer to a university but is not interested in a UC, they would recommend this GE pattern. He admitted that speaking for himself, he sometimes looks at Area E last since there are many courses that fall under this category, e.g. many PSYC and P.E. classes are in the CSU GE Area E. Martin tends to focus on other areas first. Teresa noted that the way we use this GE area in our local degrees is different from how it is set up at CSUs. Teresa asked if we should make a radical change and just leave this particular area up to the CSU area and counselors will

accept it. If a CSU has a certain course in their Area E should we accept it in our E5d? Chris Walker thinks this is a better option than the way we have it right now. Lale agreed that it makes sense to remove “career exploration” from the GE area title.

Judith asked if we have data showing percentages of students who take a local G.E. How many of these courses we are talking about removing the E5d designation from do students actually take? How would these changes impact them? We should help students understand why the GE areas are important for their intellectual and personal development, and having a catch-all area defeats this intention.

When this proposed change to the GE area E5d designation was presented in committee members’ division meetings, the divisions appreciated the changes, but there wasn’t detailed discussion on this at their meetings.

Ron Andrade commented that if we include all three components (sociological, physiological, and psychological), this may narrow the definition too much and many courses will need to take this GE designation taken out. Is this our intent?

The Chair will email a redefined GE area to the members and asked that this be brought up in the division meetings. The options we have include:

1. Do what CSUs do. If a course is approved in CSU’s Area E, we approve it for our E5d.
2. Take some version of Ron’s draft that is based on the language that was sent out for recommended changes.

We will vote at the next meeting.

Teresa will email a link to the language in the E5b: Social Science area that we will be discussing next. We need to make progress on this at the next meeting. She advised members to check the AA/AS degrees so we can make the language more specific if necessary.

The Chair has the following tasks:

- Check the Board Meeting notes to get more information on Fermin’s question about DE courses in summer and the method of teaching, i.e. synchronous versus asynchronous.
- Send out copies of relevant documents, e.g. DE addendum memo.
- Email a cleaner version of the effective contact policy draft.
- Get information from PRIE to measure the impact of removing the E5d designation from some courses.
- Email the homework to Curriculum Committee members.

Meeting adjourned at 3:58 pm.