

College of San Mateo

Curriculum Committee

March 11, 2021 (2:15 p.m.)

<https://smccd.zoom.us/j/87452981744?pwd=S0NKWnAwdThuK245ZndlTWp4Wjk3Zz09>

MINUTES

Members Present

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| Chair | Teresa Morris |
| Academic Support and Learning Technologies | Ron Andrade |
| Business/Technology | Mounjed Moussalem, Lale Yurtseven |
| Creative Arts/Social Science Division | Jeremy Ball, Judith Hunt |
| Instructional Design | Tabia Lee |
| Kinesiology Division | Shana Young |
| Language Arts Division | Evan Kaiser, David Laderman |
| Library | Matthew Montgomery |
| Math/Science Division | Christopher Smith, Christopher Walker |
| Student Services | Martin Bednarek, Alex Guiriba |
| ASCSM | Kyle Guanzon |

Non-Voting Members

Mike Holtzclaw, Ada Delaplaine, Marsha Ramezane, Alma Gomez

Other Attendees

Christy Baird, Laura Demsetz, Rosemary Nurre, Michelle Schneider, Madeline Wiest

Chair, Teresa Morris called the meeting to order at 2:16 p.m. There is a slight revision to the agenda. Judith Hunt had made a comment on LIT. 151 and this was moved from consent to substantive agenda. We can begin a conversation on how course outlines should look like if we factor in equity.

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

Action Items

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

- **Approval of minutes from the meeting on February 11, 2021**
- **Course Modification**
 - LIT. 231 Survey of English Literature (3)

(New DE Supplement)

- **Course Deactivation**
BUS. 672 Cooperative Education: Internship
- **Program Modification**
 - Facility Management – Certificate of Specialization: Addition of BLDG 710 as a selective course; removal of BLDG 700 (banked) 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 Course**
FIRE 680ME Firefighter Academy (17) – **approved with discipline assignment: Fire Technology.** Motion by Martin Bednarek, seconded by Jeremy Ball, all members voting “Aye”.
This course will be converted to a permanent course once it has been determined that it is being run properly. State Fire Training dictates the curriculum of our Fire Department. This course is similar to the curriculum taught when hired as a firefighter, and this curriculum keeps changing. When the State orders changes, local fire departments can turn around and modify their courses faster than we can at CSM. Changes can necessitate purchase of additional equipment or modification of facilities. Things are on the right track; the timing is just a bit off for curriculum modifications. This course will help prepare students better for a career in Fire Departments. They get opportunities to try on protective gear and work with equipment to see if this is something they can handle or would like to do. Christy Baird, Fire Technology Coordinator, recounted that she had gone to CSM’s Fire Technology Program but the program had been less hands on in the past and she did not get to try on some equipment or get into a live fire event.
- **Course Modifications**
LIT. 151 Shakespeare (3) – **approved.** Motion by Chris Walker, seconded by Martin Bednarek, all members voting “Aye”.
(New DE Supplement)
We will be seeing a number of LIT. courses coming through. Some of these courses have 800 level counterparts that are the same course but not degree applicable. Judith suggested adding language to reflect a focus on equity, race, and gender. The Chair recounted personal experiences with Shakespeare plays and agrees that there are opportunities to talk about

gender and race. This can show up in the description, outcomes, content, representative texts, or other areas of the course outline. Tabia Lee thinks we can incorporate cultural responsiveness in different areas of the course outline depending on how faculty want to highlight it. This is one way we can differentiate CSM's courses from those of other community colleges; it would be the CSM "flavor". Our students learn from the lens that we apply. Judith believes that we may already be covering anti-racism in courses like LIT. 150 but this might not show up on paper. We can create structures to make it easy for people to incorporate such thoughts and ideas into curriculum. Students would not necessarily think about social issues when taking a course on Shakespeare, but this is doable.

David Laderman mentioned that he includes cultural responsiveness in course objectives for FILM courses instead of having the information in the catalog description. Many courses on campus can be changed in a way to incorporate discussions on race and equity, e.g., Philosophy. Do we want to make such changes in catalog descriptions? Would this constitute forcing the contents of a course?

Mike Holtzclaw, Vice President of Instruction, thanked Judith for posing the question. This is the direction and focus the college should have. English faculty will be holding a retreat soon and they are looking into how to integrate anti-racism into their courses or how to look at courses through an equity or race lens. Evan Kaiser pointed out that students normally only see the course description; they might not see the objectives until they show up in class. We now have an opportunity to highlight what a course does without prescribing what it should do for all disciplines.

Chris Smith looked up the SLOS of courses similar to the Shakespeare class. He found a couple that allude to historical, philosophical, social, political, and aesthetic contexts; we can add culture into this mix. It looks like the English curriculum is up for review on the C-ID website and this would be a good time to make comments that could be heard across the state.

As the online education resource liaison for his department, Chris has attended a number of webinars and has noticed that a lot of people are talking about equity and race. They are looking for support to develop materials to address equity issues and incorporate these into their courses. He suggested looking into open education resources; there is new material that is available.

The question we need to answer is where do we want equity and race language to show up? The Chair said that we do not need to decide on this today, but this is food for thought. She had spoken with English Professor

Daniel Keller who submitted the LIT. proposals. LIT. courses are due for updates next academic year 2021-2022 and the proposals currently under review are only being proposed for DE and are not intended for the 6-year cycle. The department still has time to decide on changes they would like to make. After their retreat, the English faculty can make more changes and it is important that the Curriculum Committee can offer advice, e.g., on where to put the equity language.

Jeremy Ball suggested starting discussions at department levels. The Chair and division reps can talk about this in division meetings; it is an option that has value. If we have some good examples, we can tell people that this is how some departments think about this. We have to think about ways to support faculty through this, e.g., professional development or training?

- **Program Modifications**

- Building Inspection – AS Degree: Change in career opportunities; reduction in units due to the removal of BLDG 700 (banked) and ENGL selective courses – **approved**. *Motion by Martin Bednarek, seconded by Chris Smith, all members voting “Aye”.*
- Building Inspection – Certificate of Achievement: Addition of description and career opportunities; reduction in units due to the removal of BLDG 700 (banked) - – **approved**. *Motion by Martin Bednarek, seconded by Ron Andrade, all members voting “Aye”.*

- **Open Agenda**

- District Ethnic Studies local degree – discussion
 - Option – Competency Area
 - Option – Add or edit E5 Area of GE
 - Option – Rework E1 to add Ethnic Studies; shift Language and Rationality to empty E3 area of GE

The Chair will be attending the District Curriculum Committee meeting on March 15th and will present our plans for the Ethnic Studies area. Marsha Ramezane, Articulation officer, has prepared cleaner versions of the AA/AS Degree worksheets per our discussions in previous meetings. The group is leaning towards restructuring the E1 area to add Ethnic Studies. The E3 area is also cleaner. We can discuss E3 Language and Rationality in the April meetings if committee members have any questions about this area or to see if changes impact DegreeWorks. There was no interest in making the changes in Area E5. We can still work on our own versions even if we don't align with Skyline and Canada.

The Chair reminded the group that a question had been raised previously about having ETHN courses show up both in E1a AH&I and in E1b Ethnic Studies. Marsha explained that the ETHN courses had already been approved for these areas and it would be better to keep them there. She explained that AH&I has three components; the courses

listed in this area would satisfy one or more of these components. Students have some leeway since we have three general education patterns. The committee made some edits to the AS worksheet to make the language clearer.

Martin Bednarek mentioned that when working with transfer students, counselors tend to work backwards to determine how students can satisfy the AH&I requirement. He acknowledged that there are students who don't meet with counselors at all. The Chair cautioned that we have to be careful with where we put the caveats in the worksheet. The E1 option potentially adds 3 units.

The Chair will report on what the committee discussed at the District Curriculum Committee. She provided a summary of what the committee has decided and asked the members to indicate in Chat if they approve, which they did. She will check in with English faculty about incorporating equity into some of their courses, if this is something they would like to do afterwards.

Meeting adjourned at 3:35 pm.