College of San Mateo

Curriculum Committee

April 8, 2021 (2:15 p.m.)

: https://smccd.zoom.us/j/88478722960?pwd=QlZhaEhGOHArRFZUYi9Oenk2K013UT09

MINUTES

Members Present

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

Non-Voting Members

Ada Delaplaine, Marsha Ramezane, Alma Gomez

Absent/Excused Voting Members

Business/Technology	Lale Yurtseven
Language Arts Division	David Laderman
Student Services	Alex Guiriba
ASCSM	Kyle Guanzon

Absent/Excused Non-Voting Members

Mike Holtzclaw

Other Attendees

Laura Demsetz, Madeline Wiest

Chair, Teresa Morris called the meeting to order at 2:18 p.m. She requested and received permission to add ART 214 to the agenda for a new DE supplement; this course uses the same DE template as those of other approved ART classes. FILM 215 was moved to substantive agenda.

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

Action Items

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

- **Course Modifications**
  ACTG 665MR Tax Practice and Procedure (.5)
  (New DE Supplement)
  ACTG 665MV Foreign Account & Asset Tax Reporting (.5)
  (New DE Supplement)
  ACTG 665MW IRS Representation & Ethics (.5)
  (New DE Supplement)
  LIT. 835 Shakespeare (3)
  (New DE Supplement)
  LIT. 837 Survey of English Literature I (3)
  (New DE Supplement)
  MUS. 452 Repertory Jazz Band (1)
  (New DE Supplement)
  MUS. 454 Jazz Workshop Big Band (1)
  (New DE Supplement)
  SOSC 333 Laws and Ethics in Addiction Studies (3)
  (New DE Supplement)

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**
  MUS. 880MA Review of Fundamentals for Music Majors (.5) – ***approved with discipline assignment: Music.*** *Motion by Chris Walker, seconded by Martin Bednarek, all members voting "Aye".*
  (New DE Supplement)
  This is a short course that is recommended for students who are coming into the major sequence which starts with Harmony I and Musicianship. These classes have a prerequisite of a music fundamentals class where students learn to read music and understand the clefs, key signatures, etc. for students whose knowledge of the material is fresh or strong, this class is not needed. Some students, however, struggle, and need a refresher course. Jane Jackson's experience is that some students meet the prerequisites by the letter of the law but the knowledge may be weak or distant and forgotten. Because the music major core is offered one class at a time with a four semester sequence, students get set back by a year if they don't pass, e.g., the Harmony class. Martin Bednarek agreed that a short class like this to standardize language could be useful; many Music majors don't take MUS.

100 – they may have been playing a musical instrument for a long time and this satisfies the prerequisite.

The Chair expressed her reservations about this course having repeated content, if there could be issues with apportionment, or if students can get financial aid. It may only be half a unit and not a lot of money but Music majors have many other expenses like buying their own instruments. Laura Demsetz, Dean of Creative Arts and Social Sciences, will do some research on financial aid. This would mean a lot of money for international students so we would need an answer on whether financial aid is applicable. After the course is run, they will have a better idea of whether the course is helpful and will be converted into a permanent course.

Chris Smith asked if this course could be a candidate for a non-credit class. The Chair explained that the law is very specific about what counts as a non-credit course, and there is a list.

- **Course Modifications**
  ART 214 Color (3) – ***approved***. *Motion by Martin Bednarek, seconded by Chris Walker, all members voting "Aye".*
  (New DE Supplement)
  Chris Smith raised a concern about a course on color being taught online. Monitors and screens are all different so colors might not show up the same for all students. Laura explained that Rebecca Alex feels comfortable that the course can be taught online; she has a process to make this work. She can ask Rebecca to provide an explanation to satisfy the curious. This class will not be offered online if there is an option to offer it on campus; it's only offered once a year.

  FILM 215 Film and New Digital Media (4) – ***approved***. *Motion by Martin Bednarek, seconded by Ron Andrade, all members voting "Aye".*
  (New DE Supplement; changes in recommended preparation and texts)
  Chris Smith had a comment on the technology and internet capacity students need for fully online film classes. David Laderman is unable to attend this meeting but he left a response that the Chair dropped into Chat. In online mode, students need access to a computer with internet and basic streaming capabilities; no special technology is needed. Most of the films are streamed through the CSM Library. The system is not perfect but works for the most part. Library staff have brought up issues with firewalls, blocks, VPN access and others in district discussions but this question is beyond us. Chris knows about some international students who had to return to their own countries, e.g., China, because of the pandemic, and such students might not have access to films that are available by streaming. Teresa noted that there are different kinds of blocks on information going in and out of some countries.

- **New Program**
  - Commercial Music – Certificate of Specialization (14-15 units) – *approved*. *Motion by Martin Bednarek, seconded by Ron Andrade, all members voting "Aye".*

- **Program Modification**
  - Entrepreneurship – The Start Up – Certificate of Specialization Change in units due to change in units of BUS. 176 which is a core course – *approved. Motion by Chris Walker, seconded by Martin Bednarek, all members voting "Aye".*

- **GE Changes**
  - CSM Local Degree: Ethnic Studies – action – *approved*. Motion by Chris Walker, seconded by Martin Bednarek, all members voting "Aye".

    The Chair reported that at the District Curriculum Committee meeting, they discussed how to implement the Ethnic Studies area changes at the three colleges. Cañada and Skyline are both adding an Area F similar to the CSU pattern. She gave the committee members a final chance to look at and discuss what we have been working on, with a reminder that our pattern will add 3 units to our local degree requirements.

    Chris Walker asked for clarification on some information he once got from counselors: that for some CSU majors, students can delay finishing their GEs and complete them at the CSUs because of some high units and lower division guidelines. Martin explained that finishing the CSU GE or IGETC requirements is not an admissions requirement but is a good idea to do. They don't encourage some STEM majors to do this because of the high units of their majors. CSUs recommend that students complete AH&I and P.E. requirements. Ethnic Studies is a new area and we don't know if CSUs will have a similar recommendation for this area. He doesn't anticipate that requiring Ethnic Studies will be a problem. Most students are interested in this area. The Chair commented that students who take Ethnic Studies use it to satisfy a Social Science area. Chris Walker is concerned with how the addition of the three units could affect students' choices in the classes they take. It will be interesting to see how this new area affects enrollment in other areas, e.g., Literature, Philosophy, etc., a few years from now.

    Chair Teresa Morris explained that Cañada doesn't have an Ethnic Studies department. CSM has full-time and part-time faculty in this department, so we are ahead of our sister colleges. They have to face issues of getting new faculty members who meet the minimum qualifications. The question is whether Cañada and Skyline have the capacity to offer courses to students; if not, their students can take the Ethnic Studies requirements at CSM. Skyline plans to offer a Filipino Ethnic Studies class. We have students who take courses across multiple campuses; some Cañada and Skyline students take their Ethnic Studies courses at CSM. Judith Hunt noted that there has been some blurring in the disciplines so it's a good idea to have discussions at the district level.

The Chair will be attending the Board Meeting next week to talk about the Ethnic Studies graduation requirements. She encouraged committee members to attend the board meeting. This is her first Board Meeting after about 10 years of being Curriculum Committee Chair.

Marsha Ramezane, Articulation Officer, requested that we discuss and act on Area E2 at the next meeting. Teresa noted that there will not be much curricular activity and we can discuss Area E3, how to place and rearrange this area. She will send out documents pertaining to this discussion, including how Title 5 affects the Language and Rationality area.

- Additional Topic: DE Issue

Chris Smith had a question about the use of the hybrid mode. David's outline had mentioned that specific things would be taught on campus versus online. How is hybrid used as a method in teaching courses like LIT.? Should faculty define what will be taught in hybrid mode, e.g., are there parts of the curriculum that need to be taught face-to-face? He mentioned that they had had a discussion in the Science department about how some SLOs could not be met online and that's why they added hybrid. Do other courses have a similar rationale? Should we question hybrid courses? The Chair remarked that this could also be restrictive depending on technology changes. Judith Hunt thinks that what matters is that students understand the teaching method. We have to be very clear about what we expect of students.

Chris Smith's second part of the question is does hybrid mean synchronous or asynchronous? Judith thinks it can mean either; the assumption is that there is some component of the course that requires synchronous or asynchronous and on campus.

Chris Walker is wary about being too specific in the course outlines. He writes outlines for courses that many different faculty teach and he doesn't want to push faculty in one direction or another. In the Math department, when faculty teach a hybrid course, it's not about a specific topic or a collection of topics but about a stylistically specific way that a topic needs to be presented. To him, hybrid means there are face-to-face on-campus meetings. He considers synchronous classes as still online. Judith said that we might have different definitions but what matters is that students understand the expectations. We have had students enrolling in a class thinking it's online, then being told that they have to be available at certain days and times. We need clarity. The Science department addresses this by putting out a document at the beginning of the semester indicating that even if the class is online, the class meets on certain days and times.

Teresa cautioned that no matter what we say about hybrid classes, accreditation folks have their own definitions. Mounjed Moussalem shared that in the CIS department, lectures are in person and labs are online where students are on their own working on

their projects. This may be in disagreement with how other departments are doing it, but the CIS department is consistent in how it applies the teaching mode. Judith said we will need post-pandemic guidance, e.g., on best practices.

The Chair added that the Statewide Senate has a DE Committee and they have been working since prior to the pandemic to help with this. Our local DE committee is still talking about language on synchronous, asynchronous, and hybrid. We will continue discussions. If committee members have definitions, bring them to the table.

Meeting adjourned at 3:20 pm.