

College of San Mateo

Curriculum Committee
September 22, 2022 (2:15 p.m.)

<https://smccd.zoom.us/j/89114770816?pwd=UGxaNS91YjRMTFFHY1ppUXNlc3BxQT09>

MINUTES

Members Present

Chair	Christopher Walker
Academic Support and Learning Technologies	Lia Thomas
Business/Technology	Pete von Bleichert
Creative Arts & Social Science	Jeremy Ball, Judith Hunt
Instructional Design	Julieth Benitez
Kinesiology Division	Shana Young
Language Arts Division	Robbie Baden, Kat Webster
Math/Science Division	Beth LaRochelle, Christopher Smith,

Non-Voting Members

Carla Grandy, Ada Delaplaine, Alma Gomez

Absent/Excused

Business/Technology	Mounjed Moussalem
Non-Voting Member	Marsha Ramezane
Student Services	Trang Luong

Other Attendees

Mohsen Janatpour, David Lau, Lee Miller

Chair, Chris Walker called the meeting to order at 2:18 p.m. There are some changes in the agenda. There are questions on a couple of the MUS. proposals, and MUS. 131 and 132 were moved to the substantive agenda. Approval of the minutes from the 9-8-22 meeting, and discussions on VARS 400 were postponed to the next meeting. Motion by Jeremy Ball to approve the revised agenda, seconded by Pete von Bleichert, all members voting "Aye".

Consent Agenda

Motion by Jeremy Ball to approve the consent agenda, seconded by Robbie Baden, all members voting "Aye."

- **Approval of minutes from the meeting from September 8, 2022 - *postponed***
- **Course Modifications**
 - MUS. 133 Harmony III (3)
(6-year update; texts update)
 - MUS. 134 Harmony IV (3)
(6-year update; texts update)
- **Course Deactivations**
 - COUN 121 Planning for Student Success

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 Course**

PSCI 125 Mental Imagery in Art and Science (3) – **approved with changes in the description and SLOs, and the addition of representative texts.** *Discipline Assignment: Chemistry OR Physics OR Psychology OR Philosophy. Approved for GE Area B1: Physical Science. Motion by Pete von Bleichert, seconded by Robbie Baden, all members voting “Aye.”*

(New DE Supplement; proposed for GE Area B1: Physical Science)

Mohsen Janatpour has authored a book on “Mental Imagery in the Arts and Science” that Dean Charlene Frontiera suggested be developed into a course. The intent is to use mathematical formula and the sciences in mental imagery. The course will cover concepts like how we perceive colors, how we consider color contrast, color consistency, etc. The course can be used for general education.

The committee had a discussion on how we define mental imagery and changes were made to the description for better definition. Mohsen explained that there is a whole slew of mental imagery, and can include dreams, imagination, illusions, and hallucinations; how we train the human mind to visualize the outside world. Mental imagery is not confined to pictures. A melody, for example, has some mental imagery in the composer’s head; a mathematical formula has mental imagery in the mind of the mathematician. Think of yourself as a camera and the objects in front of the camera are the outside world; the pictures that show up are a form of mental imagery.

In response to July Benitez’s comment on SLO #1, on how different groups of people may conceptualize and approach science, Mohsen agrees that different cultures approach science differently: Mayan, Persian, Greek, Egyptian, European, etc. Different cultures bring a variety of perspectives to the practice and science and the scientific method. The SLO was revised accordingly. Pete commented on science being universal and unifying, irrespective of culture. Mohsen thinks that science results are universal but the approaches differ.

Re Robbie Baden’s question on how the concept of “beauty” is approached in the course, Mohsen replied that he doesn’t consider beauty as universal. The propensity to appreciate beauty is universal, but the concept of beauty differs from culture to culture. Jeremy Ball thinks that beauty is tied to an individual’s preference more so than being related to culture. Mohsen concurs and added that even with an individual, the perception of beauty changes with the individual’s age, demeanor, and experiences. What does not change is appreciation of beauty.

Kat Webster had a question about the ART recommended preparation. According to the justification, this course could be offered as an entry way for the public, i.e., non-scientist and non-artist types of students, but the recommended preparation shows a number of ART courses. How will this be marketed to students? Mohsen reiterated that these are recommended preparation and are not required. It is easier to build up skills if

there is some background or experience in Art. Mohsen has created a flyer that will serve as a marketing tool. He can share the flyer.

Jeremy Ball commented that the course only has the one textbook that Mohsen has authored. Mohsen will add some more representative textbooks; he sent a list to Lia Thomas in the Library. The Chair explained that course outlines usually have more than one representative text that faculty can use to teach the course, i.e., if Mohsen will not be teaching this class. Per the possible discipline assignments, faculty from different disciplines will be able to teach this class.

- **Course Modifications**

The PLSC courses are on the agenda for their regular 6-year update. Some changes were made, including to titles, to better align with C-IDs and the author copied some of the C-ID language. Lee Miller explained that their department has a master document that includes a list of their SLOs. In 2012, the PLSC Department went through a process of developing SLOs for the discipline, to be congruent with the college's institutional SLOs. The language and the topics are consistent across the PLSC courses and are covered in that document. Revisions could change the meaning of the SLOs, and might not convey what is intended. Some of the comments and suggestions on revising the SLOs cannot be addressed at this time as there could be issues; changing an SLO now could be like pulling a string and having everything unravel. The SLOs had been created with C-ID alignment in mind. Kat suggested that the department review the document at a future time to see if the information is still relevant and make updates as needed. Lia Thomas noted that Adequate Library Resources was checked at the default "No", and this will be corrected.

PLSC 100 Introduction to Political Science (3) – **approved.** *Motion by Pete von Bleichert, seconded by Robbie Baden, all members voting "Aye."*
(DE update; 6-year update; changes in recommended preparation, content, evaluation, and texts)

PLSC 110 Introduction to Comparative Government and Politics (3) – **approved.** *Motion by Jeremy Ball, seconded by Pete von Bleichert, all members voting "Aye."*
(DE update; 6-year update; changes in title, recommended preparation, description, SLOS, objectives, content, assignments, and texts)
Kat had a comment on the SLOs versus course objectives, but the Chair explained that bigger discussions are needed on this and we can potentially cover this during the course outline discussions in the open agenda. David Lau, the new SLO Coordinator will join us in the discussions. Course objectives are supposed to be more about giving a general description of what is taught in the class. SLOS, in a sense, describe how a student would demonstrate their knowledge of that information. Kat also had comments and suggestions on some of the SLOs, but Lee said issues could arise with consistency with the department master document mentioned above. He appreciates that English faculty are helping to improve his course outline. Robbie commented on the use of complete sentences in course descriptions, but the Chair explained that we have allowed incomplete sentences in the past in favor of brevity.

PLSC 130 Introduction to International Relations (3) – **approved with typo corrections in the course outline and a change in the course objectives.** *Motion by Jeremy Ball, seconded by Robbie Baden, all members voting "Aye."*
(DE update; 6-year update; changes in title, recommended preparation, objectives, content, evaluation, and texts)

July requested clarification on the word "events" in course objective #6, and this was revised to add the word "geopolitical" after some discussion.

PLSC 150 Introduction to Political Theory and Thought (3) – **approved.** *Motion by Jeremy Ball, seconded by Beth LaRochelle; two abstentions (Robbie Baden and Pete von Bleichert); other members voting "Aye."*

(DE update; 6-year update; changes in title, recommended preparation, assignments, evaluation, and texts)

Robbie Baden commented that the course seems to be geared towards western political thought. Can we include non-western political traditions? Lee replied that he is not that familiar with the material for this class, and he is just following the C-ID guidelines which do not mention non-western material except for maybe citing one book. This course had been taught by an adjunct who has since retired and as the only full-time faculty for PLSC, Lee was asked to work on the course updates. He thinks what the committee members are suggesting are great ideas, but right now, the department is limited both in terms of adhering to the C-ID language, and in terms of faculty to teach the course who have expertise on non-western political thought.

Robbie mentioned that they face something similar with their class on Greek Mythology and Classical Literature which covers Greek and Roman mythology. They're trying to figure out what to do with this class, e.g., turn this class into something else, create a class that is more inclusive? He is curious to know people's thoughts on this.

July asked if there is a process to address issues like what we have been discussing. The Chair explained that just as we regularly review courses for content, C-IDs are also reviewed on a regular cycle at the State level. As Curriculum Chair, he receives some notifications from the State, e.g., when certain things are up for review. He shares these with the pertinent departments. C-IDs are not completely prescriptive in the sense that we have to follow them exactly. There are minimal things that reviewers look for, but we have the option to add topics. This process takes a lot of work and time. Kat recommended that the Political Science do a program review and discuss broader issues including equity. Maybe they can request funding or release time for this project.

Chris Smith announced that on the C-ID website, it shows that the Political Science transfer model curriculum is currently undergoing a 5-year review and this could be an opportunity to make comments. The Chair added that when the reviewers look at the curriculum model, they look at the individual classes so this is one big review cycle.

Pete asked about adding the word "western" in the title, just to acknowledge that there are other thoughts in the arena and that maybe another course could be coming out, but he understands that there are C-ID issues. Jeremy added that this could apply to a lot of other courses, e.g., we would need to have an Introduction to Western Sociology or an Introduction to Western Philosophy, etc. Maybe this is the right way we want to go. The Chair said that this would need bigger discussions than this one PLSC course, maybe for a future meeting in the spring.

Judith Hunt suggested including people aside from Cornel West and Angela Davis – people who are not necessarily coming out of western canon or who challenge western ideas. If she can send a list of titles to look at, Lee will be happy to check them out. She also pointed out that SLO #3 is broad enough to allow the incorporation of those challenges to western canon. Beth LaRochelle added that course objective #3 offers the same opportunities for enhancing the content, i.e., non-western content, while still staying within the parameters of the course given C-ID guidelines.

There was a discussion on adding "non-western" in the catalog description, but deeper edits are needed than just adding one word in the description.

Jeremy Ball, seconded by July Benitez, all members voting "Aye."

(6-year update; changes in methods of instruction, assignments; texts update)

MUS. 132 Harmony II (3) – **approved with changes in the SLOs and COs.** Motion by Pete von Bleichert, seconded by Jeremy Ball, all members voting "Aye."

(6-year update; texts update)

VARS 400 Varsity Water Polo: Men and Women (3) - **postponed**

(6-year update; changes in title, prerequisite, description, SLOs, objectives, and methods of instruction)

Open Agenda

- Course Outline of Record – A Case Study - **postponed**
- Curriculum Handbook Revision – Work Group

The Chair announced that a couple of committee members have volunteered to help with the Curriculum Handbook revisions: July Benitez and Robbie Baden. Other members who are interested may join the working group, but the committee thinks that this small workgroup should be sufficient. The goal is to have this done by the end of the fall semester. Robbie has expertise in writing a Style Guide. The Chair has spoken with Carla Grandy, Vice President of Instruction, about possibly giving a few hours of additional pay for people involved in this project. Additional compensation is always welcome to faculty who are already over and above their 10+ points.

The Chair has met with David Galvez, the Director of Equity, who will be invited to speak at a future meeting.

Meeting adjourned at 3:55 p.m.