College of San Mateo

Curriculum Committee
September 8, 2022 (2:15 p.m.)
https://smccd.zoom.us/j/89793489719?pwd=cjRkSmk5SkpjRmc3STRkUGJoMk1hZz09

MINUTES

Members Present

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

Non-Voting Members   Carla Grandy, Ada Delaplaine, Alma Gomez

Absent/Excused
Non-Voting Member   Marsha Ramezane

Other Attendees   Christy Baird, Katie Goldhahn, Susan Khan,
                               Michelle Schneider

Chair, Chris Walker called the meeting to order at 2:18 p.m. There is a change in the agenda. The proposal for PNPA 103 has been deleted and will no longer be considered at this meeting. Motion by Pete von Bleichert to approve the revised agenda, seconded by Chris Smith, all members voting "Aye".

Consent Agenda

Motion by July Benitez to approve the consent agenda, seconded by Chris Smith, all members voting "Aye."

- **Approval of minutes from the meetings from May 12 and August 25, 2022**

- **Reaffirmation of the Brown Act resolution in emergency situations**

- **Course Modifications**
BUS.	401	Business Communications (3)
		(DE update; changes in description and SLOs)
FITN	201.1	Weight Training I (.5-1)
		(6-year update; change in assignments)
FITN	201.2	Weight Training II (.5-1)
		(6-year update; change in assignments)
FITN	201.3	Weight Training III (.5-1)
		(6-year update; change in assignments)

FITN	201.4	Weight Training IV (.5-1)
		(6-year update; change in assignments)
NURS	245	Nursing Skills Lab IV (.5)
		(2-year update; changes in SLOs and methods of instruction)

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 Courses**

  FIRE 680MF   Firefighter 1 & 2 Testing (.5) – ***approved, with changes in the SLOs***. *Discipline assignment: Fire Technology. Motion by Chris Smith, seconded by Jeremy Ball, all members voting "Aye."*
  This new course is being proposed to keep us in compliance with state accreditation requirements that we offer testing opportunities to students who completed required training but were unable to complete the new testing requirements, e.g., students who didn't go to CSM's Fire Academy. The committee made minor revisions to the description and SLOs per members' comments. Pete asked if there is any possibility of offering this class in DE mode using platforms like Proctorio but Christy Baird replied that it's a manipulative and written exam, e.g., pulling a hose, and cannot be accomplished online. Robbie Baden asked what the physical and academic competencies are as referred to in the SLOs. Per Christy, these are set forth by the State Fire Marshalls from the State of California. There are a number of tests. CSM submits a state certificate with a roster and the State sends back exams that we are required to administer to students. Some are random and some are exams that we give every semester. There is a long list, but these are mandated State tests; we do not write these exams. The learning outcomes are kept vague since the State changes things regularly. This is a temporary course; when the permanent course is proposed, Michelle Schneider will flesh out the content some more.

  MGMT 102   Leading Innovative Teams (3) – ***approved with a minor change in the description.** Discipline Assignment: Business Management. Motion by Chris Smith, seconded by Jeremy Ball, all members voting "Aye."*
  (New DE Supplement)
  The new MGMT courses are all part of a new Certificate in Achievement in Leadership under the management aegis. They will also be embedded in the Associate in Arts Degree for Management as an additional selective pathway. Lia Thomas had a comment on a couple of MGMT courses having the "Adequate Library Resources" checked as "No", which appears to be the default setting in CurricUNET. We will correct this at the back end.

  MGMT 103   Leading for Performance (3) – ***approved.** Discipline Assignment: Business Management. Motion by Chris Smith, seconded by Lia Thomas, all members voting "Aye."*
  (New DE Supplement)

  MGMT 104   Leadership Theory (3) – ***approved.** Discipline Assignment: Business Management. Motion by Chris Smith, seconded by July Benitez, all members voting "Aye".*
  (New DE Supplement)
  This course is 90% similar to the PNPA 103 Leadership Theory course, so the department decided to just delete the PNPA version for efficiency and scheduling purposes. We have to consider issues of cross-listing and discipline assignments.

Sometimes, it makes sense to have a course in two different disciplines, e.g., LCTR 240 and COUN 240. There are implications on minimum qualifications and who is qualified to teach the courses. In the case of MGMT and PNPA, it made more sense to only have one course since they are both in the same department anyway.

Kat Webster asked if there is a recommended sequence for taking the MGMT courses, e.g., take the Leadership Theory MGMT 104 class before taking the MGMT 102 Leading Innovative Teams class. Pete agrees that MGMT 104 is the foundational course but he was working within the college limits of numbering the courses. Ultimately, counselor-based recommendations will determine the sequence in which students take the courses.

MGMT	106	Essentials of Negotiation (3) – *approved with a minor change in the Instructional Objectives. Discipline assignment: Business Management. Motion by Chris Smith, seconded by Jeremy Ball, all members voting "Aye".* (New DE Supplement)
PNPA	100	Foundations of Public Administration (3) – *approved. Discipline assignment: Management. Motion by Chris Smith, seconded by Robbie Baden, all members voting "Aye."* (New DE Supplement)

The new PNPA courses are being proposed after consultation with workforce teams in which the group identified labor market needs for public administration positions. Ideally, the discipline assignment should be Public Administration or something that deals with public policy or non-profit management, but if there are no codes for these, we can go with Management. One issue is that not everyone who can teach Management can teach a PNPA course. Pete would like to add a caveat that the discipline assignment is Management, but faculty should have a master's degree in Public Administration, Public Policy, or Non-Profit Management. The Chair explained that in practice, the Dean has the right of assignment and can specify other specialties as needed.

Robbie had a generic comment on the textbooks appearing with an extra floating period in the course outlines. This is a CurricUNET formatting glitch.

PNPA	101	Foundations of the Non-profit Sector (3) - *approved with a change in the SLOs. Discipline assignment: Management. Motion by Chris Smith, seconded by July Benitez, all members voting "Aye."* (New DE Supplement)
PNPA	102	Ethics in Public Administration (3) - *approved with a change in the SLOs. Discipline assignment: Management. Motion by Chris Smith, seconded by July Benitez, all members voting "Aye."* (New DE Supplement)
~~PNPA~~	~~103~~	~~Leadership Theory (3)~~ – *This proposal is deleted.* ~~(New DE Supplement)~~
TEAM	680MG	Theory and Application of Intercollegiate Volleyball Skills (2-3) – *approved with changes in the description and SLOs. No action on GE proposal, will revisit when the permanent course is proposed. Discipline assignment: Kinesiology. Motion by Chris Smith, seconded by Robbie Baden, all members voting "Aye."* (New DE Supplement; proposed for GE Area E4: Physical Education)

CSM offers indoor volleyball in the fall and beach volleyball in the spring. This course is being proposed to help build a more robust volleyball program by giving athletes more classroom and lab time to develop and practice skills. Student athletes will watch

films, watch themselves, do some scouting, and implement what they learn on the courts. The other sports already have a theory component and this will get volleyball up to speed with the rest.

Following up on the justification entered for this class, Kat Webster asked whether this class provides students with appropriate units for completion, e.g., do volleyball students need more units to complete their degrees? Are there structural things that hinder student success? Katie Goldhahn explained that this is not just about giving students extra units but more about giving students additional time to acquire knowledge and skills. The class would encapsulate both indoor and beach volleyball components so students could feel that they are getting the same opportunities and can get well-rounded in both sports. For example, if students take this class during the fall when indoor volleyball is being offered, they will also be learning about beach volleyball, and vice-versa.

Robbie commented on the first SLO which seems to limit the evaluation of the outcome on written explanations. Couldn't the students explain verbally or in some other way aside from writing it down? Katie agreed that it would be better to remove the limiting language.

Chris Smith asked for clarification on the DE components of the class, i.e., synchronous or asynchronous, live activities, 100% online or hybrid, etc. Shana Young clarified that they are proposing both fully online and hybrid versions so as to cover all bases, in case we need to go back to fully remote in the future. Chris foresees some problems with a fully online modality in terms of assessing some of the objectives. Katie explained that they use a program called HUDL where athletes film themselves playing, and they use this as an evaluation tool. Chris thinks that this implies some in-person component since players can't play a team sports like volleyball by themselves. Katie recounted that students have basically had to complete some skills work on their own; they used HUDL when fully remote back in 2020 and 2021. Judith Hunt added the example of a student going to a tennis court and demonstrating how to serve a ball on a video, without being in a classroom environment. Since this is an experimental course, Chris Smith requested that when preparing the permanent course proposal, Katie consider his questions and concerns about assessing the course being offered in online mode. Katie will be happy to provide this, maybe through a mock video or demonstration. July offered to help with brainstorming ideas for evaluation. It would be helpful to know how physical activity courses or labs are done and evaluated when they are 100% online.

- **Course Modification**
  VARS   400   Varsity Water Polo: Men and Women (3) – *postponed, need faculty input/action on committee questions/comments/suggestions on the prerequisite.*
  (6-year update; changes in title, prerequisite, description, SLOs, objectives, and methods of instruction)
  The committee had a robust discussion on the prerequisite language but decided that we need to have the faculty author/coach on board before approving this course, as there are safety issues involved. How is the prerequisite applied to determine students' qualifications? Katie admitted that there is really no way to determine whether or not to accept or reject a student except on the basis of what will be decided by the author and the committee. Jeremy opined that some measurable activities could include laps or swimming the length of the pool, how long a student can hold his/her breath under water, etc. Should there be language about safety in the

prerequisite since this is so important? Can the instructor remove a student if the student doesn't satisfy the prerequisite? Katie feels that the parameters should be stricter than a generic swimming of one length of the pool such as is specified in VARS 160 (Varsity Swim), since this Water Polo course involves extensive swimming.

- **New Programs**
  - Leadership – Certificate of Achievement (21 units) – *approved. Motion by Chris Smith, seconded by July Benitez, all members voting "Aye."*
  - Public and Non-Profit Administration - Certificate of Achievement (21 units) - *approved. Motion by Chris Smith, seconded by July Benitez, all members voting "Aye."*
  - Public and Non-Profit Administration – Associate in Science Degree (33-34 units) - *approved. Motion by Chris Smith, seconded by Robbie Baden, all members voting "Aye."*

    The Business and Management departments have been stacking their degrees when possible, i.e., offer a CA and an AA or AS in the same field. Chris Smith asked how the department determines whether to offer an Associate in Arts versus an Associate in Science. Pete replied that they went back and forth on this and did some consultations, and it appears that an AS has more value to students than an AA.

- **Program Modification**
  - Management – Associate in Arts Degree: Change in description; addition of Leadership Pathway option) - *approved. Motion by Chris Smith, seconded by Robbie Baden, all members voting "Aye."*

- **Open Agenda**
  - Curriculum Handbook: Edits and Updates – **postponed.**

Meeting adjourned at 4:01 p.m.