

College of San Mateo

Curriculum Committee

October 24, 2024 (2:15 p.m.)

Building 10, Room 10-468

Zoom Meeting: <https://smccd.zoom.us/j/83410806367>

Meeting ID: 834 1080 6367

Call in using: +1 669 444 9171 US

MINUTES

Members Present

Chair	Jeremy Wallace
Academic Support and Learning Technologies	David Laderman, Lia Thomas
ASCSM Student Representative	Wai Yan Oo
Articulation Officer	Marsha Ramezane
Business/Technology	Lale Yurtseven
Counseling/Student Services	Leonardo Cruz,
Creative Arts & Social Science	Judith Hunt, Malathi Iyengar
Instructional Design	Julieth Benitez
Kinesiology Division	Shana Young
Language Arts Division	Tamara Perkins, Kristi Ridgway
Math/Science Division	Beth LaRochelle, Christopher Smith

Non-Voting Members

Deborah Laulusa, Tammy Wong

Absent/Excused

Business/Technology	Sujata Verma
Counseling/Student Services	Trang Luong
Non-Voting Member	Danni Redding Lapuz

Other Attendees

Christy Baird, Michell Beatty, Michelle Brown, Tatiana Irwin, Justin Merritt, Lee Miller, Arielle Smith, Madeline Wiest

Chair, Jeremy Wallace, called the meeting to order at 2:18 p.m. Jeremy will be sharing updates from the District Curriculum Committee (DCC) after Public Comments. Motion by Beth LaRochelle to approve the agenda with addition of DCC updates, seconded by Lia Thomas, all members voting "Aye."

Public Comments (2 minutes/person)

Jeremy: I was in the area of the Athletics parking lot where the beach volleyball courts are supposed to be constructed, and there are still no courts there. We approved beach volleyball courses when I was Academic Senate President and IPC Co-Chair. When we approve courses and programs in Curriculum

Committee, we need to keep in mind that these are courses and programs that we can support as a College. And maybe we request a Facilities update because I think it is problematic that we do have a program where our students have to drive long distances for home games. The closet place that we had for the team that we can't use anymore is Notre Dame High School, so they're traveling all over the Peninsula for beach volleyball. Make myself a note to bring Facilities into a Curriculum Committee meeting to get an update. The courses are in action, and I feel like the courses were approved in 2018, with the expectation that we're going to be building courts.

Beth: Last I heard on that was that it was approved. They had the spot, and then it was kind of a resource request or something about getting the money. They had the money. They had the spots. There's just that connection was missing somewhere. So facilities would be the link.

District Curriculum Committee (DCC) Updates

Jeremy gave a DCC update:

- There was a discussion in DCC on American History and Information Competency requirements, which we will cover in Open Agenda.
- Cañada and Skyline have Area 7 flipped from ours; their 7A is Kinesiology and 7b is self-development. We will flip ours, too, since that seems like the easiest thing to do. One of the conversations in DCC about Area 7 is the language that goes into it. When DCC figures it all out, Jeremy will bring it back to our committee to discuss.

Members asked what they should do if they want to keep courses from being removed from Area 7, and Jeremy told them to bring an explanation of how the course outlines meet the area requirements, and this will be discussed at the second meeting in November.

- Cañada brought to the District meeting that they want to require a C or higher in the Golden 4 courses: English, math, communications, and critical thinking. Do we require that already? Also, Guillermo Cockrum, who teaches Dual Enrollment, wants to offer a C- grade. The Committee discussed that that would cause issues with major preparation following CSM policies, and that Dual Enrollment courses are CSM courses, so they should follow CSM policies.
- The District has been working to develop the ability to allow more students to utilize Credit for Prior Learning (CPL) to accelerate their completion of certificates and degrees. Based on the work done by Gina Ciardella Palmer, Marianne Beck, Jarrod Feiner, and Teresa Morris, there is specific interest in developing the ability to award CPL for Joint Service Transcripts (JSTs) from student veterans. Given that the CCCCCO and ASSC are in the process of developing a systemwide plan for awarding Credit for Prior Learning, the DAS would like the DCC to form a workgroup, with representation from the three college Academic Senates, to lead this work and implement whatever comes out from the state work group (expected by early 2025). The District is looking for volunteers to work on a credit for prior learning task force. You don't need to be part of the Curriculum Committee. If you're interested, let Jeremy know, and he will pass the names on. Lale Yurtseven and Christy Baird are interested.
- In the Spring, we will need to talk about the draft policy on establishing course enrollment maximums. By the end of this semester, the District is planning on having the class cancellation all ironed out. The next step is creating a policy on how to establish course maximums. The current proposed policy is that the class cap goes on the course outline of record proposed by a course author, and then the Curriculum Committee determines whether or not the course outline supports the class cap. Judith Hunt brought up the point of why course minimums and maximum caps are determined by two different groups. Jeremy stated that the focus is to shift the conversation from

one of efficiency (room sizes) and money (loads) to one of teaching and learning. The class cancellations and maximum should be determined by the teaching, and I don't think we are going to be able to win the fight for the cancellation piece. District said that after next semester, the class minimum of 10 is going away. Malathi requested that during the Spring discussion on class maximums that the Committee will have a chance to review and understand the documents outlining the criteria for how class maximums are determined.

- Skyline is proposing that we change the residency requirement for certificates to align with the F 25 Title V change as follows: "50% of the units completed in the certificate must be completed at one or more of the colleges within the district." CSM needs to discuss whether we support this change.
- Title V revisions, under 55062 Conditions for Awarding of the Associate Degree, there is new language regarding the calculation of GPA for the purpose of awarding a degree: "Completion of the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements." CSM needs to discuss whether we support this policy.
- The other big piece of news: UCs and CSUs will not be automatically articulating Phase 1 Common Course Numbering courses. Today's courses on our agenda for AB1111 will need to be rearticulated. Our faculty was told to keep new outlines as close to the old ones as possible because Jeremy and Marsha knew this would happen.

CONSENT AGENDA

Motion by Judith to approve the consent agenda, seconded by Malathi, all members voting "Aye."

- **Approval of minutes from the October 10, 2024 meeting**

- **Course Modification(s)**

KINE	206	Yoga Pedagogy Research 2 (2.0) (DE update; 6-year update; change in assignment, texts)
MGMT	103	Leading for Performance (3.0) (DE update; 2-year update; change in assignments, texts)
MGMT	104	Leadership Theory (3.0) (DE update; 2-year update; change in assignments, texts)

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 preparations, the full committee is expected to review prerequisites and recommended preparations statements for all proposals to ensure compliance with Title V regulations.

- **New Course(s)**

DGME 106 The TV World – A Critical View (3.0) – **approved with addition of 6 Information Competency SLOs.** *Discipline assignment: Broadcast Technology. Motion by Lale, seconded by Chris Smith, all members voting “Aye.”* (New DE Supplement; proposed for CSM GE Area 4: Social & Behavioral Sciences and C3 Information Competency)
In order for this course to be approved for C3 Information Competency, the six related SLOs need to be listed in the course outline (per the *GE Handbook*). Faculty agreed to add the 6 SLOs to the outline.

MATH 243 Applied Calculus II with Trigonometry (4.0) – **approved with changes to the GE assignment and description revision.** *Discipline assignment: Mathematics. Motion by Lale, seconded by Beth LaRochelle, all members voting “Aye.”* (New DE Supplement; proposed for CSM GE Area E2b: Communication and Analytical Thinking and C1 Math/Quantitative Reasoning Basic Competency)
This will be approved for the new GE Area 2: Mathematics instead of the former GE Area E2b. Minor revision to the catalog description was accepted by the author. Marsha reiterated that it will take two years for this course to get fully articulated.

FIRE 798 Emergency Medical Technician: Laboratory (1.0) – **approved.** *Discipline assignment: Emergency Medical Technologies or Fire Technology. Motion by Tamara Perkins, seconded by Chris, all members voting “Aye.”*

- **Course Modification(s)**

FIRE 714 Wildland Fire Control (3.0) – **approved.** *Motion by Lale, seconded by Beth, all members voting “Aye.”*
(2-year update; change in recommended prep, assignments)

FIRE 715 Principles of Emergency Services (3.0) – **approved.** *Motion by Shana, seconded by Beth, all members voting “Aye.”*
(2-year update; change in recommended prep, assignments)

FIRE 720 Fire Prevention (3.0) – **approved.** *Motion by Tamara, seconded by Beth, all members voting “Aye.”*
(2-year update; change in recommended prep, assignments, evaluation)
Lia brought up an issue with the year the textbook was published to make that the textbook is still in print so that the students can obtain it. Christy confirmed that the textbook is published by an old organization and confirmed that it is still in print.

FIRE 725 Fire Apparatus and Equipment (3.0) – **approved.** *Motion by Kristi Ridgway, seconded by Beth, all members voting “Aye.”*
(2-year update; change in recommended prep, assignments, texts)

FIRE 730 Fire Behavior and Combustion (3.0) – **approved with updated textbook.** *Motion by Shana, seconded by Beth, all members voting “Aye.”*
(2-year update; change in recommended prep, assignments, evaluation, texts)

Discussion on using the old edition of a textbook when a newer one is available. The current instructor vetted the two editions and prefers the older one, and it is still available in print. Committee state that course approval and instructor's decision on books are two separate issues.

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| FIRE | 740 | Building Construction for Fire Protection (3.0) – approved. <i>Motion by Shana, seconded by Malathi, all members voting “Aye.”</i>
(2-year update; change in recommended prep, SLOs, assignments, evaluation, texts) |
| FIRE | 745 | Fire Protection Systems (3.0) – approved. <i>Motion by Lale, seconded by Chris, all members voting “Aye.”</i>
(2-year update; change in recommended prep, assignments, evaluation, texts) |
| FIRE | 770 | Fire Service Career Prep (3.0) – approved. <i>Motion by Kristi, seconded by Beth, all members voting “Aye.”</i>
(2-year update; change in recommended prep, assignments, texts) |
| FIRE | 787 | Emergency Medical Technician: Basic – Refresher (2.0) – postponed.
(2-year update; change in recommend prep)
Discussion requesting a more contemporary textbook used for this refresher course that students entering the course could purchase if necessary. Christy will confer with faculty and submit a new textbook, and this course will be posted on the next agenda. |
| COMM | C1000 | Public Speaking (3.0) (Formerly COMM 110) – approved with updates to indicators. <i>Motion by Kristi, seconded by Beth, all members voting “Aye.”</i>
(DE update; 6-year update; change in course ID, recommended prep, description, SLOs, objectives, content, evaluation, texts)
Jeremy explained the Part 1 and Part 2 indicators, and those will be removed from the catalog description. For the other templated sections for all CCN courses, Part 1 and Part 2 will be changed on the backend to “State-Mandated Curriculum” and “Local Additions” respectively. Part 1 is required language by the State Chancellor’s Office, and Part 2 is the original wording of the course outline. When the template was put together by a faculty working group, they included the minimum number of objectives and content that met the Cal-GETC, UC, and C-ID requirements, so local colleges could add their own flavor to the course.

Faculty have already been selected for Phase 2 CCN implementation, and the State didn’t select anyone from CSM, so we can’t send any recommendations after this meeting. Surveys were sent out so faculty can give input that way. Todd (Academic Senate President) has been sharing these surveys with departments that have been impacted by CCN. |
| ENGL | C1000 | Academic Reading and Writing (3.0) (Formerly ENGL 100) – approved. <i>Motion by Chris, seconded by Beth, 12 members voting “Aye,” 0 “Nays,” and 1 abstention (Julieth Benitez)</i>
(DE update; 6-year update; change in course ID, title, prerequisite, recommended prep, description, objectives, content, assignments, texts) |

Discussion regarding TBA state mandated requirements and that ESL and Communications has removed all TBA because they were not meeting the requirements during the pandemic, and labs are no longer funded by this. There is a large fine involved if the TBAs are audited and not meeting the requirements. Currently, TBAs are only on English courses, but Deb Laulusa (Curriculum Specialist) said that CSM is not claiming any TBA for allocations because it is not in the model the State is looking for. Jeremy explained that TBAs for English classes are tracked and sometimes part of the students' grades to go to the Writing Center. The TBA will remain on this course outline.

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| ENGL | C1000E | Academic Reading and Writing (5.0) (Formerly ENGL 105) – approved. <i>Motion by Beth, seconded by Leo Cruz, all members voting “Aye.”</i>
(DE update; 6-year update; change in course ID, title, prerequisite, recommended prep, description, objectives, content, assignments, texts) |
| ENGL | C1001 | Critical Thinking and Writing (3.0) (Formerly ENGL 165) – approved. <i>Motion by Shana, seconded by Lale, all members voting “Aye.”</i>
(DE update; 6-year update; change in course ID, title, prerequisite, description, objectives, content, assignments, texts) |
| POLS | C1000 | Introduction to American Government and Politics (3.0) (Formerly PLSC 200) – approved with formatting changes. <i>Motion by Lale, seconded by Shana, all members voting “Aye.”</i>
(DE update; 6-year update; change in prefix, course ID, title, description, SLOs, objectives, content, evaluation, texts)
Lee Miller added SLOs which he felt were missing from the template. Members concerned for the evaluation cycle commented that that’s a lot of SLOs to evaluate and to consider moving Part 2 SLOs to objectives. Lee said that due to the condensed timeline for CCN, this list is what it is, to approve as is, and when he updates again, he will polish and eliminate SLOs. Lee will send some formatting changes to Jeremy. |
| PSYC | C1000 | Introduction to Psychology (3.0) (Formerly PSYC 100) – approved. <i>Motion by Beth, seconded by Shana, all members voting “Aye.”</i>
(DE update; 6-year update; change in course ID, recommended prep, descriptions, objectives, content, evaluation, texts) |
| STAT | C1000 | Introduction to Statistics (4.0) (Formerly MATH 200) – approved. <i>Motion by Kristi, seconded by Chris, all members voting “Aye.”</i>
(DE update; 6-year update; change in prefix, course ID, title, prerequisite, description, objectives, content, evaluation, texts) |

OPEN AGENDA

- **Election of the Chair**

Jeremy shared that a number of people expressed interest, but they all withdrew except for one person – Malathi. Malathi was surprised and stated that she had emailed Jeremy saying that she’s probably not the most qualified person on Curriculum Committee (1.5 years), but if no one steps

forward, she'd be happy to learn the position and do her best to support the Chair. Beth stated support for Malathi.

Julieth spoke and said that she, too, was interested in the position, but after having conversations with her Dean, it became apparent that her regular workload would fall on others in her group if she became Chair, and she wanted to be mindful of her team. Julieth asked if there could be a co-Chair situation with Malathi. Malathi was amenable to this, and Jeremy stated that there is nothing in the by-laws prohibiting a co-Chair and splitting the reassign time.

Jeremy also said that he would speak to Todd regarding the situation whereby someone has no classroom load and only hours, and that an adjunct should be hired to backfill, so that the person could take the role of Chair without it impacting the rest of their team. This discussion will be tabled until next meeting when there is more information about the situation.

- **American History & Institutions (AH&I) Discussion**

Jeremy reiterated that the changes in Title 5 require our local GE pattern to now align with the Cal-GETC pattern. As of now, we have only added Area 7: Kinesiology and Self-development. Another area on our current local GE pattern that needs to be talked about is Area E1: AH&I & Ethnic Studies. Ethnic Studies is already broken out into Area 6, so we don't need to worry about it. But what do we do about AH&I (3 units) on our local AA Degree? Do we want to keep AH&I? If we do, does it become its own Area or Area 4b or a graduation requirement (though CSM has been trying to get away from that).

History faculty Tatiana Irwin was invited to speak on this. For her, the most important part of institutions is the part where we talk about the U.S. Constitution Bill of Rights and the way our government functions. A student's first exposure to U.S. History and the formation of the U.S. Constitution is in 5th and 8th grade, and then there's a single semester of high school at the very end of their Senior year when they have senioritis, and they are about to leave. That is their mandated adult exposure, their mandated adult exposure to the U.S. Constitution, and how our government works, and apart from that, they might get that in the first couple of years of being at community college before they move on and transfer to a 4-year institution. Title 5 hasn't changed at some point; students are still going to have to satisfy this requirement. Tatiana does think it is better for students to satisfy this requirement earlier rather than later, for a few different reasons: (1) it's less expensive and just practically speaking, students can get it done; (2) students transfer in as a junior, and they don't have to worry about taking this, and they have a better chance based on the collected data of passing; and (3) most importantly, is the fact that every year we have ballot measures and props that students are not familiar with or with the process.

Students don't know what a Voter Guide is, and even if they know what a Voter Guide is, a lot of political analysts have said that you need a graduate degree to understand a Voter guide. In our CSM Political Science, Ethnic Studies, and History courses, students get an opportunity to talk about some of these things early in their adulthood, rather than waiting, like three or four years into their experience with college to do any of these things when it comes to U.S. History. Tatiana thinks we have this really unique ability not just to talk about the U.S. Constitution, Government and the Bill of Rights, but we get to talk about its origins, its foundations, and most importantly, the promises that were not kept, and the people who were responsible for keeping us honest to those promises. This is something you can learn in our CSM courses, that you may not be getting holistically in some other classes.

With the ways things are shaking out, instead of adding an Ethnic Studies requirement to previous curriculum, they got rid of other curriculum, and Malathi brought up the point that Ethnic Studies wasn't created to replace the History requirement. Members discussed the value of having students who have taken courses in both areas, and the richness of the dialogue for these students, as they are able to connect things across these different courses. Committee categorized AH&I as foundational and brought up that there are people very often coming from communities that have these historic exclusions, and they have to know about the 13th Amendment and mass incarceration, for example. Shockingly few people who did their K-12 education in the U.S. know the 1st amendment fully, and it matters because it shapes conversations and dialogues and how we understand the world.

Logistically, Jeremy said that this requirement would only impact our students on the local AA Degree, and these students would have the opportunity to take and benefit from taking an AH&I course, since some may not transfer on to a four-year and thus not ever have a chance to take one. The current courses in Area E1a would remain because they are already approved the State, and the Ethnic Studies courses would be removed because these courses have their own area. Short discussion on graduation requirements and keeping in mind what we want students to value as they leave us. The District does not want to make things prohibitively difficult, but there are important things to give tools for students and equip them with skills to think critically. AH&I courses can provide dynamic spaces for supportive conversations with how we all differ in engagement and debate.

Jeremy says that it sounds like the Committee strongly wants to keep this area. So should this be an Area 8 or Area 4b? With this inclusion, the GE requirements are at 24 units, which is what we are at now. Skyline is leaning towards not including AH&I, and Cañada has never had this requirement, so we would be out of alignment with them. Tamara concluded that we keep in mind a well-rounded and positive and rigorous experience for the students, and it's not just about alignment. She stated that aligning our decisions with our values makes sense, and each College has its own culture.

From a counseling standpoint, Marsha said that it would be easier Districtwide if AH&I was an Area 8, so that the rest of the areas line up. Jeremy said that we will bring this potential Area 8 and the related courses back to one of the November meetings as an action item for more discussion, and we will talk about Information Competency in November as well.

- **Information Competency Discussion – *postponed***

Meeting adjourned at 4:00 p.m.