

College of San Mateo

Curriculum Committee

March 21, 2024 (2:15 p.m.)
Building 10, Room 10-468
Zoom Meeting: <https://smccd.zoom.us/j/85887550508>
Meeting ID: 858 8755 0508
Call in using: +1 669 444 9171 US

MINUTES

Members Present

Chair	Jeremy Wallace
Academic Support and Learning Technologies	Lia Thomas
Business/Technology	Sujata Verma, Lale Yurtseven
Counseling/Articulation Officer	Marsha Ramezane
Creative Arts & Social Science	Jeremy Ball, Judith Hunt
Instructional Design	Julieth Benitez
Kinesiology Division	Shana Young
Language Arts Division	Robbie Baden, Tamara Perkins
Math/Science Division	Beth LaRochelle, Christopher Smith

Non-Voting Members

Carla Grandy, Ada Delaplaine,
Tammy Wong

Absent/Excused

ASCSM Student Representative	Michelle Lopez Grijalva
Student Services	Trang Luong

Other Attendees

Mike Marcial, Teresa Morris, Monique Nakagawa,
Andrew Silva, Madeline Wiest, Todd Windisch,
Andreas Wolf

Chair, Jeremy Wallace, called the meeting to order at 2:21 p.m. Motion by Robbie Baden to approve the agenda, seconded by Tamara Perkins, all members voting "Aye."

Public Comments (2 minutes/person)

Robbie: Jeremy sent an email bringing attention to a proposed change to Board Policy of how we do curriculum. I am concerned about consequences, why, and for what reasons.

Judith Hunt: Doesn't this violate 10 + 1? (Yes).

Jeremy: We can put this item on the next Curriculum Committee meeting agenda to discuss. District Participatory Governance Committee (DPGC) reviews all the board policies, and they are going to be meeting on April 8th at 2:15. I can forward you all the invitation. Right now, the proposal will be reviewed by the representative constituents of the DPGC, then sent out for feedback, and back to the DPGC for revision.

Jeremy Ball: Are there reasons indicated for the changes? (No). Who is the originator on the cover sheet? (Chancellor's Office).

Jeremy: It's been one year into my two-year term, and I am not going for a second term, so we need to start looking for someone for Fall 2025. It was a scramble to find a new Curriculum Chair after Chris took the Interim Dean position. The Chair typically comes from the Committee.

Jeremy: Senate has a practice of having a Vice President, where they are learning so that could eventually become President. It would be maybe meaningful to think of a structure like that for this committee.

Jeremy: Skyline just moved to a co-chair model. It might require a bylaws change. I would get behind that suggestion. We got very complacent [since previous Committee Chairs stayed in the position for multiple terms, and this issue didn't come up very often].

CONSENT AGENDA

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

- **Approval of minutes from the February 22, 2024 meeting**

- **Course Modification(s)**

FITN	220	Weight Conditioning for Varsity Football (0.5-2.0) (DE update; 6-year update; changes in instruction, texts)
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- **Course Deactivation(s)**

BIOL	126	Teaching Science I: K-5 Classroom Experience and Seminar
ELEC	405	Transformers and Rotating Machinery
ENGL	875	English Grammar

- **Memo(s)**

- Addition of GE Area E4 to TEAM 192 and TEAM 202
- Experimental Courses for Banking and Replacement Courses

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)**

TEAM 193 Men's Basketball Theory: Offense (1.5-3.0) – **approved**. *Discipline Assignment: Kinesiology or Coaching. Motion by Beth, seconded by Chris, all members voting "Aye." Proposed GE area E4: Physical Education. Motion by Shana, seconded by Beth, all members voting "Aye."*
(New DE Supplement; proposed for GE area E4: Physical Education)

- **Course Modification(s)**

AQUA 109.1 Water Polo I (0.5-1.0) – **approved with changes to SLOs and without DE**. *Motion by Lale Yurtseven, seconded by Jeremy, all members voting "Aye."*
(New DE Supplement; 6-year update)
Robbie asked if there are water polo skills beyond swim strokes. Strategies are indicated in the course objectives, but none in the SLOs. Discussion of the history of the creation of this course and faculty's agreement to add the course objectives into the SLOs. Chris questioned the new DE supplement. Clarification that courses do not need DE in case of an emergency because an in-person course cannot switch to online teaching if there's an emergency. This course and all courses in this series, as well as the AQUA 127 and 133 series, will be approved without DE.

AQUA 109.2 Water Polo II (0.5-1.0) – **approved with changes to SLOs and without DE**. *Motion by Beth, seconded by Chris, all members voting "Aye."*
(New DE Supplement; 6-year update)
Refer to comments for AQUA 109.1.

AQUA 109.3 Water Polo III (0.5-1.0) – **approved with changes to SLOs and without DE**. *Motion by Beth, seconded by Lale, all members voting "Aye."*
(New DE Supplement; 6-year update)
Refer to comments for AQUA 109.1.

AQUA 109.4 Water Polo IV (0.5-1.0) – **approved with changes to SLOs and without DE**. *Motion by Beth, seconded by Shana, all members voting "Aye."*
(New DE Supplement; 6-year update)
Refer to comments for AQUA 109.1.

AQUA 127.1 Swim Stroke Development I (0.5-1.0) – **approved without DE**. *Motion by Judith, seconded by Beth, all members voting "Aye."*
(New DE Supplement; 6-year update)
Refer to DE comments for AQUA 109.1.

AQUA 127.2 Swim Stroke Development II (0.5-1.0) – **approved without DE**. *Motion by Judith, seconded by Beth, all members voting "Aye."*
(New DE Supplement; 6-year update)
Refer to DE comments for AQUA 109.1.

AQUA 127.3 Swim Stroke Development III (0.5-1.0) – **approved without DE**. *Motion by Judith, seconded by Beth, all members voting "Aye."*
(New DE Supplement; 6-year update)
Refer to DE comments for AQUA 109.1.

AQUA	127.4	Swim Stroke Development IV (0.5-1.0)) – approved without DE. <i>Motion by Judith, seconded by Beth, all members voting “Aye.”</i> (New DE Supplement; 6-year update) Refer to DE comments for AQUA 109.1.
AQUA	133.1	Individual Swim Conditioning I (0.5-1.0) – approved without DE. <i>Motion by Judith, seconded by Jeremy, all members voting “Aye.”</i> (New DE Supplement; 6-year update; changes in objectives) Refer to DE comments for AQUA 109.1.
AQUA	133.2	Individual Swim Conditioning II (0.5-1.0) – approved without DE. <i>Motion by Judith, seconded by Jeremy, all members voting “Aye.”</i> (New DE Supplement; 6-year update; changes in objectives) Refer to DE comments for AQUA 109.1.
AQUA	133.3	Individual Swim Conditioning III (0.5-1.0) – approved without DE. <i>Motion by Judith, seconded by Jeremy, all members voting “Aye.”</i> (New DE Supplement; 6-year update; changes in objectives) Refer to DE comments for AQUA 109.1.
AQUA	133.4	Individual Swim Conditioning IV (0.5-1.0) – approved without DE. <i>Motion by Judith, seconded by Jeremy, all members voting “Aye.”</i> (New DE Supplement; 6-year update; changes in objectives) Refer to DE comments for AQUA 109.1.
TEAM	135	Advanced Football and Conditioning (0.5-2.0) – approved without DE. <i>Motion by Judith, seconded by Jeremy, all members voting “Aye.”</i> (New DE supplement; 6-year update) With the clarification that courses do not need DE in case of an emergency because an in-person course cannot switch to online teaching if there’s an emergency and with agreement from the Dean of Kinesiology, this football course will not have a DE.

OPEN AGENDA

- **Proposed Process for Establishing Class Caps**

Jeremy sent the proposed procedure for establishing class maximums to the Committee members, and this is based on a process a cross-district faculty group of 8-10 members created and completed last Spring. Aaron McVean also heads a District Board group that is looking at class cancellations and class maximums based on the process the cross-district group gave him last spring. The proposed procedure basically ties in class caps to the curriculum, meaning that the way that class is taught, is going to determine how many students, and as a result, determine the class cap. This is going to be something that’s going to be approved by the Curriculum Committee. The way the process is that if you're doing a course outline, you would refer to this rubric of what types of classes we have and what the class cap should be (rubric attached). So if you have a class that wants to be writing intensive, for example, and you want to lower your cap as a result, you would put in your proposed cap as part of the course outline process. And then by the time the outline comes through the Committee, we would have the course

outline plus the proposed class cap, and it becomes our job to determine if the course content and requirements match the cap the faculty is requesting.

The Committee members discussed the proposal. Some argued that the Committee should not be determining this, but rather leave it to the faculty in consultation with their department and Dean. Others brought up hours and teaching methods and shared their concerns about course authoring, if an adjunct is teaching it and how they would handle it with their loads, and consistency. Discussions of writing-intensive courses and workload with the number of students compared with courses with less writing were brought up as examples of how class caps would be decided.

One member raised concern about fairness in class size increase, citing policy that Deans cannot just increase class size due to popularity. There were also concerns about the limited individual time given to students in a 35-student class, questioning how effective it can be for student learning and growth. Modality options impact course enrollment numbers, with online courses potentially offering more seats than face-to-face courses, and is part of the concern about class size limits, equity, and instructor workload.

Jeremy will bring these thoughts back to the work group meeting tomorrow.

- **CalGETC Area 2: Math Quantitative and English and Math Competencies Discussion**

Jeremy briefly touched on this topic that we're going to be moving math from a competency in our current general education to an area, which is different, so we will discuss that at a future meeting. He asked: do we grandfather all the courses on the competencies into the area? He needs to find more information about what constitutes mathematics and quantitative thinking standards so we can look at those courses. This will be a much bigger conversation most likely for our last meeting.

- **Culturally Responsive Pedagogy and Course Outlines of Record – LIT 151 Shakespeare – *postponed***

- **Update on Area E Forums**

Jeremy reported that they did have the forums, and Carla and Jeremy took notes at the forums. Jeremy presented and lots of coaches, a few counselors and faculty from other disciplines attended. Three options were laid out for Area E, or rather, "Self-development courses": (1) we don't offer them under the GE at all; (2) we do a competency or graduation requirement; or (3) we do a whole area. It seemed like a vast majority of the people that came to the forums wanted to go with an "Area 7."

If we have an Area 7, it would be putting two areas from the local degree into one area, and there would be a four-unit requirement (based on previous Area E4 1-2 units/course + Area E5d Career Exploration and Self Development units/course). A possibility is splitting this new area into an Area 7a cluster of Self-Development and an Area 7b Physical Education.

Jeremy also learned from the Curriculum Regional meeting that AB928 will auto-place students into AD-Ts (transfer degrees), and there are very vague opt-out measures and criteria. Committee commented on number of CSM students getting local degrees vs. transfer (50/50), and the potential impact changes to local degree requirements will have on student enrollment and course offerings. Some members expressed concern about devaluing wellness and lifelong learning in the proposed curriculum changes and discussed why students sign up for these course, citing feedback from town halls.

Teresa, former Chair of the Curriculum Committee, concluded the meeting reminding the importance of our local degree programs which may not have direct transfer opportunities but provide workforce development and career opportunities (e.g. cosmetology and dental assisting) for students who desire this option. She emphasized the importance of respecting students' options and choices that do not include transferring to a four-year institution. While we cannot control the AD-T and the State really pushing transferability, we need to be respectful that there are other reasons to get a degree besides transferring and keep this in mind as we discuss the changes to our local degree.

Meeting adjourned at 3:40 p.m.