College of San Mateo

Curriculum Committee

March 27, 2025 (2:15 p.m.)
Building 10, Room 10-468
Zoom Meeting: https://smccd.zoom.us/j/88431212451?pwd=EY95us2y4Ganbh4ez7EShN1ovd0zoR.1
Meeting ID: 884 3121 2451
Call in using: +1 669 444 9171 US

MINUTES

Members Present

Chair	Jeramy Wallace
Academic Support and Learning Technologies	Lia Thomas
Business/Technology	Sujata Verma, Lale Yurtseven
Counseling/Student Services	Leonardo Cruz
Counseling/Articulation Officer	Marsha Ramezane
Creative Arts & Social Science	Judith Hunt, Malathi Iyengar
Kinesiology Division	Shana Young
Language Arts Division	Tamara Perkins
Math/Science Division	Beth LaRochelle

Non-Voting Members   Deborah Laulusa, Tammy Wong

Absent/Excused

Academic Support and Learning Technologies	David Laderman
ASCSM Student Representative	Wai Yan Oo
Instructional Design	Julieth Benitez
Math/Science Division	Christopher Smith
Non-voting Member	Danni Redding Lapuz

Other Attendees   Christy Baird, Mohsen Janatpour, Susan Khan, Donna McCabe, Justin Merritt, Teresa Morris, Hellen Pacheco, Nico van Dongen, Chris Walker, Madeline Wiest

Chair, Jeramy Wallace, called the meeting to order at 2:15 p.m. Motion by Judith Hunt to approve the agenda, seconded by Beth LaRochelle, all members voting "Aye."

Public Comments (2 minutes/person)
Beth: The State is beginning Phase III of the Common Course Numbering templates, and they are accepting nominations for the faculty working groups to look at the State templates. You may not get selected to be on the working groups, but I encourage faculty to attempt to have your voice in the process.

Jeramy: Board approved our local GE yesterday night.

Lia Thomas: Take a look at the new Webschedule. The descriptions were wrong initially – either all Skyline or Cañada—and there's an ITS ticket put in to fix that. Look at your courses and make sure they're correctly listed, and let ITS know if any information is wrong. The interface is not user friendly: no ZTC icons, hard to find courses, and there was no student testing.

Jeramy: District Senate talked about the new Webschedule.

CONSENT AGENDA

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

- **Approval of minutes from the March 13, 2025 meeting**

- **Course Modification(s)**

  GBST   101   Introduction to Global Studies (3.0)
                           (DE update; 6-year update; changes in description, texts)
  LIT.   820   Introduction to World Literature (3.0)
                           (6-year update; change in title, description, content, texts)

- **Course Deactivation(s)**

  FIRE   880MB   Emergency Medical Technician: Laboratory

- **Program Modification(s)**

  - Creative Writing – Certificate of Achievement (changes in required core courses options)

- **Program Deactivation(s)**

  - University Transfer Option 1: California State University General Education Certification (CSUGE) – Certificate of Achievement (39-40 units)

  - University Transfer Option 2: Intersegmental General Education Transfer Curriculum Certification for CSU (IGETC/CSU) – Certificate of Achievement (37 units)

  - University Transfer Option 3: Intersegmental General Education Transfer Curriculum Certification for UC (IGETC/UC) – Certificate of Achievement (34 units)

- **Memo(s)**

  - Removal of Materials Fees from ART 234, DGME 220, and DGME 250
  - Technical Updates to DGME 178

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.

- **Course Modification(s)**

    CRER   126   Career I: Career Assessment and Exploration (1.0) – ***approved with retaining CSU transferability, inclusion in CSM GE Area 7, and removal of textbooks.*** *Motion by Judith, seconded by Beth, all members motion "Aye."*
    (DE update; 6-year update; change in recommended prep, transfer credit, degree requirements, CSU GE, SLOs, objectives, texts)
    Discussion about provided readings and whether the textbooks are updated. Decision made to remove all textbooks. CSU transferability should still be in. There is no CSU GE with this course, but it should be included in CSM GE Area 7.

    CRER   127   Career Choices II: Job Search (1.0) – ***approved with inclusion in CSM GE Area 7.*** *Motion by Marsha, seconded by Shana Young, all members voting "Aye."*
    (DE update; 6-year update; change in units, hours, degree requirements, SLOs, instruction, assignments, evaluation, texts)

    FIRE   797   Emergency Medical Technician: Basic (11.0) – ***approved with retaining CSU transferability and removal of last sentence from descriptor***. *Motion by Tamara Perkins, seconded by Beth, all members voting "Aye."*
    (2-year update; change in transfer credit)

    LIT.   154   Introduction to LGBT Literature (3.0) – ***approved.*** *Motion by Marsha, seconded by Shana, all members voting "Aye."*
    (6-year update; change in title, prerequisite, description, SLOs, objectives, content, assignments, texts)

    LIT.   266   African American Literature (3.0) – ***approved***. *Motion by Marsha, seconded by Leo Cruz, all members voting "Aye."*
    (DE update; 6-year update; change in title, prerequisite, description, content, instruction, assignments, texts)
    Title changed to match Skyline and Cañada.

- **New Program(s)**

    - Mental Imagery – Certificate of Achievement (21-23 units) – ***approved.*** *Motion by Beth, seconded by Marsha, all members voting "Aye."*
    Faculty Mohsen Janatpour discussed the importance of this course for the development of students. Students confuse the idea of mental imagery vs. mental image. Hope to make students active image makers, and not just passive absorbers of images that are there already.

- **Memo(s)**

    - Removal of CIS 110, 254, and 278 from 2025-2026 CSM GE Area 2 – ***approved.*** *Motion by Marsha, seconded by Judith, all members voting "Aye."*

CIS Faculty Hellen Pacheco, Marsha, and Jeramy reviewed these three courses and felt that they are more general Computer Science courses rather than ones that fit into quantitative reasoning. Hellen did some research on Area 2, and while some of the currently listed CIS courses are very mathematical, CIS 110 and 254 are not so much. Hellen brought up keeping CIS 278 in Area 2, since San Jose State has a Python Programming course in their B4 area. Function and variables come from math, and the reasoning and lot have a lot in common with mathematical thinking.

Interim Dean of Math Sciences Chris Walker stated that he is in favor of removing all three courses, since other courses are mathematical concept courses. Jeramy brought up the *CSM GE Handbook* and stated that there is a group working on requirements for Area 2. At the next meeting, they will share this information, and it will be more rigorous for a course to be approved into an area – the course will need to align with 1-3 outcomes for it to be approved for an Area.

OPEN AGENDA

- **Susan Khan and Teresa Morris: REAL Curriculum-Related Materials**

Introductions and presentation on REAL (Redesign for Equity & Accessibility Lab) Overview. See attached PDFs for the what, why and who of CSM's REAL program.

Faculty wanted to make courses more equity-minded, but how do you do that in practice and in your discipline? Using a grant from the State Chancellor's Office, there were three cohorts of faculty who were given course release to participate in REAL. They attended 2-hour workshops every other week, and they revised their courses in five key areas: (1) Course Outline of Record(COR)/Curriculum; (2)Classroom Environment/Syllabus; (3) Assignment; (4) Activity/Discussion; and (5) Grading/Feedback Policies. It takes time to reenvision the course outline, and REAL provides the time to dig deeper. Throughout the course outline of record writing process, could faculty be nudged to look deeper at their course, not in a sense of a checklist, but rather a mindset or a viewpoint?

A set of draft reflection questions was passed out to the Committee:

1. Student-Friendly Course Description: Which reader is privileged in this course description? Compliance readers or students new to the discipline? Is the language in the Course Description welcoming, inviting, and student-centered--i.e., with a focus on what the student will gain from the course? Is the language accessible and inclusive, with context provided for discipline-specific terms?

2. Cultural Responsiveness: Are the Course Description, SLOs and SIOs written in such a way as to emphasize the cultural strengths students bring to the course and the relevance of the learning to their lived experience (i.e., its applicability to diverse paths and contexts)? Can a specific SLO/Learning Objective be added with a focus on DEI or anti-racism?

3. Alignment: Do the SLOs represent the over-arching student outcomes of the course, using verbs from the upper levels of Bloom's Taxonomy? The Specific Instructional Objectives are usually more numerous and intended to indicate the specifics of how the instructor will facilitate student achievement of the SLOs. Are they aligned with the SLOs? Has alignment with CID or articulation been maintained? (This may require additional research and will also be confirmed by the Curriculum Committee before approval.)

4. Textbook Selection: Have the recommended texts all been vetted for cultural responsiveness (see the IDEAL Framework), as well as accessibility and affordability?

Committee members discussed the draft questions. There was agreement that #2-#4 are items that faculty would be able to do, but #1 might be trickier since there is the tension of having State-mandated course descriptions under Common Course Numbering (CCN), though not every course outline will be part of CCN. There can be this aspirational description in the course syllabus, but can it also be used in the catalog description?

Are there opportunities for a collaboration between REAL and the Curriculum Committee? Jeramy suggested having these same sections of reflection questions for CC Tech Review, but with different prompting questions. Suggestions for one training for CC in Equity and Culturally Responsive Curriculum and one for faculty during Flex Day or over working lunches during the semester. Perhaps opportunities for discussions on meaning and definitions of words because they mean different things between faculty and divisions. Could there be a time for collaboration among faculty and a space to encourage contemplative vs. prescriptive engagement to increase a reflective practice with an equity-minded lens?

Meeting adjourned at 4:02 p.m.