College of San Mateo

Curriculum Committee

August 22, 2024 (2:15 p.m.)
Building 10, Room 10-468 and
Zoom Meeting: https://smccd.zoom.us/j/81155788009
Meeting ID: 811 5578 8009
Call in using: +1 669 444 9171 US

MINUTES

Members Present

Chair	Jeramy Wallace
Academic Support and Learning Technologies	Lia Thomas
ASCSM Student Representative	Wai Yan Oo
Articulation Officer	Marsha Ramezane
Business/Technology	Sujata Verma
Counseling/Student Services	Leonardo Cruz, Trang Luong
Creative Arts & Social Science	Judith Hunt, Malathi Iyengar
Kinesiology Division	Shana Young
Language Arts Division	Tamara Perkins, Kristi Ridgway
Math/Science Division	Beth LaRochelle, Christopher Smith

Non-Voting Members	Carla Grandy, Deborah Laulusa, Tammy Wong

Absent/Excused

Business/Technology	Lale Yurtseven
Instructional Design	Julieth Benitez

Other Attendees	Justin Merritt, Monique Nakagawa, Manuel Alejandro Pérez, Arielle Smith, Madeline Wiest

Chair, Jeramy Wallace, called the meeting to order at 2:22 p.m.

Public Comments (2 minutes/person)
Carla Grandy: Welcome to Deb. Thank you to Jeramy, Arielle, and Todd for their Flex Day presentation on current curriculum legislation. It would be great if Jeramy could share those slides with everyone.

Tamara Perkins: Hello, everyone. I have a general comment that I am also the AFT co-President, and Beth is the AFT Chapter Chair at CSM. We are here if you ever want to ask questions.

Judith Hunt: Is there anything looming that the Divisions need to get moving on now?

Marsha Ramezane: Before December, there's a number of ADTs (Associate Degrees for Transfer) that need adjustments. The majority are fine, but 5 need major or minor adjustments. I will get a list out to the departments.

With Cal-GETC, there's a different timing situation for how things get approved and courses are offered. Oceanography 101 is being offered, and it's not fully articulated because it's missing the UC Transfer for lab (5c), so it won't meet the lab requirement until that portion is approved in the future. History 262 passed into Cal-GETC just fine, and it covers the U.S. History piece of AH&I, but it is still needing to go for the U.S. Constitution piece.

For Cal-GETC new courses, there's a November cutoff for CSU to get in for December submissions. Then it is submitted for UC articulation in June. Cal-GETC submission is the December of the following year. So a new course will take 2 years to get fully articulated (i.e. we won't know if a new course submitted this semester will be fully articulated for transfer until Fall 2026). We need to be really clear to faculty just how long it will take for a course to be fully articulated.

This most recent UC submission this past December saw a lot of rejections for every California Community College. Nothing was approved except for ESL 401. Of the 9 Ethnic Studies courses resubmitted, 5 out of 9 were denied, but we have 4 that are good to go.

If UC has approved a course already, we can submit for Cal-GETC now, except for the Communications courses, which we worked on last year to prepare them for submission.

We should prioritize ADTs and Ethnic Studies this semester.

Malathi Iyengar: Courses like the Ethnic Studies course are modeled after specific UC courses to articulate to and then sent in for review. Confirming with Marsha that the designated group of reviewers for specific courses do not include the professor who designed that UC course.

Judith: Who are the reviewers?

Marsha: The reviewers are a committee of UC and CSU intersegmental faculty. Many community college's response to denials are that these courses were articulated to specific UC courses, so they should be approved. The denial comments are usually very vague, and I'm waiting to hear what overall adjustments reviewers are wanting us to make to rectify this situation. There is outrage over the process, and I hope this next submission will yield different results. I will connect those modeled courses in the comments section when I resubmit.

New Business

   Welcome and Introductions
   Jeramy asked everyone to introduce themselves: Name and Department. The attendees introduced themselves, and Jeramy welcomed new members, Leonardo Cruz and Wai Yan Oo, and also new CSM President Manuel Alejandro Pérez to the meeting.

   CSM Curriculum Committee Roles and Responsibilities
   Since 2017, the Chancellor of Community Colleges has allowed colleges to self-certify their courses, but in order to do so, we are required to hold this orientation. Jeramy presented *Curriculum Committee Orientation: August 2024*, and the presentation will be included alongside these minutes and posted on the Curriculum Committee website.

   Curriculum plays an important role for faculty; it is the first thing that faculty have purview over in the 10+1 roles that faculty play. We look at curriculum, approve it, and make sure that we are serving our students and our programs to the best of the College's ability. The other roles are: degree and certificate requirements; grading policies; educational program development; standards or policies regarding

student preparation and success; district and college governance structures as related to faculty roles; involvement in the accreditation process including self-study and annual reports; policies for faculty professional development activities; program review; institutional planning and budget development; and, other academic and professional matters as mutually agreed upon.

The Committee is a subcommittee of Academic Senate: we recommend courses and programs directly to the Board for approval through the Office of the Vice President of Instruction. We have a synergistic relationship with District Curriculum Committee (DCC), which is made up of the three campuses' Curriculum Chairs, Karrie Mitchell (District rep), and 1 VPI from the colleges. The DCC discusses ways in which the three colleges can work together and in some cases, plans for alignment. The DCC reports to District Academic Senate, but recommendations, like last year's Area 7, go back and forth between DCC and our committee.

The Committee includes faculty representative and a committee chair: two representatives from each instructional division and from student services. Other voting members include one Library faculty, one Instructional Design faculty, and 2 student representatives. In addition, we have non-voting members like the Vice President of Instruction (Carla), the Curriculum Specialist and Support (Deb and Tammy), Registrar (Steven Trinh), the Articulation Officer (Marsha), the SLO Coordinator (Guillermo Cockrum), and the Distance Education Coordinator (Donna Eyestone). Jeramy is on his second year of a two-year term as Chair, and he will discuss with the Committee at the next meeting about his position.

Jeramy went over the Committee's charge according to the Academic Senate by-laws, and for this semester, placing courses into Cal-GETC and maintaining our local CSM GE pattern in accordance with Title 5 changes will be our main tasks.

Curriculum development criteria – appropriateness to mission; need; curriculum standards; adequate resources; and compliance – is found in the Program Course Approval Handbook (PCAH). The State is the holder of curriculum and the data system. While the Committee reviews all coursework, the Chancellor's Office reviews degrees and Certificates of Achievement. We have some degree programs that need to include narratives for approval by the Chancellor's Office, and Jeramy is working with departments to complete this.

Presentation slides outlined types of curriculum for credit and non-credit courses. CSM doesn't have a non-credit program. Committee explored some ideas for non-credit courses, and perhaps looking into ways to count Summer bridges such as Word and Math Jam bootcamps as non-credit courses.

Curriculum Certification Process – Updates and Changes
We have this orientation because of the certification process, and sometime in October, we will receive the memo and it will require the signature of the College President, Chief Instructional Officer, Academic Senate President, and Curriculum Chair. Submitting the memo entitles the college to have automated approval of: all credit courses (including cooperative work experience); modifications to all existing credit programs except for ADTs; and new credit degrees and certificates with a program goal (not ADTs or CTE).

Credit courses need to demonstrate that both of the documents were used: PCAH (Education code, Title 5, submission guidelines) and CCCCO Course calculations (know the calculation, memo from CCCCO, local policy). Colleges must submit all courses to the Chancellor's Office using the Chancellor's Office Curriculum Inventory (COCI). Colleges are still required to have a course control number before they can offer a course. The Chancellor's Office is still reviewing and approving all noncredit, new and revised ADTs, and new CTE programs. The Chancellor's Office will conduct periodic reviews on all the courses that are receiving automated approvals. Resources linked and available as part of the presentation.

Curricular Process Overview
The Curriculum Process: (a) Faculty Submission; (b) Tech Review; (c) Curriculum Committee; (d) Articulation and COCI Submission. Faculty create a new course or revise an existing course and then there's the technical review where the course is reviewed for technical edits. The SLO coordinator, DE coordinator, Instructional Designer, Curriculum Specialist, and division representatives are involved in technical review. Then the items are submitted for articulation and COCI submission in accordance to these governing bodies' timelines and regulations.

Member's responsibilities: (1) review all agendized new and modified courses and programs in Curricunet prior to meeting, and when appropriate, leave any commendations or recommendations in the comments section (if you have no comments, please write "no comments" in your comments section); (2) while you may not be a discipline expert in the proposed courses/programs, you are a fellow academic. It is your responsibility "to determine that course elements of the COR are appropriate to the intended students." To do so, review all elements of the COR for appropriate rigor and inclusivity; and (3) please do not worry about grammar/punctuation (we'll look at this on the backend). However, it is appropriate to consider clarity vis-à-vis intended audiences (students and course description/future hires and the rest of the COR).

According to *PCAH,* "These standards place the burden of rigor upon the curriculum committee to determine that course elements of the COR are appropriate to the intended students."

Articulation
Please see Marsha Ramezane's public comments on this topic.

Legislative Updates
Please reference *State of Curriculum 24-25* document included alongside these minutes.

Curriculum Committee Norms
Curriculum Committee falls under the Brown Act and the requirements associated with it: agenda posted 72 hours in advance and freely accessible to the public; urgency items needing 2/3 to vote on the matter; time for public comments at each meeting, attribution of members casting a vote.

Definition of a meeting, and examples of what is not allowed: serial meetings, daisy chain, hub and spoke meeting.

2024-2025 Goals
Implement Cal-GETC for Fall 2025: prioritize certain courses and ADTs.

Finalize local CSM GE Pattern: we completed Area 7 last year, and Area 1-7 is set now. Jeramy just spoke with Chris Walker about Area 2: Quantitative Reasoning, and Jeramy will bring that to the Committee for approval. Still need to work on AH&I, which involves History and Library faculty. Lia Thomas (Library faculty) said that they've been asked to align across the District, and coordinating that has been challenging. Judith recommended tackling both areas in one session. Beth also agreed that it would be more efficient to group similar issues together and dedicate the time to them, so that there's set sessions and blocks of time to focus on the pressing issues around Cal-GETC that Marsha brought up. Beth suggested to have one mid-semester meeting just for CTEs and get them done altogether.

Approve pilot CCN courses (maybe?): AB1111 Common Course number law which requires aligning our course titles and prefixes to each other within the State. The State Chancellor and the CSU, UC, and CCC Academic Senates are also in favor of common descriptions and textbooks.

Jeramy was in a workgroup this summer to complete a CCN Template for an English course. He showed a

sample to the Committee. The workgroup hopes to have 20 course templates by the end of Fall, and 50 by Spring for a total of 70. They started with courses with C-IDs and sought to meld them with Cal-GETC standards. They also have the goal to get these templates pre-articulated through the UCs and CSUs before the community college see them, but this will be years down the road. The current implementation deadline is Fall 2028. With this being said, if you have a class to modify, don't wait for the template because we don't know when templates will be done. If you don't need to update courses (i.e. it's not your 2 or 6-year review), don't do it. Jeramy would like to ask DCC to put a halt to the alignment process because courses will be aligned for us with these templates.

Finish curriculum handbook (needed for ISER): Julieth Benitez and Robbie Baden will be hashing out the final draft of the handbook. It is almost done, in time for ISER.

Academic standards and dual enrollment courses: Chris Smith asked whether the Committee should also include an approval for whether a course is appropriate for Dual Enrollment, in a similar vein as deciding Distance Education options of hybrid or online or not. Tamara brought up challenges of teaching classes at the high schools and how there have been instances where course material is considered inappropriate at the high school level by the parents, the high school administrators, or school board. Judith voiced concerns over the accountability and inventory of Dual Enrollment courses and brought up issues of transferability and articulation, scheduling, and whether the process follows our own Senate rules of evaluations and qualifications.

Carla outlined the current process of hiring teachers for Dual Enrollment, and it is the same process as hiring for the College. The majority of Dual Enrollment teachers are CSM instructors, and those who are not are approved high school teachers that have gone through the Academic Senate's hiring process. They will also go through the same evaluation process as any other faculty. Linda Truong (Dual Enrollment Director) meets with the high school administrators to discuss what students are interested in taking, and there is a mutual process to identify the courses to offer at the high schools. Judith brought up that there is a bit of a breakdown in this mutual collaboration process and that there needs to be transparency.

Leo Cruz shared his previous experience teaching as a Dual Enrollment adjunct faculty member, and that there have been efforts to improve communication around Dual Enrollment. Last year, Leo provided Academic Senate with a breakdown of high school partner teachers teaching our courses versus our own faculty. This Fall, two disciplines, Counseling and Architecture partner teachers, are going through the evaluation process that all our adjuncts go through at CSM. There is a lot of newness behind Dual Enrollment, and there's a lot of questions and curiosity, and desire for communication. Leo encouraged asking questions, and supported creating the lists or inviting the Dual Enrollment team to a committee meeting, and he offered to help in whatever way he can.

Explore single CTE course and program review cycle: Tangentially, with all the courses that need to be updated for legislation and normal review cycles, is it possible to update Curricunet? Carla has brought this to Cabinet many times, and updating Curricunet (and linking it to Banner) is currently #55 on District IT's prioritization list. Carla is pushing for it to be moved to a top five priority, and Karrie Mitchell is also advocating. The final decision for the prioritization is made by the campus' three VPSS, so members are encouraged to speak with CSM Interim VPSS Alex Guiriba to make our needs known.

DEIA language and CORs: Chris referenced the Shakespeare course we reviewed last academic year, and Jeramy recommended to look at the process for this and the training for faculty authors.

Meeting adjourned at 3:55 p.m.