

M-I-N-U-T-E-S
Curriculum Committee
Tuesday, March 18, 2025, 11:00 AM
<https://csum.zoom.us/j/86046237738>

Present: Ariel Setniker (Chair), Amber Janssen, Christine Isakson, Bets McNie, Wil Tsai for Tony Snell, Michael Kazek, Amy Parsons, Amy Skoll, Michael Bielski, Shari Smiljanic-Villa (Non-voting) and Pat Harper (Non-voting)

Absent: Tony Snell, Alex Parker (Non-voting), Steve Browne (Non-voting), Graham Benton (Non-voting), and Dinesh Pinisetty (Non-voting)

I. Approval of Agenda and Minutes

- * Ariel called for approval of the agenda for Tuesday, March 18, 2025. Bets requested that the CCRs for CRU 200L and NAU 230 be moved after the CCR for the MT Roadmap revision. She has a safety meeting with the captain on the ship at 11:30. Ariel motioned for approval, as amended; Amy P. seconded the motion. The agenda was unanimously approved.
- * Ariel called for approval of the minutes for Tuesday, February 11, 2025. Amy P. motioned for approval; Mike K. seconded the motion. The vote was 8-Yes, 0-No, 1-Abstention.

II. New Business

First Reading

- * **CCR 03/25-01 CRU 200L Sea Training II Lab (Deck)** – Change Units from 3 to 2 – Bets McNie
In order to add a unit to NAU 230 Rules of the Road, a unit will be taken away from CRU 200L Sea Training II Lab (Deck). A reading assignment, which is a book report, will be removed from the course. For the second reading, Amber asked that the course learning outcomes be included and if they will change or not. She would also like to see a sample syllabus that indicates what is being removed.
- * **CCR 03/25-02 NAU 230 Rules of the Road** – Change Units from 2 to 3 – Bets McNie
The course was 3 units many years ago and it has been determined that 3 units is needed again. With the extra unit they hope to do some simulation exercises so students can actually see the kinds of vessels they are learning about and also have more quizzes and more content added to the course itself. There are a lot of case studies they currently don't have time to present in the course. They are finding that the students are not as well prepared in rules of the road as they need to be, especially before going on their commercial cruise at the end of the sophomore year. Maggie Ward, the instructor, added that there are two sections that are extremely condensed and it winds up leaving very little time for memorization since they are very detailed and specific. The last part of the book is steering and sailing. This covers traffic and how you meet vessels. She's losing very valuable time on the important topics at the end, which are important for the students' careers. Having this added time to do the proper assessments, to actually practice and learn what these things mean outside of just legal words in the book will put them in a much better position and make our cadets look much better when they go on their commercial cruise. They will have this broader understanding of what is an incredibly important element of the job. Rules is something that students will have to answer for right away when they are on their first bridge watches because people will be quizzing them.

By devoting more time, we will see great return for it from various companies in the industry and how our cadets feel in their comfort level on commercial cruise, other cruises and, eventually, in simulator courses. Bets will add course outcomes for the second reading. Wil suggested that it would be interesting if they had the opportunity to ask industry partners where our most recent graduates are now and then do that again as the new cohorts start coming through. It's kind of a cool thing if you are able to quantifiably demonstrate that performance boost when you go in your program report and you are talking about continuous improvement. You can make that argument that this is a data-driven decision and here's the evidence it works. Mike K. emphasized from his own experience what MT is trying to do with this class in terms of its value. Our students are learning the way it should be, the way they should maneuver in accordance with the rules of the road, the actions that they take, the light configurations, the sound signals. Having this extra time to be able to show what really happens, what's reality versus what's in the book is hugely a benefit to our students.

III. Old Business

Second Reading and Vote

- * **CCR 02/25-01 Marine Transportation Curriculum Roadmap Revision** – Bets McNie
The MT department is in strong support of making the adjustments they have made. Wil supports the changes but asked if ISS has adjusted government section offerings for the fall semester given that now, instead of the first year MTs taking the class, there will be one gap year where the population will be really small. Bets had asked Ryan for a Department Chair Questionnaire but never received one. Amy S. will follow up with Ryan. Ariel motioned to approve the roadmap with tentative credit changes to CRU 200L; Bets seconded the motion. The vote was 8-Yes, 0-No, 1-Abstention. Bets and Maggie departed.

IV. New Business

First Reading

- * **CCR 03/25-03 LDR 100 Maritime Leadership 1.0 – Emotional Intelligence: Self-Awareness and Self-Management** – New Course - Amy Skoll
- * **CCR 03/25-04 LDR 200 Maritime Leadership 2.0 – Emotional Intelligence: Social-Awareness and Relationship Management** – New Course - Amy Skoll
- * **CCR 03/25-05 LDR 300 Maritime Leadership 3.0 – Navigating Leadership Through Influential Leadership Texts** – New Course – Amy Skoll

Amy S. has been working for the last couple years as the ELDP faculty fellow and has been working really closely with Tom and Libby Edwards to incorporate leadership more into academic affairs to meet donor intent, but also to create a more stable structure, whereas in the past, a lot of the leadership stuff that has been done on this campus has been housed in singular departments that have changed hands. If we do value leadership on this campus, we want this to be an initiative that spans throughout all we do at Cal Maritime. One of those efforts, a larger initiative she has been working on with Sarah Sink, Ariel and Jay over in Cadet Leadership, they have created three micro-courses on leadership development that will be available to all students to take. It's not a required course for them to take, but it's an option for students who want to pursue more leadership opportunities and who want to achieve higher distinctions in leadership.

The first two courses go together. They are centered on the concept of emotional intelligence. To develop leaders, we have to develop emotionally intelligent leaders and if students don't have a level of emotional intelligence, can they really master some of these other leadership skills? This is designed as an introductory sequence. The first part is a prerequisite for the second part in the sequence.

The third mini course is designed to be a rotating leadership common read course. The instructor of record can identify an influential leadership text. The class would be centered on identifying the leadership principles from a particular influential leadership text and applying them to real world scenarios. The learning outcomes have been designed in a way that they can be met with a variety of different texts. The learning outcomes aren't text specific. They are designed on being able to identify core leadership concepts and applying them to real world examples. That can be done using a multitude of different texts. The idea behind these courses is that students could take these core courses to supplement what they are doing on campus to learn a little bit more about leadership in a more intentional framework. These are also courses that could later become part of a more comprehensive program, like an Honors program.

Mike commented that, in regards to LDR 100, it seems that a lot of the course competencies and course goals duplicate what is taught in the first-year seminar courses. He wondered how this course would be different or you could potentially use the first-year seminar as a prereq for LDR 200. Amy does love the possibility of making first-year seminar a prereq. She imagines that first-year seminar as being an introductory level to some of these concepts and competencies. As it is right now, first-year seminar does cover an element of this but there are so many other components to it that it's not as designated in terms of having as many opportunities to practice some of these competencies. In a larger curriculum framework, first-year seminar would be introductory and then LDR 100 would be a re-enforcing course. In other programs we can have mastery-level data. Something we have really failed to do on this campus is to demonstrate that students are growing in their leadership competencies as a result of our academic curriculum because there aren't very many opportunities to assess at those middle points. Amy would be happy to re-visit some of those core competencies to bolster them a bit.

Mike mentioned that, years ago, a leadership course was created, LDR 210 Foundations of Leadership. Christine spoke up and said that she taught it before it was cancelled. It was a fantastic course! Amy knew that a leadership course had been taught on this campus before but she didn't know that the course was on the books. She would have to compare that the courses were complimentary, but not necessarily overlapping. In an ideal world, she would like to see a more extensive course, LDR 210, being taught again on this campus. The idea behind these micro courses was that many students maybe have limitations to their scheduling on what they can enroll in. One of the donor intents is that these courses are as assessable and available to as many students as possible. Amy taught a micro course at Cal Poly. It was a leadership development course for students who wanted to be RAs. Students could say that they wanted it to be 0 units if it would put them into an overload but they could also take it up to 2 units. A 3-unit course might be cumbersome for them to take, but if they took three smaller micro courses over their time at Cal Maritime, that might be a little bit more accessible. Another intention of these courses in the long term, these micro courses could also be courses that student leaders on our campus are required to take as either a prerequisite for leadership positions or as a part of their leadership role on this campus.

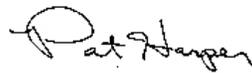
Amy S. did pull up the CCR for The Foundations of Leadership course. It looks like an amazing class. We should go back to teaching this, if we can swing that. At least in terms of the goals and the competencies, they do seem to be fairly different than the micro courses; complimentary but not overlapping.

V. Open Floor

Amy P. commented that our experience on this committee suggests that we do have a role to play next year as we complete integrating the academic side. In July, the integration for administrative staff is supposed to be complete, but it seems like the following academic year is doing the work of academic integration. Because of our experience with curriculum, we might have some kind of role to play. We should put this on the agenda for discussion at our next meeting. Ariel added that Cal Poly will be putting one maritime person on their senate-level curriculum committee and we will all be electing that as a faculty body. As for college-level and department-level curriculum tasks, we don't know the structure yet.

The meeting was adjourned at 11:44 AM.

Respectfully submitted,

A handwritten signature in black ink that reads "Pat Harper". The signature is written in a cursive style with a large initial "P".