



CURRICULUM COMMITTEE

Minutes

Thursday, March 6, 2025

1:10-2:30pm, Zoom/9-154

Members Present: Lisa Palmer, Trang Luong, Frank Nguyen Le, David Monarres, Nick Carr, Adriana Lugo, Maureen Wiley, Hyla Lacefield, Danny Lynch, Camille Kaslan, Chialin Hsieh, Ana Miladinova, Marco Raymundo

Members Absent: Allison Hughes, Andrew Soler, Gonzalo Arrizon, Jinmei Lun

Guests: Madeline Wiest, Danielle Pelletier

1) Adoption of Agenda

Motion – to adopt the agenda: M/S: Hyla Lacefield, Camille Kaslan

Discussion— none

Abstentions – none

Approval – approved unanimously

Consent Agenda

1) Approval of the minutes from 2.20.2025

2) Curriculum Items- none

Motion – to approve the consent agenda, consisting of the minutes of the 2.20.25 meeting: M/S: Adriana Lugo, David Monarres

Discussion— none

Abstentions – none

Approval – approved unanimously

Substantive Agenda

1) Curriculum

i. Begley, Cassie

1. **DANC 130.2 - Jazz Dance II (0.50 - 1.00)** (Modified Course Proposal)

Proposed Changes: Distance Education Revision, Textbooks Revision, Units Revision

2. **DANC 130.3 - Jazz Dance III (0.50 - 1.00)** (Modified Course Proposal)
3. **DANC 130.4 - Jazz Dance IV (0.50 - 1.00)** (Modified Course Proposal)
4. **DANC 150.1 - Hip Hop I (0.50 - 1.00)** (Modified Course Proposal)
5. **DANC 150.2 - Hip Hop II (0.50 - 1.00)** (Modified Course Proposal)
6. **DANC 150.3 - Hip Hop III (0.50 - 1.00)** (Modified Course Proposal)
7. **DANC 150.4 - Hip Hop IV (0.50 - 1.00)** (Modified Course Proposal)
8. **DANC 350.1 - Cardio Dance I (0.50 - 1.00)** (Modified Course Proposal)
9. **DANC 350.2 - Cardio Dance II (0.50 - 1.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Units Revision
10. **DANC 350.3 - Cardio Dance III (0.50 - 1.00)** (Modified Course Proposal)
11. **DANC 350.4 - Cardio Dance IV (0.50 - 1.00)** (Modified Course Proposal)
12. **DANC 400.1 - Dance Performance and Production I (0.50 - 2.00)** (Modified Course Proposal)
13. **DANC 400.2 - Dance Performance and Production II (0.50 - 2.00)** (Modified Course Proposal)
14. **DANC 400.3 - Dance Performance and Production III (0.50 - 2.00)** (Modified Course Proposal)
15. **DANC 400.4 - Dance Performance and Production IV (0.50 - 2.00)** (Modified Course Proposal)

ii. **Miladinova, Ana**

1. **DANC 121.3 - Contemporary Modern Dance III (0.50 - 1.00)** (Modified Course Proposal) Proposed Changes: Content Review Revision, Distance Education Revision, Textbooks Revision, Units Revision
2. **DANC 121.4 - Contemporary Modern Dance IV (0.50 - 1.00)** (Modified Course Proposal) Proposed Changes: Content Review Revision, Distance Education Revision, Textbooks Revision, Units Revision

Ana Miladinova presented on behalf of the above courses, including those listed under Cassie Begley. With the exception of Dance 400, all dance courses were changed from a fixed one-unit structure to a variable range of half a unit to one unit. The modifications aimed to align with course structures at CSM and Skyline, following a request from a Skyline professor. Additionally, the changes provided flexibility for summer offerings, allowing some courses to be available as half-unit classes due to the condensed schedule.

Motion – to approve the course modifications to DANC 130.2, DANC 130.3, DANC 130.4, DANC 150.1, DANC 150.2, DANC 150.3, DANC 150.4, DANC 350.1, DANC 350.2, DANC 350.3, DANC 350.4, DANC 121.3, and DANC 121.4: M/S: Camille Kaslan, Adriana Lugo

Discussion— none

Abstentions – none

Approval – approved unanimously

Ana Miladinova further elaborated on the DANC 400 series. DANC 400, a special class focused on dance performance production, was discussed as a course offered in both fall and spring semesters, culminating in a dance show each term. The course, currently a one-unit offering, was considered for modification to a two-unit structure due to student enthusiasm and the need for extended practice time. Many students in the class were deeply involved in choreography or performance and expressed a desire for additional studio time. The change aimed to align with similar courses at Skyline and CSM while allowing flexibility for summer sessions. Instructors dedicated significant hours leading up to performances, with the proposed change ensuring compensation for the primary instructor overseeing the production. The modification would set a fixed unit amount per semester rather than allowing individual students to choose variable units. The group discussed the potential impact on students' financial aid and program unit limits, and it was determined that the change would not significantly affect these factors.

Motion – to approve the course modifications to DANC 400.1, DANC 400.2, DANC 400.3, and DANC 400.4: M/S: Adriana Lugo, Chialin Hsieh

Discussion— none

Abstentions – none

Approval – approved unanimously

2) Review draft of the Institutional Self-Evaluation Report (ISER), ACCJC standard 2.1-3

Lisa Palmer explained that the team had been working on preparations for accreditation, specifically focusing on the Institutional Self-Evaluation Report (ISER). Standard 2, which pertains to curriculum, was brought to the committee for review and feedback. Lisa noted that recent discussions, such as the proposed modifications to dance courses, aligned with the standard's emphasis on recognizing and responding to student needs. The discussion covered subsections 2.1, 2.2, and 2.3, all of which related to curriculum development.

2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

The team sought to ensure that academic programs were consistent with the institution's mission while offering appropriate breadth and learning outcomes. A draft response had been developed, with revisions and updates being made, including clarifications on course offerings at various locations. There was also a need to accurately represent the curriculum review process, including the five-year and two-year cycles. The group planned to review meeting notes and gather additional examples of curriculum modifications that had enhanced student learning, with the KAD example from today's meeting serving as a strong representation of such improvements.

2.2 The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

The team reviewed section 2.2, which emphasized the institution's responsibility to design and deliver academic programs that align with industry standards and support equitable student success. They discussed various examples of curriculum adjustments made to enhance student outcomes, such as modifying certain KAD courses to 0.5 units to better accommodate students returning to physical activity. The group sought additional

examples of recent curriculum modifications, suggesting programs like MESA, Promise, CWA, and TRIO as potential inclusions. The library's role in providing individualized support, including technology workshops in Spanish, was also considered for inclusion. Additionally, it was highlighted that CTE programs required approval from external boards, and transfer courses needed to meet articulation standards. Specific industry-aligned programs were requested to be incorporated into the report. A note was made to further refine these sections in the document.

2.3 All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

The team reviewed section 2.3. They noted that the college general education pattern, particularly the local GE framework, addressed this requirement. A discussion emerged on how to connect the framework with accreditation expectations, including competencies like information literacy, civic responsibility, and diverse perspectives. The team agreed on the importance of aligning the college's general education structure with both local and broader standards such as Cal-GETC. The librarians were also working on developing an information literacy plan in collaboration with librarians from CSM and Skyline, with ongoing discussions about standardizing an approach. It was suggested that the report should highlight this initiative to demonstrate a commitment to strengthening general education. The team planned to refine the language further and integrate relevant details into the document.

The team discussed the challenge of high-unit programs and their impact on students, aiming to avoid overloading them with excessive coursework. A key issue was ensuring that all degree programs incorporated a general education framework while balancing accreditation requirements and unit constraints. The conversation also explored how information literacy could be integrated across programs without imposing additional unit requirements. Various options were considered, including embedding information literacy within existing courses, requiring a non-unit-bearing module, or linking it to English or other courses. Adriana Lugo highlighted the difficulty of implementing a universal requirement due to limited staffing and resource disparities across campuses. The need for additional funding for journal access, particularly in STEM fields, was also raised. The discussion concluded with an acknowledgment that further conversations and planning were necessary to align institutional goals with student needs while maintaining program flexibility.

3) Review rationales for high unit local degrees

The committee discussion focused on evaluating high-unit programs, particularly those under review for potential modifications. An email had been sent out regarding this, and responses were being gathered. One notable discussion involved an example within the dressmaking program, where faculty member Jaleh Naasz identified a way to reduce units while maintaining program value. However, some programs, like Radiologic Technology, could not reduce units due to accreditation requirements.

The committee acknowledged that while reducing units could be beneficial, some programs required high unit counts due to external standards. Hyla Lacefield proposed exploring the possibility of creating stackable certificates to provide more flexible options for students, which would be particularly useful within the Digital Art and Animation program which attracts students with varying levels of experience and intended goals. Data on graduation rates for high-unit programs was discussed, with a suggestion to analyze whether unit counts impacted completion rates. The need to align programs with both student needs and transfer opportunities was also raised, particularly regarding Associate Degrees for Transfer. Chialin Hsieh encouraged the group to think

innovatively. Hyla shared a success story about increased enrollment in a course due to multimodal delivery, reinforcing the importance of flexible learning options.

The committee planned to revisit faculty input on high-unit programs at a future meeting, encouraging further discussion and potential adjustments to optimize program effectiveness.

Regular reports:

- a. Chair – no additional report
- b. Articulation Officer

Trang Luong shared that the main articulation update concerned the common course numbering for Phase 2. Initially, about 21 courses were expected, but due to the high number, Phase 2 was divided into two parts. Phase 2A included eight courses, with templates anticipated in March, aiming for implementation by Fall 2026. Phase 2B included the remaining courses, approximately 16, to be implemented by Fall 2027. Additionally, there were 55 courses in Phase 3, originally planned for Fall 2027 as well. Given the large number of courses, it was uncertain whether the state would maintain this timeline or delay Phase 3. Some STEM courses were included in Phase 2B, allowing more time for template development.

The group discussed the possibility of issues from Phase 1 courses, with updates expected in April. Apart from COMM C1000, responses on common course numbering were still pending. General education articulation updates were expected first, followed by campus-to-campus and course-to-course articulation, which the UCs required with updated course outlines. Templates for Phase 2A were expected in March, while those for Phase 2B were anticipated in April or May.

Trang shared that there are several ADT changes that will need to be addressed. Programs affected included Anthropology, Elementary Teacher Education, Physics, and Math. Faculty within these programs will be contacted directly. The turnaround time for these changes was expected to be very quick to ensure their inclusion in the academic year 2025–2026 catalog. It was noted that Jessica Marshall, Anthropology professor, was not teaching this semester, but was still responsive via email. To ensure she received important information, it was suggested to copy Dean Carranza in communications.

- c. Office of Instruction- no additional report
- d. Curriculum Specialist



I-2025 CURRICULUM REVIEW MATRIX ■ ■ ■ BY SUBJ

Updated: 03/06/2025

*All 695 courses to be submitted by the Office of Instruction on behalf of

CTE / NON CT	Discipline	To Be Reviewed	Completed	In The Queue	UNSUBMITTED
CTE	ACTG	5	2		3
	ARCH	1	1		
	BUS.	11	10	1	1
	CBOT	12		1	12
	CIS	15	1	5	10
	FSE.	13			13
	INTD	21		21	1
	MEDA	17		2	16
	MGMT	1	1		0
	RADT	21		12	11
ECON	3		2	1	
CTE Total		120	15	44	68
NON - CTE	BIOL	10	2	3	10
	DANC	51	32	19	1
	COMM	7	3	1	4
	ESL	13	13		0
	PSYC	8		1	8
	SOCI	6	4	2	1
	TEAM	25	5	13	9
AQUA	6		6		
NON - CTE Total		126	59	45	33
Grand Total		246	74	89	101

e. Divisions- no additional report

3) Adjournment of meeting

Motion – to adjourn the meeting M/S: Lisa Palmer, Frank Nguyen Le

Discussion—none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 2:12pm.