



CURRICULUM COMMITTEE

Minutes

Thursday, November 21, 2024

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

Members Present: Lisa Palmer, Gloria Darafshi, Ana Miladinova, Frank Nguyen Le, David Monarres, Alexander Hernandez, Camille Kaslan, Allison Hughes, Nick Carr, Adriana Lugo, Jinmei Lun, Maureen Wiley, Chialin Hsieh, Andrew Soler, Sarita Santos, Gonzalo Arrizon

Members Absent: Hyla Lacefield, Danny Lynch

Guests: Danielle Pelletier, Madeline Wiest, Alex Kramer, Leonor Cabrera, Candice Nance, David Gainey, Gampi Shankar, Katie Schertle

1) Adoption of Agenda

Motion – to adopt the agenda: M/S: Camille Kaslan, Chialin Hsieh

Discussion— none

Abstentions – none

Approval – approved unanimously

Consent Agenda

1) Approval of the minutes from 11.07.2024

2) Curriculum Items:

Business, Design & Workforce

- **Naasz, Jaleh**
 - **FASH 168 - Fashion Draping (3.00)** (Cañada Modified Course Proposal)
Proposed Changes: Prerequisite Revision

Humanities & Social Sciences

- **Lee, Robert**
 - **SOCI 100 - Introduction to Sociology (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
 - **SOCI 105 - Social Problems (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
 - **SOCI 141 - Ethnicity and Race in Society (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Textbooks Revision

- **SOCI 205 - Social Science Research Methods (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
- **Pelletier, Danielle**
 - **ESL 911 - Reading and Listening-Speaking I (5.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Textbooks Revision
 - **ESL 912 - Reading and Listening-Speaking II (5.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Mode of Delivery Revision, Textbooks Revision
- **Schertle, Katherine**
 - **ESL 800 - ESL Preparatory Course (5.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Method of Evaluation Revision, Recommended Preparation Revision, Representative Instructional Methods Revision, Textbooks Revision
 - **ESL 913 - Reading and Listening - Speaking III (5.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Method of Evaluation Revision, Textbooks Revision
 - **ESL 922 - Grammar and Writing II (5.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Prerequisite Revision, Recommended Preparation Revision, Textbooks Revision
- **Taveau, Rebekah**
 - **ESL 914 - Reading and Listening - Speaking IV (5.00)** (Modified Course Proposal)
Proposed Changes: Textbooks Revision

Kinesiology, Athletics & Dance

- **Carr, Nicholas**
 - **TEAM 111.1 - Basketball I (1.00)** (Modified Course Proposal)
Proposed Changes: Textbooks Revision

Science & Technology

- **Committee, Curriculum**
 - **CHEM 114 - Survey of Chemistry and Physics (4.00)** (Expedited Artic Course Update)
Proposed Changes: Textbooks Revision

Motion – to approve the consent agenda, including the minutes of the 11.7.24 meeting: M/S:
Jinmei Lun, Andrew Soler

Discussion— none

Abstentions – none

Approval – approved unanimously

Business, Design & Workforce

- **Nance, Candice**
 - **BUS. 161 - Creativity and Innovation in Entrepreneurship (3.00)** (New Course)
 - **BUS. 193 - Digital Marketing (3.00)** (New Course)
 - **BUS. 233 - Social Media Marketing (3.00)** (New Course)

Candice Nance presented on behalf of the above courses. BUS. 161 is a popular entrepreneurship course in the district distinct from BUS. 150, focusing on creativity and innovation, developed in collaboration with Sequoia Union High School District and Skyline College to support current students and dual enrollment programs. She clarified differences between digital and social media marketing, emphasizing that digital marketing serves as a broad umbrella, while social media marketing is a narrower focus, one component within digital marketing. BUS. 193 and BUS. 223 align with a new digital marketing program supported by apprenticeship opportunities. These courses aim to scaffold certificates, providing pathways from pre-apprenticeship to full apprenticeship, with input from local advisory boards. David Gainey added that apprenticeship programs, funded by state grants, integrate credit-based coursework to meet community college and employer needs. Modalities for the courses vary, accommodating student goals and partnerships.

Motion – to approve new courses BUS. 161, BUS. 193, and BUS. 233: M/S: Sarita Santos, Camille Kaslan

Discussion— none

Abstentions – none

Approval – approved unanimously

- **BUS. 100 - Introduction to Business (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Honors Revision, Other: Degree/certificate applicability revisions, Textbooks Revision
- **BUS. 101 - Human Relations in the Workplace (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Honors Revision, Other: Degree/certificate applicability revisions, Representative Assignments Revision, Textbooks Revision
- **BUS. 103 - Introduction to Business Information Systems (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Honors Revision, Lecture Content Revision, Other: Degree/certificate applicability revisions, Textbooks Revision
- **BUS. 113 - Personal Finance (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Honors Revision, Other: Degree/certificate applicability revisions, Representative Instructional Methods Revision, Textbooks Revision
- **BUS. 125 - International Business (3.00)** (Modified Course Proposal)
Proposed Changes: Distance Education Revision, Honors Revision, Lecture Content Revision, Method of Evaluation Revision, Other: Degree/certificate applicability revisions, Representative Instructional Methods Revision, Textbooks Revision

- **BUS. 150 - Entrepreneurship: Small Business Management (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Lecture Content Revision, Method of Evaluation Revision, Objectives Revision, Other: Degree/certificate applicability revisions, Representative Assignments Revision, Representative Instructional Methods Revision, Textbooks Revision
- **BUS. 180 - Marketing (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Honors Revision, Lecture Content Revision, Objectives Revision, Other: Degree/certificate applicability revisions, Recommended Preparation Revision, Textbooks Revision
- **BUS. 201 - Business Law (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Honors Revision, Method of Evaluation Revision, Other: Degree/Certificate applicability, Representative Assignments Revision, Representative Instructional Methods Revision, Textbooks Revision
- **BUS. 230 - International Marketing (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Honors Revision, Lecture Content Revision, Other: Degree/certificate applicability, Textbooks Revision
- **BUS. 401 - Business Communications (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Lecture Content Revision, Method of Evaluation Revision, Other: Degree/certificate applicability, Prerequisite Revision, Representative Instructional Methods Revision, Textbooks Revision
- **MGMT 100 - Introduction to Business Management (3.00)** (Modified Course Proposal) Proposed Changes: Distance Education Revision, Honors Revision, Method of Evaluation Revision, Representative Assignments Revision, Representative Instructional Methods Revision, Textbooks Revision

Candice Nance summarized updates to the above CTE courses, noting their required two-year review cycle. These updates included revisions to course descriptions, DE updates, as well as textbook updates. She emphasized the development of a strategic zero-textbook-cost (ZTC) pathway in business, incorporating open educational resources (OER) into the majority of classes. Additionally, some courses were updated to include components of artificial intelligence to provide students with minimal exposure to its applications in business. She acknowledged the changes to degree and certificate applicability as a driving factor for these updates, noting that revisions provide an opportunity to strategically integrate courses into new or modified programs.

Motion – to approve the course modifications to BUS. 100, BUS. 101, BUS. 103, BUS. 113, BUS.125, BUS. 150, BUS. 180, BUS. 201, BUS. 230, BUS. 401, and MGMT 100: M/S: Gloria Darafshi, Maureen Wiley

Discussion— none

Abstentions – none

Approval – approved unanimously

- **Certificate of Achievement Marketing** (Program Modification)
- **AS Degree Program Marketing** (Program Modification)

Candice Nance explained modifications to the existing Certificate of Achievement and Associate's degree in Marketing. She updated these programs to include the new courses in digital marketing and social media marketing, ensuring their relevance. Additionally, she streamlined the list of elective options, refining the interdisciplinary nature of the program. Marketing, which aligns well with fields like anthropology and digital art, saw adjustments to better integrate these connections while embedding the new courses effectively.

Motion – to approve the program modifications to Certificate of Achievement Marketing and AS Degree Program Marketing: M/S: Jinmei Lun, Chialin Hsieh

Discussion— none

Abstentions – none

Approval – approved unanimously

- **Certificate of Specialization: Not Transcript Reported Digital Marketing** (New Program)
- **Certificate of Achievement Digital Marketing** (New Program)
- **Certificate of Specialization: Not Transcript Reported Business Information Worker** (New Program)
- **Certificate of Specialization: Not Transcript Reported Entrepreneurship for Spanish Speakers** (New Program)

Candice Nance presented four new programs aimed at enhancing her department's offerings and meeting workforce demands. She introduced a Certificate of Specialization in Digital Marketing, a 'non-transcriptable,' low-unit program designed to stack into the higher-unit Certificate of Achievement in Digital Marketing. These programs were created to offer accessible pathways for students without immediately requiring a full associate's degree. Additionally, she outlined a Certificate of Specialization in Business Information Worker, developed in response to a partnership opportunity with Menlo Park. This certificate provided a lower-unit, stackable alternative to the existing transcriptable program, addressing challenges like hidden prerequisites and better serving targeted student populations.

Candice also proposed a Certificate of Specialization in Entrepreneurship for Spanish Speakers, a program designed in collaboration with the Sequoia Union High School District. This certificate aims to support Spanish-speaking students, many of whom come from entrepreneurial families, by combining business courses with Spanish language options. This initiative addressed a long-standing demand for pathways catering to non-college-bound students while fostering dual enrollment opportunities.

All four programs were intended to serve a diverse range of learners, including traditional students, those seeking retraining or upskilling, and participants in apprenticeship programs. The digital marketing certificates, in particular, incorporated cutting-edge industry trends through partnerships with Skyline faculty and apprenticeship programs.

Motion – to approve the new programs Certificate of Specialization: Not Transcript Reported Digital Marketing, Certificate of Achievement Digital Marketing, Certificate of Specialization: Not Transcript Reported Business Information Worker, and Certificate of Specialization: Not Transcript Reported Entrepreneurship for Spanish Speakers. M/S: Frank Nguyen Le, Chialin Hsieh

Discussion—Candice addressed questions about the modalities and unit requirements for the proposed certificates. She confirmed that the Certificate of Achievement in Digital Marketing

would require 18 units, distinguishing it from the lower-unit Certificate of Specialization. When asked about the course delivery modalities, Candice explained that while the apprenticeship program would prioritize online courses due to scheduling needs, there was recognition of the demand for on-campus offerings, particularly to support international students who may face restrictions with online-only programs. She also noted that the certificate includes existing courses like Business Communications and Business 201, alongside new offerings.

Abstentions – none

Approval – approved unanimously

- **Santos, Sarita**
 - **ECE. 247 - Foundations for School Success (3.00)** (Course Deletion)
 - **ECE. 244 - Curriculum and Strategies for PreK-Kindergarten (3.00)** (Course Deactivation)
 - **Certificate of Achievement Youth and School-Age** (Program Modification)

Sarita Santos presented on behalf of the above items. She proposed deleting ECE. 247, explaining that the course was created in anticipation of changes in the field but has never been offered and is unlikely to be in the future. Regarding ECE. 244 she recommended deactivating rather than deleting it due to upcoming changes in state-level credentials.

Sarita also discussed the Certificate of Achievement in Youth and School Age, originally designed to align with an elementary education degree cloned from Skyline College. However, the certificate had low enrollment since its introduction in 2019–2020, likely due to its 27-unit requirement. To address this, Sarita and her colleagues streamlined it to a 10-unit certificate to align with other ECE certificates. The revised version integrates with courses from other certificates. The program's structure might be adjusted further as changes to the elementary education degree are finalized.

The discussion focused on clarifying the distinctions and implications of offering Certificates of Achievement versus Certificates of Specialization in various programs, particularly Early Childhood Education (ECE) and Business. Participants reviewed the unit requirements and the ramifications for students and faculty. Certificates of Achievement, which require at least 8 units and are state-approved, can appear on student transcripts, offering greater value for students seeking professional recognition. Certificates of Specialization, typically fewer than 16 units, are not state-approved and do not appear on transcripts, though they still provide a physical certificate from the institution. Faculty discussed the trade-offs, including the extra time and effort required to push Certificates of Achievement through state approval processes versus the ease of creating a Certificate of Specialization. Specific examples included Sarita's 10-unit certificate in ECE, which was streamlined to align with community needs, stack into other certificates, and appear on transcripts. Financial aid eligibility was also noted as a factor, as only Certificates of Achievement with 16 or more units qualify, requiring careful institutional messaging to avoid confusion for students. The consensus emphasized balancing student benefits, community needs, and faculty workload, with the ultimate choice resting on faculty priorities and goals.

Motion – to approve the course deletion of ECE. 247, the course deactivation of ECE. 244, and the program modification to Certificate of Achievement Youth and School-Age: M/S: Frank Nguyen Le, Camille Kaslan

Discussion— none

Abstentions – none

Approval – approved unanimously

Kinesiology, Athletics & Dance

- **Carr, Nicholas**
 - **INDV 256.2 - Pickleball II (1.00)** (New Course)
 - **INDV 256.3 - Pickleball III (1.00)** (New Course)

Nick Carr presented on behalf of the above items. The discussion focused on two new pickleball courses, which were being "leveled" to meet state requirements on repeatability. Due to restrictions on how many times a community member can take a class, the state allows courses to be repeated up to four times if there is progression in the content and skill development. The pickleball courses were structured to gradually increase in complexity, with students gaining more responsibility in directing their learning. These leveled courses would allow students to take the class over multiple semesters, with potential for further progression in the curriculum as instructors develop more advanced strategies. The team also discussed including these courses in degree programs, with plans to work together to submit the necessary changes, aiming for approval by December 5th.

Motion – to approve the new courses INDV 256.2 and INDV 256.3: M/S: Frank Nguyen Le, Camille Kaslan

Discussion— none

Abstentions – none

Approval – approved unanimously

Other items for discussion/approval:

1) 2025-26 AA/AS General Education pattern and requirements (vote)

- a. Degree Format
- b. New Degree Requirements
- c. Inclusion of ineligible Cal-GETC GE courses in our local pattern
- d. Should we require grade of C or better in the “Golden Four” courses?
- e. Should we maintain the requirement for a lab with science lecture?

The group discussed decisions related to the revised degree pattern starting in Fall 2025. One major topic is the grading requirements for certain courses, particularly the "Golden 4" courses: Oral Communication, Written Communication, Critical Thinking, Mathematics/Quantitative Reasoning. The group discussed whether to require a grade of C or better in these courses. Some members felt that accepting a C minus may be more equitable, especially since students transferring from out-of-state institutions may have C minus grades. However, there were concerns about setting different standards for local students, as California community colleges do not offer C minus grades, which could cause confusion for students.

The discussion revolved around the potential impact of allowing students to transfer in with a C-minus in certain foundational courses, such as English 100. There were concerns that accepting a C-minus could lead to complications for students who wish to transfer to a UC or CSU in the future. While CSU allows a C-minus for the Golden 4 courses, UC requires a C or better. This discrepancy creates issues for students, as they might not be able to meet the requirements for transfer to a UC or to be CalGETC certified if a C-minus is accepted.

One of the challenges highlighted is that if a student transfers with a C-minus, they might struggle to move forward academically in courses that build on foundational knowledge. For example, if a student passes an

English course with a C-minus and then struggles in subsequent English classes, they may be forced to retake the course, which could delay their progress and create confusion about degree requirements. Some committee members felt that requiring students to retake foundational courses like English can actually benefit them in the long run by ensuring they have the necessary skills, particularly for immigrant students who may struggle with basic skills.

The discussion also revolved around the equity of holding local students to a higher standard than transfer students, who may only need a C-minus. It is argued that this disparity is not fair to local students, who might be required to meet higher standards for courses that transfer students with C-minus grades would not. Furthermore, since the community college system does not allow for awarding C-minus grades, accepting them for transfer students raises questions about the purpose and impact of this grading policy.

Motion – to require a grade of C or better in the Golden Four Courses M/S: Lisa Palmer, Frank Nguyen Le

Discussion— none

Abstentions – none

Approval – approved unanimously

Another point of discussion for the committee was whether to require a lab component for science courses. The group discussed whether to maintain the requirement for a one-unit lab alongside science lecture courses in the local degree. Including the lab would increase the total number of units required for the degree by one, from 24 to 25 units.

Motion – to maintain the requirement of a one-unit lab: M/S: Camille Kaslan, David Monarres

Discussion— There was concern that adding this lab requirement could make the local degree more difficult for some students to complete, particularly for those not interested in science fields. Some members argued that while the lab adds an additional requirement, it provides valuable hands-on experience that enhances learning. Others expressed that the lab could be a barrier for students who only seek a local degree without the intent to transfer. Alexander Hernandez stressed that the perspective of ASCC was to maintain the requirement as well.

Abstentions – none

Approval – approved unanimously

The group considered the implications of adopting the CalGETC transfer pattern, which requires a C or better. If the college decides to accept C-minus grades, it could jeopardize a student's ability to use their credits for the statewide transfer pattern, which could ultimately limit their options for transfer. This creates a tension between local policies and the need for alignment with statewide transfer requirements.

The group reviewed which courses would be included in the local degree. The addition of an "Information Literacy" requirement to the local degree was also considered, with plans to align with College of San Mateo and Skyline College. The proposal would be further discussed at a future meeting, with potential implementation in Fall 2025. A vote did not take place.

1) Regular Information/Discussion/Reports

a. Chair's Report

A new class minimum policy was approved by the Board of Trustees, setting enrollment thresholds at 15 students for face-to-face and synchronous online classes, and 20 for asynchronous online classes.

- b. Articulation Officer's Report** – no additional report
- c. Office of Instruction Report** – no additional report
- d. DE Report** – no additional report
- e. Curriculum Specialist** – no additional report

2) Division Reports – none

3) Adjournment

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

Discussion—none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 2:30pm.