Curriculum Committee Meeting Agenda

Meeting Date	Meeting Time	Meeting Location	Chair/Vice Chair	Note Takers
March 11, 2026	3:00 PM – 5:00 PM	Faculty House	Michael Lannom Melissa Barrios	Anna Butler John-Paul Nguyen

Alternate Meeting Location: Zoom Meeting URL: https://cccd-edu.zoom.us/j/81388447558

Manoj Wickremesinghe, Articulation Office 1441 Longmont Pl., North Tustin, CA 92705

Voting Membership

REPRESENTING	MEMBER
ARTICULATION OFFICER – COUNSELING DIVISION	Manoj Wickremesinghe
BUSINESS & COMPUTING DIVISION	Mayada Alani
CONSUMER & HEALTH SCIENCES DIVISION	Tabitha Liang
COUNSELING DIVISION	Melissa Barrios
KINESIOLOGY & ATHLETICS DIVISION	Dan Matulis
LIBRARY DIVISION	Lori Cassidy
LITERATURE & LANGUAGES DIVISION	Flavia Ruzi
MATHEMATICS & SCIENCES DIVISION	Mark Hamamura
PROGRAM MAPPING	Laura Reese
SOCIAL & BEHAVIORAL SCIENCES DIVISION	Jessica Gonzalez
TECHNOLOGY DIVISION	Michael Lannom
VISUAL & PERFORMING ARTS DIVISION	Jamie Hitchings
IE COORDINATOR	Sherana Polk
PART-TIME FACULTY	(vacant)
ASOCC STUDENT REPRESENTATIVE	Connor Williamson

Non-Voting Membership

REPRESENTING	MEMBER
OCC PRESIDENT	Angelica Suarez
OCC VICE PRESIDENT OF INSTRUCTION	Tara Giblin
BUSINESS & COMPUTING DIVISION DEAN	Don Carlson
CONSUMER & HEALTH SCIENCES DIVISION DEAN	Kelly Holt
COUNSELING DIVISION DEAN	Renee De Long
KINESIOLOGY & ATHLETICS DIVISION DEAN	Laura Behr
LIBRARY DIVISION DEAN	John Taylor
LITERATURE & LANGUAGES DIVISION DEAN	Michael Mandelkern
MATHEMATICS & SCIENCES DIVISION DEAN	Heather Dy
SOCIAL & BEHAVIORAL SCIENCES DIVISION	John Taylor
TECHNOLOGY DIVISION	Don Carlson
VISUAL & PERFORMING ARTS DIVISION	Larissa Nazarenko
DIRECTOR OF CAREER AND TECHNICAL EDUCATION	(vacant)
GRADUATION SPECIALIST	Leigh Unger
OCC PROGRAM IMPROVEMENT AND ASSESSMENT COORDINATOR	(vacant)
CURRICULUM SUPPORT SPECIALIST	Anna Butler

Agenda Items

Item 1: Approval of Agenda & Minutes / Updates (5 minutes)

ITEMS	PRESENTER(S)	TOPICS
Agenda and Minutes	Michael Lannom	a. Approval of 03/11/26 Agenda b. Approval of 02/25/26 Minutes
Curriculum Chair Update	Michael Lannom	
Curriculum Staff Update	Anna Butler/ JP Nguyen	
Call for Public Comment		

Item 2: Articulation/General Education: Manoj Wickremesinghe (5 minutes)

COURSE / PROGRAM	ACTION
	VOTING

Item 3: Consent Items: All Divisions (5 minutes)

COURSE / PROGRAM	ACTION	EFFECTIVE TERM
ALH A010: Health Occupations	Course credit status from C to D, Lecture hours from 16 to 9, Course Assignment updates, DE changes	FALL 2027
ATHL A109: Sports Conditioning	Units from 0.5 - 2.5 to 1 -3. Lecture hours from 4.5 - 27 to 9 - 27, Lab hours from 13.5 -63 to 27-81, Total Contact hours from 18-90 to 36-108, Sports/Physical Education Course from no to yes	FALL 2026
ATHL A119: Athletic Team Training	Units from .5-5 to 1-5, Lecture hours from 4.5-45 to 9-45, Lab Hours from 13.5 - 135 to 27-135, Course Student Learning Outcomes updated, Course assignments updated	FALL 2026
ATHL A129: Fitness for Performance	Units from 0.5 - 2.5 to 1 -3. Lecture hours from 4.5 - 27 to 9 - 27, Lab hours from 13.5 -63 to 27-81, Total Contact hours from 18-90 to 36-108, Course Student Learning Outcomes updated, Course Assignment updated, Sports/Physical Education Course from No to Yes	FALL 2026
FASH A130: Tailoring	Course Description updated, Methods of Instruction added, Units from 1.5 to 2, Lab hours from 36 to 54, Content, Resources, Anticipated Cost, DE updates, Alternate Grade Mode Pass/No Pass added	FALL 2026
FILM A253: Directing Theory	Methods of Evaluation updated; Support Course (CB26): No	FALL 2026
HTT A105: Passport to Success	Methods of Instruction updates, Lab Hours removed, Other hours added: 54, Other Content added, Methods of Evaluation updated, DE updates; Support Course (CB26) from Yes to No	FALL 2027
HVAC A100: Air Conditioning and Refrigeration	Lab hours from 36 to 27, Lab Content added, Course Assignment updates, DE updates	FALL 2027
HVAC A111: Ice Machine Service & Repair	Lab hours from 36 to 27, Course Assignment updates, DE updates	FALL 2027
HVAC A140: Building Automation	Material Fee removed, Lab hours from 36 to 27, Lab Content added, Course Assignment updates, DE updates	FALL 2027

KIN A108: Strength and Conditioning	Units from .5-3 to 1-3, Lecture Hours from 4.5-27 to 9-27, Lab Hours from 13.5-81 to 27-81, Sports/Physical Education Course No to Yes, Open Entry/Open Exit Yes to No	FALL 2027
KIN A126: Aikido	Units from .5-1.5 to 1-2, Lecture Hours from 4.5-13.5 to 9-18, Lab Hours from 13.5-40.5 to 27-54, Resources updated, Sports/Physical Education Course from No to Yes	FALL 2027
KIN A127: Karate	Units from .5-1.5 to 1-2, Lecture Hours from 4.5-13.5 to 9-18, Lab Hours from 13.5-40.5 to 27-54, Course Assignments updated, Sports/Physical Education Course No to Yes	FALL 2027
KIN A129: T'ai Chi Chih	Units from .5-2 to 1-2, Lecture Hours from 4.5-18 to 9-18, Lab Hours from 13.5-54 to 27-54, Course Assignments updated, Sports/Physical Education Course from No to Yes	FALL 2027
KIN A130: Aqua Fitness	Units from .5-1.5 to 1-2, Lecture Hours from 4.5-13.5 to 9-18, Lab Hours from 13.5-40.5 to 27-54, Course Assignments updated	FALL 2027
KIN A145: Badminton Level 1	Units from .5-1 to 1-2, Lecture Hours from 4.5-9 to 9-18, Lab Hours from 13.5-27 to 27-54, Sports/Physical Education Course from No to Yes	FALL 2027
KIN A150: Basketball	Units from .5-1.5 to 1-2, Lecture Hours from 4.5-13.5 to 9-18, Lab Hours from 13.5-40.5 to 27-54, Sports/Physical Education Course from No to Yes	FALL 2027
KIN A156: Rock Climbing Level 1	Units from .5-2 to 1-2, Lecture Hours from 4.5-18 to 9-18, Lab Hours from 13.5-54 to 27-54, Course Assignments updated, Sports/Physical Education Course from No to Yes	FALL 2027
KIN A157: Sand Volleyball	Lecture hours from 4.5-9 to 9-18, Lab Hours from 40.5-81 to 27-54, Course Assignments updated	FALL 2027
RADT A221: Topics in Mammography	Methods of Instruction updates, Lab Hours from 9 to 0, Methods of Evaluation updates, Resources, DE Updates	FALL 2027
RADT A222: Topics in Computed Tomography	Methods of Instruction updates, Lab Hours from 9 to 0, Methods of Evaluation updates, Resources, DE Updates	FALL 2027
Information Technology Security, Certificate of Specialization (1_CE_ITS)	Program Inactivation	FALL 2026
Network Professional, Certificate of Achievement (1_CN_ITNP)	Program Inactivation	FALL 2026
Network Technician, Certificate of Achievement (1_CM_ITNT)	Program Inactivation	FALL 2026
Polysomnographic Technology, Associate in Science Degree (1_AS_PSG)	Goals and Objectives updated, Potential Careers updated, Program Learning Outcomes updated, Courses removed: PSG A100, PSG A155, PSG A170, Courses added: PSG A275, Sequence updated	FALL 2026
Virtualization and Cloud Computing, Certificate of Achievement (1_CM_CSVC)	Program Inactivation	FALL 2026

Item 5: Discussion / Action Items (90 minutes)

	DISCUSSION	
	Diversity, Equity, Inclusion and Accessibility (DEIA) Language for Curriculum Handbook (Attachment A)	4	P a g e
	Distance Education (DE) Template Language (Attachment B)	
COURSE / PROGRAM	**ACTION**	**EFFECTIVE TERM**
Consumer & Health Science		
FASH A235: Draping	Methods of Instruction added, Lecture hours from 36 to 18, Lab hours from 18 to 54, Resources, Anticipated Cost, DE updates, Added Alternate Grade Mode(s): Pass/No Pass	FALL 2026
FBM A100: Introduction to the Hospitality Industry	Title updated, Course Description updated, Methods of Instruction updates, Course Student Learning Outcomes updates, Course Objectives updated, Lecture content, Resources, DE updates	FALL 2026
Polysomnography, Certificate of Achievement (1_CN_PSG)	Goals and Objectives updated, Catalog Description updated, Potential Careers updated, Program Learning Outcomes updated, Courses removed: PSG A155, PSG A170, PSYC A130, Courses added: PSG A270, PSG A275, Sequence updated	FALL 2026
Counseling		
COUN A125: Job Search Strategies and Career Agility	Course Description, Course Student Learning Outcomes updated, Course Objectives updated, Lecture Content updates, Instructional Techniques, Course Assignments, Resources, DE updates	FALL 202**6**
Technology		
APT A143: Introduction to Air Traffic Control	New Course	FALL 2026
APT A173: Aircraft Recognition and Performance	New Course	FALL 2026
APT A204: Terminal Air Traffic Control	New Course	FALL 2026
APT A205: Terminal Air Traffic Control Lab	New Course	FALL 2026
APT A210: Enroute Air Traffic Control	New Course	FALL 2026
APT A211: Enroute Air Traffic Control Lab	New Course	FALL 2026
Aviation and Aerospace Sciences: Air Traffic Control	New Program	FALL 2026
Visual & Performing Arts		
FILM A010N: History and Appreciation of the Cinema Noncredit	New Course	FALL 2027
IMVR A230: Immersive Game Development II	New Course	FALL 2026

Item 5: Adjournment

February 20, 2026 (Excerpt from draft Coastline College Curriculum Handbook)

Proposal Review

The District maintains an online curricula management system for the Colleges. Effort should be made to ensure timely and expedient review of items in the queue to afford the best opportunity for curricula to be presented at scheduled Committee meetings to adhere to internal and external deadlines expressed in the Committee calendar. Effort shall be made to complete all reviews by Thursday morning during the week of Committee meetings to afford opportunity for the Chair/Co-Chair to present review feedback during meetings. Voting members are expected to review proposals in the curriculum management system as they become available.

Review consists of consideration of all elements in a course or program outline of record to ensure accuracy, completeness, and alignment with current educational standards and practices. Course outlines of record must describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Course outlines of record must promote accessibility to support learner variability and diversity by reflecting multiple means of representation, engagement, and expression. Committee members are expected to review proposals through an equity and accessibility lens based on their knowledge, training, and experiences. The following can be used as a reference to apply an equity-focused approach to the review process.

Standards

Title 5 §55001(b)–(c) Compliance

Title 5 Section 55001 (c)

Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

Title 5 Section 55001.5 (b)

Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

February 20, 2026 (Excerpt from draft Coastline College Curriculum Handbook)

Purpose

Title 5 requires curriculum committees to ensure that Course Outlines of Record (CORs) describe approaches that support equitable learning, inclusion, accessibility, and Universal Design for Learning (UDL). These standards provide reviewers with a reference to evaluate whether a COR meets these expectations. Of note, common course number (CCN) templates issued by the state are developed with Inclusion, Diversity, Equity, Anti-Racism, And Accessibility (IDEAA) in embedded elements.

Suggested review practices include:

Course Description

- Uses clear, inclusive language.
- Accessible to students with diverse backgrounds and abilities.

Objectives / Student Learning Outcomes (SLOs)

- Measurable, inclusive, and free from limiting constraints.
- Allow for multiple forms of demonstrating mastery.

Course Content

- Reflects diverse perspectives when appropriate.
- Avoids cultural, linguistic, or ability-based bias.

Removal of Barriers

- Additional prerequisites and advisories (outside those required for articulation).
- Including courses within a program of study.

Methods of Instruction

- Encourages multiple means of engagement.
- Employs culturally responsive and accessible strategies.

Assignments

- Require critical thinking and appropriate rigor.
- Offer UDL-aligned options for engaging with tasks or demonstrating understanding.

Evaluation / Assessment

- Assessments are accessible, transparent, and aligned with objectives.
- Provide varied ways for students to demonstrate mastery when appropriate.

Textbooks and Instructional Materials

- Accessible (captioned, screen-reader compatible, etc.).
- Reflects course content through a diverse range of authors and inclusive representation.
- Support low-cost or zero-cost access when possible.

Equity & UDL Standards (Across the COR)

- Accommodate and engage diverse student bodies.
- Advance equitable student outcomes.
- Promote inclusion for all students.
- Provide multiple means of representation, engagement, and expression.
- Support learner variability and diversity.

Distance Education Addendum

OCC Sample Language

The following language is provided as a sample to support compliance with Distance Education and Regular and Substantive Interaction (RSI) requirements. This language may be copied and pasted into your COR as written or modified to reflect the specific practices used in your course. If revisions are made, maintain measurable and predictable frequencies (e.g., weekly, within 24–48 hours, within one week of submission) and clearly describe instructor-initiated interaction. Using measurable language ensures the course remains compliant with RSI standards and ACCJC expectations.

Need / Justification

This course is offered in a Distance Education (DE) format to increase student access, support flexible scheduling, and provide equitable learning opportunities for diverse student populations. The DE format maintains the same learning outcomes, rigor, and instructor presence as the face-to-face version of the course.

Instructional strategies are intentionally designed to ensure **regular and substantive interaction** between instructor and students in accordance with ACCJC and federal guidelines.

Delivery Methods

Instruction is delivered through the Canvas Learning Management System and in the following modalities:

Fully Online (Asynchronous) - Course instruction and coursework are delivered entirely online without required scheduled meeting times.

Synchronous Online (Live Online) - Course instruction is delivered online at scheduled meeting times using a video conferencing platform.

Hybrid Online - Course includes both asynchronous and synchronous online coursework.

Hybrid On-Campus - Course includes both on-campus meetings and asynchronous online coursework. These courses are often offered in disciplines such as health sciences, technology, and other lab-based programs.

Instructor–Student Contact

Instructor–student interaction is initiated by the instructor and occurs on a regular and predictable weekly basis throughout the term. Interaction is aligned with course learning outcomes and includes direct instruction (in asynchronous courses), facilitation of academic discussions, timely and substantive feedback on assessments, and the provision of course-related guidance and clarification.

All Distance Education modalities include ongoing instructor engagement that supports student learning and academic progress in accordance with RSI requirements.

Specific Types and Frequencies of Regular Instructor–Student Communication:

Contact Type Description

Specific types and frequencies of regular instructor–student communication are outlined below. All interaction is instructor-initiated, occurs on a regular, predictable and measurable basis throughout the term, and is aligned with course learning outcomes. Communication includes announcements, chat rooms, discussion boards, email communication, feedback on student work, and ongoing guidance to support student success in accordance with Regular and Substantive Interaction (RSI) requirements.

Announcements / Bulletin Boards

The instructor posts weekly announcements that outline objectives, deadlines, and key concepts. Additional announcements are posted as needed to clarify assignments, address common questions, or provide course updates. Announcements include instructional guidance, reminders, and course-relevant support.

Chat Rooms

The instructor holds scheduled virtual office hours weekly or as needed via Zoom or Canvas Chat. Students may attend for course questions, clarification of concepts, and assignment support. Additional appointments are available upon request.

Discussion Boards

The instructor facilitates discussions weekly or as needed aligned with course objectives. The instructor provides prompts that require critical thinking and application of course concepts. The instructor actively participates in the discussion threads through guiding questions, clarification, and summary feedback.

Email Communication

The instructor responds to student emails within 24–48 hours on weekdays. The instructor initiates contact with students who miss assignments or demonstrate signs of disengagement. Course-related communication is conducted through Canvas LMS Inbox or official college email.

Scheduled Face-to-Face Meetings

When applicable, optional or required synchronous sessions are scheduled and announced in advance. Sessions include live instruction, demonstrations, Q&A, or review. Recordings are provided for students unable to attend as needed.

Other Type(s)

- Instructor-created video lectures with guided instruction
- Audio or video feedback within SpeedGrader
- Progress reports and early alerts via Messages Student Who... or Starfish.
- Targeted outreach to students who are struggling

Individualized Feedback on Assignments

The instructor provides substantive, individualized feedba**ck** on graded assignments weekly, per module and/or on all major assignments/assessments. Feedback includes comments explaining strengths, areas for improvement, and guidance for revision. Major assignments receive detailed written and/or video feedback within one week of submission.

Student–Student Contact (Best Practices)

Student–student interaction is structured and aligned with course objectives. Activities may include:

- Peer review assignments with guided criteria

- Group projects with defined roles and deliverables

- Collaborative discussions

- Structured critique sessions

All student–student interaction is monitored and guided by the instructor to ensure academic focus and alignment with learning outcomes.

Accommodations for Students with Disabilities

Will this course, as designed, accommodate students with disabilities?

Yes

Accommodations Explanation:

Course will accommodate students with disabilities. The Course Management System has been designed to be compliant with requirements for access by students with disabilities. Working with DSPS and Instructional Innovation Center, Instructors will ensure that course materials are compliant with the American Disabilities Act (ADA) and presented in a manner that allows full access and participation by disabled students. Students with disabilities will coordinate with the college s Disabled Students Services (DSPS) for additional accommodations.