



CYPRESS COLLEGE CURRICULUM COMMITTEE

Tuesday, May 5, 2026

Cypress College Complex (CCCPLX) 406

<https://cypresscollege-edu.zoom.us/j/89543342945?pwd=FyDs8p8dRwMjghG6nJfv1ZKZt1vEI.1>

Minutes

(Approved on September 1, 2026)

Voting Members:

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| ☒ Abigail Awad (Business/CIS) | ☒ Eric Bladh (Social Science) | ☒ Marisa Lehmeier (Counseling) |
| ☒ Jolena Grande (Health Science) | ☒ Silvie Grote (Kinesiology) | ☒ Larry Ramos (Career Technical Education) |
| ☒ Karen Le Cornet (Language Arts) | ☒ Tony Maher (Visual and Performing Arts) | |
| ☐ Jacky Rangel (Articulation Officer) | ☐ Lenore Landis (Science, Engineering, Math) | |

Non-Voting Members:

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|--|--|---|
| ☒ Rick Hodge (OCRC, Dean) | ☒ Joyce Peacock (Curriculum Chair) | ☐ Ahmad Haidari (A.S. Rep) |
| ☒ Joselyn Knight (Curriculum Specialist) | ☐ Patrick Tuufuli (Admissions & Records) | ☒ Colin Preston (Academic Dean) |
| ☒ Luis A. Gonzalez (VPI) | ☐ Jacky Rangel | ☐ Juan Garcia (CPL Co-coordinators) |

Guests: Mary Helen Albrecht, Julia Cherney, Angela Haugh, Daniel Lind, Aahren Rhodes, Regina Russell (recorder), David Soto, Bryan Ventura

Call to Order by Joyce Peacock, Chair at 3:02 p.m.

Establish Quorum and Acknowledge Alternates:

Quorum established and there were no alternates.

Adoption of the Agenda: MSP: 7-0-0

Approval of April 21, 2026 minutes: MSP 6-0-1 (Social Science)

Public Commentary (3 minutes per speaker): No public commentary was received.

Curriculum Specialist Report: Curriculum Specialist reported that Fall 2026 courses have already been submitted to the state and that she is currently working on submitting Fall 2026 programs.

Articulation Officer Report: Jacky Rangel

Articulation Officer's report that was read included an update on Cal-GETC decisions and next steps.

Division Reports: All division reps

Business/CIS: Rep shared that she is continuing as curriculum rep for Business/CIS.

Career Technical Education: No report.

Counseling: Not present at time to give report.

Health Science: Rep shared that the DMS department coordinator is currently working on program and certificate revisions, and that ongoing Fall 2026 revisions are preventing new proposals from being entered into CurricUNET.

Kinesiology: No report.

Language Arts: Rep noted that, after a second attempt, a French film course was successfully approved for CalGETC.

Library: Rep shared that Finals Fuel is coming up.

Science/Engineering/Math: Not present to give report.

Social Science: No report.

Visual and Performing Arts: Rep shared that a new curriculum rep is still pending and provided updates on upcoming art exhibitions, including a skateboard art sale.

CPL Coordinator Report: Not present to give report; however, the Curriculum Chair noted that a call for new CPL Coordinator(s) has been sent out through the Academic Senate.

Administration Report:

VPI shared information from a district-hosted Student-Centered Funding Academy, which was attended alongside campus department coordinators who will begin meeting monthly starting in Fall 2026.

Chair Report:

Chair shared the following report:

45-day notice for changes to Title 5 Distance Education Language

- 45-day-notice-distance-education-5-2026f-a11y.pdf
- proposed-reg.-text-distance-education-1st-read-final-002-a11y.pdf

Student-Centered Funding Academy Materials

- PowerPoint presentations available on Canvas

Curriculum Workflow

The group discussed the two-year articulation process, including the importance of aligning timelines with when the schedule and catalog are published. They considered moving timelines earlier and noted related concerns, as well as potential implications of this shift.

Coursedog preview

The group was given a preview of the current staging environment being developed to support future use of Coursedog.

Fall 2026 Meeting Dates:

The committee reviewed and discussed meeting dates for Fall 2026 and a motion was made to approve the following:

September 1, 15

October 6, 20

November 3, 17

December 1

MSP: 5-2-1 (Visual and Performing Arts)

Representative's terms:

It was confirmed that reps for Counseling and Business/CIS will continue their terms, while the VAPA representative is still pending.

Info Item – PSLOs Minimums: Abigil Awad

Background information on PSLOs was provided, including consideration of increasing the number to two or three per associate degree program. As the information was for discussion only, there was consensus for the committee to revisit the topic in Fall 2026 after receiving feedback from the Academic Senate.

Prerequisite Discussion – Angela Haugh & Aahren Rhodes

Due to CPOS and the compliance policy requiring that financial aid be awarded only for courses listed within a program of study, information was presented on hidden prerequisites identified in current programs. The committee was asked to share this information with their divisions for review and to address these issues as curriculum moves through the approval process. The compliance deadline has been extended by one year.

Approval of Curriculum:

Info Items:

Automotive Technology - Body Electrical Specialist II Certificate: Adding sentence to program description, "This certificate requires a total of 18 units."- effective Fall 2026.

ENGR 210 C – Moved MATH 250BC from corequisite to prerequisite to assist student registration. Effective Fall 2026.

Certificate in Public Education Theory and Practice – Removed STSV 077 C from elective courses. Effective Fall 2027.

JAPN 101 C – Updated Catalog/Schedule description, Class size justification, objectives, SLOs, Course Content, and course assignments. Effective Fall 2027.

JAPN 102 C – Updated Catalog/Schedule description, Class size justification, objectives, SLOs, Course Content, and course assignments. Effective Fall 2027.

JAPN 207 C - Updated Catalog/Schedule description, Class size justification, objectives, SLOs, Course Content, and course assignments. Effective Fall 2027.

MATH 126 C – Removed C-ID MATH 110 C. Effective Spring 2026.

KOR 101 C – Effective date changed to Fall 2027.

KOR 102 C – Effective date changed to Fall 2027.

MATH 141PC – Effective date changed to Fall 2027.

PSY 232 C – Effective date changed to Fall 2027.

NEW COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 250HC Honors Latina/o/x Literature Units: 3 Lecture: 3 Laboratory: 0 Action: None	*New Course *Prerequisite: ENGL C1000 (ENGL 100 C) or ENGL C1000H (ENGL 100HC) or ENGL C1000E (ENGL 101 C) or ESL 110 C with a grade of C or better *FSA: A95 - English *Distance Education: Fully online *CalGETC 3B *AA GE 3B *UC/CSU Transfer	20	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2027 Fall	English 250CH: Latina/o/x Literature was written in response to the changing demographics in California universities and colleges and has been successfully offered at Cypress College for several semesters. The advanced content of the course makes it uniquely suited for an additional, enhanced Honors Program section.
ETHS 149 C Introduction to Latina-o-x Studies Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 8-0-0	*New Course *Advisory: Satisfactory completion of ENGL C1000 (ENGL 100 C), ENGL C1000H (ENGL 100HC), ENGL C1000E (ENGL 101 C), or ESL 110 C. *FSA: B10 - Ethnic Studies *Distance Education: Fully online *UC/CSU Transfer *Cal-GETC Area 3B, 4 and 6	35	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. <i>(corrected during meeting):</i> 1) While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations such as	2027 Fall	To increase ETHS course offerings in Latina/o/x Studies.

			debates, research presentations; 2) Evaluation primarily through writing assignments assessed for critical thinking, conceptual understanding, structure and style; 3) Requires three or more writing assignments using advanced analytical and critical thinking skills with a minimum of 4000 words; 4) Development of research skills.		
JAPN 105 C Japanese Hiragana and Katakana Mastery Units: 2 Lecture: 2 Laboratory: 0 Action: MSP 0-8-0 (Failed)	*New Course *FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option *UC/CSU Transfer	25	Class size is limited to 25 based on the standard for Individualized Instruction. In this course, students are continuously engaged in practicing specific orthographic and phonological skills—namely, the handwriting, reading, and digital typing of the Japanese scripts (Hiragana and Katakana). The acquisition of a new writing system requires precise motor skills and visual discrimination. The instructor must provide frequent, detailed, and individual feedback on each student's stroke order, character balance, and typing accuracy to prevent the fossilization of errors (such as confusing similar characters like 'Shi' and 'Tsu'). Furthermore, the introduction of digital typing requires	2027 Fall	This course is an essential course for beginners to master hiragana and katakana, a key early hurdle that shapes success in JAPN 101 and the Japanese sequence.

			individual troubleshooting and guidance on input methods. To effectively monitor this intensive practice and provide the necessary one-on-one correction for handwriting mechanics and pronunciation, a class size of 25 is the maximum appropriate limit.		
JAPN 145 C Introduction to Japanese Pronunciation and Culture through J-Pop Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 0-8-0 (Failed)	*New Course *FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option *UC/CSU Transfer *CalGETC Area 3B	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. JAPN 145 C fits this classification because students are engaged for much of the class in phonetics and oral production practice while receiving individualized instructor guidance. Using J-Pop as instructional material, students practice Japanese pure vowels, mora-timed rhythm, lyric recitation, guided listening, pronunciation correction, and spoken production. Since these linguistic features are substantially different from English, effective instruction depends on repeated individual feedback and ongoing correction. Therefore, a class size of 25 is pedagogically justified.	2027 Fall	JAPN 145 C addresses student need for an accessible lower-division course on contemporary Japanese culture with no prerequisite. Through the study of J-Pop, students examine postwar and contemporary Japanese society, including cultural values, youth culture, gender roles, media trends, and globalization, while also developing foundational skills in Japanese pronunciation, phonetics, listening, and oral production.
JAPN 146 C Intermediate Japanese Language and	*New Course *Prerequisite: A minimum grade of 'C' in JAPN 102 C	25	Most of the time the students are engaged in practicing the skill(s) they are learning and	2027 Fall	JAPN 146 C addresses the need for a prerequisite-based intermediate course that extends Japanese language learning beyond the core

Culture through J-Pop Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 0-8-0 (Failed)	*FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option *UC/CSU Transfer *CalGETC 3B	the instructor gives each student individual instruction as the class proceeds. For JAPN 146 C, a class size of 25 is justified under the Individualized Instruction category because students spend much of the class engaged in intermediate-level language practice that requires frequent individualized guidance and feedback. This course uses J-Pop as a vehicle for Japanese language acquisition and analysis, and effective instruction depends on the instructor's ability to monitor each student's linguistic development closely. First, students engage in the translation and interpretation of song lyrics that often include colloquial expressions, contractions, slang, figurative language, and culturally embedded meanings that are not typically presented in standard textbooks. The instructor must provide individualized feedback to help students analyze grammar, vocabulary, sentence patterns, and nuance accurately. Second, students are asked to interpret songs within their historical and cultural contexts, including differences across musical eras, youth culture, gender representation, media	sequence through high-interest authentic materials. Using J-Pop as a primary instructional resource, the course enables students to strengthen grammar, vocabulary, translation, listening, oral production, and interpretive skills while engaging contemporary Japanese culture. Local need is supported by [insert institutional data: fill rates, continuation rates, transfer relevance, program demand]. JAPN 146 C is academically distinct from JAPN 145 C. JAPN 145 C is an introductory course with no prerequisite that emphasizes culture together with foundational pronunciation and phonetics. JAPN 146 C, by contrast, requires prior Japanese study and focuses on intermediate-level language acquisition and analysis through J-Pop, including grammar, vocabulary development, translation, and interpretive response. The course is sustainable because it can be supported by existing faculty expertise in Japanese language and culture, requires only standard classroom media resources, and can be offered within the regular rotation of Japanese language and culture courses.
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			trends, and contemporary social issues in Japan. Because this work requires students to connect language to cultural meaning through close analysis, the instructor must guide individual students in developing accurate interpretation and evidence-based reasoning. Third, the course includes oral and written language production through lyric-based analysis, pronunciation practice, discussion, and interpretive responses. Students require repeated individualized correction and feedback in order to strengthen sentence-level intonation, comprehension, translation accuracy, and spoken production. A smaller class size is therefore necessary to ensure that each student receives sufficient attention and support in meeting the course outcomes. For these reasons, a class size of 25 is pedagogically appropriate for JAPN 146 C.		
JAPN 202 C Study of Kanji II Language and Culture Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 0-8-0 (Failed)	*New Course *Prerequisite: A minimum grade of 'C' in JAPN 201 C *FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2027 Fall	Supports Cal-GETC Humanities/Language goals by building low-intermediate kanji literacy through culturally authentic texts, connecting characters to Japanese history, society, and daily life.

	*UC/CSU Transfer *CalGETC 3B				
JAPN 281 C Reading Manga I: Visual Narrative, Language, and Culture Units: 3 Lecture: 3 Laboratory:0 Action: MSP 0-8-0 (Failed)	*New Course *Prerequisite: A minimum grade of 'C' in JAPN 102 C *FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option * UC/CSU Transfer *CalGETC 3B	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. In JAPN 281 C, students engage in lower-division reading practice through guided study of accessible authentic manga selected according to student proficiency and interest. Because students work with different texts and progress at different rates, the instructor must provide continuous individualized guidance on vocabulary, grammar, dialogue, visual narrative, and reading comprehension as the class proceeds. This course is therefore not primarily lecture-based; rather, students are actively practicing reading skills while the instructor monitors comprehension, clarifies misunderstandings, and provides student-specific feedback in real time. The course content and instructional methodologies also support a class size of 25. The COR emphasizes guided reading, interpretation in context, discussion, summaries, and short written responses based	2027 Fall	JAPN 281 C is needed to expand the lower-division Japanese curriculum through a transfer-oriented reading course that introduces narrative reading through accessible manga. The course enables students to apply the Japanese skills learned in JAPN 101 C and JAPN 102 C in practical reading situations by using authentic published materials that reflect contemporary Japanese culture. Because manga allows students to infer meaning through images while engaging with authentic written language, it provides a pedagogically appropriate bridge from first-year Japanese to second-year reading. The course is academic in scope and focuses on reading comprehension, interpretive language skills, discussion, summaries, and short written responses appropriate to lower-division transfer-level study.

			on authentic readings. Students are expected to apply prior language learning from JAPN 101 C and JAPN 102 C to new narrative texts and to receive feedback on comprehension, interpretation, and written response. Because the instructional model depends on individualized support during active skill practice, a class size of 25 is appropriate for student success in this lower-division, transfer-oriented Japanese reading course. Accordingly, a class size of 25 best reflects the course methodologies, the individualized nature of instruction, and the level of direct feedback required for student success in this lower-division, transfer-oriented Japanese reading course.		
JAPN 282 C Reading Manga II: Narrative Development, Language, and Culture Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 0-8-0 (Failed)	*New Course *Prerequisite: A minimum grade of 'C' in JAPN 281 C *FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option *UC/CSU Transfer *CalGETC 3B	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. In JAPN 282 C, students continue lower-division reading development through guided study of accessible authentic manga with greater length and narrative complexity. Because students select readings matched to proficiency	2027 Fall	JAPN 282 C is needed to continue lower-division, transfer-oriented Japanese reading development through manga of increasing complexity. Building on JAPN 281 C, the course uses authentic published materials that reflect contemporary Japanese culture and contain a greater volume of text, allowing students to read more extensively and further develop reading fluency, comprehension, and interpretive ability. The course strengthens narrative understanding, cultural analysis, and paragraph-length written response while maintaining a lower-division focus on guided reading and intermediate-

		and interest and work at different levels of fluency and independence, the instructor must provide continuous individualized guidance on vocabulary, intermediate grammar, narration, dialogue, reading strategies, and narrative progression. Students are actively engaged in reading longer passages, interpreting meaning in context, and producing paragraph-length responses, while the instructor provides direct feedback tailored to individual reading needs. The course content and instructional methodologies support a class size of 25 because the COR is built around active reading practice rather than primarily lecture. Students develop fluency through authentic texts, guided interpretation, discussion, summaries, and paragraph-length written work. Assessment of these activities requires individualized evaluation of comprehension, interpretation, organization, and development of response. Since the course depends on ongoing instructor feedback during reading practice and written response, a class size of	level skill development. It provides a clear and academically appropriate progression within the Japanese reading sequence.
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			25 is appropriate for maintaining quality and student success in this lower-division, transfer-oriented Japanese reading course. Accordingly, a class size of 25 best reflects the course methodologies, the individualized nature of instruction, and the level of direct feedback required for student success in this lower-division, transfer-oriented Japanese reading course.		
JAPN 283 C Reading Japanese Light Novels: Language, Interpretation, and Culture Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 0-8-0 (Failed)	*New Course *Prerequisite: A minimum grade of 'C' in JAPN 282 C *FSA: D30 - Foreign Language - Japanese *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option *UC/CSU Transfer *CalGETC 3B	(corrected during meeting): 25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. In JAPN 283 C, students extend the lower-division reading sequence from manga to prose through guided study of accessible authentic Japanese light novels selected according to student proficiency and interest. Because prose reading reduces reliance on visual support and students progress at different rates in interpreting narration, dialogue, vocabulary, grammar, and paragraph-level meaning, the instructor must provide continuous individualized guidance as the class proceeds. Students are actively practicing prose reading	2027 Fall	JAPN 283 C is needed to expand the lower-division Japanese curriculum through a transfer-oriented reading course focused on contemporary Japanese prose. As the third course in the sequence following JAPN 281 C and JAPN 282 C, it provides a logical progression from visually supported manga reading to prose-centered reading through accessible Japanese light novels. Because light novels do not allow students to rely on visual inference, they provide appropriate materials for strengthening reading comprehension and for confirming intermediate grammar, expressions, and vocabulary in authentic prose context. The course remains lower-division in scope by emphasizing guided reading, discussion, summaries, and paragraph-length written work rather than advanced literary theory or upper-division specialization, while also preparing students for transfer into upper-division Japanese coursework.

		strategies, interpretation, and written response while the instructor monitors comprehension, clarifies misunderstandings, and gives student-specific feedback on language and meaning in context. The course content and instructional methodologies support a class size of 25 because the COR emphasizes guided reading, active interpretation, discussion, summaries, and paragraph-length written work rather than lecture alone. Students work with authentic prose texts at varying levels of difficulty and require individualized feedback on comprehension, interpretation, and organization of written response. Since the instructional model depends on direct instructor support during active skill practice and on individualized evaluation of student work, a class size of 25 is appropriate for student success in this lower-division, transfer-oriented Japanese reading course. Accordingly, a class size of 25 best reflects the course methodologies, the individualized nature of instruction, and the level of direct feedback required for student success in this lower-	
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			division, transfer-oriented Japanese reading course.		
PHIL 220 C Religion and American Political Institutions Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 8-0-0	*New Course *FSA: C70 - Religious Studies *Distance Education: Fully Online *Grading Option: Pass/No Pass/Letter Grade Option *UC/CSU Transfer	35	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2027 Fall	This course meets the Cal-GETC American Institutions (U.S. Constitution) requirement through sustained analysis of constitutional texts, Supreme Court jurisprudence, and their role in shaping religion–state relations in the United States.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ETHS 101 C American Ethnic Studies Units: 3 Lecture: 3 Laboratory: 0 Action: MSP 8-0-0	*Outline Update *Advisory revalidated *Catalog/Schedule Description Updated *Textbook Updated *Distance Education: Fully Online *Class size from 45 to 35	35	1) While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations such as debates, research presentations; 2) Evaluation primarily through writing assignments assessed for critical thinking, conceptual understanding, structure and style; 3) Requires three or more writing assignments using advanced analytical and critical thinking skills with a minimum of 4000 words; 4) Development of research skills.	2027 Fall	Revise class size to be consistent with other courses in the ETHS Department and to reflect the pedagogies utilized in the course.

Other-any additional concerns committee members might want to bring up for items that do not require vote: No additional concerns were brought forward.

Meeting adjourned at 5:12 p.m.